

外语教学法

【课程代码：00833】

考前30分



华图教育
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Chapter 1 General Introduction

知识点 001: Traditional linguistics ★★【选、填、简】

(1) Origin of traditional linguistics

According to the records available, language study is at least more than 2500 years old.

In the fifth century B.C. the ancient Greek began to make a serious study of language in the realm of philosophy.

Traditional linguistics emphasized correctness, the purity of a language, literary excellence, and the use of Latin models.

Traditional linguists, in their study of language, gave priority to the written form and took words as their starting points.

(2) Two controversies in ancient Greece

One was between the naturalists (自然主义者) and the conventionalists (传统主义者) on the relations between form and meaning. The other was between the analogists (类推论者) and the anomalists (异常推论者) on the regularities of language.

(3) Contribution of Dianysius Thrax—a book of Greek grammar

(4) Contribution of Apollonius Dyscolus (狄斯考鲁)—an extensive study of the syntactic of Greek

知识点 002: American structuralism ★★【选、填、简】

American structuralism started at the beginning of the 20th century and was very popular and influential in the 1930s and 1940s throughout the world.

(1) Franz Boas, Edward Sapir (two forerunners)

(2) Leonard Bloomfield

Leonard Bloomfield, a linguist in America, is regarded as the father of American structuralism.

In 1933, he published the book Language which is a comprehensive statement of his ideas and principles of the linguistic science.

知识点 003: Theories of psychology

The first lab of experimental psychology was set up at university of Leipzig, Germany, in 1879, which announced the official birth of the science.

(1) Gestalt psychology 格式塔心理学

Origin: the 1920s; a group of German psychologists such as Max Wertheimer, Kurt Koffka, and Kurt Lewin.

Theory: the area of perception, aiming at the exploration of the relationship between parts and whole in people's perceptual experience.

(2) Psychoanalysis 精神分析学

Origin: 1886; Sigmund Freud (弗洛伊德)

Psychoanalysis is a theory of the mind put forward by Sigmund Freud, who was a physician specializing in neurology.

Theory: unconscious mind(无意识): the part of mind which is out of the reach of consciousness. According to Freud, the conscious mind is only a very small part of the whole mind while the rest remains unconscious.

Chapter 2 The Grammar-Translation Method

知识点 001: The Background of The Grammar-Translation Method ★【名】

Grammar analysis and translation were the basic procedures in foreign language teaching from 16th century.

Latin was a language of communication in the West.

The purpose of learning Latin was to study classical culture and to train the mind by logical analysis of the classical language.

In 18th century, modern languages were taught using the same procedures.

知识点 002: The Development of The Grammar-Translation Method ★【名】

Grammar-Translation Method (Classical Method) came into being in 18th century. In 19th century, more experts adopted the method.

Viewed from the nature and purpose of education, the Grammar-Translation Method was an expression of classical humanism.

Chapter 3 The Direct Method

知识点 001: The Background of The Direct Method ★【名】

It was developed in Europe in late 19th century as a reaction against the Grammar Translation Method and out of the need for better language learning in a new world of industry and international trade and travel.

Increased opportunities for communication in spoken language among Europeans created a demand for oral proficiency in foreign languages.

The rapid development in linguistics, psychology and education greatly stimulated the establishment of the Direct Method.

Direct association of language with objects and persons of the immediate environment is emphasized in the Direct Method.

知识点 002: The Development of The Direct Method ★【名】

F. Gouin's linguistic and psychological theories:

The best known reformer in the mid-19th century is F. Gouin who developed an approach to teaching a foreign language on the basis of his observation of child first language learning.

J.A. Comenius' ideas on education justified the views on language teaching with the Direct Method.

The Berlitz Method:

M. D. Berlitz established the first Berlitz school in 1878 and used method which is called the Berlitz Method, and it is one school of the Direct Method.

The Reform Movement

IPA: the International Phonetic Association

Chapter 4 The Oral Approach

知识点 001: The Background of The Oral Approach

This approach originated with the work of British linguists in the 1920s and 1930s.

