



普通高等教育“十一五”国家级规划教材

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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A Course in English Language Learning Strategies and Study Skills

英语学习策略与技巧教程

主 编 张维友



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总 序

进入 21 世纪,我国高等教育呈现出快速扩展的趋势。为适应社会、经济的快速发展,人才的问题已经提到一个比中国任何一个历史时期更加显著的位置。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学、教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但是在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势做了专题讨论。在讨论中专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是对中小学教学新机制的探讨,高校的外语教学和英语专业的人才培养亦应调整其教材,以应对中学英语教学的改革和新要求;高校学生入学的英语水平逐年提高,与此同时,就业市场对外语人才需求呈多元化趋势,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

自 2000 年开始,在重庆大学出版社的大力支持下,我们成立了“求知高等学校英语专业系列教材”编写组,邀请了华中、华南、西南和西北地区的知名专家、学者和教学一线教师,对编写一套系统的高等学校英语专业教材进行了认真论证和规划。编写组认为,迄今为止国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。在此分析的基础上,编写组对系列教材编写的指导思想和总体原则做了定位:即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内逻辑关系,反映当前教学改革的新理念

并具有前瞻性。编写组的总体目标为:锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。编写组认为,在思考、设计一门课程,一套系列教材,甚至一个专业的定位时,应该对其工具性和人文性兼顾考虑;对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养具有人文素质和跨文化意识的人才的学科专业。

基于上述总体目标和思路,本系列教材在课程类型上分别考虑了专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在课程的设计上充分考虑了英语作为一个专业培养学生的基础和基本技能,也充分考虑到了英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到了社会需求中对英语语言文学专业学生所强调的实际应用能力的培养。系列教材的总体设计既考虑严密的学科系统性,也考虑具有特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高校中正在探讨的学分制,给教与学一个多维度的课程体系。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。贯穿整套教材的编写原则是,强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

编写组认为,一套教材应该有其目的,有其系统,应该具有指导性,但同时也应该给使用教材的教师和学生留有一定的空间。一套好的教材不应该对课堂教学,老师的施教和学生的学习拓展有所制约。好的教材应能让读者感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。在这种思想的指导下,本系列教材在整体设计时,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,也充分考虑到了教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

前 言

科学有效的学习策略和技巧是学习成功的保障。我国的学习者在进入大学之前大都是依赖老师、教材进行学习,学习的目的也大都是为了应付考试。进入大学以后,学习主要靠学生独立自主完成,而且学习资源丰富,科目名称繁多,许多学生感到茫然。另一些人学习刻苦认真,但效果欠佳。就其原因是他们缺乏独立学习的能力和有效的学习策略和技巧。

教育理论认为,人的一生是一个学习的过程,学习者是学习过程的主体和中心,学校的学习应成为终身学习的基石。大学的学习不能只仅仅学习某些专业知识,更重要的是学会学习,学会解决实际问题的知识和技能。“授人以鱼,不如授人以渔。”能向读者传授知识的固然是好书,但如果一本书能教给读者获取知识和能力的方法,其意义则不可估量。在信息瞬息万变、知识更替迅速、科学技术日新月异的今天,要与时俱进,就必须掌握汲取知识的本领,掌握学习技能的策略和技巧,掌握不断更新知识的方法和手段,才会不被时代抛弃。只有掌握了学习策略和技巧,善于学习,才能更有效的利用时间,少走弯路,收到事半功倍之效。

目前,国内有关学习策略与技巧的书匮乏,而针对外语专业学生的学习策略和方法的教材还是个空白。虽然在各种报刊杂志上零星出现了一些“外语学习名家谈”之类的文章,但这些文章大都是个人的经验和体会,属一己之见,缺乏系统性和科学性。本书以科学的学习理论作指导,并结合中国外语学习的实际,提出了系统的外语学习策略和技巧,具有较强的科学性、系统性、适用性和可操作性。

本书是21世纪中西部英语专业系列教材之一。适用于广大外语专业学生、非外语专业的外语学习者、外语教师、以及所有其他各层次的外语学习者和爱好者。

全书由18个单元组成,分为四大部分:理论篇、语言技能篇、相关语言篇和资源利用篇。

理论篇 共4单元,讨论学习策略和技巧的概念,阐述相关的学习理论和观念,如终身学习、自我学习、学习者中心、研究性学习等等,并结合外语学习自身的客观规律,指出它们之间的契合点,强调外语学习策略和技巧的主要内容。

