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Sino-UK Guangdong Primary English Teacher Training Project

小学英语教学技能 培训教程

A Training Course of Primary English
Teaching Techniques

广东省教育厅组编

广东高等教育出版社

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A Training Course of Primary English
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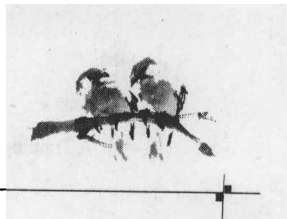
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前 言

教学是一种艺术,艺术修养的提高需要在实践过程中运用教育教学理论。本书是理论与实践完美结合的典范。它紧扣中国的小学英语教学,结合西方先进的教学理论,阐述了小学英语教学的理论技巧,中西合璧,具有很强的理论性和实践性。

中英合作广东省小学英语教师培训(PETT)是广东省教育厅和英国驻广州总领事馆文化教育处合作的品牌项目。它由广东外语艺术职业学院和英国利兹大学教育学院(School of Education, University of Leeds)承办,自2001年启动以来,已经培养了102名教师培训员,他们通过该项目建立的再培训体系已在广东省内培训了近4000名小学英语教师。在培训的过程中,培训员和学员学习到了当前先进的教育教学理论,同时也积累了丰富的教学培训和课堂实践经验。编著本书的目的在于推广经验,让更多的小学英语教师能够有一本切合实际、浅显易懂的参考书,有助于提高教师的教学水平和教学效果。

本书以少儿英语学习的特征为出发点,紧扣中国小学英语教学的现状,提供切实可行的操作实例,帮助教师在案例学习中掌握独特的儿童外语学习技巧。在阅读本教程或参与培训过程中,读者将感受到编者抛砖引玉的意图,教师们将有很多思考和发挥的余地。本书适用于小学英语教师培训员、教研员以及广大小学英语教师,对师范院校学生及中学英语教师也具有一定的启发作用。

本书的执笔者分别是:赵巍军、梁志喜(第一章)、袁洪(第二章)、孙艳(第三章)、许瑞芬(第四章)、赵淑红(第五章)、林红(第六章)、吴志强、凌顺诗(第七章)、黎智芬、谢丽、谢李莉(第八章)、黄志红(第九章)和黎智芬(第十章),英国诺威治语言教育学院专家 Sarah Walker 女士详细阅读了全书并对本书提出了许多宝贵意见。最后由林红、吴志强和袁洪三位同志统稿。

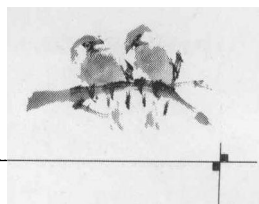
上述老师在多次再培训中广泛听取和采纳了有关教师培训员和学员的意见,在培训教案的基础上对内容、篇幅和教学案例等进行了细致的修改,以便更符合国内小学英语教学实际的需要。



本书在编写过程中得到英国利兹大学教育学院、英国诺威治语言教育学院 (Norwich Institute for Language Education) 和广东外语艺术职业学院等单位的大力支持。英国利兹大学专家 Genny Fairhurst 女士、广东外语艺术职业学院党委书记李曲生副教授、院长方健壮教授和副院长惠幼莲副教授等对本书的编写给予了很大的帮助并提出了许多宝贵的意见。感谢参加中英合作广东省小学英语教师培训项目的 102 名赴英学员以及所有为此项目做出贡献的各界人士。感谢广东高等教育出版社的大力支持，特别是该书的责任编辑林宏新先生为我们提供的专业意见。

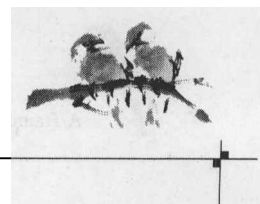
由于本书编写时间仓促，错漏之处在所难免，恳请专家同行不吝赐教为盼。

编 者
2004 年 10 月



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Introduction

The whole art of teaching is only that art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France

If teaching itself is a type of professional art, teachers need to learn the art diligently before they can become artists. Lifelong learning should be advocated in a teacher's whole-life career. Abraham Lincoln points out, "Give me six hours to chop down a tree and I will spend the first four sharpening the axe." It is for the purpose of providing teachers with an excellent book to support their learning that some of the experts in the field of primary English education have been determined to write this training book, which focuses on the useful teaching techniques in the primary English classroom.

