

SELECTED WORKS OF JACK C. RICHARDS on Applied Linguistics

理查兹 应用语言学自选集

Jack C. Richards (新西兰) 著

Selection Series
of World-Famous
Applied Linguists

世界应用语言学
名家自选集

A common observation today is that there is more specialization in the field of education than there was in the past. This is true in many fields of education, but it is particularly true in the field of English language teaching. It requires a specialized knowledge base obtained through both academic study and practical experience; and it is a field of work where membership is based on entry requirements and standards. The professionalism of English teaching is seen in the growth of the industry devoted to providing language teachers with professional training and qualifications; in continuous attempts to develop standards for English language teaching and for English language teachers; in the proliferation of professional journals, teacher magazines, conferences, and professional organizations; in attempts in many places to require non-native-speaker English teachers to demonstrate their level of proficiency in English as a component of certification; in the demand for professional qualifications for native-speaker teachers; and in the greater level of sophisticated knowledge of language teaching required of English teachers. Becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role.

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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出版前言

“世界应用语言学名家自选集”丛书收录世界知名应用语言学家的学术论文和专著章节，结集成书。本丛书的出版可填补两方面的空白：1. 以世界知名应用语言学家为主线的自选集；2. 以应用语言学学科为主题的系列丛书。

应用语言学有狭义和广义之分，狭义的应用语言学指跟语言教学密切相关的学科，如二语习得、教学法、语言测试等；广义的应用语言学则指利用语言学的理论解决社会生活的实际问题的边缘学科，如社会语言学、翻译学、词典学、文体学等。本丛书除有些学者的研究集中于狭义的应用语言学概念之外，一般采用广义应用语言学的概念。

本丛书选用的文章多散见于国外学术期刊、论文集和专著，时间跨度较大，读者不易觅得。这些文章汇集成自选集，充分展示了诸位名家对应用语言学各分支学科的研究脉络，是应用语言学研究领域不可多得的材料，可作为英语教师、英语专业研究生、师范院校英语本科生等从事科研、撰写论文的参考文献。

丛书编写体例如下：

一、收录发表于学术期刊、论文集集中的学术论文以及学术演讲，文章字数无严格限制。专著中的章节酌情收录。

二、所收论文的语言仅限英语。

三、所收论文的内容须与应用语言学有关，纯语言学理论、文学研究、国情研究类论文不收录。

四、所收论文大多为原已发表过的文章，基本保持原貌以尊重历史的真实。文章一般注明论文发表的时间和发表刊物的名称（或论文集、专著书名）和期号（或出版社名）。文章格式也基本保持发表时的原貌。未在刊物上发表过的文章，如演讲等，则注明对外发布（成稿）的时间、地点和场合。

五、作者可将新的观点以尾注的方式放在相应论文的后面，表明作者目前的观点与当时有所不同。

六、每部选集作者撰写自序，详细地记录作者求学、教学、治学的经历和感悟。书后附有作者主要学术著述的目录。

世界应用语言学名家自选集编委会
2009年2月18日于北京

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序

理查兹 (Jack C. Richards) 教授是中国应用语言学界和英语教师熟悉的学者, 这首先是因为他著述颇丰, 且有多部学术专著、英语教科书和一部工具书被引进中国, 广为研读和使用, 还因为他多次应邀亲临中国, 或在学术会议上做主旨发言, 或到各地讲学, 接触过许多学者和一线英语教师。理查兹也是我国外语教育出版界的老朋友。

应用语言学在大约 60 年前起步时, 其初衷是借鉴语言学的研究成果来改进语言教学, 特别是第二语言教学 (以下称 TESOL); 如今, 应用语言学已经发展成为一个借鉴多个相关学科的研究成果, 以解决语言为核心或基本介质的现实问题为己任的研究领域。研究的深入和疆界的拓展造就了一批成就卓著的应用语言学学者, 理查兹是其中具有非常广泛影响的一位。

