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实用英语教学法：语法篇

David Nunan 编著

Practical English Language Teaching: Grammar

英语教师职业发展前沿论丛

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清华大学出版社

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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

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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

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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 grammar in greater depth than was possible in the core volume, while at the same time remaining both comprehensive and accessible. You will not find how to teach specific grammatical points in this book. Instead the focus is on helping teachers and soon-to-be teachers reflect and develop their own approach to the teaching of grammar.

Features

- A clear orientation to the teaching of grammar including a historical overview and an introduction to major approaches to grammatical description and analysis that have informed pedagogy.
- A detailed treatment of the teaching of grammar at beginning, intermediate and advanced levels providing practical techniques for teaching and assessing grammar 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 grammar in their own situations.
- A great deal of practical illustration from a wide range of textbooks and extracts from authentic classroom interaction.
- A "key issues" chapter which provides suggestions for dealing with large, multi-level classes, introducing technology, and catering to different learning styles and strategies.
- Suggestions for books, articles, and Web sites offering resources for additional up-to-date information.
- Expansive glossary offering 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 grammar teaching. The novice teacher will find step-by-step guidance on the practice of language teaching.

Overview of chapter content

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

Chapters 2–4
Chapters 2–4 introduce the teaching of grammar to beginning, intermediate and advanced students, respectively.

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

Chapter structure

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

Introduction: Gives an overview of the chapter.

Syllabus design issues: Outlines the grammar items that are relevant at each level.

Principles for teaching grammar: Provides appropriate principles for teaching grammar at each level.

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

Techniques for assessment: 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 reading: Lists articles or books to enhance your knowledge of grammar teaching.

Helpful Web sites: Provides ideas of Web resources for teaching grammar.

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Chapter One

What is grammar?

Goals

At the end of this chapter, you should be able to:

- ✔ **provide** your own definition of the concept grammar.
- ✔ **describe** different approaches to grammar.
- ✔ **understand** the relationship between grammar, meaning, and context.
- ✔ **distinguish** between deductive and inductive approaches to the teaching of grammar.
- ✔ **appreciate** the importance of repetition and recycling in learning grammar.
- ✔ **understand** key issues in the assessment of grammar.

1. Introduction

The aim of this chapter is to consider some fundamental aspects of the topic of this book–grammar. In the first few sections of the chapter, I will introduce you to some competing ideas on what is meant by grammar. We will then explore how grammar works to convey meaning. I hope to convince you, through an exploration of grammar in action, that grammar is anything but a dry or boring subject; that, in fact, it can be fun as well as highly instructive to study. In Section Five, I discuss some of the differences between spoken and written language. I have included this section because spoken language has its own characteristics that are reflected in grammar, and these differences need to be made explicit to intermediate and advanced learners. This is a fairly new notion. Until recently, the grammar of written language was taken to be the norm, and deviations from the norm in spoken language were taken to be corruptions or slips of the tongue. In Section Six, we look at several fundamental principles of teaching grammar, including deductive and inductive teaching and the importance of repetition and recycling to the learning process. The final section of the chapter is concerned with assessment and the implementation of assessment within the grammar classroom.

2. What is grammar?

In this section, I want to look at what experts mean when they talk about grammar. In order to get us started, consider the following definitions:

> Grammar may be roughly defined as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 1988).

> [Grammar is] a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language (Richards, Platt and Weber, 2003).

> [Grammar] is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence (Harmer, 1987).

The term grammar has multiple meanings. It is used to refer to both a subconscious internal linguistic system and linguistic attempts to explicitly

codify–or describe–that system. As Larsen-Freeman writes, "...minimally [grammar seeks] to explain the same phenomena: how words are formed (**morphology**) and how words are combined (**syntax**)" (2001a, p. 34).

From these definitions, it seems that grammar has to do with the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. Such sentences are acceptable, or "grammatical", if they follow the rules specified by grammarians.

3. Approaches to grammar

In this section, we look briefly at several contrasting approaches to grammar. The section begins by looking at the distinction between **prescriptive** and **descriptive grammars**. We then look briefly at the contrast between traditional approaches to grammar and two contemporary approaches: **transformational-generative grammar** and **systemic-functional grammar**. Each approach has its own validity, value, and purpose.

The two most influential approaches in modern times, transformational and functional grammar, offer dramatically different orientations. Transformational grammarians see language as a psychological phenomenon. They seek to describe language in terms of the mental rules that enable us to generate grammatically correct sentences. Functional grammarians, on the other hand, emphasize the social nature of language. They seek to show how the communicative purposes and functions of language are reflected in grammar.

