

研究生教学用书

专业核心课系列

# 现代外语教学的理论与实践

*The Theory and Practice of Modern  
Foreign Language Teaching*

徐锦芬 著

华中科技大学出版社

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**图书在版编目(CIP)数据**

现代外语教学的理论与实践/徐锦芬 著  
武汉:华中科技大学出版社,2006年2月  
ISBN 7-5609-3618-0

I. 现…

II. 徐…

III. 外语教学-理论-实践

IV. G633

**现代外语教学的理论与实践**

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出版发行:华中科技大学出版社

武昌喻家山 邮编:430074 电话:(027)87557437

录 排:华中科技大学惠友文印中心

印 刷:湖北新华印务有限公司

开本:787×960 1/16

印张:15.75

字数:272 000

版次:2006年2月第1版

印次:2006年2月第1次印刷

定价:24.00元

ISBN 7-5609-3618-0/G·628

(本书若有印装质量问题,请向出版社发行部调换)

## 内 容 提 要

本书是一本系统介绍现代外语教学理论与实践的专著,着重讨论当今外语教学中最引人注目的一些问题,反映外语教学研究领域的最新研究成果和发展动态,注重理论与实践相结合。全书共分为 11 章。第 1 章简要介绍了现代外语教学所涉及的基本概念和理论。第 2~3 章论述了外语教学法的发展历史以及主要外语教学法流派。第 4 章专门讨论了交际法语言教学。第 5 章分析了当前国外外语教学界对语法教学所持的不同观点。第 6~9 章分别对具体的听、说、读、写四项技能的教学理论和方法进行了详细的论述。第 10 章专门介绍了学习者自主。第 11 章主要论述了近年来在外语教育领域发生的重要变革以及今后的发展趋势。

本书具有系统性、可读性、理论性、实践性等特点。它适用于外语教师、英语专业本科生、硕士研究生、应用语言专业和教育学专业的研究生,是广大师生从事外语教学与研究以及外语教育工作者从事师资培训与研究的重要参考资料。本书的出版不仅对外语教师提高教学质量有很重要的参考价值,而且对学习者的学术研究有较大的指导意义。

## 写在“研究生教学用书”出版 15 周年前岁

“接天莲叶无穷碧，映日荷花别样红。”今天，我国的教育正处在一个大发展的崭新时期，而高等教育即将跨入“大众化”的阶段，蓬蓬勃勃，生机无限。在高等教育中，研究生教育的发展尤为迅速。在盛夏已临，面对池塘中亭亭玉立的荷花，风来舞举的莲叶，我深深感到，我国研究生教育就似夏季映日的红莲，别样多姿。

党的十六大报告以空前的力度强调了“科教兴国”的发展战略，强调了教育的重大作用，强调了教育的基础性全局性先导性，强调了在社会主义建设中教育的优先发展的战略地位。从报告中，我们可以清楚看到，对高等教育而言，不仅赋予了重大的历史任务，而且更明确提出了要培养一大批拔尖创新人才。不言而喻，培养一大批拔尖创新人才的历史任务主要落在研究生教育肩上。“百年大计，教育为本；国家兴亡，人才为基。”国家之间的激烈竞争，在今天，归根结底，最关键的就是高级专门人才，特别是拔尖创新人才的竞争。由此观之，研究生教育的任务可谓重矣！重如泰山！

前事不忘，后事之师。历史经验已一而再、再而三地证明：一个国家的富强，一个民族的繁荣，最根本的是要依靠自己，要以“自力更生”为主。《国际歌》讲得十分深刻，世界上从来就没有什么救世主，只有靠自己救自己。寄希望于别人，期美好于外力，只能是一种幼稚的幻想。内因是发展的决定性的因素。当然，我们决不应该也决不可能采取“闭关锁国”，自我封闭，固步自封的方式来谋求发展，重犯历史错误。外因始终是发展的必要条件。正因为如此，我们清醒看到了，“自助者人助”，只有“自信、自尊、自主、自强”，只有独立自主，自强不息，走以“自力更生”为主的发展道路，才有可能在向世界开放中，争取到更多的朋友，争取到更多的支持，充分利用好外部的各种有利条件，来扎扎实实地而又尽可能快地发展自己。这一切的关键就在于，我们要有数量与质量足够的高级专门人才，特别是拔尖创新人才。何况，在科技高速发展与高度发达，而知识经济已初见端倪的今天，更加如此。人才，高级专门人才，



