

RESOURCE
BOOKS FOR
TEACHERS

牛津英语教师宝库

series editor
ALAN MALEY

YOUNG LEARNERS

原著 Sarah Phillips

导读 巫漪云

少年儿童英语教学

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牛津英语教师宝库

RESOURCE BOOKS FOR TEACHERS

少年儿童英语教学

YOUNG LEARNERS

丛书主编/Alan Maley

原著/Sarah Phillips

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《牛津英语教师宝库》合作版前言

《牛津英语教师宝库》(Resource Books For Teachers)是英国牛津大学出版社 90 年代的优秀选题。它荟萃近年来国际上英语教学与研究领域的精华,以课堂教学为主线,围绕“如何上好英语课”这个问题,为广大英语教师提供宽广的思路和实例型的参考。

《牛津英语教师宝库》至今已出版 20 余册,每册一般研讨一个主题或一个教学侧面。数十名具有多国英语教学经验的优秀教师组成实力雄厚的作者群体;国际知名英语教学专家 Alan Maley 担任丛书主编。丛书遵循一系列科学清新的外语教学原则,但每一册又充分展现各自独特的风格与个性。《牛津英语教师宝库》旨在成为教师能直接汲取教学知识的资源。

这套《牛津英语教师宝库》(合作版)幸运地诞生在中国英语教育事业蓬勃发展的年代。随着改革与开放的深入,在中国广阔土地上的各级各类学校中,英语学科充满生机与活力,教学成就令世人瞩目。人们高兴地注意到,在当今中国学校里,越来越多的英语教师正在迈向新的目标与高度。他们在完成日常教学工作的同时,十分注重自身专业素质的提高,积极投身于教学研究以及各方面的进修与学习。毫无疑问,这种发生在无数英语教师身上的深刻变化预示着中国英语教学改革更加辉煌的明天;同时也呼唤国际同行之间更多的交流与合作。时代的脉搏使牛津大学出版社深深感受到《牛津英语教师宝库》与中国英语教师之间的呼应与联系。

1997 年秋,牛津大学出版社与华东师范大学出版社开始酝酿关于《牛津英语教师宝库》的项目合作。在中国教育领导部门的热情关怀下,项目评估工作迅速展开。由北京师范大学、上海师范大学、上海教育学院、上海市卢湾区教育学院、复

旦大学、上海外国语大学以及华东师范大学等高校教师组成的专家小组提出了十分中肯宝贵的意见。在此基础上,两社商定从《牛津英语教师宝库》丛书中选择若干课题,邀请国内英语教学专家撰写中文导读,努力使合作版作品切合中国中小学英语教学改革的实际需要。

首批推出的五个选题均针对基础阶段的课堂英语教学,因为这些课题也正是广大中小学英语教师实践与探索之中的问题。各本著作都含有相当数量参考价值较高的课堂活动介绍;同时,每本著作中的一系列活动又较集中地体现作者某一方面的教学观念和革新意识。前者是教学的表现模式,后者是起指导作用的内核。两者相辅相成,同等重要。

在五本著作之中,《以学生为主体的英语教学》和《课堂活力》两书中的篇章比较典型地反映出作者关于如何建设新型的师生关系、如何根据学生需要更新教学内容以及如何精心培育课堂气氛等主题的思考;而《文化意识》一书又通过揭示“文化”与“语言习得”之间密不可分的内在联系,引导教师探究提高英语教学水平的新途径。年幼学生具有明显的心理和学习特征,《少年儿童英语教学》和《讲故事 教英语》两书的作者则从发展少年儿童身心和学习能力的高度去认识少年儿童英语教学的奥秘,并以自己成功的实践经验与广大教师分享要领与技能。

导读撰写工作是合作项目中的一个中心环节。两社发挥联合优势,努力创造有效形式服务读者。在保持原作整体精神和篇章本意的前提下,合作版作品在原文前言、引论、使用建议和章节之前增加了用简短的汉语撰写的“篇章介绍”,同时从中国英语教学实际需要的视角,提供了一些“阅读参考”和“导读意见”。两社衷心希望,这一尝试将对广大教师有所启迪,有所帮助。

当前社会上有关英语教学理论和实践的书籍品种繁多。但是,《牛津英语教师宝库》类型的以各式具体教学方案为主的英语原版著作尚不多见。除了作品内容方面的价值,就《牛

《牛津英语教师宝库》的英语语言质量而言,入选课题的原作本身也不愧为一套优秀的进修教材。

愿合作版《牛津英语教师宝库》真正成为广大教师的挚友。

华东师范大学出版社
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The author and series editor

Sarah Phillips trained as an English Language teacher at the Bell School, Norwich, and took her MSc in ELT at Edinburgh University. She has held various teaching posts in Europe, and is currently teaching at the Instituto de Idiomas at the University of Santiago de Compostela, Galicia, Spain. She also works with the Autonomous Government of Galicia on training courses and preparing materials for use in primary schools. She is also part of a Ministry of Education project developing materials for the first six years of English in school.