语言技能篇 共8单元,介绍外语学习的策略和方法,包括听、说、读、写四种语言技能,以及语音、词汇、语法、文化等相关知识。

相关语言篇 共3单元,详细介绍几种常见的学习手段,如听课、写论文、备考等,强调实用操作。

资源利用篇 共3单元,介绍查找资料、解决问题的途径和技巧,如图书馆的使用、工具书和报刊杂志的查阅、网络的利用等。

本书用英语编写,便于外语课堂使用。每单元分三大部分:策略与技巧、家庭作业和阅读书目及网址。每单元的主体部分是策略与技巧,全部设计为任务(tasks)形式,让学生动手、动脑,在做中学。家庭作业是基于主体部分设计的巩固题和进一步思考题。阅读书目和网址列举了一部分主要的相关书籍和网络地址,供使用者自学和做研究。

本书计划为一个学期使用,拟安排在一年级下学期或二年级上或下学期使用(再后就失去意义了)。全书18单元,如果一学期按16~18周(已除去2周机动)计算,差不多每周1单元。不过,教师可根据自己的实际情况自由取舍。因为每单元一个专题,自成体系,选取或舍去任何一单元或数个单元都不会影响教学的衔接。

本书由华中师范大学外语学院张维友教授主编,英语系王勇、向宗平、张曼老师参与编写。编前和编写过程中曾得到广东外语外贸大学陈建平教授的指导;重庆大学出版社自始至终给予了关心和支持,在此表示真挚的谢意。

由于时间仓促,加之水平所限,疏漏谬误之处在所难免,请同仁和所有读者在使用之中指正。

编者

2004年8月

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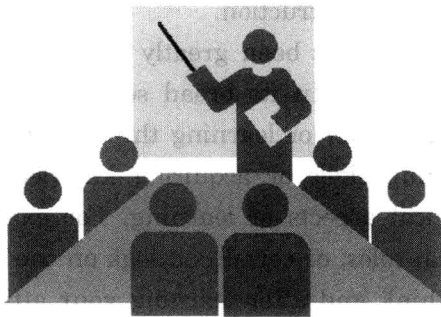
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Learning Theories



Unit 1

Language Learning

A The Concept of Learning

1. THE DEFINITION OF LEARNING

Task 1 Name some of your experiences of learning. What are the general purposes of learning?

If you learn something or learn to do something, you get knowledge of it or skills in doing it by your own efforts and hard work, for example, by studying a subject at school. Some theorists think that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Others hold that learning is internally acquiring or getting knowledge of a subject or a skill by study, experience, or instruction.

The concept of learning has been greatly influenced by the psychological study of the learning process. In its broad sense, learning goes far beyond learning directly from a teacher or learning through study or practice. It does not only refer to learning skills or acquiring knowledge, but also refers to abstract and psychological aspects of learning. For example, you may learn some social values, social roles, or certain outlook on the world. You may learn to learn and learn to think and after learning your attitudes towards certain things may change, you may develop an interest in something, and learning may also result in changes in your personality.

2. DIFFERENT KINDS OF LEARNING

There are different kinds of learning. And it has been classified in many different ways. The most useful classification is based on the task of learning,

or rather, what is being learned. As the nature of the learning task indicates, there are three general types of learning:

Skill learning refers to the learning of skills that includes acquisition of: a) sensory motor processes such as sewing, drawing, writing, playing a musical instrument, or acquiring a new movement combination such as in table tennis or swimming; b) habitually performed acts such as social habit like greeting, leave-taking and shaving; c) biologically useful techniques such as learning how to learn.

Affective and social learning refers to the acquisition of emotional conduct and expression, interests, social attitudes and values.

Cognitive learning refers to conceptual and verbal learning that includes information, knowledge, ideas, concepts and systems of thought.

Task 2

What kind of learning does L2 learning belong to according to this classification?

B

Theories of Learning—Two Polarized Views of Human Learning

Generally speaking, there exist two opposing views on human learning, the behavioristic and the cognitive view. The following is a brief survey of these two views.

1. BEHAVIORISTIC VIEW OF HUMAN LEARNING

The behavioristic view regards language as a human behavior and holds that human beings learn language through a chain of “stimulus-response reinforcement”. Thus it focuses on publicly observable responses, which can be objectively perceived, recorded and measured. A behaviorist defines learning as the alteration in the behavioral tendency and the result of the reinforced practices of stimuli and responses.

