

ESP: Theory and Practice

ESP教学法的 理论与实践

洪卫 编著

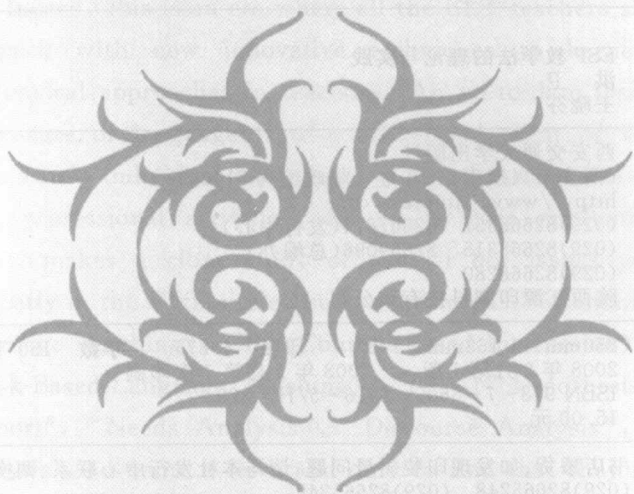


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内容提要

专门用途英语(ESP)教学法的本质就是一种独具某些特点的交际教学法,它以语言需求、交际能力、交际教学方法、语篇分析、学习者为中心等等作为其主要关注点,是近年来国外语言界的热点之一。本书以 ESP 和专业交际的理论发展脉络为出发点,深入讨论了它们的特点及在教学中的应用的理论依据,从教学大纲、教学方法、课程材料等诸多方面的系统分析入手,结合教学实践,提出了一种适用于处于我国高等教育阶段的英语学习者的、折衷的综合语言教学模式,同时分相应步骤特别详尽地探讨了有关教学大纲设计、课堂教学活动安排、课程材料选择及测试与评估等多方面的指导原则和实际方法,并提出了在实施中应注意的一些具体事项,并特别探讨了教师培训和职业发展的问题。本书可供广大英语教育工作者以及相关应用语言学硕士研究生参考使用。

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The idea of ESP teaching is fairly new in the world, and it is only in the last 20-30 years that professional attention has focused clearly on it. Some practitioners suggest that, since ESP closely matches teaching contents to learners' requirements in some specific field, it is, above all, a concept of ELT. Also, in so many other countries, ESP seems to be the ideal answer to the charge of inappropriateness in language teaching. However, in China, many people engaged in ELT are not fully aware of this field. The area of ESP, where research has gradually flourished abroad, seems to be somewhat neglected in China.

Indeed, this is an era where all the ELT teachers should be equipped with new innovative techniques to harness their pedagogical approaches in teaching. An up-to-date insight into the nature of language from a theoretical point of view will greatly help individual teachers to enhance their performance in their professional activities. Driven by this motivation, the author makes a close study of several hot issues prevailing currently in the ELT circle, such as, the CLT (Communicative Language Teaching), CBI (Content-Based Instruction), TBLT (Task-Based Language Teaching), "i + 1" hypothesis, "Peer Support", "Needs Analysis", "Discourse Analysis", "Genre Analysis", to name a few, and only to find that they all, to a certain extent, bear their relationship with the ESP approach. With such an understanding, the author found the theoretical basis for applying ESP in effective language instruction.

教学的启示等等。同时,这一章不仅详细阐明了 ESP 课程建设的关键因素,还提出了一种对专门用途英语进行分类的改进模型,从而更直接和清楚地解释了专门用途英语与学术用途英语(EAP)、职业英语(EOP)及科技英语(EST)、商务英语(EBP)等等的相互关系。

从 ESP 教学大纲、教学方法、课程材料等诸多方面的分析入手,本书第五章得出了以下结论:专门用途英语教学法实际上就是一种独具某些特点的交际教学法,它以语言需求、交际能力、交际教学方法、语篇分析等等作为其主要关注点。第六章从 ESP 教学法的交际性出发,提出了一种适用于大学阶段英语学习者的以 ESP 理论和实践为指导的、折衷的综合语言教学模式,同时分相应步骤特别详尽地探讨了一部分有关教学大纲设计、课堂教学活动安排、课程材料选择及测试与评估等多方面的指导原则和实际方法。

第六章为本书的重点,所提出的五大步骤是基本原则。依据具体的要求,可采用一些目的均为激发学生兴趣、提高学生能力的其他技巧。书中所提出的课程方案要求对教学内容加以适当的改变。因其本身是灵活的,教师(即课程的设计者)在授课时可以适当变通。

本书的内容均取决于教学实践中体验到与确定的实际需要。所有涉及问题的讨论,都尽可能地采用了现今相关的学术文献来作论证支持,并用 EST(科技英语)和 EBP(商务英语)为例讨论。在第七章,特别给出了应用 ESP 教学法的一些限制性和目前可能易出现的几种误用情况,以及对英语教学实践者们提出的几点建议,并讨论了教师培训和职业发展的问題。最后一章是结论。

