

# New ELT Methodology

(Teacher's Book)

## 新 英 语 教 学 法

(教师用书)

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## 内容提要

《新英语教学法》是一本符合教育部 2001 年制订的《英语课程标准》的指导思想的英语教学法教材。本教材力求通过师生互动、共同发展的教学模式，把知识传授和能力培养有机地结合起来。

本教材分为 18 个单元，分别介绍英语教学法的基本概念、学习动机、学习者和学习特征、教学大纲、交际能力等英语教学相关理论，以及英语语言知识和技能的教学方法与技能。另外还介绍了诸如启发技巧、错误纠正、两人活动等的组织方法，以及课堂用语的使用、备课等一些教师职业技能。每单元采用任务式练习。书后附有部分单元的微格教学实践训练及教学评价重点指导。为便于复习总结及进行更深入的讨论，每隔几个单元附有一篇补充阅读文章。

本教材配有教师用书。本教材除适用于高等师范院校英语专业学生外，也可用作中学英语教师的继续教育教材和各类英语教师的在职培训教材。

## 前 言

《新英语教学法》是为高等师范院校英语专业学生编写的，也可用作中学英语教师的继续教育教材和各类英语教师的在职培训教材。

本教材的编写符合教育部 2001 年制订的国家《英语课程标准》的指导思想，有助于英语教师更有效地贯彻实施该课程标准。它的编写主要以交际法（Communicative Language Teaching）、任务教学法（Task-Based Approach）、反思性教学（Reflective Approach）等理论为依据，力求在英语教学法课程中贯彻素质教育观念，体现以学生为主体、为学生发展服务的教育思想；结合学生现有的学习经历和认识基础，指导他们讨论、反思、观察、探究和实践，启发他们的思维，帮助他们构建新的认识 and 理念；在培养学生思考问题、分析问题和解决问题的能力同时，也培养他们的学习能力、交际能力、合作能力、创新能力和实践能力。本教材不采用以往国内外语教学法教材那种以教师为中心的教学形式或只注重理论知识的传授、忽视师范性原则的做法，而是力求通过师生互动教学模式，将教学法理论课与教师职业技能训练有机地结合起来，使理论学习与实践训练同步进行。如在属于语言知识和语言技能的教学方法与技巧部分的各章节，附有相关的微格教学实践训练及教学评价重点，力求使学生通过本教材的学习能不断提高理论联系实际的能力。本教材努力使学生通过系统的学习能更好掌握基本的英语教学研究和评价方法，为提高自身的业务素质 and 在今后教学中开展教学改革与研究，达到终身教育的目的打下扎实的基础，从而为学生自身的职业发展，为使学能发展成为研究型的教师打下较好的基础。

此外，本教材努力体现开放式的教学思想，注重学生参与整个教学过程，鼓励教师合理利用那些取自学生的教学资源。如在学生用书中设计了大量的要求学生个别或集体完成的任务式教学内容。取自学生的教学资源有利于教师对教学实际的重新思考和再创造，以达到师生的共同发展。同样，只为教师提供指导性建议和相关参考信息的教师用书，也提供了让教师依据自己的教学风格、教学实际等对其教学内容进行选择、调整、完善和发展的机会。总之，本教材无论是对学生，还是对教师既富有实用性，也富有挑战性。

本教材共分 18 个单元。第一单元为英语教学法导论；第二、三、四单元重点讨论学习动机、学习者特征和学习特征等与学习者有关的基本概念；第五单元介绍了各教学大纲的特点；第六单元则对交际能力进行探讨。第七单元至第十三单元介绍语音、语法和词汇等英语语言知识，以及听、说、读、写等英语语言技能的教学方法与技巧。对于这些单元，书后均附有微格教学实践训练及教学评价重点指导。建议在上完各有关单元后即进行对应内容的微格教学实践训练，以便学生通过该训练能即时尝试运用所学理论；通过观察，学会科学评价一节课；通过反思，懂得如何进行自我提高。此外，第十四至十八单元主要讨论诸如启发技巧、错误纠正、两人活动等的组织，以及课堂用语的使用、备课等一些教师职业技能。每单元采用任务式练习。为便于复习总结及进行更深入的讨论，每隔几个单元附有一篇补充阅读文章。本教材配有教师用书，建议用 70~80 学时完成。

