

<<在中国教授英语指南>>

图书基本信息

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前言

classes based upon the students grades in all subjects (which this teacher does not endorse) . Imagine this scenario : You are finally boarding your flight to China with about thirteen hours of flying time ahead of you before landing at your destination. As you settle down in your seat , waiting for the drinks to come down the aisle , you start wondering again what in the world teaching English in China will be like , anyway ? Youre struggling with how you11 approach this new teaching job when you begin your classes. A hundred questions form in your mind , and your anxiety level begins to rise. Suddenly the man sitting next to you strikes up a conversation about the weather and other small talk. Then he tells you that he lives in China , has been working as a teacher there for seven years , and really loves it ! He is now returning to teach at a University in Chengdu. You can hardly believe your ears ! Here is a teacher who has been teaching English in China sitting right beside you. You have a captive source of information for the long flight over the Pacific Ocean ! You dont want to scare him , So you very casually tell him youre going to China for your first time as a teacher , and you have no idea how you will approach this new job. Being the dedicated teacher he is , he offers to answer any questions you have. Now , pretend these events have happened to you , and that I am that man sitting next to you. By the time you land in China , you will feel a lot better about your new job. So , buckle up your seat belt , settle back , and relax as I try to answer all of the major questions you may have. And , by the way , what we11 be talking about will help new Chinese teachers of English as well. When one undertakes to write a manual , small or large , it usually indicates that the writer wants to share information that he feels i8 not out there for the people who need it. Such a manual should provide special information thats needed but not available in one source.

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内容概要

本书是一本被实践证明了的、真实有效的英语教学指南，它涉及如何真实地反映学生开学前的英语水平和良好的教学策略等内容，其中包括：如何训练学生各方面的素质；如何给学生编制反映其真实水平的口语测试题；如何启发那些英语水平不够高的学生快速赶上学习进度；提高学生词汇量的三个步骤；实现英语应用的三个步骤；如何在课堂上教授语言技能等方面的内容。

作者与我们分享了新颖的课堂组织技巧、创意十足的教学方法、评分制度、评估程序、干扰学生学习的因素分析、课堂管理技巧、教学资源、具有很高应用价值的教学网站及中国的文化和生活等丰富的内容。

可以说，该书囊括了您需要了解的有关在中国教授英语的一切，它可以作为每一位来中国教授英语的外籍教师的必读指南。

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作者简介

比尔·伯克特(Bill Burkett), 刚刚结束在中国7年紧张而充实的教学生活回到美国作为一名国际著名的演说家, Burkett在过去43年里亲身感受和体验了46个国家不同的风土人情和文化, 他因此对不同国家的语言产生了强烈的兴趣这其实和他的演说经历是息息相关的在课堂上, 他进行英语教学; 在课下, 他积极进行教学研究, 主动汲取并亲自实践学生的建议他的教学集中于消除学生言语上的障碍和地方口音他的教学经验和研究奠定了他的英语作为第二语言教学的理念, 从而开创了她的A Manual for Teaching English in China (在中国教英语手册) 该书的姊妹篇Secrets to Better English揭示了一种行之有效的英语学习方法Bill Burkett拥有哲学博士学位, 他与众不同的教学语言和风趣幽默的讲话技巧及对中国学生所传递的无私的爱改变了无数中国学生的命运。

Bill Burkett的足迹遍及世界各地, 在享受给予博学之士传授价值观念时, Burkett却在最初给青少年教授英语时遇到了挑战Bill Burkett在Secrets to Better English里回忆说: “我走进教室时,惊讶地发现学校校长就坐在教室后面!

上课前几分钟, 我最终决定与其思考如何教授英语倒不如讲些轻松的话越上课铃声响了, 我即刻微笑着欢迎江校长到我们教室, 内心深处我还是很紧张的!

上课时间到了, 我脑海里突然闪现了时间和金钱的许多共同特质: 你可以同时花时间和金钱购买生活中的所需之物.....当我讲课的时候, 我注意到学生都非常专注地倾听, 这让我感到更加自信了, 于是我接着说, 浪费时间就相当于把钱扔掉(这一点与中国人勤俭节约的性格是大相径庭的)说着, 我拿出一些人民币扔到地上, 然后重复这个核心词并把它写在黑板上让学生跟读就在这时, 江校长把椅子向前挪动了一下, 然后注视着我有兴趣的动作一节课结束了, 教室也空了当我得知第二天江校长要求所有当天没课的教师来我的教室旁听时, 我目瞪口呆了!Secrets to Better English讲述了Burkett从第一天在中国教授英语到结束教学任务回到美国的丰富的教学经历, 无论您教授何种语言, 该书都将把您引向成功的教学之路。

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Proponents of this method argue that by lumping students of similar skill-levels together , you can be more effective in teaching and raising the students skills. This method of class arrangement has its advantages. The main advantage is being able to teach those high comprehenders on their level and take them to higher levels of comprehension. The second method used is to randomly assign students to classes with no consideration of their English comprehension. This also has its advantages. In this case the teacher has high comprehenders mixed in with low comprehenders and can use the more proficient students to help the lower achievers as we have mentioned in regard to class seating. High comprehenders can be seated in the class in such a way that they can assist the teacher in helping the low achievers. Both of these methods have their advantages. However , as I mentioned , I do not believe in placing students based upon their overall grade point average. This method does not identify the students and doesn't give you the kind of information that you will need to devise your teaching strategy. A student with a low grade in physics may have a very high comprehension level , but because of his lack of competence in physics , he will not be placed in an HC English class but more probably will find himself placed in a lower class. Basing class rosters on overall grade points across the curriculum ends up creating classes with mixed levels of comprehension and does not achieve the aim of sorting students appropriately. My preference is the random class arrangement. I have found that high achievers can really help the teacher and the while at the same time benefiting from taking a role of increased responsibility in class and becoming an authority in English. Working closely with the teacher as an assistant is a great educational experience for the student tutor , but this method is not the best for some teachers who may choose not to integrate student helpers into the organization of the class. The important thing is that we are each effective in bringing our students level of English language skills up.

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