ENGLISH

英语教学法

ENGLISH TEACHING METHODOLOGY

东北师范大学网络教育学院 组编

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前 言

　　成为一名好的英语教师的条件说起来很简单，英语要好，要会教学，要有敬业精神等。会教学就要求英语教师了解英语教学的规律、特点、方法，而本书所要努力提供的就是对这些问题的解答。

　　《英语教学法》是为将要从事英语教学工作的人员编写的。在写作过程中，有两条原则是我们始终遵循并努力做到的：一是学术性与实用性相结合，二是规范性与灵活性相结合。学术性体现在向学生提供最新的英语教学的理论成果以及系统的英语教学理论的展现。实用性体现在作者多年的英语教学体验与当代教学理论的有机结合上，许多精细的论证和操作性极强的例子，一定会在那些有过教学经验的学员心中产生强烈的共鸣。规范性即指学术探讨方式的规范，也指写作语言的规范。灵活性主要体现在实际例子的选用和相关材料的编排上，我们希望做到的是教师喜欢用，学生喜欢看。

　　本书的主要内容分为十五个单元，系统地探讨了英语教学的基本原理与实践。第一至第三单元探讨的是英语教师的素质、英语学习及英语教学的理论。第一单元陈述了英语教师应具备的素质，这也是任何一个想成为英语教师的人应当首先考虑的。第二单元重点探讨了英语学习的理论，对英语学习者的语言特点和学习过程等进行了分析与探索。了解如何学英语是有效从事教学工作的必要条件，不知道如何有效地学习语言则不能有效地进行教学。第三单元介绍了各种英语教学法流派，对它们的原理、特点及在课堂上的实际运用进行了总结。了解各种教学法流派能够使学员更好地理解各种教学法的内涵，而透彻地理解英语教学的发展历史及对各种教学法的全面了解，是会有利于教学实践的。

　　第四至第十单元探讨的是英语语言知识和技能教学的基本原理与实践。第四单元的内容为语音教学，第五单元为语法教学，第六单元为词汇教学，第七单元为听力教学，第八单元为口语教学，第九单元为阅读教学，第十单元为写作教学。每一单元先是对各种单项语言知识或技能的教学原理进行介绍，然后在探讨教学中出现的各种问题的基础上，引导出解决问题的教学原理和方法，最后介绍实际的教学手段、步骤和教学活动等。这些单元侧重对实践教学的指导，特别提倡反思教学，强调理论与实际相结合。此外，在教学活动中，往往需要综合运用

各种单项教学方法，才能收到良好的教学效果，这一点在每一单元都有所体现。

第十一至第十五单元探讨的是课堂教学之外的内容。第十一单元为教学计划与课堂管理，第十二单元为大纲与教材，第十三单元为测试与评价，第十四和第十五单元探讨的是反思、体验与英语教师的继续发展。

英语教学是一件说起来容易、做起来很难的事情。好的教学效果来自于英语教师在实践中不断的探索与反思，这也是我们在最后两章要探讨的问题，也是本书写作的目的。我们希望本书能够获得现在和未来的英语教师的认可，也欢迎大家对本书提出宝贵意见。

作 者

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Unit 1
Language Teacher Qualities

Learning how to teach should start from thinking about what qualities a good teacher should possess. We can borrow techniques and ways for our teaching from external sources, but qualities are what we need to develop internally and make them part of ourselves. In other words, our qualities tell students what kind of teachers we are or we are our qualities. Possessing good qualities is the foundation for all aspects of successful teaching. This unit talks about the qualities needed by teachers and appreciated by students.

This unit focuses on:

I General qualities of a good language teacher
   1. A good language user
   2. An effective language analyst
   3. A skillful means employer
   4. An enabler

II Other aspects of qualities
   1. Passionate
   2. Committed
   3. Dynamic
   4. Creative
   5. Patient
   6. Empathetic

Concluding remarks

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I General qualities of a good language teacher

A good language teacher should possess four broad qualities: a good language user, an effective language analyst, a skillful means employer and an enabler. The four qualities are important in a teacher's profession. Lack of any will make him or her a less qualified teacher.

1. A good language user

First of all, a teacher is required to be proficient in the English language. He/she needs to be excellent in listening, speaking, reading and writing. The importance of being a good language user involves four points. First, a language teacher is a model for students to imitate, to follow and to learn from either consciously or subconsciously. Subconscious learning plays a very important role in students' acquisition of the language. Second, a good command of English endows a teacher with confidence. A teacher's confidence positively affects his or her speaking and teaching performance and consequently infects his or her students who may respond with feelings of certainty, respect and also confidence. From this emerges the third point. A teacher can attract students immediately with his or her good English. When admiration is established, students tend to believe in the teacher, cooperate with the teacher, and behave well in class activities. The last point is that good English empowers the teacher to manage class well, try new methods and adapt his or her teaching at any time.