编者认为,相比授课而言,重点应更多地放在课程设计上。此外,教师必须着重培养学生的理性判断思考能力和跨文化交际意识。课程设计原则应与培养 MBA 的指导思想一致(即强化的手段,灵活的方法,同时密切关注学习者的需要)。另外,书中也详尽

讨论了教师培训的问题。本书提出的教学方案也可有效地应用于英语专业教学和一些成人英语教学项目。本书力求以 ESP 的理论发展脉络为出发点,系统全面地介绍该理论的形成过程和特点,并深入其在教学中应用的理论依据,以更有效发挥和利用 ESP 课程建设的关键因素,最后提出一些行之有效的方法和策略等。

本书试图寻求一些逐渐的“改变”,来促使学生更为有效地学习外语。简而言之,所提出的综合方法实质上就是一种以学习者为中心的环境下的、折衷的教学方法。作者真诚地希望所讨论的一切将会为面临挑战的我国高校英语语言教学工作者们提供一些启发与思考。

由于时间所限,加之自身的知识、理论修养也还有许多缺陷,疏漏和偏颇在所难免,同时许多内容还有待于进一步探讨。诚挚欢迎同行和广大读者批评指正。

洪卫

于西安电子科技大学

2008 年 5 月

专门用途英语(ESP)教学研究在世界范围内的英语语言教学界是一个比较新的概念,直到近二三十年才得到业界的日益关注。ESP 能将教学内容和学习者的需求紧密联系起来,因而在许多国家,它们成为克服英语教学不相关、不适当现象的理想途径。大量专业人士指出,由于 ESP 教学法明确着眼于某一专业领域中学习者特定的语言需求,首先它是英语教学的一个基本概念。然而,这一概念却并未被多数国内英语教学学者所熟知,ESP 这一在国际上研究日渐深入的领域,在我国似乎尚未得到应有的重视。

新的时代要求教师在实施教学计划时具备新的教学技巧,而从理论的角度考察语言的最新发展状况势必会大大提升教师的专业素质。基于这一动机,作者对日前在外语教学领域中流行的一些热门课题(主要针对教学方法、思想和技巧:如交际教学法、基于内容的教学法、任务语言教学法、 $i+1$ 语言输入假设理论、对等学习者相互支持法、需求分析法、语篇分析法、语类分析法等等)作了较为深入的研究,结果发现:它们在一定程度上均与 ESP 教学法密切相关。在这一理解的基础之上,作者找到了将专门用途英语教学法应用于有效的通用英语教学之中的理论基础。

全书共分八章。

第一、二章简单介绍了课题的内容和研究背景。第三章概要分析了我国高等教育阶段英语教学方面当今存在的一些问题及其产生的原因。在指出教学方法改革趋势与重要意义的同时,在第四章详细地给出了相关的背景知识,如:ESP 的主要观点、重要概念及 ESP 课程特点等,以方便读者更好地理解书中涉及的课题。其中主要讨论了 ESP 教学法与通用英语(GE)教学法的区别、该教学法的起源和最新发展情况、描述 ESP 的重要因素及其对语言

The book falls into eight Chapters.

The first two Chapters present a brief introduction to the subject and the background of the study, which is followed by a brief investigation on some weaknesses prevailing in China's ELT at the tertiary level and an analysis of their major possible causes. With the significance of the reform in teaching methodology noted, a detailed background of knowledge, including key conceptions of ESP and its characteristics, is supplied in Chapter IV. The author discusses the differences between ESP and GE as well as the origin and the latest development of ESP, along with several important elements in describing ESP and their implications. With crucial issues in ESP course construction closely examined, a modified classification of ESP is presented, which accounts for the relationship among ESP, EAP, EOP and EST much more clearly and directly.

From the aspects of the syllabus, the teaching methodology and course materials of ESP, it is concluded in Chapter V that, ESP approach, is, in the nature, a kind of communicative one with some typical characteristics. Based on the communicativeness of ESP approach, an integrated, eclectic language teaching system based on the ESP theory and practice is proposed, suited for college EL learners, especially those majoring in science and technology. Some guiding principles and techniques concerning syllabus design, classroom teaching activity arrangement, course material selection, testing & evaluation, and so on are brought forth at length in relevant steps.

The steps proposed in Chapter VI are basic rules. In the light of concrete needs some specific techniques can be applied, with all their aims being at arousing interests and improving

abilities of the students. The proposals raised require a variation of the teaching contents. The designer, or the teacher could also include in his or her course other unlisted functions and skills if necessary, because of the flexibility of this new approach.

The content of the book was determined by needs identified based on the author's teaching experience as an EFL instructor. As a result, all the issues, where possible, have been supported by current and pertinent academic literature. Particularly, descriptions are given in Chapter VII to several limitations in applying the ESP approach and some potential problems, together with some recommendations to ESL practitioners in higher education institutions in China, which is to be followed by a conclusion.

