

<<ESP教学法的理论与实践>>

图书基本信息

书名：<<ESP教学法的理论与实践>>

13位ISBN编号：9787560529165

10位ISBN编号：756052916X

出版时间：2008-9

出版时间：西安交通大学出版社

作者：洪卫 编著

页数：142

字数：150000

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>

<<ESP教学法的理论与实践>>

内容概要

专门用途英语（ESP）教学法的本质就是一种独具某些特点的交际教学法，它以语言需求、交际能力、交际教学方法、语篇分析、学习者为中心等等作为其主要关注点，是近年来国外语言界的热点之一。

本书以ESP和专业交际的理论发展脉络为出发点，深入讨论了它们的特点及在教学中的应用的理论依据，从教学大纲、教学方法、课程材料等诸多方面的系统分析入手，结合教学实践，提出了一种适用于处于我国高等教育阶段的英语学习者的、折衷的综合语言教学模式，同时分相应步骤特别详尽地探讨了有关教学大纲设计、课堂教学活动安排、课程材料选择及测试与评估等多方面的指导原则和实际方法，并提出了在实施中应注意的一些具体事项，并特别探讨了教师培训和职业发展的问题。本书可供广大英语教育工作者以及相关应用语言学硕士研究生参考使用。

<<ESP教学法的理论与实践>>

书籍目录

第一章 简介	第二章 研究背景	第三章 当今英语教学中存在问题解析	3.1 The Prevailing “ Certificate-Oriented ” Environment	3.2 Time Limitation for “ the Common Core ”	3.3 Current Course Materials	3.4 Teaching Methodology and Teaching Activities	3.5 Students ’ Capacity and Their Reactions
第四章 ESP , ESP教学法 (导读)	4.1 Key Notions About ESP	4.1.1 What is ESP ?	4.1.2 Sub—branches of ESP	4.2 Origins and Growth of ESP	4.3 Differences Between ESP and GE	4.4 Characteristics of ESP Courses	4.5 Some Important Elements in the Description of ESP
	4.5.1 The Time—pressing Factor	4.5.2 The Age of ESP Learners	4.5.3 A learner—Centered Course	4.5.4 Academic Language Proficiency Defined in ESP	4.6 Important Conceptions of ESP and Their Implications	第五章 ESP教学法与交际教学法	5.1 Communicative Approach
	5.2 Communicativeness of ESP	5.2.1 The Syllabus of ESP	5.2.2 The Teaching Methodology of ESP	5.2.3 The Course Materials of ESP	第六章 在英语教学中应用ESP教学法	6.1 Needs Analysis	Step 1 : To Understand the Learners ’ Needs and Their Language Level
	6.2 Goals/Obj ectives Determination	Step 2 : To Determine and Design What to Teach	6.3 Authentic Course Materials	第七章 面临的挑战及给教师的建议	第八章 结论	

<<ESP教学法的理论与实践>>

章节摘录

Chapter Some Existing Problems in Current English Teaching There is no denying that English teaching in China in the past decades has been under progress in great strides. However we always sense that there has been a considerable gap between reality and expectations. Take a close survey of our students, and we are not surprised to find that the majority of them are quite incompetent to express their own ideas in a simple way, let alone to communicate with foreigners appropriately in academic circles, despite the fact that they have been studying English for more than ten years. As Widdowson (1972: 117) put it well: "The problem is that students, especially students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use, in normal communication, whether in spoken or written mode." Most learners of English are accustomed to taking the learning of a foreign language as a process of merely memorizing new words, doing countless questions in various types of test guide books, getting themselves familiarized with grammar rules, or memorizing some useful phrases. However, the real purpose of language learning is the most crucial function, i.e. communication among people from different cultural background. Even though some learners may realize the significance of this function, they may still deliberately neglect it simply because to communicate in a target language appears so difficult a goal to achieve. Or they may rest contented if they can manage to say something based on some recommended tasks because they hold the belief "Fluency is for all learners; accuracy, for some; absolute accuracy for few." (Corder, 1981: 9) Needless to say, this situation is far from being satisfactory. It sounds unfair to blame teachers for their efforts because, to make sure that learners could pass the national standardized tests (which in many universities is taken as the prerequisite for a student to receive the bachelor's degree), teachers have been making every effort to effect this by putting aside the training of communicative skills, which is often thought to be time-consuming and hard to accomplish. Such a practice often leads to the emergence of an absurd phenomenon even among the English learners in some top universities in China. Many language educationists claim that, from their own experience, an average Chinese student may have a better pronunciation than, say, his/her Japanese or Indian counterparts, but once he or she tries to enter into serious discussions on topic in English, his or her ability of speaking will be found just as wanting as his ability to write. What is even more disturbing is that our learners frequently take the target culture for granted and they tend to consider customs of other countries in their own light, so that communication may breakdown and even cultural misunderstandings or shock may occur once they initiate a talk with native speakers of English in person. Suppose a university student has been equipped with the basic vocabulary stock and the grammatical rules of English, there would be no problems for him to digest the literature in his specialized field so long as he has got a technical dictionary at hand, would there?

In no way!

As we can see from common practice, after studying English for more than ten years, many students are still very inept at using the language. They hold the word-by-word reading habit, fail to get the meaning of a piece of writing and show little interest in the language itself but bend hard on preparing the CET-4, CET-6, and other things like that. On the other hand, it is often the case that a high-scored student will find it too difficult to put "his English" into actual use in his specialized field, and even quite a few English majors are puzzled when they are to discuss some general technical problems with foreign experts.

<<ESP教学法的理论与实践>>

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>