拔尖创新人才,是我们一切事业发展的基础。基础不牢,地动山摇;基础坚牢,大厦凌霄;基础不固,木凋树枯;基础深固,硕茂葱绿!

“工欲善其事,必先利其器。”自古凡事皆然,教育也不例外。教学用书是“传道授业解惑”培育人才的基本条件之一。“巧妇难为无米之炊”。特别是在今天,学科的交叉及其发展越来越多及越快,人才的知识基础及其要求越来越广及越高,因此,我一贯赞成与支持出版“研究生教学用书”,供研究生自己主动地选用。早在 1990 年,本套用书中的第一本即《机械工程测试·信息·信号分析》出版时,我就为此书写了个“代序”,其中提出:一个研究生应该博览群书,博采百家,思路开阔,有所创见。但这不等于他在一切方面均能如此,有所不为才能有所为。如果一个研究生的主要兴趣与工作不在某一特定方面,他也可选择一本有关这一特定方面的书作为了解与学习这方面知识的参考;如果一个研究生的主要兴趣与工作在这一特定方面,他更应选择一本有关的书作为主要的学习用书,寻觅主要学习线索,并缘此展开,博览群书。这就是我赞成要为研究生编写系列的“研究生教学用书”的原因。今天,我仍然如此来看。

还应提及一点,在教育界有人讲,要教学生“做中学”,这有道理;但须补充一句,“学中做”。既要在实践中学习,又要在学习中实践,学习与实践紧密结合,方为全面;重要的是,结合的关键在于引导学生思考,学生积极主动思考。当然,学生的层次不同,结合的方式与程度就应不同,思考的深度也应不同。对研究生特别是对博士研究生,就必须是而且也应该是“研中学,学中研”,在研究这一实践中,开动脑筋,努力学习,在学习这一过程中,开动脑筋,努力研究;甚至可以讲,研与学通过思考就是一回事了。正因为如此,“研究生教学用书”就大有英雄用武之地,供学习之用,供研究之用,供思考之用。

在此,还应进一步讲明一点。作为一个研究生,来读“研究生教学用书”中的某书或其他有关的书,有的书要精读,有的书可泛读。记住了书上的知识,明白了书上的知识,当然重要;如果能照着用,当然更重要。因为知识是基础。有知识不一定有力量,没有知识就一定没有力量,千万千万不要轻视知识。对研究生特别是博士研究生而言,最为重要的还不是知识本身这个形而下,而是以知识作为基础,努力通过某种实践,同时深入独立思考而体悟到的形而上,即《老子》所讲的不可道的“常道”,即思维能力的提高,即精神境界的升华。《周易·系辞》讲了:“形而上谓

之道,形而下谓之器。”我们的研究生要有器,要有具体的知识,要读书,这是基础;但更要有“道”,更要一般,要体悟出的形而上。《庄子·天道》讲得多么好:“书不过语。语之所贵者意也,意有所随。意之所随者,不可以言传也。”这个“意”,就是孔子所讲的“一以贯之”的“一”,就是“道”,就是形而上。它比语、比书,重要多了。要能体悟出形而上,一定要有足够数量的知识作为必不可缺的基础,一定要在读书去获得知识时,整体地读,重点地读,反复地读;整体地想,重点地想,反复地想。如同韩愈在《进学解》中所讲的那样,能“提其要”,“钩其玄”,以达到南宋张孝祥所讲的“悠然心会,妙处难与君说”的体悟,化知识为己之素质,为“活水源头”。这样,就可驾驭知识,发展知识,创新知识,而不是为知识所驾驭,为知识所奴役,成为计算机的存储装置。

