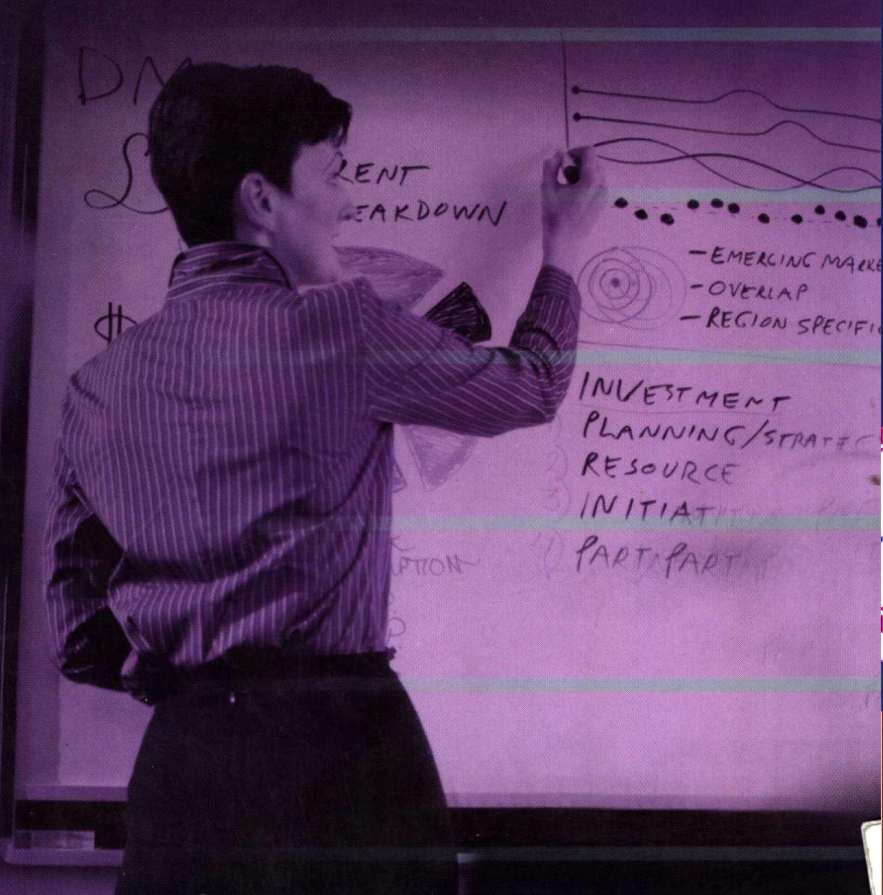


A Course in English Language Teaching

英语教学法教程

主 编 王 蔷

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高等教育出版社

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内 容 提 要

《英语教学法教程》适用于师范院校英语专业学生,也可用于中学英语教师的继续教育课程和各类英语教师的在职培训课程。

本书共分14个单元,分别介绍了英语教学的基本概念、交际教学原则和活动、备课和写教案、课堂管理的方法、语言知识的教学方法、听说读写四项技能的教学、综合语言技能的教学、教学评价和教材评价与使用。每单元均配有大量练习,书后附有部分参考答案。

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前 言

《英语教学法教程》是为师范院校英语专业学生编写的英语教学法教材，也可用于中学英语教师的继续教育课程和各类英语教师的在职培训课程。总课时大约需要70~80课时。

一名合格的英语教师，不仅要具备扎实的语言基本功，掌握必要的语言基本知识和基本技能，具有较强的语言交际能力，而且还要掌握一定的教育基本理论和教学基本技能，即能够根据实际需要选择并运用恰当的教学方法和技巧，具备课堂管理的能力与评价的能力，同时具有驾驭教材的能力。而这些能力的形成都基于我们对语言的认识和对语言学习过程的认识。这些正是我们这本教材的目的所在。

本教材力求体现以学生为主体的教育思想，从学生的学习经历和认知基础出发，通过反思、讨论、探究和实践，启发学生的思维，发挥学生的创造能力，帮助他们构建新的认识和理念，培养他们分析问题和解决问题的能力。本教材的主要目的不是提供一种教学模式和几种教学方法，而是提供一个思考和探索研究的园地，一个小小的资源中心，为学生和教师进行教学探索和教学方法与技巧的创新打基础。我们认为，没有一种方法可以适用于一切学生和一切环境，教师的教育教学能力就在于能够依据自己的环境、特定的教学条件和学生的需求以及语言教学的规律，对教学方法和技巧进行选择 and 再创造。

