



高|校|学|术|文|库  
人文社科研究论著丛刊

# 多语教育中外语 引教导学论

沈群英 著



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沈群英 著

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# CHAPTER 1 CONCEPTS AND ISSUES

## 1.1 English Education

### 1.1.1 Education

Etymologically, the word education is derived from the Latin *ēducātiō* (a breeding, a bringing up, a rearing) from *ēducō* (I educate, I train) which is related to the homonym *ēducō* (I lead forth, I take out; I raise up, I erect) from *ē-* (from, out of) and *dūcō* (I lead, I conduct). Education is the gradual process of acquiring knowledge, skills, values, beliefs, and habits. Education is the basic right of man and the human beings' need of existence and development; education is a preparation for life. The essence of education is to help people to acquire knowledge, skills and abilities, develop competencies, and to attain the qualities desired by an individual or a society. Education involves mainly the activities of educating, instructing or teaching, which imparts individuals certain values, cultural rules, life-making skills, production skills, and knowledge to promote individuals socialization. Specifically, educational methods include storytelling, discussion, teaching, training, directed research and many more.

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Though learners may educate themselves, education frequently takes place under the guidance of educators. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of a certain subject. The fundamental task of school education is to teach students how to learn, how to behave, how to survive and how to develop; that is, to cultivate students' willingness to learn and to take on responsibility for

learning, being good at communication, and courage to innovate. Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school, college and university. Most school systems are designed around a set of values or ideals that govern all educational choices including curriculum, organizational models, design of the physical learning spaces (e. g. classrooms), student-teacher interactions, methods of assessment, class size, educational activities, and more.

Education has a two-fold function to perform in the life of man and in society, although there is no broad consensus as to what education's chief aim or aims are or should be. Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values (Christopher and John, 2008). To a certain extent, education is the engine of the economy and the foundation of the culture in a country and community, and even an essential preparation for a person's future life.

### 1. 1. 2 Global Non-Native English Education

In increasing globalization world, it is more and more often that people are likely to meet others from other ethnic and speech communities, which has created a great need for people who can communicate in multiple languages in the workforce. Learning and mastering a foreign language is a basic requirement for a citizen in the 21st Century. The introduction and implementation of a foreign language in basic education differs from one country to others because of the social, economic and educational differences. "The acquisition of a foreign language must become part of the basic literacy of the child on a par with reading and writing. If education is reflect the realities with which we have to live, other languages and cultures should impinge on children from the earliest stage of formal education (Stern, 1969: 26)." Some countries such as China, Japan and Korea frame education policies to teach at least one foreign language at the pri-

mary and secondary school levels. Non-native language education has developed in schools and has become a part of the education curriculum around the world.

English is spoken by at least 1 billion people. Approximately 300 million are native speakers, 300 million as second language speakers, and 100 million as fluent foreign language speakers (Johnson & Johnson, 1999:370). English is the third most widespread language in the world after Standard Chinese and Spanish. Through all types of printed and electronic media, English has become the leading language of international discourse and the lingua franca in many regions and in professional contexts such as science, navigation, and research journals. There is more software in English than in all other languages put together; English is the inter-language of international commerce, the standard currency of international travel and communication (Bowers, 1996:3). “The English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development” (Richards, 2008:158). In non-native countries, English is regarded as a foreign language or a second language in instruction.

### ● Education of English as a Second Language

Teaching English as a second language refers to teaching English to students whose first language is not English, usually offered in a region where English is the dominant language and natural English language immersion situations are apt to be plentiful. A second language is needed for full participation in the political and economic life of the nation, because it is frequently the official language or one of two or more recognized languages. It may be the language needed for education in the target language setting. As for the ethnic minority learners in China, the second language they must learn is Mandarin Chinese. In second language learning, one can receive input for learning both inside and outside the classroom. He or she can readily put to use what is learned, as can the child learning its first language, so lots of naturalistic practice is possible. Second language learners are usually successful in developing non-native language skills and what is learned may be essential for getting along in the community, so motivation is strong. Acculturation that is a main aspect of learning a language is easy in the

case of second language learning and the emotional role of language is easy to use for learners.

