

黄怡俐 编著

# 外语教学 理论与实践

Foreign Language Teaching  
in Theory and Practice

河南大学出版社

# 外语教学理论与实践

## Foreign Language Teaching in Theory and Practice

黄怡俐 编著

江苏工业学院图书馆  
藏书章



河南大学出版社

**图书在版编目(CIP)数据**

外语教学理论与实践/黄怡俐编著. —开封:河南大学出版社,2006.7  
ISBN 7-81091-514-2

I. 外... II. 黄... III. 英语—教学研究—高等学校 IV. H319.3

中国版本图书馆 CIP 数据核字(2006)第 089025 号

**责任编辑** 薛巧玲

**封面设计** 马 龙

---

**出 版** 河南大学出版社

地址:河南省开封市明伦街 85 号 邮编:475001

电话:0378-2864669(事业部) 0378-2825001(营销部)

网址:www. hupress. com E-mail: bangong@hupress. com

**经 销** 河南省新华书店

**排 版** 河南省诚和印制有限公司

**印 刷** 黄委会设计院印刷厂

**版 次** 2006 年 7 月第 1 版 **印 次** 2006 年 7 月第 1 次印刷

**开 本** 787mm×1092mm 1/16 **印 张** 14.75

**字 数** 273 千字

---

ISBN 7-81091-514-2/H·147 **定 价**:26.50 元

---

(本书如有印装质量问题请与河南大学出版社营销部联系调换)

## 前 言

随着基础教育新课程标准的推广使用,外语教师的素质与国家实施素质教育的要求还有一定的差距。因此,从事基础教育的外语教师需要更新传统教育教学观念,提高自身的专业化素质。而培养外语教师专业化素质要从多方面抓起,特别是从在职外语教师 and 在读外语教师教育专业的大学生抓起。

目前的状况是,有关外语教育教学的研究一直得不到重视,一些新的、特别是对国外外语教学研究理论和实践的介绍很少,使在职教师 and 外语专业大学生缺乏实用性的学术书籍,缺乏教学法教材以及相关的辅助读物。特别是外语教师教育专业在校生的泛读课程教材基本是千篇一律、泛泛地以文化、文学等题材为主的文章,与学生将要从事的职业脱节,引不起学生的学习兴趣。针对以上外语教学领域存在的问题,本书作者把国外著名外语教育专家有关外语教学方面的最新英语原版著作进行改编,并结合我们的国情,融入自己的研究,介绍给外语教师以及外语教师教育专业的大学生。

本书在编写过程中力求做到以下几点:1)介绍国内外最新的外语教学理论和实践知识,使读者对该领域有一个全面的了解;2)本书的编写方式力求最大限度地启发读者反思性思维,特别是读者对自身所经历的外语学习与教学实践的反思,对所接受的不同的外语教学模式和方法的反思,对成为一个合格的外语教师的反思等;3)本书所介绍的教学方法和技巧操作性强,可边学边用,立竿见影;4)本书的编写力求符合原作风貌,这样,读者在学习外语教育教学理论知识的同时,还可以提高自身的英语水平,并对外语教学领域的术语有一个全面的接触;5)本书如果作为英语教师教育专业在校大学生的泛读教材使用,还可以改变英语专业泛读教材中文学题材一统天下的局面,使学生在泛读课堂上既学习了英语专业知识,又学到了英语教学的理论与技巧。这正符合目前外语教学的改革趋势:在语言课堂上渗透专业知识,在学习专业知识的同时学习语言,把外语作为工具来教和学。

全书共分五个单元,第一单元是关于外语教学的基本问题;第二单元是关于怎样教授外语知识;第三单元是怎样教授外语技能;第四单元是国外外语教学法介绍;第五单元是作者对外语教育教学的思考。

本书不只简单地给出教授外语的方法和技巧,并非单纯罗列不同的教学方法和观点,更重要的是,它向读者提供了反思的空间。所以,在使用本书时,读者最终的阅读目的不应该在于学习怎样教词汇,怎样组织学生开展课堂口语练习,而应该在自身的教学环境中,反思自己的教学观,探讨发现新的教学理论和技巧,最终提高自身的专业素质。

