

Bilingual Teaching

Skills and Methods

双语教学大突破

——技能与方法

◎主 编 赵成平 黄 萍

◎副主编 邓和刚

◎主 审 Dr.Elizabeth Reeves [美国]

双语教学大突破
双语教学大突破 双语
双语教学大突破 双语教学大

双语教学大突
双语教学大突破 双语
双语教学大突破 双语教学大

双语教学大
双语教学大突破 双语

双语教学大突破 双语

双语教学大突破 双
双语教学大突破 双语教学
双语教学大突破 双语教学大突破

双语教学大突破 双语
双语教学大突破 双语教学大
双语教学大突破 双语教学大突破 双

双语教学大突破 双
双语教学大突破 双语教学大

双语教学大突破 双语教学大

双语教学大突破 双
双语教学大突破 双语教学
双语教学大突破 双语教学大突破

重庆大学出版社

双语教学大突破——技能与方法

Bilingual Teaching——Skills and Methods

主 编 赵成平 黄 萍

副主编 邓和刚

主 审 Dr. Elizabeth Reeves(美国)

江苏工业学院图书馆
藏书章

重庆大学出版社

内容提要

本教材根据双语教学的特点,不仅注重提高高等院校双语教师的语言技能,而且,介绍、讨论和实践了国内外行之有效的教学方法和技术,为教师理清思路,从根本上解决教与学的矛盾。教材以语言学、教育心理学、组织行为学、管理学、现代教育理论、教学方法和技术为基础,以学生为中心,强调互动性、参与性、实践性,是一本全新的教师强化培训教材。

图书在版编目(CIP)数据

双语教学大突破——技能与方法/赵成平,黄萍主编. —重庆:重庆大学出版社,2004.8
ISBN 7-5624-3092-6

I. 双... II. ①赵... ②黄... III. 双语教学—教学法 IV. H09—42

中国版本图书馆 CIP 数据核字(2004)第 022090 号

双语教学大突破——技能与方法

主 编 赵成平 黄 萍

副主编 邓和刚

主 审 Dr. Elizabeth Reeves(美国)

责任编辑:方天瞳 王 斌 版式设计:方天瞳

责任校对:任卓惠 责任印制:张立全

*

重庆大学出版社出版发行

出版人:张鸽盛

社址:重庆市沙坪坝正街 174 号重庆大学(A 区)内

邮编:400030

电话:(023) 65102378 65105781

传真:(023) 65103686 65105565

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn(市场营销部)

全国新华书店经销

万州日报印刷厂印刷

*

开本:787×960 1/16 印张:15.25 字数:298 千

2004 年 8 月第 1 版 2004 年 8 月第 1 次印刷

印数:1—3 000

ISBN 7-5624-3092-6/H·329 定价:29.00 元(含光盘 1CD)

本书如有印刷、装订等质量问题,本社负责调换

版权所有 翻印必究

序

21 世纪把中国和世界更紧密地联系到一起,这对培养新时代人才的高校提出了新要求。为应对全球化和科技革命的挑战,提高培养人才的国际竞争力,使高校逐步与国际接轨,以往的教学思路急需转变,不仅知识体系需要适应当前市场需要,教学语言也要适应时代环境的需要——双语教学已是一个势在必行的任务。教育部教高[2001]4 号文件已明确指出:高校教育应采用双语教学,尤其是被列入“211”重点工程的各高校,要创造使用英语等外语进行公共课和专业课教学的气氛。

双语教学是指用两种语言作为教学媒介语。基本原则是教师坚持使用学生的目的语(如英语)。通过学习专业课(例如,计算机、管理、数学、历史等等)来达到掌握该语言和专业知识的目的。

随着“双语教学”的实施,各种各样的问题都有待进一步解决。而其中最突出的就是师资力量问题,即课堂实际教学方面的改善问题。重庆大学调查发现,在已接受过“双语教学”的同学中,听懂老师授课内容 60% 的占 32.55%,少于 40% 的占 38.92%,仅有 21.70% 的人能听懂大约 80% 的内容,几乎全能听懂的人仅占 6.83%。造成双语教学困难的原因到底何在?有 40.74% 的同学认为是由于专业英语接触较少;31.48% 的同学认为是老师发音不标准,听起来很吃力;还有 21.99% 的同学认为教学方法不当,“喧宾夺主”,好像成了上英语课;还有 5.79% 的同学认为学不到太多的专业知识。

要改变目前这一不容乐观的局面,除一方面努力提高学生语言和专业素质外,当务之急是师资培训,而培训的关键是教材。《双语教学大突破——技能与方法》一书正好解决了双语教师培训教材缺乏的问题。

