ENGLISH SUBJECT EDUCOLOGY

英语学科教育学

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前　言

21世纪是英语教育不断创新的时代。

21世纪是英语教育面临新机遇、应对新挑战的时代。

21世纪是英语教育进一步实现本土化和国际化的时代。

随着信息技术、多媒体和网络技术的迅猛发展，新的教学资源和教学手段不断涌现，如何有效地利用各种教学资源和方法培养具有创新意识和创造能力的英语人才是英语教师面临的新课题。从传统教学法的教师中心说到现在的学生中心说，从传统的单一的语法翻译法到现在各种各样的交际法语言教学，从教师培训(training)到教师教育(education)到教师发展(development)再到教师的自我强化(self-empowerment)，教师的创新能力在时代的变迁中不断得到锤炼。教师作为培养人才的人才，其创新意识越来越成为衡量教学水平的重要标准。

在21世纪，"网络教学"、"自主学习"、"以人为本"、"终身学习"等教育理念不断深入人心。面对门类众多的教学法、种类繁多的教学材料、需求各异的课程、不断变化的教学对象，如何把握标准、因地制宜地开展教学活动是广大英语教师面临的挑战。同时，日新月异的教学平台的建构也为教师的自我发展和价值实现提供了前所未有的机遇。

21世纪也是英语教育本土化和国际化同时发展、交叉融合的时期。当今的英语已经不再是单纯的American English或British English，而是World Englishes。对于英语语言使用的评判也不再是简单的"对与错"，而更多的是"能否接受"和在怎样的情形下可以接受的问题。英语交流的本土化和国际化发展趋势为英语教育提出了一系列崭新的命题，比如说世界英语对口语教学的影响问题等等。

基于以上对于时代赋予英语教育的特征和使命的认识，我们认为21世纪的英语教育具有全方位创新的需求。教师不能局限于传授英语知识，而是要培养学生寻求知识、整合知识、并且创造性地应用知识的能力和素养。在这个过程中，学科教育所起的作用是显而易见的。而学校教育在很大程度上可归结为学科教育。

英语学科教育学是研究英语教育的客观规律的科学，是研究英语教学过程以及影响英语教学的诸多因素，揭示英语教学的性质和规律的科学。英语教育学是英语教学法的提升和发展。它是以教育学、心理学、英语语言学、课程论等学科为理论基础的一门交叉应用学科。所谓"应用性"是一个相对的概念。它仅仅是和宏观的教育科学中的"理论"相对而言的。就英语教育本身而言，它有自己的理论和实践。而且英语教学实践是

教学理论的源泉。英语教育学从英语教学的实践中研究英语教育现象，探讨提高英语教育质量的规律，反过来它又应用从实践中升华出来的规律指导英语教学实践。

　　本书作为英语学科教育的一本入门书既涉及宏观的与英语教育学相关的学科理论知识，也涉及英语教育学理论与英语体系，继而聚焦在英语教学的课程论、学习论、教学论、评价理论和课堂实践。本书共分九章。第一章作为全书的总括，介绍了英语教学论的基本范畴和概念，并且简述了英语学习理论和教学模式。第二章详细回顾了中外英语教学的历史、教学法的流派、英语教学发展的现状和任务型语言教学。第三章具体介绍了英语课程教学大纲的评价、选择和设计等知识。第四章是本书最长的一章。本章包括了英语听力、口语、阅读、写作、词汇以及语法教学的理论与实践知识。作为例释，每个部分都提供了课堂教学设计的案例。第五章介绍了英语语言教学中的学习者因素，具体分为学习者的个体差异、情感因素、认知因素、学习风格和策略。第六章探讨了英语教学中的文化意识。第七章集中在英语课堂教学的操控和管理，提供了英语教案的设计和课堂组织方面的知识。第八章介绍了英语语言测试的理论，调查了中国英语教学中测试的现状，并且针对中国英语测试的改革提出了一些建议。第九章讨论了英语教师的培训和发展的问题。

