

RESOURCE
BOOKS FOR
TEACHERS

牛津英语教师宝库

series editor
ALAN MALEY

LEARNER-BASED TEACHING

原著 Colin Campbell
Hanna Kryszewska

导读 张民伦

以学生为主体的英语教学

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牛津英语教师宝库

RESOURCE BOOKS FOR TEACHERS

以学生为主体的英语教学

LEARNER-BASED TEACHING

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Hanna and Colin.

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《牛津英语教师宝库》合作版前言

《牛津英语教师宝库》(Resource Books For Teachers)是英国牛津大学出版社 90 年代的优秀选题。它荟萃近年来国际上英语教学与研究领域的精华,以课堂教学为主线,围绕“如何上好英语课”这个问题,为广大英语教师提供宽广的思路和实例型的参考。

《牛津英语教师宝库》至今已出版 20 余册,每册一般研讨一个主题或一个教学侧面。数十名具有多国英语教学经验的优秀教师组成实力雄厚的作者群体;国际知名英语教学专家 Alan Maley 担任丛书主编。丛书遵循一系列科学清新的外语教学原则,但每一册又充分展现各自独特的风格与个性。《牛津英语教师宝库》旨在成为教师能直接汲取教学知识的资源。

这套《牛津英语教师宝库》(合作版)幸运地诞生在中国英语教育事业蓬勃发展的年代。随着改革与开放的深入,在中国广阔土地上的各级各类学校中,英语学科充满生机与活力,教学成就令世人瞩目。人们高兴地注意到,在当今中国学校里,越来越多的英语教师正在迈向新的目标与高度。他们在完成日常教学工作的同时,十分注重自身专业素质的提高,积极投身于教学研究以及各方面的进修与学习。毫无疑问,这种发生在无数英语教师身上的深刻变化预示着中国英语教学改革更加辉煌的明天;同时也呼唤国际同行之间更多的交流与合作。时代的脉搏使牛津大学出版社深深感受到《牛津英语教师宝库》与中国英语教师之间的呼应与联系。

1997 年秋,牛津大学出版社与华东师范大学出版社开始酝酿关于《牛津英语教师宝库》的项目合作。在中国教育领导部门的热情关怀下,项目评估工作迅速展开。由北京师范大学、上海师范大学、上海教育学院、上海市卢湾区教育学院、复

旦大学、上海外国语大学以及华东师范大学等高校教师组成的专家小组提出了十分中肯宝贵的意见。在此基础上,两社商定从《牛津英语教师宝库》丛书中选择若干课题,邀请国内英语教学专家撰写中文导读,努力使合作版作品切合中国中小学英语教学改革的实际需要。

首批推出的五个选题均针对基础阶段的课堂英语教学,因为这些课题也正是广大中小学英语教师实践与探索之中的问题。各本著作都含有相当数量参考价值较高的课堂活动介绍;同时,每本著作中的一系列活动又较集中地体现作者某一方面的教学观念和革新意识。前者是教学的表现模式,后者是起指导作用的内核。两者相辅相成,同等重要。

在五本著作之中,《以学生为主体的英语教学》和《课堂活力》两书中的篇章比较典型地反映出作者关于如何建设新型的师生关系、如何根据学生需要更新教学内容以及如何精心培育课堂气氛等主题的思考;而《文化意识》一书又通过揭示“文化”与“语言习得”之间密不可分的内在联系,引导教师探究提高英语教学水平的新途径。年幼学生具有明显的心理和学习特征,《少年儿童英语教学》和《讲故事 教英语》两书的作者则从发展少年儿童身心和学习能力的高度去认识少年儿童英语教学的奥秘,并以自己成功的实践经验与广大教师分享要领与技能。

导读撰写工作是合作项目中的一个中心环节。两社发挥联合优势,努力创造有效形式服务读者。在保持原作整体精神和篇章本意的前提下,合作版作品在原文前言、引论、使用建议和章节之前增加了用简短的汉语撰写的“篇章介绍”,同时从中国英语教学实际需要的视角,提供了一些“阅读参考”和“导读意见”。两社衷心希望,这一尝试将对广大教师有所启迪,有所帮助。

当前社会上有关英语教学理论和实践的书籍品种繁多。但是,《牛津英语教师宝库》类型的以各式具体教学方案为主的英语原版著作尚不多见。除了作品内容方面的价值,就《牛

津英语教师宝库》的英语语言质量而言,入选课题的原作本身也不愧为一套优秀的进修教材。

愿合作版《牛津英语教师宝库》真正成为广大教师的挚友。

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The authors and series editor

Colin Campbell began his career in EFL in 1976, and worked in Spain, England, and Italy, where, with a friend, he prepared a series of ten 15-minute programmes teaching English on local television. He did his MA in Applied Linguistics at Reading University, and in 1984 moved to Poland to work as Director of Studies at the British Council/University of Gdansk English Language Centre. He is one of the authors of *Options for English* (Warsaw 1991), and co-author (with Hanna Kryszewska) of *Towards Teaching* (Heinemann European Language Classroom series, 1995). He is currently ELT Consultant in Estonia for The British Council.

