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王蔷《英语教学法教程》

(第2版)

笔记和课后习题(含考研真题)详解

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内 容 提 要

本书是英语教学法经典教材《英语教学法教程》(王蔷主编, 高等教育出版社)的学习辅导书。全书完全遵循该教材的章目编排, 共分为18章, 每章由三部分组成: 第一部分为复习笔记(中英文对照), 总结本章的重点难点; 第二部分是课后习题详解; 第三部分为考研真题与典型题详解, 精选名校近年考研真题及相关习题, 并提供了详细的参考答案。

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图书在版编目(CIP)数据

王蔷《英语教学法教程》(第2版)笔记和课后习题(含
考研真题)详解/圣才考研网主编. —北京: 中国石
化出版社, 2016. 7

国内外经典教材辅导系列·英语类
ISBN 978-7-5114-4152-2

I. ①王… II. ①圣… III. ①英语—教学法—研究生
—入学考试—自学参考资料 IV. ①H319.3

中国版本图书馆CIP数据核字(2016)第142296号

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中国石化出版社出版发行

地址: 北京市东城区安定门外大街58号

邮编: 100011 电话: (010)84271850

读者服务部电话: (010)84289974

<http://www.sinopec-press.com>

E-mail: press@sinopec.com

武汉市新华印刷有限责任公司印刷

全国各地新华书店经销

*

787×1092毫米 16开本 16印张 400千字

2016年10月第1版 2016年10月第1次印刷

定价: 50.00元

国内外经典教材辅导系列·英语类

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序 言

我国各大院校一般都把国内外通用的权威教科书作为本科生和研究生学习专业课程的参考教材，这些教材甚至被很多考试(特别是硕士和博士入学考试)和培训项目作为指定参考书。为了帮助读者更好地学习专业课，我们有针对性地编著了一套与国内外教材配套的复习资料，并提供配套的名师讲堂和题库。

《英语教学法教程》(第2版)(王蔷主编，高等教育出版社)为普通高等教育“十五”国家级规划教材，适用于师范院校英语专业学生，也可用于中学英语教师的继续教育课程和各类英语教师的在职培训课程。该书被很多院校指定为英语专业考研必读书和学术研究参考书。作为该教材的学习辅导书，本书具有以下几个方面的特点：

1. 梳理章节脉络，浓缩内容精华。每章的复习笔记以该教材为主并结合其他教材对本章的重难点知识进行了整理，并参考了国内名校名师讲授该教材的课堂笔记，因此，本书的内容几乎浓缩了经典教材的知识精华。

2. 中英双语对照，凸显难点要点。本书章节笔记采用了中英文对照的形式，强化对重要难点知识的理解和运用。

3. 解析课后习题，提供详尽答案。本书收录了课文中的所有习题，并在参考教材附录的基础上对习题答案进行了完善和补充。

4. 精选考研真题，补充难点习题。本书精选名校近年考研真题及相关习题，并提供答案和详解。所选真题和习题基本体现了各个章节的考点和难点，但又不完全局限于教材内容，是对教材内容极好的补充。

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第1章 语言和语言学习

1.1 复习笔记

本章要点:

1. The way we learn languages
我们习得语言的方式
2. Views on language
语言观点
3. The structural view of language
结构主义语言理论
4. The functional view of language
功能主义语言理论
5. The interactional view of language
交互语言理论
6. Common views on language learning
关于语言学习的普遍观点
7. Process-oriented theories and condition-oriented theories
强调过程的语言学习理论和强调条件的语言学习理论
8. The behaviorist theory
行为主义学习理论
9. Cognitive theory
认知学习理论
10. Constructivist theory
建构主义学习理论
11. Socio-constructivist theory
社会建构主义理论
12. Qualities of a good language teacher
一个好的语言老师必备的素养
13. Teacher's professional development
教师专业技能发展

本章考点:

我们如何习得语言；结构主义语言理论；功能主义语言理论；交互语言理论；关于语言学习的普遍观点；强调过程的语言学习理论和强调条件的语言学习理论；行为主义学习理论；认知学习理论；建构主义学习理论；社会建构主义理论；成为一个好的语言老师所应具备的基本素质；教师专业技能发展图。

