依据国家自考委最新自考大纲及新修版教材编写

GAO DENG JIAO YU ZI XUE KAO SHI ZHI DING JIAO CAI TONG BU PEI TAO TI JIE

外语教学法

高等教育自学考试指定教材同步配套题解

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寄 语 考 生

随着我国教育总方针由应试教育向素质教育的转变，作为我国高等教育重要组成部分的自学考试也发生了重大变化。全国自考委在专业设置、考试计划、出题指导方针等方面都做了重大的调整，同时，对自学考试大纲、指定教材亦做了全方面的修订、编写。

新形势下，为使广大自考学员能及时、快速地掌握新教材，我们对原有的系列辅导用书进行了全面的修订，并不断地推出新品种以飨读者。

本套"指定教材同步配套题解"有以下特点：

新——①内容新。本套丛书全部按最新的自学考试大纲及最新版指定教材内容编写。

②结构新。同原辅导及其它辅导相比，修订后的辅导用书编排体例更加科学，增加了"本门课的学习与考试"部分。这是全书的点睛之笔。

全——信息全。本套辅导书涵盖了大纲中所有的知识点、考核点，并精心编拟大量"综合练习题"，训练强度大，解答准确。特别指出的是根据《高等教育自学考试活页文丛》（人大版）对教材中没有补充的内容，在本辅导中都做了详尽补充。

强——①作者阵容强。本套丛书的作者，有指定教材的主编，有专业教研室主任，有长期参加辅导的主讲教师。他们对自考教材分析透，对出题规律掌握准。

②针对性强。书后针对新大纲及考卷合理设计多套"全真模拟试题"，增强考生临场经验，增加本书实用性。

愿本套"同步配套题解"能帮助您顺利通过自考难关，早日实现美好理想。

《高等教育自学考试指定教材同步配套题解》编委会

前　言

　　高等教育自学考试英语语言文学专业本科段所开设的《外语教学法》，是使自学应考者了解外语教学法的基本理论和基本知识，并培养其对外语教学的实践能力。本书是按照全国高等教育自学考试指导委员会制订的《外语教学法自学考试大纲》的要求，紧扣指定教材《外语教学法》(舒白梅、陈佑林主编)，并结合自学考试的特点，编写的配套参考书。

　　为了帮助自学者有效地学好教材，便于自考者自学参考，本书是按照教材内容的顺序分章节编写的。内容包括：一、学习要点；二、思考题及参考答案；三、参考译文。为了帮助自考者更好地使用这本配套参考书，现就有关内容和如何使用说明如下：

第一部分：学习要点(Key Points)

　　《外语教学法》以讲授外语教学法主要流派的基本理论和教学实践为任务，属于理论知识课。该课程的第一章和第九章主要介绍和讨论了外语教学发展史中的主要流派、思潮、代表人物以及发展的主要趋势；中国外语教学的历史，特别是近阶段英语教学改革、现状及其发展趋势；以及中国英语教学应思考的问题等。第二章到第八章主要介绍国外外语教学法的主要流派。学习要点主要包括：1. 各种教学法的定义(Definition)；2. 各种流派产生的背景(Background)；3. 理论基础(Theoretical Basis)——语言理论和学习理论；4. 基本原则(Basic Principles)——主要特征、教学目标、教学技巧和教学步骤；5. 总结和评价(Summary and Comments)——优点和缺点。各章的"学习要点"部分是本参考书的重点，也是自考者应特别注意的，因为这些要点是大纲规定的考核目标。本书在阐述这些要点时，力求做到重点突出、条理清楚、简明扼要、应试性强。这有利于自考者进一步明确考试内容和要求，抓住重点，有的放矢地学好教材，达到理解、掌握、运用的目的，以便取得优异的自考成绩。

第二部分：思考题及参考答案(Points for Discussion)

各章后的思考题要求自考者在认真学习教材的基础上，进行解答。本书提供的思考题答案供自考者在解答时参考使用，其目的是帮助自考者加深理解和消化教材内容，把理解和重点结合起来，把理解和运用结合起来，培养和提高分析问题和解决问题的能力。

第三部分：参考译文（Translation）

阅读教材是基本的学习环节。为了帮助自考者对外语教学法这一学科具有比较系统、完整的了解，加深对教材的理解消化，本书提供了教材各章节的汉语译文。译文保持了英文原意，通顺流畅、供自考者学习教材时参考。