　　全书用英语编写，可作为英语专业教学法教材，其读者对象主要为英语专业的本科生和研究生，此外也可供英语教师以及对英语教学感兴趣的各界人士使用。本书如作为英语教育专业主干课的教材，我们建议课程设置一个学期（通常为第七学期），共十八周，原则上每周两课时，每两周（四课时）完成一个章节的学习。鉴于章节长短不一，老师们使用时可以酌情灵活调整。同时，理论课程可以与实践相结合，在每周讲授理论课的过程中适当安排学生进行实践活动，如：围绕课后练习，以小组为单位，设计课堂教学活动、设计测试题目、设计关于学习者因素的调查问卷等等。对于课堂时间内无法完成的任务或活动，授课老师可以安排课后作业，作为学生巩固知识和内化知识的延伸。由于本书比较全面地概括了英语教学领域所涉及的因素、对这些材料的学习有助于学生更好地掌握理论知识，为自己的进一步学习和实践工作打下基础。

　　本书参考了许多有关外语教学的著作和文章，其主要内容曾在山西师范大学的本科生和研究生中使用，并且得到部分教师和学生的宝贵意见和建议，在此一并表示感谢。书中出现的问题皆因作者水平有限所致，希望读者不吝赐教，提出宝贵意见。

<div align="right">秦　杰　　田金平</div>

<div align="right">2007年8月于山西师范大学外国语学院</div>

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researchers and scholars on ELT and language testing. In the last chapter, Chapter 9, we referred to Curtis (1999) on reflective teaching.

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Contents

CHAPTER 1

Basic Concepts of
English Language Educology

As the beginning and pavement of the whole book, this chapter focuses on the following major issues:

1. Introduction to English language educology;
2. The study of education and its relation to language educology;
3. Language acquisition/learning theories;
4. A brief survey of English teaching models.

In so doing, we put forward the paramount factors in educology—teaching, learning, and the interactive theories guiding practices in English language education.

1. Introduction to English language educology

1.1   Why educology

With the modernization and globalization of the world, studies on English language teaching have become increasingly vigorous in recent years. So far various terms have been applied to the field: English teaching, English education, English pedagogy and English educology. While they roughly refer to similar practice guided by similar theories, English educology, as we observed, is more theory-oriented, which is in line with our purpose of writing this book—providing a theoretical basis of studies in ELT and ushering English teachers and student teachers into further theoretical and practical studies. It is, therefore, necessary for us to understand the term educology and subject educology as a first step.

The term "educology" refers to the entire fund of recorded knowledge about the entire educational process. It has been in use since the seminal work in educology by L. W. Harding in the 1950s. This fund of knowledge can be extended through three types of disciplined inquiry: *empirical*, focusing on scientific knowledge; *normative*, focusing on the intrinsic value of aspects of education; and *analytical*, focusing on the analytic philosophy of education, the history of education, and the jurisprudence of education. Like anthropology, sociology, and psychology, educology refers to the effects of variables on its central subject (ERIC)[1].

Subject educology is a discipline with the school subject education as its focus of study. Its final purpose is to completely realize the educational aims. The theoretical basis is taken from research achievements of relevant disciplines, studying the whole process of aim-making, course-setting, syllabus-designing, teaching, learning and evaluation of teaching programs. The development of subject educology has roughly experienced three stages—teaching methods and teaching materials; teaching theories; and branched educology (Tao, 2001)[2]. As for English language educology, the research objects and significance are illustrated as follows.

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[1] ERIC: http://eric.ed.gov/ERICWebPortal/Home.portal, retrieved March 25, 2006.

[2] Translated from 陶本一.《学科教育学》. 人民教育出版社. 2001

1.2   Research objects of English subject educology

In the process of education and training, general education that is realized through curricula and teaching programs is generally oriented towards three directions: the development of cognitive competence, the development of the personal and social, as well as professional competence. While it is fundamental to strive to achieve the goals of general education in English language education, educology of English has its specific objects of study.