这套“研究生教学用书”从第一本于 1990 年问世以来,到明年,就经历了不平凡的 15 个春秋。从研究生教育开始以来,我校历届领导都十分关心研究生教育,高度重视研究生教学用书建设,亲自抓研究生教学用书建设;饮水思源,实难忘怀!“逝者如斯夫,不舍昼夜。”截至今天,“研究生教学用书”的出版已成了规模,蓬勃发展。目前已出版了用书 69 种,有的书发行了数万册,有 22 种分别获得了国家级、省部级教材奖、图书奖,有数种已为教育部列入向全国推荐的研究生教材,有 20 种一印再印,久销不衰。采用此书的一些兄弟院校教师纷纷来信,称赞此书为研究生培养与学科建设做出了贡献。我们深深感激这些鼓励,“衷心藏之,何日忘之?!”没有读者与专家的关爱,就没有我们“研究生教学用书”的发展。

唐代大文豪李白讲得十分正确:“人非尧舜,谁能尽善?”我始终认为,金无足赤,物无足纯,人无完人,文无完文,书无完书。“完”全了,就没有发展了,也就“完”蛋了。江泽民同志在党的十六大报告中讲得多么深刻:“实践没有止境,创新也没有止境。”他又指出,坚持“三个代表”重要思想的关键是与时俱进。这套“研究生教学用书”更不会例外。这套书如何?某本书如何?这样的或那样的错误、不妥、疏忽或不足,必然会有。但是,我们又必须积极、及时、认真而不断地加以改进,与时俱进,奋发前进。我们衷心希望与真挚感谢读者与专家不吝指教,及时批评。当局者迷,兼听则明;“嚶其鸣矣,求其友声。”这就是我们肺腑之言。当然,在这里,还应该深深感谢“研究生教学用书”的作者、审阅者、组织者(华

中科技大学研究生院的有关领导和工作人员)与出版者(华中科技大学出版社的编辑、校对及其全体同志);深深感谢对“研究生教学用书”的一切关心者与支持者,没有他们,就决不会有今天的“研究生教学用书”。

我们真挚祝愿,在我们举国上下,万众一心,在“三个代表”重要思想的指引下,努力全面建设小康社会,加速推进社会主义现代化,为实现中华民族伟大复兴,“芙蓉国里尽朝晖”这一壮丽事业中,让我们共同努力,为培养数以千万计高级专门人才、特别是一大批拔尖创新人才,完成历史赋予研究生教育的重大任务而做出应有的贡献。

谨为之序。

中国科学院院士

华中科技大学学术委员会主任

杨叔子

2003 年 7 月于喻园



## 序

改革开放以来，特别是加入世贸组织以后，我国与世界各国在政治、经济、文化教育等领域的交流日益频繁，这给以交际为目的的外语教学提供了有利的外部动力；同时也给我国的外语教学提出了新的要求和挑战。

尽管近年来我国的外语教学无论在规模还是质量上都有了大幅度的提高，但从整体而言，外语教学水平还不能很好地满足新世纪国家科技和经济发展的需要。这其中的主要原因是：一方面，教师的外语教学理论水平还普遍较低，另一方面，相当一部分教师还缺乏运用理论知识指导实践研究的意识和技能。而作为外语教师，系统学习外语教学理论并及时了解教学实践研究的最新成果，将有助于加深我们对外语学习过程和规律的认识，有助于促进我们对自己教学实践经验的提炼和深化，从而提高我们的自我判断能力和创新能力，最终实现对教学理论正确理解、灵活运用目标，在教学实践中更加自觉地、有意识地摸索适合自己所教学生的外语教学方法。

