

A PRACTICAL GUIDE TO THE TEACHING OF
ENGLISH AS A FOREIGN LANGUAGE

A Teaching Practice Handbook for English Majors

英语教学指南

周 刚 张大铸 主编



大连理工大学出版社

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主编 周刚 张大伟

编者 闫敏魁 牛晓春

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前 言

本书是为高等师范院校、师范专科学校英语专业学生编写的英文实习手册,也可作为英语教学法课的教学用书和补充教材或作为一般英语教师的教学参考书。

随着改革开放的不断深入,我国的教育事业也正在大幅度地向前发展。这就对我们这些即将或刚刚走上教学工作岗位的师范院校的学生和毕业生在教学上提出了更高、更严的要求。编者根据多年从事师范教学的经验,考虑到师范英语专业学生急需一本在理论上能够深入浅出、在实践上具有指导性强的教学实习手册,并通过参阅了国内外有关的一些书籍而编写了这本手册,在此,谨向这些书的作者表示衷心的感谢。

全书共分六章,主要叙述了:如何做好教学实习前的准备(包括:引论、熟悉与掌握学校体制、教学自信心的树立和微型教学的组织);如何编写、实施教学计划(包括:引论、熟悉教材、编写课时计划、确立教学方法与策略、上课、教具的选择与使用);如何掌握学生的不同特点(包括:引论、熟记学生的名字、掌握学生的学习成绩、建立师生之间的密切关系、确认学生的学习动机);如何组织、管理课堂及其教学(包括:引论、教室管理、制定规则、目光接触、姿势与面部表情的使用、运用噪音、元语言与言语量、增强学生的参与意识、监控);如何评估教学效果(包括:引论、自我评价、试用期评估、总结性评估);如何组织、安排英语课外活动(包括:引论、英语游戏、英语课

外活动小组、英语晚会)。另有附录 I 外语教学法的主要学派及附录 I 术语英汉对照表。

本书中所介绍的一些教学设计方法及教学方法新颖、具体、实用,并介绍了一些浅显的教育心理学和教学心理学方面的知识及其术语。全书用英文写作。本书力求在文字上简洁、准确。编者希望本书能帮助学生解决他们在教学实习中所遇到的一些实际困难,以便于他们能顺利地、成功地走上讲台并圆满地完成教学实习任务。

本书由大连理工大学外语系周刚和哈尔滨师范大学英语系张大铸主编。第一、二、四章由周刚编写,第三、五章由张大铸编写,第六章由闫敏魁编写,附录 I、附录 II 由牛晓春编写。全书由周刚整理、修改并定稿。本书在编写过程中,美籍教师兰斯·波特曾对本书的初稿进行了审阅并提出了一些意见和建议,在此一并表示感谢。

由于编者水平有限,无论在内容和语言上错误与不妥之处在所难免,真诚地希望广大读者批评指正。

编者

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1 How to Get Ready for Teaching Practice (TP)

1.1 Introduction

Perhaps one of the most important aspects of pre-service training or teacher training is the practice teaching period. Unfortunately, most of the time it is placed at the end of the student teachers' academic career.

We have seen some student teachers plan very good classes, and then make a complete failure in front of the class mainly because they were not prepared to face such a group of students. For most of them, it was the first time they stood in front of a large class.

You might be able to learn a lot about teaching by discussing it and talking about materials and techniques but, like most skills, including using a language effectively, you can't really learn it without doing it. It is one thing to describe what you are going to do in a lesson; it is quite another to carry it out. Before going into a school where your students expect you to be able to do your job, there are obviously huge benefits in being able to try things out beforehand in a supportive atmosphere, such as TP frequently provides.

However, since you have probably received no training in such noninstructional activities as how to maintain discipline,

keep a grade book, act and dress for success, teach procedures and routines, or deal with negative, nonsupportive, and energy-draining young adolescent students and colleagues, one of the biggest problems to you as a student teacher or as a beginning teacher, is the insecurity and uncertainty caused by unfamiliarity with these aspects of the job with which all your colleagues and students are totally familiar. Consequently you will be worried about whether you can accomplish your TP task successfully or not. Some of your worries might be anxiety, diffidence, being at a loss how to teach and manage a large class, and how to write a lesson plan, etc. all of which are very practical problems you will encounter and try to solve.

In some ways beginning teachers face as they meet their first classes is not much different from what other professionals face in new jobs. After a long period of education, professionals are eager to meet challenges and rewards associated with their chosen careers. At the same time they are worried about how well they are going to do. Trial attorneys, for example, worry about their first cases; nurses experience anxiety as they work their first night shifts alone; and business school graduates feel nervous as they apply their newly acquired skills for the first time in large corporations. Regardless of how well individuals are prepared technically, anxiety and difficulties inevitably attend initial practice in real-life settings.

In this chapter, we will suggest you some direct and

feasible strategies to help you lessen your anxiety and solve some of your problems in order to get ready for your teaching practice or for your first days of school.

1.2 Finding out about the system

Please think of an education system with which you are intimately familiar. Imagine that you have been asked to give a foreign teacher who has come to work with you all the information needed to do the job well and appear knowledgeable and confident in front of the students. What would you say under the following headings:

- The administration of the school—who is who
- Class administration and other bureaucracy
- Departments and how they work
- The staffroom and how it functions
- Staff meetings—how often, purpose, procedures
- The system for students who fail in any one year
- Ministry syllabus and guidelines on teaching particular subjects
- Marks and reports—systems, procedures and guidelines
- Discipline—sanctions, procedures, responsibility, expectations
- Student representatives—rights and duties (if any)
- Student expectations—methodology, discipline, teacher's role

Now imagine that you have just started work in a new

context. Look at the list again and try to decide what you would like to find out about first, and what you would leave until later. How many different ways can you suggest for finding the information you want? How would you formulate your questions to get the exact information you want? How would you record the information you receive? If possible, discuss your findings with your fellow student teachers or colleagues.