### ● Education of English as a Foreign Language

English is regarded as a foreign language in parts of the world. A foreign language refers to a language originally from another country, not spoken in the native country of large numbers of people in a particular country or region, not used as a common medium of instruction in schools and not widely used as a medium of communication in native government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language (Richards and Schmidt, 2002: 206). English is required as an important subject of basic education in many countries, and even English education is so arranged systemically from elementary school to college as to form a continuative and multistage process of gradual development in many parts in the world. Among the purposes of foreign language learning are traveling abroad, communication with native speakers, reading foreign literature or scientific and technical works. The education of English as a foreign language (EFL) aims to improve the learners' English (phonetic, syntactic, morphemic, pragmatic, etc.) knowledge, (listening, speaking, reading and writing) skills, and language competences in Figure 1. 1, and to cultivate their personality and cultural adjustability, for the final goal of preparing them contributors to the cultural, social, and economic development of their communities and a complex, diverse, increasingly globalized world. Specifically speaking, EFL education can help individuals form an open and tolerant personality, promote the development of thinking, develop the awareness and competence of cross-cultural communication, form a correct outlook on life, values and good humanistic quality, and get more education and occupation development opportunities. As for a country, EFL education is expected to facilitate mainly the national people to learn advanced science and technology from abroad to participate in knowledge, scientific and technological innovation, and use English as lingua franca to spread the motherland culture, and even better adapt to the future world with multi-polarization, economic globalization and information technology.

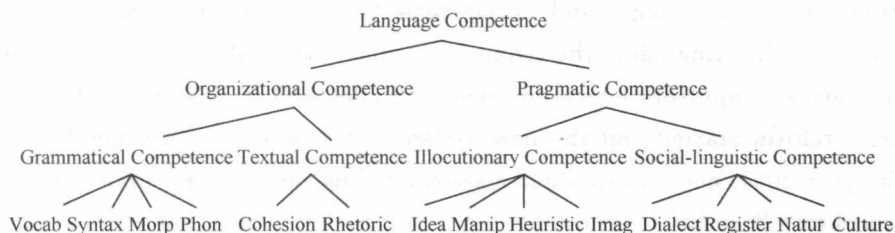


Figure 1.1 Language competence (Bachman, 1990)

To realize the EFL education aims mainly depends on three dimensions of teaching and learning implementation, the preparation and continuing professional support of teachers at all levels of education, and systematic inquiry (theory and practice) into the teaching and learning of English. Central to the above are English language teachers' teaching and learners' learning. EFL teaching and learning is a complex process in which English is both a tool and a goal.

### 1.1.3 EFL Education in China

The EFL education in China has a longer history. It began in the mid nineteenth century during the Ching Dynasty. English first figured in the syllabus of schools in 1902 in "His Majesty's Teaching Standards for Primary and Secondary Institutions". In 1922 Schools were obliged to follow the "Outlines for School Syllabuses of the New Teaching System". These put more emphasis on listening and speaking skills. There was more use of the target language and of the new teaching resources offered by the mass media. The best schools tended to be Christian missionary schools, which gave more class-hours to English than other schools. In 1949, The Ministry of Education issued a new "Scheme for English Instruction in Secondary Schools" in which the goal of English language learning was clearly stated as being to serve the New Republic. However, the place of English was taken in school syllabuses by Russian and by 1954 Russian had become the only foreign language taught in Chinese schools. But in 1955 the Ministry of Education announced that English teaching should be restarted in secondary schools. In the late 1950s and early 1960s, a minor revolution in education took place in China, as the need to open up to the international scene became more urgent. In 1962 English became part of the entrance

examination for colleges and universities. Up to now, China has already seen to it that English is the required language curriculum in primary and secondary compulsory education, even in higher education since the curriculum reform started and the new syllabus standard was implemented in the year 2001, namely, a complete system of English education from primary school to college has been established a continuous whole, named “a dragon” with a head, a body and a tail, without any disconnection and unnecessary repetition in China. Therefore, Chinese-English bilingual education has come to most parts of China, and native minority language-Chinese-English trilingual education has been carried out in ethnic minority areas since Mandarin Chinese is the official and dominant language in China. Even some Chinese children begin to learn English at kindergarten, and English is seen as one of major subjects at elementary schools, middle school and high schools, where learners begin their individual academic subjects and the one of three main test-required subjects alongside Chinese and mathematics for college entrance examination. Apart from English teaching in schools, other forms of English training courses have appeared across China; for example, the Beijing New Oriental School is the best and most famous privately-run English school.

