教语音

——教外国学生说英语的参考书

Teaching Pronunciation

A Reference for Teachers of English to Speakers of Other Languages

- Marianne Celce-Murcia
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著

中国人民大学出版社

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A1024280

中国人民大学出版社

图书在版编目(CIP)数据

教语音——教外国学生说英语的参考书/(美)塞尔斯－莫西亚等著
北京:中国人民大学出版社,2002
ISBN 7-300-04142-6/H·313
Ⅰ.教…
Ⅱ.塞…
Ⅲ.英语-语音-自学参考资料
Ⅳ.H311

中国版本图书馆 CIP 数据核字(2002)第 036562 号

Teaching Pronunciation/Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin
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出版发行:中国人民大学出版社
(北京中关村大街 31 号 邮编 100080)
邮购部:62515351 门市部:62514148
总编室:62511242 出版部:62511239
E-mail:rendafx@public3.bta.net.cn
经 销:新华书店
印 刷:三河市实验小学印刷厂

开本:787×1092 毫米 1/16 印张:28.25
2002 年 6 月第 1 版 2002 年 6 月第 1 次印刷
字数:977 000

定价:36.00 元
(图书出现印装问题,本社负责调换)

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《教语音——教外国学生说英语的参考书》导读

许建平

由玛丽安娜·塞尔斯-莫西亚、唐娜·M·布里顿和珍妮特·M·古德温合作编写、剑桥大学出版社出版的《教语音——教外国学生说英语的教师参考书》是近年所出版的语音教学课本中不可多得的佼佼者。作为一部系统的语音教学法教程，该书的编写旨在为对母语为非英语的学生进行英语教学的教师提供语音教学法的一些核心内容，另一方面，又为母语为非英语的学生提供了一套系统的语音学习课本。本书主要内容包括：

一、有关语音教学的见解、观点的概论，如怎样从教学法的角度审视语音教学，以及有关第二语言音位习得的一些背景知识；

二、有关北美英语（NAE）的发声系统的扎实的基础训练，其中包括切分音位和超切分音位两方面；

三、提出了对上述发声系统与其他技巧和语言各方面的联系及交互关系的一些见解，如与听力教学的关系、与词形的曲折变化和词的拼写之间的关系等；

四、提供了一个改进语音教学技巧的框架，其中包括从结构练习到更全面、更具交流性的课堂活动安排，并提供了各种教学技巧供读者选择；

五、讨论了教学大纲的设计，因为这与语音教学密切相关；

六、对语音教学中的问题做了调查分析，提出了语音教学测试及评估的具体措施。

翻开本书，读者不难发现它与传统的语音教学法教材有所不同。其最大特点是：在详尽的描述中突出了语音教学的实践性，为广大师生提供了大量的语音练习和实践的机会。因此，我们不妨这样说，此书最为难能可贵的是它来自教学实践第一线，是几位作者教学理论研究与语音教学实践相结合的成果的结晶。正如作者在前言中所述，书中的主要内容源于作者们在加利福尼亚大学洛杉矶分校的共同教学经验（这些经验既来自针对外国学生的语音教学，也来自师资培训班的语音学教学实践）。书中除了一般性的语音教学方式方法之外，作者还就当前的切分音位与超切分音位教学的讨论发表了独到的见解，并提出了一些颇有新意的教学方法。用这些方法，教师可望在一个交流式的准确—流利的教学框架内解决发声系统的切分音位与超切分音位两大关键问题。

从本书的编写安排来看，也显示了作者的独具匠心。全书的主要结构体系编排如下：

第一部分：包括1、2 两章，是对语音教学史和语音教学的综述。其中第1章回顾了从20世纪40年代到90年代末的语音教学史，提出了语音教学的10种传统教学技巧和训练方法；第2章概括性地探讨了语音教学的一般规律方法，分别从学习者、母语的作用、怎样获得语音技巧等方面做了介绍。

