CONTEMPORARY ENGLISH LANGUAGE READING

当代英语阅读教学论

王海皎 著

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Contemporary English Language Reading

（当代英语阅读教学论）

王海皎 著

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内 容 简 介

本书是一本介绍当代英语阅读教学理论与实践的专著。本书遵循理论与实践相结合的原则，主要针对在当代英语阅读教学中存在的一些问题，论及了阅读过程中各种因素及其相互影响，并以建构主义理论为基础，从现代语言教学论的角度论述了在阅读教学中如何转化师生角色和培养学生的阅读技能。本书借鉴了国内外有关英语阅读教学的大量理论与实践，结合著者教学实际，为读者提供了阅读教学方面的丰富信息。

本书可供从事英语教学的人员及广大英语爱好者阅读使用。

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前　言

语言学家 Francoise Grellet 曾经明确地指出，阅读首先是“为了得到乐趣，为了获取信息”。学生在校时通过阅读，可以得到必要的语言输入（language input），从而扩大词汇量，增强语感，提高语言水平，了解英语国家的文化背景知识，更重要的是通过阅读，提高学生的认知水平，增强分析和解决问题的能力，当他们离开学校以后还可以坦然面对新的环境、新的工作和新的知识。在我国的英语教学中，阅读课一直是最受重视的科目，在学生成长的各个学习阶段，阅读课所占的课时最多，但是英语阅读教学效果却不容乐观。目前的阅读教学还存在一些问题，其中较为突出的问题是师生的阅读目的似乎仅仅还是以学习语言知识为主。教师重点讲授语言点、句法结构，学生则以为阅读就是多记单词、弄清句子的语法结构。这种传统的教学观念亟待转变，它不利于拓宽学生的文化知识面，不利于培养、提高学生分析问题和解决问题的能力。

Contemporary English Language Reading（《当代英语阅读教学论》）是为将要或者正在从事英语阅读教学工作的人员编写的，同样也适合高等院校英语专业的学生阅读，也可用于各类英语教师的在职培训课程。

本书在编写过程中遵循如下原则：一是理论与实践相结合原

则。本书不仅传授英语阅读教学技巧，更重要的是提供思想和方法，告诉读者阅读教学的理论观点。阅读这本书的最终目的不是要知道一篇课文如何来教，而是要知道如何在教学中培养学生的创造性思维。语言教师在信念理论化之后，根据自己的经历，形成自己的、有根有据的观点，并在教学实践中不断完善这种观点。二是教学与科研工作相结合原则。本书的读者应初步掌握阅读教学中的科研方法，学会进行课堂观察，学会设计、组织课堂教学，学会收集各种课堂信息，进行分析研究。教与学不断向科研提出问题，科研成果不断在教和学中检验。

本书共15章。第1～4章提出了阅读课教学中的不足之处，对阅读课的基本概念、目的，以及所采用的方法进行了论述，也强调了阅读课中教师的新型作用与学生个体差异性。第5～9章分别具体地论述了在阅读教学实践中，语言教师如何帮助学生完成阅读课三个基本目的，换句话说，语言教师要知道教什么和如何教。第10～15章探讨了语言教师在信息理论化的前提下，要知道如何进行阅读教学，包括设计课堂环境，组织课堂教学，进行课堂评估，注重学生个体差异因材施教，以及合理选择、应用课堂教学材料等。

本书的出版得到很多老师的建议及关心，希望能不断听到他们的批评和指正，本人不胜感激。

由于水平有限，书中的疏漏和不妥之处，恳请广大读者指正。

著　者

2010年2月

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Chapter 1

Breaking with Tradition in English Reading Instruction

Teachers make a difference. This is not a wishful or hopeful rhetoric; it is a fact established by many years of painstaking research by many authorities, which shows that when teachers do certain things, they produce higher achievement, and when they do not do these things, they produce less achievement. Being an instructionally effective teacher, however, is not easy. Teaching is extremely demanding, and the constraints and realities of classroom life often cause teachers to favor mechanical instruction, which, although less effective in producing reading achievement, is easer and makes classroom life more manageable.

To help you get ready for real classroom teaching of reading, we start this book by discussing these realities, describing current instructional practices in reading, and explaining how classroom life encourages these practices. We then describe characteristics that you need to acquire to overcome the constraints of classroom life and to become a professional decision maker who is in control of your own instruction.

1.1 What is the challenge for English teacher of reading in the years to come

One of the most alarming results of recent educational research is the

finding that most English teachers believe that they already know how to teach before their teacher education ever begins! What these prospective teachers mean is that they have accumulated hours and hours of experience watching teachers teach when they themselves were elementary and high school students. They remember what their favorite teachers did and they plan to do likewise.

Unfortunately, this practice perpetuates the status quo. The children of new generation are educated in the same manner as the children of past generation. In a rapidly changing world that will change even more rapidly in the decades to come, perpetuating the educational status quo is woefully inadequate.

Consequently, this book challenges you to break the cycle. It challenges you to prepare students for a new world by teaching a new literacy in a new way. It challenges you put aside the ways you were taught when you were in school until you can combine that old knowledge with new knowledge. It challenges you to prepare yourself to become a new kind of teacher —— an independent decision maker who teaches reading in ways that prepare students for a new age.

1.1.1 The new literacy

In an era of the world' s economic development having been into informationlization and globalization, English, as a linguistic tool for communication among different nations, has a significant importance for us. And most of Chinese students begin to study English (as a foreign language) even from the kindergarten school, but after many years, those students cann' t listen, speak, read, write, and think the way as the natives which is the big challenge for the Chinese English teachers. As we know, human being' s existence and development, country' s thriving

and prosperity, and individual' s nature and success all need English (which is regarded as an international language); so, all need the great changes in education. Education can nurture the talents, and talents can exploit science and technology. And science and technology will promote the development of economy, and the expansion of economic power can make a splendid future for our people and our lovely country, so in this chain-reaction, education is the crux, in the impetus for people' s full-scale development.

Under these circumstances, the old literacy will no longer do. Being able to read and write is no longer sufficient. Nor is it sufficient to measure our success. What we need is a new literacy —— a literacy in which students not only read and write in their mother language but are in control of another language —— English and enthusiastic about its use; in which they do not passively receive and send message but use reading and writing to control their destinies; in which they not only comprehend and compose but interpreter, adapt, analyze, frame and solve problems, and persuade using higher forms of thinking.

1.1.2 The new teacher

The new literacy cannot be developed by old-style teaching. The instruction you probably experienced as an elementary school students often called a"recitation"mode of teaching. Students are asked to do tasks and then to recite what they learned. In reading, for instance, the dominant instructional practices have required students to learn new words, then study the whole reading material sentence by sentence, often in an oral turn to answer comprehension questions, and to follow directions for completing a workbook page or worksheet. The task is to provide answers the teacher wants to hear. Students' mastery of the answers is

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