本教材是在多年教学实践的基础上形成的。虽然这几年来我们不断对它进行修改和补充，但因水平所限，仍有许多不尽人意的地方。在编写、试验本教材的这几年中，我们受到了福建南平师专外语系同行和学生的帮助，这里特别要感谢与我们共同为《师专英语教育专业教学法课程改革与研究》课题付出努力，并参与用本教材作教学试验的张碧聪、吴琼两位老师。我们还要感谢该系英语教育专业 1996 级、1997 级、1998 级和 1999 级的学生们。在试验中，是他们为我们提供了大量的素材。南京爱德基金会自始至终都关心、支持着我们，假如这次没有他们的慷慨赞助，本教材将不可能出版，我们在此深表谢意！

我们真诚希望使用本教材的广大师生对我们提出批评指正。

编者

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## Introduction

### Who is this material for?

The book is aimed at a Chinese audience of college level pre-service teacher trainees, intending to teach in middle schools.

The book also aims to help the college teacher/teacher trainer of such groups. The teacher's book guides the teacher through the course and the material, with background information and suggestions for further reading.

We hope it will also be useful for in-service courses for teachers. If time is limited, we suggest using the end-of-section summaries to promote thought and discussion of various issues related to teaching English.

### How should the material be used?

If possible, take time to read through the whole book before you begin. You may find that you would prefer to examine your own ideas and attitudes about teaching. That is an aim in itself, but more pragmatically you can decide for yourself well in advance what you would prefer to advance as your opinion where more contentious issues arise. (For an example, look at Unit 3 and consider where you stand on teaching English in primary schools.) You should do the exercises in the students' book yourself first — put yourself in the student's place.

One approach to preparing lessons is to transfer the information yourself from the teacher's book to the student's one. In this way, you will be taken through the unit as well as being able to use the student's book in class, able to see clearly what they have (and don't have) in front of them.

We would encourage you to take from this book what is appropriate. This is not a Bible, and local conditions as well as current opinions should be taken into account.

The main aims of our material are:

- a) to help students realise what they already know about teaching and learning, and what their ideas/attitudes are;
- b) to help them learn something more about it, and examine their ideas and attitudes as they develop;
- c) to encourage them to consider the practical implications of all the above.

We think it is very important to encourage students to come to their own conclusions, but also to carry on developing them, and learning, *after* they graduate.

To a certain extent, your lessons can serve to demonstrate the kinds of activities your students might eventually use in schools, and show them the classroom management issues that typically arise.

### Features of the material

#### *Sound theoretical basis*

We have tried to start from a sound theoretical basis, but without being too dogmatic. Our objective is to start by making students aware of the issues surrounding ELT, leading into practical areas, with an emphasis on what they can do in schools.

#### *Helping students to study*

The material is intended to help students to organise their notes by providing spaces for their own responses to questions and activities. There is also space for notes as the teacher talks / demonstrates. Even so, students should still be encouraged to have a notebook and paper, for both extra notes and tasks.

#### *Developing thinking skills*

We try to lead students towards conclusions. This is a teaching style which neither excludes, nor wholly depends on, direct lecturing.

#### *Helping the teacher*

You should be able to use this book using your own teaching style, but also to develop it. We hope it is also a challenge to you to think about your style of teaching. For instance, it might be possible to lecture directly, but we do not really advocate it. Try to include the students. Recently more books on methodology have become available in China, and we have included some recommendations.

#### *Realistic*

The book is based on an actual course which has been taught to teacher trainees in a Chinese college.

### Tasks

Choose whether you do these individually, in pairs, or in larger groups. (We do not specify, unless we have thought it particularly important.) This will help introduce variety to your classroom, but it is also a practical demonstration of some activities and classroom management.

Each task has a box like this, telling students to record their answers, etc.

Write your answer/s here:

This instruction is only given for the first two units. After this, students should have an idea what to do, and you may wish to change the way they work. However, do try to make sure that they make a note of their own ideas and reactions, so that you can acknowledge them and make use of them in class, and also so that they can think about them later.

## Unit One ~ Introduction to ELT Methodology

This introductory lesson outlines what is meant by the term methodology when applied to the teaching of English as a foreign or second language. There are some similarities with other subject areas, of course, and we take a broad look at other subjects related to ELT, and the changing face of ELT in China. Students will probably find a good deal of jargon here as well as some difficult concepts, and it is important to let them know that their understanding is likely to grow over the course. They should not feel overwhelmed so early in a course, but clearing the ground here should help to establish what we are all talking about.

### Part 1: Methodology

#### Task 1:

What is Methodology?

Get the students to write their ideas in the box, and then elicit some of them to be put on the board for discussion. Especially encourage them to look at the -ology suffix.