本书根据《外语教学法自学考试大纲》有关命题考试的规定和本课程考试试卷所采用的题型（判断正误题、填空题、选择题、配对题、简答题、论述题等），设计了两套自我模拟试卷（Test Papers），并给出了答案，供考生自我测试之用，以提高其临场应试能力。

本书的编写者在高等院校从事多年的英语教学，有丰富的教学经验，对外语教学法有深入的研究，相信这本配套参考书一定会对考生有很大帮助。如有不当之处，敬请读者指正，不胜感谢。

编者

2001 年 2 月

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General Introduction

Ⅰ. Key Points(学习要点)

The goal of foreign language teaching — The goal is to help the learner master the target language in the shortest possible time. What do we mean by mastering the target language? — We mean that the learner is able to have successful communications with others in the target language.

1. The Nature of FLTM(外语教学法的性质)

Foreign language teaching methodology(FLTM)is a science which studies the process and patterns of foreign language teaching. Its aim is to reveal (show) the nature and laws of foreign language teaching. It involves (includes)a lot of disciplines such as linguistics, psychology, psycholinguistics and sociolinguistics. Therefore, we say that FLTM is an inter-disciplinary science and it makes use of many subjects.

2. Theories of Linguistics(语言学理论)

1)Traditional linguistics(传统语言学)

Traditional linguistics has a tradition of more than 2000 years. It was started by the Greeks in the fifth century B.C.

The two controversies on the relations between form and meaning — (A)The naturalists argued that the forms of words reflected directly the nature of objects while the conventionalists thought that language was conventional and there was no logic connection between form and meaning of

words. (B) The other was between the analogists and anomalists — the analogists thought that language in general was regular and there were rules for people to follow while the anomalists thought that language was basically irregular and that was why there were so many exceptions and irregularities in the Greek language.

Nature of traditional linguistics — Traditional linguistics was practical in nature. People made a study of language in order to understand the classic words of ancient times and to teach students. They gave priority to the written form and used words as their starting point. They often took a prescriptive approach when they discussed rules of language.

2)**American structuralism**(美国结构主义语言学)

American structuralism started at the beginning of the 20th century in America. It became popular and influential in the 1930s and 40s throught the world.

The two forerunners of structuralism — Franz Boas and Edward Sapir. Fronz Boas found that the traditional grammatical model could not be used to analyse the structures of those languages. Sapir found that although Indians' languages had no writeen forms, they were very systematic and were very efficient in communications within their communities. The father of American structuralism — Leonard Bloomfield. He accepted the theories and principles of behaviourism. He characterized language and language acquisition in terms of behaviourist terminology. He thought language was a habit of verbal behaviour which consisted of a series of stimuli and responses. He argued that to acquire a language was to form a habit of verbal behaviour and learning a second language was learning a new habit. He thought that speech was primary and writing was secondary.

3)**Transformational generative linguistics**(转换生成语言学)

The transformational generative linguistics was first put forward by Noam Chomsky in 1957. He wrote a book *Syntactic Structures* to spread his theory.

His main points -- Chomsky assumes that children are born with a language acquisition device (LAD). This LAD is made up of general principles called universal grammar. Once the child is born, the particular language environment will trigger the LAD. The child will use and test the principles again and again until his hypotheses agress with the actual grammar of the language. Chomsky has also made the distinction between linguistic competence and linguistic performance. Linguistic competence refers to the internalized knowledge that at native speaker of that language possesses. Linguistic performance refers to the actual utterance produced by the native speakers. Chomskey believes that linguistics should study the linguistic competence, not the performance, of the native speaker so as to set up a system of rules that will generate an infinite number of grammatical sentences. In order to gain the goal, Chomsky argues that we should use a deductive, hypothesis-testing approach ~~should be used~~.

4)**Functional linguistics**(功能语言学)

The functional linguistics develops from the London School of linguistics and the precursor(先锋)of it was Bronislaw Malinowski. Malinowski's conclusion is that "the meaning of any single word is to a very high degree dependent on its context." and an utterance has no meaning at all if it is out of the context of situation. It was Malinowski who created the phrase "context of situation".

J.R. Firth, a linguist, approached the context of situation from a different point of view. He accepted Malinowski's view and he thought the meaning of linguistic items depends on the context of situation. Firth's main approach to the notion of function in context was by means of concept system (引入语境系统). He believes any linguistic item has got two sets of contexs: the context of the other possible choices in a system and the context where the system itself occurs. People refer to his theory as system-structure theory(系统结构理论).

