

高等教育与教学研究

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内 容 简 介

本书共收集了 113 篇论文,分为六部分:教学改革与实践,语言与文化,文学欣赏,教育论坛,翻译探索与研究,综合项目研究。这些论文由高校一线骨干教师撰写,有助于活跃学术气氛,促进教育与教学的进一步发展。

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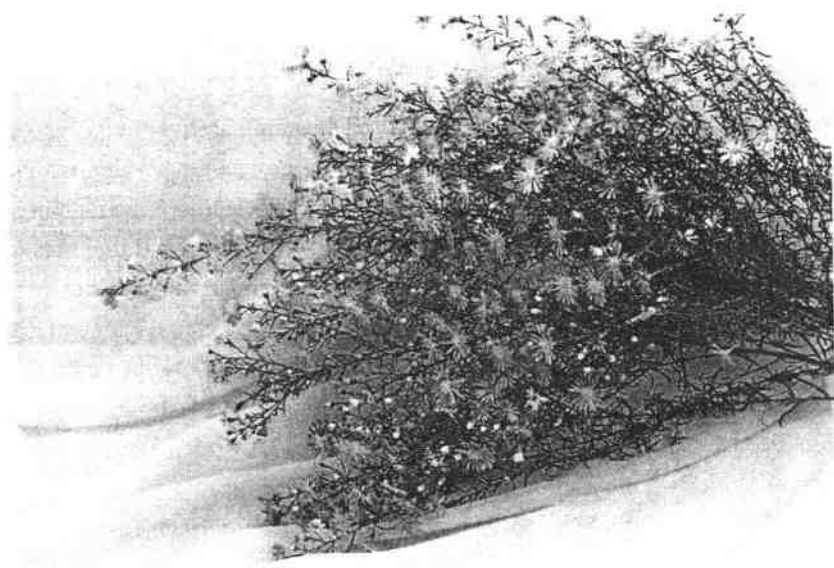
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外语教学改革与实践



Improve College Students' Ability of Listening and Speaking in the Communicative Approach

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Abstract: Language is for communication, so English teaching in China should emphasize improving the students' communicative ability. The Communicative Approach is an approach to foreign teaching which emphasizes that the goal of language learning is communicative competence. This thesis mainly discusses the Communicative Approach in English teaching, especially in listening and speaking.

Key words: Communicative Approach, communicative competence, language proficiency

Foreign languages are important tools that people use to take fruits of foreign civilization and communicate for international co-operation. It is an indispensable basic skill for modern humans. So the purpose of learning English is to use it. In another word, English should be a tool that people use to communicate. The purpose of English teaching is to help foster an ability of making use of language not only in reading and writing but also in listening and speaking. It is urgent task to find an efficient teaching method for English. In this thesis, some issues related to improve college students' listening and speaking ability are discussed.

The Communicative Approach is an approach to foreign teaching which emphasizes that the goal of language learning is communicative competence. Teaching materials used with the communicative approach often teach the language needed to express and understand different kinds of functions. The most obvious characteristic of Communicative Approach is that almost everything is done with a communication intent. Students use the language a great deal through communicative activities such as games, role-plays and problem-solving tasks. The teacher would correct for content. She or he has to take advantage of all situations in which real communication occurs naturally and be more concerned with creating many more suitable situations in which students can practice their communicative skills.

There are a variety of ways to improve listening and speaking in classroom among which are suggestions for developing listening and note-taking skills, giving oral presentations, project work, role-play and simulation.

Listening and note-taking using audio/video materials

In developing listening and note-taking skills by audio/video materials, the teacher might first ask learners what they know or think about the topic in the first instance. Next, the teacher can play short sequence (5-10 minutes) of the tape and ask them to take guide notes that they hear, or the most interesting points. A natural follow-on activity from this would be discussion

work where learners discuss points that they found interesting or, if the materials are suitable, some aspects of the tape that may be more open to question (as happen in "real" life). Then the students could be asked to reconstruct the overall "message" of the tape from their own notes. Then the teacher hands out a transcript of this section of the tape for immediate feedback and self-correction. In this way, they achieved natural integration of skills in listening, note-taking and speaking.

