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★ Language Testing

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Rationales & Techniques

英语教学互动设计：理念与技巧

徐国柱　龚贻　吕文澎　著

兰州大学出版社

高等学校英语专业应用型人才专用教材

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PREFACE by Zhang Rulin

The international interest in language teaching and learning in recent years has manifested itself in a proliferation of papers, books, and conference presentations. There has been an increase in the number of courses offered by foreign language departments in colleges and universities in linguistics and teaching methodology. With the growing interest in language teaching and learning, different theories and strategies based on different theories have been developed. Yet most course books have been limited to one, or two or just a few theories and corresponding strategies, while a course book that encompasses different theories and strategies is rare. And *Interactive Design of ELT: Rationales & Techniques* is just one where readers can find almost all theories and strategies parallel to each other that have been developed up to now.

In different parts of the world there have been different focuses in the ways these different theories have been implemented. The authors of the course book adopt an open view of language teaching theories and strategies, believing that different teachers and learners may find different theories and strategies suitable for themselves. Different theories examine language teaching and learning from different perspectives, focus on different aspects of language teaching and learning, and so adopt different strategies. It is hard to say one theory or strategy is better or more efficient than others. So *Interactive Design of ELT: Rationales & Techniques* is such a course book that each language teacher or learner may find what he or she wants in it.

The layout of the book is in three main parts. The first three chapters, as the first part, provide simple and pertinent descriptions of main theoretical concepts and terms. The next seven chapters, as the second part, focus on the major skills in language teaching. The last four chapters, as the last part, discuss the requirements for a research - oriented language teacher. What must be mentioned is that

the course book is different from traditional course books in that it combines theory and practice, with focus on practice and with theory guiding the evaluation of practice.

The availability of the course book will greatly help students and teachers to become acquainted with both traditional and newly developed theories and strategies in foreign language teaching and learning. I am convinced that the publication of the book will make an important contribution to the more scientific and efficient teaching and learning of foreign languages.

Zhang Rulin
Professor
Northwest Normal University
June, 2011

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陈冠英序

我认识徐国柱同志已有二十多年了。那是在 1985 年暑假，我系承办了中国教育学会外语教学研究会第二次年会，国柱当时还是个大三的学生，我们在市内办会，他和另外一位同学负责票务等事宜，这在当时是一项非常艰巨的工作。通过几天的接触，我发现这个小伙子特别精明能干，思维清晰，办事颇有条理，偌大的一个全国会议，票务工作竟然搞得有条不紊、井然有序。1986 年他本科毕业，被分配到郊区一所厂矿中学任教，两年后又调到市内某职业学校，这期间数十年来我再也没有见过他。1996 年底系主任跟我谈到国柱要调来我系工作，主要专业方向为“英语教育”并协助搞一些教育实习指导工作，我当即表态：他有业务能力和组织能力，又有中学实践经验，年富力强，是从事这一工作的最佳人选。1998 年他报考了我名下的硕士研究生，我想我们是老熟人了，他一定会来打听打听考试的重点什么的，然而直到考试我也未曾见他露过面。最终，他以优异成绩获得入学资格。入学后他将全部身心投入到专业学习中，发奋读书以弥补在基层十年的亏欠。这一阶段是我和国柱接触最多的时期，我发现他身上不仅有进取精神，更有处事泰然的良好习惯，遇事反复斟酌，从不愤激。在硕士论文选题时，他毅然选择了批评语言学为研究方向，当时这一研究还处于早期阶段，资料寥若晨星，成果如空谷足音，是语言研究的一块硬骨头。他临危不惧，硬是凭借韩礼德的语言三功能，从历史与社会的角度，除旧布新，对二十多篇文本和语篇进行了批评性语篇分析。2001 年取得硕士学位后，国柱很快将主要精力放在了英语教育的各个层面，他恪守自己调入前的允诺，全身心地指导学生的教育实习，十年来他跑遍了甘肃的城市和乡村，足迹遍布陇原大地。与此同时，他承担了《中英甘肃基础教育项目》、《中欧甘肃基础教育项目》、《中欧甘肃九年义务教育项目》等项目的笔译和口译工作，翻译了一百多万字的基础教育文件和资料，丰富和拓宽了自己在基础教育领域等方面的知识。

