普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

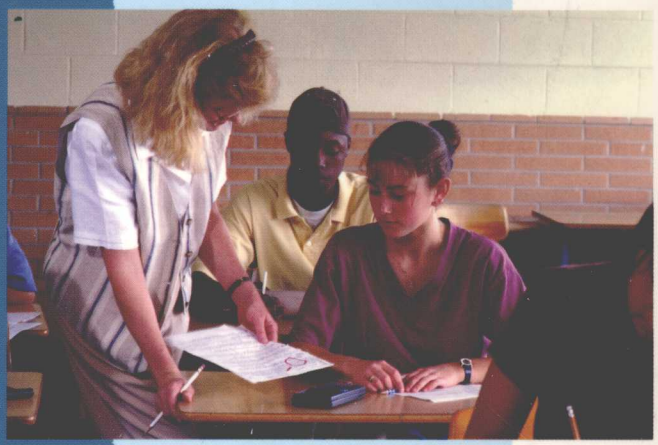
总主编　戴炜栋

现代外语教育学

Modern Foreign Language Teaching Methodology

（第二版）

舒白梅　编著



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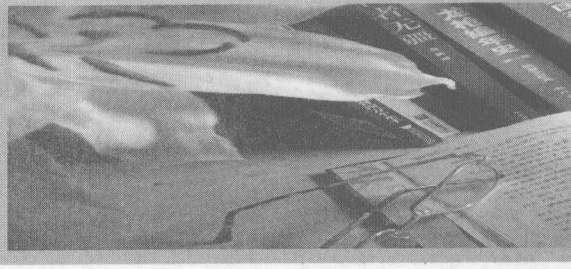

总　序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这三十多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国三十余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校四十余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

本书系2005年由上海外语教育出版社出版的《现代外语教育学》的修订本，全书基本保持原书的结构和大部分内容，但在以下几方面做了修改和完善：一、增加了部分材料，更新了某些内容；二、调整了部分内容，使其分布更逻辑、系统；三、进行了文字校对与修改。

这是一本探讨外语教学知与行的书，共有十八章，第一、二、三章讨论外语教学所涉及的基本概念；第四、五、六、七章讨论如何教学语言以及发展学生的语言能力；第八、九、十、十一章探讨如何培养学生的语言使用技能；第十二、十三章讨论课堂组织和现代化教学手段的应用；第十四、十五章讨论教学评估和教学反馈；第十六、十七章从共时与历时的角度介绍国内外外语教学的各种方法、历史及其发展趋势。最后一章讨论教师自我发展的问题。整本书的布局遵循从宏观到微观再到宏观的模式，力求兼顾实用和研究两方面的需要。

《现代外语教育学》具有如下特点：

1. 注意吸收国内外外语教学领域的最新研究成果，在此基础上结合中国外语教学的实际，探索符合中国人自己的外语教学路子。注重反映外语教学的综合化、多元化趋势，反映各种语言观与学习理论影响下的教学方法，不着重强调哪一家，避免外语教学观念上的教条主义。

2. 在介绍国外外语教学的方法和理论的同时，注重探讨中国外语教学的历史和发展；既讨论“如何教”，更重视“如何学”；既介绍语言知识的教学，也注重语言技能的发展以及综合素质的培养。

3. 本教材还着重讨论了有利于各类语言学习者的语言环境，以及在外语课堂内外如何创造这样的环境的问题，如从传播学的角度讨论课堂教学的组织、现代化教学媒体的使用等等。

4. 为了使教师更好地完成“传道、授业、解惑”的任务，本教材还讨论了外语教师的职业素质的问题，以及如何进行反思性的教学、教师自我发展和提高的方法和途径。

5. 本教材在每一章后设置“问题和任务”一节，旨在通过让学习

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者思考和回答问题，加深对本章内容的理解，并通过完成所指定的任务，提高运用所学理论指导教学实践的能力；使学生在此过程中学会正确地判断经验、提升经验和创设新的方式和方法。

6. 本教材用英语撰写，使用者在学习本学科专业知识的同时还可以从语言知识与运用方面提高自己。

本书的主要对象是各级师范院校外语专业的学生，也可作为在职外语教师、外语教研员以及外语教学法硕士研究生的参考书。根据作者的经验，本教材可用周学时三课时的一学期或周学时二课时的两学期授完。最好按章节的主要问题讲授。根据授课对象的需求，选择或重实践、或重理论的反思性和合作性的学习。

