图书基本信息

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前言

随着全球化进程的加速、国际竞争的加剧,各国对国际化双语或多语人才的需求日益迫切。 但是,外语教学效率低下,培养出的学生不能熟练运用外语,是各国普遍面临的巨大挑战。为此, 从20世纪90年代以来,许多国家和地区,在检讨已有的外语教育政策和实践的基础上,采取多种改革 措施提高公民外语水平。其中,以外语作为教学语言学习非语言学科以增加学生接触外语和使用外语 时空的双语教育理念,尤为国际教育研究界所关注,并成为许多国家课程改革和外语教育改革的重要 这表明,人类语言教学已进入"母语教学+外语教学+双语教学"的大语言教学时代。 内容。 在这样的大背景下,中国中小学汉英双语教学实验异军突起,发展迅猛。双语教学实验的初步成果为 人们带来了希冀。这正是:"众里寻他千百度,蓦然回首,那人却在,灯火阑珊处。 是素质教育新的切入点:语言学习与学科学习相辅相成;双语思维能力促进智慧的提升;跨文化交际 能力拓宽学生视野;学术语言能力为高校学习奠基;双语教学促进学科教师的发展:双语教育推动学 校的整体发展。因此,中小学双语教学实验深受社会各界的关注与支持。 教育部2001年4号文件《 关于加强高等学校本科教学工作提高教学质量的若干意见》要求本科教育逐步使用英语等外语进行公 共课和专业课教学,特别是高新领域的生物技术、信息技术等专业,以及为适应我国加入WTO后需要 的金融、法律等专业。高校开展的双语教学实验在很大程度上推动了中小学双语教学实验的发展。

目前,我国中小学双语教学实验已初具规模,呈现出教育规划区域性实验与课题研究布点实验并驾齐驱的发展态势。我国经济发达地区特别是沿海地区双语教学实验发展较快。上海、苏州、无锡,辽宁的双语教学实验已列入当地的教育发展规划。广州、天津、青岛、深圳和成都双语教学实验稳步发展,成绩显著。桂林、重庆、北京、哈尔滨等城市和中西部的一些学校在进行着多种教学模式的实验和尝试。

内容概要

《双语教学论》内容简介:双语教学是素质教育新的切入点:语言学习与学科学习相辅相成;双语思维能力促进智慧的提升;跨文化交际能力拓宽学生视野;学术语言能力为高校学习奠基;双语教学促进学科教师的发展:双语教育推动学校的整体发展。因此,中小学双语教学实验深受社会各界的关注与支持。

教育部2001年4号文件《关于加强高等学校本科教学工作提高教学质量的若干意见》要求本科教育逐步使用英语等外语进行公共课和专业课教学,特别是高新领域的生物技术、信息技术等专业,以及为适应我国加入WTO后需要的金融、法律等专业。高校开展的双语教学实验在很大程度上推动了中小学双语教学实验的发展。

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章节摘录

Language is the most important tool for human communication, and thinking, and it is the vehicle by which knowledge is transmitted. The use of language is an extraordinarily complicated skill. Each of us has the capacity to produce and understand an almost limitless number of sentences. For many people this skill for using language is "a defining feature of humanity" (Lund 2003: 39). Yet this complicated skill seems to be learned by children with ease and nearly all children who are exposed to language learn it rapidly. How this remarkable development take place and how children so quickly and as if by magic acquire language have interested experts in a variety of areas, such as linguists, psychologists and psycholinguists. Over the past years, there have been a large number of differing theories about how children acquire their first language. Among them are the three leading positions: behaviorist, innatist, and interactional/developmental perspectives. 1.1.1 Language acquisition and language learning Before the introduction to the theories of first language acquisition, let us have an understanding of the following terms: Language acquisition is a complicated process which involves a wide range of social, psychological, cognitive, linguistic and physiological factors.

精彩短评

1、总结得挺好

精彩书评

1、双语教学是素质教育新的切入点:语言学习与学科学习相辅相成;双语思维能力促进智慧的提升;跨文化交际能力拓宽学生视野;学术语言能力为高校学习奠基;双语教学促进学科教师的发展;双语教育推动学校的整体发展。因此,中小学双语教学实验深受社会各界的关注与支持。重庆教育学院以国际视野和国内基础教育发展战略的眼光,审视与应对双语教学对小学教育的挑战,在小学双语教师培训与双语教材的开发上做了许多开创性的工作:2003年启动双语师资培训实验,2008年正式招收英语教育(小学双语教育方向)的学生。欧卫红教授和她的同事们在理论研究与实践探索上孜孜以求,积累了许多宝贵的经验,编写并出版了全国首部小学双语师资培训教材《小学双语教师培训教程》。在此基础上,他们又撰写了《双语教学论》,从教学理论、教学方法、语言知识、教师发展等视角,展现了国内外最新的双语教学研究成果,并为读者配备了丰富的教学资源。本书主要为双语教学研究用书,也可作为双语教育专业学生、英语专业学生的专业教材,还可用作在职教师双语教学培训。本书每章后附有参考书目,全书末尾附有词条,便于查阅。

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