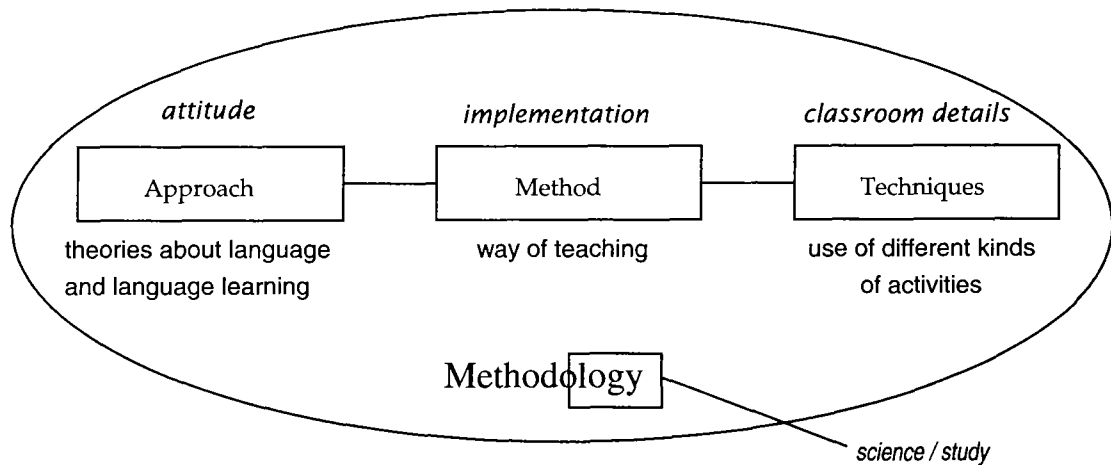
Write your answer/s here:

*about teaching methods*

*a subject that tells you how to teach better*

*a kind of theory and how to put it into practice*

Build this diagram up on the board. Fill in one set of information horizontally or vertically, explaining as you go along.



Methodology studies all three of these areas  
and the beliefs / principles behind them.

The above diagram should help students to differentiate the three aspects, although it may take them some time to really understand them. If they are given plenty of clear examples, of course, this will help. Point out that these three terms are often translated into the same Chinese word, 方法, so in English it is easier to see the difference.

### Approach

An approach is based on certain beliefs about language and learning which then affect the way the teacher teaches. It is, of course, rather abstract. One example is:

*the Communicative Approach, which sees the main purpose of language as communication; when language is used for that purpose as much as possible learning is greatly helped.*

### Method

A systematic way of teaching a language, for example:

*the Silent Way, where the teacher talks as little as possible, and mime is often used;*

*the Direct Method, popular in China some time ago, insisted on the use of only the target language, and realia;*

*Grammar Translation, in which the emphasis was on learning grammar rules and translating from one language to the other.*

### Techniques

The day-to-day things that a teacher does in class. These often vary from teacher to teacher and from class to class. Examples are:

*groupwork;*

*question and answer;*

*dictation.*

## Part 2: The relationship between Approach, Method, and Techniques

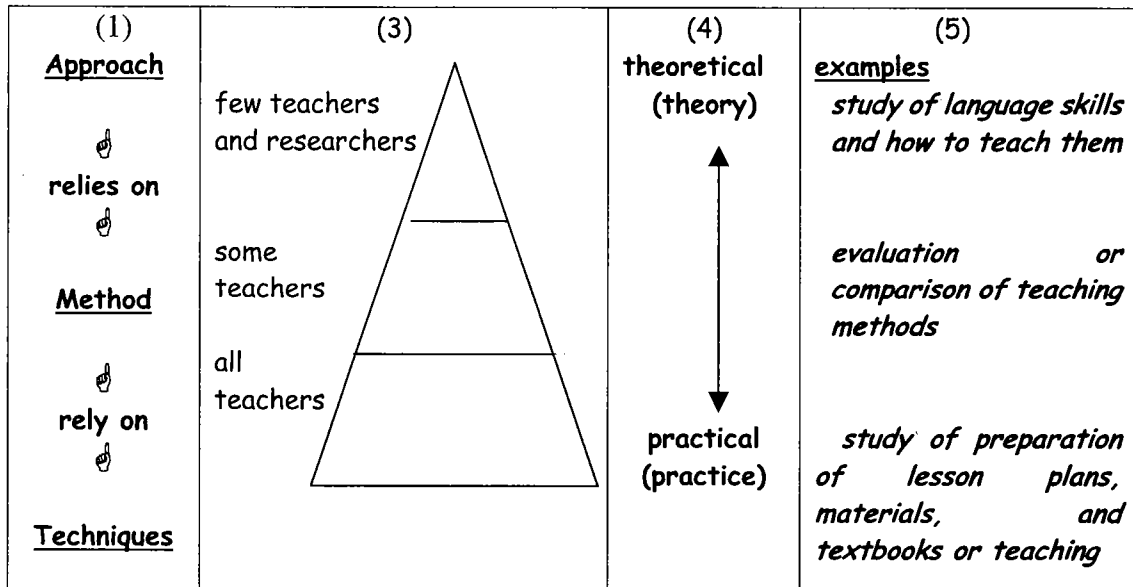
Follow the circled numbers to build up this section of the lesson. First, write up column (1), then set the task. This lesson would be particularly suitable for using an OHP.

