外语教育文丛

□丛书顾问：程可拉　刘津开

□丛书主编：曹志希　孙卫东

英语课程教学论

Teaching & Learning English as a Foreign Language

刘晓玲□编著

中南大学出版社
www.csupress.com.cn

英语课程教学论

Teaching & Learning English as a Foreign Language

刘晓玲□编著

常州大学图书馆
藏书章

中南大学出版社
www.csupress.com.cn

图书在版编目(CIP)数据

英语课程教学论/刘晓玲编著. —长沙：中南大学出版社，2014.11

ISBN 978-7-5487-1230-5

Ⅰ.英... Ⅱ.刘... Ⅲ.英语-教学研究

Ⅳ.H319.3

中国版本图书馆 CIP 数据核字(2014)第 271880 号

英语课程教学论

刘晓玲 著

□**责任编辑** 彭达升 谢金伶

□**责任印制** 易红卫

□**出版发行** 中南大学出版社

社址：长沙市麓山南路 邮编：410083

发行科电话：0731-88876770 传真：0731-88710482

□**印 装** 长沙印通印刷有限公司

□**开 本** 880×1230 1/32 □**印张** 15.5 □ **字数** 401 千字 □**插页** 2

□**版 次** 2014 年 12 月第 1 版 □2014 年 12 月第 1 次印刷

□**书 号** ISBN 978-7-5487-1230-5

□**定 价** 36.00 元

图书出现印装问题，请与经销商调换

外语教育文丛编委会

丛书顾问　程可拉　刘津开
丛书主编　曹志希　孙卫东
丛书编委(按拼音排序)

曹志希　陈俊英　陈可培
陈尚真　程可拉　付习涛
何玲梅　胡明亮　李国宁
刘津开　莫海文　覃建巧
屈书杰　史厚敏　孙卫东
尉万传　徐学平　杨　云
周红辉

Preface

My warmest congratulations to the Central South University Press on its decision to launch a new series of publications with the title *Writings on Foreign Language Education*. The series will publish a representative selection of up-to-date articles on educational linguistics-language pedagogy and the significant fusion of business, management, and education sciences with linguistics, literature, and translation studies. The contributors will be leading scholars in their field at Zhanjiang Normal University and elsewhere.

The university, founded as the Leiyang Academy in 1636, has encouraged teachers and students to engage in multidisciplinary studies in order to develop their capacity as responsible members of a knowledge based economy. This series, with its fusion of theoretical and practical fields, continues this distinguished tradition.

The books that will be published are a contribution to China's recognition of globalization and the significance of multilingual proficiency in a complex interdependent world.

此为试读,需要完整PDF请访问: www.ertongbook.com

It aims to show the intimate ties between language and education, and help develop the careers of students of educational linguistics.

I am honored to have been invited to write a preface for this important series which will, I am sure, contribute greatly to the advancement of science and the international reputation of the Press and the University.

Bernard Spolsky

Bernard Spolsky, BA MA (Hons NZ), PhD (Montreal), Hon LittD (Wellington)

Professor Emeritus, Bar-Ilan University

前 言

这本《英语课程教学论》是在教育部《义务教育英语课程标准》(2011 年)修订版颁布之后编写的英语专业(师范)教材及中小学英语教师教学参考书。当前我国义务教育英语课程深入改革和发展对中小学英语教师的理论认识与创造性教学实践能力提出了新要求。“以学为本、因学论教”成为课改的主题,指导学生学习英语成为教师的主要任务。本书在吸取国内同类教材智慧的基础上,从“人是如何学习语言的?(How people learn language)”这一本源问题入手,运用国外语言学习、教学设计研究成果来探讨如何创造性实施英语课程标准、深化中小学英语教学改革。

本书的结构和内容基于作者长期从事中小学英语教学工作以及在中小学指导英语专业师范生教育实习工作的实践经历,融合理论思考与课例分析,联系义务教育英语课程标准相关内容及要求分析、探讨中小学英语教学需要解决的理论与现实问题。全书可分为三部分。

第一部分是外语教学理论基础,包括第一至四章,分别探讨语言学习理论、外语教学发展历史与教学方法、义务教育英语课程标准(2011 年)、外语教学设计。第二部分是本书主体(第五至十一章),主要运用“目标(objectives)-活动(activities)-评价(assessment)”三维设计理论探讨英语语音、词汇、语法、听、说、读、写教学,突出学习者和英语学习过程的实践体验性。

