实用英语教学法：口语篇

David Nunan 主编

Kathleen M. Bailey 编

Practical English Language Teaching : Speaking

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David Nunan, Series Editor
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丛书总序

改革开放30多年来，随着我国与世界各国交流和来往的广度和深度的不断发展，国民英语水平得到了普遍与大幅的提升。在我国发展的各个不同历史时期，国家也会对各个层次的英语教学适时做出新的调整，提出新的要求。进入21世纪以来最近的一次大学英语教学改革，作为我国高等教育教学质量工程的一项重要内容，在教育部的领导下，整体规划，分步实施，措施得当，取得显著效果。经过近十年的改革，我国大学英语教学的状况发生了巨大改变，基于计算机和课堂的新型教学模式在全国各高校基本全面建立，"以学生为主体，以教师为主导"的教学理念基本被广泛认同，各高校都已基本建立与本校办学特色相适应的大学英语课程体系，且注重加强课程内涵建设，学生的英语综合运用能力和自主学习能力普遍得到提高。

改革走到今天，经历了阵痛，也看到了成效，但依然方兴未艾。广大的高校英语教师面临学生英语水平的提高，面临高校师资队伍建设的新形势，面临职称晋升不断抬高的门槛，在亲历了大学英语教学改革浪潮的洗礼之后，尤其感觉到了从事高校英语教师这份职业的不易、挑战与压力。从教育部到高校各级教学单位的管理层，也越来越意识到，高等学校大学英语教学质量是关系到提高我国高等教育质量、办人民满意的教育的大事，而要提高英语教学质量，除了要改革教学大纲、教材系统、考试体系、教学模式和教学手段，更重要、也是更内核的是要转变广大英语教师的教学理念，不断提升他们的专业水平和教学能力。

我国的大学英语教师，普遍来说都是从高校取得英语语言文学及相关专业学位之后，即直接开始从事教学工作，不少年轻教师并没有接受过有关教育学和教学法的系统培训。而一个显而易见的道理是：一个好的英语教师仅仅具备扎实的英语语言技能是远远不够的，并不是自身英语水平高的教师就一定能教出英语好的学生。要搞好英语教学，咱们的英语教师还须不断学习现代教育理论、外语教学理论和外语学科理论，优化和完善自身的知识结构，掌握现代教育技术，提升文化素养，拓展国际视野，并具备将理论知识真正融会贯通到具体教学当中去的能力，如制定教学大纲、设计教学方案、驾驭课堂、充分利用教学资源、有效管理学生、科学测评学生能力等各方面的能力。更为重要的是，英语教师还应具备在本领域中可持续发展的能力。这就需要广大英语教师具备自主的终身学习意识和动力，具备自我发展的动力和能力，教师职业的专业化发展能力成为新时期对教师提出的新的和更高的发展目标。

20 世纪 80 年代以来至今，我国陆续出现了一些旨在帮助广大英语教师夯实理论基础、完善知识结构、更新教学理念、掌握新兴教学方法的著作。其中，既有从国外引进的，也有国内学者执笔的；既有偏综合性和理论性的，也有重实践和应用的。这些著作的出版，对于英语教师自我提升教学水平和科研能力，起到了非常重要的推动作用。此类著作目前在我国不是太多，而是太少。清华大学出版社外语分社历来就有重视教学研究的优良传统，此次经过精心策划和遴选，全新推出的"英语教师职业发展前沿论丛"是一套开放性丛书，今年先行推出第一批，今后还将根据我国广大英语教学工作者的需要不断进行补充和丰富。我有幸被邀请参与该套丛书的编委工作，看到这样一批优秀的国外前沿理论著作即将能在国内被引进出版，感到十分高兴。该套丛书特色鲜明，优势突出，其最大的特色与优势主要体现在以下几个方面：

