

中小学英语教学论丛

英语教学 基本理论与教学设计

Basic Theories and Lesson Planning in English Teaching

袁燕华 编著



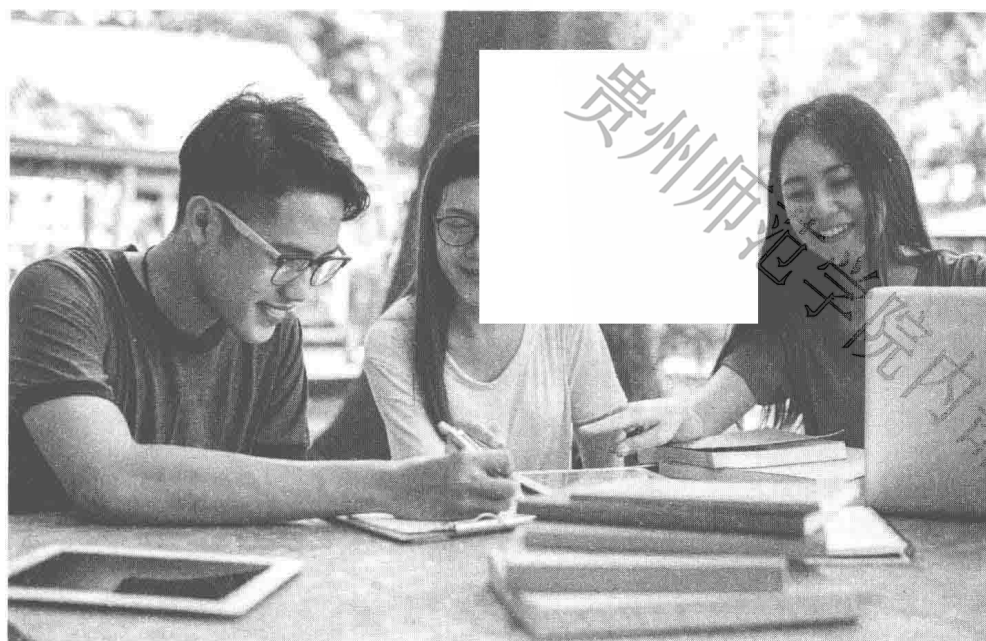
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前

言

Preface

2018年年初,中华人民共和国教育部发布《中共中央 国务院关于全面深化新时代教师队伍建设改革的意见》(以下简称《意见》)。这是中华人民共和国成立以来第一次出台面向教师队伍建设改革的政策性文件,具有里程碑意义。《意见》提出“大力振兴教师教育,不断提升教师专业素质能力”的改革理念,要求全面提高中小学教师质量,建设一支高素质、专业化的教师队伍。提高教师培养层次,提升教师培养质量。推进教师培养供给侧结构性改革,为义务教育学校侧重培养素质全面、业务见长的本科层次教师,为高中阶段教育学校侧重培养专业突出、底蕴深厚的研究生层次教师。在英语学科领域,英语教师的职前培养责任重大。

“英语教学法”课程是高等院校英语师范专业学生学科教学能力培养的一门核心课程。它旨在帮助学生了解英语教学领域的基本概念、理论与原则,培养学生根据教学实际设计和编写教案,选择和运用恰当的教学方法与技巧组织课堂教学,进行有效的课堂管理与评价的基本技能,发展学生作为未来教师的反思能力与教学研究能力,具有较强的理论性与实践性。

根据这一课程的特点及对英语教师职前培养的目标定位与需求分析,本书遵循“以人为本”的职前教育理念,从学生的英语学习经历与认知水平出发,一方面,对英语教学领域的基本概念、理论与方法进行



