

P

erspectives

二语教学

多角度研究

王宏伟 马静 于艳华 著

A Study on Second Language
Teaching and Learning
from Multiple Perspectives

大学出版社



二语教学多角度研究

A Study on Second Language Teaching and Learning from
Multiple Perspectives

王宏伟 马静 于艳华 著

吉林大学出版社

图书在版编目 (CIP) 数据

二语教学多角度研究/ 王宏伟, 马静, 于艳华著. —长春:

吉林大学出版社, 2011. 6

ISBN 978 - 7 - 5601 - 7471 - 6

I. ①二… II. ①王…②马…③于… III. ①第二语言—
语言教学—研究 IV. ①H003

中国版本图书馆 CIP 数据核字 (2011) 第 127148 号

书 名: 二语教学多角度研究

作 者: 王宏伟 马静 于艳华 著

责任编辑、责任校对: 刘冠宏 杨娜

吉林大学出版社出版、发行

开本: 880 × 1230 毫米 1/32

印张: 11 字数: 350 千字

ISBN 978 - 7 - 5601 - 7471 - 6

封面设计: 孙浩瀚

长春市泽成印刷厂 印刷

2011 年 7 月 第 1 版

2011 年 7 月 第 1 次印刷

定价: 28.00 元

版权所有 翻印必究

社 址: 长春市明德路 421 号 邮编: 130021

发行部电话: 0431 - 88499826

网 址: <http://www.jlup.com.cn>

E-mail: jlup@mail.jlu.edu.cn

前 言

二语教学是一个广泛的研究领域，涉及语言的方方面面，且广博无际，单纯就教学而谈教学是远远不够的。综观世界二语教学研究，多学科领域的相互交叉、注重在理论研究的基础上加以实证分析等趋势不容忽视。这是一本从多角度对二语教学进行研究的专著，收录了作者近年来的语言教学相关的研究成果，从外语教学方法、英语语言学、教育心理学、多元文化教育等诸多角度对语言教与学进行了研究和论述，不仅系统分析了部分外语教学相关理论，也结合了作者多年的教学经验，提供了一些实践案例，希望能够对其他语言教学工作中提供借鉴，推进教学理念向教学实践的转化。

全书共分六章。第一章对外语教师学习理论的重要性进行了介绍。第二章从教学法的角度对二语教学进行了论述，包含早期和近期英语教学法理论综述、在对部分英语教学法进行了细致描述的基

础上提供相关教学案例研究。第三章从二语习得角度对二语教学进行阐述,涉及语言迁移、中介语、僵化问题研究等。第四章从语言学角度探索二语教学,不仅有针对语言学领域的重要理论综述,还包括应用性研究。第五章从教育心理学角度进行研究。第六章从多元文化教育角度探讨二语教学,希望能将二语教学向着多元、理解、开放的方向推动。

本书由大庆师范学院外国语学院王宏伟、马静、于艳华合著,全书约三十五万字,其中第二章第十节、第四章第二节及第三节、及第六章第二节由王宏伟老师撰写(约十万一千字);第二章第九节及第三章由马静老师撰写(约十一万字);第二章第六节、第三章第十节及第六章第三节由马静老师和王宏伟老师合写(约两万两千字);其余章节由于艳华老师撰写(约十一万七千字)。

本书在写作过程中,得到了吉林大学出版社和一些同行专家的支持。冯展极教授、成晓光教授、白彬教授等对本书提供了宝贵意见,在此表示衷心的感谢。需要注意的是,本书的写作目的并非传授技巧,而是提供思想、观点和实践经验。由于时间仓促,尚有疏漏和不足之处,欢迎专家、同行和读者指正。

注:

1. 本书涉及英语潜课程研究部分为黑龙江省教育厅人文社会科学研究项目“英语潜课程的开发与利用”的研究成果。

2. 本书涉及英语阅读教学模式研究部分为大庆市“十二五”期间教育科学规划攻关课题“英语阅读教学模式研究”的研究成果,项目编号 DA1103.12。

3. 本书涉及微格教学及教学法研究部分为大庆师范学院教学质量与教学改革工程研究项目“利用微格教学模式,提高师范生教学技能的实践与研究”的研究成果,项目编号 JY0827。

