

国家外国专家局教科文卫专家司推荐教材

*Recommended by Department of Cultural & Educational Experts,
State Administration of Foreign Experts Affairs*

外籍教师 TEFL 培训教程

(美) Robert Wyss, Jr., M.A.
Emily A. Thrush, Ph. D.

Teaching English in China

清华大学出版社

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内 容 简 介

本书是国家外国专家局下属国际人才交流协会主办的外籍教师培训课程专用教材,它融汇了作者多方面的实践经验,提供切实有效的英语教学指导,包括 TEFL 教学理论和教学法介绍;微观课堂教学技巧,如课堂步骤设计、口语活动设计、具体语言技能讲授方法、中国英语课堂上学生心理及学习特点等;以及与教学相关的中国文化方面的介绍与必备的日常信息。另外本书提供的很多具体详细、操作性强的教学方法和技巧,对于中国籍英语教师也具有指导价值。

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Preface

Teaching English in China was initially conceived as a course book for use in certificate training programs for novice Anglophone English teachers at secondary schools and universities in China. Its uniquely well-rounded presentation of foreign language teaching and learning theory combined with up-to-date classroom teaching methods and techniques provides a solid foundation to teachers with little or no formal background in Teaching English as a Foreign Language (TEFL). However, as a refresher on current theory and a rich source of ideas for planning communicative-based lessons and activities, *Teaching English in China* will benefit seasoned, in-service EFL instructors, too.

The theory contained in this book gives teachers a way of evaluating their lessons and their students' progress, as well as the ability to explain the rationale for the way they are conducting their classes. The methods, principles, and techniques prepare teachers to cope effectively with the array of pedagogical challenges they will encounter in their classroom teaching. An overview of Chinese culture and suggestions on how foreign teachers can best adapt to life in China are examined and discussed at length. Throughout the book, special emphasis is given to teaching and learning English in the specific context of Chinese classrooms.

Most units are followed by either practical tasks, review questions for reflection and roundtable discussion, or analytical inventories.

"Microteaching" tasks follow some of the units. These are designed to give pre-service teachers an opportunity to practice-teach a number of their own lessons in training programs. Microteaching offers trainees the opportunity to receive structured evaluation directly from the teacher-educator and to exchange ideas with other program participants.

The authors have created and conducted several TEFL teacher training and development courses in China. Robert Wyss teaches English writing courses at Sungkyunkwan University in Seoul, South Korea. Emily Austin Thrush is a professor of English at the University of Memphis, Tennessee, in the United States.

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Reflections and Expectations

Before embarking on your journey through the theory, principles, and methodology, classroom techniques, lesson plans and activities contained in this book, it will be helpful to reflect on the reasons underpinning your decision to come to China and teach English.

Answer the following questions as thoroughly as possible. Later on in the semester, after having gained some real classroom teaching experience, check your answers again and note any discrepancies which may appear between your initial expectations and your subsequent daily routine in China.

1. Reflect on why you decided to come and teach in China. List at least three reasons in order of importance.
2. What skills among your previous experiences will be helpful to you as a language instructor in China.
3. List at least three personal qualities or skills which you believe characterize successful foreign language instructors.
4. What aspects of classroom teaching do you expect to find the most challenging? What about your teaching experience will be the most rewarding?
5. How do you think you will be able to maintain order in your classroom and keep your students focused on communicative activities throughout your lessons?

Roundtable Discussion for Teachers

Teachers take turns sharing their answers with each other. If the training class is large, split up into groups and take turns discussing your answers with the other group members. Provide details to the "hows and whys" in the discussion.

Language Learning Theory

The following outline of TESOL theories is intended to familiarize novice and near-novice instructors with a few of the basic concepts that have influenced English language educators in their classroom teaching. A number of related questions for reflection follow some of the sections.

1st Language Acquisition

Let's examine some examples of language from a native speaker of English, a 4-year-old child.

- Mommy, I jump-ed and jump-ed.
- I eated it all up.

We can assume that:

- This child knows to add an ending on the verb when talking about the past, but is using the syllable “-ed” for all pasts.
- The child never heard an adult say “jump-ed” or “eated” so she is clearly not just imitating what she hears.
- The child has formed a hypothesis about the past—it is formed by adding a syllable to verbs— and is applying it to all verbs.

Of the three past tense endings (walked /t/, grabbed /d/, and wanted /-ed/), the third past ending is the most obvious and is therefore noticed first by learners.

Now let's consider the utterances of a 5-year-old child:

- Teresa, do you have some candy?

- Yes.
- Is the candy that you have for me?
- Yes.
- Mommy, Teresa says that she has candy for me.
- I taked the candy.

We can assume that:

- This child knows how to form questions with “do”, how to embed clauses with “that” and how to report something she was told, but she doesn’t have command of all the irregular past tense verbs.
- The order in which learners acquire command of structures is not necessarily the order of simplicity or the order we would expect.
- Mistakes are developmental and reflect learning. The child who says “I eated it all up yesterday” has made more progress in language learning than the child who says “I eat it all up yesterday.”