### Task 2 (2)

Which of the three do most teachers think about?

Get the students to write their ideas in the box, and then select some of them for discussion.

Write your answer/s here:



- 1) There is a relationship between all three, because each depends on the one above. In other words, the techniques we use in class depend on the method we are trying to implement. That method is determined by our beliefs about language learning and teaching that are expressed in terms of an approach.
- 2) The task is designed to encourage thought about all three, but in all probability, students may have little idea of an answer. Remind your students that teachers are often very busy, and that approach is rather abstract.
- 3) The triangle represents the fact that most teachers are concerned more with the day-to-day practicalities of the classroom than abstract ideas. The large base then indicates the large numbers of teachers thinking at this level, while the relatively small numbers of teachers and researchers who are concerned with approach are at the apex.
- 4) It should not be too difficult to persuade students that the upper part of the triangle involves theory while the lower part represents practical concerns.
- 5) These examples are from Richards *et al* (1992). They should help to explain what each level of thought examines.

### Part 3: Subjects related to ELT Methodology

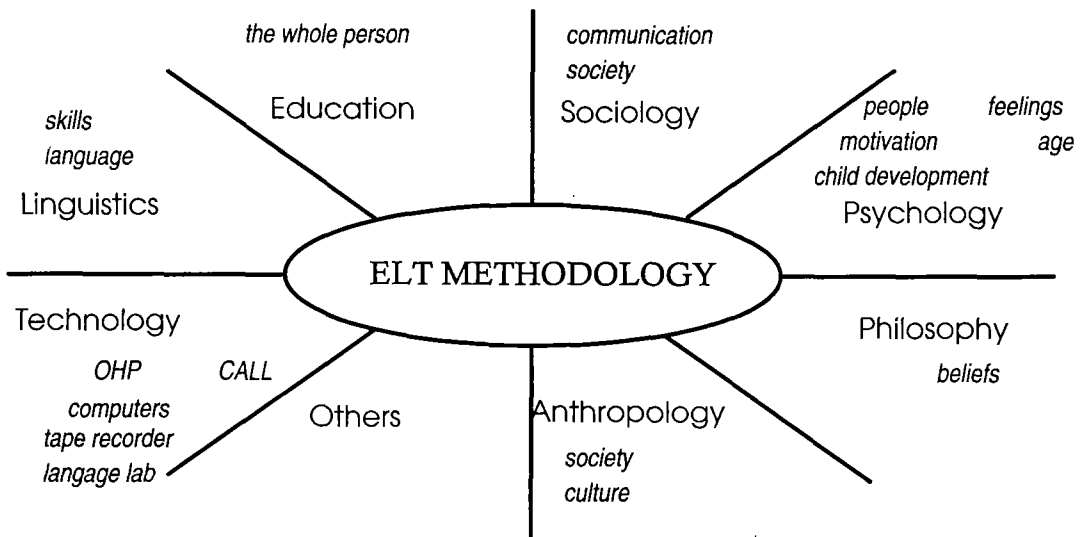
#### Task 3

What subjects do you think are related to ELT Methodology?

**Get the students to write their ideas in the box, and then elicit some of them for discussion. It may help to suggest that they think about the subjects they study at college.**

Write your answer/s here:

**As students make suggestions, list them, and then categorise them so that you can build up the following diagram:**



As each major heading (Education, Psychology, etc.) section is completed, ask for or elicit examples and relate them to ELT Methodology. Some connections are clearer than others. Technology, for example, is fairly easily explained. Anthropology may need some more obvious examples — cultural misunderstanding is one likely area, as is body language.

### Part 4: The complexity of FLT

Judging by Part 3, foreign language teaching would appear to be very complex. This part of the lesson gives a broad picture of what can affect the teaching of languages, and it can be seen that each part has an effect on the next, down the scale. Ask students to take notes according to the sections, and use the board as you see fit.