全书共分14单元。第一章重点讨论语言观和语言学习观、优秀英语教师的基本素质以及如何成为一名优秀的英语教师。第二章着重讨论交际教学的思想并介绍一些教学的基本概念和交际教学活动。第三章的重点是备课和写教案，旨在为下面的学习和分阶段备课及写教案打基础。第四章讨论课堂管理的方法。第五、六、七章是语音、语法和词汇的教学，属于语言知识的教学方法与技巧。第八、九、十、十一章是听、说、读、写四项技能的教学。第十二章是综合语言技能的教学。第十三章是关于教学评价的讨论。最后一章，即第十四章是有关教材的评价与使用的指导。

这本教材从设想到计划，从试用到出版，在不断地修改和补充之中走过了整整六年的路程，今天仍然有许多不尽人意之处，总觉得还需要更多的时间和精力去修改和完善她。在这六年中，我们得到了许多同行、外籍专家、教师和朋友的支持和帮助，这里特别提出感谢的有：英国驻中国大使馆文化教育处前一等秘书 John Hilton 先生，英国教材编写专家 Chris Jacques，英国利兹大学 Martin Wedell 博士。他们对这本教材的设计和编写都给予了很多的建议和支持。香港大学课程学系的 Bob Adamson 博士不仅对全书提出了很多有益的修改建议，还撰写了第十二章，并对全书进行了审校。在此，我们对他们表示最衷心的感谢。

诚恳希望使用本教材的教师和学生对我们提出批评指正。

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UNIT 1

Language and Learning



Aims of the unit

In this unit we are going to discuss some general matters about language learning and teaching. We are going to discuss five questions in particular:

1. How do we learn languages?
2. What are the common views on language?
3. What are the common views on language learning?
4. What are the qualities of a good language teacher?
5. How can one become a good language teacher?

1.1 How do we learn languages?

Much of human behaviour is influenced by personal experiences. The way language teachers teach in the classroom is to some extent influenced by the way they learned languages. This is especially true in foreign language teaching. Before we discuss language learning theories, let's first reflect on our own language learning experiences.

TASK 1

Below is a questionnaire on how people learned a foreign language. In the first column write down your own responses. Then interview three other students in your class and fill in the other columns. You may need to write responses on a separate piece of paper.

	You	ST1	ST2	ST3
1. How many foreign languages can you speak?				
2. Did you find learning a foreign language easy?				
3. What difficulties did you experience? Why?				
4. Which skills did you find more difficult to learn?				
5. Did you focus on knowledge or skills? Why?				
6. Why did you learn the foreign language(s)?				
7. Did you find it interesting to learn the foreign language(s)?				
8. What were your most common learning activities?				
9. Did you like the way you learned the foreign language(s)?				


From the results of the above task, you may have found that 1) people learn languages for different reasons; 2) people learn languages in different ways; 3) people have different understandings about language learning; and 4) people have different capabilities in language learning. Thus the challenge the language teacher is confronted with is how teaching methodology can cater for learners who have more differences than commonalities.

1.2 Views on language

One question that all approaches of language teaching should answer is “What is language?” The answer to this question is the basis for syllabus design, teaching methods, teaching procedures in the classroom, and even the techniques used in the class. Different views on language generate different teaching methodologies.

TASK 2

Work in groups of four. Brainstorm possible answers to the question: What is language? When you are ready, join another group and share your ideas.



To give a concise definition of language has always been difficult for linguists and philologists. Although there has been an enormous amount of research in language in the past half century, no authoritative answer has been given to “What is language?” Rather, people talk about views of language, seemingly allowing for or accepting different theories for the moment. However, language teachers clearly need to know generally what sort of entity they are dealing with and how the particular language they are teaching fits into that entity (Brown, 1994a). For sample definitions of “language”, please refer to Appendix 1.

In the past half century, language teaching and learning practices have been influenced by three different views of language, namely, the structural view, the functional view and the interactional view.



Structural view

The structural view sees language as a linguistic system made up of various subsystems: from phonological, morphological, lexical, etc. to sentences. Each language has a finite number of such structural items. To learn a language means to learn these structural items so as to be able to understand and produce language.



Functional view

The functional view sees language as a linguistic system but also as a means for doing things. Most of our day-to-day language use involves functional activities: offering, suggesting, advising, apologizing, etc. Therefore, learners learn a language in order to be able to do things with it. To perform functions, learners need to know how to combine the grammatical rules and the vocabulary to express notions that perform the functions. Examples of notions are concept of present, past & future time; the expressions of certainty and possibility; the roles of agent and instrument within a sentence; and special relationships between people and objects.