Oral presentation

Preparing learners to give short oral presentations in class to the rest of the group is another useful way of achieving skills integration in the classroom. One way to begin this activity is to take cuttings from newspapers, magazines and topics presented in existing teaching materials. In some cases reading materials can be used as an initial stimulus and the activity can be graded so as to give lower proficiency learners an opportunity to work with less exacting materials.

Role-play /simulation

Role-play and simulation activities are often thought to be one of the most effective ways of interesting language skills in the language classroom. Role-play activities involve the learner in "role assumption", in other words, the learner takes on a different role from his normal one by "playing the part" of a different person. Simulation work, on the other hand, usually requires the learners to take part in communication, which involves personal experience and emotions. Because of this, simulation is often as being central to English for Specific Purpose situations where the tasks to be worked upon can be directly related to the learners' actual or intended occupation. Both types of activities clearly have their place in the classroom as they offer a flexible approach to integrating the skills and involve learners at all stages by stimulating their creativity and responding to their particular needs and interests.

Through the Communicative Approach advocate integration of skills, classroom teaching sometimes have to focus on a particular skill depending on the needs of the students and the objectives of a certain period of teaching. For example, to promote speaking skills, the teacher could use communication games, problem-solving activities, simulation/role-play, personal response, rules/patterns of conversation and so on to engage the students in language interaction. Putting pictures in a correct sequence, following directions on a map, checking off items in a photograph, completing a grid, timetable, or chart of information ,etc. can be used to develop listening skills.

The Communicative Approach is now accepted by many applied linguistics. If we briefly summarize the Communicative Approach we find that it views language as a means of conveying meaning. It is a challenge to both the teachers and students. Chinese teachers of English should make great efforts to update themselves in both their professional skills and language proficiency so as to meet the demand of foreign language teaching reformation and serve economic development in China. While training listening and speaking skills, as an

English teacher, we'd better make use of our teaching instrument and use varieties of ways to stimulate the students' interests, and in that way the students' ability of listening and speaking can be improved.

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Cultural Difference and College English Teaching

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Abstract: This article is based on Hofstede's four dimensions of cultural variability. After comparison of Chinese school and American school influenced by respective cultures, the author puts forward several pieces of advice to improve the efficiency of language teaching in college.

Key words: power distance, uncertainty avoidance, teaching pattern

Introduction

Culture is shared and learned behavior which is transmitted from one generation to another for purpose of promoting individual and social survival, adaptation and growth and development. (Samovar, 2004:32) Different country has her cultural identity, so we can generally consider the different backgrounds of history, language, religion, value and social organization as the cause of cultural difference. But Hofstede, a famous Holland scholar who concentrates on the cross-cultural study, provides a systematic and brand-new theory for the cultural difference in his book "*culture's consequence*" which broadens our outlook and influenced the field of cross-cultural studies. As for Chinese college English education, it has more profound and special significance, which will solve the long-existing headache: high score-low ability in traditional English education in Chinese classes. Especially nowadays in the background of reform of CET4 and CET6, the theory will evoke more constructive thinking.

1. Literature review: Hofstede's dimensions of culture variability

Power Distance

The term power distance is taken from the work of the Dutch social psychologist Mauk

Mulder(1976,1977:Mulder et.al,1971), who based his power distance theory on laboratory and field experiments with simple social structure. Mulder defines power as "the potential to determine or direct the behavior of another person or other persons more than the other way round and power distance as " the degree of inequality in power between a less powerful individual (I) and a powerful other (O), in which I and O belong to the same social system. Borrowing from Mulder, Hofstede uses the following definition of power distance: The power distance between a boss B and a subordinate S in a hierarchy is the difference between the extent to which B can determine the behavior of S and the extent to which S can determine the behavior of B. So power distance originated from the social inequality, or exactly the economical inequality, which can determine one's attitude and ways of action in a certain communicative context. The "T-V" transition in pragmatics can also reflect power distance in daily communication.