本书的第二位作者龚贻同志，2000 年也在我名下就读硕士研究生，2003 年硕士学位毕业，是一位聪明伶俐、勤奋好学的女同志。在她作学位论文的关键时候，正值我大病初愈，每次与她谈论文时都有力不从心之感，至今想起都颇感遗憾。留校后她深入钻研教学，恪尽职守，一丝不苟，所授的课程受到学生们一致好评。

吕文澎同志是本书的第三位作者，她于 1999 年在我系硕士毕业。就读硕士研究生期间，她就积极从事语言科学的研究，具备了较强的科研能力。她所写的文章资料翔实，论据丰赡，引证充分，给我印象颇深。她当时给我“英语教育学”课程所交的作业，言简意赅，就是一份专著雏形，至今我还保存在案。她的学位论文《英语难词记忆法的应用语言学研究》，探讨了学习中的记忆问题，从多维角度进行了实证性探讨和实验数据的科学分析，反映了国内外二语教学重视“学习”的趋势。

这三位同志合作的《英语教学互动设计：理念与技巧》，涵盖了这一学科的基本内容，该书提供的信息深度和知识广度是每一位师范专业毕业生应当拥有的。该书是目前我们见到的比较好的一本教科书，实用性很强，因为其中涉及了作为一名合格英语教师所应该掌握的基础知识、教学环节和操作技能，同时他们还注意到了被大家所忽视的教师在职教育问题。该书对语言教学行为的主体“学生”、“学习”、“学法”等方面也有所涉猎，但是，不得不指出的是该书在章节布局上，过多考虑了“教法”、“流派”、“大纲”等方面内容，对影响“学习者”自身行为的其他因素着墨不足，这不能不说是一个缺憾。但是，这种缺憾似乎为该领域的进一步研究留下了空间。本书的出版还提供了这样一条经验，要办成一件事，有时确实需要压力。就本书的作者而言，他们三人始终不渝，以教学为优先，这本没有错。但科研工作总是为此而让步，时间一久，也不是办法。因此，一个优秀的教育工作者要学会见缝插针，争分夺秒，教学、科研兼而得之。令人高兴的是，他们这一次以新的面貌出现，拿出了成果。相信他们今后会做得更好，有更多的佳篇问世。

是为序。

陈冠英
教授
西北师范大学外国语学院
2011 年 6 月

PREFACE by the authors

English language teaching (ELT) has been playing a dominant role in the world today because of social and economic globalization. However, the absence of reader - friendly textbooks hinders the innovation and promotion in this field. In a matter of fact, language teaching and learning in the 21st century embraces language, culture and application as a whole. For this reason, language learners are required to master not only knowledge and skills, but also the application of their learning content.

PURPOSE

To be useful as guides for the learners who will be foreign language teachers, this course book depends on the knowledge, skills, and experience of experienced teachers, scholars and administrators in order to meet the learners' needs, provide plentiful resources and design continuous improvement plans, which should be a part of all successful teaching and learning activities.

This course book is designed for learners to learn theories first, follow the models provided and practice teaching skills as tasks in real teaching. Learners are participants instead of simple learners, since they have opportunities to practice what they have learnt and also put forward suggestions during the whole process.

RATIONALE

According to the theory of interactive design, teaching and learning activities are considered as the communication between the teacher and learners. During this dynamical process, teaching and learning interactively influence each other. So it is necessary to adjust and optimize the relationship between the teacher and learners in order to achieve the desired effect. Actually, the achievement of this result depends on the harmonious interaction between the teacher and learners, among learners, between learners and language, between learners and language learning

environment, etc. Judging by this guiding ideology, we paid special attention to the above aspects when writing each part of this course book.

ORGANIZATION

This course book consists of 3 parts (14 chapters). These three parts mainly involve the theoretical description of FLT, skills often used in teaching as language teachers and research methods for research-oriented teachers.