行阐释,使学生了解英语教学流派与教学方法的历史沿革,把握英语教学和语言学习过程的本质,从英语课程标准提出的课程理念与教学原则出发,调整和优化学科教学理念,逐步建构较为系统的学科教学知识体系;另一方面,立足中小学英语教学实际,在培养学生学科教学技能时,尽可能提供鲜活的教学案例,通过专题讨论、案例分析、教学实践设计等活动,加深学生对中小学英语课堂的了解,提高他们在教学设计中灵活运用教育教学理论的能力,在体验实践中掌握英语教学的基本技能与方法,真正体现教学法课程理论性与实践性相结合的特点。

英语教师,即使是职前英语教师,也不是空着脑袋走进课堂的;十多年的英语学习经历使他们对英语教学或多或少形成了一些个人的理解与感悟。他们如果不进行系统的教学论的学习,那么很有可能按照自己头脑中粗浅的概念或印象去开展教学,即“我怎么学英语的,我就怎么教英语”或“我的老师怎么教我,我就怎么教我的学生”。因此,本书采用交互的方式,注重激活学习者思想中零星、粗浅的教学理念,通过判断、讨论、个案分析、教学实践等形式努力在他们原有的课堂图式与教育教学理论之间搭建一座桥梁,鼓励学习者通过有意识的反思去理清英语(语言)教学的本质与规律,探索英语教学的原则与方法。此外,本书加入了优秀一线英语教师和英语专业师范生的教学片段或教案,供学习者分析、模仿和借鉴,并在此基础上根据具体的教学环境进行教学实践中的创新。本书的目的并非为学习者提供一种或几种现成的英语教学方法与模式,而是希望通过教育教学理论和课堂教学资源的分享,帮助学习者调整、深化对学科教学本质的理解,自主建构学科教学知识与技能,培养在教学实践中发现问题、分析问题与解决问题的能力,从而为他们未来的专业发展提供可持续发展的动力。

笔者任教于常熟理工学院外国语学院,现任外国语学院 TESOL 研究中心主任,主要承担英语(师范)专业“综合英语”“高级英语”“英



语教学法”等专业课程的教学。十多年来,笔者在“英语教学法”课程教学中形成了教师教育的理念,积累了较为丰富的教学案例与经验,都在本书中获得了体现。2012年出台的《中小学教师专业发展标准及指导(英语)》中将教师专业发展分为六个阶段,即“从新手教师到合格教师的适应期,从合格教师到熟练教师的熟练期,从熟练教师到成熟教师的成熟期,从成熟教师到骨干教师的发展期,从骨干教师到专家教师的创造前期,从专家教师到教育家的创造后期”,每一个阶段都有不同的发展特点与发展任务。本书主要面向英语师范生和新入职的英语教师,旨在通过课堂教学帮助他们实现“从新手教师到合格教师的适应期”和“从合格教师到熟练教师的熟练期”两个阶段的目标,即“从新手到熟练”的转变与发展。据此,本书结合以往的教学经验和全国教师资格证考试的要求,将初涉英语教学的师范生需要首先了解和掌握的英语学科教学领域的理论知识、教学方法与技能进行了精简与整合,形成了本书的内容框架。

全书共有4个章节,分为理论与实践两部分。第一章到第三章为理论部分。第一章介绍英语教学基本概念与理论,包括教学法中重要概念的区分、语言观、语言学习观、优秀英语教师的素质要求,以及如何成为一名优秀的英语教师。第二章着重介绍英语教学法发展的历史及不同流派教学方法的特点,在此基础上对后方法时代英语教学的理论进行较为深入的阐述与探讨。第三章介绍2001年和2011年的英语课程标准,并从英语教学目标、英语教学本质的理解及课程设计基本原则等方面对两份课程标准进行分析比较,探讨英语教师在新英语课程标准下所面临的挑战。第四章教案设计为本书的实践部分,重点介绍与教案设计相关的一些基本概念,包括什么是教案设计,为什么要进行教案设计,英语教学中有哪两种主要课堂教学模式,英语教案设计中的原则有哪些,教案有哪些构成因素,等等,并辅以具体教案进行教案设计方法的深入阐释与分析。