《双语教学大突破——技能与方法》一书由重庆大学赵成平、黄萍、汪兴富、乐勇,四川大学邓和刚,和电子科技大学张锦帆等多位教学法专家教授共同编写,并由外籍专家审阅。教材针对性强,不仅注重提高双语教师本身的语言技能,尤其是口语能力,而且努力围绕双语教学特点,介绍、讨论和实践国内外行之有效的教学方法和技术。教材以语言学、教育

心理学、组织行为学、管理学、现代教育理论、教学方法和技术为基础,以学生为中心,强调互动性、参与性、实践性,从语言基础和语言技能入手,分单元进行听说读写训练,同时,围绕专业课双语教学方法和教学技术,为老师理清思路,从根本上解决教与学的矛盾。因此,《双语教学大突破——技能与方法》是一本全新的教师培训强化教材。本书配有光盘并附有听力文字材料和练习答案,方便自学。

我们相信,《双语教学大突破——技能与方法》一书的出版必将促进我国大学双语教学的健康发展,使教师的教学更受广大学生的欢迎。是为序。

重庆大学校长 李晓红教授

2004年5月于重庆

Acknowledgements

It is a pleasure to thank the many people who have helped in the preparation of this book. We must first mention Mr. Fang Tiantong and Ms. Chen Xiaoyang for their original ideas and consistent support for us to complete the book. We would very much like to thank the anonymous reviewers of the foreign teachers and experts at Chongqing University (CQU), as well as the editors at Chongqing University Press, for constructive suggestions throughout. Our thanks go also to Prof. Li Xiaohong, President of CQU, for encouragement all along the way. Finally, we would like to thank Dr. Elizabeth Reeves for her careful proofreading and the many good comments on the manuscript, Mr. Corey Jackson, Mr. Lindsey Boney, and Mrs. Sara Boney for their recording of the listening material of this book.

The authors and the publisher are grateful for permission to reproduce extracts from copyright materials. Despite every effort to trace and contact copyright holders before publication, this has not always been possible. If notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Contents

Unit 1	How to Be a Good Bilingual Teacher	1
I	Starter Activities	1
II	What to Know: Teacher's Personality, Attitudes and Roles	3
III	What to Do: Engaging Students in Activities	7
IV	Classroom Language	11
V	Imitation and Peer-teaching	11
VI	Speech and Pronunciation	12
VII	Conclusion: Teaching-related Vocabulary	13
Unit 2	How to Do Classroom Management	14
I	Starter Activities	14
II	What to Know: Classroom Management Styles	15
III	What to Do: Classroom Language, Teacher's Behavior	17
IV	Classroom Language	19
V	Imitation and Peer-teaching	19
VI	Speech and Pronunciation: Sentence Stress in English	21
VII	Conclusion	22
Unit 3	How to Use Textbooks	25
I	Starter Activities	25
II	What to Know: Six Principles of Textbooks	27
III	What to Do: Choosing and Evaluating Textbooks	33
IV	Imitation and Peer-teaching	35
V	Speech and Pronunciation: A Sound Unit	35
VI	The language of Spontaneous Situations	36
VII	Conclusions	37
Unit 4	How to Plan a Lesson	39
I	Starter Activities	39
II	What to Know: Lesson Planning	40
III	What to Do: Writing a Lesson Plan	45
IV	Imitation and Peer-teaching	50
V	Speech and Pronunciation	51

VI	Classroom Language	51
VII	Conclusions	52
Unit 5	How to Begin A Lesson	54
I	Starter Activities	54
II	What to Know; Making Introductions	54
III	How to Do; Starting a Lesson	56
IV	Imitation and Peer-teaching	59
V	Speech and Pronunciation	59
VI	Classroom Language	60
VII	Conclusions	61
Unit 6	How to Motivate Students	62
I	Starter Activities	62
II	What to Know; Motivation	64
III	What to Do; Motivating Students to Read	69
IV	Imitation and Peer-teaching	71
V	Speech and Pronunciation	73
VI	Classroom Language	75
VII	Conclusions	75
Unit 7	How to Handle Questions	77
I	Starter Activities	77
II	What to Know; Questioning Tactics	78
III	What to Do; Dialogues	81
IV	Imitation and Peer-teaching	83
V	Speech and Pronunciation	84
VI	Classroom Language	84
VII	Conclusions	85
Unit 8	How to Describe Figures	86
I	Starter Activities	86
II	What to Know; Figures Expressions	87
III	What to Do; Expressing Figures	90
IV	Imitation and Peer-teaching	92
V	Speech and Pronunciation	94
VI	Classroom Language	94
VII	Conclusions	95