* **Part 1**: Chapters 1, 2 and 3 discuss the theoretical description of FLT, including main concepts, methods and hot topics in FLT. These chapters include basic knowledge that learners should master before teaching.

* **Part 2**: Chapters 4, 5, 6, 7 and 8 discuss five fundamental skills (syllabus design, lesson design, lesson interpretation, lesson observation & evaluation, and language testing) which often appear in language teaching. Chapter 9 discuss the strategies of teaching and learning skills in key aspects of FLT (listening, speaking, reading, writing, translation, culture and grammar). And Chapter 10 covers teaching practice that each learner from a normal university must experience as a future language teacher.

* **Part 3**: Chapters 11, 12, 13 and 14 research the requirements (classroom management, courseware design, research paper writing and teacher professional development) of research-oriented teachers in the development of quality education.

Among them, Part 1 (Chapters 1, 2 and 3) is written by Gong Yi; Part 2 (Chapters 4, 5, 6, 7, 8, 9 and 10) by Xu Guozhu; and Part 3 (Chapters 11, 12, 13 and 14) by Lü Wenpeng. Xu Guozhu is responsible for the planning and drafting of the whole book.

FEATURES

Part 1 is the indispensable section of this book. It is not the simple reiteration of theories in FLT. We paid more attention to how learners could learn them more easily, so we selected the key features of each school, especially focusing on the changing relationship between the teacher and learners at each period. We also provided the models of language teaching and testing. So learners are easy to imitate them. Besides, we adopted some new approaches in language teaching, for example: task-based language instruction and participatory approaches. It does not mean that the old things are out of date, and the new things are almighty. Everything has its advantages and disadvantages.

Part 2 is the hardcore of this course book. It covers nearly all the basic skills a future teacher will use at school. It is practical. We offered appropriate models and theoretical description for them. We also filled the void with Lesson Interpretation, which is widely used by the language teachers, researchers and the learners who want to be a language teacher. In this part, we paid enough attention to the interaction between the teacher and learners, reflecting the idea of learner-centred language teaching. So we especially wrote one part on the strategies of teaching and learning. But to a large extent, the teaching of grammar has been neglected or even given up for a few years in some schools. So we discussed it in this course book again. Moreover, the good news is that many teachers came to realize the importance of culture in FLT.

Part 3 has been overlooked for a long time. It is thought that learning will finish after the learners graduate from their colleges and universities. It is quite wrong, since their learning in colleges and universities is only the elementary part in their whole life. The real learning comes from their teaching career. Thus, the learners need more opportunities to continue their professional development in service. But this point was neglected. Furthermore, most teachers have no chance to take up advanced studies after they begin their teaching career. In this course book, we provided many basic skills for teacher professional development.

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* To the editor, Wu Suzhen, from Lanzhou University Press.

* To Lanzhou University Press.

* To our friends, Wang Tao, Ge Fei and others for their help.

* To you, above all else, this book is dedicated: with the heartfelt wish that

you may find the fulfilment and excitement in teaching we have; and that you may succeed in your chosen careers, and may continue teaching and learning all your lives.

Xu Guozhu
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Colleges of Foreign Languages, Northwest Normal University
Lanzhou, China
2011-06-08

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1 INTRODUCTION TO FLT

1.1 Language Teaching Methodology

Language teaching includes the teaching and learning of a language. It can include improving a learner's native language; however, it is more commonly used with regard to the learning of a second or foreign language. There are many methods of teaching languages. Some have had their heyday and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be absorbed into the generally accepted mix. Central to this issue was the emergence of the concept of language teaching methods. The concept of method in language teaching is the notion of a systematic set of teaching practices based on a particular theory of language and language learning, and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.

Methodology in language teaching has been characterized in various ways. Classically, methodology (Richards et al., 2000: 286) is that which links theory and practice in every aspect of teaching and learning. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition and foreign language learning. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.

While sometimes confused, the terms "approach", "method" and "technique" are hierarchical concepts. An approach is a set of correlative assumptions about the nature of language teaching and learning, but does not involve procedure or provide

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