本书所针对的读者是外语教学研究者、大学外语教师、中小学外语教师,以及在读外语教师教育专业大学生。

本书的编写借鉴了该领域若干国际著名专家的研究成果,除了书后参考文献中对他们进行了一一列注外,这里需要特别提到的是 Penny Ur, Jeremy Harmer, Deane Larsen-Freeman, Ronald Carter 和 David Nunan。在此对他们表示感谢。还要特别感谢的是本书的责任编辑、河南大学出版社副编审薛巧玲老师,她为本书的出版做了很多耐心细致的工作,付出了大量的心血和汗水。

由于笔者水平有限,书中难免谬误不当之处,欢迎读者批评指正。

作 者

2006 年 4 月

## Contents

<b>Unit One General Issues about Teaching and Learning .....</b>	<b>(1)</b>
Pre-reading .....	(1)
1. How to Be a Good Teacher .....	(2)
2. Know Your Students .....	(8)
3. How to Manage Teaching and Learning .....	(13)
4. Effective Presentation, Explanation, and Instruction .....	(18)
5. How to Lead Practice .....	(22)
6. How to Teach Large Class .....	(27)
7. Teaching Plan .....	(34)
8. Evaluating the Success versus Failure of Lessons .....	(41)
9. Language Tests .....	(42)
 <b>Unit Two How to Teach the Language .....</b>	 <b>(49)</b>
Pre-reading .....	(49)
1. How to Teach Pronunciation .....	(51)
2. How to Teach Vocabulary .....	(56)
3. How to Teach Grammar .....	(60)
 <b>Unit Three How to Teach Skills .....</b>	 <b>(66)</b>
Pre-reading .....	(66)
1. How to Teach Reading .....	(67)
2. How to Teach Writing .....	(71)
3. How to Teach Speaking .....	(76)

4. How to Teach Listening .....	(80)
<b>Unit Four Foreign Language Teaching Methods .....</b>	<b>(86)</b>
Pre-reading .....	(86)
1. The Grammar-Translation Method .....	(88)
2. The Direct Method .....	(96)
3. The Audio-Lingual Method .....	(103)
4. The Silent Way .....	(115)
5. Desuggestopedia .....	(126)
6. Community Language Learning .....	(134)
7. Total Physical Response .....	(146)
8. Communicative Language Teaching .....	(155)
9. Content-Based, Task-Based, and Participatory Approaches .....	(166)
<b>Unit Five Related Issues .....</b>	<b>(184)</b>
Pre-reading .....	(184)
1. A Discussion of the Problems in China's EFL Teacher Education .....	(185)
2. Preparing Student Teachers for Future Development .....	(194)
3. Adapting Focus on Form for the Chinese EFL Teaching .....	(200)
4. Teaching EIL Pronunciation in China .....	(212)
<b>References .....</b>	<b>(225)</b>

# **Unit One**

## **General Issues about Teaching and Learning**

### **Pre-reading**

The process of teaching a foreign language is a complex one, yet in classroom teaching, it is necessary to break it down into components for purposes of studies.

Unit One discusses the general issues about foreign language teaching:

- the basic qualities a good foreign language teacher possesses: the abilities to give interesting classes, how to use the full range of teacher's personality, how to balance teacher and students talk, etc. ;
- the importance to know one's learners: good learners' characteristics, their levels, teachers' desire to empathize with students, how to stimulate and keep the students' studying motivation, etc. ;
- to manage teaching and learning: how to mind teachers' physical presence, how to use teaching voices, how to mark the stages of a lesson, etc. ;
  - to give clear and well staged instructions and presentations;
  - to respond flexibly to what happens in the class;
  - to organize effective practice;
  - to manage large classes;
  - to plan lessons;
  - to evaluate teaching;
  - to understand language tests.

In reality, many good learners trying to acquire a foreign language on their own adopt the mentioned teaching process of effective planning, presenting, practising and evaluating. In order to learn a foreign language, they try to plan



well, they make sure they perceive and understand new language, they make conscious efforts to practise it thoroughly, and they check their learning by themselves.

In the classroom, it is the teacher's job to promote these learning processes by the use of appropriate teaching acts. Thus, he or she plans thoroughly to organize his or her teaching and the students' learning stages; presents and explains new material in order to make it clear, comprehensible and available for learning; designs practice activities to consolidate knowledge; and tests to check what has been mastered and what still needs to be learned or reviewed. These acts may not always occur in this rigid order, and may sometimes be combined within one activity; nevertheless, good teachers are usually aware which is their main objective at any point in a lesson.