从上世纪 60 年代后期至今, 理查兹一直致力于推动 TESOL 的发展。他的职业生涯谱写出一部连贯和谐的三部曲: 外语教学—以 TESOL 为主要关注的应用语言学研究与实践—语言教师教育研究与实践。第一部, 对外语教学的浓厚兴趣使理查兹选择了外语教学职业, 先是在新西兰, 继而在加拿大和印度尼西亚从事外语教学实践。第二部, 出于对学术和事业发展的追求, 理查兹决定攻读博士学位 (1968), 从此, 他投入到当时刚刚发展起来的 TESOL 研究领域, 在读博后期便在学术界崭露头角, 继而陆续发表了一系列有分量的学术著述, 成为该研究领域有影响的学者。第三部, 对 TESOL 本质和语言教师的探究和对第二语言教师教育的探究。贯通理查兹职业三部曲的是他对 TESOL 事业始终如一的兴趣与关注。如果把 TESOL 的基本要素概括为教与学、教学环境和目标语 (英语), 理查兹的聚焦点是“教”与“学”这对统一体中起主导作用的“教”, 是英语教师及其职业发展。他也发表过一系列有关语言本质、语言运用以及二语习得的著述, 但每一篇的落脚点都是 TESOL, 为 TESOL 的实践和理论升华做出了不可小视的贡献。

不容忽略的是, 在理查兹的职业生涯中, 还有一部重要的“伴随

曲”，那就是英语教材的编写。从 1974 年到 2008 年，理查兹独立或与合作者合作出版了 17 部英语教材，除其中一部外，均分别由牛津大学出版社和剑桥大学出版社约稿出版，使用者遍布全世界。说这部“伴随曲”不容忽略，不仅仅是因为教材编写是他职业经历的重要组成部分，还因为教材是第二语言课程的重要环节，体现了编者的课程理念，对学习者需求的把握，以及对教学方法、语言主体、二语习得和习得环境的理解。在我看来，教材编写使得理查兹对 TESOL 事业的追求更加脚踏实地，因为他必须熟悉课堂教学实践，而他的学术著述也因此更具针对性，摆脱了抽象、居高临下的弊病，做到了深入浅出，易于理解和吸收。

《理查兹应用语言学自选集》收录了他的职业生涯自述和 31 篇学术文章，文章分为五个部分：

第一部分“现状述评”(state-of-the-art essays)由 5 篇文章组成，述评了 TESOL、交际流派的教学、第二语言教师教育等五个重要研究课题的发展与现状。这组文章展现出作者对 TESOL 领域和相关研究发展脉络的宏观把握，以及对其中关键性议题的提炼和思索，对 TESOL 学科发展起到把脉和承前启后的导向作用。

第二部分“课程、教学思路与教材”和第三部分“教听、说和阅读”共收录 14 篇文章，与作者职业生涯的第二部曲相对应，分别对语言课程发展、教学流派、教材编写（共 8 篇）和听、说与阅读教学等（共 6 篇）做出探究，覆盖了 TESOL 的各个重要层面。这些文章大致可以分为三类：第一类是导向性述评和对 TESOL 学理的构建(theorizing)；第二类运用相关研究成果解决英语技能课和教材设计层面上的重要议题；第三类文章针对英语教学实践中遇到的实际问题提出对策。值得提及的是，第二部分的首篇述评文章 Language Curriculum Development 的发表距今已有 26 年，但仍对我国正在开展的外语教育改革有重要的现实意义和导向作用。

第四部分“理解语言教学的本质”和第五部分“第二语言教师发展课程”共收录了 12 篇文章，与作者职业生涯的第三部曲相呼应。这些文章多是作者近 20 年来陆续发表的作品，关注视角从语言教学转向作为语言教学主导的教师和教师教育。什么是语言教学的真谛、什么是语言教师的知识基础、教师信念经历了哪些发展变化、信念在教学决策中的作用是什么、教案有什么作用、教学推理意味着什么等，是第四部分

文章的主要议题。而在第五部分，作者介评了教师教育理论流派(1989)，探讨了教师教育如何理解和把握学科教学知识和教学实践(1991)，并进一步提出教师教育课程范式转变的新基础(1993)。这部分还收录了作者对新手教师第一年教学的个案研究和一篇运用社会文化理论审视教师教育课堂中的教与学的力作。由于应用语言学领域对语言教师和语言教师教育的研究仅有大约20年的历史，而此类研究在我国还处在起步阶段，“自选集”的第四、五部分显得尤其及时、中肯，定会引发读者的思考。

理查兹的学术发展伴随和标志着 TESOL 的成长。从他的著述中，我们可以感觉到 TESOL 的发展脉搏。他的一些作品已经成为该领域的经典，更多作品则敏锐地抓住 TESOL 各个发展阶段的关键问题，借助自己的知识功底和实践经验，运用思辨、推理和论证，以清晰的思路对问题做出言之有物、颇具成效的探讨。理查兹的学术历程突出表明语言教学探究的双向性：从多个相关研究领域汲取养分，以提高语言教学实践的有效性，这是一个审视性地运用已有研究成果的过程，是一个创新的过程；洞察、思索第二语言教学实践，以提炼第二语言教学的真谛，这是一个从体验和直觉到理性升华的过程，也是一个创新的过程。第二语言教学之所以能够发展成为一个名副其实的研究领域，离不开几十年来该领域学者和教师如上所述的双向探究。“自选集”中收录的文章可以使我们找到如何进行双向研究的借鉴。