本书是常熟理工学院外国语学院与常熟市外国语初级中学、常熟国际学校开展的“院校合作英语教师职前培养互动双赢计划”合作教育项目成果,是推进地方政府、高等学校、中小学“三位一体”协同育人教师教育政策的体现。在编写过程中,常熟市教育局英语教研室的周伟红主任、顾素芳主任、黄苏萍主任都给予了大力支持;合作学校的教师们,尤其是常熟市外国语初级中学的陈岳庆老师、赵秋红老师、张敏雯老师、邓丽玉老师,常熟国际学校的顾娟老师和蒋娴萍老师也提供了教学实录、教案与课件等生动翔实的教学资源。此外,常熟理工学院 2006 级—2012 级英语(师范)专业的蒋晓晨、范菊英、周凯悦、周晓雯、江慧、顾顺晨、黄逸飞、戴心怡、陶璐易等学生在走上工作岗位后也为本书的编写提供了大量优秀的教案和课例。教师和学生提供的教学资料与资源使本书更贴近一线英语教学,更接地气,更契合本书编写的初衷,对于英语(师范)专业的准教师及在职教师的学习更具有启示与借鉴意义。

本书从最初的设想到计划实施、试用修改,到最后出版,经历了两年多的时间。其间,经过了无数次的商讨、修改、补充与完善,但由于时间紧迫,加之编者能力有限,因此仍有不尽如人意之处,希望使用者不吝赐教,提出反馈与修改建议。

本书可以作为高等院校英语(师范)专业学生学科教学法教材使用,也可供中学英语教师或各级各类英语教师的在职培训使用。

编者

2018 年 10 月



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Chapter One

Basic Concepts and Theories in English Teaching

What are we going to learn?

basic concepts in English teaching and learning

theories of language

theories of language learning

What is a good language teacher like?

1.1 An Overview of the Book

This book aims to help the classroom language teachers and would-be language teachers get a clear understanding of the nature of language teaching and learning, provide them with the latest development of foreign language teaching at home and abroad, introduce to them the basic English teaching methods, skills and techniques and most importantly, develop in them an awareness of continuous professional development. First, let's take a close look at the main content of the

book.

This book is divided into two parts, the theory part and the practice part. The theory part includes three chapters—"Basic Concepts and Theories in English Teaching" "Approaches and Methods in English Teaching" "National English Curriculum". The practice part includes Lesson Planning in English teaching.

The first chapter introduces the basic concepts and theories in English teaching and learning which aims to help (would-be) language teachers have some rudimentary knowledge of language teaching and form their own understanding of the nature of language and language learning. Qualities of good language teachers are also discussed in this chapter in order to set a clear vision for the classroom teachers and would-be teachers at the very beginning of the course.

The second chapter reviews the history of language teaching and introduces some major approaches and methods in English teaching. It is pointed out that there is no perfect method and every method has its advantages and disadvantages. The post-method era has come where language teachers are supposed to choose whatever teaching methods and approaches according to their specific teaching circumstances of time, place and learners so as to achieve the best teaching result.

The third chapter elaborates on the designing principles and main content of the National English Curriculum 2001 and the National English curriculum 2011, makes an analysis of the changes made in the curriculum design and lists some of the challenges English teachers today are facing under the new English curriculum. It is expected that English teachers can understand the objectives and nature of English teaching in the new era and keep learning and enhancing their teaching efficacy and realize the overall improvement of their students and their own professional development.

The fourth chapter focuses on lesson planning, including the definition of lesson planning, the forms and principles of lesson



planning, and the components of lesson plans. It is obvious that teachers, both novice and experienced teachers, should have lesson planning before coming into the classroom. Lesson planning plays an important role in the teaching. Therefore, this chapter explains in detail some related issues such as the relationship between lesson planning and lesson plans, the major principles for designing a lesson plan and the basic components of a lesson plan. Samples of lesson plans are also provided and analyzed.

