本教材另有中文版

English Pedagogy

英语教学论 英文版

主　编　鲁子问

副主编　罗少茜　王军

审　校　Francis DOOGAN　Maria BJORNING GYDE

本教材另有中文版

English Pedagogy

英语教学论 英文版

主　编　鲁子问

副主编　罗少茜
　　　　王　军

编　委（按编写章节顺序排列）
　　　　张荣干　冀小婷　孙晓慧　刘　慧
　　　　罗晓杰　徐　浩　王晓云

审　校　Francis DOOGAN　　Maria BJORNING GYDE

英语教学论(英文版)

Preface

China's 5000-year-long civilisation has contributed in significant measure to the knowledge and cultural riches of humanity, and China's further development and contribution needs the experience available from the rest of the world. The critical mission, therefore, of English education in China is to assist China in comprehending the world better and the world in comprehending China better. English education, thus, is vital for China's development. Whether the current English education in China can meet the needs for the development of the state and society is now very much in doubt. Those of us who work in the English education sectors have been endowed with a mission to search for more effective approaches and methods for English education. We hope this course book is a worthy contribution to this great endeavour.

This course book is intended primarily for undergraduate students majoring in English education in normal universities and colleges, and to a lesser extent for teachers undergoing in-service training.

The rationales of this course book incorporate the following: the guidcline principles in the *National Mid-and-Long-Term Framework for Education Reform and Development of China*; leading thoughts and approaches in foreign language education; the positive aspects of China's English education history; and the frontiers of foreign language education.

This course book features a practical approach citing a large number of examples of in-class teaching. The introduction to theories in the book is also from the perspectives of needs and use of the theories in teaching practice. Hence, it has a primary focus on teachability and learnability. It offers 18 chapters for the 18-week teaching term most normal universities offer for this course. In each chapter, there is a column of *Learning Objectives*, and the main contents and major learning points are highlighted in colour. For those parts which we regard as potentially challenging, we have added charts, tables, graphs and notes to aid the learning process.

Each chapter of this course includes 5 sections: Thinking, Learning, Practicing, Chapter Summary and Further Reading. The ***Thinking*** section raises questions based on a teaching case or teaching reflection. The ***Learning*** section lists the learning objectives first, and then the content to be learnt, with a clear sequence of subheadings, charts and tables etc. to illustrate points of interest. There are side notes highlighting important foci or questions for thinking and reflecting, including examples from English teaching and learning. The ***Practicing*** section presents activities for teaching practice and analysis along with a key to the activities. In the ***Chapter Summary*** the key points are presented clearly and concisely. The last section is ***Further Reading***.

This course book is compiled by Lu Ziwen (Kwesting Lu) as editor-in-chief (Doctor, Professor, PhD Candidate Supervisor, Executive Dean of Beijing Institute of Central China Normal

University, Member of the Expert Group for National English Curriculum Standards for Schools); Luo Shaoqian as vice editor-in-chief (Doctor, Professor, PhD Candidate Supervisor, Foreign Language and Literature School of Beijing Normal University); Wang Jun as vice editor-in-chief (Professor, Dean of Foreign Language School of Jilin Normal University). Professor Lu Ziwen completed the framework of the book, and Professor Lu Ziwen, Professor Luo Shaoqian and Professor Wang Jun revised the first draft. The final revision and editing was done by Professor Lu Ziwen.

Each chapter was finished by the following authors: Chapters 1, 6, 14 and 15 by Professor Lu Ziwen with assistance from Yang Xiaoqing (Sanxia University, Hubei) for the English version; Chapters 2 and 18 by Zhang Ronggan, postgraduate of Cambridge University; Chapters 3 and 4 by Professor Wang Jun; Chapters 5 and 16 by Professor Ji Xiaoting from Tianjin Normal University; Chapter 7 by Professor Luo Shaoqian; Chapter 8 by Dr. Sun Xiaohui from Shaanxi Normal University; Chapter 11 by Professor Luo Xiaojie from Wenzhou University, Zhejiang; Chapters 12 and 17 by Dr. Xu Hao from Capital Normal University; and Chapter 13 by Professor Wang Xiaoyun from Linyi Teachers' College, Shandong. Professor Wu Haiyan, Dean of Foreign Language School of Inner Mongolia Normal University attended the initial discussion of this course book.

