

<<语言教学中的课程设计>>

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前言

Like many language teaching professionals , I entered the field of languageteaching as a classroom teacher , anticipating that as I accumulated experi-ence and professional knowledge , I would become a better teacher. As manyothers have discovered , however , I soon came to realize that being an ef-fective teacher meant much more than becoming a more skillful and knowl-edgeable classroom practitioner. It meant learning how to develop and adaptmaterials , to plan and evaluate courses , to adapt teaching to students needs , and to function within an institutional setting. It became clear that effectiveteaching was dependent on understanding the context for teaching , theneeds of teachers and learners , the careful planning of courses and materi-als , as well as the monitoring of teaching and learning. In short , it was nec-essary to try to understand teaching as a part of an interrelated set of factorsand processes that are often referred to as curriculum development. This book seeks to describe and examine the processes of curriculum de-velopment in language teaching in order to acquaint language teachers andteachers-in-training with fundamental issues and practices in language cur-riculum development. Curriculum development is an essentially practicalactivity since it seeks to improve the quality of language teaching throughthe use of systematic planning , development , and review practices in all as-pects of a language program. The book tries to provide as many examplesas possible of how some of the practical problems in language program de-velopment have been addressed by practitioners in many parts of the world.At the same time , the practices employed in developing and renewing lan-guage programs themselves reflect ongoing theories and developments inlanguage teaching pedagogy , second language acquisition theory , educa-tional theory , and related fields; hence the book also seeks to highlight im-portant theoretical issues that can have a significant impact on language cur-riculum practices.

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内容概要

随着对语言教学的深入研究，人们逐渐认识到，语言教学并非应用语言理论的简单实践，而是与教学相关的多种要素的综合反映。

一个建立在课程设计基础上的语言教学观是非常必要的。

本书通过丰富的教学应用实例介绍了课程设计中的以下环节：需求分析、对教学环境的分析、教学目标的设定、教学大纲的设计、教材的开发和修订、课程评估。

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作者简介

Jack C. Richards 是一位著名的语言教育专家，有30余年的英语教学研究和实践经验，能充分理解教师的实际需要，这一点在本书的叙述方式、章节安排和思考题的设计上均有体现。

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章节摘录

The goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of a language course. However, other factors apart from learner needs are relevant to the design and implementation of successful language programs. Language programs are carried out in particular contexts or situations. Clark (1987, xii) comments: A language curriculum is a function of the interrelationships that hold between subject-specific concerns and other broader factors embracing socio-political and philosophical matters, educational value systems, theory and practice in curriculum design, teacher experiential wisdom and learner motivation. In order to understand the foreign language curriculum in any particular context it is therefore necessary to attempt to understand how all the various influences interrelate to give a particular shape to the planning and execution of the teaching/learning process. The contexts for language programs are diverse and the particular variables that come into play in a specific situation are often the key determinants of the success of a program. Some language curricula are planned for centrally organized state school systems where a great deal of direction and support for teaching is provided. Others take place in settings where there are limited human and physical resources. Some proposals for curriculum change are well received by teachers, but others may be resisted. In some situations, teachers are well trained and have time available to plan their own lesson materials. In other situations, teachers may have little time for lesson planning and materials production and simply teach from their textbooks. Each context for a curriculum change or innovation thus contains factors that can potentially facilitate the change or hinder its successful implementation (Markee 1997). It is important, therefore, to identify what these factors are and what their potential effects might be when planning a curriculum change (Bean 1993). Pratt (1980, 117) observes:

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《语言教学中的课程设计》通过丰富的教学应用实例介绍了课程设计中的以下环节：需求分析、对教学环境的分析、教学目标的设定、教学大纲的设计、教材的开发和修订、课程评估。

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