　　一、出版社与作者并重，内容权威。 该系列丛书中的每一本都是从美国 Pearson 出版集团和 McGraw-Hill 出版集团等世界知名出版公司引进版权。作者均为当代国际著名语言教学专家，如 David Nunan 现任加州 Anaheim 大学副校长，并于 2008 年创建了 David Nunan 语言教育学院，曾荣膺 2002 年美国国会颁发的在英语教育领域中做出杰出贡献奖；H. Douglas Brown 是美国旧金山州立大学教授，曾任该校美国英语研究所所长和《语言学习》杂志主编。他们都曾任国际 TESOL 组织主席，在全球语言教学与研究领域的影响力广泛而深远，也为我国广大语言学习者和教学研究工作者所熟知。这套"英语教师职业发展前沿论丛"选择的第一原则就是：出自名出版社的名家代表性力作。

　　二、经典与前沿并行，更关注前沿。 该套丛书中有一些属于教学法方面的经典著作，如子系列"实用英语语言教学法"所包含的 6 本，分综述篇、听力篇、口语篇、阅读篇、语法篇、少儿英语篇，另外还有两部语言测试与评估领域的经典之作，都是从事英语教学与研究的工作者奠定基本知识框架和掌握基本教学技能所需要的得力助手。同时，清华大学出版社此次在遴选入选书目时，更为关注的是国际上语言教学领域的发展动态与前沿方向。如《根据原理教学：交互式语言教学》与《语言测评：原理与课堂实践》，引进的都是近两年新改版的最新版次，在权威、经典、全面的基础上又增加了新热点问题的论述，包括后教学法条件、多元智力、自主性与交流意愿二原则、评价的再组织原则、教师发展与反思性教学、社会责任、批评教育学、标准化考试领域的最新研究成果等。另外，计算机辅助语言教学（CALL）、语音教学和跨文化交际教学等这些近年来的热门领域，在该系列中也都能找到国际上目前最前沿的论著。

　　三、理论与实践结合，更重实践。 这套丛书最突出的一个特点就是理论与实践的统一，每一本书都是以一套完备的理论体系作为支撑，最终服务于实践指导，具有很

强的实用性和操作性。子系列"教学点津"（Tips for Teaching）的每一本都着眼于非常具体的教学技巧，理论研究与教师教学实践相辅相成、有效融合，同时还在书中提供了丰富而具体的课堂活动设计及可复制的课堂活动材料，展现活动设计范例和具体操作指导，让教师能快速学以致用。如《教学点津：计算机辅助语言教学（CALL）实用方法》一书就展示了100多个与教学内容配套的CALL相关软件和网页的彩色截图，随书附带的光盘还针对各章内容提供了"演示"和"模拟"功能，既形象生动，又易于上手进行实际体验和操练；《教学点津：语音教学实用方法》也是图文并茂，讲解清晰具体，配套的音频CD光盘还提供了所有可供选择的课堂活动的听力材料。其他的所有著作无一例外也都是一部部真正能为教师提升教学效果指点迷津的实用指南，其实用性价值在同类学术著作中无可比拟。

《国家中长期教育改革和发展规划纲要（2010-2020年）》中提到：教育大计，教师为本。教育部也从今年开始，在全国高校范围选派骨干英语教师定期举办"高等学校大学英语骨干教师高级研修班"，大学英语教师专业水平和教学能力的提升和培训进入常态化。"英语教师职业发展前沿论丛"的出版对于我国广大英语教师及英语教学法研究者来说，犹如一场及时雨，必将为他们的职业发展助一臂之力，为打造一支业务精湛、结构合理、具有较强英语运用能力、熟悉外语教学理论、掌握现代教育技术的高素质专业化英语教师队伍起到积极的推动作用。

王守仁

2012年11月于南京大学

中文导读

当前我国的英语教学，无论是中等学校还是大学教育，都在进行一轮新的教学改革。这次改革涉及教学理念、教学内容、教学模式、教学手段和教学评估等方面。新的改革提出了一种全新的教学理念，强调了教学的交互性，学习的自主性和个性化。教学改革是一项挑战，要求教师更新教学理念，提高理论水平，不断开拓创新，适应新的教学要求。面对这一新的形势，教师的培训工作就成为了当务之急。由美国 McGraw-Hill 公司出版的 Practical English Language Teaching 系列教程为我们解决了教师培训急需的教材。