This course book is accompanied by a DVD containing answer keys and reference answers to the questions for thinking and activities for practice, and teaching cases by Professor Lu Ziwen.

The English version of this course book was drafted by the writers of the Chinese version and finalised by Frank Doogan and Maria Bjorning Gyde from Fusion Teaching and Trinity College of London, with assistance from Lora Luo and Celene Chang.

Some chapters in this course book use materials from the first edition of *English Pedagogy* (*New Edition*) by Lu Ziwen and Wang Duqin.

There will, no doubt, be some parts or points in this course book which are not practical for a particular teaching course or which may not be as effective as the writers hope it to be for specific classes. Any comments and suggestions for amendments or additions to future editions are welcome.

<div align="right">

Lu Ziwen

Beijing Institute, Central China Normal University

December, 2011

</div>

Contents

Chapter 1
Concepts for English Teaching in Schools

Learning any subject requires learners to grasp the fundamental concepts, so does learning English Pedagogy. This chapter is mainly to introduce some basic concepts concerning English Language Teaching (ELT), including the core concepts of *education*, *teaching*, *language* and *language learning*. After studying this chapter, you should understand not only the basic concepts of English language teaching, but also the essence of English language learning.

Section 1   Education and Teaching
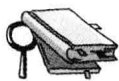
Thinking

[Case Reflection]

Mr L has been teaching English in the affiliated school of a normal university for more than 30 years. He is conscientious and responsible in his teaching, and especially has a good memory of all kinds of examination questions. Having great patience, he never tires of explaining every possible test point that appears in textbooks—prescribed or otherwise. He also summarizes test points and arranges them into dozens of pages for students to recite. As a result, most of his students perform very well in examinations, but few of them like either his English classes, or indeed anything to do with learning English. What is worse, few students value his devotion to teaching.

Based on your current understanding of language teaching and learning, what do you think are the main educational factors that cause teacher L's wholehearted enthusiasm to meet with cold indifference from his students?

[Learning Objectives]

After studying this section, you should be able to:

1. understand the essence of "education" and "teaching";
2. grasp both the basic definition of and a range of perspectives on pedagogy; and
3. apply an understanding of the essence of education and teaching to the analysis of teaching behaviors.

[Section Structure]
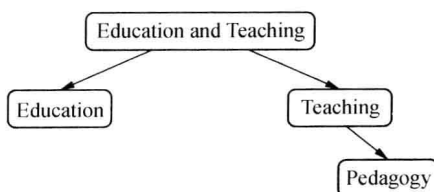
Learning

1.1.1 Education

If you are reading these lines, you are likely to have finished more than ten years' education, and/or have a job associated with education. Whether you are an educator or being educated, you are bound to have some deeply held opinions about education, as you have been exposed to so much of it in the course of your life.

Education performs an important function in the existence and development of human being, because it is education that descends the human experience from generation to generation, and it is education that cultivates the individuals into members of society.

What, then, is "education" exactly? In Chinese, the equivalent is two words: *jiao*, which means teachers instruct and students follow and imitate; and *yu*, which stands for cultivating and developing individuals into people who are both knowledgeable and virtuous. In English, the word "education" derives from the Latin word *educere* meaning "to bring up" or "to lead out". In fact, the contemporary academic definition of education is directly related to these origins.

The definition of education is dependent on the approach to classification. Scheffler divides "education" into three types: the stipulative, the descriptive and the programmatic. These types suit different contexts and are viewed as effective within their own context. Mialaret explains education as an institution, as action, as content, and as a product[1]. The academic definition given by *The Dictionary of Education* is that "education is a series of social practices that transmit life experience and cultivate human beings". School education is therefore activities which are "based on certain social requirements and the students' developmental needs; exerting influence on students with purpose, plan and organization; and cultivating people that are needed by a certain society or social class"[2].

