

# 外语教学 与学习

—理论与实践  
(英汉对照)

LANGUAGE  
TEACHING &  
LEARNING  
FROM THEORY  
TO PRACTICE

(英) 马丁·韦德尔

(中) 刘润清



高等教育出版社

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## 说 明

马丁·韦德尔是受英国文化委员会派遣来华的专家，先后在广州外国语学院和北京外国语学院任教。他在北外任教时，我与他共同主持了应用语言学硕士研究生的教学项目。我们二人在近四、五年内教的课程相似，培养的学生也相近，主要教应用语言学硕士研究生或进修教师的普通语言学、应用语言学、外语教学法、语言测试和教材评估等。我们有个共同的感觉：相当一部分中国教师认为，只要英语水平高，就能教好英语，无需学习什么教学法，更用不着什么语言学理论。

我们深深感到，有必要针对中国学员的特点，编写一本适合中国情况的外语教学理论的书。类似的书，英美等国已经出版不少，但中国读者很少能读到。即使得到一本，在无人指导的情况下也难以读得下去。况且，大部分此类书籍是给本族人编写的，是以西方文化为背景，不可能指望它们专门讨论中国读者的特殊问题。经过反复讨论，我和马丁决定给中国外语教师、师范生和应用语言学研究生编一本教材。

我们首先讨论了一个题纲，也就是大的章节的内容。之后，马丁着手用英文编写各章。他写一章，我改一章，提出修改意见，尤其是中国读者最关心的问题。然后，他进行修改；修改后，我再读一遍，再次修改。全部定稿之后，我又将全书译成汉语。翻译过程，又对英文稿进行了少部分修改。我们用英汉两种文字出版，主要是为了满足更多的读者的需要。英语稿使读者熟悉这种文献的用词和文体，以便顺利进入阅读原著的阶段。汉语稿既帮助懂英语的读者加深理解，又为其他读者提供阅读材料。所谓译文，并非逐字

逐句的翻译，而是保持原文意义、符合汉语习惯的文字叙述。

本书的读者主要包括：大学英语教师、语言学研究生和教师培训学员等；其他外语语种的大学生、中小学英语教师和师范专科学校的高年级学生，都可以参考使用。

由于我们水平有限，时间仓促，可能有不当之处。成稿之后，马丁离开了中国。后期的工作主要由我负责，所以其中的缺点错误，我负主要责任。敬请读者不吝赐教。

北京外国语学院

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1992年

# INTRODUCTION

## 1. The Purpose of the Book.

There are hundreds of millions of language learners around the world, who learn using a variety of widely differing methods. Some methods focus on written language, others on spoken; some emphasize accurate reproduction of grammatically correct sentences, others fluent communication; some demand that the teacher always be in complete control, others that the learners take responsibility for their own learning; some view error with terror, others see it as natural. Academics, Education Ministry officials and Course and Materials writers in different countries tend to favour a particular method and insist that teachers and students follow it. But which method is best? Can any method be best in all circumstances? This book aims to consider these questions from the point of view of Psycholinguistics and Second Language Acquisition (SLA). It thus aims to try and link theory to practice.

Research into Psycholinguistics and SLA is concerned with trying to discover the mental processes that language users go through in order to understand and produce any language, or to learn a second language. The evidence from such research can, it is hoped, provide a clearer picture of the nature of language and of language learning. Such a picture should help those engaged in language learning and teaching to see what

factors need to be considered if they are to teach/learn a language effectively. Most of the work in this field has been done in English speaking countries, especially the United States. As a result the language that has been most closely studied is English. However, we feel that what the research evidence suggests about the nature of the English language and how it may best be learned is relevant to languages and language learning in general.

## **2. How the Book Is Organised ?**

Chapter 1 outlines, in brief, the development of language teaching methods in the West over the past 500 (and especially the last 100) years. From this it can be seen how attitudes to what should be taught and how it should be taught have varied, and how some of the methods still in use are by no means new. This chapter then looks at what is, in fact, meant by the term 'Method'. Broadly following Richards and Rodgers (1986), a Method is defined as:

*the ideas about the nature of language and about how learning takes place that are the basis for decisions made about the syllabus, the materials, and what should happen in the classroom.*

Since the view taken of language and of learning directly affects all other aspects of language teaching, it is important, for those involved in language teaching, to have as clear an understanding as possible of the nature of language and language learning.

Chapters 2 to 5 try to show what the evidence from psycholinguistic research suggests about both the nature of language and what should and should not be done in order to help language learning take place. Each chapter considers the practical implications of the research for language learning and teaching. Chapter 6 summarises the implications of the psy-

cholinguistic evidence for the teaching of the language structure and language skills.

Chapters 7 to 9 deal with various branches of SLA research; the differences and similarities between first and second language acquisition, the role of formal classroom teaching and the effects on learning of learners' individual differences. Chapter 10 summarises the implications.

Any change in language teaching also requires different language tests and in Chapter 11 implications for Language Testing are considered.

Chapter 12 looks at the assumptions about the nature of language and learning that underlie some commonly used methods, and at the extent to which these assumptions match the evidence provided by psycholinguistic and SLA research. The book concludes by considering what questions need to be asked by anyone planning a course of L2 learning, and illustrates how these might be answered for a specific group of Chinese learners.

