戴炜栋 任庆梅 编著

外语教学与教师专业发展：

理论与实践

FOREIGN LANGUAGE TEACHING AND
TEACHER PROFESSIONAL DEVELOPMENT:
THEORY AND PRACTICE

外语教学与教师专业发展：
理论与实践

FOREIGN LANGUAGE TEACHING AND
TEACHER PROFESSIONAL DEVELOPMENT:
THEORY AND PRACTICE

戴炜栋 任庆梅 编著

序

近年来随着国内和国际形势的发展,中国正在全面融入经济全球化的浪潮当中,外语教育已经成为世界各个国家公民教育的一个重要组成部分,因此外语师资培训的重要性和紧迫性与日俱增。教师自身的语言素质、教育理念、理论素养、教学技能以及技巧等都是制约外语教师专业发展的因素。学习和掌握一定的外语教学理论和教学实践的研究成果,批判性地借鉴和吸收其中的观点和方法并付诸于具体教学活动,将有助于广大外语教师发展和建立一套适合我国国情的外语教学理论与实践体系。然而,许久以来,关于外语师资发展的专著极为匮乏。上海外国语大学校长戴炜栋教授和其指导的博士生任庆梅副教授合力编著的《外语教学与教师专业发展:理论与实践》可以说填补了这方面系统研究的缺憾。

这本书比较全面地反映了应用语言学、第二语言习得研究、心理语言学以及认知心理学等多个领域的新理念、新观点和新方法。全书共九章,前八个章节富有针对性地从以下几方面展开论述:总体理论介绍、语言学习过程、学习者个人差异、学习任务的本质、以学习者为中心的课程设置、教学方法的选择、培养学习者交际能力的技巧、教师认知以及教师式语言等,并提出

"既是教师又是研究者"（being a teacher and being a researcher）的观点。第九章是关于外语教学理论和学习理论与具体教育环境相结合的个案研究，都来自前面八个章节中相应的理论观点和方法。从这本专著中可以看出作者在理论借鉴方面极为讲究科学性和实用性，在逻辑体系方面十分注重合理性和系统性，从而给予外语教师以极大的空间去进行反思、探索和提高。该书所涉及的各种理论和实践不是仅仅为外语教师提供教学技巧和方法，简单地以供参考。更重要的是促使教师结合具体的教学环境，努力提高与本专业有关的理论素养，不断发现和解决问题，以探索出切合实际的可行性外语教学方法。

　　归结起来，这本书有三个主要特点：第一，内容丰富新颖，繁简得当。既有丰富的理论知识，又有具体的教学实践，特别是大量的例证图表大大增加了这本书的可读性。第二，该书用英语撰写，文字通俗易懂，简洁流畅。据我所知，在国内涉及该领域的著作中，由中国学者用英语撰写的尚为数不多。第三，密切结合国内目前外语教学实践，对中国读者来说，它是国外同类教材所不可替代的。该书既可以作为英语语言文学专业研究生教材使用，也可作为进修或在职英语教师的参考书。

　　总之，这本书无论是在理论方面还是在实践方面，对目前国内外语教学研究具有极高的参考价值，它的出版对促进外语教师专业发展有着积极的意义。我深信，戴炜栋教授的这部新作将有助于同行之间的交流与互惠，帮助外语教师进一步获得相关理论知识的同时，有助于培养和激励外语教师的科学思想和探索勇气。阅读该书一定会使广大读者从中受益匪浅。

<div style="text-align:right">

陆国强

2005 年 10 月于

复旦大学

</div>

前　言

理论知识在外语教师持续性专业发展中的重要性已经得到国内外语言教学研究者的广泛认可和支持（例如，Furlong et al 1996；Lightbown 2000；2003；Mitchell & Myles 1998；Wilkin 1999；Mitchell 2000；Lawes 2003；Kramsch 2003；戴炜栋 2001；戴炜栋　张雪梅 2001；王蔷 2003，等）。缺乏理论知识会削弱外语教师的动机、责任、专业地位以及个人专业意识，教师持续性专业发展必须依靠充实的理论知识从而使教师获得学术独立性（intellectual independence）。只有外语教师真正意识到理论知识在促进自身专业发展中的重要作用，他们才会主动结合教学实践，努力提高与本专业有关的理论素养，不断发现工作的乐趣，了解学生并激发学生的学习动机，从而真正有助于整体教学水平的提高。

然而，关于外语教师应当具备何种理论知识这一问题不可能有一个简单的答案，理论知识与教学实践之间的关系也不可能是非常直观和明显的。正如Mitchell(2000)所认为的，"……从总体看，能够有效促进外语教学的学习理论永远不可能为教师提供与某种课型和某类学习者完全对应的教学法。但是，这些理论可以影响教师头脑中潜在的关于语言学习的理念，

有助于教师专业行为的完善和选择空间的扩大……"（ibid: 298）。因此，"虽然不存在一个关于外语教师应当具备的理论知识框架，教师不应只从'相关的'和'应用的'的狭隘观点出发，选择用以充实自己的理论知识，而是以独立的批判性思想为指导，将教学视为一种学术和实践追求，能做到这一点是至关重要的"（Lawes 2003: 24）。