本书作者既有教授英语专业语言技能课的经验，又长期从事外语教育学和教学法的教学和研究，一直在师范大学英语专业本科和语言学与应用语言学专业硕士层次任教，同时也在高中英语教师教育硕士班、大学英语教师硕士学位班讲授“外语教育学”和“英语教学法”等课程。

在编写本书的过程中，作者获得美国富布莱特奖学金，作为研究学者赴美研究和学习，得到了较新的资料信息和专家的指导，在此一并致谢。由于作者水平有限，漏误难免，衷心恳请同行和使用本书的师生批评指正。

编 者

2008年9月

CHAPTER 1 INTRODUCTION 1
1.1 Reasons for Studying Foreign Language Teaching Methodology 1
1.2 Understanding Foreign Language Teaching Methodology 2
1.3 Disciplines Contributing to Foreign Language Teaching (FLT) 5
1.4 Factors Influencing Foreign Language Teaching and Learning 6
1.5 Summary 9
1.6 Questions and Tasks 10

CHAPTER 2 ASPECTS OF FOREIGN LANGUAGE TEACHING 12
2.1 Views of Language and Foreign Language Teaching 12
2.2 Foreign Language Teaching Syllabus 16
2.3 Principles of Foreign Language Teaching 22
2.4 Aims and Objectives of Foreign Language Teaching and Learning 24
2.5 Summary 28
2.6 Questions and Tasks 28

CHAPTER 3 ASPECTS OF FOREIGN LANGUAGE LEARNING 30
3.1 Behaviorism versus Mentalism 30
3.2 The Monitor Model of Second Language Development 34
3.3 From Theory to Practice 37
3.4 Language Learning Strategies 38
3.5 Factors Contributing to Foreign Language Learning 43
3.6 Summary 48
3.7 Questions and Tasks 49

CHAPTER 4 THE TEACHING AND LEARNING OF PRONUNCIATION 50
4.1 General Knowledge of the Sound System 50
4.2 Principles of Teaching and Learning Pronunciation 55
4.3 Techniques for Teaching Pronunciation 56

CONTENTS

4.4 Basic Issues in Pronunciation Teaching 62
4.5 Summary 64
4.6 Questions and Tasks 65

CHAPTER 5 THE TEACHING AND LEARNING OF VOCABULARY 66
5.1 General Knowledge of Vocabulary 66
5.2 Principles of Teaching and Learning Vocabulary 72
5.3 Techniques for Teaching Vocabulary 74
5.4 Basic Issues in Teaching Vocabulary 80
5.5 Summary 81
5.6 Questions and Tasks 82

CHAPTER 6 THE TEACHING AND LEARNING OF GRAMMAR 84
6.1 General Knowledge of Grammar 84
6.2 Approaches to the Teaching and Learning of Grammar 85
6.3 Principles of Teaching and Learning Grammar 90
6.4 Techniques for Teaching Grammar 91
6.5 Basic Issues in Teaching Grammar 98
6.6 Summary 98
6.7 Questions and Tasks 99

CHAPTER 7 THE TEACHING AND LEARNING OF DISCOURSE 101
7.1 General Knowledge of Discourse 101
7.2 Approaches to the Development of Discourse Skills 106
7.3 Principles of Teaching and Learning Discourse 107
7.4 Techniques for Teaching Discourse 107
7.5 Basic Issues in Teaching Discourse 112
7.6 Summary 113
7.7 Questions and Tasks 113

CHAPTER 8 THE TEACHING AND LEARNING OF LISTENING 116
8.1 The Nature of Listening Comprehension 116
8.2 Native Speaker Listening and Listening to a Foreign Language 121
8.3 Principles of Teaching and Learning Listening 124
8.4 Techniques for Teaching Listening 128
8.5 Points to Consider in Teaching Listening 132
8.6 Summary 133
8.7 Questions and Tasks 134

CHAPTER 9 THE TEACHING AND LEARNING OF READING 135
9.1 The Nature of Reading Comprehension 135
9.2 Factors and Their Implications for Reading in an L2 137
9.3 Principles of Teaching and Learning Reading 140
9.4 Techniques for Teaching Reading 146
9.5 Points to Consider in Teaching Reading 150
9.6 Summary 152
9.7 Questions and Tasks 153

CHAPTER 10 THE TEACHING AND LEARNING OF SPEAKING 155
10.1 The Nature of Oral Interaction 155
10.2 Two Major Approaches to the Teaching of Speaking 159
10.3 Principles of Teaching and Learning Speaking 161
10.4 Techniques for Teaching Speaking 163
10.5 Points to Consider in Teaching Speaking 173
10.6 Summary 174
10.7 Questions and Tasks 175

