

<<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

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页数：270

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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 .

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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。

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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 (Darian 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 .

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