徐锦芬教授治学态度严谨，多年来一直致力于外语教学法研究，主持完成过多项外语教学法研究方面的省级课题，《现代外语教学的理论与实践》一书正是她多年来理论研究和实践探索的结果。本书比较系统、全面地介绍了现代外语教学所涉及的基本概念和理论、国际上流行的主要教学法流派、近年来外语教学理论和教学方法实践的最新研究成果及外语教育的发展趋势。本书最大的特点是可读性强，读者易于理解和接受，使那些“高不可攀”、“神秘莫测”的理论变得实用和可操作。本书资料较翔实、内容丰富、理论与实践并重，为广大外语师生从事外语教学研究和与此相关的学术研究提供了理论和实践指导，对我国外语教学的改革与发展具有较大的理论和实际指导意义。

樊葳葳

华中科技大学外国语学院院长

2005年11月

# 前言

多年以来,外语教育工作者们一直在寻找或构建一种理想的外语教学方法,于是涌现出了语法翻译法、听说法、直接法、交际法等多种教学法。然而,近20年来,随着社会语言学、心理语言学、教育学、第二语言习得等学科不断发展,外语教学理论与实践也发生了很大的变化,尤其是进入21世纪以来,我国与世界各国在政治、经济、文化教育等领域的交流日益频繁,这对我国的外语教学提出了挑战。如何借鉴语言教学领域已经取得的最新研究成果,建立并发展适合我国国情的外语教学理论与实践,便显得尤为重要。此外,长期以来,我国外语教学理论和课堂教学实践严重脱节,使外语教学的发展和教师素质的提高难以产生明显效果。由此,本书着重讨论当今外语教学中最引人注目的一些问题,反映外语教学研究领域的最新研究成果和发展动态,注重理论与实践相结合。

全书共分为11章。第1章简要介绍了现代外语教学所涉及的基本概念和理论。第2~3章详细论述了外语教学法的发展历史,并对几十年来国际上流行过的一些主要外语教学法流派及其特点进行了较为详细的分析和介绍。第4章专门讨论了交际法语言教学,不仅对交际法产生的历史和理论背景进行了详细的阐述,而且系统介绍了“交际能力”这一概念的发展过程,并结合国外学者对交际法语言教学的各种解释分析了在我国外语教学环境下交际法的教学原理。第5章从语法教学对培养学生交际能力的影响出发,分析了当前国外外语教学界对语法教学所持的不同态度及观点,并对当前国外流行的几种语法教学方法进行了介绍。第6~9章分别对具体的听、说、读、写四项技能的教学理论和方法进行了详细的论述,并对近年来国外在这些领域研究的最新研究成果进行了介绍。第10章专门介绍了学习者自主。鉴于学习者自主是近年来外语教育界研究的热点,也是今后外语教学的新趋势,本章不仅详细论述了“学习者自主”这一概念产生的历史背景和理论基础,而且重点介绍了“学习者自主”这一概念自诞生以来被不同学者赋予的不同定义,最后还讨论了与学习者自主密切相关的教师角色以及教师自主。第11章主要论述了近年来在外语教育领域发生的重要变革以及今后的发展趋势。

本书具有以下四个显著特点。(1)内容充实、全面。本书从现代外语教学所涉及的基本概念和理论、国际上流行的主要教学法流派到最后的外语教育的发展趋势,无不反映出近年来外语教学理论和教学方法实践的最新成果。(2)理论与实践相结合。在强调教学理论指导作用的同时,注重理论与具体的教学实践相结合。(3)视角新颖、有启迪意义。作者对各主要的语言教学流派进行了全面详细的论述后强调指

出, 外语教师不应拘泥于某一种教学理论和方法, 而是应该通过对各种理论和方法的正确理解, 结合自己的语言观以及所处的教学环境等灵活且创造性地应用各种理论和方法。这一观点对学习者有着积极的启示意义。(4)附有讨论题和相关参考资料指南。本书每章后都附有讨论题及相关参考资料供有兴趣的学习者进一步思考、讨论和研究。有些讨论题侧重理论思考, 而有些问题则要求学习者用学到的理论知识分析具体的实际问题。