本章内容索引：

I. The way we learn languages

II. Views on language

1. The structural view of language
2. The functional view of language
3. The interactional view of language

III. Views on language learning and learning in general

1. Research on language learning
2. Common views on language learning and learning in general
 - (1) Behaviorist theory
 - (2) Cognitive theory
 - (3) Constructivist theory
 - (4) Socio-constructivist theory

IV. Qualities of a good language teacher

V. Development of a good language teacher

VI. An overview of the book

This chapter serves as an introduction for setting the scene for this methodology course. It discusses issues concerning views on language and language learning or learning in general with the belief that such views will affect teachers' ways of teaching and thus learners' ways of learning. The qualities of a good language teacher is also discussed in order to raise the participants' awareness of what is required for a good English teacher.

I. The way we learn languages

Much of human behaviour is influenced by their experiences. The way language teachers teach in the classroom is to some extent influenced by the way they learned languages. This is especially true in foreign language teaching.

The challenge confronting language teaching is how teaching methodology can ensure successful learning by all the learners who have more differences than the commonality.

II. Views on language

【考点：结构主义语言理论、功能主义语言理论、交互语言理论的定义及具体应用】

Three views about the nature of language: There are many possible theoretical positions about the nature of language. Here are three different views which are explicitly or implicitly reflected in current approaches to language learning.

这一章主要是介绍教学法的方法论，其中讨论的问题涉及语言和语言学习的观点，或者一般学习及这些观点对教师教学方式和学习者学习方式的影响，本章也讨论了一个好的英语教师应具备的素质，以提高语言教学参与者对优秀英语教师相关要求的意识。

I. 我们习得语言的方式

大多数人类行为受过往经验的影响。语言老师在课堂上的教学方式也会受到他们语言学习方式的影响。在学习外语时尤为如此。

语言教学面临的挑战是：教学法如何才能保证不同之处多于相同之处的学习者成功习得语言。

II. 语言理论

关于语言本质的三种观点：在语言的本质上有很多潜在的语言观点，当前语言学习的方法直接或间接反映了三种不同观点。

1. The structural view of language

The structural view of language is that language is a system of structurally related elements for the transmission of meaning.

(1) The elements of language system

- ① phonological units (phonemes)
- ② grammatical units (phrases, clauses, sentences)
- ③ grammatical operations (adding, shifting, joining or transforming elements)
- ④ lexical items (function words and structure words)

(2) Target of language learning

The target of language learning, in the structural view, is the mastery of elements of this system.

(3) Methods based on this view

- ① the Audiolingual method
- ② Total Physical Response
- ③ the Silent Way

2. The functional view of language

The functional, or communicative view of language is the view that language is a vehicle for the expression of functional meaning.

British linguists developed a system of categories based on the communicative needs of the learner (Johnson and Marrow, 1981) and proposed a syllabus based on communicative functions. The functional view not only sees language as a linguistic system but also a means for doing things.

The semantic and communicative dimensions of language are more emphasized than the grammatical characteristics, although these are also included.

① Here are some of the areas of research in this view of language: sociolinguistics, pragmatics, semantics.

② Target of language learning: The target of language learning is to learn to express communication functions and categories of meaning.

③ Some of the language learning approaches and methods based on this view of language are:

- Communicative approaches;
- Functional-notional syllabuses;

1. 结构主义语言理论

结构主义语言理论认为语言是一个用于传递意义的系统,其中各因素在结构上相互联系。

(1) 语言系统的因素

- ① 语音单位(音素)
- ② 语法单位(词组、从句、句子)
- ③ 语法操作(增添、移位、合并或改变成分)
- ④ 词项(功能词和结构词)

(2) 语言学习的目标

结构主义认为语言学习的目标是掌握语言系统的各因素。

(3) 基于该理论的语言学习方法

- ① 听说法
- ② 全身反应法
- ③ 沉默法

2. 功能主义语言理论

功能主义语言理论也叫语言交际理论,它认为语言是表达功能意义的工具。

基于语言学习者的交际需求,英国语言学家创建了范畴体系(Johnson and Marrow, 1981),提出以交际功能为基础的教学大纲。功能主义理论不仅把语言看作语言系统,同时把语言看成是做事的方式。

相较于语法特征,功能主义语言理论更加注重语义和交际层面,尽管它也涵盖了语法特征。

① 功能主义语言理论的相关研究领域:社会语言学、语用学、语义学。

② 语言学习的目标:学习表达交际功能和意义类别。

③ 基于功能主义理论的语言学习方法:

- 交际法;
- 功能意念教学大纲;

The Natural Approach.

