

# 《语言教学实用技巧》

## 图书基本信息

书名：《语言教学实用技巧》

13位ISBN编号：9787560087597

10位ISBN编号：7560087590

出版时间：2009-7

出版社：外语教学与研究出版社

页数：128

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## 内容概要

《语言教学实用技巧》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。本丛书既可作为英语教师专业化教育与发展和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。

## 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-Lanuaae and Lanaua~e 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 'Doyou understand'. 16. Don't go 'round the class' if individuals can prepare particular exam-ples. 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 amculation 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 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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### 精彩短评

- 1、本来打算这个学期好好看书的，但是很遗憾这本书还是没有看完：（大致翻阅了一下，总体来说这本书还是蛮好的，很适合即将和想要成为老师的人看：）
- 2、有很多教学中忽略的点 值得思考借鉴
- 3、输的质量很好，而且内容实用，是全英的~
- 4、这本书是往细里说，宏观的东西不多。但是对教师的帮助应该很大！
- 5、以简洁的语言给出了一些教学的策略
- 6、真的是很实用的一本书，每个章节都针对英语教学中存在的问题提供了较实用的改进措施，对于在教学中迷失方向，寻求解决之道的老师们会有很大的帮助！
- 7、很实用的几本书 很满意
- 8、全英文的，不过语言浅显，很适合老师来参考
- 9、让你了解关于词汇教学的方方面面
- 10、货不错的，很满意
- 11、非常全面系统，是难得的经典教材！
- 12、刚好在写一篇关于语言教学的演讲稿 用上了 不错的一本书 虽然全英文 但是易懂
- 13、不错呀，对准教师真的挺实用的
- 14、书很好，就是自己没看
- 15、内容很丰富，能给实际教学指明方向！
- 16、实在，很是值得一读，特别是老师们
- 17、quite good a book, i think i will benefit a lot from it
- 18、适合教学学习
- 19、字有点小，内容不算难虽然是全英的
- 20、三十个人就算是大班，唉，在这里算小班了
- 21、内容较新颖，对教学技巧手法的改进有一定帮助
- 22、当老师有时很懵懂怎样才能上好课，怎样才能被学生喜欢。看完之后应该有所收获
- 23、多为英语老师出这样的书啊
- 24、可以说是名副其实吧，这本书为英语教学提供很多“金点子”，很实用，没有太多繁杂的理论知识，却能够让读者清晰语言教学的原则和本质，把教学中的问题一一剖析，并提供可行的解决办法，且各章节都较有针对性，很喜欢。
- 25、朋友推荐，不错
- 26、书的内容很有启发，对英语教师来讲是一本不错的书。虽然是英文的，但内容很好理解，读起来没什么困难。  
每页边上的空白太多，感觉挺浪费纸张的。
- 27、还没来得及仔细阅读，不错整体浏览了一下，不错的，对于教师来说很实用
- 28、没看完，从介绍和目录内容看还不错
- 29、对语言教学挺有用的

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