总之, 本书具有系统性、可读性、理论性、实践性强等特点。它适用于外语教师、英语专业本科生及硕士研究生、应用语言专业和教育专业研究生, 是广大师生从事外语教学与研究以及外语教育工作者从事师资培训与研究的重要参考资料。本书的出版不仅对外语教师提高教学质量有很重要的参考价值, 而且对学习从事学术研究有较大的指导意义。

本书是作者在多年授课、研究、学习、探索的基础上在美国访问期间完成的, 是作者理论研究和教学实践相结合的结果。在写作过程中, 作者参考了大量国内外资料 and 研究成果, 但由于篇幅有限, 未能一一列出, 书后只列出了部分主要参考文献, 谨在此向所有作者表示衷心的感谢。

最后需要说明的是, 作者在本书的写作过程中得到多方面的支持和帮助, 在此表示衷心的感谢。首先要感谢华中科技大学外国语学院院长樊葳葳教授在百忙之中为全书作序, 感谢秦傲松教授对全书进行审稿并提出了宝贵的修改意见。其次要感谢华中科技大学外国语学院领导给予的热情鼓励和支持, 使作者得以顺利完成本书的撰写。第三, 要感谢华中科技大学研究生院和外国语学院, 是他们的资助和支持, 本书才得以出版。最后还要感谢本书的责任编辑华中科技大学出版社的梅欣君女士, 感谢她在本书的出版和编辑过程中所做的大量细致的工作。

由于作者水平有限, 书中有疏漏和不妥之处, 恳请广大读者、同行和专家批评指正。

徐锦芬

2005 年 11 月

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# Chapter 1

## Basic Concepts and Theories

Although foreign language teaching (FLT) is not a new discipline, when asked about some basic concepts and theories related to FLT such as “What is foreign language teaching”, “What is foreign language learning”, and “What is a method”. Many FL teachers and students even today are still not clear about them. So we consider it extremely important to clarify these basic concepts in the very first chapter of this book. Besides, it has been widely accepted that linguistics and language teaching are closely related. To be more specific, modern language teaching theory has been strongly affected by developments in linguistics. Therefore, modern linguistic schools and theories are also covered in this chapter.

### ***1.1 Key Terms in Foreign Language Teaching and Learning***

#### **1.1.1 Teaching**

According to Hammerly (1982:119), a broad definition of teaching is “helping someone to learn”. In this broad sense, not only teachers but also parents, ministers, journalists, even policeman teach. In a narrow sense, teaching is the interaction between a teacher and his students whereby planned learning takes place by the latter.

As we all know, teaching, the attempt to induce learning, does not always succeed. In order to teach successfully, one has to be able to answer with considerable precision a lot of questions such as “What is to be learned”, “When is it to be learned”, “What are the characteristics of the learner”, “Was it learned”, and “If not, what can be done about it”. There are other important factors one has to take into consideration: the instruction setting (classroom, etc.), the time available for instruction, the opportunity for the students to communicate, the availability of technological aids, etc.

#### **1.1.2 Foreign Language Teaching**

Language teaching can be defined as the activities which are intended to bring about language learning (Stern 1983: 21). Foreign Language teaching is a systematic effort by a teacher to induce the learning of a foreign language by one or more students who are

native speakers of a different language or languages. It differs in nature and objectives from other school subjects. The main difference is that in foreign language learning, one learns a new code that is quite different from or conflicts with a known code, not something new via a known code. Besides, unlike natural language acquisition, which simply is what it is, foreign language teaching can be what we make it to be, on the basis of principles we choose because they fit our subject matter and our purposes.

A teacher's understanding of the nature of language will determine to a large extent how he teaches a language. At the same time, a teacher's understanding of how the learner learns a language will determine his philosophy of education, his teaching styles, his approach, methods, and classroom techniques. For example, if he, like B.F. Skinner, regards language learning as a process of habit formation, he will teach accordingly. If he views foreign language learning basically as a deductive rather than an inductive process, he will probably present the grammar rules to his students directly rather than let them "discover" those rules indirectly.

