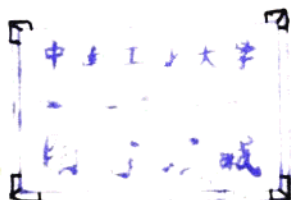


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英语  
教学法概论  
ENGLISH  
TEACHING  
APPROACH  
AN  
INTRODUCTORY  
SURVEY



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中国地质大学出版社

## 内 容 说 明

本书为英语专业用书。主要包括两大部分：一部分着重介绍外语教学法的基本理论、相关理论、基本原则及主要外语教学法流派简评。另一部分着重介绍外语教学的实用观点、策略及教学过程。

本书可作英语教学法课程教材或参考书，可供外语教师参考。

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# I. General Idea

## 1. Learning and Teaching

### (1) Learning

It is difficult for scientists to discover and explain the nature of learning. It is a very complicated process. Psychologists, who study the behavior of human beings and animals, are concerned with the problem of learning. Educators, too, are concerned with the subject. Naturalists, physiologists, and even engineers work on learning problems.

Although our understanding of learning is still not complete, a great deal is known. Learning has many different forms and takes place under many conditions. In general, it involves a change in behavior. When a change in behavior takes place as a result of learning, the change is usually long-lasting. Learning may mean that a number of small independent acts are arranged in a new order. This happens, for example, when you learn to play a new piece on the piano.

Learning may involve performing a familiar act in a new situation. If, for instance, you already know how to focus a microscope, it will be easier for you to learn to focus a telescope.

Learning may also mean ceasing the performance of a familiar act in its usual setting. If a friend's telephone number is changed, you learn to stop using the old number.

There are some changes in behavior that result from normal growth and development. A newborn baby, for example, can not follow a moving object with his eyes, but by the time he is 6 months old, he is able to turn his head and follow the object. A change of this kind is the result of growth and is not considered learning. Other changes in behavior may be caused by disease or by drugs. These are not thought of as learning, either.

Scientists and educators have developed theories to explain learning. Not all of these theories are alike. But in general, it is agreed that much learning can be described as forming habits. We say that a human being or an animal forms a habit when he learns to act in a certain way under certain conditions.

Scientists use special terms in explaining how learning takes place. Some of these terms are stimulus, response, reinforcement, unconditioned reflex, classical conditioning, instrumental conditioning, and motivation.

Learning is the building of new relationships between stimuli and responses.

A response that is produced by a stimulus without prior learning is called unconditional reflex. Unconditioned reflexes are of great importance in keeping human beings and animals alive and healthy.

Not all learning takes place under the same conditions, and not all learning involves the same kind of behavior. There are different kinds of learning. Two of the kinds that are best understood are classical conditioning and instrumental, or operant, conditioning.

The need or desire that makes a person want to learn is a motivation. A person's motivation to learn is not the same all his life. It changes as he develops. A young child may want to learn in order to win approval and acceptance from adults. An older child no longer wants to learn simply to please others. He wants to learn in order to please himself. He wants to feel that he can master a subject. Motivation comes from within a person. But teachers and parents can influence the child's motivation to learn. Encouraging a child, answering his questions, showing an interest in his interests, and helping him feel that he is a successful person are just a few of the ways.

From experiments with animals and human beings, scientists have found out not only the approach to learning but also that to learning most easily. Knowing the conditions under which learning takes place most easily can help a student plan the way he will study.

In learning a skill such as typing or in memorizing a poem or a passage from a book, it is known to all that people learn best if they practise for a certain length of time, then take a rest period, and then practise again, less progress is made if the person practises in one long session without a

break.

To learn a long poem or a part in a play, it is better to try to learn it one verse or part at a time, rather than as a whole.

It is much easier to learn if you understand the material you are learning and if it means something to you. Experiments have shown that people learn real words much faster than they do meaningless nonsense words.

Sometimes a particular method of study is especially suited to a particular subject. An important part of learning a skill, such as swimming, is practising correct swimming form. Practice can help us learn some skills. Some subjects like literature and history are learned mainly through reading. But reading alone is not enough for a student who is learning a foreign language or studying the history of music. He must also learn through hearing the language or the music. To a student of art history, looking at paintings or slides of paintings is important.

However, the ideas and habits you gain in one area of study can help you in another. This is called transfer of training.

Something you have already learned can help you learn something new. The principles of mathematics that you learn in elementary schools will help you in solving problems in physics and chemistry later on. The way you learn to take notes and to outline may help you when you write long papers in college. Even the use of good methods of study can be

carried over to your work the whole time you are in school.