这套教程包括 Listening, Speaking, Grammar, Reading, Young Learners 和 Practical English Language Teaching 六本培训教材，是一套既可用作新教师培训、又能用于研究生教学法课程的难得的好教材。教材有以下特点：

一、这套教程由国际著名的英语语言学和教学专家编写。如由 David Nunan 主编的 Practical English Language Teaching 一书就汇集了 15 名世界著名英语教学专家的杰作。这些专家有丰硕的语言学和教学研究成果，有从事 ESL／EFL 一线教学的丰富经验，他们的教学理论和方法具有权威性和可操作性强等特点。教程既有全面的理论指导，又有具体的实践操作过程；既有综合指导，又有分科、分层次指导。

二、每本教材是一个完整的教学过程。这套系列教程中，每本教材不仅仅是教学方法和技巧的指导，而是从课程定义、大纲设计、教学原理、教学技能、教学测试、教学评估、教学总结等方面进行论述和指导。这种设计使教师的培训不再是机械的模仿，而能够高瞻远瞩地从理论上和技能上把握好教学的每一个过程，更好地发挥教师在教学中的主观能动性。

三、理论讲解浅显易懂。本教材的设计首先强调了实用性，对于一些定义和专业术语的解释不是纯粹从理论的高度去阐述，而是用浅显易懂的语言并附以图解或实例，因此易被学习者接受。

四、每本教材把教学技能按照三个层次安排：初级、中级和高级，并根据各层次的不同特点分别进行教学技能的辅导。因此，本教材即可用于不同层次的教师培训，也可用于同一层次的教师由浅入深、逐步提高的培训。

五、练习形式新颖，能充分激发和调动学生的学习兴趣，注重应用能力的培养。例如，在语法的练习中列出了不同国家的初学英语者讲英语时使用的略有语法错误的英语句子，体现了母语对英语学习的干扰。这样的练习语言真实，避免了干巴巴

地练习语言规则，使学生感到不枯燥，又从理论上分析了错误的原因。在听力练习中设计了不同的话题，而且形式多样。例如，要求学生听完一段对话后从许多饭菜图片中找出所买的食品，这段对话中买的是 pizza, 而录音片段为：

First Woman: It's here. The fourteen-inch size.

Second Woman: What toppings?

First Woman: Let's see...there are mushrooms, onions, black olives, green peppers, and extra cheese.

这项看似简单的练习考查了学生的听力能力、英语国家生活背景知识以及猜测能力。学生在听录音时不是听懂语言就能做对练习，他要运用已有的语言和生活知识去猜测对话的背景、内容，去判断正确的答案。这样的练习生动有趣，能调动学生学习的积极性。

我们不难看出，这套教材的特点是理论与实践相结合，但理论不是纯粹从语言学的角度谈抽象的理论，而是从教学的实际应用出发，言简意赅，清楚明了。这些理论和教学指导案例不是要求教师刻板地去模仿，而是启发教师根据自己的教学实际情况去指定或调整自己的教学方案，找到适合自己的教学方法，探索自己的路子。

这套丛书的推出一定会对我国的英语教学改革大有裨益。

郭海云

2012 年 11 月于北京交通大学

For Les

Softly

    Playfully

        Eagerly

            Asking,

                Kindly

                    Inquiring –

                        Now

                        Gone

Acknowledgements

Foreword

Vision and purpose

The *Practical English Language Teaching* series is designed for practicing teachers, or teachers in preparation who may or may not have formal training in second and foreign language teaching methodology. The core volume in this series, *Practical English Language Teaching,* provides an overall introduction to key aspects of language teaching methodology in an accessible yet not trivial way. The purpose of this book is to explore the teaching of speaking in greater depth than was possible in the core volume, while at the same time remaining both comprehensive and accessible.

