



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

## 教师用书

*A Companion to  
Modern Foreign Language Teaching Methodology*

主编 舒白梅





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# 新世纪高等院校英语专业本科生系列教材

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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 30 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 30 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 40 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2009年由上海外语教育出版社出版的《现代外语教育学》(第二版)的教学参考书,全书根据学生用书的结构和大部分内容,并结合近几年使用的经验和教师的教学需要,调整和整合了部分内容,将各章的内容及结构做了如下调整与安排:

学生用书为18章,本书从教学实践出发,调整为15章。将学生用书中关于语言知识的四章(第4—7章)与语言技能的四章(第8—11章)整合成两章,分别以“发展语言知识”与“发展语言技能”为章标题。将关于测试与评价的第14章扩充为两章,即“测评语言知识”和“测评语言技能”,以对应前面的调整。另外,将“课堂观察”与“备课与教案写作”从原书第18章中抽出,作为单独的两章,以满足课堂实践教学的需要。这样,全书篇幅就变成了现在的15章。

各章的结构分布如下:

每章内容有六节,开头是本章的说明,属“教学指南”。由于章节顺序与内容有调整,此节说明本章与学生用书所对应的章节,以及扩展或增补的内容和原因。接下来是“学习目标、教学内容的理解、教学内容的实施、‘问题和任务’的参考答案、术语解释、补充书目”六节。

此教师用书不是简单的一对一的理解与实施,而是对原书的进

# 编写说明

一步的深化与扩充。使用者可按学生用书的顺序逐章教学，从本书中找到相应的参考。这样编排的目的是想使教学内容的归类更范畴化、系统化，以利使用者更好地解读和实施学生用书的内容与意图。

参与本书编写的是华中师范大学英语系的部分教师和博士研究生，舒白梅教授任主编，并编写第1和第3章；余波负责第4、6两章；邹春燕负责第5、7两章；向宗平负责第9、10、12章；黄广芳负责第2、13章；张伶俐负责第8、11章；徐泉负责第14、15章。本书最后由舒白梅与向宗平统稿，邹春燕负责术语表的制作。

由于编者水平有限，时间仓促，书中难免出现谬误，敬请同行与本书的使用者批评指正。同时衷心地感谢上海外语教育出版社为《现代外语教育学》及本教学参考书的出版所做的一切工作和努力。

编者

2009年10月



## **CHAPTER 1 INTRODUCTION 1**

Aims of This Course 1

- 1.1 Learning Objectives 1
- 1.2 Interpreting Chapter Content 2
- 1.3 Implementation 3
- 1.4 Suggested Answers to “Questions and Tasks” 6
- 1.5 Technical Terms 7
- 1.6 Further Reading 8

## **CHAPTER 2 ASPECTS OF FOREIGN LANGUAGE TEACHING 9**

Teaching Guide 9

- 2.1 Learning Objectives 9
- 2.2 Interpreting Chapter Content 9
- 2.3 Implementation 13
- 2.4 Suggested Answers to “Questions and Tasks” 16
- 2.5 Technical Terms 18
- 2.6 Further Reading 18

## **CHAPTER 3 ASPECTS OF FOREIGN LANGUAGE LEARNING 20**

Teaching Guide 20

- 3.1 Learning Objectives 20
- 3.2 Interpreting Chapter Content 21
- 3.3 Implementation 28
- 3.4 Suggested Answers to “Questions and Tasks” 34
- 3.5 Technical Terms 36
- 3.6 Further Reading 37

## **CHAPTER 4 THE DEVELOPMENT OF LINGUISTIC COMPETENCE 38**

Teaching Guide 38

- 4.1 Learning Objectives 38
- 4.2 Interpreting Chapter Content 39
- 4.3 Implementation 39
- 4.4 Suggested Answers to “Questions and Tasks” 53