## (2) Teaching

The art of teaching can be reviewed back to as far as recorded history. But the foundations of that art were irreparably shaken 200 years ago when Rousseau introduced his novel ideas about child development. For a long time the fledgling science of developmental psychology suffered as an untried and unwelcome theory. It has only been in the past 80 years that theories of human development have left the philosopher's armchair and entered the scientific field. Research in growth and development has had profound effect of teaching, learning, and schooling and has truly revolutionized child care.

Effective teaching consists of the imparting to learners of the timehonored quadrumvirate of content, concepts, skills, and values. Content represents the subject matter or what we teach. Concepts represent the ideas we teach. Skills represent the crucial processes which learners must master in order to function and learn on their own. And values represent the attitudes and feelings which we model and teach to students.

Regardless of level or subject, these four areas represent overriding instructional concerns. The best teaching tends to be wholistic in nature and the best teachers are those who see and foster relationships among the four. The great failure of certain "traditional" forms of instruction has been that the

teaching of content for its own sake often reduces information to the level of trivia.

Assuming, then, that effective teaching is based on a teacher's concern for all four areas—content, concepts, skills, and values—the question becomes, then, how to ensure effective instruction. To that end, several models have evolved over time. The models which will concern us here are the following three:

A. The didactic model (or the fact-oriented model) is based on the assumption that the teacher's main job is to transmit a well-defined body of knowledge to students through such sources as textbooks and lectures. This model places emphasis upon basic facts and protocols and attempts to relay information from credible sources to learners.

B. The problem-solving model (or the inquiry and discovery model) is based on the assumption that the process of learning is as important as the product. In this model, the teacher plays the role of facilitator to the student's learning and supports his or her efforts to inquire and discover the answers to questions, often questions which have a sense of immediacy to the learner.

C. The interpersonal learning model is based on the assumption that emphasis should be placed on the growth and evolution of a warm and supportive relationship between teacher and pupil. Subject matter itself is highly negotiable, and a student should have freedom to choose what he or she wishes to study. This is so because feelings are integral to

lasting learning. In the model, a warm, humane classroom atmosphere is vitally necessary.

These three models are based on points of philosophic contrast about both the purposes and the methods of learning.

### (3) Teacher

~~Teachers are the people who organize instruction, carry it out with students, and evaluate the results.~~ There are so many different kinds of teachers and their duties and tasks vary greatly. Here let it suffice to say that teachers, whatever their subjects and whoever their students, are responsible for selecting content, organizing it, presenting it, monitoring student progress, evaluating the results, and keeping records. They also maintain discipline in the classroom.

Regular elementary and secondary teachers are in charge of their own classes, made up of students who reflect the normal range of abilities (a range that runs from quite high to quite low).

~~Serving teachers and future teachers should be aware of the teacher's roles and prepared for new roles and functions:~~

(A) The teacher is engaged more and more today in the implementation of new educational procedures, taking advantage of all the resources of modern educational devices and methods. He is an educator and a counsellor who tries to develop his pupil's abilities and interests and not merely to serve as a source of information and a transmitter of know-

ledge; the teacher plays a principal role in providing his pupils with a scientific world outlook.

(B) Since the role of the school is no longer limited to instruction, the teacher, apart from his instructional duties, has now to assume more responsibility, in collaboration with other educational agents in the community, for the preparation of the young for community life, family life, productive activity, etc. The teacher should have more opportunity for involvement in extra-curricular and out-of-school activities, in guiding and counselling the pupils and their parents, and in organizing his pupil's leisure and activities.

(C) Teachers should be aware of the important role they are called upon to play in the local community as professionals and citizens, as agents of development and change and be given the possibility of practising that role.

(D) It should be organized that the effectiveness of school education depends largely upon the development of new relationships between the teacher and his pupils, who become more active partners in the education process, between the teacher and his colleagues and other agents who may be called upon to co-operate with him; between the teacher and his pupil's parents and others in the community concerned with the process of education.

The teacher makes no claim to a monopoly of knowledge. On the contrary, he realizes that knowledge is all around us, overwhelming in its diversity and oppressive in its insistent challenge in our beliefs. He realizes that to live in

this age is to be always learning and his task is to help people to accommodate to that fact. The teacher's responsibility goes far beyond the transmission of knowledge, He is concerned, above all, with how knowledge can be sought, validated, assimilated and used as a basis for further learning. He is not so much a source or a purveyor as a guide to sources, an organizer of opportunities and an instructor in the techniques of inquiry and thought. So more emphasis will be put on learning, not on teaching. The focus will be shifted to the economic management of the teaching function, to a close analysis of its real import and of the purposes it is supposed to serve.