Halliday developed Firth's theory of systemic linguistics and made

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progress in the study of context. He thought linguistic events should be accounted for at three primary levels: substance, form, and context. The substance is the material of language which can be phonic or grahic. The form is the organization of the substance into meaningful events. The context is the relation of the form to non-lingusitic features of the situations in which the language operates, and the relation of form to linguistic features other than those of the item under attention. He also said that language has formal meaning and context meaning. The formal meaning of a linguistic item is its operation in the network of formal relations. The contextual meaning of an item refers to its relation to extratextual features, i. e. the context. Halliday thought a particular situation type consists of three dimensions: the ongoing social activity, the role relationship involved, and the symbolic or rhetorical channel. He called these three dimensions "field", "tenor" and "mode". He believes that there is a systematic relationship between the context and the text.

3. Theories of Psychology and Second Language Acquisition (心理学理论与第二语言(外语)习得理论)

1) Theories of psycology(心理学理论)

The first laboratory of experimental psychology was set up at the University of Leipzig, Germany, in 1879. It announced the official birth of psychology. It was opened by Willhelm Wundt.

(1) Gestalt psychology(格式塔心理学)

Gestalt psychology was founded by a group of German psychologists in the 1920s. Their research was focused on the area of perception, aiming at the study of the relationship between parts and whole in people's perception experience. They found that people perceived objects and scenes as organized wholes before they noticed their component parts. They used the word Gestalt, which means "organized shape" or "whole form" in English, to name their school of psychology. The argued that an object was not the sum of the individual parts. For example, an article is not the sum of individual words

that make up the article. So people's mind should be understood in terms of a whole.

(2)**Psychoanalysis**(精神分析)

Psychoanalysis is theory of the mind put forward by Sigmund Freud. Freud found that many of his patients' mental problems were caused by some disturbing events in their early childhood. But the patients could not remember these disturbing events. The part of the mind which is out of the reach of consciousness was called by Freud the subconscious mind, which was the most important concept in psychoanalysis. Frend divided the mind into conscious and unconscious mind and he was the first to study unconscious mind. Freud believed the contents of the unconscious mind consist of buried memories and instinctive wishes and will influence the activities of the conscious mind. The basic approach of Freud was to analyse the irrational behaviour of the patients, including their dreams and slips of the tongue.

(3)**Behaviourism**(行为主义)

In 1913, the American psychologist John B. Watson published an article "Psychology as the Behaviourist Views it". The article was regarded as a formal introduction to behaviourism. Watson did a lot of experiments with nonhuman animals and animal's behavious without any consideration of the animal's mind. The goal of psychology set out in his article was to understand the environmental conditions that would cause and animal to behave in a particular way. According to Watson, there was no fundamental diffeence between human behaviour and that of other animals. Watson's ideas were accepted by many psychologists. The dominant position of behaviourism was maintained until the mid-1960s.

The leader of behaviourism was Skinner. He developed a new kind of apparatus for studying learning in animals and a new way of describing the learning process. Watson's theory is called classic behaviourism while Skinner's theory is called neo-haviourism.

The early behaviourists focused the attention on the topic of learning

and they tried to characterize learning in terms of stimuli and response. Stimuli are observable events in the world that affect behaviour and responses are observable behvioural acts. Skinner argued that learning process could be divided into two kinds: classical conditioning and operant conditioning. Classical conditioning — In classical conditioning a stimulus that did not elicit a response comes to elicit a response after it is paried several times with a stimuclus that already elicited a response. Operant conditioning — By operant conditioning the occurrence of a response will be determined by the consequences of the response. For example, we look up a word in a dictionary because we can find out the meaning of the word in it.

(4) Cognitive psychology(认知心理学)

The term cognition means knowledge and "cognitive psychology" can be difined as the study of people's ability to acquire, organize, remember and use knowledge to guide their behaviour. The most important factor that has made cognitive psychology the dominant approach is the development of the computer technology. The brain works in a similar way to process information. The brain receives information through senses, processes it and sends it out as behaviour actions.

The American linguist Noam Chomsky greatly influenced congitive psychology. In his book *Syntax Structure* (1957) Chomsky argued that language should be viewed as a system of mental rules which are wired into the brain as a result of evolution. Cognitive psychologists maintain that all the relationship among stimuli, responses and consequences are learned and are integrated into the animal's knowledge.