2nd Language Acquisition

Like 1st language learners, 2nd language learners:

- Make hypotheses about the language, which are sometimes overgeneralizations of rules.
- Make errors that show that their language learning is progressing.
- May not learn structures in the order they are taught or the order we expect.

Interference

Sometimes errors in the second language are caused by interference from the first language. Negative transfer occurs where the 1st language and the 2nd languages are different leading learners to commit errors based on the structure of their 1st language.

For example, English speakers learning Spanish will tend to say “La grande casa” instead of “La casa grande” because

they are using the word order from English.

Positive Transfer

Where the 1st language and the 2nd language are similar, the learner will transfer knowledge from the 1st to produce correct forms in the 2nd. For example, speakers of language with articles will translate those articles into English (a, an, the) correctly most of the time.

Two Kinds of Errors

- **Interlanguage**—those caused by interference from the 1st language
- **Intralinguage** — those caused by inconsistencies in English (such as the three past tense endings)

Examples of interlanguage errors

- English speakers learning Spanish often forget to put the adjective after the noun long after they have been taught the rule. So in speaking, they might say “el loco hombre” instead of “el hombre loco” (the crazy man). They are using the word order of English with Spanish vocabulary.
- Chinese speakers learning English will forget to add the plural “s” even when they can tell you the rule if asked. They are using the syntax of Chinese, which has no plural endings, with English vocabulary.

Examples of intralinguage errors

- All learners of English have trouble learning which verbs are regular in the past tense, which are irregular, and what the irregular forms are. This is because of the complexity of the past tense system in English.
- All learners have trouble remembering to put the 3rd person singular “s” on present tense verbs (I walk, you walk, he walks). This is the only change in verbs in English other than the verb “to be” so it’s hard even for speakers

of language with many more verb endings, such as Spanish and French.

Predictable Errors

Chinese speakers learning English will tend to have trouble with articles (a, an, the) and plural "s" endings because there are no equivalents in their language. Other predictable problems include:

- Gender pronouns (he, she) (interlanguage interference),
- Forming questions (intralanguage—The insertion of "do" is difficult for all learners.),
- Prepositions (intralanguage—They are highly idiomatic in English.),
- Pronunciation of consonant clusters (interlanguage interference).

Motivation

Another factor in language learning is motivation.

- **External motivation**—learning a language because of an external reward such as a grade, a job, or a requirement.
- **Internal motivation**—learning a language because of an interest in the culture or a desire to interact with other speakers of the language.

Internal motivation is often believed to be much stronger than external. But we can increase internal motivation by using topics and activities that are of interest to the students. Use your relationship with the students to increase their internal motivation.

Personality

Personality differences also affect the language learning process. One factor is extroversion vs. introversion.

- Extroverted students learn best through interaction with other learners and speakers of the language.

- Introverted students learn through reading, listening and interacting with the teacher or one person they feel comfortable with.

We can accommodate both extroverted and introverted learners by:

- Varying classroom activities with both group and individual activities,
- Interacting with the introverts as the extroverts interact with each other in groups,
- Not allowing the extroverts to dominate your time and attention.

Reflection and Discussion for Teachers

1. Why do children overgeneralize new language structures in their L1, as in the example of the past -ed (taked)?
2. A distinction is made between the *form* and *function* of language: to which of these does the child give more conscious attention in acquiring the L1? Why is this? What about L2 students? Will they be more concerned with the *form* or *function* of English? Explain.
3. Reflect on a foreign language you have learned and write down a few interlanguage errors you have typically made (i.e., mistakes caused by the interference of your 1st language). Discuss these with a partner.
4. Chinese students of English often have trouble with articles and the plural "s". As an English teacher in China, how might you help your students master these two difficult areas of English?
5. What can you do to be sure that both extroverted and introverted students are actively involved in the learning process?
6. How do you think you can inspire internal motivation among your students? How can you make activities more interesting?

Learner Styles: Multiple Intelligences

Teachers have always recognized that students have different strengths and weaknesses. In the field of language learning, some of these differences have been attributed to learning styles. For instance, some students are better visual learners than aural learners. Psychologist Howard Gardner's theory of multiple intelligences (1983) has greatly influenced how teachers view their students' learning difficulties and successes. Gardner believes that individuals have at least seven distinct intelligences that can be developed over a lifetime.

Warm-up Activity for Teachers

Find someone in the class who can do the following. They must perform the task, not just say they can do it.

1. Whistle a few notes from any Nsync song.
2. Stand on one foot with eyes closed for five seconds.
3. Recite at least Four lines from any poem.
4. Draw a diagram showing how a car engine works.
5. Briefly share a dream from the last two weeks.
6. Complete this sequence: 36, 30, 24, 18, ____.
7. Name five flowering plants common in their hometown.
8. Honestly claim to be relaxed and comfortable relating to other people during this exercise.

*Adapted from Mary Ann Christison

The Intelligences

Verbal/Linguistic

- Likes to write papers and letters.
- Learns through reading.
- Needs to see words written before remembering them.
- Enjoys stories, word play, reading and writing.

Body/Kinesthetic

- Learns through movement, dance, physical manipulation.