Uncertainty Avoidance

The second dimension of national culture has been labeled uncertainty avoidance; uncertainty about the future is a basic fact of human life with which we try to cope with through the domains of technology, law and religion. Uncertainty Avoidance is composed of three components: rule orientation, employment stability and stress. Hofstede points out: Extreme uncertainty creates intolerable anxiety and human society has developed ways to cope with the inherent uncertainty of living on the brink of an uncertain future. Uncertainty Avoidance possesses a close relationship with intolerance of ambiguity, values and beliefs. In Hofstede's views uncertainty avoidance defines the extent to which people within a culture are made nervous by situations, which they perceive as unstructured, unclear, or unpredictable, situations, which they therefore try to avoid by maintaining strict codes of behavior and a belief in absolute truths. (Hofstede, 1986:308)

Individualism & Collectivism

The third dimension of national culture is called individualism, as opposed to collectivism. It describes the relationship between the individual and the collectivity that prevails in a given society. It reflected in the way people live together and it has many implications for values and behavior. The relationship between individual and collectivity in human society is not only matter of way of living together; it is intimately linked with societal norms. As Ting Toomey notes, individualistic and collective value tendencies are manifested in everyday family, school and workplace interactions. (Toomey, 1999:67)

Masculinity & Femininity

The forth dimension of national culture has been called Masculinity, with its opposite pole femininity, Masculinity stands for a society in which social gender roles are clearly distinct: Men are supposed to be assertive, tough and focused on material success; women are supposed to be more modest, tender and concerned with the quality of life. Femininity stands for a society in which social gender roles overlap. Both men and women are supposed to be modest,

tender and concerned with the quality of life. China is masculinity culture. For the historical reason, women are treated in a lower position. "Home maker and breeder" implies women have few opportunities to work in the society as men. Though situation developed in the previous days, the great numbers of women still leave at home: house work and taking care of babies. But women in the western world have more freedom for the benefit of the women movement. But prejudice and discriminations still exist.

2.The comparison of Chinese school and American school

Power distance classifies cultures on a continuum of high and low power distance. Although all cultures have tendencies for both High -and low-power relationships, one orientation seems to dominate. (Smovar, 2004:64) Individuals from high power distance culture accept power as part of society. As much, superiors consider their subordinates to be different themselves and vice versa. (Gudykunst, 2001:288) China belongs to the high power distance index countries and USA strongly reflects the low-power-distance-index country's character. In China, teachers are authoritative who are regarded as gurus who transfer personal wisdom. Students not only learn knowledge but also virtue from teachers. Teacher's possesses high social position in society in China, we have saying "一日为师, 终生为父". Students can't call teachers' given names, calling them "Teacher A ", "Professor A " instead. Students treat teachers with respect, even outside class. For example, when meeting on the road, students must say hello first in order to show their respect. Another interesting phenomenon is the students' parents' attitude toward teachers. Parents also respect teachers. When students make mistake, parents always side with teachers to keep students in order. As teachers, they have to perform perfectly every day. In class, they always stand on the platform; they have to prepare class carefully for the high expectations. They have to control their actions and feelings.

But in America, teachers treat students as equals and students also treat teachers as equals. So students can call teachers' given names, even face to face. Teachers are regarded as experts who transfer impersonal truths. They are regarded by students only because of their abundant knowledge not their character or virtue. Teachers are free in class. They always leave the platform and sit among students to teach sometimes they even sit on the desk on the platform. Students can ask questions instantly without teachers' permission. Students' parents also hold different attitude towards teachers. They always side with their children against teachers.