Remember that there can be no set answers to the above list. It merely serves to illustrate the extent of the task for both the person seeking and the person giving the information. If you are already familiar with the education system and school you are going to work in, it is worth trying to spell out what you might otherwise take for granted. This is a way of helping yourself and any new colleagues who may ask you for advice. If you are new to the system then make sure you get information under all the headings above as soon as you can.

1.3 Building up confidence

Before you are to implement your TP task, what comes prominent is to get yourself ready for it psychologically. It is quite a natural thing for you as a pre-service teacher or a trainee, to feel diffident, worried and insecure. Because this is the first time for you to put what you have learned in the classroom into real-life settings.

How can you get over your anxiety and worries? Firstly,

you might find some help in yourself. In another word, you must establish your self-confidence. Remember, after two years' or four years' language learning and normal training, you have commanded relatively enough language knowledge, and learned some basic knowledge of methodology of English teaching and psychology for teaching. You must be aware that this is your advantage which we call the competence you are possessing as a would-be teacher. Psychologically speaking, a sense of competence occurs when there is an awareness of personal mastery: the realization by the person that a specified degree of knowledge or level of performance has been attained that is acceptable by personal and/or social standards. Once you know with some degree of certainty that you are able or adept at what you have learned, you will feel self-confident. This comes from your realization that you have intentionally mastered whatever has been learned through your own ability and effort. This self-confidence emanates from such internal statements as "I can do it" or "I will be able to do it well".

Secondly, you are usually provided with the observation periods which play an important role for you. You have to observe a series of lessons in the same class you are going to teach later on. This experience will give you some insight into the teaching methods and lesson plans used by the teacher of the class.

Finally, you must keep in mind that you can seek help from both your supervisors or tutors and your fellow student

teachers (classmates). They usually give you a lot of support and help initially, both with actual teaching points and with techniques and materials to use. You might be able to compare notes with your classmates or other trainees. They are an extremely useful resource. They can give ideas and information about language, materials and about students. But remember, they'll be less inclined to give unless you are willing to give. Offer help, and spare time to socialize.

If you try out all these mentioned above, you will find yourself a self-confident TP trainee, ready to meet the challenge.

1.4 Organizing microteaching

What is microteaching? Microteaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers. Microteaching provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feedback on his performance (Pamela J. Cooper, 1988).

In microteaching, the length of the lesson is reduced. It might last 10 – 15 minutes. The size of the class may be reduced. Usually you will teach only a few students instead of the normal 40 – 50. Usually microteaching is organized under the supervision of your tutor or supervisor. Your micro-teaching lesson is organized in this way. First of all, you are

instructed by your tutor in what is involved in the teaching skill you are about to practise. This stage is called the "briefing". After giving some time for preparation, you teach your micro-lesson. This is called "teach". Immediately after teaching a brief micro-lesson, it is discussed by you, your tutor and the other trainees who have been present at the teach. This discussion stage is called the "critique". After the critique, you will attempt the next stage called the "re-teach", modifying your lesson in the light of the suggestions you have received. This is the model of microteaching.

Because it is difficult to arrange for real pupils to be taught in microteaching, your fellow-students can be asked to role-play the part of the pupils. Half of your fellow-students may role-play your "pupils", and the others might be the observers. In this sense, we may term microteaching as "peer teaching". In fact, there are some advantages of peer teaching". Peer pupils can provide more effective feedback than school pupils; by working together, peers develop very satisfying and rewarding relationships; your peer "pupils" become more involved in what you are doing and the skills or techniques being practised; to take on the role of a pupil can be a sensitizing experience. It is this last point that we will be most concerned with.

There is also another way to organize microteaching or peer teaching. That is, it can be done spontaneously by your own class or among several of your classmates. But you must

remember that the role-playing has to be carefully and seriously structured in case your peer "pupils" may overact and make the class dissolve into giggles. Moreover, you can follow the model of microteaching suggested above except the first stage, the "briefing". But you can find another method to replace it, the "brainstorming". This requires the help and cooperation of your fellow students. When you prepare your micro-lesson, they will "brainstorm" you. Then you choose and synthesize their ideas and suggestions.

All in all, microteaching as a training technique has been widely used. There seems to be no doubt that microteaching is considered as one of the most flexible and useful tools adopted to bridge the gap between the theory and practice for TP. Although microteaching is artificial, it allows you to concentrate on the business of teaching, undistracted by the problems of classroom-management inherent in your real teaching practice; it allows you to monitor your own performance as a teacher in a systematic way and improve it as necessary. It can also help you to sensitize the experience both as a "teacher" and "pupil". By organizing microteaching, you can not only benefit in it as a student teacher, but also find it very stimulating and exciting.

2 How to Design and Execute Your Teaching Plan

2.1 Introduction

When you are approaching your TP, you might get more worried about how to write lesson plans and how to carry them out successfully. This is because lesson design is one of the most decisive components or stages of TP, which determines if you can succeed in accomplishing your TP task.

In this chapter, you are going to learn the followings:

- scientific and specific ways of lesson design
- brief learning and teaching theories
- teaching skills and strategies.

While the intention is to be helpful to you, who have had little experience in the classroom teaching and lesson design, other teachers in training might find these pages a useful synopsis of the main strategies currently widely in use. The focus, however, is specifically on the TP situation and the demands it makes.

2.2 Familiarizing yourself with teaching materials

Because in our educational system, the teaching in middle schools is completely text-based, and the text-book is prescribed, you needn't spend much time in preparing your