第二部分：包括3、4、5、6 四章。在这部分中作者提出北美英语的发声系统和语音教学的一些基本技巧。第3章详尽地探讨了辅音系统教学中的若干教学要点及训练方法。第4章接着讨论了元音系统的教学法，从对教师的要求到具体的正音方法都做了介绍。第5章主要论述节奏、重音和连音的调节问题，着重介绍了单词、句子的重音、语句的节奏和句式连贯等问题。第6章论述了话语层次的突出和语调问题，并用示图对几种常用的音调模式做了详尽的分析介绍，并配有大量生动活泼的材料供语音语调练习之用。

第三部分：由7、8、9 三章组成，提出了北美英语发声系统与语言方方面面的相互交织关系。第7章探讨了发声系统与听的关系，并用实例介绍了一些听的技巧。第8章讨论了发声

系统和语法的关系、与词的曲折变化和词性的关系，如名词的复数形式、词缀、不规则动词的读音、词性改变对词的读音的影响等问题。第9章讨论了发声系统与拼写法的关系，对各长短元音、辅音的读与写、重音转移、辅音的连缀规律等做了介绍。

第四部分：共有10、11、12 三章，着重解决的是各种语音技巧的实际运用问题。第10章提供了一些新的语音教学技巧供教师选用，如各种直观实物/图像、各种生动有趣的课堂活动等，旨在改善学生语音语调的流利度。第11章讨论了语音在语言课程中的地位，对语音教学在教学大纲中的位置做了界定，对语音教学做了整体安排设计。第12章讨论了对语音教学进行测试及评估的手段，并提供了一些供选择的测试评估方案。

从本书的整个编写框架体系来看，第1、2章预先安排了较为概括的知识，而详细的内容则安排在3章至6章中介绍。对于没有受过语言学或语音预先培训的英语教师，我们建议不妨从第二部分开始，学完第三或第三部分以后再看第一部分。与每章并行的是一些相关讨论题和适量的练习，旨在鼓励英语教师将自己个人的语言学习和教学经验带入相关的讨论话题。

特别值得一提的是书后的17个附录，其中包括：北美英语（NAE）和英国英语之间的区别、语音音标和音位音标的比较；美国外语教学委员会（ACTFL）口语熟练程度评估标准；美国加州大学洛杉矶分校（UCLA）对母语为非英语的助教设置的英语口语水平测试表；口语的自我评价表：面试角色扮演……等等这些，对于读者熟悉美国语音、透彻理解全书的内容无疑大有帮助。

简而言之，本书深入浅出，丰富多彩，取材新颖，内容翔实，编排图文并茂，练习生动活泼。无论是教师还是学生，开卷不无裨益。这确实是一部不可多得的语音教学好教材。

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We have written *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* to serve as the core of a comprehensive course in pronunciation pedagogy designed to provide ESL/EFL teachers with the following: (1) an overview of the issues involved in teaching pronunciation, such as how pronunciation has been viewed from various methodological perspectives and what we know about the acquisition of second language phonology; (2) a thorough grounding in the sound system of North American English (NAE), including both the segmental and suprasegmental aspects; (3) insight into the ways in which this sound system intersects with other skills and areas of language, such as listening, inflectional morphology, and orthography, (4) a framework for developing teaching techniques, ranging from structured exercises to more holistic and communicative classroom activities, including alternative teaching techniques; (5) a discussion of options in syllabus design as it relates to the teaching of pronunciation; and (6) a treatment of pronunciation diagnosis and assessment measures.

Based on our collective experience at UCLA (both in teaching pronunciation to ESL/EFL students and in training prospective teachers in practical phonetics), we address the current debate on teaching segmentals versus suprasegmentals, and suggest ways in which teachers can deal with both of these critical areas of the sound system within a communicative teaching framework that includes the accuracy–fluency continuum. Accompanying each chapter are discussion questions and exercises that encourage current and prospective teachers to bring their own personal language learning and teaching experience to bear on the topic at hand. The cassette that accompanies the text provides opportunities to develop transcription skills, to assess ESL/EFL learners' pronunciation, and to develop original exercises and activities.

