

<<语言教学实用技巧>>

图书基本信息

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内容概要

“圣智英语教师丛书”精选自圣智学习出版公司出版的当代语言教育领域的力作，由当今国际语言教育界的权威人士编著，国内英语教育界专家、学者撰写导读。

丛书选题涵盖外语教学理论、语言教学技能和实践、学法指导、课程设计、语言测试与评估、外语教学科研方法、师资发展、语境和文化教学以及教学法等诸多领域，能够满足目前英语教师适应新课改的迫切需要。

本丛书既可用作英语教师专业化教育与发展 and 英语专业硕士研究生教育的教材，同时也是语言教育研究者必备的参考书。

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书籍目录

Introduction Chapter 1 Basic Principles 1-Student and Teacher 1. Learning is more important than teaching. 2. Teach the students, not the book. 3. Involve students in the learning process. 4. Don't tell students what they can tell you. 5. Show your reactions to what students say. 6. Students need practice, not you. 7. Don't emphasise difficulties. 8. Vary what you do, and how you do it. 9. Select! 10. Activities and relationships in the classroom change. 11. Students need to learn how to learn. 12. Useful and fun is better than either alone. 13. We all learn best when we are relaxed. 14. Students can be silent, but still involved. Chapter 2 Basic Principles 2-Language and Language Learning, 1. Language teaching is teaching language. 2. Languages are different. 3. Language is what, how and why. 4. 'Level' is a complex idea. 5. Natural language has a place in all courses. 6. Knowing the language is not enough. 7. Most language skills can be divided into sub-skills. 8. Hear, speak, read, write is a good sequence. 9. Language learning is cyclical. 10. Language is used for different purposes in the classroom. 11. Do not be afraid of the students' mother tongue. 12. Motor skills need practice. 13. Distinguish clearly between accuracy and fluency practices. 14. Interesting communicative tasks increase motivation. 15. You learn to speak by listening, Chapter 3 Classroom Management and General Tips 1. Arrange the seating to help. 2. Stand up when you're directing activity. 3. Look at the students. 4. Use your hands to encourage and direct students. 5. Use the back of your hand to point. 6. Use pauses to punctuate what you say. 7. Vary your voice. 8. Keep your language to a minimum when students are doing something. 9. Don't commentate. 10. Don't be afraid of silence. 11. Don't be afraid of noise. 12. Use pair work to increase student talking time--even if it seems chaos. 13. Use group work to increase student talking time. 14. Be explicit. 15. Don't ask 'Do you understand'. 16. Don't go 'round the class' if individuals can prepare particular examples. 17. Admit your ignorance. 18. Consult colleagues. 19. Consult students. 20. Demonstrate, rather than explain, new activities. 21. Exploit real events. 22. Divide the blackboard. 23. Use the overhead projector to control what students see. 24. Machinery will not solve all your problems. 25. Expand, don't clutter. Chapter 4 Preparation 1. Prepare yourself. 2. Courses and lessons need an overall structure. 3. Don't let the book dictate. 4. Do not prepare too much or too rigidly. 5. Preparation must be concrete. 6. Aids are only aids if they help. 7. Never ignore the practical difficulties. 8. A good lesson has a beginning, a middle and an end. Chapter 5 Techniques-Listening 1. Listening can be divided into sub-skills. 2. Direct students' listening, particularly if it is taped. 3. Listening to a tape is difficult. 4. Let students hear 'the real thing' from early in their course. 5. Make sure students can hear the difference between similar sounds. 6. Use a variety of 'listen and respond' activities. Chapter 6 Techniques-Speechwork 1. Do not distort when giving a model. 2. The model must remain the same. 3. Use choral pronunciation. 4. Conduct choral pronunciation decisively. 5. Move around the room when doing choral pronunciation. 6. Keep your language to a minimum in pronunciation practices. 7. Vary your criterion of 'good' in pronunciation practice. 8. Articulation is an important first step in practice. 9. It is helpful to do articulation practices more than once. 10. Bring variety to 'Say after me'. 11. Something which is not a real word sometimes helps. 12. There is no such thing as the 'c-h sound'. 13. The main criteria for pronunciation are consistency and intelligibility. 14. Teach intonation by back-chaining. 15. Don't explain intonation, demonstrate. 16. Show stress, pitch and intonation visually. 17. Refer to stress and intonation even when not specifically teaching it. Chapter 7 Techniques-Structure 1. Encourage students to see patterns. 2. Good rules can help students. 3. Understanding involves example, explanation, and practice. 4. Terminology can help or hinder. 5. Filling in a fill-in exercise is not enough. 6. Students need to practise form as well as use. 7. There is a place for oral and written practices. 8. Use 'gimmicks' to combat popular mistakes. 9. Use beehives with large classes. 10. Most language games are structure practices. 11. Free situations are important. 12. Grammar can be fun. 13. Grammar is a receptive skill, too. 14. Teach word grammar as well as sentence grammar. Chapter 8 Techniques-Correction 1. Mistakes are a natural part of the learning process. Chapter 9 Techniques-Vocabulary Chapter 10 Techniques-Texts Chapter 11 Techniques-Conversation Chapter 12 Some Misunderstood Language Points Further

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Reading

章节摘录

particular classroom activity ?

Teachers need to be aware of a variety of ways of explaining, and constantly to ask themselves why a particular word is being explained at all. 7. Words can link grammatically as well as thematically We have already discussed teaching words in groups, but to most teachers and students this will mean thematic linking — all the words you associate with football, all the things you can find in the kitchen, the parts of a car and so on. Of course this is better than just random vocabulary, but as we pointed out earlier (page 82) it is particularly helpful to teach words which co-occur at the same time. It is worth re-emphasising the fact that words can link grammatically — write down five adjectives which you think frequently co-occur with book. Write five verbs too. What prepositions regularly follow the word book ?

If you are a book publisher you will think of technical, job-related verbs such as launch, edit, reprint, but all of us would recognise the usefulness of a sentence such as I've just finished an absolutely fascinating book about the Aztecs. But it will be astonishingly difficult to produce such a sentence if your language learning has taught you some vocabulary — in this case the word book — and some grammar — in this case the present perfect. The ability to use the language depends on the ability to bring grammar and vocabulary together. So it must make sense sometimes to teach words which are grammatically linked rather than concentrating on thematic linking. As we saw earlier, this involved short lists — perhaps five items — giving adjectives and verbs which regularly co-occur with a noun. Sometimes too other words naturally suggest themselves — in this case a book about..., by... Too often, vocabulary learning seems to the students to be an unending, totally disorganised process of learning thousands of different items. By thinking of grammatical links, vocabulary can, at least to a limited extent, be systematised.

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