Of course, classroom studying is not the only way learners learn a foreign language. There are other ways for learners to acquire a new language. They can absorb another language unconsciously or semi-consciously by being exposed to a special environment, like they acquired their mother tongue; they can learn autonomously without purposeful teacher teaching. However the learners' studying method may be, a purposeful organized teaching will facilitate their learning.

Then, the following unit provides simplified but comprehensive techniques for foreign language teachers. They need not follow it rigidly, but can use it as a guide for teaching, and for being a foreign language teacher with awareness.

## **1. How to Be a Good Teacher**

### **What makes a good teacher?**

In an attempt to find out what people think about teachers and teaching, many different people were asked the question "What makes a good teacher?" It is hoped that the answer might throw some light upon deeply held beliefs about this fundamental part of human experience. The respondents were teachers of English

in the UK, in Spain and from Finland. Some of them were teacher trainers and methodologists. Last—but by no means least—there are also students of different nationalities studying at private language schools in Britain, and secondary school students studying at a Cambridge comprehensive school.

The following answers are representative of the many that were given.

- *They should make their lessons interesting so you don't fall asleep in them.*
- *A teacher must love her job. If she really enjoys her job she'll make the lessons more interesting.*
- *I like the teacher who has his own personality and doesn't hide it from the students so that he is not only a teacher but a person as well—and it comes through the lesson. (Students tend to be interested in their teachers—at least at first. The ones who share their personality with their classes often have better results than those who don't.)*
- *I like a teacher who has lots of knowledge, not only of his subject.*
- *A good teacher is an entertainer and I mean that in a positive sense, not a negative sense.*

Although, as we can see, the character and personality of the teacher is a crucial issue in the classroom, by far a great number of responses to the question “What makes a good teacher?” were not so much about teachers themselves, but rather about the relationship between the teacher and the students. This is borne out in the following responses.

- *It's important that you can talk to the teacher when you have problems and you don't get along with the subject.*
- *A good teacher is . . . somebody who has an affinity with the students that they're teaching.*
- *A good teacher should try and draw out the quiet ones and control the more talkative ones.*
- *He should be able to correct people without offending them.*
- *A good teacher is . . . someone who helps rather than shouts.*
- *A good teacher is . . . someone who knows our names.*

In a book of research called *Making Sense of Teaching*, the authors Sally Brown and Donald McIntyre selected a group of good teachers, chosen by their pupils. They wanted to find out how these “good teachers” did their job so they

asked them about their teaching. This is what they found out.

*The most obvious common feature of the different teachers' accounts was that in response to our question about their teaching they almost always talked about what their pupils were doing.*

A simple answer to the question "What makes a good teacher?" therefore, is that good teachers care more about their students' learning than they do about their own teaching.

### **How should teachers talk to students?**

The way that teachers talk to students—the manner in which they interact with them—is one of the crucial teaching skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking to.

One group of people who seem to find it fairly natural to adapt their language to their audience are parents when they talk to their young children. Studies show that they use more exaggerated tones of voice, and speak with less complex grammatical structures than they would if they were talking to adults. Their vocabulary is generally more restricted too and the attempt to make eye contact (and other forms of physical contact) is greater. They generally do these things unconsciously.

Though teachers and students are not the same as parents and children, this subconscious ability to "rough-tune" the language is a skill they have in common. Rough-tuning is the unconscious simplification that both parents and teachers make. Neither group sets out to get the level of language exactly correct for their audience. They rely, instead, on a general perception of what is being understood by the people listening to them. Their empathy allows them to almost feel whether the level of language they are using is appropriate for the audience they are addressing.

Experienced teachers rough-tune the way they speak to students as a matter of course. Newer teachers need to concentrate their focus on their students' comprehension as the yardstick by which to measure their own speaking style in the classroom.

Apart from adapting their language, experienced teachers also use physical movement: gestures, expressions, mime. It becomes almost second nature to show happiness and sadness, movement and time sequences, and concepts (e. g. “heavy” and “drunk”) using these techniques. They become part of the language teachers’ use, especially with students at lower levels.