Please analyse:

Please analyse *education* from the perspective of "practice that leads people to develop" based on your own experience.

Many scholars have interpreted education from different perspectives. Professor Ye Lan points out that "education is social practices that directly and consciously aim at influencing people's development in both body and mind."[3] Professor Xiao Chuan considers "the true meaning of education is the integration of value guidance and self-construction. Therefore, education based on this integration, during the growing process of students, is the awakening of spirits, the exploiting of potentials, the enlightening of hearts, the enriching of subjectivity and the manifesting of uniqueness. In light of the interactive process of both students and teachers in common activities,

---

[1] Qu Baokui. *Education and Educology* (Jiaoyu yu Jiaoyuxue), Beijing: People's Education Press, 1993.
[2] Gu Mingyuan (et al.), *Dictionary of Education* (Jiaoyu Da Cidian), Shanghai: Shanghai Education Press, 1997.
[3] Ye Lan. *Introduction to Education* (Jiaoyu Gailun), Beijing: People's Education Press, 1991.

education becomes the sharing of experience, the fusion of horizons, and the inspiration of the soul. "①

Despite the differences apparent in the above definitions, they all address the essence of education, albeit from differing perspectives. Within these definitions, we can see a shared core: education is practice that leads people to develop. Therefore, in order to understand the meaning of education, we must grasp the two basic elements: "lead" and "develop". "Lead" suggests that education is activities with stipulative purposes, among which the ultimate one is to cultivate and develop individuals into knowledgeable and virtuous people. "Lead" also implies that education is not compulsory, and that it cannot be compulsory: we cannot impart knowledge, skills and values to students by force, since all the external infusing will not have any effect without internal assimilation. "Develop" means the development of students, and thus, whether the purpose of education is achieved depends on whether students' development achieves the planned goals.

1.1.2   Teaching

Teaching, in the domain of education, is paradoxically both a very basic element and a complicated one as well. For teachers, teaching is a kind of educational activity in which they use instructional activities to lead students to learn. For students, teaching is viewed as learning activities under the guidance of teachers. The extent to which students develop as a result of these activities is the key to judging whether the teaching is successful. In fact, teaching is more than a series of activities, it is an interactive process in which teachers teach and students learn and become more fully developed. It is a process through which students acquire knowledge, master skills, develop abilities under the guidance of teachers, develop in both body and mind, and form certain emotional attitudes and values. From the above description, we can see that although teaching is an inter-participated activity between teachers and students, the more important factor is the students' positive and active approach to learning. Teaching activity, therefore, is the combination and coordination of teaching and learning. From the standpoint of communication between teachers and students, teaching should be teacher-led but student-centred interactive activities.

Please discuss:

During the teaching process, knowledge, such as the explanation of certain concepts, must be transmitted. How do you understand teaching activities as an interactive process between the teacher and students?

Teaching is purposeful. Since education is a series of purposeful activities conducted by human beings, teaching as the main form of school education should have specific and clear goals. Different subjects share certain common teaching goals, while also having different and specific teaching objectives, depending on different academic weeks, terms, years, and periods, or different activities, lessons, units and textbooks.

---

① Xiao Chuan, *The Horizon of Education* (Jiaoyu de Shijie), Changsha: Yuelu Press. 2003, p. 4.

Teaching should be based on specific content. Teaching, which is the transmission of the knowledge, skills and experience of human survival, is usually a direct response to the requirements of a specific curriculum and teaching content. Like teaching objectives, teaching content also varies according to different domains or levels.

Teaching should be systematic and well-planned. In school education, teaching is a series of planned and systematic activities, which are usually reflected by curriculum plans and teaching plans. Although teaching activities may sometimes happen without clear systematization and preparation, on the whole, they do. Of course, the systematic and well-planned activities are mainly created by educational administrative organizations, schools, or trained teachers.

Teaching should be assisted by selected methods and technologies. On the one hand, we can choose from a range of effective techniques accumulated throughout many centuries of teaching experience. On the other, we have available modern science and technology, especially information technology, which can provide workable educational assistance.

