外语教学法丛书之五

DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

语言教师话语分析

Michael McCarthy

上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS 外教社

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CAMBRIDGE
UNIVERSITY PRESS

图书在版编目（CIP）数据

语言教师话语分析＝Discourse Analysis for Language Teachers / （英）麦卡锡（McCarthy，M.）著. —上海：上海外语教育出版社，2002
（外语教学法丛书）
ISBN 7-81080-614-9

Ⅰ.语… Ⅱ.麦… Ⅲ.外语教学－教学法－英文 Ⅳ.H09

中国版本图书馆CIP数据核字（2002）第079927号

图字：09-2002-434号

出版发行：上海外语教育出版社
（上海外国语大学内） 邮编：200083
电　　话：021-65425300（总机），35051812（发行部）
电子邮箱：bookinfo@sflep.com.cn
网　　址：http://www.sflep.com.cn　　http://www.sflep.com
责任编辑：王彤福

印　　刷：常熟市华顺印刷有限公司
经　　销：新华书店上海发行所
开　　本：880×1230　1/32　印张 7.125　字数 295 千字
版　　次：2002 年 11 月第 1 版　2004 年 1 月第 2 次印刷
印　　数：2 500 册

书　　号：ISBN 7-81080-614-9 / H・239
定　　价：13.00 元

本版图书如有印装质量问题，可向本社调换

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13,28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

http://www.cambridge.org

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First published 1991
Twelfth printing 2001

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总　序

近年来随着国内和国际形势的发展，我国对外语人才的需求日益增加，有志于学习外语的学生和社会群体的人数急剧上升，从而使我国外语教学事业蓬勃发展。在这种形势下，外语师资培训和自身建设的重要性与日俱增。在这两方面，当务之急是要了解当今国外外语教学的发展情况，要借鉴国外的最新经验，结合我国的具体情况，大力提高外语师资的水平，使我们的外语教学事业更上一层楼。

有鉴于此，上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多，包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

这套丛书的最大共同特点，也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合；更是以实践为主，再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著，一般都是强调教学原则、教学理论，把各种方法的来龙去脉讲得很详尽；然而如何到课堂上去进行具体教学活动，如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手，以说明对理论和原则的应用。

试举两个例证：

一、斯克里温纳：《学习教学：英语教师指南》，麦克米伦海涅曼出版社，1994。（Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994）

作者前言："本书旨在帮助你去学习如何更有效地进行教学。

它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际,并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则,但是要意识到有哪些可能性。”“因此本书并不是告诉你‘就用这种方法’,而代之以‘这几种方法似乎都可行。’主要是由你自己决定用哪一种方法。”

本书共十二章,涉及教与学的关系、教学安排、课堂活动、语言技能等等方面,绝大部分章节都是先介绍该章内容,然后列出各种具体教学活动(tasks),其后是对各项活动的分析评述。例如第六章“说的技能”共有四小节,即1)为什么要说;2)交际性活动;3)语言交际与流利;4)演戏和角色扮演,每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南:《语言学习研究方法》,剑桥大学出版社,1992。(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言:“传统的语言教学研究方法不是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理,并要求教学人员接受采纳。上世纪八十年代以来情况有了变化,如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果,而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。”

本书共十章,介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章“自省方法”为例。所谓“自省”,就是不仅仅着眼于课堂上的教学实践,而要更进一步去思考教学步骤。教学人员一方面审视自己的教学,一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录,以这些资料为依据进行分析研究,得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言

之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002 年 6 月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要，英语教学在国内有了进一步的发展，对英语教师的需求量日益增大。为了培养一大批高素质的英语教师，必须有组织地开展师资培训工作。在职的英语教师也必须继续充电，通过种种途径进一步提高业务水平。然而，许久以来，系统介绍英语教学法的专著极为匮乏。因此，上海外语教育出版社特从国外知名出版社，如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著，出版了外语教学法丛书。《语言教师话语分析》(*Discourse Analysis for Language Teachers*) 就是其中的一本。

本书是针对语言教学的实际需要而专门为从事第二语言教学的英语教师所写的一本实用性较强的学术著作，作者迈克尔·麦卡锡(Michael McCarthy)为英国诺丁汉大学的应用语言学教授，在词汇研究与语篇分析的应用领域享有国际声誉。

全书除引言部分外共有六章。作者在第一章介绍了有关语篇分析的基本概念，回顾了语篇分析的发展简史，并通过实例阐明语言的语法形式与其在语篇中的功能并不存在一一对应的关系。第二、三、四章分别论述了语篇分析与作为语言教学中语言描述的三大主要层次的语法、词汇及语音之间的关系。作者在五、六章着重分析了口语语篇及书面语语篇，以便找出在口语、阅读和写作的教学中可以借鉴的原理。