Uncertainty Avoidance classifies culture into high- and low-uncertainty Avoidance. China is a high uncertainty avoidance culture. Students will prefer the sense of "security" in the classroom. They trust teachers' knowledge and advice and teachers are supposed to have all answers. Students obey orders and instructions strictly since their childhood. Risk of challenging authority will bring nervousness and unease for them. And the most obvious features of high UAI classroom are: teachers dominate the class: students are afraid of putting forward their opinions in public. Students will feel pressed that the class order will be destroyed by their free talk. They will answer the question after making sure there's absolutely

no problem. So the Chinese students always seem humble and modest which prefer using such uncertain sentence patterns, such as "I'm not sure, may be..." "I guess it is so, perhaps" "Sorry, but" etc. Students attribute achievements to effort, context and luck. Parents have to be extension of teachers for students' self-efficacy is low in school.

But in low UAI American classroom, both students and teachers are creative. They're eager to try new teaching model, accept new things. Students are active in answering questions without the concern of being mocking and teasing. And the special opinions are always praised. This can improve the ability of competition. So students expect open-ended learning situations and good discussions. They learn that truth maybe relatives. They also attribute achievements to their own ability. Students are always confident.

China is the representative county of collectivism, just like the words from Confucius: "If one wants to establish himself, he should help others to establish themselves at first." Or Chinese proverb: "No matter how stout, one beam cannot support a house." Collectivism holds opinion: emphasis on (1) the views, needs and goals of in-group rather oneself (2) social norms and duty defined by in-group rather than behavior to get pleasure (3) beliefs shared with in-group rather than beliefs that distinguish self from in-group and (4) great readiness to cooperate with in-group members (Triandis, 1990:52). So the idea of in-group is very important in class. Students' individual initiatives is discouraged. In china , we have lots of saying , such as “树大招风” “枪打出头鸟” “人怕出名，猪怕壮”. Students associate according to preexisting in-group ties. Harmony and face are treated firstly in class. Students have to balance their personality and character. So students' aggressive behavior will influence badly for their academic performance. That's why the "three- good" students put the "virtue before the academic performance and physical condition". Because of lower individualist idea, the teaching in class is always monologue of teaches, Students seldom take part in classroom activity. Their main job is listening to the teachers and writing notes. So they even have chance of nap in class. This depresses students' initiative and creative ability. That's why the field of education advocates "quality education" now.

When individualism mentioned, we will look at American culture:(1) the individual is the single most important unit in any social setting, (2) independence rather than dependence is stressed, (3) individual achievement is rewarded, and (4) the uniqueness of each individual is of paramount value. (Triandis, 1995) In cultures that tend toward individualism, competition rather than cooperation is encouraged; personal goals take precedence over group goals; people tend not to be emotionally dependent on organizations and institutions and every individuals has the right to his or her private property, thoughts and opinions. When moving to the classroom, teachers deal with individual pupil and encourage pupil initiative. The relationship between teachers stressed through self-determination, self-reliance and emphasis on privacy. American students treat themselves as unique one. They are active to show their own opinions and associate according to tasks and current needs. They are expected to speak up in class or

large groups. Their self-esteem is good for their academic performance. So the active students always get high score and appreciated by teachers. They concern little about the in-groups. They are eager to show their abilities to raise questions, to take part in discussion and to share experience with other people.

From the above analysis, we can know why there are lots of problems interrupting our educational reform in school. Culture is one part of language, but culture also influences the process of language teaching. Our students can always achieve high score in exams, but in the real communication the result is always unsatisfied. That is our headache "high score- low ability". This year we are facing the reform of CET4 and CET6, so I think it is a good chance to add cultural knowledge in our foreign language teaching which will benefit our language teaching and learning.