Unit 9	How to Describe Objects	96
I	Starter Activities	96
II	What to Know: Ways to Describe Objects	97
III	What to Do: Describing Objects	99
IV	Imitation and Peer-teaching	102
V	Speech and Pronunciation	104
VI	Classroom Language	104
VII	Conclusions	105
Unit 10	How to Do Interactive Teaching	106
I	Starter Activities	106
II	What to Know: Interaction and Cooperation	108
III	What to Do: Writing and Vocabulary	112
IV	Imitation and Peer-teaching	115
V	Speech and Pronunciation	115
VI	Classroom Language	116
VII	Conclusions	116
Unit 11	How to Conclude a Lesson	118
I	Starter Activities	118
II	What to Know: Conclusion Skills	118
III	What to Do: Making Conclusions	120
IV	Imitation and Peer-teaching	122
V	Speech and Pronunciation	123
VI	Classroom Language	124
VII	Conclusions	125
Unit 12	How to Teach Large Classes	126
I	Starter Activities	126
II	What to Know: Large Classes versus Small Classes	127
III	What to Do: Teaching Experience of Large Classes	129
IV	Imitation and Peer-teaching	133
V	Speech and Pronunciation	136
VI	Classroom Language	137
VII	Conclusions	138
Unit 13	How to Write Academic Papers	139
I	Starter Activities	139

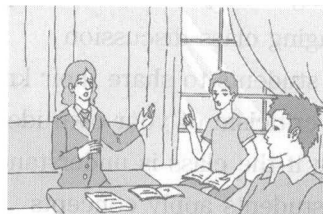
II	What to Know: Essentials for Writing Papers	139
III	What to Do: Grammar and Vocabulary	144
IV	Imitation and Peer-teaching	149
V	Speech and Pronunciation	151
IV	Classroom Language	151
VII	Conclusions	151
Unit 14	How to Make a Presentation	153
I	Starter Activities	153
II	What to Know: Material Management	153
III	What to Do: Going through the Process of Preparation	155
IV	Grammar and Vocabulary	160
V	Imitation and Peer-teaching	162
VI	Speech and Pronunciation	162
VII	Classroom Language	163
VIII	Conclusions	163
Unit 15	How to Retrieve Information	164
I	Starter Activities	164
II	What to Know: Modern Means of Information Retrieval	165
III	What to Do: Knowing and Translating Technical Terms	167
IV	Imitation and Peer-teaching	171
V	Speech and Pronunciation	174
VI	Classroom Language	174
VII	Conclusions	175
Tapescripts for Listening		176
Keys and Teachers' Notes		202

Unit 1

How to Be a Good Bilingual Teacher

I Starter Activities

1.1 Look at the pictures. Which of these people would you like to have as your teacher? Why or Why Not?



1.2 Look at the quality list of a good bilingual teacher below, and rank them in order of importance.

A good bilingual teacher:

- ☐ is fluent in two languages (e. g. Chinese and English)
- ☐ knows when to shift between languages
- ☐ works hard to remain up-to-date in his or her subject.
- ☐ is able to maintain discipline and order.

- ___ openly admits his mistakes or that he does not know something.
- ___ makes the students work hard and sets high standards.
- ___ is friendly and helpful to his or her colleagues.
- ___ uses good teaching methods and materials to make his or her lessons interesting.
- ___ helps the students become independent and organize their own learning.

Now sit in groups of 4, each member calls out his ranking of the qualities, and then discuss in turn each quality, giving examples to back up your statements.

1.3 Look at the following list of suggestions for teaching with excellence and reorder the list based upon the importance of your own teaching experience.

- Discussing points of view other than your own
- Discussing recent developments
- Giving references
- Emphasizing conceptual understanding
- Explaining clearly
- Being well prepared
- Giving lectures that are easy to outline
- Summarizing major points
- Identifying what you consider Important
- Encouraging class discussion
- Inviting students to share their knowledge and experiences
- Inviting criticism of your own ideas
- Knowing if the class is understanding you
- Having students apply concepts
- Giving personal help to students

Now Compare your ordering with a partner, explain your reasons. Can you think of other issues that are also important for a good bilingual teacher?

1.4 Please put the other issues that are also important for a good bilingual teacher in the table below and explain to your partner why you think so. One example is given.

Motivating students' Best Work

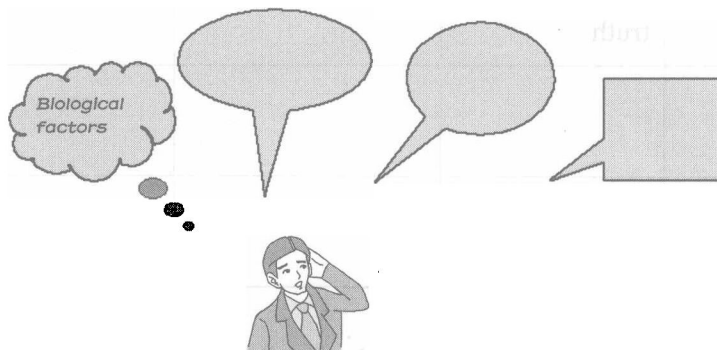
II What to Know: Teacher's Personality, Attitudes and Roles

2.1 Listening

2.1.1 Listen to the lecture about personality structure and fill in the bubbles and boxes while you are listening.

Although we do not have all the answers, the prevailing theories suggest that personality structure can be understood from the standpoint of three elements: determinants, stages and traits.

a) By what factors is personality defined and determined?



b) What are the personality stages?