The volume is organized as follows: In Part 1 we cover the history of and research on teaching pronunciation (Chapters 1 and 2). In Part 2 we present the sound system of North American English and some basic teaching techniques by focusing first on the consonants (Chapter 3), next the vowels (Chapter 4), then rhythm, stress, and adjustments in connected speech (Chapter 5), and finally prominence and intonation at the discourse level (Chapter 6). In Part 3 we address the intersection of the NAE sound system with other areas of the language, such as the listening skill (Chapter 7), morphological inflections (Chapter 8), and orthography (Chapter 9). Part 4 deals with issues of implementation; here we treat alternative teaching techniques (Chapter 10), the place of pronunciation in curriculum design (Chapter 11), and techniques and tools for the assessment of pronunciation (Chapter 12).

We have used the material in this text to train prospective ESL/EFL teachers who have already taken at least one introductory course in linguistics. Thus Chapters 1 and 2 presuppose some of the more basic information presented in detail in Chapters 3–6. For teacher trainers whose students have no prior linguistic or phonetic preparation, we suggest starting the course with Part 2 and then having students read Part 1 either after Part 2 or after Part 3.

It has been a long but enjoyable process for us to collaborate on this course text. We hope that you and your students will find it useful and that you will share your comments and suggestions with us.

Marianne Celce-Murcia
Donna M. Brinton
Janet M. Goodwin

ACKNOWLEDGMENTS

This text would not exist without the immense encouragement which we received along the way from our editors at Cambridge University Press. In particular, we owe a great debt to Ellen Shaw, who initiated the project; to Mary Vaughn, who was inordinately supportive and patient throughout the manuscript's extended "birthing process;" and Colin Hayes, who encouraged our efforts from the beginning. For the production phase we acknowledge the excellent assistance of Suzette André, Sandra Graham, and Olive Collen.

Our team writing effort was augmented by the enormous contributions of an anonymous reviewer and Wayne Dickerson, both of whom not only provided insightful critiques of the entire manuscript but also reconceptualized and reworded lengthy passages for us. We also received extremely helpful comments on the manuscript from Janet Anderson-Hsieh and Dick Suter, who caught many inconsistencies and provided much-needed encouragement along the way. Many of our colleagues graciously responded to portions of the manuscript, lending their expertise to correct inaccuracies, flesh out examples, and provide reference sources. In particular, we wish to highlight the contributions of the following individuals: Peter Ladefoged and Patricia Keating (Chapter 3, Appendix 1); John Esling, George Yule, and Julietta Shakhbagova (Appendix 1); John Schumann (Chapter 2); Patsy Duff (Chapter 4); Laura Hahn, and Greta Levis (Chapter 5); Linda Jensen (Appendix 13); Thor Nilsen (Appendix 1 and Chapters 3, 4, 7, and 9); Laurel Brinton (Chapter 5 and Appendix 8); and Francisco Gomes de Matos (general comments).

We are indebted to the work of several graduates of the Applied Linguistics Program at UCLA whose doctoral work we draw on – specifically, Bob Jacobs, Barbara Baptista and Yuichi Todaka. We also consulted with or were influenced by numerous colleagues in constructing and refining pronunciation activities. Although it is often difficult to identify the source of activities which we may have acquired during our many cumulative years of teaching, we specifically want to thank the following individuals (and apologize to those whom we may have unintentionally omitted here): Bill Acton, Judy Gilbert, Joan Morley, Rita Wong, Marsha Chan, Pat Grogan, Susan Stern, Jim Purpura, Karl Lisovsky, Georgiana Farnoaga, Roann Altman, Judith Weidman, Nitza Llado-Torres, Patrice Dally, Lorraine Megowan, Ann Aguirre, Lief Nielsen, and Kathy Jensen-Gabriel.

In field testing the manuscript, we received much helpful feedback from our TESL and ESL students. We particularly wish to acknowledge Andrea Kahn, Gabriela Solomon, Tetsuo Harada, Linda Choi, Denise Babel, Bob Agajeenian, and Cara Wallis.

For assistance in preparing the cassette, we are indebted to the UCLA Phonetics Laboratory and especially to Henry Tehrani and all of the ESL students who graciously consented to be taped for this project.

