

<<实用英语教学法>>

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内容概要

改革开放30多年来,随着我国与世界各国交流和来往的广度和深度的不断发展,国民英语水平得到了普遍与大幅的提升。

在我国发展的各个不同历史时期,国家也会对各个层次的英语教学适时做出新的调整,提出新的要求。

进入21世纪以来最近的一次大学英语教学改革,作为我国高等教育教学质量工程的一项重要内容,在教育部的领导下,整体规划,分步实施,措施得当,取得显著效果。

经过近十年的改革,我国大学英语教学的情况发生了巨大改变,基于计算机和课堂的新型教学模式在全国各高校基本全面建立,“以学生为主体,以教师为主导”的教学理念基本被广泛认同,各高校都已基本建立与本校办学特色相适应的大学英语课程体系,且注重加强课程内涵建设,学生的英语综合运用能力和自主学习能力普遍得到提高。

改革走到今天,经历了阵痛,也看到了成效,但依然方兴未艾。

广大的高校英语教师面临学生英语水平的提高,面临高校师资队伍建设的形势,面临职称晋升不断抬高的门槛,在亲历了大学英语教学改革浪潮的洗礼之后,尤其感觉到了从事高校英语教师这份职业的不易、挑战与压力。

从教育部到高校各级教学单位的管理层,也越来越意识到,高等学校大学英语教学质量是关系到提高我国高等教育质量、办人民满意的教育的大事,而要提高英语教学质量,除了要改革教学大纲、教材系统、考试体系、教学模式和教学手段,更重要、也是更内核的是要转变广大英语教师的理念,不断提升他们的专业水平和教学能力。

我国的大学英语教师,普遍来说都是从高校取得英语语言文学及相关专业学位之后,即直接开始从事教学工作,不少年轻教师并没有接受过有关教育学和教学法的系统培训。

而一个显而易见的道理是:一个好的英语教师仅仅具备扎实的英语语言技能是远远不够的,并不是自身英语水平高的教师就一定能教出英语好的学生。

要搞好英语教学,咱们的英语教师还须不断学习现代教育理论、外语教学理论和外语学科理论,优化和完善自身的知识结构,掌握现代教育技术,提升文化素养,拓展国际视野,并具备将理论知识真正融会贯通到具体教学当中去的能力,如制定教学大纲、设计教学方案、驾驭课堂、充分利用教学资源、有效管理学生、科学测评学生能力等各方面的能力。

更为重要的是,英语教师还应具备在本领域中可持续发展的能力。

这就需要广大英语教师具备自主的终身学习意识和动力,具备自我发展的动力和能力,教师职业的专业化发展能力成为新时期对教师提出的新的和更高的发展目标。

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丛书总序(王守仁)

中文导读(郭海云)

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章节摘录

However, while teaching, I try to use only English because I feel it makes me a better teacher. By staying in English, I am forced to deliver better instructions, and I will often use more varied types of input instead of always giving spoken instructions. For example, I may pantomime the instructions or draw pictures on the board of what I want students to do. Unfortunately, that only takes care of part of the question. The other part is what should be done when children start using their native language? This will happen and often children unwittingly drift into their native language when they are excited about a game or other activity. When it does happen, I will say to the children, This is an English language game. or This is an English book I prefer to do this for two reasons. First, I am not demeaning the children's native language by saying they should not speak it. Second, they also become aware that the game or the book is what dictates the use of English. This way, I can also easily remind learners about specific phrases they need to use in order to play the game or talk about the book in English.

Finally, when children are entering or leaving the classroom and naturally talking to one another in their native language, I do not stop them—especially in an EFL setting where English is not their main form of communication.

3. Special needs

Many learners in classrooms have special needs that require some sort of intervention. These needs range from visual and hearing impairments to other specific problems which will impact learning. In recent years, more attention has been paid to the special educational needs of learners who are bilingual and/or attempting to learn an additional language (Baca and Cervantes, 1998; Winzer and Mazurek, 1998). On a personal note, I am especially interested in special needs as they relate to ESL and EFL students because my father was a second-language learner in the U.S. and also completely blind in one eye. Even with these special needs, he learned the strategies necessary to tackle complex academic material and graduated from Stanford University at the top of his class.

Teachers of young learners are more likely to encounter special needs in the classroom than teachers of older learners for two reasons. First, the vast majority of children in the world—unless they have severe disabilities—attend school. Unfortunately, older learners with learning disabilities may have dropped out of school. Second, young learners with special needs may not yet have developed or been taught the strategies necessary to tackle academic subjects. Therefore, you may be the first person they encounter who can help them learn these strategies.

While children with severe special needs will probably not be in your class without their own caregiver, you may have a child who is visually or hearing impaired. (Signs of vision impairment are found on page 74 and hearing impairment on page 23.) In addition, you may have students who have dyslexia or an attention deficit disorder. As a teacher, not a medical professional, you cannot and should not even attempt to make a diagnosis of either of these conditions. However, you can tell the appropriate educators at your school if you sense that a learner may have a special educational need. Once a diagnosis is made, you can work with a specialist to develop a repertoire of strategies that can be used to help the learners with the special needs.

Dyslexia

Dyslexia is a learning disability that impacts children learning their native language as well as learning EFL or ESL. One of the most famous people to suffer from dyslexia is the actor Tom Cruise. Historically referred to as word-blindness, the term dyslexia is based on the Greek lang: Yage meaning difficulty with words. The cause of dyslexia is not known but there are known links to heredity and to early hearing loss. There is both mild and severe dyslexia. For example, a student with dyslexia may confuse left and right. It should be noted that if a child is left-handed, that in and of itself is not related to dyslexia. Another example of dyslexic behavior may be a student who is able to read a word in one paragraph, but when the word appears in a subsequent paragraph, the student is at a complete loss.

Regardless of the degree of dyslexia, early diagnosis of the problem and focused instruction are key. EFL teachers may find it inappropriate to provide learners with English-language literacy instruction until they have mastered literacy skills in their native language. If, for example, a child is having trouble mastering symbols—such as letters or characters in his own language—it doesn't make sense to load him with an additional set of symbols before the original ones have been mastered.

Unfortunately, many EFL teachers may find themselves in a country where most primary school teachers have had little formal training to effectively meet the needs of dyslexic learners. Or they may feel that there are no

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resources available to help learners who may be dyslexic. If this happens to you , chances are once you start talking to teachers who specialize in teaching reading to young learners , you will find someone or a group of people who are aware of dyslexia and may even have resources to help.

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