

实用英语教学法： 综述

David Nunan 编著

Practical English Language Teaching

英语教师职业发展前沿论丛

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David Nunan

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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,是一套既可用于新教师培训、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。

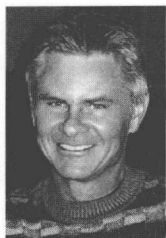
我们不难看出，这套教材的特点是理论与实践相结合，但理论不是纯粹从语言学的角度谈抽象的理论，而是从教学的实际应用出发，言简意赅，清楚明了。这些理论和教学指导案例不是要求教师刻板地去模仿，而是启发教师根据自己的教学实际情况去指定或调整自己的教学方案，找到适合自己的教学方法，探索自己的路子。

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

Foreword



Vision and purpose

Practical English Language Teaching is designed for the practicing teacher who may or may not have had formal training in teaching English as a second or foreign language (ESL/EFL). Methodology texts currently available make too many assumptions about the background knowledge of their readership. The authors of the chapters in this book keep such assumptions to a minimum. This is not to say that the concepts underlying the chapters are dealt with in a trivial manner. Rather they are given an accessible treatment which is richly supported by teaching materials and ideas, and illustrative extracts from a wide range of classrooms.

Practical English Language Teaching consists of three sections: Exploring skills, Exploring language, and Supporting the learning process. The first main section, Exploring skills, begins with an introductory chapter that defines and illustrates the concept of methodology. The next four chapters introduce the four key “macroskills” of listening, speaking, reading and writing. In the second section, Exploring language, we look at language from a somewhat different perspective. Here the chapters are organized in terms of the different systems that make up the language: the sound system, the vocabulary system, the grammatical system, and the discourse system which shows how language itself is organized and reflects the communicative purposes that bring it into existence in the first place. The final section, Supporting the learning process, looks at some of the ways in which the learning process can be supported – through teaching styles and strategies, effective use of commercial coursebooks, and by a variety of other means.

Practical English Language Teaching brings together the work of 15 world-class specialists in ESL/EFL. The value of publishing an edited collection, rather than a single-authored volume, is that we have been able to draw on the knowledge and experience of the top specialists in our field.

One of the problems with most edited collections is that they are uneven in terms of their treatment and approach, and in terms of the assumptions that they make about the reader. This collection has a degree of coherence unusual in edited collections. The coherence has been achieved through a clear chapter-by-chapter framework, and the use of detailed writing guidelines.

The length of each chapter has been controlled for accessibility. Each chapter could have been a book in its own right. However, we wanted to present readers with the essentials in terms of conceptual background, theory, and research. These provide the basis for a series of key teaching principles which are illustrated with pedagogical materials and authentic classroom extracts.

Features

- Critical areas of language teaching are comprehensively addressed with a specific focus on practical techniques, strategies, and tips.
- World-class specialists offer a variety of perspectives on language teaching and the learning process.
- *Reflection* questions invite readers to think about critical issues in language teaching, while *Action* tasks outline strategies for putting new techniques into practice.
- Thoughtful suggestions for books, articles, and Web sites offer resources for additional, up-to-date information.
- Expansive glossary offers short and straightforward definitions of core language teaching terms.

Audience

This book is designed for both experienced teachers and those who have only just entered the profession. It will update the experienced teacher on current theoretical and practical approaches to language teaching. The novice teacher will find step-by-step guidance on the practice of language teaching.

Chapter structure

Each chapter is constructed upon the following format.

1. Introduction: Defines the subject of the chapter.
2. Background: Provides an overview of what theory, research, and practice have to tell us about the subject.
3. Principles: Describes and provides examples of key principles for teaching the subject that forms the basis for the chapter.
4. Classroom techniques and tasks: Provides examples of practical classroom procedures.
5. In the classroom: Takes the reader into a range of classrooms where the principles spelled out earlier are exemplified.
6. Conclusion: Summarizes key parts of the chapter.

Additional resources:

- Further reading: Introduces additional sources for exploring the subject in question.
- Helpful Web sites: Points the reader to relevant Web sites.

A glossary at the end of the book defines the key terms related to language teaching and learning that are introduced in the book. These key language terms are printed in bold in the body of the text. Note that section titles and bulleted lists of items throughout the book also appear in boldface type. The glossary does not necessarily provide definitions for all terms mentioned in these section titles and bulleted lists.

Interspersed throughout each chapter are *Reflection* and *Action* boxes. The *Reflection* boxes pose questions inviting readers to reflect on issues, principles, and techniques in relation to their current or projected teaching situations. *Action* boxes invite the reader to apply the ideas through action-oriented tasks.

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Thanks to Linda O'Roke for all her help.—David Nunan

Contributors

Neil Anderson is on the faculty of the Department of Linguistics and English Language at Brigham Young University in Provo, Utah, USA. His research and teaching interests include second language reading, language learning strategies, and learning and teaching styles. Professor Anderson is a past president of Teachers of English to Speakers of Other Languages, Inc. (TESOL).

Kathleen M. Bailey is Professor of Applied Linguistics in the TESOL-TFL Program at the Monterey Institute of International Studies in Monterey, California, USA. She has taught English in Korea, the U.S., and Hong Kong SAR, and has worked with language teachers in Argentina, Australia, Brazil, Czechoslovakia, Italy, Japan, Poland, Singapore, Thailand, Trinidad, and Uruguay.