因而本书不仅仅是向外语教师传授教学技巧，也并非为具体的教学实践提供问题的现成答案，更重要的是提供理念、观点和方法，同时引导教师参与以课堂为基础的调查研究，反思其正在或已经形成的教学理念，以提高教师的自我意识，目的是为了促进外语教师持续性专业发展。基于这样一个宗旨，本书第一章从理论角度对若干重要术语和关键问题加以梳理，为后面各个章节做好铺垫。并且在简要介绍目前国内外语教学状况的基础上，分析了妨碍外语教学与学习的若干因素。第二章着重讨论语言学习过程，如中介语系统的特征、错误的纠正、语言石化现象等。第三章全面描述了年龄、语言能力倾向、认知风格、学习策略、自尊心与焦虑等学习者个人差异变量在外语学习中的重要作用。

学习任务的选择或设置是外语教师教学思想的反映，因而第四章涉及学习任务的特征、理论基础阐释、Feuerstein 的认知地图理论以及意识增进式学习活动等内容。以学习者为中心的课程设置是第五章的核心，涉及真实性、需求分析、多媒体技术的辅助作用、自主性学习以及各种自我评估活动等因素。第六章阐释了外语教学法的理论基础，并对交际教学法的一些误解、交际教学法中的聚焦于形以及教师与学习者角度的偏离等问题加以探讨。经教育部批准实施的《高等学校英语专业英语教学大纲》（2003）强调，扎实的语言基本功是外语人才应具备的素质之一。为此，第七章在探讨交际能力的理论概念的基础上，向外语教师提供了丰富的教学技巧和应当遵循的指导原则，目的是培养外语学习者的交际能力。

　　总体来说,以上七个章节关注的是下面几个方面的问题:语言学习过程、学习者个人差异、学习任务的本质、以学习者为中心的课程设置、教学方法的选择和培养学习者交际能力的技巧,外语教师对这些问题的认识和理解皆在其关于语言教学的信念中有所体现。因此,第八章着重探讨外语教学的心理基础、教师认知以及教师式语言,并提出"既是教师又是研究者"(being a teacher and being a researcher)的观点。本书虽然强调丰富而扎实的理论知识在外语教师专业发展中的重要性,但决不主张理论可以脱离实践,因为"只有将这些理论——付诸于教学实践才能真正理解它们对教学语境的意义"(Lightbown 2000: 10)。教育环境的复杂性,如学习者学习风格、动机的不同,教学大纲、教材的不同、学校以及学生的要求不同等等,要求外语教师对自己的教学不断提出质疑、不断反思,并不断发现和解决问题,从而使教学的目的和过程与新的教育理念达到统一。因此,第九章中包含有五个将外语教学理论和学习理论与具体教育环境有机结合的个案研究,其内容分别与前面章节的内容相呼应。

　　本书既有丰富的理论知识,又有具体的教学实践,而且密切结合目前国内外语教学的实际,运用通俗易懂的语言,富有针对性地从总体理论梳理、学习过程,学习者个人差异、学习者为中心的课程设置、学习任务、教学方法、学习者交际能力的培养、教师认知以及个案研究等方面予以探讨,对我国外语教学及外语教师专业发展研究具有一定的现实意义。本书适合英语语言文学专业的研究生,特别是打算从事外语教学工作的学生,或修读职业培训课程的外语教师,也可供正在从事外语教学的教师和研究人员参考使用。

戴炜栋　任庆梅

2005 年秋于

上海外国语大学

INTRODUCTION

The purpose of this book is theoretical as well as practical: to help teachers enrich their theoretical knowledge as well as broaden their repertoire of teaching techniques. If the practice of teaching were completely divorced from theory, it would merely be random activities. Therefore, an attempt has been made to provide a coherent rationale for the techniques, in the hope that this will help teachers to relate these to the goal of communicative competence development and integrate them into their own teaching methodology. The relationship between theory and practice, in fact, should not be reflected by "versus". Sound theoretical knowledge is essential to foreign language teachers and to develop this knowledge must be taken into consideration at the very beginning of the initial teacher training period. The focus of much continuing professional development is often prescribed by a framework largely of functional nature, which places theoretical knowledge on the margins of teachers' professional knowledge. Reflective practice is seen as the guiding principle in teacher professional development. This, however, masks a fundamental shift in the role and significance of theory in foreign language teaching and in

the professional development of foreign language teachers (Lawes 2003). The authors of this book argue that theoretical knowledge is the more basic element to guarantee teacher professional development, rather than reflective teaching.