1.2.1 English subject curriculum

Since the birth of modern science, a close science system has been established. The way of resolution and specialization lays the foundation of modern scientific research, which helps the exploration of human race go from integration and roughness to differentiation and fineness. However, in the process, the inner link between different areas of knowledge has been broken, thus creating separations and limitations. In the case of English subject educology, especially as foreign or second language, there has been the long practice of dividing the process into various language skills like listening, speaking, reading, writing, etc. This arrangement has contributed a lot to the setting of English teaching **curricula**. However, with time going on, a complementary voice has already been heard: In the age of knowledge economy, the knowledge system of schools needs reconstruction while the main basis is the basic personal qualifications. The knowledge system should be characterized by integration, comprehension and openness. It should be noted that there is a phenomenon of discipline in the knowledge system. The construction of the knowledge system, as embodied in teaching **curricula**, requires the resolution of dialectical relations between consistency and difference, stability and deviancy, resolution and integration, as well as limitation and selection. The basic principles for the construction of the knowledge system include: to place emphasis on the fosterage of integrated personality, to establish a **curriculum** system balancing consistency and difference, to realize the integration of the knowledge system and to carry out multi-cultural education (Tao, 2001: 82). The past few years has seen the trial of integrated course books in the EFL (English as foreign language) field in China.

1.2.2 English subject learning

The research on learning in subject educology is first of all, directed towards the study of learning effect and learner factors. But it is not only engaged in the traditional research on learning behavior of people, but also involves research on learning as an important means of fitting into the society, seeking self-actualization and striving for self-perfection. Nowadays the conception of "live and learn" has penetrated into people's lives. "An integrated person" can be realized only through lifelong learning (Tao, 2001: 128). This is not only an opportunity but also a big challenge faced by the modern "individual being" during the process of seeking self-realization. Therefore, as an important element of subject learning, new and ample contents have been added to the connotations of modern English learning, especially some breakthroughs in English language learning theory. This book will expound learners' variables as well as some learning problems within the domain of subject education and review some researchers' achievements of study in such aspects of students' learning subjects as meta-cognition in English learning, strategies of English learning and case study of English learning.

1.2.3 English subject teaching

The ultimate goal of subject teaching is to promote and facilitate the production and growth of knowledge in learners to realize their overall development. The development of contemporary society makes the function of subject teaching in educational institutions continuously expand. Under the idea of lifelong, autonomous and integrated learning, the role of subject teachers in the communication of knowledge is also continuously changing. In today's English teaching field, while more and more emphasis is being laid on individualized learning, English teaching researchers and teachers spare no efforts in activating students' positive thoughts on teaching practice. The aim is that general students can be guided and helped to positively, actively and independently gain knowledge and to form a knowledge structure with their own individualized characters (Tao, 2001: 170).

And in the process of English teaching, the advantages of various teaching methods and approaches should be taken into consideration. Decisions should be made according to the practical conditions of teaching environment and students being taught. English teachers should advocate and improve the spirit of democracy in the process of English instruction and establish good relationships with their

students through joint participation and collaboration. They should also create a teaching environment that is harmonious and beneficial to the production and growth of knowledge so that the classroom subject teaching activities may become invigorating. In such an environment, the skillful instruction of English teachers will deeply influence students' learning activities while the level of teachers' teaching arts will be continuously enhanced in the process of the teachers' subjective and initiative efforts; then the style of teaching arts with individualized characteristics will gradually be formed.

1.2.4 Contemporary educational technology in English subject educology

Teaching aids have long been a focus of study for teaching researchers and curricula developers. The impact of modern educational technologies on English language teaching is too big and strong to be neglected. Contemporary educational technology makes use of contemporary information technology in language teaching in order to promote the teaching reforms and students' learning achievements. Generally speaking, the function of the application of contemporary educational technology in English language teaching has experienced a gradual process of cognition:

Media———▶Tools———▶Resources———▶Environment

In the present digital and information age, contemporary educational technology has been becoming one of the basic means, resources and environment for acquisition and growth of knowledge. It is apparent that with the rapid development of multimedia technology and the Internet, great changes have taken place in school teaching activities such as curriculum and teaching materials, teaching models, different roles of teachers and students, etc. For instance, multimedia equipment like computer, DVD, EVD, MP4, etc. has enriched and freshened the meaning of audio-lingual and communicative approaches. The use of digital information in English teaching will become an important challenge in our nation's next major education paradigm and will trigger a revolution in all educational and learning approaches. However, regarding the flexibility of the role of technology in English teaching and learning, the discussion of educational technology is penetrated into various parts of this book.

1.2.5 Teacher training in English subject educology

Compelling evidence and various studies show us that the quality of a teacher is one of the most critical components of how well his/her students can achieve. In most cases we can even say teachers are the single biggest influence on how well students learn. So it's no surprise the discussion and debate about English subject educology also zeroing in on the quality of teaching in the classrooms. There are now many loud voices with differing opinions talking about teacher quality in the ELT world. And in many countries, teacher training has become established routine work.