We would be remiss if we didn't mention other forms of support which we received. For their artwork assistance, we are grateful to Cathy Johnson, Sasha Mosely, and Motoko Ueyama. For access to reference sources, we thank Susan Ryan, formerly of Cambridge University Press. And above all we are indebted to Sandy Wallace for graciously inputting portions of the manuscript and assisting with permissions.

Needless to say, we have appreciated the patience and encouragement of friends and family throughout the writing of this book.

Although so many knowledgeable colleagues have generously given us detailed and extensive feedback, we know that there will be inevitable errors or shortcomings in an undertaking of this scope and size. Any such residual errors are solely our responsibility.

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TRANSCRIPTION KEY

	Sound	Examples		Sound	Examples
I.	**The consonants of North American English**				
1.	/b/	boy, cab	13.	/ʒ/	leisure, beige
2.	/p/	pie, lip	14.	/ʃ/	shy, dish
3.	/d/	dog, bed	15.	/h/	his, ahead
4.	/t/	toe, cat	16.	/tʃ/	cheek, watch
5.	/g/	go, beg	17.	/dʒ/	joy, budge
6.	/k/	cat, back	18.	/m/	me, seem
7.	/v/	view, love	19.	/n/	no, sun
8.	/f/	fill, life	20.	/ŋ/	sing(er), bang
9.	/ð/	the, bathe	21.	/l/	long, full
10.	/θ/	thin, bath	22.	/r/	run, car
11.	/z/	zoo, goes	*23.	/w/	win, away
12.	/s/	see, bus	24.	/hw/	which, what
			*25.	/y/	you, soya

II.	**The vowels of North American English**				
Stressed Vowels					
1.	/iy/	pea, feet	8.	/ow/	pole, toe
2.	/ɪ/	pin, fit	9.	/ʊ/	put, foot
3.	/ey/	pain, fate	10.	/uw/	pool, stew
4.	/ɛ/	pen, fed	11.	/ay/	pine, fight
5.	/æ/	pan, fad	12.	/aw/	pound, foul
6.	/ɑ/	pot, doll	13.	/ɔy/	poise, foil
7.	/ɔ/	bought, talk	14.	/ʌ/	pun, cut
			15.	/ɜʳ/	bird, third
Unstressed Vowels					
16.	/ə/	focus, allow	19.	/ɪ/	music, coping
17.	/əʳ/	father, bitter	20.	/o/	hotel, narrow
18	/i/	city, prefer	21.	/u/	into, igloo

III.	**Other frequently used symbols and diacritical markings**		
22.	[ʔ]	glottal stop	_uh-_oh
23.	[Cʰ]	aspirated consonant	time, pick, kitchen
24.	[ɬ]	velarized or dark /l/	ball, told, coal
25.	[ɾ]	flap allophone	little, butter, put on
26.	[V:, C:]	lengthening	pa, bid, June night
27.	[C°]	unreleased consonant	but, cap, back
28.	[Ç]	syllabic consonant	kitten, riddle, battle

*Note that /y/ and /w/ function as consonants and also as vowel glides in vowels 1, 3, 8, 10, 11, 12, and 13.

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PART 1

PRONUNCIATION INSTRUCTION IN PERSPECTIVE

第一部分　语音教学回顾与评述

这部分包括1、2两章，为全书的绪论，对语音教学做了概括性的历史综述，回顾了在过去100年里语言教学界对语音教学的见解，及人们是如何利用各种教学方法和技巧进行语音教学的，并探讨了语音分析或讲解的程度的问题。

In the first of these two introductory chapters, we provide a historical overview of how pronunciation has been treated in language teaching over the past hundred years: the types of teaching approaches and techniques that have been used as well as the degree of phonetic analysis or explanation that teachers have provided learners. The second chapter surveys the theories and findings from studies focusing on the acquistion of the sound system of a second language. We then show how this information can help teachers better understand the pronunciation acquisition process and thus be in a better position to set instructional priorities. Together, these two chapters prepare the reader for the specific descriptive and pedagogical information presented in Parts 2 and 3 of this volume as well as the problems of implementation that we discuss in Part 4.