The function of the teacher as mediator is to help people to develop the ability to react in this way, to organize as far as possible the opportunity for them to do so, and to stimulate them to desire to do so. An ideal teacher would therefore understand the way in which people at various ages and in various stages of development perceive the world around them, and the way in which these perceptions are affected by cultural or social difference and by individual variation and handicap. He would strengthen the confidence of the student in his own capabilities, and make sure in doing so that the student was learning to assess these capabilities realistically, and to exercise them with due regard for the collective interest and the rights of others.

## 2. Language, Language Learning and Teaching

### (1) Language

As you were growing up, you learned to do things in certain ways in certain situations. You learned to feed yourself in a certain way. You learned to tie your shoes in a certain way. You learned how to conduct yourself in school and how to get along with other children. You learned what to do when you were introduced to an older person. We all learned how to do these things so well that other ways of doing these same things often seem strange to us and sometimes very wrong.

Along with the ways of acting, you learned to understand and produce a set of signs which consisted of noises. These signs accompanied and stood for various experiences in your life. Most of these signs were made by using lips, tongue, voice box and the like.

As a matter of fact, these signs were of many kinds. There were vowels and consonants, of course, but also voice tones and different degrees of loudness. You chose different words, but sometimes you added something at the end of them and sometimes you arranged them in a different order. All of these signs and ways were put together to form a rather difficult system. As the years went by and the system worked itself deeper and deeper into the set of habits which

you lived, you learned to call that system "the English language."

## (2) Language Learning

Luckily, we were allowed to learn this system a little at a time. We had other advantages, too. We learned from the loving help of parents, as well as from our young friends who gave us no peace until we talked "like everybody else." We "studied" the language every waking hour. But now let's turn our attention to the person who learns a new language after he has learned his native language.

A person has learned a foreign language

(a) when he has learned its sound system (understanding and speaking well), (b) when he has learned to use its grammar, and (c) when he has learned at least a limited vocabulary.

A person has learned a foreign language when he is able to understand and use the expressions he needs in any situation. He has only in part learned a foreign language when he can use and understand part of the expressions which he needs.

That is, in the situation "asking one's way on the street," one needs to use such expressions as:

(List A) Pardon me.

Where's the post office?

Thank you.

Well, thanks just the same.

One also needs to understand expressions like:

(List B) It's on Main Street, two blocks up that way.

I don't know. I'm a stranger here myself.

You're quite welcome.

Sorry.

In the situation there is "small talk at tea or party." on the other hand. One must use and understand a different set of expressions. Some of them are:

(List C) Good evening.

Where's your home?

It's in Canada.

How interesting!

Are you a stranger here?

Yes, this is the first time I've been here.

No expression appears on any two of these three lists, yet the expressions you learn for one situation help you to learn the expressions you need for another situation. For example, "where's" occurs in Lists A and C, while "it's" occurs in B and C. The word "the" is found in A and C; "stranger" and "here" are found in B and C. Just as important is the fact that the three lists use the same stock of vowels and consonants and use the same basic "sentence tones." The trick for the student is to learn how to carry over the things he learns from one situation to another.

Now let's compare our two descriptions of language learning. The first talks about vocabulary, sound system, and grammar. The second talks about whole expressions in larger

situations. The two are closely related because what we carry over from one situation to another is the sound system, the vocabulary and the grammar of the language.

One more thing that you need to remember as you go from country to country is to expect to find differences in how people say things. But you must also expect to find differences between your students' language and English in what they say in different situations. The most important and most difficult thing to remember is that the situations themselves differ from culture to culture. You can see this most easily in the physical objects that you see in various countries. The situation in which you offer someone a fruit does not occur in places where that fruit is not known. Sometimes the differences are not so great.

For example, in one language there is an expression which means "thank you." Yet if someone says "thank you" to you in this language, you do not answer in words. That is, this language has no expression that means "you're welcome."

Learning a language, then, includes becoming familiar with the situations in which the speakers of the language use it, as well as with the sounds, words, and grammatical system.

### (3) Language Teaching

The details of your work as a teacher of English will depend greatly on the number, ages, and culture of the people