The initiation of the book started with the two-year Primary English Teachers' Training Programme, which was cosponsored by the University of Leeds, Cultural and Education Section of British Consulate-General Guangzhou, Guangdong Department of Education and Guangdong Teachers College of Foreign Language and Arts. Trainers involved in this programme have learnt some useful and practical teaching techniques which can be taken and used in the primary English classroom. In order to spread their experience about the new concepts in English teaching in the UK, based on the English teaching and learning context in the primary classroom in China, the writers wrote this book for primary English teachers' in-service training. It is also an enlightening book for student teachers.

This book examines English teaching in primary schools with a panoramic view, tackling the nature of children's English learning in the Chinese context. It discusses different topics which are all of great importance to the success of English teaching. It elaborates how these techniques can be used in the classroom with appropriate examples. By integrating the western language teaching and learning theory with the Chinese context, this book is the first of its kind focusing on primary English teachers' training.



With a clear and systematic layout, this book is composed of ten chapters. In each chapter there are individual tasks focusing on different aspects of the topic. There are quite a few questions based on the specific examples (scripts) for the readers to interact with the book and to reflect on his or her own teaching experience. The tables in the book remind either the trainers or the trainees of the key points in reading of this book or in the process of teacher training. At the end of the book, the National English Curriculum(NEC) as well as some classroom English is provided for the readers' convenience.

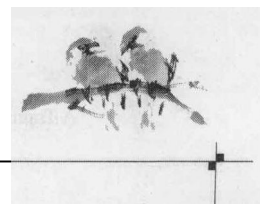
This introduction outlines the main contents of this book and recommends how to use it in teacher training.

Chapter 1 is the discussion of children's characteristics. Any study of language teaching or learning should be based on the study of the nature of children, or it is like a castle in the air. This chapter introduces children's characteristics and how these characteristics are connected with language learning and how to make full use of these characteristics in language teaching. All the later teaching techniques in the book are based on children's characteristics. This chapter lays theoretical foundations for the following chapters.

Chapter 2 is about contexts and conditions for children's English learning. Contexts and conditions play very important roles in learning a foreign language. As language teachers, we should try our best to find out ways to create better language learning conditions for children.

Chapter 3 argues that games are one of the most important and indispensable components in children's language learning. Many a teacher has used games in their classroom. However, they may possibly not use games effectively because of neglecting children's characteristics and the nature of foreign language learning. This chapter explains why, when, where and how to use games effectively in English classroom, as well as how to develop children's creativity and imagination. It also deals with the differences between games and activities, which are always quite confusing for primary English teachers.

Chapter 4 proposes that songs, rhymes and chants are very useful in the young learners English classroom. It describes how to choose, adapt and use songs, rhymes and chants in teaching English to young learners. Teachers should not teach songs, rhymes and chants for the only sake of doing so, but should have clear purposes in



mind. At the end of the chapter, some useful songs, rhymes and chants are provided for teachers' choices.

Chapter 5 looks at stories, which are considered very important in developing children's language ability^①, creativity and imagination from a new perspective of supporting effective language teaching. On the basis of the characteristics of stories and children's characteristics in learning a foreign language, the writer describes the standards of choosing and adapting stories as well as the skills of telling stories effectively with young learners. It emphasizes that teachers and students should be actively involved in the process of storytelling.

In Chapter 6, viewing performing from a brand-new perspective, the writer states that performing is not only a "product" but also a "process". Performing techniques are expounded in this chapter in great detail and depth. From children's characteristics, we know that children are always active, energetic and eager to show off their capability in front of the audience. They are able to take actively part in the performances which provide them opportunities to use the limited language in genuine contexts. What teachers must do is to manage and monitor the whole process of performing.