CHAPTER 1

The History and Scope of Pronunciation Teaching

第 1 章:语音教学的历史与范围

这一章回顾了从20世纪40年代到90年代末的语音教学史，提出了语音教学的10种传统教学理论和训练方法。这些理论方法包括：本能模仿法、语言分析法、语法翻译法、阅读法、直接法、自然法、听说法、认知法、沉默法、交流法等，并对各种理论方法的创建形成及特点做了客观的分析评述。

In his very comprehensive history of language teaching, Kelly (1969) dubs pronunciation the "Cinderella" area of foreign language teaching. He shows that Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language teachers than pronunciation, which began to be studied systematically shortly before the beginning of the twentieth century.

The field of modern language teaching has developed two general approaches to the teaching of pronunciation: (1) an intuitive-imitative approach and (2) an analytic-linguistic approach. Before the late nineteenth century only the first approach was used, occasionally supplemented by the teacher's or textbook writer's impressionistic (and often phonetically inaccurate) observations about sounds based on orthography (Kelly 1969).

An ***intuitive-imitative approach*** depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs.

An ***analytic-linguistic approach,*** on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

When we look at the various language teaching methods that have had some currency throughout the twentieth century, we must acknowledge that there are methods, such as ***Grammar Translation*** and ***reading-based approaches,*** in which the teaching of pronunciation is largely irrelevant. In such methods grammar or text comprehension is taught through the medium of the learner's native language, and oral communication in the target language is not a primary instructional objective. In the following overview of methods we focus on those methods and approaches for which the teaching and learning of pronunciation is a genuine concern.

Direct Method and More Recent Naturalistic Approaches

In ***Direct Method*** foreign language instruction, which first gained popularity in the late 1800s and early 1900s, pronunciation is taught through intuition and imitation; students imitate a model – the teacher or a recording – and do their best to approximate the model through imitation and repetition. This instructional method was grounded on observations of children learning their first language and of children and adults learning foreign languages in noninstructional settings. Successors to this approach are the many so-called ***naturalistic methods***, including comprehension methods that devote a period of learning solely to listening before any speaking is allowed. Examples include Asher's (1977) Total Physical Response and Krashen and Terrell's (1983) Natural Approach. Proponents maintain that the initial focus on listening without pressure to speak gives the learners the opportunity to internalize the target sound system. When learners do speak later on, their pronunciation is supposedly quite good despite their never having received explicit pronunciation instruction.

The Reform Movement

The first linguistic or analytic contribution to the teaching of pronunciation emerged in the 1890s as part of the ***Reform Movement*** in language teaching. This movement was influenced greatly by phoneticians such as Henry Sweet, Wilhelm Viëtor, and Paul Passy, who formed the International Phonetic Association in 1886 and developed the ***International Phonetic Alphabet (IPA)***. This alphabet resulted from the establishment of phonetics as a science dedicated to describing and analyzing the sound systems of languages. A phonetic alphabet made it possible to accurately represent the sounds of any language because, for the first time, there was a consistent one-to-one relationship between a written symbol and the sound it represented.

The phoneticians involved in this international organization, many of whom had also had experience teaching foreign languages, did much to influence modern language teaching by specifically advocating the following notions and practices:

- The spoken form of a language is primary and should be taught first.
- The findings of phonetics should be applied to language teaching.
- Teachers must have solid training in phonetics.
- Learners should be given phonetic training to establish good speech habits.

The 1940s and 1950s

Many historians of language teaching (e.g., Howatt 1984) believe that the Reform Movement played a role in the development of ***Audiolingualism*** in the United States and of the Oral Approach in Britain during the 1940s and 1950s. In both the Audiolingual and Oral Approach classrooms, pronunciation is very important and is taught explicitly from the start. As in the Direct Method classroom, the teacher (or a recording) models a sound, a word, or an utterance and the students imitate or repeat. However, the teacher also typically makes use of information from phonetics, such as a visual transcription system (modified IPA or some other system) or charts that demonstrate the articulation of sounds.

Furthermore, the teacher often uses a technique derived from the notion of contrast in structural linguistics: the ***minimal pair drill*** – drills that use words that differ by a single sound in the same position. This technique, based on the concept of the phoneme as

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