# CONTENTS

4.5 Technical Terms 67

4.6 Further Reading 67

## CHAPTER 5 THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE 69

Teaching Guide 69

5.1 Learning Objectives 69

5.2 Interpreting Chapter Content 70

5.3 Implementation 70

5.4 Suggested Answers to “Questions and Tasks” 88

5.5 Technical Terms 98

5.6 Further Reading 99

## CHAPTER 6 ASSESSING AND EVALUATING LINGUISTIC OUTCOME 100

Teaching Guide 100

6.1 Learning Objectives 100

6.2 Interpreting Chapter Content 100

6.3 Implementation 104

6.4 Suggested Answers to “Questions and Tasks” 127

6.5 Technical Terms 128

6.6 Further Reading 128

## CHAPTER 7 ASSESSING AND EVALUATING COMMUNICATIVE OUTCOME 129

Teaching Guide 129

7.1 Learning Objectives 129

7.2 Interpreting Chapter Content 129

7.3 Implementation 132

7.4 Suggested Answers to “Questions and Tasks” 147

7.5 Technical Terms 148

7.6 Further Reading 149

## CHAPTER 8 ERROR ANALYSIS AND REMEDIAL WORK 150

Teaching Guide 150

8.1 Learning Objectives 150

- 8.2 Interpreting Chapter Content 151
- 8.3 Implementation 155
- 8.4 Suggested Answers to “Questions and Tasks” 160
- 8.5 Technical Terms 161
- 8.6 Further Reading 162

## **CHAPTER 9 CLASSROOM OBSERVATION 163**

- Teaching Guide 163
- 9.1 Learning Objectives 163
- 9.2 Interpreting Chapter Content 164
- 9.3 Implementation 171
- 9.4 Suggested Answers to “Questions and Tasks” 179
- 9.5 Technical Terms 179
- 9.6 Further Reading 179

## **CHAPTER 10 LESSON PLANNING 180**

- Teaching Guide 180
- 10.1 Learning Objectives 180
- 10.2 Interpreting Chapter Content 181
- 10.3 Implementation 189
- 10.4 Suggested Answers to “Questions and Tasks” 195
- 10.5 Technical Terms 199
- 10.6 Further Reading 199

## **CHAPTER 11 TECHNOLOGY AND RESOURCES FOR ELT 200**

- Teaching Guide 200
- 11.1 Learning Objectives 200
- 11.2 Interpreting Chapter Content 201
- 11.3 Implementation 209
- 11.4 Suggested Answers to “Questions and Tasks” 213
- 11.5 Technical Terms 215
- 11.6 Further Reading 216

## **CHAPTER 12 CLASSROOM COMMUNICATION AND MANAGEMENT 217**

- Teaching Guide 217
- 12.1 Learning Objectives 217
- 12.2 Interpreting Chapter Content 218
- 12.3 Implementation 226
- 12.4 Suggested Answers to “Questions and Tasks” 235
- 12.5 Technical Terms 239