Chapter 7 deals with one of the most controversial issues in primary English teaching. That is, whether grammar should be taught in the elementary stage of foreign language learning. In the Chinese context, learners are learning instead of acquiring English since English is a foreign language. Thus, the writer suggests grammar should be taught to young learners in a new way. Teachers must recognize the importance of grammar teaching but they should not teach grammar for the sake of teaching grammar. A number of teaching techniques including storytelling and songs can be used in teaching grammar. The writer also proposes a new mode of grammar teaching, which suggests grammar teaching should follow the procedures of meaning, use and form.

Under the guidance of the NEC Level 1 and 2, Chapter 8 tackles why children are difficult in their reading and writing as well as the ways of solving these problems. The writer suggests teachers should create links between reading and writing as well as create more opportunities for children to read and write on the basis of their own learning contexts so as to develop their abilities in reading and writing effectively.

① ability: a learner's underlying capacity to do certain things. It is usually demonstrated in performance though any single instance does not necessarily reveal a learner's full ability.

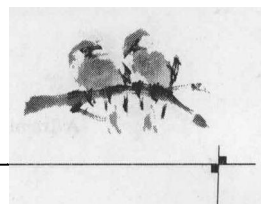


Chapter 9 deals with the ways of making assessment on the basis of the new concept in the NEC, which focuses on the assessment of the learning process rather than the result. It also clearly states that the purpose of assessing is not to discourage learners but to promote learning in the process of assessment. Teachers must know what should be assessed and how to make assessment. A number of factors about a new mode of assessment — formative assessment are dealt with, including the functions of formative assessment in classroom English teaching and teachers' roles in formative assessment. The writer also introduces a number of techniques for effective classroom assessment.

Chapter 10 explores the processes of lesson planning. Planning is the prerequisite of giving a lesson. Good plans may result in good lessons. The writer argues that planning should be based on the detailed analysis of textbooks from the perspective of language structure, language skills as well as the sequences of different activities. On the basis of textbook analysis, teachers must be able to make decisions in adapting the textbook, restructuring or adding activities. A number of factors including timing, linking as well as the aims and purposes of the activities must be taken into consideration in planning.

This book is written in simple English with Chinese introduction and summary at the beginning and end of each chapter, in order to help teachers to better understand the language. The footnotes provide explanations for some terminologies. This book can be used as a training handbook for primary English teachers. Trainers shall keep in mind that the theories are not useful unless it is well combined with the Chinese context of teaching and learning a foreign language. The training course lasts about ten days with one chapter for one day appropriately. In the morning, trainers can make presentations and have discussions with the trainees about the techniques and the specific examples. In the afternoon, the trainees are suggested to try out what they have learnt in the morning and to reflect what they have done in their ordinary classroom. Comments and feedbacks should be given to the trainees about their trying-out. Thus, practical skills can be improved in this way. The questions in the boxes provide dynamic interactions between the book and the readers or trainees. Readers of this book should not read the suggested answers at the end of the book before thinking over the questions by themselves by connecting their own teaching context. Chapters also include suggestions for further thinking and learning activities when trainees return to their class.

In conclusion, it is an indispensable book for primary English teachers who want to be successful in teaching.



Chapter 1

How Children Learn English

引言：儿童与生俱来对世界就有自己独特的感受和观察的角度。他们活泼好动；他们对周围的事物充满好奇；他们对一切充满幻想；他们富有创造力……这些独特的本性在他们的本族语习得与学习中经常被无意识或有意识地运用，并成为他们掌握本族语的保障之一。这些独特的本性一旦在外语学习中得到充分的利用与发挥，将会成为他们学习外语的巨大推动力。本章试图探讨儿童语言学习的特点，并以此揭示推动儿童学好外语的方法。

Objectives

By the end of this chapter, hopefully you will be able to

- identify children's special characteristics and instincts^① in language learning.
- explain how these abilities may support children's foreign language learning.
- exploit children's characteristics in your teaching contexts^②.
- understand the influence of language learning conditions.
- provide more favorable conditions for language learning.