知识点 002: The Development of The Oral Approach

H. Palmer and A. S. Hornby and some other linguists:

- (1) They were dissatisfied with the Direct Method and they had recognized its limitations.
- (2) Vocabulary played one of the most important roles in foreign language learning, and learners should learn the most frequently used words.
- (3) Common core: 2000 words for daily use.
- (4) Principled gradation for the organization of the grammatical content of a course.
- (5) Their view of grammar is different from that of Grammar-Translation Method.
- (6) Step-by-step learning and meaningful learning.
- (7) Sentence patterns used to have oral practice.

知识点 003: Theory of language ★★【选、填、简】

The theory of language underlying the Oral Approach / Situational Language Teaching can be characterized as a type of British “structuralism”.

知识点 004: Theory of learning ★★【选、填、简】

Based on a type of behaviorist habit formation theory

Habit formation theory was Palmer's core methodological principle.

The main points of Palmer's The Principles of Language Study:

Chapter 5 The Audiolingual Method

知识点 001: Theory of language ★★【选、填、简】

The theory of language underlying Audiolingualism was derived from structural linguistics with Bloomfield and Fries as its representatives.

知识点 002: Main features ★★【选、填、论】

- (1) Separation of language skills into listening, speaking, reading and writing, with emphasis on listening and speaking before reading and writing;
- (2) Use dialogues as the chief means of presenting language;
- (3) Emphasis on mimicry, memorization, and pattern drills; ★★【简】
- (4) Discouraging the use of mother tongue in the classroom;
- (5) Use of language lab.

Chapter 6 The Cognitive Approach

知识点 001: The Background of The Cognitive Approach

It developed in the 60s as an alternative to Audiolingual Method.

In linguistics, structural school gave way to the generative school with its beginnings in the early 60s.

Structural linguistics and cognitive psychology turned attention of those studying behaviour away from mechanistic conditioning to meaningful learning.

The generative-transformational school of linguistics emerged through the influence of Noam Chomsky. The generative linguist is interested not only in describing language but also in explaining language.

知识点 002: Main features ★★【选、填、论】

- (1) Teachers are required to tell the learner about the language, because knowledge of language rules facilitates learning. ★★【简】
- (2) Competence comes before performance.
- (3) Learners play a decisive role in foreign language learning.
- (4) Since the learner is the centre of classroom teaching, language practice should be the main form of classroom teaching.

Chapter 7 The Natural Approach

知识点 001: The Background of The Natural Approach

1. Developed in 1977 by Tracy Terrell in the USA.
2. Stephen Krashen and his theory of second language acquisition.
3. Krashen and Terrell—The Natural Approach: Language Acquisition in the Classroom.
4. The term “natural” indicates that the principles underlying the approach conform to the principles of naturalistic language learning in young children.

知识点 002: Theory of language ★★【选、填、简】

Krashen and Terrell see communication as the primary function of language.

What Krashen and Terrell emphasize in their approach is the primacy of meaning.

The importance of vocabulary is emphasized.

Grammatical structure does not require explicit (详尽的) analysis or attention by the teacher, by the learner, or in language teaching materials.

The necessary grammatical structures are automatically provided in the input.

Chapter 8 The Communicative Approach

知识点 001: Theory of language ★★【选、填、简】

The Communicative Approach in language teaching starts from a theory of language as communication. Language is used in context.

The relationship between form and meaning is not a one-to-one correspondence.

Discourse analysis (语篇分析) studies how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, and interviews.

According to Halliday, a British linguist, social context of language use can be analyzed in terms of three factors ★★★【选、填、简】

- (1)The field of discourse;
- (2)The tenor of discourse;
- (3)The mode of discourse.

Pragmatics (语用学) studies how language is used in communication.

Hymes and his notion of communicative competence (交际能力): the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use those sentences and to whom. ★★★【简】

