



外语教学法丛书之十七

TECHNIQUES AND RESOURCES IN TEACHING READING

阅读教学的技巧与资源

Sandra Silberstein

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



外教社

外语

Techniques and Resources in Teaching Reading

阅读教学的技巧与资源
江苏工业学院图书馆
Sandra Silberstein
藏书章

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS


外教社

图书在版编目 (CIP) 数据

阅读教学的技巧与资源 = Techniques and Resources in Teaching Reading /
(英) 西尔伯斯坦 (Silberstein, S.) 著. — 上海: 上海外语教育出版社,
2002

(外语教学法丛书)

ISBN 7-81080-607-6

I. 阅… II. 西… III. 外语教学: 阅读教学—教学法—英文 IV. H09

中国版本图书馆CIP数据核字 (2002) 第081997号

图字: 09-2002-382号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 王彤福

印 刷: 上海锦佳装璜印刷发展公司

经 销: 新华书店上海发行所

开 本: 880×1230 1/32 印张 4.5 字数 167 千字

版 次: 2002 年 11 月第 1 版 2003 年 12 月第 2 次印刷

印 数: 2 500 册

书 号: ISBN 7-81080-607-6 / H · 232

定 价: 9.00 元

本版图书如有印装质量问题, 可向本社调换

总 序

近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

试举两个例证:

一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。(Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994)

作者前言:“本书旨在帮助你去学习如何更有效地进行教学。它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描

述一种理想的教学方法。我们只能观察教师和学生进行活动的实际,并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则,但是要意识到有哪些可能性。”“因此本书并不是告诉你‘就用这种方法’,而代之以‘这几种方法似乎都可行。’主要是由你自己决定用哪一种方法。”

本书共十二章,涉及教与学的关系、教学安排、课堂活动、语言技能等方面,绝大部分章节都是先介绍该章内容,然后列出各种具体教学活动(tasks),其后是对各项活动的分析评述。例如第六章“说的技能”共有四小节,即1)为什么要说;2)交际性活动;3)语言交际与流利;4)演戏和角色扮演,每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南:《语言学习研究方法》,剑桥大学出版社,1992。(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言:“传统的语言教学研究方法是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理,并要求教学人员接受采纳。上世纪八十年代以来情况有了变化,如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果,而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。”

本书共十章,介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章“自省方法”为例。所谓“自省”,就是不仅仅着眼于课堂上的教学实践,而要更进一步去思考教学步骤。教学人员一方面审视自己的教学,一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录,以这些资料为依据进行分析研究,得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言之,各书的最大特点就是与实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大

的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002年6月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要,英语教学在国内有了进一步的发展,对高素质的英语教师的需求量日益增大。为了培养一大批高素质的英语教师,必须有组织地开展师资培训工作。在职的英语教师也必须继续充电,通过种种途径进一步提高业务水平。然而,许久以来,系统介绍英语教学法的专著极为匮乏。因此,上海外语教育出版社特从国外知名出版社,如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著,出版了外语教学法丛书。《阅读教学的技巧与资源》(*Techniques and Resources in Teaching Reading*)就是其中的一本。

本专著介绍了外语阅读理解教学领域最新的研究成果,指出阅读理解实际上是一个复杂的认知过程,并强调在阅读过程中读者与语篇之间是一种互动(interactive)的关系。

作者西尔伯斯坦(S. Silberstein)运用大量实例阐述了适用于发展成年人阅读技能的课堂教学技巧,并针对各类典型语篇提供了一些与语篇内容直接相关的课堂活动。本书的特点是能够直接深入课堂,针对学生的不同需求和不同的语言水平,提供各种参考教学模式。

全书分为7章。第一章通过对一堂阅读课的描述全面概括了阅读过程,让本书读者感受到课堂的“真实”氛围,并讨论了教师和学生课堂上可能面临的各种问题。第二章论述了教学过程是一个决策过程的观点,在全书中起到了承上启下的作用。第三章至第六章分别以不同体裁的语篇为载体,以理解语篇内容为中心,详细介绍了阅读理解的各种基本技巧。第七章为教师选择和设计适合于不同课堂的阅读材料提供了一些指导性原则。

本书各章的结尾都有一个活动(activities)部分,目的是引导读者发展阅读理解教学的理念,从而发掘更多的教学技巧。本书各章都提供了深入学习的材料,对于读者扩大相关知识有很大帮助。

本书主要是针对从事英语教学,特别是阅读理解教学的教师而设计的,也可供对此领域感兴趣的研究人员和教师培训人员参考。

To Mother,
Maia,
and Doug;
in memory of my father

·ACKNOWLEDGMENTS·

The following are unindictable for any shortcomings of this volume remaining after their valuable commentary on earlier drafts: Mark A. Clarke (University of Colorado at Denver), David P. Harris (Georgetown University), Margot Haynes (Delta College), Margot Gramer (Oxford University Press), and series editors, Russell Campbell and William Rutherford. Sincere thanks to you all, especially to Mark A. Clarke for twenty years of sapient and whimsical shop talk.

· EDITORS' PREFACE ·

It has been apparent for some time that little attention has been given to the needs of practicing and student teachers of English as a Second Language.* Although numerous in-service and pre-service teacher-training programs are offered throughout the world, these often suffer for lack of appropriate instructional materials. Seldom are books written that present practical information that relates directly to daily classroom instruction. What teachers want are useful ideas, suggestions, demonstrations, and examples of teaching techniques that are consistent with established theoretical principles and that others in our profession have found to be expedient, practical, and relevant to the real-life circumstances in which most teachers work.