Before reading Chapters 2 to 5 and 7 to 9, it is suggested that time is spent on the questions that are posed at the beginning of each. The questions relate to the main points covered and brief answers to them are given in the summary at the end of the chapters. Possible ways of using the questions are:

a) as pre-reading questions to discover what the readers already know about the topics to be covered; to activate the readers' general knowledge.

b) to provoke discussion and speculation about aspects of the language comprehension, production and learning processes that readers may not previously have thought about.

c) to provide a purpose for reading the chapter and a focus for post-



reading discussion.

### **3. Who Is the Book for?**

The book is intended for anyone who is involved, directly or indirectly, on a day to day basis, in the teaching of foreign languages or the training of foreign language teachers at Middle Schools, Normal Colleges or Universities. It is not aimed at specialist linguists, let alone specialist Psycholinguists, and does not therefore claim to be an in-depth study of every area of language processing and production, learning and acquisition. These by their very nature are controversial areas that will, no doubt, continue to be argued over by interested academics for years to come. The book discusses the data provided by a number of previous surveys of the field and focuses on what such data can tell us about the nature of language and learning, and thus its implications for the teaching and learning of foreign languages. The book is essentially a practical book, and although some discussion of underlying linguistic and applied linguistic theory cannot be avoided, this is kept to a minimum.

# 前 言

## 1. 编写目的

世界上有为数众多的外国语言学习者，使用的学习方法是多种多样的。有些方法注重书面语言，有的注重口头语言；有的强调说出的句子必须语法正确，有的则强调交际起来要流利；有的主张教学大纲必须适应具体学生的需要，有的主张用一套大纲可应付各种学习者。有的要求教师完全控制一切教学环节，有的则认为学生对自己的学习负有责任；有的把学习中的错误视为洪水猛兽，有的则认为学习者犯些错误是天经地义的。各国的研究者、教育官员、课程设计者和教材编写者，各自倾向于某种教学方法，并要求教师和学生都采用这种方法。然而，哪一种方法最好呢？一种方法能否在一切情况下都是最佳选择呢？本书试图从心理语言学的角度，用第二语言习得的理论，探讨以上问题，把理论和实践结合起来谈。

心理语言学和第二语言习得的理论，都试图发现语言使用者在产生语言、理解语言、或学习第二语言时的心理过程。这些学科研究出的证据或许能够使我们更清楚地认识到语言的本质是什么，语言学习的本质又是什么。有了这种认识能够使语言教师 and 语言学习者看到，要想有效地教授学习一种语言，必须考虑哪些因素。这个领域的研究工作大都是在讲英语的国家进行的，尤其是在美国。所以，研究最彻底的语言是英语。不过，我们认为，有关英语本质和英语学习的研究证据，同样可为其他语言的教学和学习所借鉴。

## 2. 本书的结构

第一章简述500年来西方语言教学方法的发展变化，特别是近100年来的发展。从中可以看到，对待应该教什么和如何教等问题的态度是如何不断变化的，而且目前仍在使用之中的某些方法并不是什么新发现。之后，本章讨论了什么是“教学法”。按照理查德和罗杰斯（1986）的看法，教学法是

“关于语言本质和如何学习的看法，这些看法是决定教学大纲、教材和课堂活动的基础。”

由于对语言和语言学习的看法直接影响到语言教学的其他一切方面，所以从事语言教学的人员应该尽可能清楚地认识语言的本质和语言学习的本质。

第二、三、四、五章讨论心理语言学研究中的证据，以及这些证据对认识语言本质的启示，进而探讨为了促进语言学习应该做什么，不应该做什么。每章都具体论述了心理语言学的有关研究对语言教学和学习的实际意义。第六章总结了前四章的内容，突出了心理语言学研究对语言结构和语言技能教学有什么实际意义。

第七、八、九章讨论第二语言习得理论研究的各个方面：第一语言习得的区别和相同点；正式课堂教学的作用；学习者个人差异对语言学习的影响等。第十章总结了这些研究的实际意义。

语言教学法的变化要求语言测试也相应变化。第十一章讨论了有关语言测试的基本问题。

第十二章研究目前最流行的几种教学法如何看待语言本质和语言学习本质，以及这些看法在何种程度上符合心理语言学和第二语言习得的研究成果。最后，本书举了外语课程设计人员要考虑的问题，以及对中国学习者来说，这些问题应该如何处理。

第二章至第五章和第七章至第九章之前，都设计了思考题。在

读每章之前，最好花些时间考虑一下这些问题。思考题针对每章的主要内容而设计，并且可以在每章小结中找到答案。使用思考题可以达到以下目的：

1. 发现读者对本章内容已经知道多少，调动读者的一般常识。
2. 对语言理解、语言产生和学习过程等某些从未想到的问题，启发读者去讨论和猜测。
3. 使读者阅读每章时都有明确的目的，读完之后讨论起来有重点议题。

### 3. 本书的读者

本书适用于在中学、师专、师范学院、师范大学中与外语教学或外语师资培训有直接或间接关系的一切人员。本书不是为语言学家而写，更不是为心理语言学家所作，所以在语言理解、语言产生、语言学习或习得各个方面，并没有作深刻的研究。这些问题就其性质来讲都是有争议的，而且无疑会在学术界继续争论多年。本书只讨论了已经进行的有关调查所提供的材料，重点论述了这些材料对语言本质和语言学习的揭示，以及对语言教学 and 学习的启示。从根本上讲，本书是一本实用性的书，虽然不可避免地涉及到一些语言学和应用语言学知识，但其分量极小，不至于影响读者的理解。

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