

教师教育“十二五”规划教材

YINGYU KECHENG YU JIAOXUELUN

英语课程与教学论

赵凤琴 承欣红 ◎主 编



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前言

《英语课程与教学论》是师范院校英语教师教育专业本科学生使用的“英语教学论”课程的教材，也是“中学英语教学研究与实践”课程的辅助教材。本书紧密联系中学英语教学实际，对英语新课标、一些卓有成效的教学方法以及辽宁省中学使用的英语教材进行了介绍，结合教材对英语教育学的一般性或常识性的理论、知识、方法或策略进行了概述，并通过对影响英语教学诸多因素的审视和剖析，帮助英语师范生从宏观和微观两个角度研究、探索中学英语教学的特点。

本书内容分为9个部分，共计28个单元，主要包括：英语课程与课程标准、教师与教学、学生与学习、课堂的管理、语言知识的教授、语言技能的培养、英语教学流派、教材与教具使用、评价与测试。

本书不仅介绍了关于“什么是课程”以及当下的课程改革等知识，而且详细地分析了教育部颁发的“中学课程标准”的具体内容，以及结合辽宁省正在使用的中学英语教材讲解教法与学法，具有新颖而实用之特点。

本书全面而系统地讲解了关于中学英语教学的理论与实践等方方面面的知识，并使师范生在学习教师教育专业知识的同时还可以学习英语，从语言知识与运用方面提高自己。

本书作者均是来自高校英语教学一线的教师，有的既有教授英语专业语言技能课的经验，又长期从事英语师范生的教学法课的教学与研究工作，有的在海外英语母语国

家进修学习或国外进修学习了英语教育学课程，掌握了最新的资料信息。本书收集了这些英语教学法专家、学者与教师们的集体智慧和经验，并在编写的过程中得到了相关专家与外教的指导。

本书目的在于帮助英语师范生在学习一些教学理论的同时进行思考、讨论并参与设计，在完成各项任务的同时发展自己的创新途径与策略。本书也可以作为英语教育硕士授课教材和立志成为教育专家型英语教师的参考资料。

本书作者主要来自辽宁师范大学、沈阳师范大学、渤海大学、鞍山师范学院、沈阳大学、四川师范大学等。全书由赵凤琴统稿，承欣红、陈爱梅、陈雷、朱倩对全书做了校对修改。具体编写分工如下：第一部分：刘桂秋、宋晓英、赵凤琴；第二部分：张素红、赵凤琴、承欣红；第三部分：吴金萍、张素红、陈爱梅；第四部分：赵凤琴、陈雷、张素红；第五部分：承欣红、赵凤琴、国华；第六部分：郑鸿颖、承欣红、赵凤琴；第七部分：陈爱梅；第八部分：赵巍、赵凤琴、刘雅玲；第九部分：张素红、朱倩。中学英语教师陈曦、王景秋，沈阳师范大学应用语言学研究生白莹、马丽平、魏雪春、温秘秘、张娇为本教材的编写提供了很多有价值的资料，在此向她们一并表示感谢。

本书在编写过程中，引用和参考了有关专家和学者的研究成果，在此特作说明，并向有关专家和学者表示最诚挚的谢意！对于本书写作过程中所存在的不足，欢迎各位专家和学者批评指正。

赵凤琴
2012年2月

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Part One Curriculum and Curriculum Standard

Chapter One Curriculum

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Learning goals :

After studying this unit , you will learn :

- ◇ Concept of curriculum
- ◇ Significance of curriculum
- ◇ Foundations and domains of curriculum
- ◇ The New Curriculum Reform in basic education in China
- ◇ Curriculum development and course design

1. Concept of curriculum

Task One : Do you have any questions about what curriculum is? How many definitions do you know?

An English teacher's confusion: nowadays there is no doubt that "curriculum" has become a buzz word in education. Not to mention the newly granted *Guidelines of Curriculum Reform of Basic Education*, only the 3-dimensional educational goals present a great challenge in planning and implementing teaching. It is often stressed by the academic leaders that we should design our English course with the *New Curriculum Standards*. But what on earth is a curriculum?

