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剑桥英语教师丛书

Teaching the Spoken Language

英语口语教学

Gillian Brown & George Yule 著

人民教育出版社
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英语口语教学

An aproach based on the analysis of conversational English

Gillian Brown
George Yule 著
袁昌寰 导读

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总 序

外研社和人教社联合推出这套“剑桥英语教师丛书”，以配合全国中小学英语教师的培训工程。付印之前，他们把这套丛书拿给我看，并让我写个总序。说实话，一看到这20个书名，我就十分喜欢，因为它们是外语教师培训中经常提到的题目；再看作者，大部分是应用语言学领域里颇有名气的研究者，如Gillian Brown,William Littlewood, Jack C. Richards, David Nunan等，于是我就愉快地接受了他们给我的任务。

我翻阅了这20本书，并阅读了《面向21世纪教育振兴行动计划》和其他有关中小学骨干教师的培训计划和实施方案。可以说，“剑桥英语教师丛书”涉及的知识面广（包括外语教学理论、外语教学实践、外语测试理论、外语教学研究中的方法），内容实用，文字通俗易懂，是中小学英语教师培训的好教材，它的引进出版必将加强外语专业的教材建设，一定会推动基础外语教育的改革。

细心的读者会发觉，在英语文献中，师资培训这个概念已变化三次。开始，人们都使用teacher training一词，但后来许多人认为，training一词更多是指技术、手艺上的培训，是培训教书工匠的，对教师的通才教育和智力开发是不加过问的。于是出现了teacher education（师资教育）这一用法，意思是说，这种培训不再只教给老师明天的听力课或阅读课如何如何去上，而是开设普通语言学、应用语言学、语言测试和评估、科研方法等课程，提高教师的理论意识，扩展他们的思维空间，很像我们讲的素质教育。但是，后来人们还是觉得“师资教育”对教师限制多了一些，因为这仍然只是把现成的理论或发现告诉教师。于是，最近常使用的概念叫teacher development（师资发展），更加强调在“教育”的基础上，鼓励教师去反思自己的教学，观察自己的课堂行为，评估自己的教学效果，开展“教学行为中的科研”（action research），也就是说，教给教师如何在教学实践中验证别人的发现，形成自己的信念，反思自我，使每一次决定都有根有据，每一个判断都有理论支持。此外，还有一个中性的词叫teacher preparation。这里不妨引用两段话加以说明。在*Beyond Training*一书中，作者强调说：Without discounting the importance of basic teaching skills in teacher preparation,the orientation to teaching

discussed in this book is an attempt to look beyond these dimensions of teaching to the beliefs, knowledge, and thinking that underlie their successful use. The argument pursued throughout the book therefore is that teacher education needs to engage teachers not merely in the mastery of rules of practice but in an exploration of the knowledge, beliefs, attitudes, and thinking that inform such practice (XIV)。在 *Second Language Teacher Education* 一书中，作者说: An alternative approach to the study of teaching and to the development of goals for teacher preparation programs is the examination of the total context of classroom teaching and learning in an attempt to understand how the interaction between and among teacher, learner, and classroom tasks affect learning. This can be called a holistic approach, since it focuses on the nature and significance of classroom events and involves both low-inference and high-inference categories. Such an approach implies different goals for teacher preparation: "Holistic approaches work towards training goals not all of which can be broken down into individually verifiable training objectives, and they stress the development of personal qualities of creativity, judgement and adaptability...The formulatic or prescriptivist nature of a mere 'Vocabulary training' approach to [teacher training in TESOL] is contrasted by holists with an 'education' in more general principles"。 (Britten, 1985a : 113)

"中小学骨干教师国家级培训方案"恰好符合"师资发展"这个基本精神。文件规定的培训内容包括: 1.教育理论与教学技能。着眼于提高中小学教师的理论文化素养，开拓视野，更新知识结构，提高职业成熟度，增强学术能力和自我提高能力; 2.教育教学实践与考察。着眼于提高中小学教师在工作中实施素质教育的能力，加强理论指导教学实践的能力，为形成教学风格和教学特色打基础; 3.课程研究。着眼于提高中小学教师的科研意识和研究能力，善于发现和掌握教育教学规律，善于反思性地总结，增强创新能力。这套"剑桥英语教师从书"为这个实施方案的落实提供了教材上的保证。这 20 本书中，有几本是关于外语教学理论的，如 *Foreign and Second Language Learning*, *Psychology for Language Teachers*, *Affect in Language Classroom*, *The Context of Language Teaching* ; 有几本