2. An effective language analyst

Being good at using English is not enough for a teacher. He/she has to be able to analyze and explain the language. There are two kinds of knowledge: knowledge of the language and knowledge about the language (Richards and Rodgers 1986). Knowledge of the language enables a person to be proficient in English, but as a teacher, he/she is expected to explain and clarify grammar points, vocabulary items and any other language points throughout students' learning process. Some researchers (Widdowson 1996) do not think it is right to

put a focus on teaching knowledge about the language. Whether or not, there is one thing to be certain. Students will ask why to their teachers in their learning. When a teacher is explaining, he/she provides answers either based on the knowledge of the language or on the knowledge about the language. If he/she often says "This is a set phrase" or "It sounds best", he/she does not sound convincing to their students. So it is necessary to deal with structures and usages so that students can better understand the language. Being an effective language analyst means the teacher not only possesses the knowledge about the language but also helps students study the nature of the language with learning effects. Being an effective language analyst also means being able to conceptualize language phenomena as English is rich, complex and diverse (Wright 1991). No grammar books or dictionaries can include all language phenomena. So the teacher is required to theorize language experience continuously in his or her teaching.

3. A skillful means employer

A teacher's job is to guide and help students learn efficiently. The efficiency lies not only in being good at knowledge of and about the language but also in his/her ways or methods employed to achieve a desired purpose. In other words, in order to achieve a purpose such as motivating students, dealing with a language point, or improving reading ability, the teacher needs to try different ways to reach that purpose. This is called means and ends relationship (Dewey 1933). Means are various alternatives or suggestions; ends are the desired purposes. In order to reach desired aims, the teacher needs to make efforts to explore and employ different means. There are different approaches and methods in language teaching developed throughout teaching history such as grammartranslation methods, audio-lingual approach and communicative teaching. Broadly speaking, they are the means of teaching for intended purposes in certain situations. Language teaching process is complicated, in which the teacher is required to develop his/her skills and employ different means to make his/her teaching motivating, meaningful and efficient.

4. An enabler

A teacher's job is more than just being a knowledge imparter or skills improver. A teacher is an educator who equips students with capabilities. There are two senses in students' abilities. One is academic; the other is social. Academic abilities mean students having the ability to learn autonomously. Giving knowledge to students does not produce ability. Knowledge is a handful of information. No mater how much a teacher tries to give, it is but a handful, and this handful information is in the process of being out of date. Also, only giving students knowledge puts them in so passive a position that students cannot learn efficiently. Knowledge can be taken in through active thinking, hypothesis testing and trying. Therefore, a good teacher tries to enable students to do their self-discovery and self-exploration. To enable students also refers to facilitate students' personality development and social abilities. A teacher's work involves students who are the future of the society. As a teacher, he/she is responsible to educate and develop each individual learner as a whole person in equipping them with qualities of cooperation, justice, responsibility and discipline, and with abilities of being critical and judgmental in dealing with their complex life.

II Other aspects of qualities

The above qualities are only broad ones. Actually, a teacher's qualities are as complicated as teaching processes. In order to perform teaching well, teachers also need other qualities, which are also of great importance. As it is impossible to name all, the following are a few which are often talked about. A good teacher should be:

1. Passionate: Passion stimulates the teacher to explore new ways in teaching and makes the teacher appear fresh, energetic and in high spirit, which in turn infects students to be interested and motivated. It is easy to be passionate for a term or a year, but teaching for many years can dull a person. So as a teacher we need to maintain and refresh our passion.

2. Committed: A good teacher is willing to work hard at his/her teaching. Teaching well involves time and effort to think about teaching, design teaching

tasks and search for suitable materials. Teaching well also involves time and effort to make him/her available for their students to help them both academically and socially.

3. Dynamic: A dynamic teacher is full of energy and has new ideas. He/she makes his/her class interesting, active and harmonious. Teaching involves three aspects: the teacher, the students and activities. The three need to be enveloped as a coherent whole. The envelope is the classroom atmosphere. A dynamic teacher creates an active, secure and harmonious atmosphere in which students feel interested, energetic and eager to do activities and tasks.

4. Creative: Being creative is essential for a teacher to do successful teaching. In teaching, the teacher needs to produce new ideas. Being creative can avoid mechanical and monotonous teaching. Creativity brings about unexpected but motivating episodes in class and makes each class different or unique so as to arouse and sustain students' interest and concentration.

5. Patient: Learning takes time and process. No learning achievement can be done in a day. Impatience is upsetting, de-concentrating and it kills confidence. Also, each individual student is different in processing the language. Patience allows students to take in the language in a secure, relaxing and optimistic atmosphere. Patience is valuable for both the teacher and students to try and never give up. Impatience often results in no trying or no learning when he/she gives up in order not to feel upset.

6. Empathetic: The ability to understand students' feelings and problems can decide the teacher's attitudes toward students and build up rapport with his/her students. Considering students' feelings by putting him/herself in students' place helps understand and appreciate students' difficulties and feelings. With this, the teacher can deal with teaching and students more sensibly and compassionately. In return, students will appreciate and understand the teacher too.