From the above descriptions, teaching can be summarized as a series of planned and systematic activities, based on set objectives and assisted by certain methods and technologies, through which teachers guide students to learn about the world, gain knowledge, master skills, and develop overall competence.

1.1.3 Pedagogy

Research on teaching activities is part of pedagogy. Pedagogy (instructional theory or didactics) is part of educational science, parallel with curriculum studies. It is also a common research content of many educational domains. Such research may cover, for instance, the study of communication in teaching in educational philosophy; the study of learning theories in educational psychology; the study of teacher-student relationships in educational sociology; and the study of instructional design in educational technology.

Given that teaching is first and foremost a series of activities, research in pedagogy should be based on teaching activities. Pedagogy then can be said to include: teaching purposes, teaching contents, teaching objectives, teaching processes, teaching principles, teaching methods, teaching models, teaching evaluation, teaching research, etc.

The purpose of the study of pedagogy is to discover basic features and rules of teaching activities so as to improve teaching efficiency and effectiveness.

Knowing from the content of teaching and the nature of pedagogy, we can conclude that pedagogy, as a major part of education science, is a discipline that studies the fundamental principles, general rules, and major approaches in teaching activities for the purpose of improving teaching efficiency and effectiveness, and studies the content of teaching aims, teaching content, teaching goals, teaching processes, teaching principles, teaching methods, teaching models, teaching evaluation and teaching research, etc.

[Practical Analysis]

Based on the definition of education and teaching in this unit, analyse the teaching activity in Table 1 - 1.

Table 1 - 1 Teaching activity (an extract)

Time	Teaching procedure	Teacher activities	Student activities
1st minute	Start teaching	Greet students: Hello, everyone!	Greet the teacher: Hello!
1st - 2nd minute	Lead in materials	Ask Ss to read a passage with new or unfamiliar words as quickly as they can to grasp the main idea.	Read the passage and try to understand the main idea.
2nd minute	Get the main idea	1. Ask Ss: Can you tell me the main idea of the text? (Ask one or two students to answer) 2. Further question: How did you get it? 3. Teacher concludes according to students' answers.	Answer the teacher's question about the main idea and explain how they got it.
2nd - 8th minute	Guess the missing words	1. Tell Ss: There are some words missing. What words might you use instead? 2. The teacher gives Ss 2 minutes to think and discuss with their partner. 3. Ask individual students to answer. 4. Further question: Why do you use these words?	Answer questions based on their own understanding, and explain why.
9th - 11th minute	Check answers	1. Show the right answers using slides, and elicit why. 2. Encourage students to use this method to learn new words.	Check the answers, volunteer ideas, listen to teacher's explanation, and analyse the answers.

Practicing

[Questions]

Please answer the following questions, give reasons for your opinion, and compare your answers with those you gave before reading this chapter.

1. Based on the theories in this unit, what are the main educational factors that cause teacher L's wholehearted enthusiasm to meet with cold indifference from his students?

2. In your opinion, what kind of classroom teaching activity conforms to the essence of education?

[Designing]

Design the teaching objectives for the following text:

1 The panda is one of the animals most in danger. There are about 1,000 pandas living in nature reserves today. Zoos and research centres look after about 160 pandas. Scientists are studying how they live and more baby pandas are born in the zoos. government has made a new plan to help pandas. The nature reserves will be bigger and the bamboo will grow better. Then the pandas will have enough food to eat and enough places to live in. Pandas born in the zoos may go back to live in the nature reserves.

2 Pandas live in the forests and mountains of Southwest China. They mainly live on bamboo, and each panda needs to eat a lot of bamboo every day. The area of bamboo is becoming smaller for many different reasons, so pandas have less and less land to live on. Pandas don't have many babies, and baby pandas often die. The situation is becoming very serious.

3 Our government is working hard to save pandas. There are more than 30 nature reserves to protect pandas but these are not enough. The

4 Most people love pandas. The panda is one of the best-known animals in the world. It is the symbol for the World Wide Fund for Nature. The WWF works to protect all animals in danger, so the panda has become the symbol of all animals in danger. There is still a long way to go to save the panda. Think of other animals in danger such as tigers, whales, turtles and elephants — we need to save the panda, and we need to save them, too.