The Chinese view English primarily as a necessary tool which can facilitate access to modern scientific and technological advances, and secondarily as a vehicle to promote commerce and understanding between the People's Republic of China and the countries where English is a major language (Cowan et al., 1979). Foreign language teaching is a teaching process of language formation with orderly-structure conventionalized meaning and specific cultural orientation, its content refers to language, literature and culture, aims to find a balance between “Humanistic Education” and “skill training” (Zhang Shaojie, 2010: 5). English education is carried out a continuative and multi-stage process of gradual development. It is necessary to make overall plan, scientific design, reasonable labor-division, classification and phased guidance for foreign language education from primary school to college, and make clear tasks, requirements and priorities in different sections. *English Curriculum Standard (ECS) for Compulsory Education in China* (2011 Edition) (Ministry of Education, 2012) outlines the government's approach and expectations of English education for students and teachers.

● Here is the ECS brief in English

Part 1 The Foreword

Basic Concepts of English Curriculum

- ◆ Emphasize quality-oriented education, and embody the value of English learning on learners' development.
- ◆ Aim for educating all students, pay more attention to learners' traits and respect individual differences.
- ◆ Design the overall objective, taking into account the gradualness and sustainability of language learning.
- ◆ Emphasize the language learning process, and attach importance to its practice and application.
- ◆ Optimize the evaluation methods, focusing on the evaluation of students' comprehensive language competence.
- ◆ Enrich the curriculum resources, maximize English learning channels.

Design Ideas of English Curriculum

Guided by Scientific Outlook on Development and advanced foreign language curriculum, based on the current development situation of English education in China, the curriculum is student-centrally designed to promote students' comprehensive language competence for life-long learning. National English education begins at grade three in primary school, and the outcomes of learners' English learning are divided into nine competence-based levels, which students are to complete until the conclusion of senior high school. Each level corresponds to a certain grade as Figure 1.2.

Stage	Level	Grade	Requirement
Senior high school	▲ Level 9	Special requirements for students in select schools focused on foreign languages.	
	Level 8	Grade 12	← Basic requirements for 12th graders
	Level 7	Grade 11	
	Level 6	Grade 10	
	Level 5	Grade 9	← Basic requirements for 9th graders
Compulsory education	Level 4	Grade 8	
	Level 3	Grade 7	
	Level 2	Grades 5-6	← Basic requirements for 6th graders
	Level 1	Grades 3-4	

Figure 1.2 Hierarchical goals of English curriculum

Part 2 Curriculum Aims

The English curriculum general aims are student-centrally designed to promote students' comprehensive language competence composed of five

interrelated components, i. e. language skills, language knowledge, affections, learning strategies and cultural understanding. Each is further divided in a few subcategories as Figure 1. 3.