第三部分即第十二章探讨外语课堂管理。

作为“广东省特色专业英语(师范类)”建设项目的成果之一，本书的写作得到了该项目主持人及“外语教育文丛”主编曹志希教授倾力支持，得到了中南大学出版社谭晓萍副总编的热心关照。在此，作者深表感激、一并致谢。

因作者水平所限，书中不当、不足之处在所难免，恳请读者批评指正。

岭南师范学院外国语学院

刘晓玲

2014 年 12 月

Contents

Chapter 1 How People Learn Language …… (1)

1.1 How do people learn? …… (1)
1.2 How do people learn language? …… (8)
1.3 How are learners different from one another? …… (17)

Chapter 2 Development of Foreign Language Instruction …… (28)

2.1 What are the most recognized FL teaching methods? …… (29)
2.2 What are the teaching principles in "post-method era"? …… (46)

Chapter 3 English Curriculum Standards for Compulsory Education …… (54)

3.1 What are the principles of English Curriculum Standards (2011)? …… (56)
3.2 What do we mean by creativity in foreign language classroom? …… (86)
3.3 How to develop English curriculum? …… (89)

Chapter 4 Foreign Language Instructional Design …… (119)

4.1 How to establish learning objectives? …… (122)

4.2 How to develop learning materials? …… (128)
4.3 How to identify learning activities? …… (131)
4.4 How to determine assessment of learning? …… (146)
4.5 How to develop homework/extended learning? ……
…… (151)
4.6 What are the common mistakes in instructional design? …… (157)
4.7 What are the typical formats for instructional design? …… (159)

Chapter 5 Instruction of Pronunciation …… (187)

5.1 What is involved in pronunciation learning? …… (187)
5.2 How to teach pronunciation? …… (188)
5.3 How to assess pronunciation learning? …… (217)

Chapter 6 Instruction of Vocabulary …… (223)

6.1 What is involved in vocabulary learning? …… (224)
6.2 How to manage vocabulary learning? …… (224)
6.3 How to motivate learners? …… (240)
6.4 How to develop vocabulary learning strategies? …… (242)
6.5 How to assess vocabulary learning? …… (249)

Chapter 7 Instruction of Grammar …… (256)

7.1 What is involved in grammar learning? …… (259)
7.2 How to manage grammar learning? …… (264)
7.3 How to assess grammar learning? …… (277)

Chapter 8 Instruction of Listening …… (281)

8.1 What is involved in listening? …… (282)
8.2 How to promote listening comprehension? …… (288)
8.3 How to build up listening strategies? …… (306)
8.4 How to assess listening proficiency? …… (316)

Chapter 9 Instruction of Speaking …… (326)

9.1 What is involved in speaking? …… (327)
9.2 How to arrange speaking activities? …… (330)
9.3 How to scaffold speaking? …… (341)
9.4 How to build up communicative strategies? …… (350)
9.5 How to assess speaking ability? …… (352)

Chapter 10 Instruction of Reading …… (364)

10.1 What is involved in reading? …… (364)
10.2 How to promote reading comprehension? …… (367)
10.3 How to build up reading strategies? …… (380)
10.4 How to inspire extensive reading? …… (387)
10.5 How to assess reading proficiency? …… (389)

Chapter 11 Instruction of Writing …… (403)

11.1 What is involved in writing? …… (404)
11.2 What are the principles of teaching writing? … (405)
11.3 How to manage process writing in classroom? …… (417)
11.4 How to assess writing proficiency? …… (428)

此为试读,需要完整PDF请访问: www.ertongbook.com

Chapter 12 Foreign Language Classroom Management …… (443)

12.1 How to organize classroom? …… (444)
12.2 How to establish class routines? …… (447)
12.3 How to develop positive relationship? …… (448)
12.4 How to implement engaging instruction? …… (452)
12.5 How to allocate class time? …… (462)
12.6 How to prevent & deal with discipline problems? …… (463)
12.7 What are the common mistakes in classroom management? …… (476)
12.8 What are the challenges for teachers? …… (477)

Chapter 1 How People Learn Language

Overview

- *How do people learn?*
- *How do people learn language?*
- *How are learners different from one another?*

Introduction

How do people learn? How do people learn language? And how are learners different from one another? Teachers have to consider the questions because how we teach should be based on how people learn. Understanding of how learning actually occurs will make us better teachers who take full responsibility for how learners perform—without looking to place blame on outside forces we cannot control.