Interactional view

The interactional view considers language as a communicative tool, whose main use is to build up and maintain social relations between people. Therefore, learners not only need to know the grammar and vocabulary of the language but as importantly they need to know the rules for using them in a whole range of communicative contexts.

These three views present an ever wider view of language. The structural view limits knowing a language to knowing its structural rules and vocabulary. The communicative or notional-functional view adds the need to know how to use the rules and vocabulary to do whatever it is one wants to do. The interactional view says that to know how to do what one wants to do involves also knowing whether it is appropriate to do so, and where, when and how it is appropriate to do it. In order to know this, the learner has to study the patterns and rules of language above the sentence level to learn how language is used in different speech contexts.

The understanding of the nature of language may provide the basis for a particular teaching method (Richards and Rodgers, 1986), but more importantly, it is closely

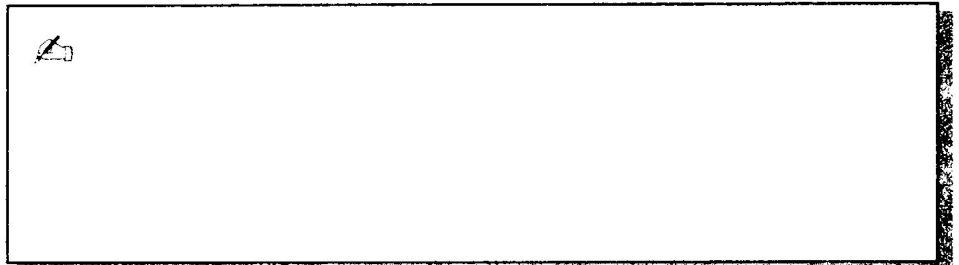
related to the understanding of language learning. If language is considered to have a finite number of structural items, learning the language probably means learning these items. If language is more than just a system of structures, it is more importantly a tool, then to learn the language means to use it, rather than just study what it is and how it is formed. The next section summarizes some current theories about language learning.

1.3 *Views on language learning*

The language learning theory underlying an approach or method usually answers two questions: 1) What are the psycholinguistic and cognitive processes involved in language learning? 2) What are the conditions that need to be met in order for these learning processes to be activated?

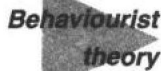
TASK 3

Work in groups of four. Brainstorm the answers to the two questions stated above. When you are ready, join another group and share your ideas.



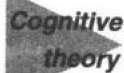
Although these two questions have never been satisfactorily answered, a vast amount of research has been done from all aspects, which can be broadly divided into process-oriented theories and condition-oriented theories. **Process-oriented** theories are concerned with how the mind processes new information, such as habit formation, induction, making inference, hypothesis testing and generalization. **Condition-oriented** theories emphasize the nature of the human and physical context in which language learning takes place, such as the number of students, what kind of input learners receive, and the learning atmosphere.

Some researchers attempt to formulate teaching approaches directly from these theories. For example, the Natural Approach, Total Physical Response and the Silent Way are based on one or more dimensions of processes and conditions. At this level, it is too early to formulate a specific approach, because some aspects are still too vague, for example, what is done in these processes.


 Behaviourist theory

The behaviourist theory of language learning was initiated by behavioural psychologist Skinner, who applied Watson and Raynor's theory of conditioning to the way humans acquire language (Harmer, 1983). Based on their experiments, Watson and Raynor formulated a stimulus-response theory of psychology. In this theory all complex forms of behaviour — motions, habits, and such — are seen as composed of simple muscular and glandular elements that can be observed and measured. They claimed that emotional reactions are learned in much the same way as other skills. The key point of the theory of conditioning is that “you can train an animal to do anything (within reason) if you follow a certain procedure which has three major stages, stimulus, response, and reinforcement” (Harmer, 1983:30).

Based on the theory of conditioning, Skinner suggested language is also a form of behaviour. It can be learned the same way as an animal is trained to respond to stimuli. This theory of learning is referred to as behaviourism, which was adopted for some time by the language teaching profession, particularly in America. One influential result is the audio-lingual method, which involves endless “listen and repeat” drilling activities. The idea of this method is that language is learned by constant repetition and the reinforcement of the teacher. Mistakes were immediately corrected, and correct utterances were immediately praised. This method is still used in many parts of the world today.