Ken Beatty is Senior Lecturer for Information Technology in the Division of Languages at City University of Hong Kong in China, where he has taught for ten years. He previously taught at universities and schools in Canada and China. His publications include English as a second language (ESL) and computer textbooks, Web sites, and CD-ROMs.

Phil Benson is Assistant Professor at the University of Hong Kong in China, where he has taught English and Applied Linguistics for more than ten years. He has also taught English in secondary schools and private institutes in Algeria, Japan, Kuwait, Malaysia, and Seychelles. He has published widely on the subject of autonomy in language learning. His research interests also include the use of information technology in language learning and lexicography.

Geoff Brindley is Associate Professor of Linguistics at Macquarie University, Sydney, Australia. He has worked as an English as a second and foreign language (ESL/EFL) teacher, teacher trainer, researcher, test developer, and administrator. He is the author and editor of a wide variety of publications on language assessment, second language acquisition, and language curriculum development.

Donna Brinton is Lecturer in the Department of Applied Linguistics & TESL at the University of California, Los Angeles, where she also serves as Academic Coordinator of the university's English as a Second Language (ESL) courses. She has co-authored several ESL textbook series, produced multimedia instructional materials, and co-authored or co-edited five professional texts. These texts mirror her areas of academic interest in content-based instruction, English for specific purposes, and practical phonetics. She has also conducted teacher in-services in countries as diverse as Israel, Mozambique, Thailand, and Uzbekistan.

Mary Ann Christison is Professor and Director of Graduate Studies in the Linguistics Department at the University of Utah, Salt Lake City, Utah, USA. She is the author of over 70 published articles on second language teaching and research. She served as International TESOL President from 1997-1998.

Kathleen Graves is a teacher educator at the School for International Training, Brattleboro, Vermont, USA. She is interested in helping teachers develop a reflective practice so they can work in partnership with their learners. She has written two books based on teachers' experiences with developing courses and materials.

Marc Helgesen teaches at Miyagi Gakuin Women's College, Sendai, Japan. He has published widely in the area of listening and, along with Steve Brown, is author of the *Active Listening* series (Cambridge University Press).

Michael McCarthy is Professor of Applied Linguistics at the University of Nottingham, England and Adjunct Professor of Applied Linguistics at Pennsylvania State University, State College, Pennsylvania, USA. He has published widely in the areas of discourse analysis, vocabulary, and the grammar of spoken English.

John Murphy is Associate Professor and Director of Graduate Studies in the Applied Linguistics/ESL department at Georgia State University, Atlanta, Georgia, USA. His recent teacher development book was co-edited with Patricia Byrd and is titled *Understanding the Courses We Teach: Local Perspectives on English Language Teaching* (University of Michigan Press).

I. S. P. Nation is Professor of Applied Linguistics at Victoria University of Wellington, New Zealand. He has taught in Finland, Indonesia, Japan, Thailand, and the U.S. His special interests are language teaching methodology and vocabulary learning.

David Nunan holds concurrent Chairs at the University of Hong Kong, China and Newport Asia Pacific University, Newport Beach, California, USA. He is also Senior Academic Advisor to GlobalEnglish, an Internet based English language provider in San Francisco, California, USA. He has written over 100 books and articles on curriculum development, task-based language learning, teacher education, and classroom-based research.

Maggie Sokolik received her Ph.D. in Applied Linguistics from the University of California, Los Angeles. She currently teaches writing and directs the English as a Second Language Workshop at the University of California, Berkeley, USA. She has written several textbooks on reading and writing, and conducts teacher education workshops in many locations around the world.

Steve Walsh is Director of Teacher Education and Lecturer in ELT at the Queen's University of Belfast, Northern Ireland. He has published in the area of discourse analysis in English Language Teaching.

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Exploring skills

This first section of the book introduces you to language teaching methodology from the perspective of language skills, that is, listening, speaking, reading, and writing. Before looking at the skills in detail, there is an initial chapter on language teaching methodology that provides a framework, not just for the four other chapters in this section, but for the book as a whole.

Each chapter follows a set format. Firstly, the skill dealt with in the chapter is defined. Next comes a section providing background information on the skill. This section provides a brief history of the teaching of the skill, summarizes important research findings, and elaborates on key concepts. Section Three sets out key principles that should guide you when teaching the skill concerned. The next two sections provide examples from published and unpublished materials as well as from direct classroom experience illustrating the principles in action. The chapters conclude with useful follow-up text and resources, including Web sites, to provide you with further information and ideas.

1

Chapter One

Methodology

David Nunan, University of Hong Kong (China)

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

Goals

- ✓ **define** methodology.
- ✓ **explain** how methodology is related to curriculum development and syllabus design.
- ✓ **describe** the “methods” debate.
- ✓ **explain** the basic principles of communicative language teaching, and describe its current importance in language teaching pedagogy.
- ✓ **discuss** some of the research findings that have influenced language teaching methodology.
- ✓ **create** instructional sequences that incorporate the pretask, task, and follow-up cycle.