4. 本书涉及衔接教学研究部分为全国基础教育外语教学研究资助金项目“初中英语教育可持续发展教学策略研究”的研究成果,项目编号 JJWYZCYB2009015。

5. 本书涉及双语教育研究部分为大庆市社会建设科研课题“大庆市双语幼儿园建设发展与对策研究”的研究成果。

序

作为教学研究者和教育工作者，我们努力吸收国内外英语语言学和应用语言学的新思路、新成果，在开展科研的过程中，常常有一些新的想法；作为执教多年的英语教师，我们始终工作在教学一线，在针对不同层次学生的教学过程中，积累了一定的实践经验。作为英语教学改革的实践者，我们愿意为英语教学科研尽自己一份绵薄之力。

谨以此书献给在我的求学路上给予了无限帮助的良师：冯展极老师（大庆师范学院外国语学院教授）、白彬老师（辽宁师范大学外国语学院教授）、成晓光老师（东北师范大学教授）。

感谢培育了我的大庆师范学院及辽宁师范大学。

马 静

2011年4月于黑龙江大庆

王宏伟

大庆师范学院外国语学院讲师，硕士。主要研究方向为英语教学论。多年来一直工作在教学一线，黑龙江省省级精品课“英语语言学”与“英语教学法”课程主讲教师；大庆师范学院“英语教师教育核心课程教学团队”成员。在省级以上学术期刊公开发表学术论文十五篇。主持市级社会建设科研课题一项、主持校级重点项目一项；参加全国基础教育外语教学研究资助金项目、黑龙江省新世纪教改工程项目、黑龙江省教育厅人文社会科学研究项目等十余项。参编《英语教学心理》一书。研究成果获黑龙江省优秀教学成果一等奖、黑龙江省高教学会优秀高等教育科学研究一等奖、黑龙江省高教学会优秀高等教育科学研究二等奖、黑龙江省高教学会优秀教育科研论文二等奖、大庆市第十四次社会科学优秀科研成果佳作奖、大庆师范学院优秀教学成果二等奖等。



马 静

黑龙江大庆人，大庆师范学院外国语学院讲师，硕士。研究方向为英语语言学与应用语言学及英语教学。主要从事英语教学和研究工作。多年来一直工作在教学一线，曾教授《英语教学法》、《英语听力》、《基础英语》、《大学英语》、《二外英语》等课程，黑龙江省省级精品课“英语教学法”课程主讲教师，大庆师范学院“英语教师教育核心课程教学团队”成员。有丰富的实践经验，曾多次指导本科生毕业论文撰写及本科生教育实习、专业实习。有较强的科研能力，曾先后主持或参与教学改革或学术研究课题5项（其中省级3项，地市级攻关项目1项），参与编著教学研究著作1部，参与课程建设5项（其中省级1项），公开发表教学研究和学术论文十余篇（其中核心期刊1篇，获奖2项），曾获得学术研究奖励表彰4项（其中省级教学成果奖1项，市局级1项）、教学表彰1项，曾获得其他奖励表彰7项（其中省级1项、市局级2项）。



于艳华

大庆师范学院外国语学院副教授，硕士。主要研究方向为英语语言学。多年来一直工作在教学一线。在省级以上学术期刊公开发表学术论文近二十篇。主持黑龙江省新世纪教改工程项目一项；参加黑龙江省新世纪教改工程项目一项并获校级教学成果奖一等奖；参加黑龙江省教育厅人文社会科学研究项目两项和校级教改项目两项。研究成果获黑龙江省高教学会优秀教育科研论文二等奖、大庆市社会科学优秀科研成果二、三等奖和大庆师范学院优秀科研成果奖。



Contents

1 Introduction.....	1
2 A study of SLTL from the perspective of teaching methodology.....	3
2.1 Early teaching specialists and current teaching methods.....	3
2.2 Audio-lingual method.....	4
2.3 Application of TPR in language teaching.....	7
2.4 The philosophical basis of the silent way.....	11
2.4.1 A Brief introduction of the Silent Way	11
2.4.2 Understanding of Awareness	11
2.4.3 The philosophical basis of Awareness	12
2.4.4 Improving the students' awareness.....	13
2.5 Reflection on communicative language teaching.....	15
2.6 The study on Microteaching.....	25
2.6.1 Definition	25
2.6.2 Cause	25
2.6.3 Process.....	26
2.6.4 Component skills approach	27
2.6.5 Preparation	28
2.6.6 Conclusion.....	28
2.7 A case study of teaching methods in classroom teaching.....	30
2.7.1 Methods.....	31