3. The interactional view of language

The interactional view of language sees language primarily as the means for establishing and maintaining interpersonal relationships and for performing social transactions between individuals.

① Here are some of the areas of research in this view of language:

Interactional analysis;
Conversational analysis;
Ethnomethodology.

② Target of language learning: The target of language learning in the interactional view is learning to initiate and maintain conversations with other people.

③ Some of the language learning approaches and methods based on this view of language are: strategic interaction and communicative approaches.

④ Teaching Methods in the Language Classroom: FL teachers must provide students with adequate teaching methodology and time, as well as appropriate vocabulary and learning activities that will allow for the development of verbal skills.

There is no single "BEST WAY" to teach. The question teachers must address is which methods are best employed during the different stages of the teaching and learning process and then design curriculum to meet their final objectives/goals.

III. Views on language learning and learning in general

【考点：强调过程的语言学习理论和强调条件的语言学习理论；行为主义学习理论；认知学习理论；建构主义学习理论；社会建构主义理论】

1. Research on language learning

A language learning theory underlying an approach or method usually include: (1) the psycholinguistic and cognitive processes involved in language learning; (2) the conditions that need to be met in order for these learning processes to be activated.

Research on language learning can be divided into process-oriented theories and condition-oriented theories.

自然法。

3. 交互语言理论

交互语言理论主要将语言看做是建立和维持人际关系的基本手段，并履行人与人之间社会交际的功能。

① 交互语言理论所要研究的领域有：

交互分析；
会话分析；
民族方法学。

② 交互语言理论的语言学习目标是学会发起并维持与他人的对话。

③ 基于交互语言理论的语言学习方法有：策略互动和交际法。

④ 语言课堂的教学方法：教师应该给学生提供充足的教学方法论和时间、适当的词汇和学习活动，来提升他们的口语技能。

并不存在某个单一的最好的教学方法，教师要思考的问题是如何在不同的教学阶段选择最适合的方法来促进学习以及根据最终目标来设计课程和教学计划。

III. 关于语言学习和一般学习的理论

1. 语言学习的研究

一个语言学习理论通常包括：
(1) 语言学习的心理和认知过程；
(2) 激发这些学习过程的条件。

语言学习的研究可以分为两个方面：强调过程的研究和强调条件的研究。

Process-oriented theories are concerned with how the mind organises new information such as habit formation, induction, making inference, hypothesis testing and generalization.

Condition-oriented theories emphasise the nature of the human and physical context in which language learning takes place, such as the number of students, the kind of input learners receive, and the atmosphere.

Some researchers attempt to formulate teaching approaches directly from these theories. For example, the Natural Approach, Total Physical Response, and the Silent Way are based on one or more dimensions of processes and conditions.

2. Common views on language learning and learning in general

(1) Behaviorist theory (Skinner)

It is based on a stimulus-response theory of psychology, and proposed by behavioral psychologist Skinner. He suggested that language is also a form of behavior. It can be learned the same way as an animal is trained to respond to stimuli. This theory of learning is referred to as behaviorism.

One influential result is the audio-lingual method, which involves endless 'listen and repeat' drilling activities. The idea of this method is that language is learned by constant repetition and the reinforcement of the teacher. Mistakes were immediately corrected, and correct utterances were immediately praised. This method is still used in many parts of the world today.

(2) Cognitive theory (Noam Chomsky)

The term cognitivism is to describe loosely methods in which students are asked to think rather than simply repeat.

A language learner acquires language competence which enables him to produce language.

One influential idea is that students should be allowed to create their own sentences based on their understanding of certain rules. This idea is clearly in opposition to the audio-lingual method.