According to Ornstein and P. Hunkins (1998: 10-11), there are five basic views or definitions of curriculum, of which the first two are the most popular ones and delineate two extremes; specific and prescriptive versus broad and general. The other three fall in between these two common and extreme ones.

- **Curriculum** can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. For example, Jon

Wiles and Joseph Bondi view “curriculum as a plan for learning [whereby] objectives determine what learning is important.” Such kind of definition has already sequenced the steps of planner in advance. The plan has not only a beginning and end but also a process, so that the beginning can progress to an end with the process as means. This definition exemplifies a linear view of curriculum.

- **Curriculum** can also be defined broadly as dealing with the experiences of the learner. For example, Casewell and Campbell view curriculum as “all the experiences children have under the guidance of teachers.” Such kind of view, rooted in Dewey’s definition of experiences and education, considers almost everything in school, even outside of school as part of curriculum, as long as it is planned.
- **Curriculum** can also be considered as a system for dealing with people and the process or the organization of personnel and procedures for implementing that system. The process can be either linear or nonlinear. Clearly this definition is characteristic of managerial and systematic aspects of curriculum.
- **Curriculum** can also be viewed as a field of study, comprising its own foundations and domains of knowledge, as well as its own research, theory, and principles and its own specialists to interpret this knowledge. This definition concerns more scholarly and theoretical discussion, not practical issues. Therefore, it is more academic.
- Finally, **curriculum** can be considered in terms of subject matter or content, which can be further discussed in terms of different grade levels. This viewpoint is most taken by practitioners who use this form of curriculum on a daily basis, but theoreticians rarely do. Instead, they examine more generic concepts and principles that are applicable to most subjects and grades.

Actually, according to Li Dingren & Xu Jicun (2004), it is not a surprise that there exist numerous definitions of curriculum. This is decided by how different people view the nature differently. Therefore, it is impossible and not necessary at all to list all the definitions of curriculum and to analyze different curriculum views. However, with a close look at different views, we can

surely have a better understanding of curriculum, knowing more clearly about what is appropriate and what presents a limitation.

Clearly curriculum is a complex and multi-level concept and there are indeed numerous ways of understanding and defining it, but according to Chinese scholar Hu Xuezheng (1998), all the understandings of curriculum can be summed up into the following seven viewpoints in the social and educational context of China.

① Taking curriculum as textbooks. This viewpoint is usually held by common people and practitioners. In their view, curriculum is specifically embodied by textbooks and its significance is reflected only by textbooks. This phenomenon is related with the practices in school settings in China, for until the end of the 20th century only one national curriculum, to be exact, national syllabus, had been in practice. Teachers are more influenced by textbooks, not to mention that we had a saying: “teaching and learning must centre on textbooks.” Therefore, it is hard for teachers to form curriculum ideology and perspectives.

② Taking curriculum as subjects and disciplines. This viewpoint can be fully reflected in the responses of students if they are asked, “What do you learn at school? And what special characteristics does your learning have at school?” Usually in students’ mind these questions are only related with the specific subjects, such as math, Chinese, chemistry, English, and so on. This phenomenon further shows that the concept of curriculum is confusing in practice. Actually the specific subjects are the sub-level of curriculum.

③ Taking curriculum as the contents of learning. This is the earliest western idea, taking the material and information covered in textbook as curriculum itself. This viewpoint is easily misleading, making the curriculum researchers and teachers pay too much attention to the selection and organization of information and probably ignore the learners and learning needs.

④ Taking curriculum as a learning plan supplied to students and this plan is made under the guidance of school and used as the blueprint for cultivating talents. This viewpoint puts educational goals as the first and most important. Only with clear goals, content selection and organization can be scientifically

taken care of and the relationship between learners, learning needs and learning materials are also taken into consideration and further impact the selection and organization of learning materials and experiences. This viewpoint is clearly more comprehensive and advanced than the former ones, incorporating knowledge, skills and activities into curriculum. Nevertheless, the question is what position is given to those aspects that influence students' growth and development in practice but are not at all listed in the plan, which is what we usually call hidden curriculum.