Part 1 Children's characteristics and instincts

In foreign language teaching, only when we know our learners well can we find the best

① characteristics and instincts: qualities which will help children to learn a foreign language, e. g. the skill in using limited language creatively, imagination, etc.

② context: language takes place in a particular situation for a purpose with specific participants with reference to events or topics — this is all parts of the context and these aspects help to give clues to the meaning.



way to teach. We need to unpack the generalizations to find out what lies underneath as characteristics of children as language learners. Knowing children's characteristics and instincts in foreign language learning makes effective teaching possible.

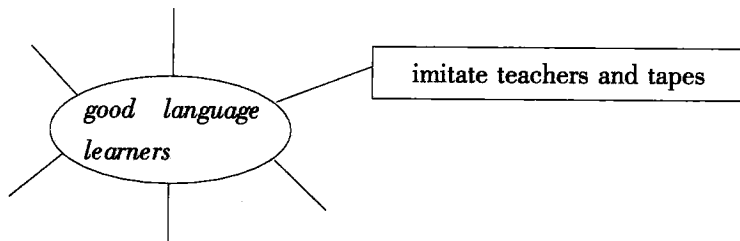


Task 1.1 How good learners learn English

Before exploring^① children's special characteristics and instincts in foreign language learning directly, let's prepare ourselves with the following discussion:

Think about your children learning English and answer the following questions:

1. What do they like doing in the classroom?
2. What do good English learners do in the classroom?



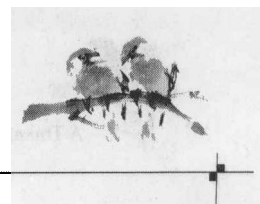
Task 1.2 Children are imaginative

Read Anecdote^② 1 and then brainstorm^③ the following questions in pairs or groups.

Anecdote 1

Context: The children are in their 3rd year of English learning and they have learnt words

- ① explore; examine thoroughly in order to find out.
- ② anecdote: short, interesting or amusing story about a real person or event.
- ③ brainstorm; if a group of people brainstorm, they have a meeting in which they all put forward as many ideas and suggestions as they can think of.



of weather. The teacher is playing music with a tape recorder. Here comes the music with something like bird singing. The teacher is asking the children to listen and imagine: What's the weather going to be like on the moon?

One of the children guesses:

"It's going to be fine."

Another one guesses:

"It's going to be warm."

The teacher praises both of them and encourages others to make imaginative conclusions.

Questions :

1. What are the children doing in this activity?
2. What sentences are they practising?
3. Think of your pupils; do they like imagining? Can you give us any examples of activities where they have used their imagination?
4. What characteristic of children does this example indicate?
5. What teaching implications can we get from this example?



Commentary

The more interesting the learning activity is, the more children will get involved in it. In the NEC, one of the basic learning strategies is "to build up imagination between the words and the corresponding things or objects" (2001:23). By making good use of their capability of imagination, children can have a better understanding of the target language, and we can create a more interesting situation for them, in which they can experience many interesting and unusual things that they don't have chance to experience in the real world. Therefore, English learning becomes more enjoyable to them and their interest to learn and desire to participate in the learning activities will be



increased. Furthermore, they will have more language input^① and more opportunities to practise the target language.



Task 1.3 Children focus on meaning first

Read Anecdote 2 and then brainstorm the following questions in pairs or groups.

Anecdote 2

Context: In this lesson, the teacher is talking about a sports meeting with the first year English learners. He is asking David: "What's your favourite sport?"

T: teacher / D: David

T: Hi, David! What's your favourite sport?

D: I favourite sport is basketball.

T: I favourite?

D: I fa...

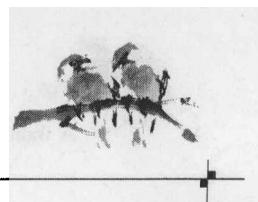
T: "I" favourite or "My" favourite?