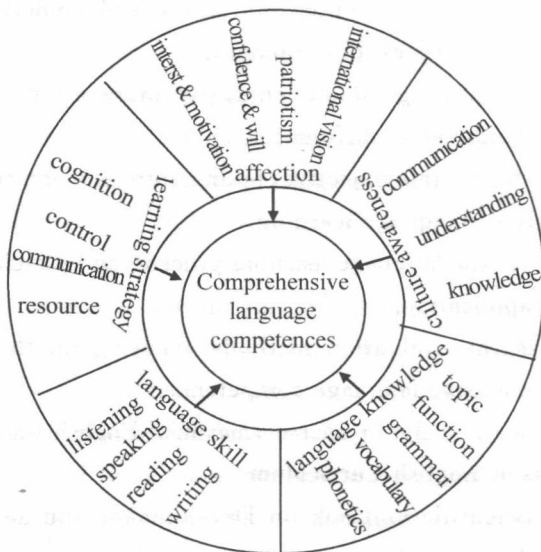


Figure 1.3 General Aims

Table 1.1 Description of hierarchical goals from level 1 to level 5

Level	Gradable Goal
1	<ul style="list-style-type: none"> <li>◆ Be curious about English and enjoy listening to others speaking English.</li> <li>◆ Be able to play games, do actions, and do things (such as color, line) according to the teacher's simple instructions.</li> <li>◆ Be able to do a simple role play.</li> <li>◆ Be able to chant simple English songs or ballads.</li> <li>◆ Be able to understand by reading simple stories with the help of pictures.</li> <li>◆ Be able to exchange simple personal information and express simple affection and feelings.</li> <li>◆ Be able to imitate examples, write letters, words and simple sentence.</li> <li>◆ Be willing to imitate, dare to express, have certain perception ability in English study.</li> <li>◆ Be able to have an interest in foreign culture in English learning.</li> </ul>

Level	Gradable Goal
2	<ul style="list-style-type: none"> <li>◆ Be able to keep a interest in continuous English learning.</li> <li>◆ Be able to use simple English to greet each other, exchange simple information about individuals, families and friends, and make brief statements about everyday topics.</li> <li>◆ Be able to understand by listening and reading, and tell simple stories with the help of pictures; be able to perform small stories or skits, and sing simple English songs and ballads with the help of a teacher.</li> <li>◆ Be able to write short descriptions based on pictures, words, or examples.</li> <li>◆ Be willing to participate, actively cooperate and seek advice in learning; initially form English perception and a good learning habit.</li> <li>◆ Be willing to learn about foreign cultures and customs.</li> </ul>
3	<ul style="list-style-type: none"> <li>◆ Be able to be active and initial self-confident in English learning.</li> <li>◆ Be able to understand paragraphs and short stories about familiar topics by listening.</li> <li>◆ Be able to exchange information with teachers or classmates on familiar topics (such as schools, family life).</li> <li>◆ Be able to do reading comprehension on simple stories and written materials in other styles.</li> <li>◆ Be able to describe a series of pictures in phrases or sentences, and write short stories.</li> <li>◆ Be able to make a brief description on a thing according to some cues, and participate in activities such as role play.</li> <li>◆ Be able to try to use the appropriate methods to overcome the difficulties in study.</li> <li>◆ Be able to be aware of cultural differences in cross cultural communication.</li> </ul>

续表

Level	Gradable Goal
4	<ul style="list-style-type: none"> <li>◆ Be able to have a clear needs and goals for learning English and show strong self-confidence in English study.</li> <li>◆ Be able to understand conversations and small stories in the given daily communicative context.</li> <li>◆ Be able to describe one's own or others' experience in simple language, and voice his simple views on some things.</li> <li>◆ Be able to do reading comprehension on short essays in common styles and corresponding articles in some English newspapers and magazines.</li> <li>◆ Be able to draw up and revise short statements, instructions, orders, rules, etc. cooperatively.</li> <li>◆ Be able to try to use different educational resources to draw on some information and broaden knowledge from the oral and written materials, to solve simple problems and describe the outcomes.</li> <li>◆ Be able to help each other and overcome difficulties in study.</li> <li>◆ Be able to plan and arrange learning tasks reasonably, and actively explore suitable learning methods.</li> <li>◆ Be able to pay attention to the similarities and differences between Chinese and foreign cultures in daily communication and learning.</li> </ul>
5	<ul style="list-style-type: none"> <li>◆ Be able to have a clear motivation, a positive attitude and self-confidence towards English learning.</li> <li>◆ Be able to understand statements on familiar topics by listening and participate in due discussions.</li> <li>◆ Be able to change information and express opinions on daily topics.</li> <li>◆ Be able to read corresponding articles in reading materials, newspapers and magazines, overcome the obstacle of new words, and understand the main idea.</li> <li>◆ Be able to apply appropriate reading strategies according to the reading purpose.</li> <li>◆ Be able to write and revise small compositions independently according to the prompts.</li> <li>◆ Be able to work with others to solve problems, report results, and complete common assignments.</li> <li>◆ Be able to reflect and evaluate one's own studies and summarize one's learning methods.</li> <li>◆ Be able to learn from a variety of educational resources.</li> <li>◆ Be able to enhance the further understanding and cognition of cultural differences.</li> </ul>

### Part 3 Content Grading Standards

According to the general aims of English courses in compulsory education, this standard puts forward five levels' content requirements of language skill, language knowledge, emotion attitude, learning strategy and cultural consciousness as follows.