Features

- A clear orientation to the teaching of speaking, including an historical overview and an introduction to major approaches and analyses that have informed pedagogy.
- A detailed treatment of the teaching of speaking at beginning, intermediate, and advanced levels, providing practical techniques for teaching and assessing speaking and pronunciation at each of these levels.
- Reflection questions inviting readers to think about critical issues in language teaching and Action tasks requiring readers to apply the ideas, principles, and techniques to the teaching of speaking and pronunciation in their own situation.
- A great deal of practical illustration from a wide range of textbooks and extracts from authentic classroom interaction.
- A "key issues" chapter that provides suggestions for dealing with large, multi-level classes, introducing technology, and catering to different learning styles and strategies.
- Suggestions for books, articles, and Websites offering resources for additional up-to-date information.
- An expansive glossary that offers short and straightforward definitions of core language teaching terms.

Audience

As with the overview volume, this book is designed for both experienced and novice teachers. It should also be of value to those who are about to join the profession. It will update the experienced teacher on current theoretical and practical approaches to teaching speaking. The novice teacher will find step-by-step guidance on the practice of language teaching.

Overview

Chapter 1
The first chapter provides an orientation and historical overview of the teaching of speaking. The chapter also introduces key principles for teaching and assessing speaking.

Chapters 2–4
Chapters 2–4 introduce you to the teaching of speaking to beginning, intermediate, and advanced students respectively. Each chapter follows the format below.

Chapter 5
The final chapter explores key issues including the teaching of speaking and pronunciation in large, multi-level classes, working with learners who have different learning styles and strategies, responding to learners' errors, and using technology.

Chapter structure for Chapters 2–4

Goals: Summarizes what you should know and be able to do after having read the chapter and completed the Reflection and Action tasks.

Introduction: Gives an overview of the chapter.

Syllabus design issues: Outlines the speaking issues that are relevant at different levels, and the concerns that inform syllabus design.

Principles for teaching speaking: Appropriate principles for teaching speaking at different levels are introduced, discussed, and illustrated.

Tasks and materials: Describes and illustrates techniques and exercises for teaching speaking and pronunciation at each level.

Assessing speaking: Introduces practical techniques for assessing learners in the classroom.

Conclusion: Reviews the goals of the chapter and how they were discussed within the chapter.

Further readings: Lists articles or books to enhance your knowledge about teaching speaking and pronunciation.

Helpful Web sites: Provides ideas for Web resources for teaching speaking and pronunciation.

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Chapter **One**
What is speaking?

Goals

✔ **provide** your own definitions of *speaking* and *pronunciation*.

✔ **describe** different approaches to teaching speaking.

✔ **understand** the relationship between the various components of spoken language.

✔ **explain** what *speech acts* are and give examples of various speech acts.

✔ **describe** how speaking is taught in three prominent language teaching methods used over the past several years.

✔ **identify** communication strategies that language learners can use when they encounter difficulties.

✔ **distinguish** between direct, indirect, and semi-direct tests of speaking.

✔ **explain** the differences between objective, analytic, and holistic scoring of speaking tests.

✔ **appreciate** the important role of pronunciation in helping learners increase their comprehensibility when they speak English.

1. Introduction

This chapter will explore the fundamental concept of speaking and its components, including the important subtopic of pronunciation. In the first part of the chapter, we will answer the question, "What is speaking?" Next, in Section 3, we will examine different approaches to teaching speaking. Then, in Section 4, we will study a model of the various components that must come into play when we are speaking in a new language. In the process we will review some differences between spoken and written language. In Section 5, we will look at some important issues about teaching speaking, including a quick overview of the main teaching methods that have been used over the years. Finally, we will consider the vexing question of how learners' speaking skills should be assessed.

2. What is speaking?

In this section, we will consider what we mean by "speaking." In language teaching we often talk about the four language skills (speaking, listening, reading, and writing) in terms of their direction and modality. Language generated by the learners (in either speech or writing) is considered **productive**, and language directed at the learners (in reading or listening) is known as **receptive** language (Savignon, 1991). **Modality** refers to the medium of the language (whether it is aural/oral or written). Thus, **speaking** is the productive, oral skill.

