

<<外语教学名篇选读(上)>>

图书基本信息

书名：<<外语教学名篇选读(上)>>

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前言

很早以前,在开设外语教学法课程的过程中,我们就产生了选编一本介绍外语教学理论和动态走向的读本的想法。

我们选取了国外外语教学研究领域的领军人物近20年来发表的关于教学研究的必读文章,以及一些学者撰写的具有学科指导意义的精品文章,力图帮助广大外语教学领域的研究者从宏观上把握该领域的研究状况,从而获得研究的一手资料。

我们选编的文章既包括2000年以后发表的介绍外语教学研究领域最新进展和发展方向的文章,也包括20世纪80、90年代发表的介绍本学科基础内容的必读文章,以帮助研究者了解外语教学领域研究的不同层面。

选编的内容主要包括这几个方面:外语教学基本理论、教学法、教学内容设计、教材编写、测试、师资培训、学习者策略、多媒体教学和语料库研究。

外语教学是研究教授和学习外语规律的科学。

它是语言学研究的具体体现,语言学研究的诸多理论成果要放到外语教学实践中去检验。

因此,如同语言学的发展一样,外语教学首先是对语言进行静态的教学,然后才逐渐向动态教学过渡。

影响外语教学呈动态发展的原因主要有两个:其一,语言学理论的发展;其二,时代要求。

一直以来,我们呼唤具有中国特色的外语教学理论,最主要的原因之一是目前中国的外语教学还存在不少问题。

我们需要有中国特色的外语教学理论,并不是说我们不需要学习和研究国外的外语教学理论;恰恰相反,具有中国特色的外语教学理论需要对国外相关理论,尤其是第二语言习得理论,进行认真学习、梳理和消化才会有坚实的基础。

其实,在过去的几十年里,我国的外语教学理论研究主要是对国外外语教学理论的引进、消化和应用。

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内容概要

《外语教学名篇选读(上、下)》选编了国外外语教学研究领域领军人物近20年来发表的关于教学研究的必读文章, 以及一些知名学者撰写的具有学科指导意义的精品文章。

全书共14章, 内容涉及外语教学基本理论、教学法、教学内容设计、教材编写、测试、师资培训、学习者策略、多媒体教学和语料库研究等方面, 并配有简明扼要的中文导读, 为我国外语教学领域的广大教师、学生和研究者系统呈现了外语教学领域的各个层面, 有很高的学术价值。

书籍目录

CHAPTER 1 Fundamental Concepts of Foreign Language Teaching Three Misconceptions about Age and L2 Learning Towards Intercultural Communicative Competence in ELT Feedback on Second Language Students' Writing

CHAPTER 2 Teaching Methodology and Approaches There Is No Best Method --Why? TESOL Methods: Changing Tracks, Challenging Trends Exploring Input Processing in the Classroom: An Experimental Comparison of Processing Instruction and Enriched Input

CHAPTER 3 Foreign Language Teaching Research Methods Action Research: An Evolving Paradigm? Exploratory Practice: Rethinking Practitioner Research in Language Teaching Making Sense of Language Teaching: Teachers' Principles and Classroom Practices

CHAPTER 4 Curriculum Development French Core Programs across Canada: How Can We Improve Them? The Use of a Research Model to Guide Curriculum Development Developing Web-based Curricula: Issues and Challenges

CHAPTER 5 Materials Development The Textbook as Agent of Change The Empirical Evaluation of Language Teaching Materials Materials Development and Research -- Making the Connection

CHAPTER 6 Syllabus Design and Needs Analysis A Critical Look at the Communicative Approach () A Critical Look at the Communicative Approach () On Notional Syllabuses Negotiating the Syllabus: A Win-win Situation?

CHAPTER 7 Teacher Education Teacher Training, Development, and Decision Making: A Model of Teaching and Related Strategies for Language Teacher Education Teachers' Theories in Grammar Teaching The Sociocultural Turn and Its Challenges for Second Language Teacher Education

章节摘录

Instead of arguing over whether or not L2 teachers should study, for example, theories of SLA as part of a professional preparation program, attention may be better focused on creating opportunities for L2 teachers to make sense of those theories in their professional lives and the settings where they work (Freeman & Johnson, 1998a; 2004). From this perspective, the construct of praxis (Freire, 1970) is more suitable for the preparation of teachers because it captures how theory and practice inform one another and how this transformative process informs teachers work (Carr & Kemmis, 1986; Edge & Richards, 1998; Simon, 1992). A recent account of L2 teachers praxis is *The TESOL Quarterly Dialogues: Rethinking Issues of Language, Culture, and Power* (Sharkey & Johnson, 2003). In this collection of dialogues between TQ readers (classroom teachers) and TQ authors (researchers), expert knowledge (Kennedy, 1999) as codified in previously published TQ articles provides TQ readers with theoretical constructs and multiple discourses through which they express their emerging understandings of language, culture, and power in L2 teaching. TQ readers actively link this expert knowledge to their own experiential knowledge as they reframe the way they describe and interpret their lived experiences. These new understandings enable TQ readers to reorganize their experiential knowledge, and this reorganization creates a new lens through which they interpret their understandings of themselves and their classroom practices. Thus, praxis, as a form of expertise, has a great deal of experiential knowledge in it, but it is organized around and transformed through theoretical knowledge.

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