It was in recognition of this need that we began our search for scholars in our field who had distinguished themselves in particular instructional aspects of second language teaching. We sought out those who had been especially successful in communicating to their colleagues the characteristics of language teaching and testing techniques that have been found to be appropriate for students from elementary school through college and adult education programs. We also sought in those same scholars evidence of an awareness and understanding of current theories of language learning together with the ability to translate the essence of a theory into practical applications for the classroom.

Our search has been successful. For this volume, as well as for others in this series, we have chosen a colleague who is extraordinarily competent and exceedingly willing to share with practicing teachers the considerable knowledge that she has gained from many years of experience.

*In this volume, and in others in the series, we have chosen to use *English as a Second Language (ESL)* to refer to English teaching in the United States (as a second language) as well as English in other countries (as a foreign language).

Professor Silberstein's book is devoted entirely to the presentation and exemplification of practical techniques in the teaching of reading. Each chapter of her book contains, in addition to detailed consideration of a wide variety of techniques, a number of activities that teachers can perform that tie the content of the book directly to the teachers' responsibilities in their classes. With this volume then, a critical need in the language teaching field has been met.

We are extremely pleased to join with the authors in this series and with Oxford University Press in making these books available to our fellow teachers. We are confident that the books will enable language teachers around the world to increase their effectiveness while at the same time making their task an easier and more enjoyable one.

Russell N. Campbell
William E. Rutherford

·INTRODUCTION·

Current models of the reading process focus on the interactive relation of reader and text. From this perspective, reading is understood to be a complex cognitive process in which reader and text interact to (re)create meaningful discourse. Like contemporary reading theory, this book puts text and reader at its center; it is organized around the types of texts typically encountered by adolescent and adult students of English already literate in their first languages.

Obviously, no book about teaching techniques can furnish a set of recipes to be followed without reflection. Accordingly, this volume presents practical suggestions both for instructional activities and for evaluating the ongoing life of the classroom.

The introductory chapter comprises an overview of the reading process, illustrated by a "visit" to a reading class. Although it is obviously impossible to capture a "real" classroom experience on paper, the goal is to provide readers with a sense of the life of the classroom and of the decisions with which teachers and students are faced. Succeeding chapters survey diverse classrooms and students through the presentation of sample lessons; these are followed by lists of additional activities appropriate to the text type.

The second chapter comprises a discussion of teaching as a decision-making enterprise. The issues raised in this short chapter are fundamental to the rest of the book. The students and texts represented in the sample lessons (beginning in Chapter Three) are diverse. The third chapter introduces nonprose reading in the contexts of classes in both survival English and English for academic purposes. Chapter Four considers expository prose found in academic settings, while Chapter Five uses a science text to introduce the concepts of editorializing and opinion. Both of these contexts invite a content-centered approach to reading.¹ In Chapter Six, we encounter literature and songs in an in-

tensive English language center whose curriculum allows for both integrated skills instruction and individualized, extensive reading.

Sample lessons are followed by examples intended for different settings and proficiency levels. Illustrations from a wide variety of sources demonstrate the types of materials available. Grounded in a teacher's systematic perspective on reading, these activities can be adapted to a variety of contexts. The last chapter provides an overview for teachers interested in developing their own instructional materials. Each chapter ends with an Activities section to encourage further exploration of concepts and techniques. Notes are provided to facilitate further reading.

By design, this book does not advocate a single classroom format. The activities presented will prove appropriate to a variety of curricular formats from completely integrated so-called whole language, task-based, or experiential classrooms,² to those whose sole purpose is the improvement of reading skills. Nonetheless, the varied classroom descriptions share certain characteristics. In each instance, teacher intervention is minimized. Our premise is that individual readers approach particular texts with specific objectives. Instructors adopt a facilitating role: locating texts suited to students' goals and interests and introducing techniques appropriate to the task at hand. Teachers participate in discussions on an equal footing, acknowledging student expertise in content areas.

In this instructional context, the chapters that follow examine techniques and resources in teaching reading from the perspective of reader and text.

Seattle, Washington
1994

Sandra Silberstein

Notes

¹For further discussion of content-centered classrooms, see Mohan (1986).

²For further discussion on the topic of whole language classrooms, see Edelsky, Altwerger & Flores (1991); Goodman (1986); and Rigg (1991). For discussions of communicative task-based classrooms, see Nunan (1989, 1991). Legutke & Thomas (1991) discuss communicative tasks within an experiential view of learning.

·CONTENTS·

Introduction ·	xii
Chapter One · Introduction to Second Language Reading ·	3
Chapter Two · Teaching as Decision Making ·	15
Chapter Three · Nonprose Reading ·	19
Chapter Four · Expository Prose ·	43
Chapter Five · Editorializing and Opinion ·	74
Chapter Six · Fiction, Poetry, and Songs ·	88
Chapter Seven · Developing Instructional Materials ·	101
Bibliography ·	115
Index ·	121

**TECHNIQUES
AND
RESOURCES
IN
TEACHING
READING**

INTRODUCTION TO SECOND LANGUAGE READING

AN ENGLISH LANGUAGE CLASS

This is Just to Say

I have eaten
the plums
that were in

the icebox
and which
you were probably
saving
for breakfast

Forgive me
they were delicious

so sweet and
so cold.

William Carlos Williams

We are in an ESOL class in an intensive English center of the sort widespread in English-speaking countries. This is a heterogeneous group—twelve students, two each from Japan and Saudi Arabia; one each from Argentina, Brazil, China, Egypt, Germany, Kuwait, Mexico, and Thailand. This intermediate-level class meets daily for one hour.

The group has been discussing an article on attitudes toward the arts. The article claims that the average undergraduate may encounter no poetry during the course of a liberal arts education and documents the decreased government funding of the arts. Reactions to the article are mixed. A number of students insist that the author is correct. They