(3) Constructivist theory

强调过程的语言学习理论涉及大脑组织新信息的方式, 诸如习惯的养成、归纳、推论、假设检验和概括。

强调条件的语言学习理论注重语言学习过程中人本语境和实体语境的本质, 如学生的数量、学习者输入的种类以及学习氛围。

有的研究者试图直接根据这些理论来形成教学方法。比如, 自然法、全身反应法和静默法是以这些过程和条件中的一个或多个方面为基础的。

2. 语言学习和一般学习的普遍观点

(1) 行为主义学习理论 (Skinner)

行为主义学习理论是基于刺激-反应的心理理论, 由行为心理学家 Skinner 提出。他认为, 语言也是一种行为, 动物经过训练对刺激有反应, 人类也可以一样。这种学习理论被称为行为主义。

一个有影响力的结果是听说法, 它包括无止境的“听并重复”的练习活动, 听说法的要义在于语言是通过老师不断的重复和强化习得的。错误及时得到更正, 正确的表达得到表扬。现在, 许多国家依然使用这个方法。

(2) 认知学习理论 (Noam Chomsky)

“认知主义”这一术语主要描述老师要求学生思考的方式, 而非仅仅重复。

语言习得者获得能够让其输出语言的语言能力。

一个有影响的观点是老师应该让学生在理解一些规则的基础上自己创造句子。这个观点与听说法明显相左。

(3) 建构主义学习理论

The constructivist theory believes that learning is a process in which the learner constructs meaning based on his/her own experiences and what he/she already knows.

John Dewey believed that teaching should be built based on what learners already knew and engage learners in learning activities. Teachers need to design environments and interact with learners to foster inventive, creative, critical learners.

(4) Socio-constructivist theory

Similar to constructivist theory, socio-constructivist theory represented by Vygotsky (1978) emphasises interaction and engagement with the target language in a social context based on the concept of 'Zone of Proximal Development' (ZPD) and scaffolding. In other words, learning is best achieved through the dynamic interaction between the teacher and the learner and between learners.

IV. Qualities of a good language teacher

Some people with an excellent command of a foreign language may not be able to teach the language well while others with a general command of the language can teach it very effectively.

A good English teacher should have ethic devotion, certain desirable personal styles, and more importantly, he or she should have necessary professional qualities. These three aspects constitute the professional competence of a good English teacher.

V. Development of a good language teacher

【考点：成为一个好的语言老师所要具备的基本素质；Wallace 的教师专业技能发展图的阶段及具体运用】

1. Elements that contribute to the qualities of a good language teacher

- (1) ethic devotion
- (2) professional qualities
- (3) personal styles

The most important and most difficult part of the making of a good language teacher is the development of professional competence, which is the state or quality of being adequately qualified for the profession, and armed with a specific range of skills, strategies, knowledge, and ability.

建构主义认为：学习是学习者依据已有经验和已有知识建构意义的过程。

约翰·杜威认为，教学应该建立在学生已有知识基础上，让学生参与学习活动。老师需要创造环境，和学生交流，从而培养富有发明精神、创造力和批判性思维的学生。

(4) 社会建构主义理论

与建构主义理论相似，以维果茨基为代表的社会建构主义理论强调学生应当在基于“最近发展区”和支架式教学这一概念的社会环境下，用目标语言交流并参与活动。换句话说，学习的最佳途径是师生之间以及学生之间的活跃互动。