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是关于语言教学技能和实践的，如 *Teaching Listening Comprehension*, *Developing Reading Skills*, *Beginning to Write*, *Lessons from Nothing*, *Teaching the Spoken Language* 等；有两本是关于语言测试与评估的：*Testing for Language Teachers* 和 *Classroom-based Evaluation in Second Language Education*；有两本是关于外语教学中的科研方法的：*Understanding Research in Second Language Learning*, *Action Research for Language Teachers*；还有三本是关于师资发展的：*Second Language Teacher Education*, *Beyond Training* 和 *Reflective Teaching in Second Language Classrooms*。有关教师培训的这三本书也可以看作是有关教育理论和外语教学理论的著作。对一项中小学英语教师培训工作来说，这样几种内容就是足够用的了。

我建议，本套丛书的使用者注意两点：第一，这套书不仅仅传授技巧，更重要的是提供思想和方法；不是提供对问题的现成答案，而是告诉你各种理论观点和看法；阅读它们的最终目的不是要知道一篇课文如何来教，而是要知道如何进行创造性的思维。换句话说，这套书不是培训“教书匠”的，而是培训善于思考的教师和研究者的。每位语言教师对外语应该如何教和如何学都是有自己的信念的，只是有的教师的信念不可明白而已。学习语言教学理论，就是把你的信念理论化，让你在见到多种不同看法之后，根据自己的经历，形成自己的、有根有据的、可以言明的教学观点，并在实践中不断完善这种观点。只有这样，你在将来的实际工作中所作的决定才不是盲目的，而是有根据的，有一种自我反思和自我纠正的机制。

第二，本套丛书的读者应该努力初步掌握外语教学中的科研方法，学会设计小型的科研项目，学会进行课堂观察，设计问卷，经常写教学日志，会抽样，会收集各种数据，会统计和分析数据等。一旦学会进行研究，教学过程就不会再那么枯燥(因为你随时都在反思眼前所发生的一切)，学生的语言错误不再那么令人愤怒(因为学生的中介语系统能告诉你许多鲜为人知的学习理论)，教、学、科研将会成为一个有机的整体（教与学不断向科研提出新的问题；科研不断反馈于教和学）。可以设想，如果我们的绝大部分中小学英语教师都能做到以上两点，我国的基础英语教育会出现质的变化。

祝贺“剑桥英语教师丛书”在我国的出版！

祝中小学英语教师国家级培训工程圆满成功！

导 读

《英语口语教学》*(Teaching the Spoken Language)*是剑桥大学出版社出版的剑桥英语教师丛书系列中的一本。这本书是由 Gillian Brown 和 George Yule 编写的。为了介绍世界现代语言教学理论与方法，为了提高广大外语教育科研工作者的理论水平，提高大中小学英语教师的教育教学水平，加强外语院校、师范院校的教材建设，推动基础外语教育改革的深化和发展，人民教育出版社和外语教学与研究出版社将这本书引进出版。

在英语教学的听、说、读、写四项基本技能的训练和培养中，听说能力的培养最容易受到人们的忽视。人们长期以来对听说在英语教学中的地位和作用缺乏足够的认识。近十多年来，“听”、“说”活动在英语教学中已占有相当大的比例。但是如何使我们的听说教学变为培养学生交际能力的教学是值得研究的。

Gillian Brown 和 George Yule 所编写的《英语口语教学》这本书为英语教师进行听说教学提供了理论与实践方面的指导。这本书共分为四章，分别论述了口头语言的特征、口语教学、听力教学和口语测试。

作者首先阐述了口头语言和口头交际的特征。他们指出：口头语言与笔头语言具有本质上的不同。口头语言一般来说语言结构比较简单；句子不必完整；不强调语法的严谨性；用词简单；具有经常停顿、重复开始、使用填充词、反复和冗余率高、信息量较少等特征。口头交际是言者与听者之间的双向交际，言者在使用输出技能，而听者在使用输入技能。言者用适当得体的语言在编码，听者在积极地理解或是在解码。语言的主要功能是传递信息，而口头语言的主要作用在于建立与保持人与人之间的社会关系，信息传递的功能往往就包含在人们每天对不同话题的聊天之中。