3. Some humble advice on language teaching

To reform syllabus and curriculum planning

Current foreign language teaching focuses on the examining ability of students. Students are driven by the pressure of CET4, CET6 or other kinds of examinations, which ignore the communicating competence. And our syllabus and textbooks were designed only to improve students' linguistic ability, such as reading, writing and listening. In order to change our present condition, we should improve our textbooks at first. Of course, we don't mean that it is necessary for us to use another textbook, but we do mean that we should at least add more cultural knowledge to our present textbook, such as those about nation, history, geology, economics, customs, moral values, and a comparison between eastern culture and western culture. And in the author's mind the adding content of cultural difference should be emphasized. Then not only by adding cultural knowledge to textbooks can students master the differences between our own culture and the culture of the target language, but also grasp the useful concepts and maxims about language and culture, which in turn will guide students in language practice and communication.

To develop teaching pattern in the classroom

Teachers play a very important role in the classroom. Teachers should have a better control of the class in order to achieve double aims: to teach pure linguistic knowledge which meet the commands of examination and to teach the practical knowledge which guides students the proper act in the real communication. For example, when we perform our vocabulary teaching, we should analyze the cultural connotations of words, emphasizing the other six kinds of word meaning in addition to connotative meaning. We should not only paraphrase the conceptual meaning of "independence" "freedom" "religion" "privacy" or "ambition", but extend the cultural information beyond them. Only after knowing such matters will students not fail in their inter-cultural communications. The shortcoming for our current foreign language-teaching classroom is the artificial environment. What the teacher wants to transfer and what students receive are on two layers. So in the classroom, teachers should create as authentic

environment as possible in order to have a better effect. It is crucial for the teacher to bring the outside work into the classroom and make the classroom a world of target language where target culture is surrounded.

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A Review to First Class

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Abstract: *First Class* is a set of course book about tourism English, which first published by Oxford University Press in 1991. It is for people working or training to work in all areas of the tourist industry. The paper reviews and analyses its compiling system, purpose and contents. It shows that this is a well-organized course book, which is based on a communicative syllabus. The paper suggests we should learn the methodology of the writer and take its advantage of it when we design a course book like that.

Key words: communicative syllabus, tourism English

First Class—English For Tourism is a set course for people working or training to work in all areas of the tourist industry all over the world. Chinese student is hard to find it in China at present. The set contains Student's Book, Teacher's Book and Workbook. It also gives a set of cassettes. At the end of the book, there is also a word list of core vocabulary in English, French, Italian, Spanish, German, Turkish and Japanese. It also provides the essential vocabulary for tourism in the nineties and giving thorough practice in all four language skills.

1.Subject: It's proper to say that this course book is suitable to all English learners, not only to the native speakers, but also to learners who take English as second language. Because

it begins at a low level and takes students through to intermediate level. In another sense, this is a specialized book. That is to say, all learners who want to be an employee in the tourist industry, will get knowledge from this course book. The characteristics of the learners may like this.

2.Objectives: To say a book for students, is to say a book for persons who want to work in the field of tourism. So the goal to achieve is to get familiar with the common language in tourism, and use the special language in their daily work. So this course is more practical. The learner may know that all units in the course book are common situations in real life, so they may study harder.

3.Contents: There are 20 units covering all aspects of tourism, including growth areas, such as special interest holidays and conference organizing. Each unit contains at least one listening section, a language study section with practice exercises, and an activity section. Reading and letter writing also feature prominently.

There is also a detailed unit contents chart, which shows what will learn in each unit. From the unit contents chart, learners can see clearly the goal of each unit, and the ideal ability they may achieve. Now take the first three units chart as a show.

The Table of Contents from *First Class*

Unit 1	People in tourism Present simple for facts and habits; present continuous for temporary activities. Finding out about people working in tourism. Listening for specific information. Writing a job description.
Unit 2	Flight reservation Requests: Can...?/Could ...?/Would ...?; have got. Dealing with flight reservations. Understanding abbreviations and symbols. Days and dates.
Unit 3	Changes and cancellations Wh- questions; present continuous for future arrangements. Making alterations to flight bookings. Asking for and giving factual information. Writing letters explaining cancellation charges.

From the above chart, we can see the unit charts arrange in a sequence from easy to complicated, from low level to intermediate level. Once people open the book, they can find