

英语专业系列教材

---

MODERN ENGLISH  
TEACHING THEORY

---

现代英语教学论

主 编 李正栓 杨国燕



清华大学出版社

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## 内 容 简 介

本书基于《英语课程标准》(实验稿)和教育部提出的“中国学生发展核心素养”,旨在培养当前我国英语专业师范生的教学意识、教学方法,启发他们的教学思路。本书共分为十八个章节,涉及中国英语教学的发展历程、交际原则、体验学习、任务型教学、自主学习、教案设计、多智能教学策略等内容。既适用于英语专业师范生和基础教育一线英语老师,又为备考英语教师资格证书的考生提供学习与参考。

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# 前言

《现代英语教学论》是一本理论与实践相结合的英语教学教程。根据教育部基础教育司和英语课程标准研制组编写的《英语课程标准》(实验稿)和2016年9月18日教育部提出的“中国学生发展核心素养”,以科学性、时代性和民族性为基本原则,以培养“全面发展的人”为目标,结合师范院校英语专业学生的就业和当前我国英语教师的专业化发展,以及2012年以来我国大部分省份的大学生都要参加国家统一的教师资格证书考试的新理念和新要求等众多因素,本教材的编写以教学理念、教学理论、教学态度和教学思考为出发点,旨在培养当前我国英语专业师范生的教学意识和教学方法,启发他们的教学思路。本教材具有以下几个特点:

1. 定位明确:适用于英语专业师范生和基础教育一线英语教师。
2. 应用性:消除了部分师范生和基础教育一线教师对概念的模糊理解。
3. 现实性:紧密结合国家教育的相关政策和教学理念。
4. 操作性:理论与实践相结合,为备考英语教师资格证书的人士提供学习与参考。

本教材共分十八个章节。第一章主要介绍了国家教育部最新颁发的《英语课程标准》(实验稿)的主要教学目标和学习者不同层次能力的表现标准,同时也阐述了“中国学生发展核心素养”的内涵以及学习者核心素养的主要表现。第二章回顾了中国英语教学的发展历程。鉴于交际法是多年以来较重要的一种教学法,为了使读者更好地学习第六章,第三章详细地介绍了交际法的特征、交际原则以及交际活动的设置。根据当前的教学理念,第四章重点描述了与交际教学有关的整体语言教学法、折中教学法、以内容为基础的教学、主题教学和词汇教学法。由于倡导和强调在教学中发挥主体性作用,第五章重点介绍了学习者体验学习的意义、主要模式、特征以及中国语言环境下体验学习的框架、反思与动机。由于《英语课程标准》(实验稿)倡导任务型教学和任务型学习理念,第六章重点介绍了任务型教学的定义、目标和

特征以及教学中不同任务的设定。为了更好地培养学生的探究学习和自主学习能力，第七章和第十五章主要阐述了探究学习和自主学习的重要性、特点、策略以及对学习者探究学习的评价策略。为了在课堂教学中实现师生的有效互动，第八章介绍了交互原则、互动中教师发挥的作用以及互动中的主要活动。第九章主要描述了教师基本功——教案设计，涵盖了教案的重要性、原则以及组成部分。第十章和第十一章关注课堂教学组织和课堂提问，因为课堂教学的有效组织是完成教学任务和实现教学目标的主阵地，教学质量体现在课堂的有效提问上，因此，这两章针对课堂组织和提问提出了一些策略。第十二章和第十三章主要针对课堂教学中的常见问题探索了解决办法、相关教学技能和课堂教学具体活动的设计，目的是让学生通过学习前面的理论和理念，进行相关的教学设计与实践。第十四章响应教育部尊重个体差异、有效开展因材施教的倡导，介绍了英语教学中基于多智能理论的多智能教学策略。根据当前教师专业化发展，第十六章介绍教师行为研究，探讨了行为研究的目的、方法和技巧。第十七章讲述信息时代背景下科技与英语教学的关系和辅助作用。第十八章介绍语言能力评价的内涵是关注形成性评价，同时又给出了进行结果评价的相关方法。

本书由李正栓和杨国燕统筹并主持。李正栓负责整部教材的全面工作，制定编写目录和大纲，统稿与润色，设计章节内容以及第一章、第二章、第三章和第十八章的编写；杨国燕负责第四章、第五章、第六章、第七章、第八章、第十四章和第十五章的编写以及全书的通读；贾萍负责第九章、第十章、第十一章和第十二章的编写；谷素华负责第十三章、第十六章和第十七章的编写。

在编写这部教材过程中，我们参考了国内外学者的大量研究成果，在此一并表示衷心感谢。同时，感谢清华大学出版社外语分社郝建华社长和刘细珍主任为我们提供了这样的机会，感谢刘细珍等编辑部同志认真编辑本书。

由于编者水平有限，书中若有疏漏，恳请读者见谅和指正。

李正栓 杨国燕

2017年10月



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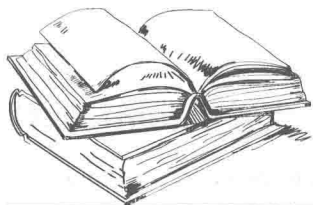
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# Chapter 1