At the very beginning of the course, we might as well know about some basic concepts and theories in English teaching and learning to help us reflect on our previous English learning experiences and be well prepared for the future English teaching career. We start from the distinctions among pairs or groups of basic concepts, or some ambiguities in the field.

1.2 Basic Concepts in English Teaching and Learning

Pre-reading Discussion

Discuss with your partner about the following questions and then exchange your views with the rest of the class.

- ◎ How do you understand first language, second language and foreign language?
- ◎ What are the differences between language learning and language acquisition?
- ◎ What's the relationship between linguistics and language teaching?
- ◎ What does language teaching methodology involve?

1.2.1 First language, second language and foreign language

Even as a language learner for more than ten years, you might still feel quite at a loss as to the definitions of “first language” “second language” “foreign language” and the differences among them. English is taught as a foreign language in China and so clearly English is our foreign language. But what is our first language? Do we have a second language?

First, you are supposed to work out by yourself what your first language, second language and foreign language is respectively and fill in the blanks in the following table.

my first language	my second language	my foreign language

According to *Longman Dictionary of Language Teaching and Applied Linguistics* (LDLTAL hereinafter), first language, also known as L1, is “a person’s mother tongue or the language acquired first” (Richards, Platt & Platt 2000:175). In multilingual countries, first language refers to the language that a child uses most frequently and feels most comfortable to use. Therefore, even for a certain child, his or her first language may still change with the change of their living environment or school language. This term is interchangeable with “native language”.

Stern (1999:11) believes that it is necessary to make a distinction between L1 as “language acquired first in early childhood” and L1 as “language of dominant or preferred use”. Therefore, he suggests using the term “native language” for the language of early-childhood acquisition and the term “primary language” for the language of dominant or preferred use, with the term “first language” or “L1” to cover both the above uses.

According to LDLTAL, second language, also known as L2, is “a language which is not an active language in a country but which is widely used as a medium of communication and which is usually used alongside



another language or languages” (Richards, Platt & Platt 2000: 179). English is used as a second language in countries such as Singapore, Fiji and Malaysia. According to Stern (1999), for any certain individual, the term “second language” can be interpreted from two aspects—the chronology of learning the language and the level of his or her command of the language in comparison with that of the first language. Generally speaking, a second language is usually the language acquired after the first language and often indicates a lower level of language proficiency.

According to *LDLTAL*, foreign language refers to “a language which is not a native language in a country. It is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language” (Richards, Platt & Platt 2000: 178). The term “foreign language” is most widely used in contrast to “native language”.

Now, check your previous answer and write down the correct answer in the following table based on the definitions given above.

my first language	my second language	my foreign language

1.2.2 Language learning, language acquisition and language teaching

The American applied linguist Krashen (1978, 1981) proposed the influential theory of Second Language Acquisition where he drew a distinction between language acquisition and language learning. According to him, language acquisition means the process of the natural assimilation of language rules by using the target language, which is “similar to the way in which a child acquires his first language” (cited from Stern 1999: 20). The process of language acquisition occurs naturally and automatically without focusing on linguistic forms and the linguistic competence develops mainly through the learners’ internal processing mechanism while language learning refers to the conscious



construction of linguistic forms (language knowledge and language skills) particularly in formal school learning settings. This idea was echoed by Littlewood (2000) who believed that language learning is a conscious process of knowledge internalization whereas acquisition refers to the subconscious process of language development.

Ellis (1999) put forward the differences between these two terms from a different perspective. For him, the term “acquisition” is used to describe “the subconscious or unconscious processes by which a language other than the native language is learnt in a natural setting”, while the term “learning” refers to “the conscious study of a second language”. (Ellis 1999:6)

Language teaching involves activities which are intended to result in language learning on the part of the learners. Effective language teaching would always understand and satisfy the conditions and needs of its learners in the best ways possible. Language teaching is a wide-range concept and involves more than just conducting a language lesson. Formal instruction or training, individualized instruction, self-study, classroom management and teacher training and development are all included in the broad sense of language teaching.

