



外语教学法丛书之十二

SUCCESS IN ENGLISH TEACHING

英语教学成功之道

Paul Davies
Eric Pearse

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



外教社



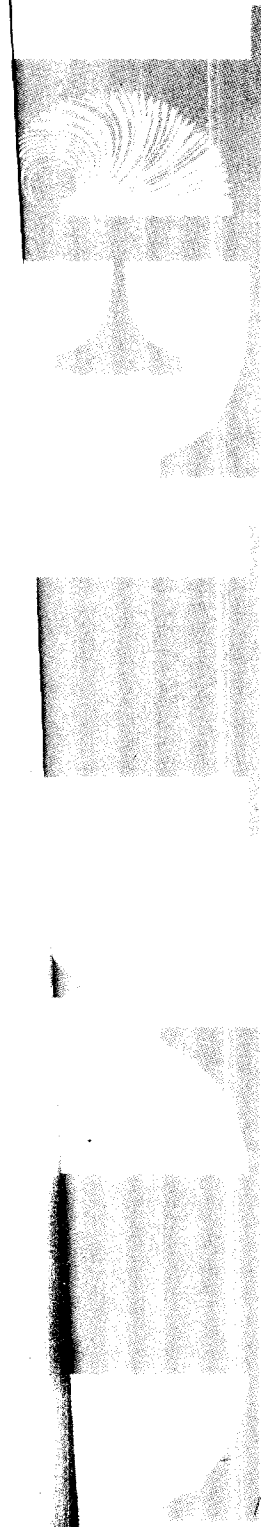
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图书在版编目 (CIP) 数据

英语教学成功之道=Success in English Teaching / (英)戴维
(Davies, E.), (英)皮尔斯 (Pearse, E.) 著. —上海:
上海外语教育出版社, 2002
(外语教学法丛书)

ISBN 7-81080-610-6

I. 英… II. ①戴…②皮… III. 英语—语言教学—教学法—英文
IV. H319.3

中国版本图书馆CIP数据核字 (2002) 第081994号

图字: 09-2002-382号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 王彤福

印 刷: 上海长阳印刷厂

经 销: 新华书店上海发行所

开 本: 880×1230 1/32 印张 7.5 字数 311 千字

版 次: 2002 年 11 月第 1 版 2005 年 9 月第 5 次印刷

印 数: 2 100 册

书 号: ISBN 7-81080-610-6 / H · 235

定 价: 13.50 元

本版图书如有印装质量问题, 可向本社调换

总 序

近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

试举两个例证:

一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。(Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994)

作者前言：“本书旨在帮助你去学习如何更有效地进行教学。它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际，并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则，但是要意识到有哪些可能性。”“因此本书并不是告诉你‘就用这种方法’，而代之以‘这几种方法似乎都可行。’主要是由你自己决定用哪一种方法。”

本书共十二章，涉及教与学的关系、教学安排、课堂活动、语言技能等等方面，绝大部分章节都是先介绍该章内容，然后列出各种具体教学活动(tasks)，其后是对各项活动的分析评述。例如第六章“说的技能”共有四小节，即1)为什么要说；2)交际性活动；3)语言交际与流利；4)演戏和角色扮演，每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南：《语言学习研究方法》，剑桥大学出版社，1992。
(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言：“传统的语言教学研究方法是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理，并要求教学人员接受采纳。上世纪八十年代以来情况有了变化，如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果，而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。”

本书共十章，介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章“自省方法”为例。所谓“自省”，就是不仅仅着眼于课堂上的教学实践，而要更进一步去思考教学步骤。教学人员一方面审视自己的教学，一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录，以这些资料为依据进行分析研究，得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言之

之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002年6月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要,英语教学在国内有了进一步的发展,对高素质的英语教师的需求量日益增大。为了培养一大批高素质的英语教师,必须有组织地开展师资培训。在职的英语教师也必须继续充电,通过种种途径进一步提高业务水平。然而,许久以来,系统介绍英语教学法的专著极为匮乏。因此,上海外语教育出版社特从国外知名出版社,如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著,出版了外语教学法丛书。《英语教学成功之道》(*Success in English Teaching*)就是其中的一本。

《英语教学成功之道》出版于2000年。本书简明扼要地介绍了英语教学的基本理论和实践方法。作者保罗·戴维斯(Paul Davies)和埃里克·珀尔斯(Eric Pearse)曾在墨西哥从事了多年的外语教师培训工作,本书是他们渊博的理论和丰富的教学经验的结晶。

本书共分十二章。第一章阐述了英语教学的基本原理和必须注意的关键问题。第二章到第七章讲述了课堂教学的各个步骤,如讲解新的语言内容、组织学生操练、词汇的教学和操练、发展耳听会意和口头交际的能力、发展阅读理解和写作的能力、复习巩固阶段的教学工作等。作者介绍了在实施以上各个教学步骤中的相关理论、有效策略和实例。第八章到第十一章涉及英语教学的其它方面,分别探讨了教学计划制订与课堂管理,教材与教具的使用,评估与测试的实施等。本书的最后一章回顾了英语教学的发展,并提出了提高在职英语教师业务水平的几种途径,很值得借鉴与参考。本书的阐述深入浅出,富有启发性。许多章节设有相关的任务和问题供读者思考和讨论。而附在每一章末尾的实践方案更是起着画龙点睛的作用,这些方案都紧扣每一章所陈述的主题,旨在指导英语教师把相关理论和教学方法应用到实践中去。为方便读者查询,作者在书末提供了教学术语表,并列举了一些相关的重要学术著作,供读者进行深入的研究。