⑤ Taking curriculum as all experiences that students gain at school, under the guidance of school. In China, College Entrance Examination has been considered the most prominent hidden curriculum. No school has ever claimed that there is a subject called that, but the influence of it exists everywhere and has been internalized by almost everyone from school administration to classroom practices, from headmasters to teachers, from students to parents. Therefore, this perspective has more evaluative value, for this means a school can be evaluated not only based on the explicit curriculum such as the plans, but also based on its cultures, which are reflected in all the experiences in school.

⑥ Taking the above viewpoints as non-reasonable curriculum concepts. This viewpoint is mainly held by those who strongly argue that there should be a clear differentiation between curriculum and instruction. To them, it is too broad to consider curriculum as all the learning experiences, for learning experiences are the characteristics of teaching, which is more related with pedagogy. Without teaching, there is no interaction between students and the learning environment and certainly there are no learning experiences at all. This viewpoint seems very logical and neat, but it creates barriers for the communication between curriculum and instruction. Let's think about the following questions: What are the bases for the curriculum developers to develop a curriculum, if the curriculum is only considered as a guideline of the teaching? Can the curriculum really fulfill its mission and task to give only anticipated teaching effects?

⑦ Taking an eclectic attitude towards the variety of understandings of curriculum. Under the condition that there is not any settled or fixed

understanding of curriculum, it naturally goes that an eclectic viewpoint is presented, arguing that the whole range of tasks can be taken care of in a balanced way. For example, set educational goal by curriculum and the teaching methods and activity organization by instruction and so on.

A teacher's question:

Honestly I thought I have understood the concept of curriculum, at least, in a practical way, and it indeed works well in reality, but now after learning the multi-perspectives of thinking about curriculum, I am kind of confused . . . Why do we need so many perspectives? How can we apply our comprehensive understanding into practice?

Response:

These are indeed thought-provoking questions. Surely, as is discussed, curriculum is understood differently by different people. Different understandings help teachers form different viewpoints about teaching, learning, learning materials and learning experiences. If one limits his understanding of curriculum to the textbook-concerned, he will lose a big picture of curriculum and the cultivation of talents, believing that textbook means all for students' learning and even that students can only learn well with a good master of textbooks. In practice such kind of teacher will teach the textbook and exercises on the textbooks. Meanwhile, he will probably not pay enough attention to teaching strategies and learning strategies, which are undeniably both very significant in teaching and learning. If so, it can be told that students instructed by such kind of teachers can impossibly get an adequate learning experience, which will greatly reduce students' learning and result in a lower quality of talents cultivation. Therefore, it is discouraged for one to limit one's understanding of curriculum to any one perspective. A teacher has to develop a comprehensive theoretical understanding of curriculum so that he can intelligently apply the understanding accordingly in practice.

2. Significance of curriculum

Although there is no simple definition for curriculum, for curriculum is a comprehensive and complex concept with multi-levels and multi-facets, it does not prevent curriculum from being an important field in education. In practice,

in school setting, curriculum is more related with teaching and learning on a daily basis.

Task Two: Discuss in groups why curriculum is so significant, taking your own learning experiences and/or observation of teaching practices into consideration.

According to Xia Jimei (2003), from educational perspective, the behavior of teaching and learning consists of three basic components: student, teacher and curriculum. It is easy to understand that there will be no teaching and learning at all without students and teachers fulfilling their roles. It is the same with curriculum. Without curriculum, there will be teaching process, resulting in blind teaching behavior without teaching goals, plans, content and standards. In one word, there will be no scientific teaching at all if there is no curriculum. Clearly, how essential curriculum is for effective teaching and learning to happen.

Taking curriculum in a more serious term and sense is the way of comparing curriculum to what is absolutely needed as to carry out educational activities which are characteristic of human beings (Li Dingren & Xu Jicun, 2004). According to them, the multi-viewpoints about the nature of curriculum decide the fact that it is impossible to reach a definite answer about *what curriculum is*, but it does not stop people from bearing in mind the significance of curriculum, because education as a career of taking care of human existence and development will not be able to be carried out without the development and employment of curriculum.