The question "What theory do we need in foreign language teaching?" is far from straightforward and it is essential for beginner teachers, experienced teachers and teacher educators alike to be aware of the distinctive intellectual positions that underpin approaches to theory in foreign language teaching and the implications of teachers' favoring one theoretical perspective over another or their adopting an eclectic approach in their teaching practice. Without substantial knowledge of theory concerning language teaching as well as learning, teachers will develop a narrow, functional perception of professional knowledge. This book does not propose a "blueprint" of essential theoretical knowledge for foreign language teachers. It is nevertheless important to establish a view of teaching as an academic pursuit as well as a practice. The guiding principle, then, is independent critical thought. A "pluralistic" approach and a selection of theoretical positions and second language studies have been recommended by Brumfit (1997) and Mitchell & Myles (1998). They believe that there is no one best method which can be applied at all times and in all situations with each type of learning style. For them, theory is needed to understand language teaching and learning better, for it is an interesting field in its own right. The so-called theoretical insights provide knowledge that will be useful and implicational with better explanations of the learning process and teaching rationale. Teachers and learners can therefore benefit. They further propose that a language teacher should pursue a better understanding of language learning in an organized and productive way if his or her effort

is guided by theory.

To emphasize the importance for teachers to have greater theoretical knowledge does not necessarily mean a separation of theory and practice. Instead, a balanced approach to combine the two aspects is provided. However, theory should be at the heart of practice because theory is essential for the elevation of teachers' expectations of what it means to be a teacher. Teachers with a strong sense of professional identity based on a critical intellectual engagement with language teaching and learning and education in general will not only wish to improve their practical teaching techniques collaboratively with their colleagues, but also want to continue to develop their theoretical knowledge to enhance their capabilities as classroom practitioners.

. In fact, many researchers (such as Walker 1985; Nunan 1990) argue that one way to bridge the gap between theory and practice concerning language teaching and learning is to encourage teachers to adopt a research orientation to their own classroom. Researchers believe "being a teacher and being a researcher" to be an efficient way of ensuring the success of teacher education program. Just as Walker has mentioned:

> "*Teachers as researchers will be the people who have first hand experience of the problem and its context, and the onus will be on them to communicate issues, difficulties and concerns ... *"

Walker (1985:6)

Some teachers claim that teaching is essentially a practical activity, and has very little to do with the theoretical deliberations of educational philosophers, psychologists and curriculum designers.

Stern, in fact, suggests that this is a characteristic of language teachers in general:

> *Language teachers can be said to regard themselves as practical people and not as theorists. Some might even say they are opposed to "theory", expressing their opposition in such remarks as "It's all very well in theory, but it won't work in practice. "*

<div align="right">Stern (2003:23)</div>

However, as Stern goes on to observe that, implicit in all the teaching decisions made by the teacher relating to classroom practice, material, methodology and content is a theory about the nature of language and the nature of language learning. Not all the teachers will be able to articulate their theories, but they will have them just the same, and they lie behind the teaching decisions in classrooms.

The starting point is, therefore, a general introduction and a theoretical explanation of a series of focus terms and key issues as the foundation for further discussion in the following chapters. In addition, conditions of foreign language learning in China are briefly mentioned for the purpose of introducing the factors that hinder foreign language teaching and learning at present. Some suggestions to bridge theory and practice are also made. An exploration of learning process is attempted and the implications of the researches on interlanguage system, error correction, fossilization, etc. will be presented in Chapter 2. Chapter 3 demonstrates the significant part played by individual learner differences. Then, the focus of Chapter 4 is the discussion on learning tasks. Learner-centred course design is addressed in Chapter 5, in which authenticity, needs analysis, the assistance of multimedia technology, learning autonomy, the self-

evaluation activities, etc. are respectively discussed, though they are in fact inseparably coherent parts of course design to encourage self-access learning. Chapter 6 mainly examines teaching methodology, which is considered to be an appropriate way to encounter theories in practice. Chapter 7 aims at providing teachers with a rich repertoire of techniques and guiding principles to help learners develop their communicative competence, since the National Syllabus in China emphasizes that the ultimate aim of foreign language learning is to equip learners with communicative competence with the target language. What has been mentioned above, i.e. the understanding of learning process, individual learner differences, the nature of learning tasks, learner-centred course design, selection of teaching methodology and techniques for communicative competence, however, will more or less be reflected through the scientific analysis of teacher beliefs about language teaching. Therefore, the focus of Chapter 8 is on teacher cognition, teacher as researcher, and teacher talk. Included in the final chapter are the five case studies concerning foreign language teaching and teacher professional development.

It has been assumed that the reader is already familiar with basic techniques for teaching structure of a foreign language, such as presenting new language skills in different situations, conducting question-and-answer practice, or using drills. Our purpose is to suggest theoretical rationale through which teachers can be equipped with rich theory as a foundation for continuing professional development and teaching activities through which teachers can help learners to go beyond the mastery of the linguistic structures to the point where they can use them to communicate fluently and accurately in real life situations. Although the manipulation of linguistic system is not the main subject of this book, this should not be taken as an attempt to deval-

ue linguistic competence. On the contrary, its importance is herein taken for granted: it is one of the undeniable facts about language use.

Finally, the words, "learner" and "teacher" are conveniently neutral as regards sex, but the English pronoun system has forced a choice between "he" and "she". The fact that "he" is used from this point on is of only superficial significance: learners and teachers are female as well as male.

外教社 · 外语教学法丛书 (FLT Methodology Series)

目　录