

<<语言教学的流派>>

图书基本信息

书名：<<语言教学的流派>>

13位ISBN编号：9787560079066

10位ISBN编号：7560079067

出版时间：2008-11

出版时间：外语教学与研究出版社

作者：（英）理查德（Richards, J.C.），（英）罗杰斯（Rodgers, T.S.） 著

页数：270

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<语言教学的流派>>

前言

This is a revised and reorganized version of the first edition . originally published in 1986 . More than half of the contents of this new edition has been specially written for this edition . Since the first edition was published . it has become one of the most widely referred to books on teaching methods . Since then , however , a great deal has happened in language teaching . In planning this new edition , we have therefore made a number of substantial changes . We have divided the book into three main parts : Part I deals with major trends in twentieth century language teaching . The chapters in this section are substantially the same as those in the first edition but include an updated list of references . Part II deals with alternative approaches and methods . This section describes approaches and methods that have attracted support at different times and in different places throughout the last 30 or so years . but have generally not been widely accepted or , in some cases , have not maintained substantial followings . The chapters on Total Physical Response , the Silent Way , Community Language Learning , and Suggestopedia are shorter versions of chapters from the first edition . Additional and more recent references have been added to these chapters . Because these methods are no longer widely used , a shorter treatment seemed appropriate . Readers requiring fuller discussion of these methods should consult the first edition . New chapters on Whole Language , Multiple Intelligences , Neurolinguistic Programming , the Lexical Approach , and Competency Based Language Teaching complete Part II . Although these latter approaches share some features with communicative approaches in Part III . we feel that they are sufficiently distinct to be grouped with the other approaches discussed in Part II .

<<语言教学的流派>>

内容概要

本是介绍第二语言教学领域流派与方法的专著，是对第一版的成功延伸。

在外语教学进入“后方法时代”之际，作者与时俱进，对第一版进行了修订，对原文内容进行了扩充，将全书分成了三个部分：1.20世纪语言教学的主要趋势；2.非传统流派；3.当前的交际流派。

第二版更注重批判性和选择性，在给读者展示更多语言教学流派的同时，寄希望于读者能从纷繁的教学流派中汲取营养，作出理性选择。

<<语言教学的流派>>

书籍目录

Preface Part I Major trends in twentieth-century language teaching 1 A Brief History of Language Teaching 2 The Nature of Approaches and Methods in Language Teaching 3 The Oral Approach and Situational Language Teaching 4 The Audiolingual Method Part II Alternative approaches and methods 5 Total Physical Response 6 The Silent Way 7 Community Language Learning 8 Suggestopedia 9 Whole Language 10 Multiple Intelligences 11 Neurolinguistic Programming 12 The Lexical Approach 13 Competency—Based Language Teaching Part III Current communicative approaches 14 Communicative Language Teaching 15 The Natural Approach 16 Cooperative Language Learning 17 Content—Based Instruction 18 Task—Based Language Teaching 19 The Post-methods Era Author index Subject index

章节摘录

4 The Audiolingual Method Background The Coleman Report in 1929 recommended a reading-based approach to foreign language teaching for use in American schools and colleges (Chapter 1). This emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach (Darlan 1972). Unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced at the whim of the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patterns, and vocabulary were most important for beginning, intermediate, or advanced learners. But the entry of the United States into World War II had a significant effect on language teaching in America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators, it was necessary to set up a special language training program. The government commissioned American universities to develop foreign language programs for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943.

<<语言教学的流派>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>