### **How should teachers give instructions?**

This issue of how to talk to students becomes crucial when teachers are giving their students instructions. It is a waste of time if the students don’t understand what they are supposed to do.

There are two general rules for giving instructions: the instructions must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? Which information do they need first? Which should come next?

When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works.

### **Who should talk in class?**

There is a continuing debate about the amount of time teachers should spend talking in class. Trainees’ classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time).

Getting students to speak—to use the language they are learning—is a vital part of a teacher’s job. Students are the people who need the practice, in other words, not the teacher. In general terms, therefore, a good teacher maximizes STT and minimizes TTT.

Good TTT may have beneficial qualities, however. If teachers know how to

talk to students—if they know how to rough-tune their language to the students' level, as we have discussed above—then the students get a chance to hear language which is certainly above their own productive level, but which they can more or less understand. Such “comprehensible input” (a term coined by the American methodologist Stephen Krashen)—where students receive rough-tuned input in a relaxed and unthreatening way—is an important feature in language acquisition. TTT works!

A classroom where the teacher's voice drones on and on day after day and where he hardly ever hears the students say anything is not one that most teachers and students would approve of, however. TTT can be terribly over-used. Conversely, a class where the teacher seems reluctant to speak is not very attractive either.

The best lessons are ones where STT is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarize what is happening, to tell a story, enter into discussion, etc. Good teachers use their common sense and experience to get the balance right.

### **What are the best kinds of lesson?**

One of the greatest enemies of successful teaching is student boredom. This is often caused by the deadening predictability of much classroom time. Students frequently know what is going to happen in class and they know this because it will be the same as what happened in the last class—and a whole string of classes before that. Something has to be done to break the chain.

In his monumental book, *Breaking Rules*, John Fanselow suggests that, both for the teacher's sanity and the students' continuing involvement, teachers need to violate their own behavior patterns. If a teacher normally teaches in casual clothes, he should turn up one day wearing a suit. If a teacher normally sits down, she should stand up. If he or she is normally noisy and energetic as a teacher, he or she should spend a class behaving calmly and slowly. Each time teachers break one of their own rules, in other words, they send a ripple through the class. That ripple is a mixture of surprise and curiosity and it is a perfect starting point for student involvement.

The need for surprise and variety within a fifty-minute lesson is also overwhelming. If, for example, students spend all of that time writing sentences, they will probably get bored. But if, in that fifty minutes, there are a number of different tasks with a selection of different topics, the students are much more likely to remain interested. This can be seen most clearly with children at primary and secondary levels, but even adults need a varied diet to keep them stimulated.

However, variety is not the same as anarchy. Despite what we have said, students tend to like a certain amount of predictability: they appreciate a safe structure that they can rely on. And too much chopping and changing—too much variety in a fifty-minute lesson—can be destabilizing. Good teachers find a balance between predictable safety and unexpected variety.

### **How important is it to follow a pre-arranged plan?**

It is one thing to be able to plan lessons which will have variety, but being *flexible* when the class is actually taking place is another matter altogether. Once again, a balance has to be struck between teachers attempting to achieve what they set out to achieve on the one hand and responding to what students are saying or doing on the other.

Suppose that the teacher has planned that the students should prepare a dialogue and then act it out, after which there is a reading text and some exercises for them to get through. The teacher has allowed twenty minutes for dialogue preparation and acting out. But when the students start working on this activity, it is obvious that they need more time. The teacher then discovers that they would like to spend at least half the lesson on just the acting-out phase where they are finding helpful and enjoyable. At that moment, he or she has to decide whether to abandon the original plan and go along with the students' wishes or whether it is better to press ahead regardless.

Another scenario is also possible: all the students are still working on a dialogue preparation except for two pairs who have already finished. The teacher then has to decide whether to tell them to wait for the others to catch up (which might make them bored and resentful) or whether to stop the rest of the class to prevent this. Then the other students might end up feeling frustrated because they

didn't have a chance to finish.

There are other crises too; the tape recorder suddenly doesn't work; the teacher has forgotten to bring the material they were relying on; the students look at the planned reading text and say "We've done that before".

Good teachers are flexible enough to cope with these situations. Because they are focusing on the students and what they need, they are able to react quickly to the unplanned event. Perhaps, in the case of the pairs who finish early, for example, they have a couple of quick useful tasks "up their sleeves" which they can ask the pairs to do while they're waiting. Good teachers recognize that their plans are only prototypes and they may have to abandon some or all of them if things are going too fast or too slow. Good teachers are flexible.

