

<<语言教学的基本概念>>

图书基本信息

书名：<<语言教学的基本概念>>

13位ISBN编号：9787810465762

10位ISBN编号：7810465767

出版时间：2000-4-1

出版时间：上海外语教育出版社

作者：H.H.Stern

页数：582

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>

<<语言教学的基本概念>>

前言

本书是一部从历史的、多学科的角度，运用应用语言学的研究成果对语言教学进行理论探讨的学术专著。

作者H·H·斯特恩是研究第二语言教学问题的权威人士，加拿大卓越的教学法专家之一，1968-1981年任安大略教育研究学院现代语言中心主任，1981-1987年任该学院课程研究系名誉教授。

本书由H·G·威多森教授担任应用语言学顾问。

本书主要研究除母语以外的语言教学问题，试图从宏观的角度探讨各种不同情况下、各种环境中的非母语语言教学；但作者并没有在母语和非母语教学之间划出明确的界限，书中阐述的某些理论也适用于母语教学。

本书的基本思想有以下四个特点：一、强调理论的指导作用。

作者认为先进的教学实践是建立在把握先进的教学理论的基础上的，只有优秀的理论方能对实践提供有效指导。

本书探讨的是语言教学理论，但并不是高不可攀的“象牙塔”中的理论，而是注重理论与实践相结合，提出了能对语言教学实践提供指导的实用性和操作性强的理论。

二、强调教学理论与具体教学实践相结合。

作者并不要求读者照搬现成的理论，而是希望他们能将理论与各自的实践经验相结合。

作者设想的理想境界是：读者通过阅读本书能对语言教学形成见多识广的、专业化的、成熟的、全面的“理论”，这种“理论”有助于指导读者个人的实践，使他们在对学生施教、课程设置、观察问题、作出判断和作出决策等方面都能获益。

三、注重提高读者的自我判断力。

鉴于关于语言教学的论著浩如烟海，关于语言教学的方法众说纷纭，进行取舍和鉴别，分辨出真理和谬误并非易事。

<<语言教学的基本概念>>

内容概要

《语言教学的基本概念（英文）》主要研究除母语以外的语言教学问题，试图从宏观的角度探讨各种不同情况下、各种环境中的非母语语言教学；但作者并没有在母语和非母语教学之间划出明确的界限，书中阐述的某些理论也适用于母语教学。

<<语言教学的基本概念>>

书籍目录

Introduction
PART ONE Clearing the ground
1 Talking about language teaching
2 Theory and practice
3 Towards a conceptual framework
4 Research
PART TWO Historical perspectives
5 Approaches and studies
6 A sketch of recent and current trends : 1880-1980
PART THREE Concepts of language
7 Trends in linguistic theory
8 Linguistic theory and language teaching : emergence of a relationship
9 Linguistic theory and language teaching : reassessment and current status
PART FOUR Concepts of society
10 , Society , culture , and language
11 Aspects of sociolinguistics
12 The social sciences and the second language curriculum
13 The sociology of language teaching and learning
PART FIVE Concepts of language learning
14 Psychological approaches to language and learning
15 Development of a psychological perspective in language teaching : a selective review
16 Models of second language learning and the concept of proficiency
17 Learner factors
18 Conditions of learning and the learning process
PART SIX Concepts of language teaching
19 The study of education and its relevance to language teaching
20 Language teaching theories as theories of teaching method
21 The break with the method concept
22 An educational interpretation of language teaching
Conclusion
Bibliography and citation index
Index

<<语言教学的基本概念>>

章节摘录

The growing disillusionment about research on pedagogy led investigators, particularly in North America, to the conviction that the more fundamental issues of the nature of language learning should be studied by research methods, and a veritable explosion of studies on second language learning dominated research in the seventies. However, most of this highly productive work emphasized free or undirected language learning, contributing relatively little to the questions about more effective approaches to language teaching. In the meantime, several innovations were introduced in language pedagogy; yet few of these were supported by research.

Understanding the role of research Research has been part of the language teaching scene for long enough to enable us to make some general observations about the nature of research and the contribution of research to language pedagogy. Strangely enough, very little has been written about research on language teaching per se, perhaps because among many practitioners it is still regarded as a somewhat peripheral aspect of language teaching. Consequently language teaching research lacks direction. There has been little discussion about research emphases, nor has a distinct research methodology established itself as yet.

<<语言教学的基本概念>>

编辑推荐

Fundamental Concepts of Language Teaching The purpose of this book is to put the various aspects of applied linguistic research into historical and interdisciplinary perspective. It gives an authoritative survey of past developments world-wide, and establishes a set of guidelines for the future. The book is divided into six parts and the subjects treated in each part are as follows: Clearing the Ground sets the tone for the whole book in its careful definition of terms and its view of current issues. Historical Perspectives provides a survey of language teaching trends from 1880 to the present day. Concepts of Language deals with trends in linguistic theory and their relationship to language teaching. Concepts of Society traces the development of sociology and anthropology as academic disciplines, and considers the bearing each has on the study of language and language learning. Concepts of Language Learning aims to draw up a theoretical base for language teaching which relates both to the individual learner and to the language learning process as a whole. Concepts of Language Teaching deals with the study of education and its relevance to language teaching. H. H. Stern was Head of the Modern Language Centre at the Ontario Institute for Studies in Education from 1968 to 1981 and Professor Emeritus in the Department of Curriculum Studies at the same Institute from 1981 to 1987. Applied Linguistics Adviser. H. G. Widdowson

<<语言教学的基本概念>>

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>