IV. 优秀英语老师具备的素质

精通一门外语的人不一定能教好外语，而外语水平一般的人也能教好外语。

好的英语老师应该具备道德素质、一些富有魅力的个人风格以及必要的专业技能。这三方面共同构成一个好的英语教师应具备的专业能力。

V. 优秀语言老师的发展

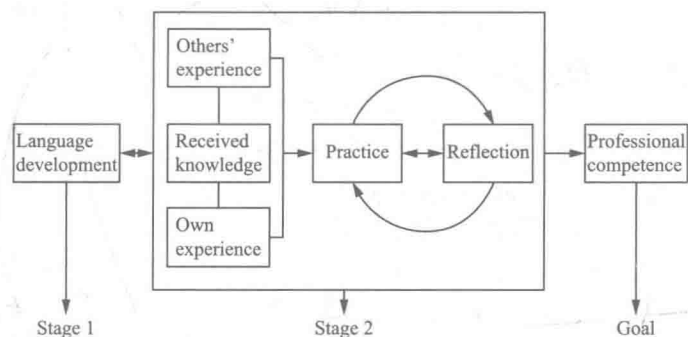
1. 优秀的语言老师应该具备的素养

一个好的语言老师应该具备以下几个方面的素质：道德素质、专业技能、个人修养。

对于一个老师来说，提高专业技能至关重要，也最为艰难。专业技能是胜任教学工作的状态和素质。成为合格和专业语言教师的必备技能，以及具备广泛的专业技术、策略、知识以及能力。

2. Teacher's professional development

Wallace's (1991) "Reflective model" (Figure 1.1)



From the above model, we can see the development of professional competence for a language teacher involves Stage 1, Stage 2, and Goal.

① The first stage is language training. All English teachers are supposed to have a sound command of English. Of course, language is always changing so language training can never come to an end.

② The second stage seems to be more complicated because it involves three sub-stages: learning, practice, and reflection. The learning stage is actually the specific preparation that a language teacher should make before they go to practice. This preparation can be: learn from others' experience (empirical knowledge); learn received knowledge (such as language theories, psycholinguistics, sociolinguistics, educational psychology, language teaching methodology, etc.); learn from one's own experience. The learning stage is followed by practice. The term "practice" can be used in two senses. In one sense, it is a short period of time assigned for student teachers to do teaching practice as part of their education, usually under the supervision of their instructors. This practice is also called pseudo practice. The other sense of "practice" is the real work that the teacher undertakes when he finishes his education. Teachers benefit from practice if they keep on reflecting on what they have been doing. It should be noted that teachers reflect on their work not only after they finish a certain period of practice, but also while they are doing the practice.

2. 教师的专业技能发展

华莱士(1991)的“反思模型”
(表 1.1)

从上图的模型中,我们可以看出,教师的专业技能发展分为三个阶段:第一阶段、第二阶段和目标阶段。

① 第一阶段是语言培训,所有的英语老师都应具备良好的英语功底,当然,语言一直在变化,所以语言训练没有终止。

② 第二阶段似乎较为复杂,因为它下面又分为三个阶段,学习、练习和反思。学习阶段事实上是指教学实践开始前的准备工作。这里的准备可以是:学习别人的经验知识;学习如心理语言学、社会语言学、教育心理学、语言教学法等理论知识;从自己的经验中学习。学习阶段之后是练习阶段。“练习”有两层意思:一方面是职前教师在导师的监督下进行短暂的教学实习,这一阶段也被称为模仿练习阶段;另一方面是教师完成学习后的教学实践。教师只有在教学实践中不断反思才能获益。不只是在一段时间的教后需要反思,在教的过程中也要反思。

③ Professional competence as an ultimate goal does not seem to have an end. Actually professional competence is 'a moving target or horizon, towards which professionals travel all their professional life but which is never finally attained'.

VI. An overview of the book

This second edition of *A Course in English Language Teaching* has allowed us the opportunity to expand the original 14 units into 18 in order to include topics reflecting the recent development in English language teaching both at home and abroad, to revisit a number of areas, to expand and clarify points that we felt were not sufficiently clear in the first edition, and to improve the pedagogical usefulness of the text.

③ 作为终极目标的专业能力似乎永无止境。事实上,专业技能的发展是一个动态的目标,贯穿整个职业生涯。

VI. 本书综述

《英语教学法教程 第二版》根据新课程改革的需要,增加了四个新的章节。新增加的内容反映了近来海内外英语教学的发展,重新探讨了很多领域,扩展并阐明第一版中未能详尽的观点,从而改善课本的教学用途。

1.2 课后习题详解

TASK 1

Below is a list of interview questions on how people learn a foreign language. In the first column, write down your own responses. Then interview three other students in your class and enter their responses in the other columns. Discuss your findings in groups of 4 and draw some conclusions.

