

<<外语课堂交际活动研究>>

图书基本信息

书名：<<外语课堂交际活动研究>>

13位ISBN编号：9787308048941

10位ISBN编号：7308048942

出版时间：2006-8

出版单位：浙江大学

作者：蒋景阳

页数：171

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>

<<外语课堂交际活动研究>>

前言

认识蒋景阳老师是在博士课程班。她的求学精神和积极向上的态度给我留下了很深的印象。当她在她的学术专著《外语课堂交际活动研究》将要付梓之前请我写序时，我欣然答应了。蒋景阳从事大学英语教学二十年、大学英语教学管理多年，具有丰富的教学和管理经验。在最近18个学期的由学生进行的教学评估中，她得到17次优秀。可见，她具有的先进教学理念和课堂掌控能力，深得学生的喜爱。可以说，这本有关课堂交际活动的书，是她多年教学经验的总结，是一部厚积薄发、水到渠成的作品。

。 改革开放以来，我国的外语教学得到了迅猛的发展，教学规模和质量都有了很大的提高。尤其是最近几年我国加了世贸组织、申奥和申博的成功等重要事件，使我国在政治、经济、文化和教育各领域对外开放的广度和深度有了新的拓展，对能够使用外语交际的人才的需求也随之增加。如何培养出具有外语交际能力的人才对我们广大的外语老师来说是一个挑战。目前，无论是国内还是国外，专门论述中国大学英语课堂教学的书不多，针对口语交际能力的论著更为稀少。因此，蒋景阳老师的这本专著可以说填补了这方面的空白。

<<外语课堂交际活动研究>>

内容概要

认识蒋景阳老师是在博士课程班。她的求学精神和积极向上的态度给我留下了很深的印象。当她在她的学术专著《外语课堂交际活动研究》将要付梓之前请我写序时，我欣然答应了。蒋景阳从事大学英语教学二十年、大学英语教学管理多年，具有丰富的教学和管理经验。在最近18个学期的由学生进行的教学评估中，她得到17次优秀。可见，她具有的先进教学理念和课堂掌控能力，深得学生的喜爱。可以说，这本有关课堂交际活动的书，是她多年教学经验的总结，是一部厚积薄发、水到渠成的作品。

。 改革开放以来，我国的外语教学得到了迅猛的发展，教学规模和质量都有了很大的提高。尤其是最近几年我国加了世贸组织、申奥和申博的成功等重要事件，使我国在政治、经济、文化和教育各领域对外开放的广度和深度有了新的拓展，对能够使用外语交际的人才的需求也随之增加。如何培养出具有外语交际能力的人才对我们广大的外语老师来说是一个挑战。目前，无论是国内还是国外，专门论述中国大学英语课堂教学的书不多，针对口语交际能力的论著更为稀少。因此，蒋景阳老师的这本专著可以说填补了这方面的空白。