Concluding remarks

There is a lot to say about the qualities of a good language teacher. This unit cannot and does not intend to contain all. Also, it is not easy to possess all the

qualities mentioned in this unit, but we can try. As we are trying, we will enjoy students' appreciation and recognition, which is the happiest reward for a teacher.

Tasks

1. Explain the following terms.

(1) Teacher as a language analyst

(2) Teacher as a means employer

(3) Empathetic quality as a teacher

(4) Teacher as an enabler

2. Discussion

(1) Think about the teachers who taught you before. What qualities did they have that made them special to you?

(2) What makes a good language teacher?

Unit 2
Language Learning and Language Learners

Teaching well requires understanding of language learning and language learners, as teaching is a process and actions that bring about effective learning outcome for language learners. Therefore, this unit addresses how language is learned and how different language learners are from one another.

This unit discusses:

I Language Learning
   1. Error analysis
   2. Developmental patterns
   3. Input, interaction and output
   4. The role of consciousness in L2 acquisition

II Language Learners
   1. Beliefs about language learning
   2. Affective states
   3. Interest and motivation
   4. Learning styles
   5. Learning strategies

Concluding remarks

Tasks

I Language Learning

Language learning can be categorized into two parts: language learning conditions and language learning process. This section only intends to focus on some parts that are frequently talked about and hopefully can be helpful for language teachers.

1. Error analysis

Making errors is a conspicuous part of language learning. As a person starts learning the language, he/she starts making mistakes. Researchers have tried to describe and explain what mistakes learners tend to make and why they make mistakes.

What kinds of mistakes or errors do language learners make

The following is a table of common mistakes made by learners. This category is popular with teachers in terms of its practicality (Azar 1992: A6—7).

（1）Linguistic taxonomy of errors

Category	Example
1. Singular-plural	He have been here for six month. *He has been here for six months.*
2. Word form	I saw a beauty picture. *I saw a beautiful picture.*
3. Word choice	She got on the taxi. *She got into the taxi.*
4. Verb tense	He is here since June. *He has been here since June.*

5. (a) Omit a word	I want go to the zoo. *I want to go to the zoo.*
(b) Add a word	She entered to the university. *She entered the university.*
6. Word order	I saw five times that movie. *I saw that movie five times.*
7. Incomplete sentence	I went to bed. Because I was tired. *I went to bed because I was tired.*
8. Spelling	An accident occured. *An accident occurred.*
9. Punctuation	What did he say. *What did he say?*
10. Capitalization	I am studying english. *I am studying English.*
11. Article	I had a accident. *I had an accident.*
12. Meaning not clear	He borrowed some smoke.
13. Run-on sentence	My roommate was sleeping, we didn't want to wake her up. *My roommate was sleeping. We didn't want to wake her up.*

(2) Surface strategy taxonomy of errors

Applied linguists (Dulay, Burt, and Krashen 1982) tend to classify what

learners get wrong in another way, describing errors using surface strategy taxonomy. There are four kinds of errors in the taxonomy: omissions, additions, misinformations and misorderings.

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	*She sleeping.*
Additions	The presence of an item that must not appear in well-formed utterances.	*We didn't go to there.*
Misinformations	The use of the wrong form of the morpheme or structure.	*The dog ated the chicken.*
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance.	*What daddy is doing?*

The above is only a simple categorization of errors. When we present grammar points, we tend to use the categories presented in Azar's (1992: A6—9) table. In checking students' written work, teachers tend to use surface strategy taxonomy.

Why do learners make mistakes and errors

There is a lot of research on why learners make mistakes. The following are explorations from different perspectives.

Richards (1971) provides three reasons why learners make mistakes. They are interference errors, intralingual errors and developmental errors. Interference errors are also called transfer errors which refer to the use of elements from one language while speaking the other. Intralingual errors happen within one language, meaning a faulty generalization, incomplete application and failure to learn conditions under which rules apply. The last reason is about developmental errors. When learners are trying to build up hypothesis about the target language on the basis of limited language knowledge and skills, they make errors, but

such errors are of progressive nature as they are part of the learning process towards proficiency.

Richards (1971) further provides a description of intralingual errors as four kinds that are presented in the following table.

Overgeneralization	The learner creates a deviant structure on the basis of other structures in the target language. (He can sings.)
Ignorance of rule restrictions	The application of rules to contexts where they do not apply. (He made me to rest.)
Incomplete application of rules	A failure to fully develop a structure. (You like to sing?)
False concepts hypothesized	The learner does not fully comprehend a distinction in the target language. (One day it was happened.)

Implications for L2 learning and teaching

Knowing about what errors learners make and why they make those mistakes can provide valuable implications for teachers. First of all, learning should occur in context. Native language should be carefully used in teaching, especially at the beginning. Native language can help with clarification, but a problem can be planted, which is called "Chinglish". Using the native language to acquire language hinders the development of English thinking. So tolerance with ambiguity is necessary and students should be encouraged to study the language both cognitively and experimentally.

2. Developmental patterns

When we look at students' errors and mistakes longitudinally, we can notice that students make mistakes in a developmental way. The acquisition proceeds in