

# 8-35 英语教学法

Teaching & Learning of English  
as a Foreign Language

赵 涛 编著



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## 编者的话

英语自 17 世纪作为外语进入学校课程标志着欧洲外语教学的开端。尤其在 19 世纪后,大量外国移民涌入美国,在美国语言学术界中,英语作为第二语言教学蓬勃兴旺起来。欧美的语言学家、教育学家、心理学家、社会学家、生理学家、神经学家、以及信息学家一致努力,在英语作为第二语言的教学理论研究与学习理论研究领域内进行了大量的研究工作并取得了丰硕成果。英语作为外语教学从实践到理论都得到了很大的发展。

与其相比,我国外语教学的历史较短。1862 年京师同文馆建立,英语作为外语则是京师同文馆开设的第一个专业。从此,英语在我国的教育中一直占有一个相当特殊的地位。但由于受到师资水平和对英语教学理论认识上的不足等种种因素的制约,我国英语教学始终处于耗时多,收效少,学习周期长,语言技能发展不全面的被动局面。因此,学习和借鉴欧美先进的外语教学理论并如何使之与我国英语教学的具体实际相结合,创立适合我国国情的外语教学理论与实践体系是我们面临的重大研究课题。

具体而言,我国的英语教学如何快步发展才能满足当前改革开放形势的需要?我们从近年来教育部颁发的各层次英语教学大纲中看出,学生英语交际能力的培养成为英语教学的最终目的。如何才能达到这个目的取决于我们的师资业务水平、英语教师对各种教学方法的正确认识及其先进外语教学手段的应用、实用严谨的教材以及科学的测试。

如何帮助未来的英语教师加强英语教学的理论修养和提高他们的专业综合素质正是本书的宗旨。我们不但要进一步学习研究

教法理论知识,而且还要懂得具体的学习理论知识、英语语言国家文化知识,并理解跨文化交际的重要性。此外,全球外语教学界近年来倍加重视的人文主义外语教学观打破了英语学习必需靠死记加硬背单一的教学模式,在英语教学中树立以人为本的人文主义思想,正确选择适合学生特点的各种教学游戏,寓教于乐,激发、保持和爱护学生的学习热情,这样,才能使我们的英语教学朝着健康的道路发展下去。

本书在筹划和编写中一直得到丁廷森教授和冒国安教授的大力支持;孟俊一副教授审校书稿多遍,并提出了许多建设性的意见和建议;美籍专家 Ken Goss 和 Pat Goss 对本书作了精心的文字修订和润色工作。为此,我谨表示由衷的感谢。

本书用英语写成,可作为高等师范院校英语专业《英语教学法》、《中学英语教材教法》等课程的课本或英语专业研究生的参考书,也可作为大中小学英语教师的教学参考并供广大英语爱好者自学之用。

限于编者水平,本书可能有许多不完善之处,甚至也可能出现纰缪,希望使用本教材的师生和同行专家不吝赐教。

编者

2001年6月于贵阳

## Preface

Nearly all the people in the world have shared English as a media for communication. Opening China, which is eager to shorten the distance to the developed countries, needs more and more qualified English teachers to help students join in its worldwide construction. As we know, teaching the English language is an interesting and exciting occupation, because the present situation in this field offers an open field to us language teachers to do experiments and innovations freely. We can review and appreciate what has proved successful in history or in other countries; we can repeat and refine what we have found to be effective in our own circumstances with our students; and we also can share success and explore failures with our colleagues, learning from each other.

This book is designed as a course book of *Teaching & Learning English as a Foreign Language* for English major students in teachers' universities or colleges, and as a reference handbook for teachers of English in China as well. It reviews traditional English language education, introduces the latest development in teaching & learning English as a foreign language, and demonstrates the most popular approaches or methods in detail. As people come to realize the ultimate goal of learning English is to master communicative competence rather than linguistic competence itself only, this book

aims to help students to follow this tendency and improve their competence in communication.

What's new in this book? Different from other English methodology course books, culture is considered as one of the most important elements in English language teaching and learning, and how to teach culture is described and demonstrated in some practical cases and examples. Besides, influenced by the humanistic approach, this book attaches much more importance to English games in which the learners will find more fun while learning English.

Eleven chapters in all are included in this book. The first three chapters present different English teaching approaches and methods existing throughout the world, track down their theoretical support both in linguistics and psychology, and analyze the individual differences in English language teaching and learning.

In other chapters, how to organize extracurricular activities and how to make good use of classroom English are also discussed. What's more, with the development of computer science, computer-based English teaching and learning brings the learners amusing freshness and endless fun. Chapter Seven and Eight help the student teachers to manage classrooms and to be a competent student teacher. Testing, as the last stage of teaching and learning, measures what the learners have learned about the English language. It not only provides grades, but also helps their new knowledge become permanent.