Table 1.2 Classified Standard for Language Skills

Level Skill		Skills Requirements
1	Listen & Do	<ul style="list-style-type: none"> <li>◆ Be able to identify or figure out the pictures or objects according to what heard.</li> <li>◆ Be able to understand the teacher's short instruction and respond accordingly.</li> <li>◆ Be able to do things (identify pictures, color, draw, act, etc.) according to instructions.</li> <li>◆ Be able to understand simple stories and respond to them with the help of pictures and actions.</li> </ul>
	Express & Chant	<ul style="list-style-type: none"> <li>◆ Be able to imitate records and speak English.</li> <li>◆ Be able to send greetings to each other.</li> <li>◆ Be able to exchange simple personal information, such as name, age and so on.</li> <li>◆ Be able to express simple emotions and feelings, such as like and dislike.</li> <li>◆ Be able to guess the meanings, say the words according to the performance.</li> <li>◆ Be able to learn to sing about 15 English songs and ballads.</li> <li>◆ Be able to say words or short sentences according to the picture or text.</li> </ul>
	Play & Perform	<ul style="list-style-type: none"> <li>◆ Be able to play English games, and make simple communication in English in the game under the guidance of an English teacher.</li> <li>◆ Be able to do a simple role-play.</li> </ul>
	Read & Write	<ul style="list-style-type: none"> <li>◆ Be able to recognize words with aid of pictures.</li> <li>◆ Be able to recognition the words learned in accordance with the identification of objects.</li> <li>◆ Be able to understand a short story by reading with the help of pictures.</li> <li>◆ Be able to write letters and words correctly.</li> <li>◆ Be able to imitate examples, write words and simple sentence.</li> </ul>

续表

Level Skill		Skills Requirements
1	Watch & Listen	<ul style="list-style-type: none"> <li>◆ Be able to watch and understand simple English cartoons or teaching programs.</li> <li>◆ English audio-visual time should be not less than 10 hours per year in class (average 20~25 minutes per week).</li> </ul>
2	Listen	<ul style="list-style-type: none"> <li>◆ Be able to listen to and understand simple words or records with the help of pictures, images, and gestures.</li> <li>◆ Be able to understand a simple story with pictures.</li> <li>◆ Be able to understand simple questions in class activities.</li> <li>◆ Be able to understand common instructions and requirements and make appropriate responds.</li> </ul>
	Speak	<ul style="list-style-type: none"> <li>◆ Be able to make clear articulation, correct tones and intonations in verbal expressions.</li> <li>◆ Be able to make brief conversations about a certain familiar person and family.</li> <li>◆ Be able to use some of the most commonly used daily formula (such as greetings, farewells, thanks, apologies, etc.)</li> <li>◆ Be able to make a brief on the topic of daily life.</li> <li>◆ Be able to describe or tell a simple story with the help of teachers and pictures.</li> </ul>
	Read	<ul style="list-style-type: none"> <li>◆ Be able to recognize words and expressions learned.</li> <li>◆ Be able to read simple words according to the spelling rules.</li> <li>◆ Be able to read and understand short instructions in the textbook.</li> <li>◆ Be able to get simple messages expressed by greeting cards and so on.</li> <li>◆ Be able to read and understand simple stories or small essays with pictures, and develop the habit of reading according to the meaning group.</li> <li>◆ Be able to read aloud the stories or passages learnt.</li> </ul>
	Write	<ul style="list-style-type: none"> <li>◆ Be able to use capital and small letters and often used punctuation marks.</li> <li>◆ Be able to write simple greetings and wishes.</li> <li>◆ Be able to write short sentences according to pictures, words, or examples of sentences.</li> </ul>