Section 2 Language and Language Learning
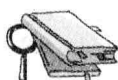
Thinking

[Case Reflection]

In the opinion of Mr S, English teaching at schools in China should not aim at improving students' communicative competence, but should in fact pay more attention to the learning of linguistic knowledge. His reasons for this are that in the context of English being a foreign language taught in classrooms in China, it is impossible to carry out "authentic" or "natural" communicative interactions; and there are even fewer opportunities for students to use English in any real sense outside the class.
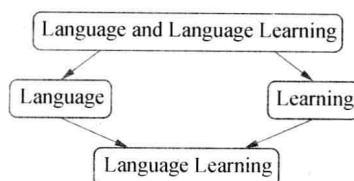
Do you agree with this point of view? Why or why not?

[Learning Objectives]

After studying this section, you should be able to:

1. understand the basic features of language;
2. understand the basic features of learning; and
3. gain a basic understanding of language learning.

[Section Structure]

```
        ┌─────────────────────────────────┐
        │ Language and Language Learning  │
        └─────────────────────────────────┘
           ↙                         ↘
  ┌──────────────┐            ┌──────────────┐
  │   Language   │            │   Learning   │
  └──────────────┘            └──────────────┘
           ↘                         ↙
        ┌─────────────────────────────┐
        │     Language Learning       │
        └─────────────────────────────┘
```

Learning

1.2.1   Language

We use language every day, and as Martin Heidegger said, "Language is the home of the Being. In its housing man is at home."① We are language users, and often non-native users of languages. At the same time, we are language learners, language teachers, or language teachers to be. However, what exactly is language? How should we define it in order to help us further understand language learning and then language teaching? ·

Though we are all fully competent language users, it is surprisingly hard to give a precise definition of language. General definitions are similar to the one given by Jack Richards in *Longman Dictionary of Language Teaching and Applied Linguistics*: "Language, the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e. g. morphemes, words, sentences, utterances."② This definition seems clear, though in fact it is only the defining of language as an object; beyond this there is little mention of the essence of language teaching, and almost, nothing about the features of language use.

In *The Cambridge Encyclopedia of Language*, David Crystal, president of the International Association of Applied Linguistics, explains language from different perspectives instead of giving it a single definition. Only a general definition as follows is given in the academic glossary of this huge book: "Language: the systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression."③ Differing from definitions which generally regard language as "a system of symbols and medium of communication", this definition illustrates and emphasizes that language is a kind of "activity".

To grasp the real essence of language requires an understanding of its features. The basic features of language suggested in *The Cambridge Encyclopedia of Language* are: the function of communication and self-expression; the system of sounds, signs, and written symbols; and the systematic and conventional use of the system.

Language is the medium of communication in human society. This is especially true when we

---

① Heidegger, M. , *Poetry, Language and Thought*, trans. A. Hofstadter, London: Harper & Row, 1971, p. 215.

② Richards, J. , John Platt, Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman/FLTRP, 1992/2000, p. 245.

③ Crystal, D. , *The Cambridge Encyclopedia of Language*, Cambridge University Press, 1997, p. 430.

recognize that the different cultural symbols, body postures, gestures etc., are part of the definition of language in a broader sense. When we regard self-expression as an important function of language, we can conclude that language is not used exclusively for communication. An example of self-expression is Anne Frank's diary. When she wrote her diary, she did not have any plan to publish it later in the form of *The Diary of Anne Frank*. Although she named her diary "Kitty" whom she wrote all her diaries to, she actually wrote all her diaries to herself. As another example, praying is also a very common form of self-expression. During the process, we do not know whether there is someone listening to us, yet we still pray "Oh my god, bless my whole family".

Please discuss:

Some say that language is the carrier of culture, while others say language is the content of culture. What do you think of the relationship between language and culture?