**Acknowledgment**

Many people have helped me in the course of writing this book. I owe my thanks to Prof. Ding Tingsen and Prof. Mao Guoan, both of whom offered many valuable suggestions and favorable comments; to Meng Junyi, associate professor, who read through the whole manuscript with patience and provided lots of constructive advice; and special thanks to Ken Goss and Pat Goss, who are both education experts from the United States. They went over and over the manuscript to modify the wording and offered valuable suggestions. I am greatly indebted to my students, colleagues and friends. With their help and encouragement this book could be published and be shared with our readers.

Zhao Tao  
Guizhou Normal University  
June 2001

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# Chapter One

## Learning Theory

Part I Behaviorism & Humanistic Theories

Part II Cognitive Psychology

Part III Krashen's Five Hypotheses

### Introduction

In this chapter we'll mainly try to discuss two kinds of learning theories of psychology — non-cognitive learning theories and cognitive learning theories. There are behavioral and humanistic learning theories in the section of non-cognitive psychology while there are four models in cognitive learning theory. Understanding them before teaching is so essential and vital for language teachers that the information provided here may help them to shape their teaching attitude towards the students' learning, solve the possible problems they might encounter in their work, and become successful teachers of English.

This is as true for the language teacher as for the teacher of any other subject. What we're doing is to help language teachers to make connections between these different aspects of the learning process

and to make informed decisions about what to do in their classroom based on a psychological theory.

## **Part I Behaviorism & Humanistic Theories**

### **1.1 Introduction**

We are here to discuss two kinds of non-cognitive learning theories: behavioral and humanistic theories of psychology. They are non-cognitive theories because they do not try to explain learning as a function of processes in the mind. Functions in the mind, such as thinking, remembering, and problem solving, are not directly observable. You can not see the thinking process. While cognitive theories describe, explain, and predict what occurs in the mind during these non-observable processes, behavioral theories describe, explain, and predict learning as a result of only observable behaviors.

Behavioral theories emphasize how persons and objects in the environment influence behavior. Of the teaching methods, the Audio-Lingual Method was mainly shaped and supported by Behavioral learning theories. When the behavioral theories are applied to the learning environment, they produce teacher-centered approaches to education. The behavioral theories we discuss here were developed by *John B. Watson*, *Ivan Pavlov*, and *B. F. Skinner*.

Humanistic theories of psychology emphasize the importance of the effect ( emotional reactions to real world-events ) on behavior. They stress the importance of the relationship between student and teacher

and maintain that students should be offered many choices in the learning process. When humanistic theories are applied to the learning environment, they produce student-centered approaches. The humanistic theories discussed here were developed by *Abraham Maslow, Carl Rogers, and Arthur Combs*. These non-cognitive learning theories can be applied in designing instructional materials and classroom environments that are favorable to learning.

## 1.2 Behaviorism And Its Researchers

Behaviorism is an approach to psychology that has its roots within positivism, and which has had a deep influence on language teaching throughout the world. This approach arose out of the ideas of early learning theorists who attempted to explain all learning in terms of some form of conditioning. As we know, before the 1960s the field of first language acquisition was dominated by behaviorist ideas. These emphasized learning through habit-formation, and this was considered to be imitation, reinforcement and repetition of behavior.

### 1.2.1 *John . B Watson*

John. B Watson ( 1878 — 1958 ) is generally credited with introducing behavioral psychology in its modern form and considered founder of American Behaviorism. While teaching at Johns Hopkins University in 1913, Watson published the article *Psychology as the Behaviorist Views It* in the *Psychological Review* and introduced behaviorism to Americans.

According to Watson, behaviorists try to predict responses based on knowledge of preceding events called stimuli. They also try to predict which stimuli were present during a given response. Behaviorists learn how to predict behavior, which is any observable action, by observing people interacting with their environment and noting changes. Behaviorists also want to control behavior. Once they observe how interacting in an environment changes behavior, they can recreate situations that will increase or decrease behaviors ( Rothstein, 1990 ). The ability to control behavior can be applied in classroom management for purposes of discipline and also for structuring lessons and other classwork designed to optimize academic performance. Teachers need control over many students behaviors or help them get into good leaning habits. Teachers need to understand how they can influence academic behaviors such as the amount of time students spend reading and working on the pronunciation of a certain English word or a phrase or a sentence. Behavioral theories provide this kind of information.

