

图书基本信息

书名：<<中国英语教学研究会2005年会论文集>>

13位ISBN编号：9787560088129

10位ISBN编号：7560088120

出版时间：2009-8

出版时间：外语教学与研究出版社

作者：杜瑞清 编

页数：499

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## 前言

It is the practice of China English Language Education Association ( CELEA ) to hold annual conferences , which are smaller in scale and more focused in topics on the English education in China than its grand international conference every three years. In October 2005 , therefore , Xi'an International Studies University ( formerly Xi'an Foreign Languages University ) had the privilege of hosting the 2005 annual conference with the general theme of Directions of China's English Education. Since this was too broad for discussion , sub-themes or topics were developed for relatively in-depth discussions in papers submitted before the conference and group sessions during the conference. These include China's English education , past , present and particularly its reform endeavors across the country , directions in the teaching methodology , and strategies for Chinese learners and teachers of English. Since it was proposed to be an annual conference , we made preparations for a scale of 100 participants , which would be good for both the discussion and logistic considerations. But the abstracts submitted from teachers in the fields numbered over 300 , far more than we had expected. This meant that we , as organizers , had to work harder in the selection of papers and to plan for a conference with a much bigger attendance. While we had to cope with extra work we felt happy and excited , because the response well demonstrated the big strides in China' s ELT over the years as a result of the painstaking work on the part of the practitioners in the field across the country. The conference was held October 14-18 with over 150 participants across China and scholars from overseas. We were fortunate to have Professor Hu Wenzhong , chairman of CELEA who has figured prominently in China' s ELT and been instrumental in China' s accession to AILA. The insights he offered in his opening remarks and the good tidying that China will host the 2011 AILA World Congress inspired all the participants and ensured the success of the ensuing plenary and group sessions.

## 内容概要

《中国英语教学研究会2005年会论文集》为2005年10月14日-18日在西安外国语学院召开的中国英语教学研究会2005年会的优秀论文选集，由西安外国语学院院长杜瑞清教授主编。

《中国英语教学研究会2005年会论文集》收录英语教育和教学、二语习得和学习策略、听说读写译技巧、测试与评估等方面的论文，共计42篇，反映了英语教学领域的研究热点与最新成果，《中国英语教学研究会2005年会论文集》可供英语教师、科研人员、英语专业研究生、本科生等参考使用。

## 书籍目录

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## 章节摘录

Second, in the part of student activities, Lucy acted as a facilitator. She had much less class control in this part than any part in her pre-reform class. The students were talking in pairs and groups, and they almost took no notice of Lucy. But, if they needed help, Lucy would give ready help. Third, in the part of teacher-student interaction, Lucy's roles were complicated. She had control over the floor, in other words, she had chosen one student speaker at one time in turn. And, she often spoke in her imperative tone. Thus, it was inferred that Lucy had strong class control over the students in the teacher-student interaction part in terms of the floor. Fourth, in the part of the whole-class speaking, her students only gave answers to Lucy's questions, and she played a dominant role performing as a judge or expert of knowledge. As can be seen, her teaching format in her reform class was quite different from that in her pre-reform class. Different parts served as different settings in which Lucy's teacher roles were different. Lucy's teacher roles in her pre-reform class were mainly those of a knowledge imparter, a judge, and an authority, indicating a teacher-centered classroom, whereas, her roles in different parts in her reform class were different. The results showed that in her reform class teaching, in terms of her class time allocation, the teacher-student interaction ranked the first, student activities the second, Lucy's instruction the third, and whole-class speaking the last, and that Lucy's teacher roles changed in her reform class in terms of her class time allocation as compared with her pre-reform class. The results showed that the total amount of time taken by teacher was less than that taken by her students, which indicated Lucy's teacher roles in her reform class were moving from teacher-centeredness towards student-orientedness in terms of her class time allocation. ....

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