CHAPTER 11 THE TEACHING AND LEARNING OF WRITING 176
11.1 The Nature of Writing 176
11.2 Approaches to the Teaching of Writing 179
11.3 Principles of Teaching and Learning Writing 182
11.4 Techniques for Teaching Writing 188
11.5 Points to Consider in Teaching Writing 191
11.6 Summary 194
11.7 Questions and Tasks 195

CHAPTER 12 CLASSROOM COMMUNICATION AND MANAGEMENT 196
12.1 Communication in the Classroom 196
12.2 Dimensions of Classroom Management 199
12.3 Effective Classroom Instruction 205
12.4 Cooperative Learning 210
12.5 Summary 215
12.6 Questions and Tasks 215

CHAPTER 13 USING TECHNOLOGY FOR LANGUAGE INSTRUCTION 217
13.1 Defining Educational Technology 217
13.2 Principles of Using Media in the Classroom 218
13.3 An Overview of Classroom Media 219
13.4 Traditional Ways of Using Technology for Language Instruction 221
13.5 Using CALL to Enhance Language Learning 226
13.6 Other Uses of Computers 229
13.7 Summary 234
13.8 Questions and Tasks 235

CHAPTER 14 ASSESSING AND EVALUATING TEACHING AND LEARNING 237
14.1 Basic Knowledge of Assessment 237
14.2 Principles of Test Design 246
14.3 Alternative Assessment 252
14.4 Summary 257
14.5 Questions and Tasks 257

CHAPTER 15 ERROR ANALYSIS AND REMEDIAL WORK 259
15.1 Purposes in Error Analysis 259
15.2 Theories of Error Analysis 259
15.3 Prerequisites for Error Analysis 262
15.4 Procedures of Error Analysis 264
15.5 Error Correction 266
15.6 Summary 272
15.7 Questions and Tasks 272

CHAPTER 16 A SURVEY OF FLT APPROACHES 274
16.1 The Traditional Method School 274
16.2 The Humanistic/Psychological School 280
16.3 Communicative Language Teaching 283
16.4 New Attempts within a CLT Framework 287
16.5 Summary 291
16.6 Questions and Tasks 292

CHAPTER 17 FOREIGN LANGUAGE TEACHING IN CHINA 293
17.1 Historical Review 293
17.2 Looking Ahead 303
17.3 Summary 306
17.4 Questions and Tasks 307

CHAPTER 18 TEACHERS' PROFESSIONAL DEVELOPMENT 308
18.1 Changing Views and Central Factors 308
18.2 Major Professional Goals and Tasks 310
18.3 The Reflective Model of Teacher Development 314
18.4 Class Observation 317
18.5 Lesson Planning 319
18.6 Summary 327
18.7 Questions and Tasks 327

POSTSCRIPT 329

BIBLIOGRAPHY 332

CHAPTER 1 INTRODUCTION

1.1 Reasons for Studying Foreign Language Teaching Methodology

It is not easy to learn a foreign language, and it is more difficult to teach a foreign language. The teacher has not only to make her students understand the language, namely the pronunciation, vocabulary, grammar, etc., she ("she" is used to refer to teachers in general, and "he", to learners hereafter.) must also help develop their communicative competence so that they can use the language they have learned correctly, appropriately and expressively in real situations. In order to do well this complicated job, the teacher needs to be acquainted with, apart from possessing a comprehensive knowledge of the language and the ability to use it, as many teaching methods and techniques as possible, and understand the underlying theories and principles, so that she not only knows what to teach and how to do it, but also why she should do it in a certain way and how to solve problems when they arise. In this way she will have full confidence in doing her job well.

Foreign language teachers understand that knowing a language well does not necessarily mean that you can teach the language well. Teaching is an art as well as a science. If you do not know the theories, principles, methods or techniques of teaching, you might as well be able to teach a foreign language based on your experience, but you cannot hope to achieve good results, nor can you give your or your colleagues' teaching a rational evaluation or a critical appraisal. There are surely limitations in teaching by drawing only on experience, though experience is important. The theories you'll learn from the methodology course can guide, support and conceptualize your teaching practice. And the new insights you'll get by sharing ideas with other people can bring you great benefit. As the old saying goes: "Travel broadens the mind". In the same way learning Foreign Language Teaching Methodology will surely broaden the mind of teachers. Methodology courses exist to help prospective as well as in-

service teachers develop their own teaching styles and pedagogy rather than to indoctrinate them to the use of specific models and techniques.