Alan Maley worked for The British Council from 1962 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative for The British Council in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. He is currently Senior Fellow in the Department of English Language and Literature of the National University of Singapore. His publications include *Quartet* (with Françoise Grellet and Wim Welsing, OUP 1982), *Literature*, in this series (with Alan Duff, OUP 1990), *Beyond Words, Sounds Interesting, Sounds Intriguing, Words, Variations on a Theme*, and *Drama Techniques in Language Learning* (all with Alan Duff), *The Mind's Eye* (with Françoise Grellet and Alan Duff), and *Learning to Listen* and *Poem into Poem* (with Sandra Moulding). He is also Series Editor for the Oxford Supplementary Skills series.

导 读 前 言

篇章介绍

前言指出,少儿英语教学社会需求量大,而师资、教材跟不上。而且,英语外语教学(TEFL)的发展与教育理论和实践的发展有脱离的现象。这种脱离一方面使英语外语教学有所创新,但另一方面最终会使之受到损害。

少儿英语教学为英语外语教学回到教育的主流中提供了契机。少儿的英语学习不是孤立的,而是整个学习的一部分,因而帮助孩子学习与发展比单纯教授语言更为重要。相应地,少儿英语教学更应从卓有成效的一般教育理论与实践中间汲取方法与技巧,而不应局限于英语外语教学的经验范畴。

不论是有经验的还是没有经验的少儿英语教师,本书引言部分和提供的活动对他们都很有价值。

阅读参考

本书把语言教学与少年儿童身心发展联系起来,立意颇高。教师在上英语课的同时帮助学生学习与发展,这点很重要。教师只有把学生看成是“人”,而不是有待加工的零件,才能注意到学生思想情操的陶冶与品德的培养,帮助学生积累知识,培养健康的兴趣,掌握学习规律与正确的学习方法,从而使他们健康地成长。

前言中就英语外语教学与一般教育理论和实践的关系所提出的观点也具有一定的理论意义和方法论意义。

我国中小学教师在借鉴有关的理论、方法和技巧时,还应根据实际情况加以研究,从而取得良好的教学效果。

Foreword

Interest in the teaching of English to younger learners has been steadily growing in recent years. This is no doubt partly in response to the rapidly growing demand for it to be taught at even younger ages by parents who want to provide their children with a competitive educational advantage.

It has found expression in the large numbers of private language schools catering to this age-group which have sprung up in many parts of the world. Ministries of Education too have begun to respond, with large-scale expansion of provision for foreign language teaching at primary levels in countries such as France and Italy. The need for good materials is all the more pressing, given the minimal standards of many private schools, and the inadequate provision of trained teachers and suitable materials for the state systems. Yet the demand for English keeps on growing.

The growth of primary English has, moreover, had the effect of a 'shot in the arm' for the TEFL 'profession'. TEFL has tended to develop separately from the mainstream of educational thought and practice. There has, for example, been rather little cross-fertilization between TEFL and the teaching of other foreign languages. While this has undoubtedly enabled TEFL to develop some highly innovative and valuable practices and procedures of its own, ultimately such isolation is damaging and can lead to a comfortable parochialism.

The awakening of interest in teaching young learners offers TEFL one way back into the mainstream of education. Teachers of young learners need special skills, many of which have little to do with the language, which becomes a by-product of learning activities rather than a centrepiece. Helping the child to learn and develop becomes more important than simply teaching the language. The approach and techniques are therefore drawn from good general educational theory and practice rather than from a narrow TEFL repertoire.

Many EFL teachers wishing to enter the teaching of young learners will find the activities in this book an invaluable introduction, as will practising primary teachers wishing to move into TEFL. Experienced teachers will also find ideas they can develop further.

The teaching of young learners is immensely rewarding and exhilarating: children communicate a great sense of energy, curiosity, and involvement. This book will help teachers channel a sizeable part of this energy into productive learning.