Speaking consists of producing systematic verbal utterances to convey meaning. (**Utterances** are simply things people say.) Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Florez, 1999, p. 1). It is "often spontaneous, open-ended, and evolving" (ibid., p. 1), but it is not completely unpredictable.

Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may realize that the speech is atypical. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is atypical in a noteworthy sense. What we fail to notice on a daily basis, however, are the myriad physical, mental, psychological, social, and cultural factors that must all work together when we speak. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language.

3. Approaches to speaking

For many years, language teaching was seen as helping learners develop **linguistic competence**—that is, helping students master the sounds, words, and grammar patterns of English. The idea was that by studying the bits and pieces of a language, students could eventually put them all together and communicate.

In the 1970s and 1980s, however, our understanding of language learning experienced a significant shift in focus. This shift was influenced by international developments in linguistics, curricula, and pedagogy, as well as by sociolinguistic research (primarily in Australia, Canada, New Zealand, the United Kingdom, and the U.S.). In addition, the numbers of refugees and immigrants resettling in English-speaking countries made linguists and language teachers realize that developing linguistic competence alone was not enough to be able to speak English well and get along in society.

In the mid-1970s the notion of linguistic competence came to be viewed as a component of the broader idea of **communicative competence** "the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge" (Savignon, 1991, p. 264). Being communicatively competent "requires an understanding of sociocultural contexts of language use" (ibid., p. 267).

There are several important models of communicative competence (see especially Bachman, 1990, and Canale and Swain, 1980), all of which include some form of **sociolinguistic competence**, or the ability to use language appropriately in various contexts. Sociolinguistic competence involves **register** (degrees of formality and informality), appropriate word choice, **style shifting**, and politeness strategies.

Another important element of communicative competence is **strategic competence**. In terms of speaking, this is the learner's ability to use language strategies to compensate for gaps in skills and knowledge. For example, if you don't know a word you need to express your meaning, what strategies can you use to make your point?

A fourth component of communicative competence is **discourse competence**, "how sentence elements are tied together," which includes both cohesion and coherence (Lazaraton, 2001, p. 104). **Cohesion** is "the grammatical and/or lexical relationship between the different parts of a sentence" (Richards, Platt, and Weber, 1985, p. 45). Cohesion includes reference, repetition, synonyms, and so on. In contrast, **coherence** involves "how texts are constructed" (Lazaraton, 2001, p. 104; see also Bachman, 1990, pp. 84–102, and Douglas, 2000, pp. 25—29). Let's consider the following conversation as an illustration.

> *Jeff:* Hey, Lindsey, how's it going?
>
> *Lindsey:* Wow! I just had a test and it was really hard!
>
> *Jeff:* Oh, what was the test about?
>
> *Lindsey:* Statistics! All those formulas are so confusing!
>
> *Jeff:* Yeah, I don't like that stuff either.

In this brief conversation, there are several examples of cohesion. In Lindsey's first turn the pronoun *it* refers to the test she has just mentioned. In Jeff's second turn, he repeats the word *test*. In Lindsey's second turn, the words *statistics* and *formulas* are synonymous. Finally, in Jeff's last turn "that stuff" refers to *statistics* and *formulas*. All these devices make the conversation cohesive.

Coherence also has to do with "the relationships which link the meanings of utterance in a discourse" (Richards, Platt, and Weber, 1985, p. 45). However, coherence often involves the speakers' background knowledge. For example, the following exchange is coherent because the two people know that the two events are scheduled at the same time:

Extract 2

> *Person 1:* Going to the review session?
>
> *Person 2:* Rugby practice.

Both cohesion and coherence contribute to discourse competence. For people speaking in a new language, the specific linguistic elements that make speech cohesive can be especially demanding to produce during the pressure of a conversation.

Reflection

Think about someone you know who is truly bilingual or multilingual who can function effectively and apparently effortlessly in two or more languages. Can you think of examples of the four components of communicative competence in that person's speech?

I have a friend named Lillian, who is a native speaker of Cantonese. She is a fully-competent bilingual who regularly demonstrates all four components of communicative competence when she speaks. In terms of her linguistic competence, she has very good pronunciation, a wide vocabulary, and