12.6 Further Reading 239

## **CHAPTER 13 A SURVEY OF FLT APPROACHES 241**

Teaching Guide 241

13.1 Learning Objectives 241

13.2 Interpreting Chapter Content 245

13.3 Implementation 251

13.4 Suggested Answers to “Questions and Tasks” 256

13.5 Technical Terms 258

13.6 Further Reading 259

## **CHAPTER 14 FOREIGN LANGUAGE TEACHING IN CHINA 260**

Teaching Guide 260

14.1 Learning Objectives 260

14.2 Interpreting Chapter Content 260

14.3 Implementation 266

14.4 Suggested Answers to “Questions and Tasks” 277

14.5 Technical Terms 279

14.6 Further Reading 280

## **CHAPTER 15 TEACHERS’ PROFESSIONAL DEVELOPMENT 281**

Teaching Guide 281

15.1 Learning Objectives 281

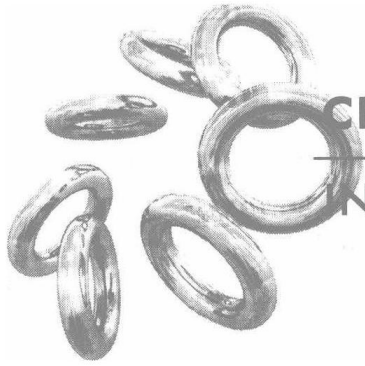
15.2 Interpreting Chapter Content 282

15.3 Implementation 294

15.4 Suggested Answers to “Questions and Tasks” 296

15.5 Technical Terms 298

15.6 Further Reading 298



# CHAPTER 1

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## INTRODUCTION

### **Aims of This Course**

1. To increase and update the professional knowledge of students and to enable them to develop their critical appraisal of ELT practice;
2. To give students the opportunity to reflect on this professional knowledge with regard to its application within a wide range of educational contexts;
3. To help students to conceptualize the practice of language teaching and learning in a wide range of educational contexts in the light of developments in contemporary linguistic, psychological and pedagogical theory;
4. To enable students to develop an understanding of how practice can be developed in the light of their conceptualization.

(The students' book, *Modern Foreign Language Teaching Methodology*, is henceforth referred to as *MFLTM* in this companion.)

## **1.1 Learning Objectives**

Through the study of this chapter, students should be able to

1. understand why FLT teachers need to study foreign language teaching methodology;
2. understand the nature and different views of foreign language teaching methodology;
3. know those fields of study which underpin the practice of foreign language teaching;
4. know what factors influence foreign language teaching.

## 1.2 Interpreting Chapter Content

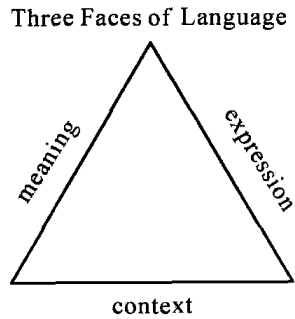
Foreign language teaching methodology is interpreted from the following five different perspectives:

1. Teaching as an art: Some people believe that though we need to plan our teaching, we cannot follow a fixed pattern. The way of teaching is individualistic. One learns to teach by experiencing teaching, hence the saying: with ten teachers, there are ten teaching methods.
2. Teaching as an applied science: The practice of teaching is influenced by theories of language, theories of learning and theories of education. Teachers' beliefs about language, teaching and learning would determine their teaching practice.
3. Teaching as a system: In this system of teaching, decisive components include not only teachers, students, teaching content and teaching method, but also context and evaluation. It is only when all of these parts coordinate as a system can we realize our expected teaching results.
4. Teaching as a competence or skill: Teaching is regarded as a competence or skill which can be taught through professional training.
5. Teaching as reflection: Advocates of this view hold that teachers should be reflective practitioners. The process of teaching should be a process of reflection on one's teaching beliefs, teaching performance, teaching results, etc. This process of reflection is a very important step in making the teacher a researcher, thus enhancing her professional development.

### **A few words about “approach”, “method” and “technique”:**

Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activities (the technique). Examples of different approaches are the aural-oral approach, the cognitive approach, the communicative approach, etc. Examples of different methods which are based on particular approaches are the audio-lingual method, the direct method, etc. Examples of techniques used in particular methods are drills, dialogues, role-plays, sentence completion, etc.

In discussing the three different views of language underlying teaching methods, i. e. the structural view, the functional view and the interactional view (see Page 3 of *MFLTM*), we are actually talking about the three faces of language. As represented in the triangle below, language is better viewed as a three-sided figure: expression, meaning and context.



Language seems to face in two directions, for the fundamental function of every language system is to link expression to content — to provide verbal expression for thought and feeling. A grammar can be viewed as a coin whose two sides are expression and meaning and whose task is to provide a systematic link between them. But there is more to the successful use of language than expression and meaning. Language has a third face that is critically important for communicating and interpreting meaning, and that face is context. It is only in a particular context that the meaning of an expression can convey a speaker's intended content.