“自选集”中有一份理查兹提供的著述目录，包括24本专著、38篇论文和18部教材。读者也许会问，是什么使他取得如此的成就？读了书中的作者自述便知道，是他对 TESOL 的浓厚兴趣与执着和他的事业心所使然。如今理查兹已经退休，但他退而不休，不仅每年都拿出一部分时间教书，还于2009年出版了 *The Cambridge Guide to Second Language Teacher Education*（与 Burns 合作，CUP），这其中的启示也许不言而喻。

正如“自选集”的开篇所述，TESOL 的发展充满活力和变化。由于多种动态因素的共同作用，TESOL 只能是个极其复杂的实践领域和十分艰难的研究领域。就人数和精力投入而言，中国是个 TESOL 大国，在英语教学方面取得了可圈可点的成绩；然而在科研方面，外语教学尚不是一个得到我国外语学界广泛认可的研究领域，已有的研究无论在数

量上还是质量上都存在不小的差距。在此意义上，理查兹和其他世界应用语言学名家自选集的出版是我国应用语言学和外语教育界一件值得庆幸的大事。

中国的改革开放使我有幸在上世纪 80 年代前期（1982—1984）成为理查兹的学生。他是我在夏威夷大学的第一位 ESL 老师，他的授课、讲座、著述和科研活动都对我产生了持久的积极影响。离开夏威夷之后，我虽然继续得益于老师的作品和讲座，但直到最近遵外研社之嘱为《理查兹应用语言学自选集》写序，拜读了老师的书稿和自述，才真正有机会纵观他的学术历程，思索其意义。这于是成为我的又一次学习经历。

吴一安
2010 年元月
北京外国语大学

Preface I

It's a great pleasure to be invited to write a foreword to the Foreign Language Teaching & Research Press compilation of works by Professor Jack C. Richards. All over the world there are language teaching professionals whose work has been influenced by Jack's writings, his professionalism and expertise and I am no exception. It has also been a privilege to work with him as teacher, researcher and co-author.

One way or another, my contacts with Jack go back a long way. In the very early 1980s, just after I migrated to Australia from the UK, I found myself teaching immigrants in the Australian Adult Migrant English Program. Having little real knowledge of second language learning beyond my own intuition (maybe like many language teachers in those days), I enrolled in a Graduate Diploma in TESOL at the Institute of Technical and Adult Teacher Education (now University of Technology, Sydney). At that time this was one of the first specialist TESOL programs in Australia. Of course, Jack's publications on error correction, teacher training and education, the teaching of listening and so on were prominent among the works that we students read and they had a great influence on my emerging ideas about communicative language teaching—still a relatively new approach to teaching practice in the early 1980s.

Strangely enough, there were other connections with Jack even then, although I didn't know it at the time. One of my most memorable and influential lecturers in that course was Dorothy Brown, originally a New Zealander, and a name that anyone who did their TESOL training in NZ and Australia in the 1980s and 1990s will be familiar with. Dorothy's lectures were frequently punctuated by her references to H. V. George (Mr. George) with whom she had worked and studied in New Zealand. We sometimes referred to him as "Dorothy's hero." However Mr. George must have been quite a man! Jack's career, as his autobiographical account shows, was also greatly influenced in the early days by H. V. George and his passion for teaching grammar. Mr. George's emphasis on grammar and grammar teaching

managed to extend to my own experience as a student at this time, as one of the first things we were told by Dorothy was that we would need to pass a grammar test—a stressful, strange and even shocking idea for many of us would-be-better language teachers at a time when grammar was “off” the language teaching agenda!

Fast forward to the very early 1990s, and Jack’s book, co-edited with David Nunan, *Second Language Teacher Education*, had a major impact on my then role as a professional development coordinator and novice academic. Few collections on teacher education had yet made their way into the applied linguistics/TESOL field and this volume became a guiding light for me in the new approaches I was trying to introduce into my work on training teachers and teacher trainers. About this time I enrolled in a Ph.D. at Macquarie University with David Nunan as my supervisor, and I was very thrilled when I received an invitation from Jack to contribute to the book, *Teacher Learning in Language Teaching*, to be edited with Donald Freeman, using some of the research I was doing on teacher beliefs. Again, here was Jack at the forefront of new ideas in teacher education—in the mid-1990s the whole literature on teacher cognition, knowledge, beliefs and learning was very much in its infancy.