Alan Maley

导 论

篇章介绍

引论部分阐述了以下几个方面的内容:

一、对象

本书适用于少儿英语教师。

作者首先对少儿英语教学的对象作了一些说明。书中少儿学生(young learners)指的是从开始接受正规教育(五六岁)的儿童到十一二岁的少年。作者认为,在课堂上,孩子的成熟程度比他们的年龄更为重要。成熟程度受到多种因素的影响,教师决定教学方法与活动方式时,应充分了解学生的情况,而不应只考虑学生的年龄。本书中每项活动建议的年龄范围只是一种参考。

作者又分析了教师的情况,指出有的教师并未接受过语言教学的训练,有的教师则没有接受过怎样教少年儿童的训练。本书旨在为教师,尤其是这两类教师提供所需的信息与活动方式,并为他们在设计补充活动时提供一些思路与技巧。

二、小学教育

作者指出,小学阶段是少年儿童在智力、身体、情感与社会行为等各个方面取得发展的重要时期。而且,少年儿童需要“学习如何学习”,教师应当帮助他们发展在校外独立地继续学习的能力。因此,小学英语教师的责任不止是单纯的言教学,他们应该重视孩子作为整个“人”的教育——孩子的全面发展。

三、少年儿童英语教学

在这一部分,作者分析了少年儿童英语教学的特点并提出了若干建议。

少儿学习外语的方式和少儿外语教学的方式随孩子的成熟程度与身心发展阶段而定。为他们安排的语言学习活动,程度一定要合适,既不能超越其发展阶段,又不能太幼稚、太容易。

少儿从整体上把握语言,这一特点对于语言习得利弊参半:他们根据自己的能力对语言的意思作出反应,不为个别词句所困扰,但他们不会分析、联系。少儿善于模仿、态度自然,乐于参加活动,这也是他们学习语言的有利条件。作者针对少儿的特点,指出开展活动时应注意以下几个方面:

1. 活动宜简单,以便孩子们懂得他们在活动中应该干什么;
2. 孩子们的任务应该是他们力所能及的,但也应有一定的挑战性,使他们在完成任务后有满足感;
3. 活动主要依靠口头进行,如果学生是低龄儿童,则听力活动会占用大量的课堂时间;
4. 应该控制写作活动,因为六七岁的儿童用母语写作的基本技能尚不够熟练。

作者还列举了一些效果比较好的活动方式,如:游戏,边唱边做动作,全身反应(total physical response)活动,着色、剪贴的活动,利用简单重复的故事开展的活动,有明显交际价值的简单重复的口语活动等。

年龄稍大的儿童,其知识、智力、学习动力、社会行为及逻辑思维能力等各方面都得到了一定的发展,教师应充分利用这一有利条件帮助他们发展听、说、读、写四会技能。教学应继续着力于语言的交际功能而不应只注重语法,但也可以通过活动与作业让学生自己发现和掌握简单的语法规则。

作者最后指出,活动的趣味性十分重要,它是一系列良性循环的起点,将会使学生积极地对待英语学习。孩子们在英语课上得到的远不止是英语,而是全面的发展。

四、课堂上用的语言

英语课上用不用母语是个有争议的问题。作者认为在日常课堂教学中,教师与学生应该尽可能多地使用英语,但也不排除在有些情况下使用母语,如复杂活动的说明、学生的反馈等。重要的是要让学生清楚,什么时候要用英语,什么时候可以用母语。如在学生参与为发展他们的口语技能而专门设计的练习与活动时,教师就应要求并鼓励学生讲英语。

五、课堂的组织

在这一部分中,作者从分组活动、桌椅安排、室内陈列、笔记本和资料夹等方面提出了建议。

不同的活动需要学生进行不同的组合。组合形式主要有个人、对子、小组(不宜超过5人)和全班四种。分组活动可以培养孩子在没有经常监督的情况下以负责的态度从事工作的能力。起初学生可能会感到困难,所以最好从对子及能加以严格控制的活动开始,逐步扩大组合范围,引入自由度较大的活动。

教室内桌椅应可以自由搬动,并能腾出一块空地,以适应游戏等不同活动形式的需要。教室中可辟有英语栏,用以展览学生的作业或活动的“最后产品”,以培养他们的自豪感和兴趣。

教师还应采取必要的措施引导孩子组织自己的学习,如将学习资料分类存放于资料夹内,整理与保管好上课笔记等。低龄儿童需要更多的指导与督促,对年龄稍大的孩子则应鼓励他们对自己的作业负责。

六、反馈

作者认为,反馈是语言学习过程中一个重要的、必不可少的部分。它就是师生对做过的事进行回顾和思考。

反馈的主要内容有两方面:一是教学内容,即语言;二是学生完成作业的方式与态度。反馈应成为日常教学中的一个常设项目。反馈可以在每次活动后或在一系列活动结束后进行,也可以在每周规定时间内进行。反馈的作用在于帮助师