2 A Study on Second Language Teaching and Learning from Multiple Perspectives

2.7.2 Techniques.....	32
2.7.3 Conclusion.....	34
2.8 A teaching plan of the Suchman Inquiry Model	34
2.8.1 Introduction	34
2.8.2 Teaching procedures	38
2.8.3 Conclusion.....	41
2.9 The study on reading model	41
2.9.1 Sustained silent reading (SSR).....	42
2.9.2 Free voluntary reading (FVR)	43
2.9.3 Reading comprehension	43
2.9.4 Reading education	44
2.9.5 Other instructional methods	45
2.9.6 Suggestions.....	45
2.10 A summarization of the English teaching cohesion study between the senior high school and the university	47
2.10.1 Introduction	47
2.10.2 The stage of the English teaching cohesion study between senior high school and the university.	48
2.10.3 Conclusion.....	50
3 A study of SLTL from the perspective of SLA.....	52
3.1 First and second language acquisition.....	53
3.2 Critical period hypothesis in SLA	56
3.3 Language transfer or cross-linguistic influence	58

3.4 To reevaluate the two versions of CA	60
3.5 Error correction and its implications for teachers	66
3.6 A case study of Interlanguage.....	68
3.7 Fossilization in non-English majors in oral English.....	71
3.7.1 Introduction.....	72
3.7.2 Literature review and theoretical framework	75
3.7.3 Methodology	88
3.7.4 Results and discussion.....	92
3.7.5 Conclusion.....	105
3.8 Interference of thought pattern on discourse level	114
3.8.1 Introduction	115
3.8.2 Difference and difficulties.....	116
3.8.3 Countermeasures in teaching.....	118
3.8.4 Conclusions	124
3.9 Motivation in language learning and teaching	125
3.10 Affective Factor Manifestation in SLA	138
3.11 Compromising two learning styles in the classroom.....	140
3.12 The study on Hidden Curriculum.....	142
3.13 Informal tests in a classroom.....	151
4 A study of SLTL from the perspective of Linguistics	153
4.1 The implication of psycholinguistics for foreign language teaching	153
4.1.1 A review of Chomsky's ideas	157

4 A Study on Second Language Teaching and Learning from Multiple Perspectives

4.1.2 A case study of child language acquisition progress	161
4.1.3 Children's mental process	163
4.1.4 Speech errors and language planning	165
4.1.5 Speech processing	167
4.1.6 An exploration of the psychological-cognitive factors in reiteration	170
4.1.7 Avoiding sexist language	179
4.1.8 Context in language studies and language use	181
4.2 The implication of cognitive linguistics for foreign language teaching	185
4.2.1 Introduction	186
4.2.2 Literature review and theoretical framework	189
4.2.3 Methodology	210
4.2.4 Results and discussion	215
4.2.5 Conclusion	232
4.3 The implication of SFL for foreign language teaching	250
4.3.1 Introduction	250
4.3.2 An introduction to register and experiential metafunction	251
4.3.3 A functional analysis of Half a Day	252
4.3.4 Some implications for foreign language teaching	256
4.3.5 Conclusion	257

5 A study of SLTL from the perspective of educational psychology	259
5.1 Major psychological basis of FLT	259
5.2 Application of behavioristic theories on two levels in SLA	261
5.3 Attribution theory and failure-oriented children.....	263
5.4 Implications of Piaget's Cognitive Development.....	268
5.5 The study of social constructivism and Vygotsky in China....	271
5.6 Teachers are irreplaceable	280
5.7 Criticism on Erik Erikson's ideas about Mid-Life Crisis	281
5.8 Application of metacognition strategies in class preparation ..	282
5.9 Teacher mediation and literature learning	284
5.10 Learning how to learn	295
6 A study of SLTL from the perspective of multi-cultural education (multi-culturalism).....	302
6.1 Promoting students'critical thinking in CLT	302
6.1.1 What is Critical Thinking?	302
6.1.2 How can a teacher teach critical thinking?.....	303
6.1.3 Conclusion.....	304
6.2 Curriculum design from the perspective of multi-cultural education	305
6.2.1 Introduction	305
6.2.2 The theory for analyzing the curriculum	307
6.2.3 Analysis of the curriculum from the perspective of multic-	