书籍目录

Introduction Chapter 1 An Overview of College English Teaching in China 1.1 Teaching Methodology 1.1.1 Grammar Translation Method 1.1.2 The Direct Method 1.1.3 The Audiolingual Method 1.1.4 Communicative Language Teaching 1.1.5 Communicative Language Learning 1.1.6 Suggestopedia 1.1.7 The Silent Way 1.1.8 The Total Physical Response Method 1.1.9 The Natural Approach 1.1.10 The Present Teaching Methods in China 1.2 The Teaching Staff and the Teaching Facilities 1.2.1 The Unsatisfactory Teacher Resources 1.2.2 The Causes of Unsatisfactory Teacher Resources 1.2.3 Teacher Education 1.2.4 Teaching Facilities 1.3 Syllabuses and Textbooks 1.3.1 The Definition of Syllabus 1.3.2 A Brief Introduction to the College English Syllabus 1.3.3 The 1985 and the 1986 Syllabus 1.3.4 The 1999 Syllabus 1.3.5 The 2004 College English Curriculum Requirements 1.3.6 College English Textbooks 1.4 The CET and CET-SET 1.4.1 The College English Test 1.4.2 The Spoken English Test 1.5 The Needs of the Units and Students 1.6 The Present English Level of College English Students 1.7 Teaching Reform 1.7.1 Teaching Approach 1.7.2 Teaching Mode 1.7.3 Focus on Communicative Ability 1.7.4 Better Classroom Organization 1.8 Course Design Chapter 2 Related Concepts in Second Language Acquisition 2.1 Communicative Competence 2.2 The Input Hypothesis 2.3 The Output Hypothesis 2.4 Interaction Hypothesis and Language Acquisition 2.5 The Intedanguage 2.6 Negative Feedback Chapter 3 Classroom Interaction and Second Language Acquisition 3.1 Classroom Interaction 3.2 Teacher-student Interaction 3.3 Student-student Interaction 3.4 Negotiation of Meaning 3.5 Classroom Participation Patterns Chapter 4 Different Forms of Activities and Language Learning 4.1 Distinctions between Language Activities 4.1.1 McTears Distinction 4.1.2 Paulston and Bruders Distinction 4.1.3 William Littlewoods Category 4.1.4 Elliss Framework 4.1.5 Brown and Yules Distinction 4.1.6 Van Liers Framework 4.1.7 Bygates Distinction 4.1.8 Prabhus Category 4.1.9 Clarks Communicative Activity Types 4.1.10 Patti sons Seven Activity Types 4.1.11 Chaudron and Valcances Activity Types 4.2 Group Work 4.2.1 The Advantages of Group Work 4.2.2 The Disadvantages of Group Work 4.2.3 Fallacies of Group Work 4.3 Explorations into Some Communicative Activities 4.3.1 Monologue 4.3.2 Pair Work 4.3.3 Role Play 4.3.4 Simulation 4.3.5 Information Gap Activity 4.3.6 Problem Solving 4.3.7 Opinion Exchange 4.3.8 Brainstorming 4.3.9 Skit/Putting on a Short Play 4.3.10 Games 4.4 Communicative Activities and Language Learning Chapter 5 Roles of the Teacher and the Learner 5.1 The Teachers Role 5.1.1 From a Controller to an Organizer 5.1.2 From an Instructor to a Facilitator 5.1.3 From an Assessor to a Commentator 5.1.4 From an Actor to a Director 5.1.5 A Co-communicator or Participant 5.1.6 A Consultant or Prompter 5.2 Learners Role 5.2.1 From a Quiet Listener to an Active Participator 5.2.2 From a Recipient to a Creator 5.2.3 From a Follower to an Initiator 5.2.4 From a Speaker to a Communicator 5.2.5 From a Passive Learner to an Autonomous Learner Chapter 6 Principles of Designing Communicative Activities 6.1 Maximizing Participation by Assigning Roles to Each Participant 6.2 Information Gap as a Goal for Interaction 6.3 Meaning Negotiation for Generating More Input 6.4 Promoting Long Turns 6.5 Communication-based Activities for Real Communication 6.6 The Cultural Dimension Chapter 7 Suggestions for Organizing Oral Activities 7.1 When Students Are Not Motivated 7.2 When Learners Do Not Open Their Mouth 7.3 When Learners Resort to Their Mother Tongue 7.4 When Learners Dont Achieve Mutual Understanding 7.5 When Learners Make Linguistic and Non-linguistic Errors 7.6 When the Audience Doesnt Listen Chapter 8 Summary References

章节摘录

It is widely acknowledged that English is becoming more and more important as a vehicle for communication with the outside world both for acquiring and exchanging information. To know a language means being able to understand what one reads and hears, and to speak and write in that language. In China, English enjoys a critical position in the curriculum from elementary school to university. Most Chinese students are learning English at every level of their studies, even in graduate school. Despite the fact that departments and school authorities have attached so much importance to the English language, English education in China is still not very successful. It is possible for students to learn English for over ten years and yet still not be able to say one sentence fluently, confidently and appropriately. Whether it is a common situation is not for me to say, however, I can state that the speaking ability or communicative competence of the learners must be improved and enhanced so as to meet the increasing demand of the developing social needs.

It has long been the case that Chinese learners (probably not only Chinese learners) have an imbalanced ability in reading, listening, speaking and writing. Students are generally better at reading and listening than speaking and writing. Between speaking and writing, speaking is unquestionably the more difficult skill for students to learn. Kachru (1985: 12—15) proposes three concentric circles of English for world Englishes: the inner circle, the outer circle, and the expanding circle. These circles represent the types of spread, the patterns of acquisition, and the functional domains in which English is used across cultures and languages. The use of English in China belongs to the third circle since it is used as a foreign language. It is learned through long-term formal training. English being a foreign language means that the out-of-class English learning environment is sorely lacking. The classroom as a learning environment should assume a more important role for English learning, especially for the skill of speaking. In order to take full advantage of precious classroom time, it is necessary to explore what actually happens in the classroom. This constitutes the central component of classroom research.

<<外语课堂交际活动研究>>

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>