1.2.3 The relationship between linguistics and language teaching

According to *LDLTAL*, linguistics is “the study of language as a system of human communication. It now covers a wide field with different approaches and different areas of investigation” (Richards, Platt & Platt 2000: 268). The relationship between linguistics and language teaching remains an important issue in the development of language teaching theories. Campbell put forward a simple and clear presentation of the relationship between linguistics and language pedagogy (Figure 1.1). (Campbell 1980:7)

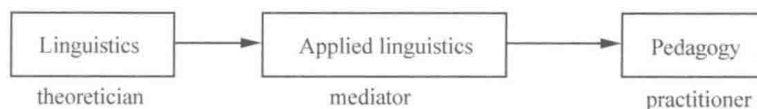


Figure 1.1 Campbell's model of the relationship between linguistics and language pedagogy

On the basis of Campbell's model, Spolsky put forward the educational linguistics model (Figure 1.2). According to Spolsky's model (1980:72), second language pedagogy draws on three main sources: language description, theory of language learning and theory of language use. Theory of language learning derives from theory of language and theory of learning in general. Language description must also base itself on theory of language. That is, language pedagogy draws on general linguistics but general linguistics is not the only basis of its development. There are some other disciplines and branches underlying the field of second language pedagogy, for example, psychology, psycholinguistics, sociolinguistics and educational linguistics.

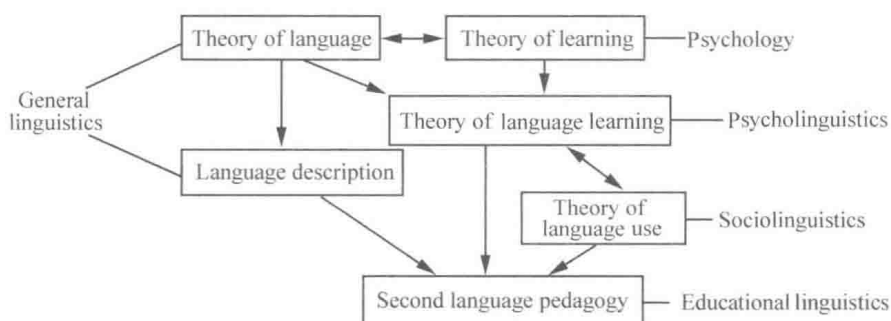


Figure 1.2 Spolsky's educational linguistics model

1.2.4 Language teaching methodology

Language teaching methodology can be defined as “the activities, tasks and learning experiences used by the teacher within the [language] teaching and learning process” (Richards 1990:35). It is concerned with the formation of teachers' theoretical assumptions about language and



language learning, teacher and learner roles, learning activities and instructional materials. These assumptions lay the basis for the teachers' conscious and unconscious decision-making in their everyday classroom teaching.

When this term is viewed as a discipline, it refers to the study of the procedures and techniques applied in language teaching and the theories and principles that underlie them. According to *LDLTAL*, it includes:

- a. The study of the nature of language skills and procedures for teaching them;
 - b. The study of the preparation of lesson plans, materials, and textbooks for teaching language skills;
 - c. The evaluation and comparison of language teaching methods.
- (Richards, Platt & Platt 2000:286)

Therefore, in this book, most of the above areas are to be addressed—the basic concepts and theories of language and language development, general beliefs underlying classroom language teaching and learning, the introduction to language teaching approaches and methods, the preparation of lesson plans and the concrete teaching procedures of language skills (listening, speaking, reading and writing) and language knowledge (pronunciation, vocabulary and grammar).

1.3 Theories of Language

Make a Survey

Make a survey in your class as to their opinions about the nature of language and language learning and fill in the following table. Discuss your survey results with your partner.