6 A Study on Second Language Teaching and Learning from Multiple Perspectives

 ultural education 308

 6.2.4 Conclusions and limitations of the study..... 314

6.3 Bilingual education 317

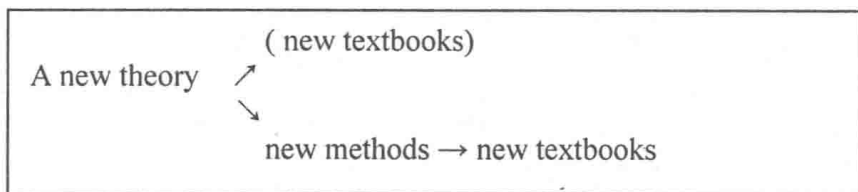
 6.3.1 Bilingual education in the world 317

 6.3.2 Bilingual education in China..... 321

 6.3.3 A case study of teachers' situation in the bilingual
 kindergartens 327

1 Introduction

Almost all the foreign language teachers have had contact with more or less of the theories of foreign language teaching, while the theoretical basis is usually neglected in that they are not so “practical”. It seems quite reasonable for the foreign language teachers to neglect of even “look down upon” the theories. As foreign language teachers, the first thing we come into contact may be the textbooks, which are always directly connected with teaching practice, and thus are considered to be “the most practical”. But the fact is far from being like this—behind each textbook, there are some teaching methods which go all through the book, therefore the methods should be considered before going into the details of the content. Moreover, a thoughtful teacher will go a step further and find out that each method has a theory as its framework. Therefore the theory is the basic part which generates the methods, and then under the direction of the theories and methods, a textbook is designed. Looking back into the short history of modern language teaching, we can see that the development in linguistic theories, applied linguistic theories, pedagogical trends or psychological theories lead to new methods and new textbooks, which can be shown by the following chart:



As is shown in this chart, theories go before methods and methods go before textbooks, i.e. every textbook of FLT has a theoretical foundation, and to make good use of the textbook, we should grasp the theory for framing it. Let's take our foreign language teaching as an example, the earliest textbooks (in the 1950s), such as *Xu Guozhang English*, were mainly directed by grammar-translation method, which is a reflection of the traditional grammar-centered linguistic study; in the

1970s and 1980s the new textbooks, such as *English 900*, were directed by audio-lingual method, which is a reflection of structuralism in linguistics and behaviorism in psychology; under the influence of innatism, inductive method is widely used in foreign language teaching, to encourage the students to find out the language rules by themselves since it is believed there is a genetically determined, inside mechanism LAD and in a broader sense, UG in the learner's minds; in the recent twenty years, we pay more and more attention to language in use in course design, that is, many textbooks are designed by the communicative functions (greetings, talking about traveling, at the hotel, etc.) of language, trying to engage the learners in how to use it, instead of purely memorizing grammatical rules and sentence structures; And many textbooks are designed to cater to discovery learning. The previous two are among many proofs of the influence of the social constructivism (Williams & Burden, 1997), which is a development from interactionism.

To teachers, experience is important in that it provides intuitive judgment and theories are more important in that they provides scientific judgment. Combining them together helps teacher to teach in both a micro and a macro way.

Only when a teacher has understood these theories and taken his own perspective(or, in a more systematic sense, his own philosophy of teaching) can he be effective. If a teacher's teaching philosophy is like a building, the foundation is of course the theories, and the possible height, quality and even appearance of the building is essentially determined by the foundation. Although the foundation is deep in the earth, it supports and frames the whole building. Similarly, the theoretical basis, or the teaching philosophy, is deep in the mind, under the much more obvious knowledge and methodology, but it supports and frames all the ideas and behaviors in teaching.

Don't we have to learn theories to be a good language teacher?

References

1. Williams, Marion & Robert L, Burden. *Psychology for Language Teachers*. Cambridge: Cambridge University Press, 1997.