

<<英语作为第二语言或外语的教学>>

图书基本信息

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前言

The purpose of this third edition of Teaching English as a Second or Foreign Language, also known as "the AppleBook," remains the same as the first (1979) and second (1991) editions: to produce a comprehensive introduction to the profession of teaching English to speakers of other languages. The goal has been to maintain a balance between theory and practice—between providing necessary background information and relevant research, on the one hand, and offering many classroom suggestions and resources for teachers, on the other. This edition covers the areas I believe to be critical to successful language instruction: knowledge of past and present teaching approaches, background on and techniques for teaching the language skills, various options for integrating the skills, awareness of important learner factors, and information that is useful for the classroom teachers' everyday performance and professional growth. I have tried to produce an introduction to the field that would be of sufficient depth and breadth to be suitable for students with some previous teaching experience, yet straightforward enough not to needlessly bewilder the novice.

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### 内容概要

“汤姆森英语教师丛书”精选自汤姆森学习出版集团设计的多套论著和教程，均为当代语言教育领域的力作。

由当今国际语言教育界的权威人士编著，并由国内英语教育界专家学者撰写导读。

本丛书19个选题都是目前英语教师需要了解的课题，可用作英语教师专业化教育与发展和英语专业硕士研究生教育的教材，并可供在职大、中学英语教师和语言教育研究者使用。

本书为该系统丛书中的其中一本。

书籍目录

导读ForewordAcknowledgmentsUNIT Teaching Methodology Language Teaching Approaches:An Overview  
Communicative Language Teaching(CLT)for the Twenty-Frist Century Guidelines for Language Classroom  
Instruction English for Specific Purposes(ESP):Talloring Courses to Student Needs-and to the Outside World  
Syllabus DesignUNIT Language Skills A.Listening Aural Comprehension Instruction:Principles and  
Practices Skills and Strategies for Proficient Listening B.Speaking Teaching Oral Skills Teaching  
Pronunciation Developing Children's Listening and Speaking in ESL C.Reading Teaching Children Literacy  
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Integrated Approaches Content—Based and Immersion Models for Second and Foreign Language Teaching  
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### 章节摘录

作者首先从二语习得、认知心理学和教育学的研究成果出发,论述结合知识性学科教学进行语言教学的理论依据。

接着,作者描述了五个已建立的结合学科教学进行二语和外语教学的教学模式:沉浸教学模式、强化学科教学的小学外语教学模式、主题型模式、分隔型模式、语言和学科教学连接模式。

作者用实例说明了上述五种模式的运用情况。

为帮助教师结合学科教学教授外语,作者还向语言教师介绍了如何在学科教学中进行听、说、读、写等学习技能的训练以及如何使用四种不同的技巧帮助学生理解学科内容。

最后,作者总结了近十年来结合学科教学教授语言的研究情况。

目前双语教育在我国不少地区和学校铺开,如何结合学科学习来促进外语水平的提高呢?

相信本章的内容会给我们不少启示。

2.“文学作品为内容的二语/外语教学”一章论证了把文学作品作为二语和外语教学内容的三大优点:文学作品能让学生学到为达到某交际目的的语言结构,能作为培养听、说、读、写技能的理想资源,还能提升学生和教师的跨文化意识。

在界定了什么可称作文学作品后,作者介绍了两篇题材为中学生所熟悉的文学作品。

作者结合文中对人物性格和事件的描述以及各种词语和句法的运用,说明教师可通过不同的活动培养学生使用语言的能力。

作者接着对“文学作品可作为培养学生四种技能的理想资源”的观点进行论证,指出文学作品能培养学生的阅读理解能力和兴趣,文本朗读和录音聆听能让学生接触不同的方言发音和语音表意手法,文本对话能提高学生对语言使用得体性的理解,写出对所读作品的感受能培养学生论述自己观点的能力。

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### 编辑推荐

“圣智英语教师丛书”精选自圣智学习出版公司出版的当代语言教育领域的力作，由当今国际语言教育界的权威人士编著，国内英语教育界专家、学者撰写导读。

丛书选题涵盖外语教学理论、语言教学技能和实践、学法指导、课程设计、语言测试与评估、外语教学科研方法、师资发展、语境和文化教学以及教学法等诸多领域，能够满足目前英语教师适应新课改的迫切需要。

《英语作为第二语言或外语的教学（10新）》为其中之一的《英语作为第二语言或外语的教学》分册。

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