如何进行口语教学是外语教学中需要探索和研究的内容之一。作者总结了一些原则，作为口语教学的指导思想。这些原则包括：

1. 在学生进行口语练习中，不要期望学生总能说出十分准确的语言，允许学生犯错误。

对学生的错误要采取宽容、耐心的态度，切不能过分地纠正他们的错误而使他们失去信心。

2. 在学生学习口语时，不要期望学生能够掌握标准的“伦敦”音。

3. 要鼓励学生在日常生活中积极使用基本的英语语言功能表达方法与他人进行交际。

4. 要鼓励学生积极用英语参与教师和其它学生们的谈话与讨论，表达自己的思想、观点和看法。

5. 在口语教学中，教师要始终采取热情鼓励的态度，帮助学生成为“成功者”。

听在人们日常生活的口头交际活动中作用最大。听和说是相互紧密联系的口头交际活动。作者在书中指出：英语听的能力是要通过培养才能获得的。因此，听力教学应纳入到英语教学大纲中去。作者分析了一些影响听力理解的因素。其中，背景知识是指对听力材料中人物场景、主题的文化背景、风俗习惯、生活方式、价值观念等的认识或对主题的熟悉程度。有时学生听懂了整个句子，却不能理解整个语篇的意思。原因是不熟悉相关的背景知识。背景知识的主要作用在于它为听者提供了判断、推理、猜测等的依据。作者还介绍了认知策略。听者的策略一般包括预测、猜测、判断、推理等。运用这种策略的主要依据有：具体的语境，听者对题材、主题的熟悉程度和文中的语法关系。听者不仅可以根据说话人的年龄、及相互关系预测讲话内容，也可以根据讲话内容、场合等来判断说话人的身份，进而推断他的观点和态度。如果听者对谈话的主题非常熟悉，他就比较容易理解说话人的意图或“言外之意”。在听力教学中，教师要选择具有口语特点的有趣的真实语言材料。随着学生听力水平的提高，教师要选择不同类型、不同内容、不同声音、不同性别、不同方言的录音或其他形式的录音材料来训练学生。

在这本书的最后部分，作者提出了传统口语测试方法的弊端。并提出了以“任务”和“信息差”来设计测试题目。采取让学生们进行描述、下指令、讲故事、作目击者的描述和陈述个人观点的方式来对学生们的口语进行测试与评估。并建议教师设计一个“个人能力测验图”来对学生的口语进行评估。

作者在全书中阐述了全新的有关英语听说教学的观点及方法。这本书在我国的引进出版将有利于提高英语教师和科研工作者们的理论水平及教学和科研水平。

《英语口语教学》是一本值得向广大英语教师和英语教育科研工作者们推荐的优秀教材。

袁昌寰
北京教育学院外语系
2000年1月

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We are grateful for technical assistance provided by Jeff Dodds, Cameron McMillan, Stewart Smith and Stan Stephen, to high school students, undergraduates (particularly Rachel Bell and Sarah Brown), and to innumerable others who have contributed to our collection of spoken language data and finally to Marion Law and Ethel Jack for typing the manuscript.

Preface

This book arises from a long-term concern with the teaching of the spoken language. In particular we are concerned with ways in which the spoken language differs from written language, and with how genres of spoken language differ from each other. We have restricted our discussion in this book in various ways. We rarely mention questions of pronunciation or intonation, which have so dominated the teaching of spoken language in the past. Nor do we discuss social variation within language. Nor do we discuss the teaching of grammar and vocabulary. These topics are clearly relevant to the teaching of spoken language and we ignore them only because so much has already been written about these areas. We have chosen to concentrate on the communicative use of language by speakers, with a reason for speaking, to listeners, in contexts. This leads us to a view of the spoken language which owes a great deal in its approach to the rapidly developing study of the analysis of discourse.

Some of the suggestions in this book are reasonably securely based, since they have been tested in use. This is particularly true of the sections on the teaching and assessment of spoken language production. Other parts are based on common sense, extrapolation from our own experience, as well as on the experience of many friends and colleagues who have contributed crucially to the approach we outline here. Occasionally we make suggestions on the basis of intuition, or some long-held but only partially-argued conviction. This avowal ought to be sufficient to warn the reader that he ought to scrutinise everything we claim in the light of his own experience and of the needs of his own students. It cannot be the case, in a general book of this kind, that everything is relevant to everybody.

We are particularly anxious that no teacher should see any of our proposals as attacking anything that he is doing at the moment. If it works for him, and for his students, he should almost certainly keep on doing it. Our hope is that we may add to the armoury of strategies and tools which every teacher needs to keep on adding to. If we are able to suggest anything at all that you haven't already thought of, try it out and see if it works. If it does work, make a bit of room for it in your curriculum. There are no inspirational, global, solutions here.

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Data: recorded material and transcripts

One of our aims in this book is to draw to the attention, particularly of those who have not studied naturally occurring spoken language, the many differences between spoken language and written language. There are frequent quoted extracts of naturally occurring speech. These appear as transcriptions. All of the transcriptions, except for a few in chapter 4, are of native speakers of English, speaking naturally and spontaneously. The transcriptions are numbered in sequence in the chapter in which they occur. Some of the extracts are also exemplified on the accompanying cassette. In this case a second number appears in the text, following the chapter-sequence number. This second number indicates the taped extract number as it appears on the cassette. The same extract on the cassette is sometimes referred to, for different exemplificatory purposes, in different chapters.