1.1 How do people learn?

In psychology, learning is the process by which a relatively lasting change in potential behavior occurs as a result of practice or

experience.

The scientific investigation of the learning process was initiated at the end of the 19th century by Ivan Pavlov (1849—1936) and Edward Thorndike (1874—1949). Their research paved the way for behaviorist view.

1.1.1 Behaviorist view

Behaviorism is a worldview that operates on a principle of "stimulus-response". It assumes that learning is defined as a change in learners' behavior. All behavior is caused by external stimulus, without the need to consider internal mental states or consciousness.

According to behaviorism, a learner is essentially passive, responding to environmental stimulus. A learner starts off as a clean slate and behavior is shaped through positive or negative reinforcement. Both positive and negative reinforcement increase the probability that the antecedent behavior will happen again. And punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus, and negative, the withholding of a stimulus.

Behaviorist theory claims that language is a set of habits that can be acquired by means of conditioning. It is defined as a very slow and gentle process to explain a phenomenon as complicated as language learning.

1.1.2 Gestalt view

Contrary to the behaviorist, gestalt psychologists sought to understand their organization of mind and brain. Gestalt is a German word for form or shape. It is used in English to refer to a concept of

"wholeness". The operational principle of gestalt psychology is that the brain is holistic, parallel, and analog, with self-organizing tendencies. The principle maintains that the human sees objects in their entirety before perceiving their individual parts. Gestalt psychologists stipulate that perception is the product of complex interactions among various stimuli. "The whole is greater than the sum of the parts" is typical gestalt view. Gestalt theory formed the basis of much further research into the perception of patterns and objects, and of research into behavior, thinking and problem solving.

1.1.3 Cognitive view

"Learning without thinking is labor lost. Thinking without learning is perilous."(学而不思则罔,思而不学则殆) This is Confucius view. When we say the word "learning", we usually mean "thinking". And it is cognition, which indicates "thought process", refers to unobservable mental process of comprehension, reasoning, interpreting, analyzing and synthesizing. This basic concept of learning is the main viewpoint in the Cognitive Theory.

Cognitive theory assumes that people learn by using their reason, intuition and perception and that the different processes concerning learning can be explained by analyzing the mental processes first.

Jean Piaget (1896—1980) describes children's mental development with "schema", "assimilation" and "accommodation".

Schema

A schema (pl. schemata) is the mental framework created as children interact with their physical and social environment. A schema is a structured cluster of concepts represented by objects, scenarios or sequences of events or relations. Schemata provide framework for

processing newly incoming information and are critically important building blocks of mental development.

According to Piaget, children use the process of assimilation and accommodation to create a schema for how they perceive and/or interpret what they are experiencing.

Assimilation

Assimilation causes people to incorporate new experiences into the existing schema.

Accommodation

Accommodation, on the other hand, occurs when things do not operate within the existing schema, i. e. people have to reframe the existing schema to incorporate new experiences.

Schemata are thus constantly being modified and elaborated upon each time people encounter new experiences. In doing so, we create our own unique understanding of the world, interpret our own experiences and knowledge, and subsequently use this knowledge to solve more complex problems.

In cognitive learning, individuals learn by listening, watching, touching, reading, or experiencing and then processing and remembering the information. And the same is true for language learning.

1.1.4 Constructivist view

"*I hear and I forget.*"
"*I see and I remember.*"
"*I do and I understand.*" —*Confucius*

"*Tell me and I forget.*"
"*Teach me and I remember.*"

"*Involve me and I learn.*" —*Benjamin Franklin*

Constructivism is developed on the basis of cognitive view. It questions the fact why children do not learn deeply by listening to a teacher, or reading from a textbook. Built on the work of Jean Piaget and Jerome Bruner, constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building new ideas or concepts based upon current knowledge and past experience.

Constructivists argue that people produce knowledge and form meaning based upon their own experiences. They say people construct their own knowledge through experiencing things and reflecting on those experiences.

Experiential learning

Experiential learning is a term they used to describe learning through reflection on doing, which is often contrasted with rote or didactic learning. It implies the process of making meaning from direct experience, i. e. learning from firsthand experience.

An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. It is safe to say that any skills are gained by experiential learning, swimming, riding, driving and dancing are just some of the examples.

In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. Simply stated, learning is the process which people experience environment first-hand, thereby, attain reliable and trust-worthy

此为试读,需要完整PDF请访问: www.ertongbook.com