 Cognitive theory

The term cognitivism is often used loosely to describe methods in which students are asked to think rather than simply repeat. It seems to be largely the result of Noam Chomsky's reaction to Skinner's behaviourist theory, which led to the revival of structural linguistics. The key point of Chomsky's theory is reflected in his most famous question: if all language is a learned behaviour, how can a child produce a sentence that has never been said by others before?

According to Chomsky, language is not a form of behaviour, it is an intricate rule-based system and a large part of language acquisition is the learning of this system. There are a finite number of grammatical rules in the system and with a knowledge of these rules an infinite number of sentences can be produced. A language learner acquires language competence which enables him to produce language.

Though Chomsky's theory is not directly applied in language teaching, it has had a great impact on the profession. One influential idea is that students should be allowed to create their own sentences based on their understanding of certain rules. This idea is clearly in opposition to the audio-lingual method.

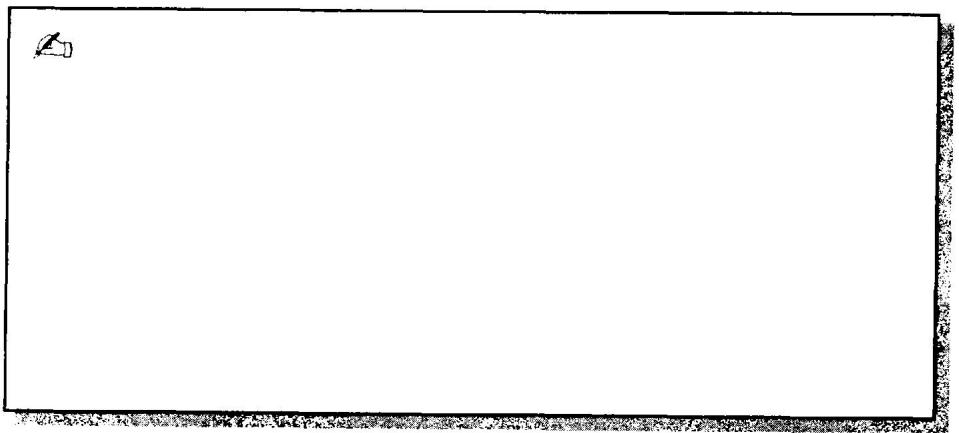
Although people are still pretty much in the dark as to what language is and how language is learned, it is believed that a general knowledge about language and language learning will help language teachers do a better job.

1.4 What is a good language teacher?

Some teachers with an excellent command of a foreign language cannot teach the language well. However, some teachers with a general command of the language can teach it very well. What do you think might account for this phenomenon?

TASK 4

Work in groups. Try to identify as many reasons as possible for the question stated above. Note down the reasons so that you can share with students from other groups.



It is clear that whether someone can become a good foreign language teacher does not solely depend on his/her command of the language. There are a variety of elements that contribute to the qualities of a good language teacher. These elements can be categorized into three groups: ethic devotion, professional qualities and personal styles (Parrot, 1993).

TASK 5

Ethic devotion, professional qualities and personal styles jointly contribute to the making of a good English teacher. All the adjectives in the box below could be used to characterize these three aspects.

1. Work in groups of four and decide which adjectives describe ethic devotion, which describe personal styles and which describe professional qualities. Please write your answers on a separate piece of paper.

2. Add any adjectives to the list which describe further qualities that you feel are missing.
3. These adjectives are intended to describe positive qualities or styles. Do you feel that any of them could have a negative side as well? If yes, in what way? For example, an authoritative teacher may make the students feel assured, but he/she may also make the student less free to disagree with him/her.

kind	dynamic	authoritative	speaking clearly
creative	patient	well-informed	hardworking
resourceful	attentive	warm-hearted	well-prepared
flexible	intuitive	accurate	enthusiastic
humorous	caring	disciplined	professionally-trained

(Adapted from Parrot, 1993)

From the above activities we can see that a good English teacher should have ethic devotion, certain desirable personal styles, and more importantly, he or she should have necessary professional qualities. These three aspects constitute the professional competence of a good English teacher. A person who has a good command of English is not necessarily a good teacher because he/she might have only one of the elements of professional competence.

It is assumed that all responsible English teachers have ethic devotion, and they are supposed to make their personal styles compatible with their work. These two aspects, which are beyond the scope of this book, can be achieved as long as the teacher himself has the willingness to do so.

A question that many teachers often ask is: I like my job, and I love the students, but how can I become a good English teacher? Our answer is that you need professional competence, which we are going to discuss in the next section.

1.5

How can one become a good language teacher?

The most important and most difficult part of the making of a good language teacher is the development of professional competence, which is the state or quality of being

adequately qualified for the profession, and armed with a specific range of skills, strategies, knowledge, and ability.