本书语言流畅,条理清晰,理论的阐述深入浅出,实例贴切,是一本非常实用的外语教师培训教材,同时,也是一本极具参考价值的外语教学专著,可供各个层次的外语教师参考,也可以作为英语专业高年级的学生和研究生的教材。

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1

A GENERAL APPROACH TO TEACHING ENGLISH

Introduction

In this chapter we define success in English language teaching and learning. That involves deciding on valid goals for English language courses. The development of an ability to communicate in English must be a major goal of any effective course. We present a general model of English language teaching (ELT) that integrates the use of English as the main classroom language from the start, appropriate focus on language, and regular communicative activities. For any approach to work, certain conditions are essential, such as dynamic lessons and motivation. Specific teaching-learning situations also have to be taken into account.

Recognizing success in teaching English

Many institutions and teachers have a reputation for real success in teaching English. Others have a poor reputation. For example, some people will tell you they learnt a lot of English at their school. Others will say they studied for three, four, or five years or more, and learnt almost nothing. The main test for real success in teaching and learning should be whether or not the learners can communicate at all in English. Can they understand instructions in class, or questions in an interview, or talks at a conference? Can they ask for directions in the street, or provide personal information, or explain business proposals? Can they understand simple articles, or business letters, or technical books? Can they complete application forms, or write letters or reports? Can they pass recognized examinations in English, like the UCLES exams or the TOEFL tests?

We can all recognize such real, practical success in teaching and learning English. We know success is not just being able to repeat memorized sentences or complete grammar exercises—though they may contribute to learning. Success is not the same as getting an 8, 9, or 10 in course tests—

though that may indicate some progress. It is the ability of learners to use English effectively in real communication situations.

Teachers and teaching

Successful teachers and the institutions where they teach may differ in many ways. For example, in the teachers' experience, training, and level of English, or the size of classes, hours of class per week, and the methodology and materials used. However, successful teachers tend to have certain things in common. They usually:

- 1 have a practical command of English, not just a knowledge of grammar rules
- 2 use English most of the time in every class, including beginners' classes
- 3 think mostly in terms of learner practice, not teacher explanations
- 4 find time for really communicative activities, not just practice of language forms
- 5 focus their teaching on learners' needs, not just on 'finishing' the syllabus or coursebook.

As far as point 1 is concerned, a teacher's development of a command of English should be a life-long hobby as well as a professional obligation. Of course, a knowledge of the rules and terminology of English grammar and vocabulary is also useful. But teaching, especially language teaching, is much more than just the transfer of knowledge. If teachers follow point 2, this means that their learners constantly experience the real communicative use of English. It increases their exposure to the language through listening comprehension, and gives them opportunities to speak English. Point 3 relates to two general observations about teaching and learning languages. First, explanations often become long, complicated discussions in the learners' native language (often referred to as their *L1*), which may leave little time for the practice and use of English. Second, most people seem to learn much more from use of a language than from explanations about it. Point 4 again recognizes that language learning is essentially about communication. And point 5 puts the learners at the centre of teaching. Your success as a teacher is based entirely on their success as learners.

Co-ordination of English language departments

Most institutions where teaching is generally successful have systems to set standards related to the five points discussed above. For example, there is careful selection of teachers. Their work is co-ordinated by means of meetings and seminars, class observation, materials, and tests. All the teachers are in general agreement about principles, goals, and methodology. There is continuity in the courses and co-operation among the teachers.

Obviously, it is better for teachers to teach and learners to study in such institutions. But even in a poorly co-ordinated institution teachers can begin to change things by teaching their own classes as effectively as they can. If they then establish some co-operation with one or two other teachers, they have started something important.

Questions

(Use your experience as a learner to answer these questions if you are not yet teaching.)

Do you agree that successful English teachers usually speak English in class?

Do you agree that they give much more time to practice than to explanation?

Do you agree that teacher co-operation in an English language department is important?

Establishing goals and objectives in teaching English

The absence of clear or appropriate goals in education is bad for both teachers and learners. At school, children and adolescents often seem to be required to study algebra, or Roman history, or English, only because these subjects are on the official curriculum and there are tests to pass. This can have a very negative effect on the learners' attitude towards these subjects. The clear definition of appropriate goals is vital to successful English language teaching and learning.

Unfortunately, not everyone recognizes real success in English language learning. Some teachers and learners do not look beyond the grammar and vocabulary currently being practised, or the next test. Also, the long-term goals of teaching are not always explicit in course syllabuses. In fact, course syllabuses, materials, and tests sometimes seem to present only a sequence of short-term objectives. Although short-term objectives are important in giving learners and teachers a feeling of making progress, it is important never to lose sight of the overall long-term goal of English language teaching, to enable learners to communicate effectively, and as far as possible accurately, in English. We will look at goals and objectives in more detail in Chapter 8.

Variations in course goals

English is taught as a foreign language in very different contexts around the world—to schoolchildren and working adults, in small and large groups, for three hours or ten hours a week. Obviously, the goals of English courses vary according to the contexts in which they are taught.