It was about this time that I met Jack personally at the City University in Hong Kong. Passing through on my way back from the IATEFL conference in the UK, I had a day to spare and emailed him to ask if I could drop in. He welcomed me warmly and in the two hours that followed I began to realize why Jack was such a prolific and productive thinker in our field and also to learn something about his wide-ranging interests. Within two hours, I had been plied with daft copies of his four latest articles, shown the manuscript of new course materials he was working on, been marched rapidly round a high-class shopping centre to visit gorgeous textile and jewelry shops, and been supplied with a rather weak cup of latte. I realized then that this was a professional in our field with many dimensions to his personality and with whom I definitely wanted to keep in touch.

Luckily I have been able to do just that over the last decade. For several years, as a visiting Adjunct Professor at Macquarie, Jack generously offered his time to give guest lectures to students in our Masters’ program. His breadth of knowledge about policy initiatives, and theoretical and practical ideas surrounding English language teaching in the Asian region and elsewhere always had the students entranced, particularly as many of them

come from Asian countries. Moreover, students in our Doctorate in Applied Linguistics program delivered in Mexico still recount the memorable time Jack spent teaching a course on teacher education. It was memorable for me too as I co-taught with Jack and it was where the idea for our co-edited book, *The Cambridge Guide to Second Language Teacher Education*, soon to be published, was born. It was also memorable for our rather sad efforts to become more proficient in speaking Spanish—my attempts have been no more successful than those Jack recounts for himself!

Every year Jack spends part of the year in Sydney, where we are often able to make contact. I count myself fortunate to continue to be professionally mentored and encouraged in my own hometown by a man who has been such a major influence on the development of the field of applied linguistics and TESOL and who has inspired so many teachers worldwide with publications reflecting the best of current practice. Jack, thank you for the conversations, the jokes, the lunches and dinners, the emails, and the music—and congratulations on this wonderful volume. I look forward to lots more.

Anne Burns
Macquarie University
December, 2008

Preface II

It was Seoul, South Korea, 1984 and I was just beginning to get my teaching English as a foreign language legs after five years of trying out various different ideas. Yes, I had started to read in 1979 in this new and interesting field called TESOL or was it Applied Linguistics; I could not make the distinction. At that time Krashen's work was the most influential to me because it seemed most logical; I was terribly excited about General Linguistics as I could not see how it would help me as a teacher in the English as a foreign language classroom at that time. Anyway, I decided to start attending more gatherings of English teachers in Seoul that were mostly organized by a relatively new group called Korea TESOL (although I was at the first gathering of Korea TESOL). One Saturday afternoon I went to a talk they organized by Seogang University in Seoul and the person giving the talk was none other than Jack Richards. What I remember most about the talk, apart from the yellow jacket and his smooth and confident delivery, was the stance he took: he talked to ME as a TEACHER rather than a focus on the language we were teaching. In other words, he focused on the "T" (Teacher) in TESOL, and for me that was the first time anybody made sense while talking about this new field. For me and other teachers around me Jack made theory accessible to us teachers with a style of writing that invited all to read. Later I had the opportunity to introduce some of his lectures in later conferences in South Korea and I also went to Hong Kong to interview him for the fledgling Korea TESOL Journal that I was trying to start up. On all of these occasions, Jack was very polite and was very willing to share his vast knowledge with any and all who were interested.

Before I moved from South Korea to Singapore, I had read most of Jack's work and found it really helpful because for me he was able to take concepts from general education studies and make them applicable for TESOL. At that time two of his books were most influential on my work: *The Language Teaching Matrix* (1990), and *Second Language Teacher Education* (1990). In fact, I think it was the latter book that pushed me over