## The *National English Curriculum* and Development of Learners' Core Qualities

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### Introduction to the *National English Curriculum*

Our education reform has been changing for nearly half a century. In different periods, there are obvious differences in the emphasis of goals in each Syllabus. The 1978 Syllabus emphasized reading and self-study abilities with some listening, speaking, writing and translating abilities. The 1980 Syllabus stressed the practice of listening, speaking, reading, writing and translating as the general aim within which reading and self-learning abilities should be the main focus. This indicates the change of attention given to all the skills as a basis for developing reading and self-learning capabilities instead of over-emphasizing reading and self-study abilities. In the 1986 Syllabus, besides stressing the practice of the skills with listening, speaking, reading and writing, using English in spoken and written forms is added and translation is deleted. In the 1992 and 1993 Syllabuses, listening, speaking, reading and writing become the means for developing the ability to use the language for communication. Communication is first stated in the Syllabus. At the same time, arousing students' interests in learning, helping them form good study habits, integrating moral education, citizenship and socialism education as well as developing students' thinking skills are also included in the objectives. The *National English Curriculum* (2001), instead of taking the linguistic aims as the top priority, takes students' interests, confidence, study habits and learning strategies as the top priorities. Students' cognitive ability, cross-cultural awareness and moral values are also stressed; the goal of language teaching is directed to all-round education, rather than only for language's sake.

Regarding the role of English language teaching, there is a gradual shift from the previous syllabuses. For example, 1978, 1980 and 1986 Syllabuses

stress the instrumental aspect of learning a foreign language while the 1992 and 1993 Syllabuses put more emphasis on the humanistic aspect of foreign language teaching. And this is reflected more thoroughly and explicitly in the *National English Curriculum* (2001).

## Objectives Structure in the *National English Curriculum* (2001)

The *National English Curriculum* (2001) is designed to promote the students' overall language ability, which is composed of five interrelated components, namely, language skills, language knowledge, language affects, learning strategies and cultural understanding. Each component is further divided into a few sub-categories as shown in the diagram. Language teaching is no longer aimed only at developing language skills and knowledge, but expanded to developing learners' positive attitude, motivation, confidence as well as strategies for life-long learning along with cross-cultural knowledge, awareness and capabilities. The following graph was taken from the *National English Curriculum* (2001).

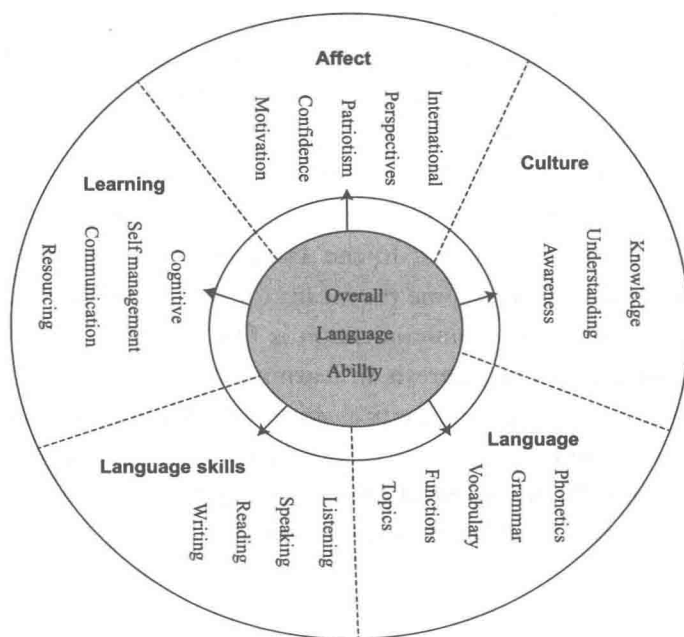


Figure 1.1 Teaching Goals in the *National English Curriculum* (2001)

Based on teaching goals of the *National English Curriculum* (2001), principles of design for the *National English Curriculum* (2001) is composed of six parts which aim at educating all the learners, and putting emphasis on quality-oriented education; promoting learner-focused education and respecting individual differences; developing competence-centered goals, flexibility and adaptability of cultivation; paying close attention to learning process, and advocating experiential and participation learning; attaching particular importance to process-focused assessment, developing language competence, refining learning resources, and giving more opportunities of using the language for the learners. These principles of design are taken from *English Curriculum Standards for Nine-Year Compulsory Education (Revised Version)* by the Ministry of Education in China published in 2001.

The description of standards for all the levels matches the overall goals in terms of the five components: language knowledge, language skills, motivation and confidence, learning strategies, and cross-cultural awareness, as shown in Figure 1.2.