 **TASK 6**

All the following statements could be used to describe what an English teacher should do in order to develop professional competence. Do you agree with them? What else do you think an English teacher should do in order to develop professional competence? Add them in the table and share your ideas with your partner.

	Agree/ Disagree
1. He should learn from other experienced teachers as an apprentice.	
2. He should accumulate experience from his own teaching practice.	
3. He should receive training in teaching methodology.	
4. He should study applied linguistics.	
5. He should perfect his own command of English.	
6. He should go to foreign countries to learn from native speakers.	
7. He should study subjects like education, psychology, etc.	
8. He should observe other teachers teaching.	
9.	
10.	

A language teacher's professional competence is much more difficult than a driver's skill to handle a car, and is more complicated than a student's competence of speaking a foreign language. It involves more factors and longer learning time, and may never be really finished.

Some people think teaching is a craft; that is, a novice teacher can learn the profession by imitating the experts' techniques, just like an apprentice. Others hold the view that teaching is an applied science, based on scientific knowledge and experimentation. By making a compromise between these two views, Wallace (1991) uses a "reflective model" to demonstrate the development of professional competence. The following model is an adapted version.

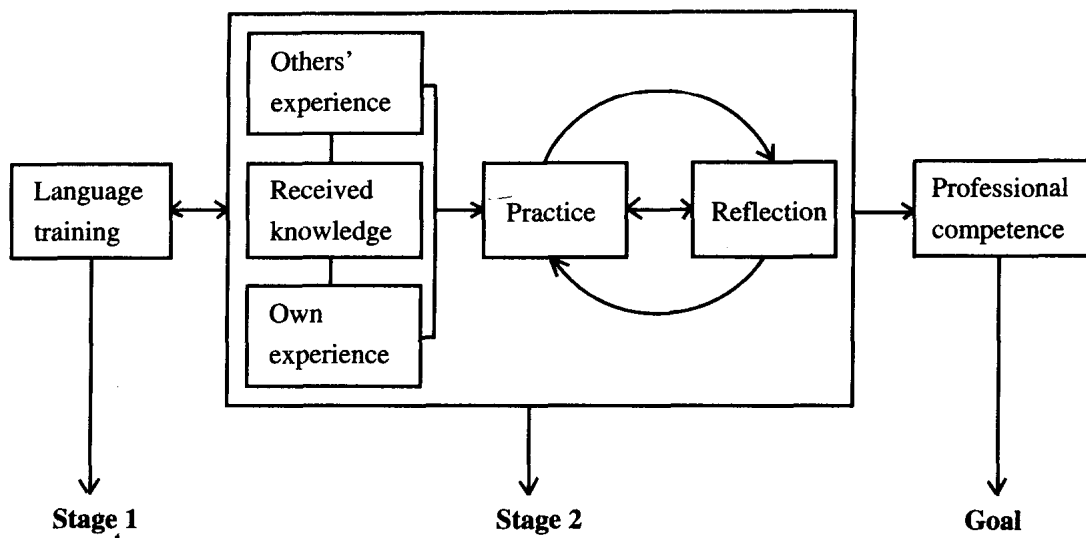


Figure 1.1

(Adapted from Wallace, 1991:15)

From the above model, we can see the development of professional competence for a language teacher involves **Stage 1**, **Stage 2**, and **Goal**. The first stage is language training. All English teachers are supposed to have a sound command of English. Of course, language is always changing so language training can never come to an end.

The second stage seems to be more complicated because it involves three sub-stages: **learning**, **practice**, and **reflection**. The learning stage is actually the specific preparation that a language teacher should make before they go to practice. This preparation can be:

1. learn from others' experience (empirical knowledge)
2. learn received knowledge (such as language theories, psycholinguistics, sociolinguistics, educational psychology, language teaching methodology, etc.)
3. learn from one's own experience

Both experiential knowledge (others' and one's own) and received knowledge are useful when the teachers go to practice. This is the combination of "craft" and "applied science". The learning stage is followed by practice. The term "practice" can be used in two senses. In one sense, it is a short period of time assigned for student teachers to do teaching practice as part of their education, usually under the supervision of their instructors. This practice is also called pseudo practice. The other sense of "practice" is the real work that the teacher undertakes when he finishes his education.

Teachers benefit from practice if they keep on reflecting on what they have been doing (Stanley, 1999). It should be noted that teachers reflect on their work not only after they finish a certain period of practice, but also while they are doing the practice.