Prescriptive approach versus descriptive approach to grammar

Some grammarians distinguish between prescriptive grammars and descriptive grammars. A prescriptive grammarian specifies what is right and what is wrong. A descriptive grammarian tries to avoid making judgments about correctness, and concentrates on describing and explaining the way people actually use language.

Descriptive linguists who research grammar are concerned with *describing* how the language is used rather than *prescribing* how it should be used. Therefore, if it is common for people to use sentences such as *Who did you give this to?* then the rules of descriptive grammar must allow for this type of sentence. Those concerned with prescription, however, might consider this to be an example of "bad grammar" and might suggest that *To whom did you give this?* would be more correct (Leech et al., 1982).

Traditional, transformational and functional approaches to grammar

In addition to prescriptive and descriptive approaches to grammar, there are other approaches to linguistic analysis. In this section, I will look at three of these: the traditional approach, the transformational-generative approach, and the functional approach. These three will give you a good idea of the wide range of grammars that are available for use when studying language.

Traditional grammar begins with the different word classes that can be found in a language and how these word classes function grammatically at the level of the sentence. In English, we have the common word classes of nouns, verbs, adjectives, and adverbs, and less common classes such as articles and prepositions. Within the sentence, these word types have five different grammatical roles: subject, verb, object, complement and adverbial. Traditional grammarians recognize seven different clause types made up of these basic building blocks.

Clause type	Example
Type 1: Subject + Verb	Maria sang.
Type 2: Subject + Verb + Object	William saw a UFO.
Type 3: Subject + Verb + Complement	I became wary.
Type 4: Subject + Verb + Adverbial	I've been in the office.
Type 5: Subject + Verb + Object + Object	Malcolm bought his wife a diamond.
Type 6: Subject + Verb + Object + Complement	We think traditional grammatical analysis is rather pointless.
Type 7: Subject + Verb + Object + Adverbial	We had to take our relatives home.

Figure 1 Seven basic English clause types

There are many problems with traditional approaches to grammar terminology. Many of these problems stem from the fact that traditional grammatical descriptions and terms were inherited from the grammars of classical languages such as Greek and Latin, and did not really suit the analysis of English (or other modern languages for that matter). Traditional grammar also fails to distinguish between the way a word is formed and how it functions within a sentence. A nice example of this is provided by Butt et al. (2000), which I have adapted in the following Reflection box.

Reflection

1. What part of speech are the italicized words in the following sentence (i.e., are the words nouns, verbs, adjectives, or adverbs)?

   - *Monterey* is a *town* in the *country*.

   If you identified them all as nouns, you would be correct.

2. How about in the following sentences?

   - Monterey is a *country* town.
   - My cousin bought a *town* house in Monterey.
   - Stop here for a real *Monterey* experience.

As Butt et al. point out that while the italicized words in the second group of sentences are still nouns in terms of their form, they are not functioning as nouns. In these sentences, they are functioning as adjectives. This example underlines the shortcoming of an approach to grammar that fails to take context and function into consideration when presenting parts of speech.

Transformational-generative grammar was developed by the American linguist Noam Chomsky. For Chomsky, a grammar is an abstract set of rules for specifying grammaticality. It is therefore concerned with investigating the internal structure of the human mind rather than with communication (Cook, 1996). Chomsky argued that grammar was independent of meaning. To support his view, he coined sentences such as the following: *Colorless green ideas sleep furiously.* Chomsky argued that such sentences were meaningless and yet grammatical.

While transformational-generative grammar has had a major influence on linguistic research, it has had relatively little impact on the teaching of grammar. In fact, early on, Chomsky himself specifically denied any relevance of his approach in pedagogy.

Those who subscribe to functional grammar, on the other hand, reject this separation of form and meaning. The aim of these grammarians is to show how form, meaning, and use are interrelated. To achieve this aim, we need to ask how a given sentence or utterance is formed, what it means, and when/why it is used. Larsen-Freeman provides the following examples:

1. When or why does a speaker/writer choose a particular grammar structure over another that could express the same meaning or accomplish the same purposes? For example, what factors in the social context might explain a paradigmatic choice such as why a speaker chooses a yes/no question rather than an imperative to serve as a request for information? (e.g., *Do you have the time?* versus *Please tell me the time.*)

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