The author thinks that the emphasis should be put on curriculum design as well as the course instruction. Additional attention should also be paid to cultivating the students' cross-cultural communication awareness and their ability to think critically. It is strongly felt that the course should be set on the same principle as that of an MBA (i. e. , an intensive, flexible method, responsive to the students' needs). In short, the integrated approach is, simply speaking, an eclectic approach in a learner-centered environment. It is the author's sincerest hope that all the observations presented will lend insight into the challenges facing the English instructors working in the field of ELT at the tertiary level in China.

Comments and suggestions are warmly welcomed.

HONG Wei
Xidian University
May, 2008

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第一章 简介

导读：专门用途英语(English for Specific Purposes, 简称 ESP)起源于 20 世纪 60 年代后期，指的是与某种特定职业、学科或目的相关的英语，也可指根据学习者的特定目的和特定需要而开设的英语课程。它把基本英语知识和某个特殊用途结合起来，不断吸收时代的新信息，能满足学习者对其它专业知识的要求，特点是教学目的明确、针对性强、实用价值高，因此广受学习者的欢迎。它的形成和出现，是世界经济形势发展的需要，也是语言学发展的革命。

ESP 有两个明显的特点：一是学习者有明确的学习目的，即由于特定行业的需要，学习者需要达到在某些学科内使用英语的能力和水平。二是有特殊的即专门化的内容。其目的就是培养学生一定工作环境(如商务环境、法律环境、旅游环境、科技环境等)中运用英语开展工作的交际能力。同时 ESP 更是一种以学习者为中心的教学理念。随着人们对社会语言学研究的进一步深入，ESP 教学在国外日益受到重视，已经发展成为英语教学的一个重要组成部分。但是长期以来，专门用途英语教学在我国还没有受到足够的重视。

在当今社会发展大背景下，学习英语不再仅仅被看成是获得一种良好的教育，它逐渐与职业、学业和就业等相关的多种需求联系起来。一方面关于人们为什么要学习英语以及怎样学习英语的

问题正经历着国际国内无数学者专家的推敲,另一方面 ESP 愈加显示出其针对性强、实用价值高的特点。从国外英语理论的发展与应用探索和研究 ESP 的相关问题,对找准我国大学阶段英语教学改革的方向和出路、并配套进行课程设置变革,从而进一步提高学生的英语应用能力具有非常现实的意义。

Chapter I Introduction

From the early 1960s, ESP (English for Specific Purposes) has grown to become one of the most prominent areas of EFL teaching today. This has led to a rapid growth in English courses aimed at specific disciplines, for example, English for Science and Technology, English for Business Communication, to name a few, in place of the more traditional "General English" (termed as GE, or EGP—English for General Purposes). In some countries and areas, especially in UK, USA, Europe and America, ESP is seen as a language teaching enterprise. So there can be few people involved in language teaching who are unaware of the concept of ESP. From many points of view, the concept has been positive and beneficial. Ministries of Education in a number of countries regard it as one of the keys to their country's future development; firms and business organizations frequently build it into their training programs, and for individual teachers and learners it has

opened up new professional possibilities. ESP, closely matching teaching contents to learners' requirements, seems, in so many countries, to be the ideal answer in language teaching to the charge of educational irrelevance and inappropriateness.

However, in China, many people engaged in English language teaching are not fully aware of the concept of ESP as is the case in Britain or USA or in some other countries in the world. ESP, an area where research has gradually flourished abroad, seems to be somewhat neglected somehow here in the country. What exactly is ESP? Why has it come into being? What are the characteristics of ESP? What is the relationship among ESP, EAP, EOP, ELT, CLT, and EGP? How does it affect ELT in universities and colleges in China? All these and some other questions may not be familiar to many on-service teachers of English in China.

To cope with increasingly fierce international competition, EFL students in China are asked to enhance their English skills and abilities in practical communication. However, there is a critical problem in the teaching of language courses at colleges or universities in the EFL surroundings, resulting from inappropriate teaching materials and instructional techniques. Traditionally, the most common teaching approach applied in the English classes is teacher-centered and lecture-oriented.

Indeed, this is an era where all the ELT teachers should be equipped with new innovative techniques to harness their

pedagogical approaches in teaching both at the specialty level and at the technical level. It is a plain fact that in English language teaching, no single method is comprehensive enough to give a single-handed support due to the different aspects of language, as well as the great variety of pedagogical factors and diverse types of learners. However, an up-to-date insight into the nature of language from a theoretical point of view will greatly help individual teachers to enhance their performance in their professional activities. Driven by this motivation, the author made a close study of several hot issues (mainly pedagogical methods and techniques) prevailing currently in the ELT circle, such as, the CLT (Communicative Language Teaching), CBI (Content-Based Instruction), TBLT (Task-Based Language Teaching), "i + 1" hypothesis, "Peer Support", "Discourse Analysis", "Genre Analysis", to name a few, and found that they all, to a certain extent, bear their relationship with the ESP approach. With such an understanding, the theoretical base for applying ESP in effective EGP instruction has been found.

EFL instructors have to make their efforts to create a learning environment that encourages learners to actively transfer the language skills taught in the classroom to practical situations. In order to accomplish the goal of learning-for-application, the author has been motivated to explore into ESP issues to search for guidelines of an integrated, eclectic approach.