The need to improve teacher quality and enhance the teaching profession is very urgent for China with regard to its vast area and large population. The challenge of improving English teachers' quality in China involves the following aspects:

Teacher preparation: Many new English teachers do not feel ready for the challenges of today's classrooms.

Teacher retention: English teachers are often left to "sink" or "swim," not receiving the nurturing they deserve and support they need.

Mastery of professional knowledge: English teachers in many areas lack opportunities to receive in-service training, resulting in an out-of-date, stereotyped knowledge system.

Teacher recruitment: English education faces the challenge of attracting a greater quantity of people to the teaching profession while also enhancing teacher quality.

Of course, as Parrot (1993) points out, whether someone can become a good foreign language teacher does not solely depend on his/her command of the language. There are a variety of elements that contribute to the qualities of a good teacher. These elements can be categorized into such groups as ethic devotion, professional qualities and personal styles.

With all these factors taken into consideration, the task of teacher training in China becomes more arduous.

1.2.6 Assessment in English subject educology

Assessment has a direct influence on the entire process of the development of education. When we are trying to inspect and study subject educology, it is necessary for us to study and explore the assessment system. For many people, assessment is solely associated with testing. Many EFL teachers would immediately think of tests when speaking of assessment methods.

However, testing is only one of the various means of assessment, which is a broader term. It is conclusion/judgment based on information collected about the learners' current situation, while testing is a way to collect information through formal and standardized form. In this book, both the formal and informal ways to gather information will be discussed. And the influence of social reforms and industrial social ideology over the assessment in subject educology will be touched upon. This influence, along with globalization, is having great effects on English subject assessment. Only after we know the social ideology behind educational assessment and the social function that appears after its effects are left on the assessment system, can we have deeper considerations for the problems and contradictions that exist in the current assessment system of English education. In the 21st century, social and cultural reforms not only bring about changes in the assessment functions of English educology, but also surface the disadvantages in the traditional English testing system. There has been an urgent call to construct a new, open and balanced English assessment system in China.

Above listed are the major issues within the framework of English subject educology. Besides these, language educology necessarily involves such topics as cultural awareness in language acquisition/learning. We will also dwell on cultural issues in detail in Chapter 6.

1.3   The importance of English subject educology

Most people would agree that we are moving into the "computer future," a future where everything will be different because of the presence of computers and other new technologies. In many walks of life, the dominance of computer is already visible and becoming necessary. Under the new socio-economical situation, it is important to develop new thinking in the field of ELT. The traditional methodology for studying innovation in education may have been adequate at a time when only small changes were possible. But we need a different methodology altogether when we envisage radical changes in education.

Generally speaking, there are two sides of English subject educology: one side facing towards society, the other facing the individual. The fundamental importance for learning English subject educology includes at least the following aspects:

To enable us to systematically master the general laws of English education;

To enable us to solve the problems which are difficulties for English education at special levels;

To explore and promote the theory of English curriculum and teaching;

To enable us to identify the difficult nature of English subject education.

In the following parts of Chapter 1, we will deal with more aspects concerning English educology: the relationship between education and language educology; main schools of language learning/acquisition theories; related practices in real language teaching domain and innovations.

2. The study of education and its relation to language educology

Among various disciplines, the study of education (educational science, educational theory) is one of the closest to language educology. Yet, it is probably the least recognized and the most neglected (Stern, 1983: 420). Language teaching in its most widespread forms occurs in educational settings: schools, universities, adult classes, and so on. Usually it forms part of a curriculum of studies and is meant to make an educational contribution to this curriculum. Concepts of education are applied as a matter of course in language teaching just as much as in other subjects of the curriculum. The language teacher almost inevitably operates with some notion of what teaching involves and how language teaching fits into the educational enterprises of which it customarily forms a part.

As a professional field of study, education draws on a number of other studies, such as philosophy, psychology, or sociology, as source disciplines. To be specific, education as a discipline is commonly divided into such sub-disciplines: (1) philosophy of education, (2) history of education, (3) educational psychology, (4) educational sociology, and so on (Stern, 1983: 425). In the following discussion, several sub-disciplines will be illustrated to show the importance of education to language educology as a whole.