There are two principal types of cognitive structures — schemas and concepts. Schemas refer to sets of rules that define particular categories of behaviour. Concepts are rules that describe properties of events and their relation with one another. Children acquire schemas and concepts by interacting with their environment with the help of two processes — assimilation and accommodation.

Assimilation refers to the process by which new item are added to a concept or schema. Accommodation refers to the process by which the existing concept or schema is changed on the basis of new information.

2)Theories of Second Language Acquisition(第二语言习得理论)

(1)The habit-formation theory (习惯形成说)

The habit-formation theory comes from the behaviourist psychology and was very popular in the 1950s and 60s. According to behaviourists, learning a second language means the formation of a new set of linguistics habits. Imitation and practice play an important role in the process of habit-formation. According to the habit-formation theory, the old habit — mother tongue of the learner — will either faciliate or get in the way of the second language learning. Negative transfer means the learner transfers the ways of expression in the mother tongue to the target language. This will cause errors.

(2)The hypothesis of lingusitc universals(语言共性说)

It is believed that there exist certain linguistic properties which are true to all the natural languages in the world. The hypothesis of linguistic universals is born of the study of linguistic universals. Core grammar and peripheral grammar: Chomsky divides the grammar of a natural language into core grammar and peripheral grammar. According to him, human beings are born with a language acquisition device which consits of a set of general principles. The core grammar of a natural language agress with the inborn set of general principles while the peripheral grammar can not be governed by the language acquisition device. The core grammar agrees with the inborn general principles and is much easier to learn.

(3)The acculturation theory (文化认同说)

The meaning of the theory: By acculturation they mean that individuals of one culture have to go through the process of modification in attitudes, knowledge, and behaviour in order to function well in another culture. It involves social and psychological adaptations.

The relation between acculturation and second language acquisition:

The degree of acculturation will control the degree of second language acquisition. Factors which determine the degree of acculturation success: Th social and psychological distance play a decisive role in acculturation success. Negative psychological factors that will increase the psychological distance: language shock, culture shock, low motivation and high ego boundaries.

(4)**The discourse theory** (话语交际说)

The discourse theory was put forward by Hatch in the late 1970s. It was developed from Halliday's theory of first language acquistion. The theory believes there is little difference between the first language acquisition process and the process of second language acquistion — only through communication discourses. The theory includes five hypotheses:

(5)**The monitor theory**(自我监测说)

The monitor theory was put forward by Krashen in the late 1970s. The theory consists of the following five hypotheses:

①The acquistion-learning hypothesis(习得与学习假说)

The theory claims that adult learners of a second language have two ways of developing their competence — acquisition and learning. The basic distinction — The basic distinction between language acquistion and language learning is whether the learner pays a conscious attention to the rules of the target language. Acquisition refers to the subconscious process in which learners develop their language proficiency. Learning refers to the conscious process in which learners acquire the knowledge of rules of the target language.

②The monitor hypothesis (自我监测假说)

Different functions — According to Krashen, acquisition is responsible for the fluency of the utterances produced by pspeakers while learning is responsible for the accuracy of the speeches or passages.

Three conditions — In order to perform this monitor function, language learners have to satisfy at least three conditions: sufficient time to monitor his production, to have his focus on form, and to have clearn knowledge of

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the rules of the target language.

③The natural order hypothesis（自然次序假说）

Same order — This hypothesis claims the that foreign language learners acquire the rules of the target language in the same order no matter where, when and how they are learning the language.

Speed — In Krashen's point view, language teaching cannot change the natural order of language acquisition. It can only faciliate the speed of acquisition.

④The input hypothesis（输入假说）

Language input and language acquistion — According to Krashen, the only way for people to acquire a language is by understanding messages or receiving comprehensive input. They move from their current level to the next level by understanding input.

⑤The affective filter hypothesis（感情屏障假说）

Purpose — The affective filter hypothesis attempts to explain the variation in speed of language acquisition among individucals of the same group. The three affective factors which determines the speed of success — motivation, self-confidence, and anxiety. Influence of the three factors — learners with high motivation, self-confidence, and low anxiety will domuch better than those that are unmotivated, lacking in self-confidence and conemed too much with failure. That is to say, learners with a low affective filter will get more input than learners with a high affective filter.

（6）The cognitive theory（认知说）

①Cognitive psychologists regard learning as a cognitive process becm they think it involves internal presentations which offer regulation and guidance for performance.

②Notions — In the cognitive theory, automaticity and restructuring are the most important notions because learners have to select appropriate vocabulary, grammatical rules and conventions governing language use.