

教学论书系



A Practical Guide To English Teaching Methodology

实用英语教学论

● 马寅初 黄金岩 编著

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蒋坚松 审订

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马寅初 黄金岩 编著

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前 言

“英语教学论”已列为高等师范院校的主干课程之一。在目前尚无全国统编教材，尤其没有英文版教材的情况下，《实用英语教学论》问世了。

本书共分十个部分：

第一部分：引论

第二部分：方法论

第三部分：教学原则

第四部分：语音、语法、词汇的教学

第五部分：听、说、读、写技能的培养

第六部分：课堂教学

第七部分：直观教具

第八部分：测试

第九部分：外语教学史

第十部分：93年始用的全国中学英语新教材介绍

《实用英语教学论》在以下几个方面力求形成自己的特色：

为了体现英语教学论的学科专业特点，全书用英文编著。它根据英语教学论这一学科的科学系统性，以当代英语教学理论为基础，注意结合中国学生学习的特点和需要，力图形成一个理论联系实际，突出实用的体系。并且在各部分内容之后加了英文注释、理解和讨论题，还配有练习，以提高学生的理解能力、分析能力和解决实际问题的能力。

本书既有英语教学的理论部分，又有实践部分；既分析和吸收了国外教学法专家的论述，又有对我国英语教学法体系的探索和研究；既可作为高校英语教学论、教学法课程的教材或教参，又是大、中学英语教师的重要教学参考书。

有必要一提的是，本书最后一个部分对 93 年始用的全国中学统编英语新教材的使用将有一定的参考价值。

本书的基本部分曾作为湖南师范大学外语系英语教学法课程的教材使用过六届，一些高师院校外语系、科也作为教材使用过。后经两次修订，不断补充完善，编著成书。本书在新著过程中得到了英籍教师 Michaela Jones 的帮助和指导。

限于经验、水平，缺点、错误难免，敬请批评指正。

马寅初 黄金岩

一九九二年一月

于岳麓山下

Introduction

This book is intended as a guide for teachers and student—teachers of English as a foreign language. It contains ten sections and each section presents a main theme.

The first purpose of this book is to make available to teachers some of the basic notions about English and English language teaching, a knowledge of which represents an essential teaching qualification. Secondly we try to make a survey of the main schools in foreign language teaching and to present an outline of the history of foreign language teaching. Thirdly we intend to discuss practical teaching approaches, methods, and techniques for English teaching in Chinese schools. What's more, in the last section, we also discuss briefly the methods and techniques of how to teach the new English textbook 'Junior English for China' which will be used in all the middle schools in China from 1993.

Whereas each section itself aims at making certain notions available to teachers, the way in which this section has been presented is intended to ensure that these notions are thoroughly understood and critically assessed by the reader. To this end, not only is every section arranged in such a way as to lead the reader to a gradual accumulation of knowledge relating to a central theme, but they are also provided with notes,

comprehension and discussion questions, and exercises.

The notes which accompany each section are intended both to increase ease of understanding and to stimulate interest. And the comprehension and discussion questions are intended not only to lead the reader to draw as much information out of the section as possible, and so develop in him the ability to read with close attention to detail, but also to lead him to consider the value and relevance of the points made in the section, and so to develop in him the ability to read critically. The exercises are intended to consolidate the points made in the section by giving the reader an opportunity of putting them to practical application. This practical work should not only make the notions of each section more meaningful by enabling the reader to participate in their illustration, but it should also help his own language ability and language teaching techniques. Again, the principal aim is to help the reader towards a thorough understanding of theory and towards a sound application of this theory in practice.

We would like to acknowledge our indebtedness and gratitude and register our sincere thanks to our English language teaching expert Miss Michaela Jones, for her instruction and help of many kinds.

We wish to thank most warmly the numerous experts and teachers in the field of TESOL, whose works and writings have been so instructive and informative. We readily acknowledge our special gratitude Earl W • Stevick, Kenneth Croft, Clifford H • Prator, W • Rivers, Paulston C • Bratt, Betty W • Robinson, Geoffrey Broughton et al, Florence B • Baskaff, Raja T • Nasr, L • G • Alexander, H • Widdowson, C • Brumfit,

Alan Maley, D • Wilkins, H • H • Stern, Freeman D • L, Tang Lixing, and many other scholars and experts, both foreign and Chinese, whose works and writings we read and quoted while writing.

We also would like to give our sincere thanks to Mr. Tan Gongrong of Hengyang Teachers college for providing us with practical suggestions and materials; to Yu Yiwen, Hu Jinwen and Yan Yonglan, all experienced and successful teachers of English for providing us with their excellent lesson plans.

Special thanks, however, should go to Mr. Liao Jianjun, Editor of Hunan Normal University Press.

Ma Yinchu
Huang Jinyan

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1. language, language learning and language teaching

1 — 1 What language is

As you were growing up, you learned to do things in certain ways in certain situations. For example you learned how to eat, how to act in front of others and how to get along with other children. You learned how to do these things so well that other ways of doing these same things often seemed strange and sometimes very wrong.

While learning about these ways of acting, you learned to understand and produce a set of signs which were made up of noises. These signs stood for various experiences in your life and most were made by using lips, tongue, etc.

These signs were of many kinds. There were vowels and consonants, of course, but also voice tones and different degrees of loudness. You chose different words, but sometimes you added something at the end of them and sometimes you arranged them in different order. All of these signs and ways were put together to form a rather difficult system. As the years went by and the system became a set of habits, you learned to call that system 'a language'.

1 — 2 What language learning is

Luckily, we were allowed to learn this system slowly. We also had the help of parents and friends. We "studied" the language every waking hour. But now let's turn our attention to the person who learns a new language after he has learned his

native language.

A person has learned a foreign language

- (a) when he has learned its sound system (understanding speech and speaking well),
- (b) when he has learned to use its grammar, and
- (c) when he has learned at least a limited vocabulary.

Therefore, a person has learned a foreign language when he is able to understand and use the expressions he needs in any situation. He has only in part learned a foreign language when he can use and understand part of the expressions which he needs.

That is, in the situation "asking one's way on the street," one needs to use such expression as

(List A) Pardon me.

Where's the post office?

Thank you

Well, thanks just the same.

One also needs to understand expressions like:

(List B) It's on Main Street, two blocks up that way.

I don't know. I'm a stranger here myself.

You're quite welcome.

Sorry.

In the situation "small talk at tea or party," on the other hand, one must use and understand a different set of expressions. Some of them are:

(List C) Good evening.
 Where's your home?
 It's in Canada.
 How interesting!
 Are you a stranger here?
 Yes, this is the first time I've been
 here.

No expression appears on any two of these three lists, yet the expressions you learn for one situation help you to learn the expressions you need for another situation. For example, "where's" occurs in Lists A and C. while "it's" occurs in B and C; The word "the " is found in A and C; "stranger" and "here" are found in B and C. Just as important is the fact that the three lists use the same vowels and consonants and use the same basic "sentence tones." The important thing for the student is to learn how to use the things he learns from one situation in another.

Now let's compare our two descriptions of language learning. The first talks about vocabulary, sound system, and grammar. The second talks about whole expressions in larger situations. The two are closely related because what we carry over from one situation to another is the sound system, the vocabulary and the grammar of the language.

One more thing that you need to remember as you go from country to country is to expect to find differences in how people say things. But you must also expect to find differences in what your students say in different situations. The most important and most difficult thing to remember is that the situations themselves change from culture to culture. You can see this most easily in the objects that you see in various coun-