D: My favourite sport is basketball.

Questions:

1. In the anecdote, there is a breakdown in the talk between David and the teacher. What is the reason for it?
2. What does the teacher focus on? What does the boy focus on?
3. When you talk to each other, do you focus on meaning or grammar?
4. What characteristic of children does this example indicate?
5. What teaching implications can we get from this example?

^① input: the language that the child is exposed to through listening to the teacher, peers or tapes etc. or through written text. This provides the raw material for the child to work and develop his / her internal language system.



Commentary

Through relating their knowledge of everyday life and finding the clues provided by the situation, realia^①, or pictures, children tend to work out the meaning from a situation first instead of paying attention to words and grammar, like the boy in this example. Children have a good instinct for interpreting the meaning of a situation. This ability *to go for meaning first* is very useful in language learning. We, as teachers, should allow children to focus on meaning initially, and respond to their interest in what is going on. Furthermore, we should make full use of gestures, intonations, demonstrations, actions and facial expressions to convey what we mean. We should also provide meaningful contexts, in which children can make use of their sense-making ability, like stories, action games, dramas, project work, etc.



Task 1.4 *Children use language creatively*

We are usually surprised by what children say. Read the following anecdote, brainstorm the following questions and find out clues about how children learn language from the words they say.

Anecdote 3

The teacher wants to play a cartoon VCD but she forgets to turn on the TV. She murmurs: "What's wrong?"

One student says: "Open the TV."

And the teacher says: "Oh, that's right. Turn on the TV."

1. What does the student mean when he says "Open the TV"?
2. Does the student focus on meaning or grammar?

① realia: real objects.



3. In your opinion, how has the student learnt “open” and “the TV”? How does he make up the sentence?
4. When the student says the wrong sentence, what does the teacher say? Does she force the student to correct the sentence?
5. What characteristic of children does this example indicate?
6. What teaching implications can we get from this example?



Commentary

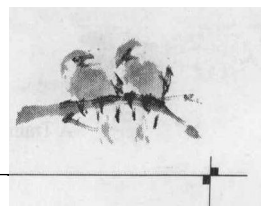
The boy in this example makes up a new sentence to express himself, i. e. “Open the TV.” He is focusing on the meaning he wants to express, and he is experimenting with the previously learnt language creatively, since he has a real need to do so. Therefore, teachers’ supportive behavior, such as listening with interest and patience, allowing them to make mistakes, and encouraging them to say what they really think, provide children with opportunities to use the language they have already learnt and try it out in new contexts. Gradually, a sense of confidence will be built up. Teachers should also provide helpful feedback^① to help children to confirm or correct their inner guesses about language.



Task 1.5 Children learn by doing

Read the following anecdote and then brainstorm the questions in pairs or groups.

① feedback: information provided to someone on his or her performance. For example, if a teacher suggests a boy give more details about the accident he wrote about in his composition, this is a kind of feedback.



Anecdote 4

Context: the teacher has just presented new words: “nose”, “ear”, “mouth” and “eye” with a story. She used the phrase “Touch your ...” with actions in the story. Now the teacher is asking the children to act like the monkey in the story and play an action game with her. (T: teacher.)

T: Touch your nose.

Most children touch their noses by themselves. Some imitate their classmates’ action.

T: Touch your eye.

As the children have reacted correctly, the teacher says the instructions faster to make it more challenging. Every child join in the activity and sometimes they laugh.

Questions:

1. What activity are the children doing?
2. What helps the children understand the phrase “Touch your ...”?
3. Are the children enjoying the activity? Why?
4. What characteristic of children does this example indicate?
5. What teaching implications can we get from this example?



Commentary

Children are energetic and active. They learn well by doing actions in which teachers convey the meaning of words. Physical activities like action games, songs, crafts making and drama provide rich contexts for language learning. The purpose is to expose children to the target language, and reinforce their memory with actions. Besides, children develop their listening ability much earlier than their speaking or writing