### **1.1.3 Learning**

Learning may be defined as a relatively permanent change in knowledge or behavior resulting from experience. This is a general definition of learning which applies both to formal learning resulting from instruction and natural acquisition in which knowledge or behavior patterns are "picked up" unconsciously. The concept of learning, as it is understood today, has been greatly influenced by the psychological study of the learning process. The psychological concept of learning includes not only the learning of skills (swimming for example), but also the modification of attitudes, the acquisition of interests, etc. It also refers to learning to learn and learning to think.

### **1.1.4 Foreign Language Learning**

Foreign language learning refers to the development of foreign language competence resulting from instruction. It involves not only developing knowledge about a language but primarily developing knowledge of a language, that is, the ability to function in it, fluently and accurately. This involves a long-term learning task, not just something that can be done in a few days or weeks. It is a difficult endeavor. Naturally a long-term, complex learning task requires a high degree of commitment on the part of the student. Usually foreign language learning involves a number of factors: who learns, why he learns, how he learns, what he learns, from whom he learns, and by what means he learns, etc.



### 1.1.5 Foreign Language Competence

Foreign language competence is that knowledge of a foreign language that enables a speaker to understand and use the language accurately, fluently, and appropriately to meet all communication needs in the corresponding cultural settings. It is made up of three types of competence—linguistic, communicative, and cultural. The language (linguistic competence) is used to communicate (communicative competence) within the framework of a culture (cultural competence).

### 1.1.6 Curriculum

A modern English dictionary defines “curriculum” in the following way: “All of the courses, collectively, offered in a school, college, etc. or in a particular subject.” (Webster’s New World Dictionary 1988) As is seen from the definition, the term is commonly used in two related senses. It refers to (a) a program of study at an educational institution or system and (b) content in a particular subject or course of studies. In the latter sense, “curriculum” is synonymous with the British term “syllabus”. In fact, the use of the two terms in Europe and North America has caused a great deal of confusion in second language teaching.

**Curriculum** is the totality of an organized learning experience; it provides the conceptual structure and a set time frame to acquire a recognizable degree, and describes its overall content, e.g. the curriculum of a three-year-degree program in “Foreign Linguistics and Applied Linguistics” at a certain higher education institution. **Course** is the totality of an organized learning experience in a precisely defined area, e.g. the course on “Language Teaching Methodology” within the curriculum “Foreign Linguistics and Applied Linguistics”.

### 1.1.7 Syllabus

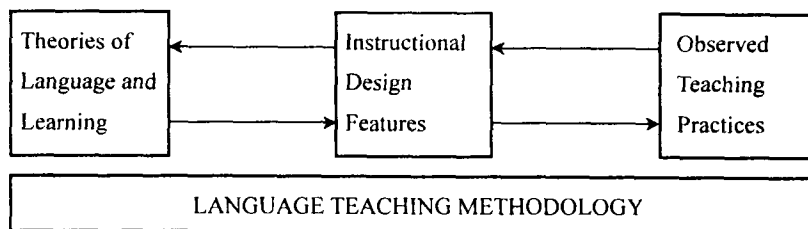
**Syllabus** is the prescription of details on a specific course, such as what will be learnt (and when), the texts to be read, the areas in which expertise is expected to be demonstrated.

Here is a definition by J. P. B. Allen, which is adequate to our purposes: “Curriculum is a very general concept which involves considerations of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program; syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught.”

### 1.1.8 Language Teaching Methodology

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Within methodology a distinction is often made between *methods* and *approaches*, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology.



(From Theodore S. Rodgers, Professor Emeritus, University of Hawaii)

## 1.2 The Concept of Methods

Language teaching came into its own as a profession in the 19th century. Central to this phenomenon was the emergence of the concept of “methods” of language teaching. The method concept in language teaching—the notion of a systematic set of teaching practices based on a particular theory of language and language learning—is a powerful one. And the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.

Most of us in the language teaching profession hear and use the term *method* so