Hanna Kryszewska studied English at the University of Gdansk, where she gained the equivalent of an MA in Applied Linguistics. From 1979 to 1987 she taught English at the University of Gdansk English Language Centre, and since 1987 has been a lecturer at the University and a teacher trainer at the University's College for Foreign Language Teachers. She has also taught on introductory English courses and teacher training courses at Pilgrims language school in Canterbury. She is one of the authors of *Options for English*, a book for teachers working with advanced students and co-author, with Colin Campbell, of *Towards Teaching*.

Alan Maley worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. He is currently Senior Fellow in the Department of English Language and Literature of the National University of Singapore. Among his publications are *Literature*, in this series, *Beyond Words*, *Sounds Interesting*, *Sounds Intriguing*, *Words*, *Variations on a Theme*, and *Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), *Learning to Listen* and *Poem into Poem* (with Sandra Moulding), and *Short and Sweet*. He is also Series Editor for the Oxford Supplementary Skills series.

导 读 前 言

篇章介绍

前言指出,本书所介绍的以学生为主体的英语教学法,是一种与教师决定教学内容和教材的传统教学法截然不同的选择。首先,它提倡学生参与决定教学内容,力图使学生自己的输入成为主要的教学内容资源,并成为整个学习过程的中心。它通过挖掘和利用学生自身的知识与经验,使教学内容更加切合实际,也更容易被学生深切感知,从而提高学习效果。其次,它提倡重视学生的实际需要,摆脱对固定教材的依赖。因为每个班级的学生不同,他们的经历不同,因而每节课的需求也因班而异。

以学生为主体的英语教学与当前主张培养学生自主学习、自导学习等倾向不无联系,但它所强调的不是个人自学,而是群体学习过程中的学生自主性。

丛书主编认为,使用以学生为主体的教学法还能有力地促进教师自身的人格与专业发展。从原先充满安全感的教学模式转向相信学习过程的力量和学生输入的力量,这无疑是需要勇气的,但相应的回报也将是巨大的。

阅读参考

书中介绍的以学生为主体的教学法反映了作者比较长期的教学思考与经验,所推荐的许多英语教学活动和方法对我国英语教师拓展思路、改革教学具有借鉴意义和实用参考价值。当然,我国英语教师在文化、语言、思维等方面有别于英语为母语的英语教师,因而过多强调脱离教材去组织教学既

不现实,也不可取。教师在了解本书指导思想及全书内容安排的基础上,应以贯彻实施教学大纲为原则,在完成基本教材的内容与意图的同时,不妨选择适合自己教学对象的活动与项目,适时适量地引入课堂,丰富教学内容,提高学生的学习兴趣与效果,并在实践中不断调整,不断创新。

Foreword

In the kind of classrooms with which most of us are familiar it is normal and expected that teachers will make most, if not all, of the decisions about the teaching content and materials. And that, in a majority of cases, teaching will be based on some sort of published or pre-determined materials.

This book presents a radical alternative to both these assumptions.

In the first place, the learners take over much of the decision-making normally assigned to teachers. The approach makes learner-input central to the learning process. It is the learners themselves who become the major teaching resource. It shows how, by tapping into the knowledge and experience of the learners, the quality of the learning process is enhanced, since it becomes both more relevant and more deeply felt. There is a sense in which the teacher becomes a learner and learners are transformed into teachers.

In the second place there is a clear move away from dependence on the pre-determined content and format of published materials: every class will bring its own unique mix of individuals and their past experiences; every lesson will generate a unique set of needs. This freedom from dependence on sophisticated materials or technology makes the approach especially suitable for resource-poor environments, and it is perhaps no accident that the authors developed it in Poland where, at the time, access to such facilities was rare.

There are clear links between this approach and the current trend towards Learner Autonomy, Self-directed Learning, and Learner Independence. Perhaps unusually however, the emphasis here is on Learner Independence in the group mode rather than the individual self-study mode.

Among its ancillary advantages is its power as a tool for teacher development. No teacher taking this route can fail to develop both as a person and as a professional.

The approach offers an exciting and rewarding alternative to those teachers willing to try it. It undoubtedly takes courage to cast off from the security of control and pre-determined materials, to trust to the power of process and of learner-input, but the rewards are correspondingly great.

Alan Maley