Personality
tends to _____

and evolve
through _____

c) What are the personality traits?

Surface traits

Source traits

2.2 Reading

2.2.1 Read the passage below and fill in the grid according to the article.

Teacher attitudes	Teaching belief	Effect on Teacher behavior	Effect on students behavior
	Knowledge is truth		

According to the theory of educational psychology, the personal side of teaching

involves teacher attitudes in three general areas:

- (1) attitudes about teaching and learning,
- (2) attitudes towards students, and
- (3) attitudes towards self.



Teacher attitudes towards learning sometimes harden into the belief that knowledge is truth; with this belief teachers expect students to look for the single correct answer to the problems posed in the classroom. Teachers' conceptual level influences how they teach. Teachers at a low conceptual level tend to be more authoritarian than teachers at higher levels and the former use a single method of teaching with all students.

Teacher attitudes towards students also influence teaching style. A review of recent research documents shows the wide variety of student characteristics that "cause" teachers to treat some students negatively, reducing the possibility of academic achievement. Student social class, race, rearing in a single-parent family, temperament, gender, and academic achievement are among the important factors that influence teacher attitudes.

The attitudes towards self of teachers are also important. Teachers have views of themselves and their roles that influence their classroom behavior. Teachers cannot be value-free in their interaction with students. They must strive to incorporate in their teaching a model designed to promote growth both in subject matter competency and in the values needed for future citizenship in society.

2.2.2 The following is a mixed list of teacher attitudes towards teaching and learning derived from the three-stage conceptual level (CL) model by David Hunt. Go through the list and choose 5 statements that best reflect your attitudes towards teaching and learning.

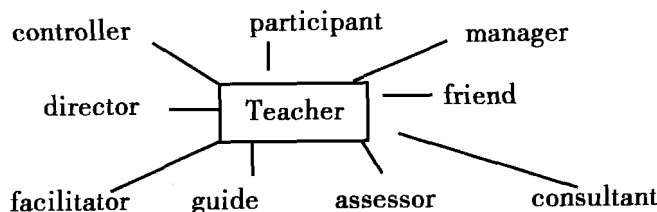
- a. employ a single “tried and true” method
- b. separate facts, opinions, and theories about teaching and learning
- c. understand knowledge as a process of successive approximation
- d. show strong evidence of concrete thinking
- e. give evidence of teaching for generalization as well as skills
- f. recognize that today’s theories may be tomorrow’s anachronisms
- g. exhibit compliance as a learner and expect the same from students
- h. is comfortable in applying all appropriate teaching models
- i. is very uncomfortable with ambiguous assignments
- j. show sensitivity to students’ emotional needs
- k. foster an intensive questioning approach with students
- l. enjoy highly structured activities for self and for students
- m. show some evidence of systematic “matching and mismatching”
- n. exhibit careful evaluations based on objective criteria according to the level of assignments
- o. show evidence of originality in adapting innovations to the classroom

Give yourself 1 point each for items **a, d, g, j, m**; give yourself 2 points each for items **b, e, h, k, n**; and give yourself 3 points each for items **c, f, i, l, o**. Sum your scores and interpret them **as follows**:

- 5—8** = stage A teacher, inflexible, dependent, less competent
- 9—14** = stage B teacher, flexible, care for students, competent
- 15** = stage C teacher, original, very flexible and competent

2.3 Teacher’s Roles

The following diagram shows the possible roles of a good bilingual subject teacher.



Discuss with your partner your understanding or experience of such multiple roles as a bilingual subject teacher. What roles are more difficult to play in your situation?

III What to Do: Engaging Students in Activities

3.1 Encouraging class

atmosphere is very important. A good bilingual subject teacher has the ability to arouse students' motivation and creativity. The following are some suggestions for you to notice:

- Make sure that you do not show favouritism towards particular students.
- Plan clearly what you are going to do in each lesson, but do not stick so rigidly to it that you disallow even valid interruptions.
- Tell the students what you want to achieve in the lesson and then, at the end, say how successful you

think you have the class.

- Provide opportunities for the students to talk and listen to each other rather than all communication being between you and them.
- Always give students latest information and keep arousing students' interests in class
- Bear in mind that learning is not taught but by doing, and thus it is very important to ask students to solve problems both in and out of class.

Now discuss in pairs a) ways you used before to motivate students; b) ways you may adopt to keep up students' interest; c) bilingual teaching; motivating or de-motivating students? d) how much English you speak in a bilingual class? and why?