the edge to pursue my own Ph.D. because it was the first collection I saw that addressed second language teacher education. I then moved to Singapore in 1997 to teach at the National Institute of Education, Nanyang Technological University and discovered that Jack had moved at the same time to RELC to teach six months out of every year. Because RELC has the best English language teaching library in the region I was a frequent visitor to RELC and of course renewed my collaborations with Jack and this led to a coauthored book on teacher development: *Professional Development for Language Teachers*. Working with Jack on this book when he was in town was in fact the turning point in my professional career. When we first sat down at lunch to discuss the outline of the book, and Jack started to talk, I remember taking out a pen and taking notes for the following two hours without stopping such was his brilliant stream of consciousness on the topic. I remember thinking that he *REALLY* does know his stuff, and he knows how to write it for others to understand. In the ensuing two years that we took to publish the book, I never received any negative emails or other communications from Jack regarding my ideas, thoughts, input or otherwise even though I know he must have rolled his eyes sometimes with some of the things I came up with. I could see that Jack was the real teacher's teacher and that he really does care about all the teachers who are out there trying to teach English as a second or foreign language. This collection of his works is a gem because in one read you get the best of Jack Richards, not to mention reading about Jack's own story in his own words which is really the development of TESOL as a field in its own right which is mostly thanks to his vision and scholarship, a vision that has spanned the past 30 or so years. All the gems are here for you to read and realize what a true intellectual Jack Richards truly is. I am honored to write this foreword to a collection that I think will be as illuminating now as these articles were when they first came out. On looking at this collection I hope you will agree with me that Jack C. Richards has given a lot to this still relatively new field of TESOL.

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Looking Back: Reflections on a Career in Applied Linguistics

Introduction

The series editors for this book ask authors to provide “an autobiography of about 10,000 words, summarizing your academic life.” This is a request I have never been asked for before beyond the brief two-paragraph bio-statements that normally appear on book blurbs or in conference program notes. Normally I would imagine such an account would be of little interest to any but a few close friends and family members, so at the outset I would like to prepare the reader for the apparent self-indulgence and self-obsession that such an account is bound to suggest. In preparing this account I found myself at times revisiting some periods of my life that I had largely forgotten (or perhaps, tried to forget). Other times however were periods of intense academic and professional excitement and provided many treasured memories of places visited, friendships made, and hurdles crossed. I will leave the reader to decide which was which.

From applied linguist to teacher educator

Perhaps like many in my profession, my introduction and initiation into the field of applied linguistics, and in particular, the teaching English as a second/foreign language, happened quite by chance. After completing my secondary education at a school in a small town in New Zealand (Gisborne—the place where Captain James Cook first landed in 1769 on one of his south Pacific voyages) I didn’t proceed straight to university but worked for two years for the New Zealand Broadcasting Corporation as a trainee cadet. I wasn’t sure what field of broadcasting I would end up in but hoped it would lead to a career related to some aspect of the arts. I worked in the head offices of the Corporation in Wellington doing for the most part the rather mundane chores that a trainee was assigned. At the same time (1962) I commenced part-time studies towards a Bachelor of Arts degree at Victoria University in Wellington. After two years of part-time study I decided to

abandon my thoughts of becoming a radio or television personality and switched to full-time studies, majoring in English but also taking courses in music, history and philosophy. I had no particular career path in mind at that time. However I needed part-time work to help finance my studies and a classmate mentioned to me that she had found part-time work in a language teaching centre for international students at Victoria University. She had found employment as an assistant in the language laboratory and another student helper was also needed.

So I made my way to the centre (the English Language Institute as it was called, and still is), which was housed in a two-storey house near the campus. I later learned that the Institute had been established with funding from the New Zealand Ministry of Foreign Affairs, to provide English language support for students on government-sponsored scholarship programs in New Zealand. It also offered a Diploma in Teaching English as a Foreign Language, targeting English teachers from the Pacific region, south east and north east Asia, who were also studying at the Institute on New Zealand Government scholarships. When I arrived for my job interview the place was buzzing with activity as students arrived for their classes and tutorials and I found myself in a world that I didn't know existed. Here were numerous foreign students, earnestly seeking to master a language that had cost me nothing to acquire. And they came from exotic destinations such as Indonesia, South Korea, and Sarawak, places that had long held a fascination for me. After a brief interview with one of the lecturers I was offered a part-time job and shown where I would work and what I would be required to do for my eight hours or so of weekly work. My work was to set up the tapes in the language laboratory and to offer any help that was needed as students completed their listening assignments.

This was a transforming experience for me and within days of starting my job I decided that teaching English as a second language, whatever that was, was something I wanted to focus on. I never considered any other option and from that day on had a clear focus for my studies. It was not a well-established field in New Zealand at that time and some of my classmates thought it an odd choice. But I was fascinated by the subject of English language teaching, by the fact that there were career possibilities in the field of English teaching, and also by the fact that it seemed to offer the chance of exotic travel, another plus from my perspective, never having left New Zealand. There were a few courses in linguistics available as part of my