### **Post-reading work**

- (1) Recall your school life, and list, the more the better, some of the qualities your good school teachers possess, and some of the weak points other teachers have.
- (2) Has your interest in study ever been evoked by any of your teachers? How and why?
- (3) Did you ever dislike one of your teachers? Why? And did it affect your study?
- (4) Are some teachers better at encouraging students than others? Why?

## **2. Know Your Students**

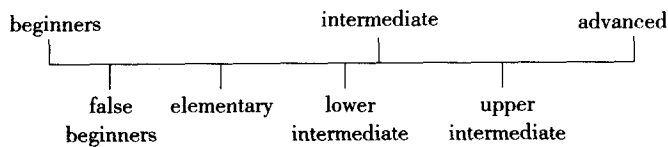
### **Different levels of learners**

Teachers of English generally make three basic level distinctions: *beginner*, *intermediate* and *advanced* (though exactly what these terms mean often depends where you work and what textbook (if any) you are using). Broadly, however, beginners are those who don't know any English and advanced students are those

whose level of English is competent, allowing them to read unsimplified fact and fiction and communicate fluently with native speakers. Between these two extremes, intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading.

Between these levels, other descriptive terms are used too. A distinction is made between *beginners* and *false beginners* to reflect the fact that some adults start a beginners' course having heard virtually no English, whereas many others can't really use any English but actually know quite a lot that can be quickly activated; they're not real beginners. *Elementary* students are no longer beginners and are able to communicate in a basic way. They can string some sentences together, construct a simple story or take part in predictable spoken interactions. However, they have not yet achieved intermediate competence which involves greater fluency and general comprehension of some general authentic English: there are still areas of knowledge—tense structures, noun phrase construction, vocabulary use, etc.—which elementary students have not come across. Upper intermediate students, on the other hand, have the competence of intermediate students plus an extended knowledge of grammatical construction and skill use. However, they may not have achieved the accuracy or depth of knowledge that their advanced colleagues have acquired. The following diagram shows the labels that are frequently used to describe different levels.

Although each student is an individual, it is nevertheless possible to make some broad generalizations about the different levels.



Terms for student levels

**Beginners:** Success is easy to see at this level, and easy for the teacher to arrange. But then so is failure! Some adult beginners find that language learning is more stressful than they expected and reluctantly give up. However, if things are going well, teaching beginners can be incredibly stimulating—and great fun. It may be restricting for the teacher, but the pleasure of being able to see his part in



his students' success is invigorating.

**Intermediate students:** Success is not so easy to perceive here. Intermediate students have already achieved a lot. Gone are the days when they could observe their progress almost daily. Sometimes, it may seem to them, they don't improve that much or that fast anymore. This is often called the *plateau* effect, and the teacher has to make strenuous attempts to show students what they still need to learn without being discouraged. One of the ways of doing this is to make the tasks the teacher gives them more challenging and to get them to analyze language more thoroughly. Teachers need to help them to set clear goals for themselves so that they have something to measure their achievement by.

**Advanced students:** They already know a lot of English. There is still the danger of the plateau effect (even if the plateau itself is higher up) so teachers have to create a classroom culture where learning is not seen as learning a language little-bit-by-little-bit. At the advanced level, teachers need to be able to show students what still has to be done and need to provide good clear evidence of progress. Teachers can do this through a concentration not so much on grammatical accuracy, but on style and perceptions of appropriateness, connotation and inference, helping students to use language with more subtlety. It is at this level, especially, that teachers have to encourage students to take more and more responsibility for their own learning.

## How should teachers teach the different levels?

Although many activities can clearly be used at more than one level (designing newspaper front pages, writing radio commercials, etc.), there are some which are obviously more appropriate for beginners, for example, pronunciation practice of /ə/, simple introduction dialogues, while there are others which are more appropriate for advanced students, such as discursive essay writing or formal debating.

One obvious difference in the way to teach different levels is language. Beginners need to be exposed to fairly simple language that they can understand. In their language work, they may get pleasure (and good learning) from concentrating on straightforward questions like "What's your name?" "What's your