As far as this theory is concerned, some similarities exist between humans and animals acquiring a set of habits. But learning is unique to human beings

because learning involves not only passive stimulus-response behavior, but also active and conscious focus on and acting upon events outside or inside the organism. Animals cannot learn like human beings because their changes in behavior are no more than the results of repeated stimulus and response or rewards and punishment.

On its own, the behaviorist theory of habit formation cannot account for second language learning in every aspect. There must be other processes at work. However, this does not mean that habit-formation plays no role at all. Indeed, imitation may be an important component of the learning process.

Task 3

Can you think of any experience in your L2 learning which is based on this theory?

2. COGNITIVE VIEW OF HUMAN LEARNING

The cognitive view of learning represented by N. Chomsky and others was popular in the 1960s. It regards language not as a human behavior, but as an internal linguistic-processing ability of the human individual. Children learn their native language very quickly and with little effort. The linguistic input is limited and of poor quality, but the output is a perfect language system. On the other hand, children in the world learn their first language in very different environments. However, they follow more or less the same stages in their linguistic development. All these seem to suggest that language is somewhat innate and human beings are born with some device for acquiring a language. There must be aspects of linguistic organization that are basic to the human brain and that make it possible for human beings to acquire linguistic competence creatively despite the complex nature of language.

C

Language Learning

Language learning may include that of all kinds in which formal teaching may or may not be involved. First, we all learn a first language. Secondly, in the natural second language settings, we, without any specific instruction,

learn new terms, meanings, jargons, slang, codes or registers. We may learn new patterns of intonations, new gestures, or postures, or acquire a new dialect. We cannot ignore all such “natural”, “unguided” or “informal” language learning. In order to have a better understanding of L2 learning, we should make distinctions between the following terms.

1. BASIC CONCEPTUAL DISTINCTIONS

1) L1 vs. L2

We all have some experience how children acquire their first language easily and well at a very young age. But when we learn an L2, especially in the classroom setting, we often meet with great difficulty and sometimes even failure.

L1, also called mother tongue or native language, refers to the first language one starts to learn as a child. That learning means an intuitive, full or perfect command of the language, a high level of proficiency.

L2, also known as foreign language, or non-native language, refers to a language which is not a native language in a country. It is often learned either for communication with foreigners who speak the language or for reading printed materials in the language.

Sometimes a distinction is made between foreign language and second language. A foreign language is one that is taught as a school subject but is not used as a medium of instruction in schools nor as a language of communication within a country. A second language is one that is not a native language in a country but is widely used as a medium of communication (e. g. in education and in government) .

Task 4

Can you think of any examples of L2 and foreign language according to this distinction?

2) Acquisition vs. learning

In the case of language learning, the term “acquisition” is often preferred to “learning” because the latter is sometimes linked to a behaviorist theory of

learning. We use *acquire* to refer to second language learning which is similar to the way we acquire our first language naturally without focusing on linguistic form when we were children. That is to say, the former refers to subconscious learning in the natural environment without any formal instruction about the L2 rules and system or about errors against the L2 rule system. In the case of L1 acquisition, the result is not affected by the intellectual and mental development of the child, that is, it always leads to the good mastery of the native language without failure. Learning, on the other hand, is a conscious process of language development, which is the result of intended and explicit instruction about the rules or errors against the L2 system in the artificial environment such as formal language classroom. In sequence of time, L2 is without exception learned after L1 and is lower in proficiency than L1.

Task 5

Think about what you are doing. Do you think you are acquiring or learning the English language?

3) Learning vs. teaching

Learning is the prerequisite and basis of teaching. Teachers' understanding of how learners learn determines not only their philosophy of teaching but also their teaching style, their teaching approach, their methodology as well as their classroom techniques. The same is true of the relationship between language learning and teaching. Since language learning is a kind of practical activity, a process of mastering language skills, the learner has an even greater role to play in the teaching-learning process. However, this does not mean to play down the role of the teacher. Learning something with the aid of an instructor should, if instruction is effective, be less dangerous or risky or painful than learning on one's own.

Task 6

1) *In what way may teaching influence learning? Give examples to illustrate your point.*

2) *What are the ideas behind teacher-centeredness and student-centeredness?*