### 1.2.2 *Ivan Pavlov*

Ivan Pavlov (1849 — 1936), a Russian psychologist, is credited with observing and reporting about classical conditioning. He once did his research at the University of Petersburg and later at the Russian Military Medical Academy. It was he who established principles of classical conditioning and provided foundation for learning theories. He received the 1904 Nobel Prize for work on primary digestive glands. In the late 1800s and early 1900s he studied the digestive system of dogs, which eventually led him to describe a type of be-

havioral learning termed classical conditioning.

Having prepared a lot, Pavlov designed a set of experiments to test this phenomenon systematically. He sounded a bell immediately before a dog was fed and noted that the dog salivated. Pavlov continued pairing the two stimuli, the sound of the bell and the presentation of the food for several times. After several paired presentations, Pavlov presented only one stimulus, the ringing of the bell. When he did this, Pavlov observed the dog salivate, even though no food presented ( Rothstein, 1990 ). Because of the experimental method used to systematically investigate this phenomenon, the kind of learning described by Pavlov has been called classical conditioning. Some researchers call it respondent conditioning.

### 1.2.3 *B. F. Skinner*

Burrhus. Frederick. Skinner (1904 — ), professor of Harvard University, is generally regarded as the founder of modern behaviorism, who constructed a system of principles to account for human behavior. He also began with the premise that learning was the result of environmental rather than genetic factors. Skinner noticed the limitations of classical conditioning and investigated other associations between stimuli and responses. The type of learning that Skinner describes is called operant conditioning. Some researchers also call it instrumental conditioning. Operant conditioning involves learning voluntary responses and strengthening or weakening those responses by the consequences, the reinforcers.

Most of the research that Skinner conducted involved an apparatus that Skinner designed which has come to be known as the Skinner Box, a small cage with a built-in level ( or bar ) and a tray. Outside the box is a container of food pellets. When the level is pressed, a food pellet can be rolled automatically into the box and onto the tray.

For a typical experiment Skinner would place a hungry rat inside the box. The rat would discover the level and notice that pressing the level delivered food pellets on the tray. Once this was learned, Skinner provided food pellets only under certain conditions, and the rat would learn what these conditions were and press the level more frequently when they occurred. For example, Skinner would provide pellets when the bar was pressed only after a tone was sounded which resulted in delivery of food pellets, but pressing the level when there was no sound did not produce food pellets. We "know" that the rat learned this response to the tone because the rat pressed the level frequently when the tone was sounded and infrequently when the tone was not sounded. The term operant conditioning was chosen because the rats "operated" the bar to receive food.

### 1.3 Behavioral Principles

To implement behavioral theories, you need to understand the relationships between stimuli, reinforcements, and responses because these relationships determine whether learning will occur. The following are important terms and principles of behaviorism in brief. We have more behavioral principles, such as positive reinforcement,

negative reinforcement, schedules of reinforcement, extinction, punishment, stimulus generalization and discrimination, shaping and cueing. We'll focus on the punishment.

### 1.3.1 *Punishment*

To psychologists punishment is any stimulus that decreases the strength or frequency of a behavior. Now punishment is frequently criticized because it makes children hate schools or teachers, creates emotional problems, only temporarily suppresses behavior, or deals only with the symptom of the problem. There are several possible negative consequences associated with punishment, however, and its use in the classroom is generally not recommended.

1.3.1.1 Punishment may cause an increase rather than a decrease in the inappropriate behavior.

1.3.1.2 Punishment may generate fear toward the person providing the punishment. For example, if at school a teacher punishes a student, the student may become fearful of that teacher.

1.3.1.3 Punishment may generate fear toward another situation. For example, if a student is punished during school, the student may become fearful about going to school.

## 1.4 Humanistic Psychology

The second major category of learning theory presented in this part

is the humanistic learning theory, which investigates the effect of emotional and interpersonal behavior on learning. Humanistic theories developed in the late 1960s and early 1970s were in response to discontent with behavioral approaches. Behavioral approaches were criticized for not considering how students feel about themselves or their teachers. Humanists argued that these feelings are important to learning and teachers need to be concerned with more factors than those considered by behaviorists. Learning in the classroom environment is more complicated than classical conditioning experiments conducted in a lab. Behavioral theories have also been criticized because they fail to explain how learning occurs. Taking language acquisition for instance, behavioral explanations are limited because they do not help us understand how language is acquired.

Humanistic psychology believes that education should involve the development of both the intellect and the emotions. The goal of this approach is to help develop students' personalities, values, social skills, and self-concepts in concert with academic achievement. Humanists might argue that it is more important for students to become responsible, caring adults than to score a few points higher on an achievement test.

Humanistic psychology is concerned with the development of the whole person. According to humanists, schools must be able to accomplish their goals:

#### 1.4.1 develop healthy self-concepts