<p>1) <u>State Policy</u> (Government Policy)</p> <p>⌘</p> <p>has an effect on</p> <p>⌘</p>	<p>1950s: China and USSR enjoyed a good relationship. The major foreign language in China was Russian. Once that relationship broke down in the 1960s, the state policy on FLT changed because Russian was no longer needed.</p> <p>1960s: During the Cultural Revolution, foreigners were seen as enemies, and those who spoke other languages were vilified.</p> <p>1980s &amp; 90s: The reform and opening-up policies changed policies greatly. Communication and business with the outside world increased, and investment could be facilitated by knowledge of foreign languages. Therefore, learning them was encouraged.</p> <p>2000s: Globalisation and China's entry to into the WTO have resulted in greater efforts to promote ELT. With educational reform at both elementary and secondary levels has come a new syllabus and the introduction of English teaching to primary schools.</p>
<p>2) <u>Environment and Situation</u></p> <p>⌘</p> <p>have an effect on</p> <p>⌘</p>	<p>macro: During the Cultural Revolution, there was punishment of foreign language learners and speakers, but now foreign languages can improve job prospects.</p> <p>micro: Schools are spending more on facilities for learning foreign languages, and much better materials can be found in bookshops.</p>
<p>3) <u>Teaching Aims and Goals</u></p> <p>⌘</p> <p>have an effect on</p> <p>⌘</p>	<p>These are set according to the policy laid down by the state, and affected by both general and specific situations. The aims of a course of study depend on what the eventual use of the language will be. Often this is not known, but what is known is that college entrance depends on some proficiency in English, therefore, goals are set accordingly.</p>
<p>4) <u>Contents and Requirements</u></p> <p>⌘</p> <p>have an effect on</p> <p>⌘</p>	<p>What is to be learnt? Some important ideas here are curriculum and syllabus.</p>
<p>5) <u>Students and Teachers</u></p>	<p>This is the most complicated part. There are many differences in attitude, motivation, aptitude, and beliefs. For example, some students may wonder why they are learning English, not French; they may dislike it; some seem to show an aptitude for language learning; teachers may not think of speaking as an important aspect, etc.</p>

## Supplementary Reading

### ELT METHODOLOGY

#### What is Methodology?

Methodology can be defined as the study of teaching in general. Where ELT is concerned, we are talking about the way that languages are taught. Normally we look at different areas, namely approach, method, and techniques. While many people think of method as the main concern of methodology, the first of the three leads us to examine theories of language and language learning, and the last of the three deals with details at a daily, classroom level. It may be obvious, then, that approach is rather theoretical, whereas that of techniques are much less so. Some examples of approach include the Communicative Approach and the Lexical Approach. Popular methods have included the Direct Method and typical techniques are the use of cassette tapes and translation from English into Chinese.

#### Relationship of the three parts

Comparing the three, it can be seen that they are all linked to each other. A teacher who believes in a certain approach might seek out a relevant method for teaching, and this method may then suggest certain actions in the classroom. However, many teachers may not concern themselves with the most abstract of these areas, and will spend much of their time dealing with the practicalities of the classroom environment. Those more likely to decide on approach are those involved in policy decisions and research.

#### Subjects Related to ELT Methodology

As English is a core subject in Chinese middle schools, we can observe the way it is connected to other subjects. Equally, in the context of Teacher Training colleges, there are various connections between ELT Methodology and other academic disciplines. In some ways this is because it belongs to the wider field of general education, leading to common ground with the studies of psychology, sociology, philosophy, and anthropology. As a subject taught in middle schools, teachers of English need to share in the knowledge of these and general educational fields that their colleagues find valuable. In this way, the teaching of English can contribute to the general development of the child. Some technical areas are also common to many teachers, such as the use of classroom equipment, though this may have a specialised emphasis where ELT methodology is concerned. The most specialised area that we need to attend to is that which deals with the language itself. A good knowledge of, and experience in using the language produces a better teacher.

#### The Complexity of FLT

Foreign language teaching is not a simple matter, as a glance at its history can easily show. The relationship between historical events and government policies is a complex one, and both have had deep effects on education in general, and on FLT in particular. Events at higher and broader levels have trickled down even to the level of individual teachers and students. International changes like that which affected the relationship with the USSR, and national events like the Cultural Revolution had sweeping effects. The first resulted in English replacing Russian as the dominant foreign language taught in schools, while the second all but stopped FLT nationwide. Of course, the situation is vastly changed these days, and current effects of the internationalisation of English are its sheer popularity in China, even leading to its inclusion in the curriculum of some