	You	ST1	ST2	ST3
1. How many foreign languages can you speak so far?				
2. When did you start learning the foreign language(s)?				
3. How do you feel about learning a foreign language?				
4. What difficulties have you experienced in learning?				
5. Which skills do you find more difficult to learn?				
6. Have you focused on knowledge or skills? Why?				
7. Why do you learn the foreign language(s)?				
8. Do you consider yourself a successful learner? Why?				
9. What are your most-common learning activities?				
10. Do you like the way you learned the foreign language(s)?				

TASK 2

Work in groups of 4. Brainstorm possible answers to the question: What is language? When you are ready, join another group and share your ideas.

TASK 3

1) What are the psycholinguistic and cognitive processes involved in language learning? 2) What are the conditions that need to be met in order for these learning processes to be activated?

Work in groups of 4. Brainstorm the answers to the two questions stated above. When you are ready, join another group and share your ideas.

TASK 4

Work in groups. Reflect on your own learning experiences from early school years to the university. Have you had an excellent English teacher? Try to identify as many qualities as possible of your best English teacher(s). Note down all the qualities that you think are important for a good English teacher.

TASK 5

Ethic devotion, professional qualities and personal styles jointly contribute to the making of a good English teacher. All the adjectives in the box below could be used to characterize these three aspects.

1. Work in groups of 4 and decide which adjectives describe ethic devotion, which describe personal styles and which describe professional qualities. Please write your answers on a separate piece of paper.
2. Add any adjectives to the list which describe further qualities that you feel are missing.
3. These adjectives are intended to describe positive qualities or styles. Do you feel that any of them could have a negative side as well? If yes, in what way? For example, an *authoritative* teacher may make the students feel assured, but may also make the student less free to disagree with him/her.

kind	dynamic	authoritative	hardworking
creative	patient	well-informed	fair
resourceful	attentive	warm-hearted	reflective
well-prepared	flexible	intuitive	
accurate	enthusiastic	humorous	
caring	disciplined	professionally-trained	

TASK 6

Work in pairs and discuss how one can become a professionally competent teacher of English. For example, we have to develop our English proficiency first and also we may need to learn from experienced teachers through observations. What else can you think of? Make a list and then pool all your ideas together to find out about your common beliefs.

TASK 7

Work in groups. Discuss possible answers to the following questions in relation to the model presented in Figure 1.1.

1. Why are stage 1 and stage 2 interrelated by a double arrow line?
2. Why are practice and reflection connected by a circle?
3. Why is professional competence 'a moving target or horizon, towards which professionals travel all their professional life but which is never finally attained?'
4. Where should a TEFL methodology course fill in the model?

参考答案

TASK 1

(Free answer.)

TASK 2

Here are sample definitions of “language” found in dictionaries and linguistics books.

• Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. (Finocchiaro, 1964: 8)

• Language is any set or system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another. (*Random House Dictionary of the English Language* 1966: 806)

• Language is a system of arbitrary vocal symbols used for human communication. (Wardhaugh, 1972: 3)

• Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. (*Webster's 3rd New International Dictionary of the English Language* 1993: 1270)

• Language is a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning. (*Cambridge International Dictionary of English* 1995: 795)

• Language is a system of communication by written or spoken words, which is used by the people of a particular country or area. (*Longman Dictionary of Contemporary English*)

• Language is the system of communication in speech and writing that is used by people of a particular country or area. (*Oxford Learners' Dictionary*)

TASK 3

1) Generally speaking, psycholinguistic and cognitive process involved in language learning are concerned with how the mind organizes new information such as habit formation, induction, making inference, hypothesis, testing and generalization. 2) To activate these learning process, physical environment for learning is important, including the number of students, the kind of input learners receive and the atmosphere.

TASK 4

Ethic devotion (responsible, warm-hearted, well-prepared, hard-working, etc.), professional qualities (an excellent command of English, professionally-trained) and personal styles (enthusiastic, humorous, attentive, etc.) jointly contribute to making a good teacher.

TASK 5

Students' classification will vary. Please note there is no correct or wrong answer for this task.