Lv Da (1994) even situates curriculum as the core in school settings, for it is curriculum that can specifically focus on educational goals and act as the blueprint for talents. The making and implementation of curriculum are means of realizing educational goals. In addition, curriculum is a medium between students and teachers, who engage in teaching and learning around curriculum. Moreover, curriculum reform is closely related to educational reform. On one hand, curriculum is always the first field of educational reform. On the other hand, historically, a successful curriculum reform tends to lead to a successful educational reform. Related with our learning experiences and the teaching practices, we can also see the significance of curriculum as a guidance of what

to teach and learn, how we teach and learn, to what extent we have achieved the teaching effectiveness and the learning outcomes.

3. Foundations and domains of curriculum

In order to fully understand the concept of curriculum, we are to examine both the external and internal boundaries of curriculum, which are termed by Ornstein and Hunkins (1998) as the foundations and domains of curriculum. According to them, the foundations of curriculum set the external boundaries of the knowledge of curriculum and define what constitutes valid sources of information from which come accepted theories, principles, and ideas relevant to the field of curriculum. To be exact, the following knowledge areas are commonly accepted: philosophical, historical, psychological, and social. In examining the foundation areas, curricularists need to analyze and synthesize what is known about each of the foundations and present implications that are relevant to curriculum. Also it is natural for other curriculum people to rely on the foundation areas as a means of studying and practicing curriculum. Of all the foundations, philosophical foundation carries more weight. "Educational philosophies are the heart of purposeful activity in curriculum development. Philosophies serve as value screens for decision making . . . , it is vital that curriculum specialists understand their own values and beliefs about schooling." (Wiles & Bondi, 2004)

Whereas the domains of curriculum define the internal boundaries, or accepted knowledge, of the field that can be derived from examining published textbooks, articles, and research papers. In fact, about the domains of curriculum or the common knowledge curriculum there usually lacks an agreement. People do not agree on what represents the domains. Nevertheless, the lack of consensus of the domain leaves more room for different voices. Although there are different ways of defining curriculum domains, the most common one includes curriculum plan, curriculum design, curriculum implementation and curriculum evaluation. Actually there is so much that curriculum needs to incorporate in its own system, there is no fixed way of studying curriculum. For example, from the content of the comprehensive book of studying curriculum, *Curriculum Studies of the 20*

Years (1979 — 1999) (Li Dingren & Xu Jicun, 2004), the eight areas of curriculum are discussed and investigated: curriculum nature, curriculum foundations, curriculum design, curriculum implementation, curriculum experiments, curriculum evaluation, curriculum development and curriculum reform.

Following this line, it is enlightening to view Goodlad's perspectives based on the vertical analysis of curriculum implementation. According to Goodlad (Afdal, 2006), there are five domains of curriculum:

① Ideological curricula, which, taking the sense of ideal, as a example, refers to an ideological conviction of what education should be. These curricula are not concerned with the actual contexts of the schools and how the ideas should be realized in or outside a classroom. Implementation is left for others. The ideological domain is a "pure", substantial curriculum, often developed in an academic context. It is more or less proposals of actual curricula and is found in textbooks, teachers' guides and the like.

② Formal curricula are officially approved curricula. They are documents, sanctioned by a political institution and are also products of political compromises. These documents are also interesting sources of a society's educational interests and conception. It is strongly emphasized that the formal curriculum is not the factual one that is taught in schools and learned by students. It is better understood as an idealized and politicized image of what the school should be like. There is still a long distance between the decision-makers and the classroom. And the relation between formal curricula and teaching is a debated and complex one.

③ Perceived curricula, the curricula of the minds. They are more or less conscious and comprehensive conceptualization of the curricula in the minds of parents, school administrators and particularly teachers. A variety of factors such as the formal curriculum, the personal factors, the cultural factors, the classroom practices and so on result in the formation of the perceived curricula.

④ Operational curricula, the curricula of what is actually taking place in the classroom. This is a taught curriculum and this curriculum can't be separated with instructional design and the actual instruction. The empirical studies reflect more of this domain by defining and assessing lesson plans,