Regarding the functions of language, there are many systematic analyses, among which Halliday's research findings are academic classics in this field. Seven functions of language are listed in *The Cambridge Encyclopedia of Language*: emotional expression, social interaction, the power of sound, the control of reality, recording the facts, the instrument of thought, and the expression of identity[1]. In reality, these functions should all be converted into abilities for language use that could be acquired by students during the language teaching and learning process. However, the effect of teaching these functions varies at different stages of language teaching. For example, the teaching of functions as the instrument of thought and the expressions of identity receives a lower level of attention in elementary schools than in middle schools, since the average cognitive level of elementary school pupils is lower than that of middle school students. In addition, functions as the control of reality, recording the facts, the instrument of thought, and the expression of identity all naturally relate to another feature of language: language as an important part of culture. For example, with identity becoming an important focus in politics, sociology and cultural studies, language and identity then naturally become a focus of linguistics.

The linguistic system of sounds, signs and written symbols is the material basis on which language functions can be demonstrated, since no matter whether in communication or self-expression, we all need certain carriers in the form of sounds or symbols. In addition, only through certain systematic and conventional combinations of these sounds and symbols can people communicate and express themselves effectively. It is only in the manifestation of these combinations (like vocabulary, grammar, discourse, etc.) that people can process and understand them as discourse to show thoughts, emotions, facts, and so on. These conventions may be established by usage, or prescribed by certain people and then accepted by the public. As a result, language teaching duly requires the teaching of the system of sounds and symbols, as well as their systematic and conventional combinations.

From the perspective of language education, language is more than an object, a sign or a tool. Language is a series of practical activities based on certain systems and norms, using conventional

---

① Ibid, pp. 10 – 13.

sounds, symbols and written signs to conduct communication and self-expression in political, economical, social, cultural, and other fields. From the micro perspectives, language is a system based on certain systems and norms with the uses of conventional sounds, signs and written symbols to conduct communication and self-expression. Above all, language is the pattern of existence of human being, and the practice of existence of human being.

1.2.2 Language Learning

The Analects of Confucius opens with an explanation of learning: "Is it not pleasant to learn with a constant perseverance and application?" In Chinese, the word "learning" refers to two separate words: "xue" and "xi". Here "xue", according to Confucius, means to see, to hear, and to acquire knowledge and skills, which implies "to know"; and "xi" means review, exercise and practise, which indicates "to act". Therefore, as far as Confucius is concerned, learning is the unity and integration of knowing and acting.

To approach learning from the perspective of teaching, we need to view from both education and psychology. From the perspective of psychology, learning is a mental activity of humans and animals which is expressed in the change of behavior and behavior potential. Educationally, learning is regarded as the process in which students grasp knowledge, acquire abilities, and form emotional attitudes under the instruction of teachers. The psychological description is relatively straightforward, while the educational illustration appears more complex; but integrating these two will help us comprehend the essence of learning more precisely. Therefore, starting from this point, learning refers to the activity process during which, under the influence of both internal and external factors, changes take place in one's amount of knowledge, behavior, behavior potential, emotional attitudes and values through personal practice.

Learning can be defined macroscopically and microscopically. Macroscopic definition of learning refers to the process through which both humans and animals adjust their natural and instinctive reactions, and form new ones, during the course of interaction with their surroundings, in order to adapt themselves to their environment. Normal conditioned reflexes in interactional experience with an environment produce learning activities, and the process of establishing conditioned reflexes is the process of learning. By comparison, a microscopic definition of learning refers to human learning, which is essentially different from that of animals in its form, content, psychological mechanism and other aspects. This learning behavior leads to a change in an individual's potential for growth or ability, and does not simply take place during an individual's interactional experience with the environment. It is rather a combination of this and the internal processing that is applied to the learning.

Learning discussed in this book refers to human learning activities. This is a complicated psychological process. From simple perceptual learning to thinking-centred learning, all involve complicated psychological processes and mechanisms. One important measure to determine whether learning activities are actually taking place is observing whether there is change in behavior or behavior potential. This change could be in explicit behavior, like in learning to ride a bicycle or to read; or in implicit behavior potential, like growth of knowledge, change in ability, emotional attitude or conscious tendency.