The cassette is intended simply as an illustration of what we are talking about at a given point. It is not intended as a 'teaching' tape. Some of the extracts were recorded in noisy school environments, some in speakers' homes, so the quality is variable. Since in all cases the language is transcribed, we believe it is possible to discern the relevant material on the tape as we draw attention to it. Despite the variable quality, it seemed to us worthwhile to try to produce genuine material which we have used for teaching and assessment. Since we work in Scotland, there is naturally a preponderance of Scottish voices on the tape, though there are also RP speakers, American speakers, and speakers of other accents, as well as non-native speakers of English. The points illustrated by these voices are not, however, limited to particular accents or dialects, as the reader may quickly establish by listening to any native English speakers talking.

Each transcribed extract is presented in normal orthography. The detail presented in the transcription (particularly detail which is difficult to interpret) may vary from one discussion to the next, since particular transcriptions are presented for different purposes. We have transcribed words and pauses *as we hear them.* It is perfectly possible that an attentive listener may produce a different version if he undertook a detailed transcription. This should not occasion

concern, but merely draw attention to the fact that there *are* often different possible interpretations of the blurred acoustic signal.
Pauses are represented thus: – a very brief pause
+ a short pause
++ a long pause
Overlapping between speakers is represented between vertical lines: | |
Omitted portions are represented by: . . .
Unclear parts which we have guessed are represented by: (?).
Parts where the speaker fails to fill in are represented by: ***

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1 The spoken language

1.0 Preliminaries

In this chapter we shall explore some of the differences in form and in function between spoken and written language. We shall point out that, within spoken language, certain distinctions need to be drawn, because they have an effect on the forms of language which are produced. The bulk of the chapter is devoted to considering the uses to which spoken language is put by native speakers of English, with extensive transcribed illustrations of this use. In the last sections we consider the implications of research findings about the behaviour of native speakers for the teaching of the spoken language to foreign learners.

1.1 Spoken and written language

For most of its history, language teaching has been concerned with the study of the written language. The written language is the language of literature and of scholarship. It is language which is admired, studied, and rich in excellent exemplification. Any well-educated person ought to have access to literature and scholarship in the language he is acquiring. The obvious procedure, it must follow, is to teach him the language through the excellent written models which can be selected and ordered by his teacher.

While the student is acquiring an understanding of the written language of these splendid models on the one hand, on the other he is himself practising the art of producing sentences of the language. An obvious advantage of the written language is that it has been described by generations of grammar-writers and dictionary-makers. There is a comforting sense in which it is possible to say that a written sentence is correct or not. The rules of writing English sentences are really rather well known and well described. Furthermore, written language does not vary greatly over a couple of centuries, and it does not vary very much depending on where it is written. Texts selected for foreign students to study were nearly all written in the nineteenth and twentieth centuries and are selected

from writers who wrote standard English. Even American writers only deviate from this standard in relatively trivial ways, which can always be presented to the student in a 'corrected' form.

The serious consideration of the spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of the Second World War. Initially major attention was devoted to the teaching of pronunciation. Students of the spoken language spent many hours learning to pronounce the 'sounds of English', first of all in isolation, then in short isolated words, and finally in short isolated sentences like:

(1.1) – We'll have tea for three, please, for Jean, Steve, and me (practising i)
– Pretty little Mrs Smith lives in the vicinity (practising ɪ)

Students spent hours in language lab booths listening to, and repeating, the vowels and consonants of English. Later on, stress patterns were added and, eventually, practice in intonation patterns. It is still possible to visit parts of the world where 'teaching the spoken language' is largely conceived of as teaching students to pronounce written sentences.

During the last twenty-five years, horizons for most foreign language teachers have widened. Students are not only taught to pronounce, but they are given practice in listening to, examples of carefully spoken English. They are required to discriminate between sounds or words spoken in isolation (a task which many native speakers have problems with). They are required to identify stressed words in taped sentences read aloud. In some cases they are required to identify intonation nuclei (or 'tonics') in short texts read aloud. Even more dramatically, many courses have abandoned using written texts read aloud, and have begun to use extracts from texts of 'real', 'authentic' conversations, radio broadcasts, lectures, etc. With the breaking out of the written mode, students are encouraged to use spoken-language forms spontaneously, not simply to utter 'written-language sentences'.

This expansion must obviously be welcomed because it provides, for many students, the ability to talk and listen in a foreign language, to communicate with speakers of the foreign language. In theory, at any rate, that's what it provides. For the teachers it often provides a real headache. Dozens of practical problems, which could be ignored when the subject-matter being taught was the written language, suddenly surface when the subject matter is the spoken language.

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