Interpretation of expression requires knowledge of context. Expression encompasses words, phrases, sentences, and such pronunciation matters as intonation and stress. Meaning refers to the senses and referents of these elements of expression. Context refers to the social situation in which expression is uttered, and it includes whatever has been said earlier in the situation. Content refers to the intended message of an expression uttered in a particular context.

What links expression and meaning is grammar, what links grammar and interpretation is context, and grammar used in context is language. Without paying attention to both grammar and context, we cannot understand how language works.

## 1.3 Implementation

In order to achieve a good understanding of foreign language teaching and learning (FLT & L), it is needed to ask the following questions: **who**, **how**, **when**, **where**, **why**, and **what**. The answers to these questions would give you an inkling of the diversity of problems that can be posed in order to understand the principles of language teaching and learning. Decision-making

should be based on a theory of these questions. By asking these questions and by attempting to answer them we can develop, refine, probe, and evaluate language teaching theories.

**Activity: Answer the following questions**

**1. Who does the learning and teaching?**

**Reference:**

As teachers we need to know our students as well as ourselves. Do you know their educational, economic and cultural background, their attitude towards the subject and you, their teacher, etc.? We also should have a clear idea of ourselves: our knowledge of and attitude to teaching as a profession, our professional knowledge of the English language we are to teach, our teaching styles, our advantages and disadvantages in this field, etc. (But the most important question is: how do teacher and learner interact with each other as human beings engaged in linguistic communication?)

**2. How does learning take place?**

**Reference:**

If we know how language learning takes place, we might be able to choose a method which could facilitate the students' learning. If you believe that language is the result of habit formation, you may get students to do pattern drills to help form language habit; if you think students would not learn the target language unless they learn grammar, you would choose to do grammar analysis. Observation, reflection and action research could help us to obtain some knowledge of how language learning takes place. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques.

**3. When does L2 learning take place?**

**Reference:**

This question is concerned with the learners' age and the amount of time they have for language learning. Are your students children, teenagers or adults? Common observation suggests that children are better language acquirers while adults are better learners. What implication does this have for our teaching? We might need to consider using different methods in teaching different learners.

**4. Where are the learners learning the language?**

**Reference:**

Are the learners learning the L2 within the cultural and linguistic surrounding of the L2, or are they focusing on a foreign language context in which the L2 is



heard or spoken in an artificial environment? The latter is the case for the majority of students in China; therefore, methods that are efficient in an L2 situation might not work as well as in a foreign language situation.

### **5. Why are the learners attempting to acquire an L2?**

#### **Reference:**

This question is related to the purposes of learning a foreign language. Some students might be integratively motivated, i. e. they wish personally to identify closely with the culture and people of the target language. Others might have instrumental motivation; their purpose of learning a foreign language is to seek a successful career or to fulfill a foreign language requirement. There might be other affective, emotional, personal, or intellectual reasons, which might have great bearings on the success or failure in language learning.

### **6. What is to be taught?**

#### **Reference:**

This question deals with the nature of the subject matter. As is discussed earlier in this chapter, language is three-dimensional: Language forms are used in situations to express functions and notions. (See the diagram on Page 3) Language is a system of communication which consists of a set of sounds and written symbols used by the people of a particular country/region for talking or writing in. Therefore, the question of “what is to be taught?” can be answered from three aspects:

If you take a structural point of view, you would consider language system the most important thing. Your aim of language teaching would be the development of linguistic competence. Then grammar is to be taught.

If you think situation cannot be neglected, linguistic forms cannot be divorced from their setting, and context determines meaning, then you are taking the situational approach to language teaching.

If you agree that linguistic forms are used in situations to realize communicative goals, then functions and notions would be something to be taught.

The language teacher needs to understand the system and functioning of the language she teaches and the differences between the first and the second language. It is one thing for a teacher to speak and understand a language and yet another to consciously teach it — describe it adequately and explain the system and functions appropriately.

Widdowson (1978) defined a set of contrasting concepts which distinguish between language as a formal system and language use as communicative events.