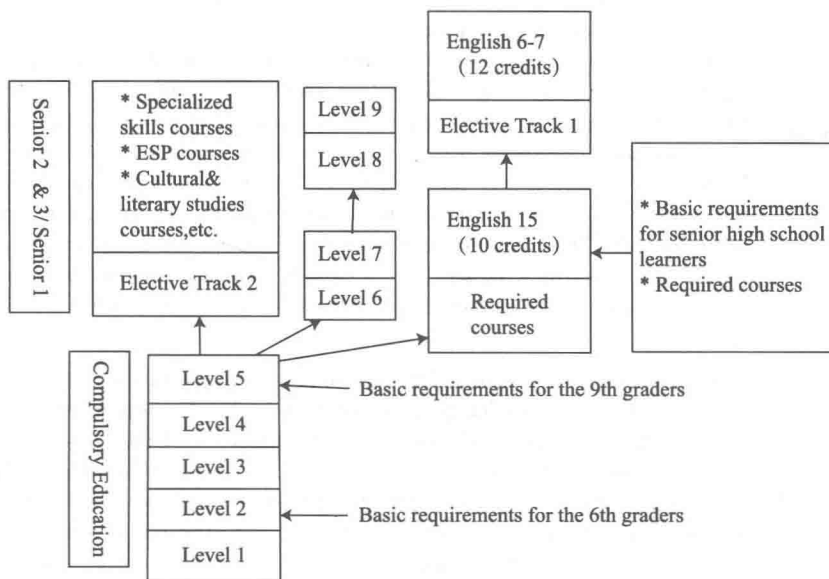


Figure 1.2 The Above Graph Is About the Design of Standards for All the Levels Taken from *A Course in English Language Teaching (the Second Edition)*, p.46.

## Performance Standards for Different Levels of Competence

The performance standards for level 2, level 5 and level 7 are taken from the *National English Curriculum* (2001) for nine-year compulsory education and for senior high middle school. Specific description is shown as below.

Table 1.1 Specific Description of Level Standards

	Descriptions of Level Standards
Primary School	Keep continuous interests and hobbies in English. Be able to use simple English greetings, and exchange simple information with families and friends. Show the small dialogue or songs according to the content which you learn. Be able to understand, read and retell stories with the help of pictures. Be able to write down simple sentences according to the picture or the request. Learners should participate and take the initiative to consult actively and cooperatively in learning process. Be glad to understand different cultures and customs.
Junior High School	Have a clear motivation and active learning attitude of learning English. Be able to understand teachers and participate in discussions about the familiar topics. Be able to exchange different information and state your own opinion about all kinds of daily life topics. Be able to read books and newspapers, magazines for Grade 7-9 students, and overcome the obstacle of the new words to get the gist. Be able to use appropriate reading strategies according to the reading purpose. Be able to draft and modify the composition according to the prompt. Be able to cooperate with others to solve the problems, report the results, and accomplish common tasks. Be able to evaluate your own learning, and make a summary of the method of learning. Be able to use various education resources for learning. Further enhance understanding and awareness of cultural differences.
Senior High School	Have a clear and continuing learning motivation and autonomous learning awareness. Be able to exchange information about familiar topics, ask questions and present your views and suggestions. Be able to read the English original books, English newspapers and magazines for high school students. Have a primary practical writing ability, for example, transaction notice and invitation letters. Under the guidance of teachers, be able to take the initiative to participate in the planning, organization and implementation of language practice. Be able to take the initiative to develop and use learning resources, from access to information through various channels, and be able to make the information clear and organized. Have the strong ability of self-evaluation and self-regulation and form your own basic learning strategies. Understand cultural differences in communication and initially form consciousness of cross-cultural communication.

## The Importance of Development of Core Qualities

The fundamental starting point of developing Chinese learners' core accomplishment is to fully implement China's education policy; practice the socialist core values; implement moral education's fundamental task; emphasize social responsibility, innovative spirit and practical ability; promote all-round development of students and make them become Chinese characteristic socialism's qualified builders and reliable successors.

Learners' core qualities refer to the essential characters and key competences which learners should possess to adapt to the lifelong development and social development for students, with comprehensive performance for the 9 qualities: specific responsibility for the society, national identity, international understanding, the humanistic background, scientific spirit, aesthetic temperament and interest, physical and mental health, learning how to learn, and practical innovation.

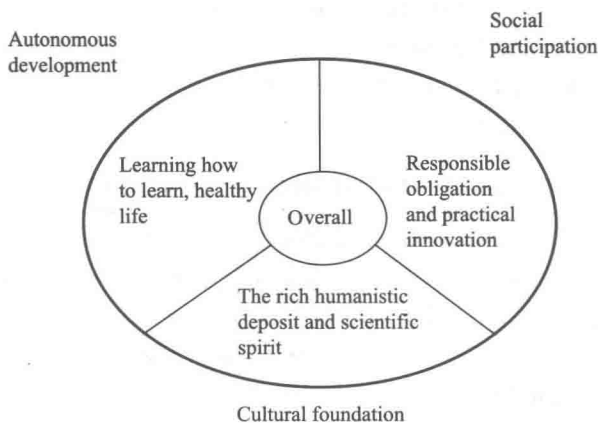


Figure 1.3 Development of Learners' Core Qualities

## Basic Connotation of Learners' Core Qualities

It took the core quality research group three years to focus on research. After reviewing of the Ministry of Education Basic Education Curriculum Expert Working