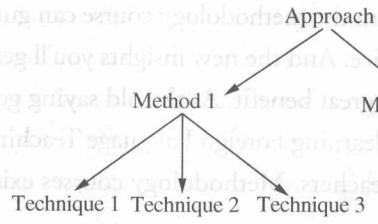
1.2 Understanding Foreign Language Teaching Methodology

Foreign Language Teaching Methodology is the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them. Methodology includes first the teaching and learning of language knowledge, and then the development of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them. Second, methodology studies the preparation of lesson plans, materials, and textbooks for teaching language skills. Methodology also includes the evaluation and comparison of language teaching methods (e.g. the Audiolingual Method versus the Oral-Situational Method) and other related issues concerning effective teaching and learning, such as classroom management, the use of technology, the assessment of teaching and learning outcomes, etc.

Foreign language teaching is sometimes discussed in terms of three related aspects: approach, method, and technique. It is worth discussing briefly the differences between the three concepts.

When we use the word *approach* we mean that an idea or theory is being applied, that whatever the teacher does in a classroom, certain theoretical principles are always borne in her mind. When we talk about a *technique*, we mean a procedure used in the classroom. Finally, a *method* is a set of procedures or a collection of techniques used in a systematic way which hopefully will result in efficient learning.

A technique then is the narrowest term, meaning one single procedure. A method will consist of a number of techniques, probably arranged in a specific order. The word approach is much more general and has the implication that whatever methods or techniques the teacher uses, she does not feel bound by these, but only by the theory in which she believes. If she can find new and better methods or techniques which will fit in with her approach, then she will adopt them. We therefore have a hierarchical system:



It follows from this that different approaches may share the same techniques and even the same methods; and different methods may share the same techniques. (Hubbard, 1983: 31)

At the level of **approach**, there are at least three different theoretical views of language explicitly or implicitly underlying currently popular language teaching methods:

The structural view Language is a system of structurally related elements for the coding of meaning. The learning of a target language is seen to be the acquisition of the elements of this system.

The functional view Language is a vehicle for the expression of meaning. This approach emphasizes the semantic rather than the grammatical potential of language and leads to a specification or organization of language teaching content by categories of function rather than by categories of form.

The interactional view Language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Interactional theories focus on the patterns of moves, acts and exchanges in communication. Language teaching content may be specified or organized by patterns of exchange or may be left unspecified—to be shaped by the inclination of the learner as interactor.

But these theories of language are in themselves incomplete and need to be complemented by theories of language learning, for example, the linking of structuralism — a language theory, to behaviorism — a learning theory, produces audiolingualism. The cognitive proponents have attempted to link structuralism to a more mentalistic and less behavioristic brand of learning theory. We may believe that learning a language is primarily learning a set of physical habits, or that it is the product of a special language acquisition device peculiar to the human species; that students are motivated principally by a desire to get the right answer, or by a desire to enhance their own self-esteem, etc.

In other words, an approach provides principles to decide what kind of content and what sort of procedures are appropriate. The philosophical principles provided by an approach have something to do with the nature of language. Its psychological principles have to do with the nature of learning. And the socio-political educational principles have to do with the purpose of education.

Method is a set of procedures or a collection of techniques in a systematic way which will result in efficient learning. A method is based on systematic principles

and procedures, i.e., it is an application of views on how a language is best taught and learned. Different methods may result from different views of

— the nature of language;
— the nature of language learning;
— goals and objectives in teaching;
— the type of syllabus to use;
— the role of teachers and instructional materials; and
— the techniques and procedures to use.

The method used has often been said to be the cause of success or failure in language learning, for, ultimately it is the *what* and the *how* of language instruction. At the other extreme is the view that methods are of little importance wherever there is a will to learn; the quality of the learning is what counts. There is also the view that the teacher is the only important element; methods are only as good as the teacher who uses them — they are simply instruments in the hands of the teacher.

Technique is simply something we do: showing a picture to our students and talking about it with them in a certain way; having the class repeat sentences in chorus, drills, dialogues, role-plays, sentence completion, etc. They are the tricks in classroom teaching.

Another concept in foreign language teaching is *methodology*. Methodology is the principles and techniques of teaching with no necessary reference to linguistics. It is the implementation or practice of the approach. It is procedural selection of language presentation, concerned with how to teach in class. It studies the practices and procedures used in teaching, and the principles and beliefs that underlie them. Methodology includes:

— the study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them;
— the study of the preparation of lesson plans, materials and textbooks for teaching language skills;
— the evaluation and comparison of language teaching methods (e.g. the Audiolingual Method versus the Oral-Situational Method);
— such practices, procedures, principles and beliefs themselves. (Richards et al., 1985: 177)

In short, different theories about the nature of language and how languages are learnt (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activities (the technique).

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