本书作者希望教师能把语篇分析的观念体现在语言教学当中，把语篇分析的成果与语言教学有机地结合起来，重新思考他们的教学方法和技巧，从而达到更有效地组织教学，提高教学效果的目的。

本书的分析和介绍采用源于生活的真实例证，有关理论的论述深入浅出，通俗易懂，适用于英语专业高年级学生及攻读应用语言学专业的硕士和博士研究生，也可作为各级英语教师的案头参考书。

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Dedication

To John Harrington

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Acknowledgements

Thanks are due to Jim Lawley, of Ávila, Spain, for permission to use conversational data reproduced in Chapter 5, to Roger Smith, Gill Meldrum and Hilary Bool of CELE, University of Nottingham, for assistance with the gathering of written data, and to the late Michael Griffiths, Senior Prison Officer at HM Prison, Cardiff, for permission to use an interview with him, part of which is transcribed in Chapter 4.

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Edward Arnold for the extract from M. A. K. Halliday (1985) *An Introduction to Functional Grammar* on pp. 47, 58; *The Birmingham Post* for the article on p. 27; British Nuclear Forum for the advertisement on p. 49; *Cambridge/Newmarket Town Crier* for the article on p. 170; Cambridge University Press for the extract from Brown and Yule (1983) *Discourse Analysis* on pp. 102–4; *Cambridge Weekly News* for the article on pp. 75, 85, 159; Collins ELT for the extracts from the *Collins COBUILD English Language Dictionary* on p. 84; the Consumers' Association for the extracts from *Which?* on pp. 25, 26, 37, 86, 160; Elida Gibbs for the advertisement on p. 56; A. Firth for the extract on p. 50; Ford Motor Company for the advertisement on p. 32; Headway Publications for the article from *Moneycare* on p. 158; Hunting Specialised Products (UK) Ltd for the advertisement on p. 72; Imperial Chemical Industries plc and Cogents for the advertisement for Lawnsman Mosskiller on p. 83; International Certificate Conference and Pädagogische Arbeitsstelle des DVV for the extracts on pp. 124, 125, 126, 140–1, 150–1; D. Johnson for the article from *The Guardian* on p. 41; Longman Group UK Ltd for the extract from D. Crystal and D. Davy (1975) *Advanced Conversational English* on p. 69; *New Statesman & Society* for the extracts from *New Society* on pp. 77, 80, 81 and 82; Newsweek International for the extracts from *Newsweek* on pp. 37, 41–2; *The Observer* for the extracts on pp. 28, 30, 40, 57, 77, 79; Oxford University Press for the extract from J. McH. Sinclair and R. M. Coulthard (1975) *Towards an Analysis of Discourse* on p. 13; J. Svartvik for the extract from Svartvik and Quirk (1980) *A Corpus of English Conversation* on pp. 70–1; the University of Birmingham on behalf of the copyright holders for the extracts from the *Birmingham Collection of English Text* on pp. 10, 17; World Press Network for the extracts from *New Scientist* on pp. 37, 57.

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Preface

Any language teacher who tries to keep abreast with developments in Descriptive and Applied Linguistics faces a very difficult task, for books and journals in the field have grown in number at a bewildering rate over the last twenty years. At the same time, with the pressures created by the drive towards professionalisation in fields such as ELT, it has become more and more important that language teachers *do* keep up-to-date with developments within, and relevant to, their field.

One such area is discourse analysis. Arising out of a variety of disciplines, including linguistics, sociology, psychology, and anthropology, discourse analysis has built a significant foundation for itself in Descriptive, and latterly, Applied, Linguistics. The various disciplines that feed into discourse analysis have shared a common interest in language in use, in how real people use real language, as opposed to studying artificially created sentences. Discourse analysis is therefore of immediate interest to language teachers because we too have long had the question of how people *use* language uppermost in our minds when we design teaching materials, or when we engage learners in exercises and activities aimed at making them proficient users of their target language, or when we evaluate a piece of commercially published material before deciding to use it.

Experienced language teachers, in general, have sound instincts as to what is natural and authentic in language teaching and what is artificial or goes counter to all sensible intuition of how language is used. They also know that artificiality can be useful at times, in order to simplify complex language for initial teaching purposes. But they cannot hope to have an instinctive possession of the vast amount of detailed insight that years of close observation by numerous investigators has produced: insight into how texts are structured beyond sentence-level; how talk follows regular patterns in a wide range of different situations; how such complex areas as intonation operate in communication; and how discourse norms (the underlying rules that speakers and writers adhere to) and their realisations (the actual language forms which reflect those rules) in language differ from culture to culture. The aim of this book is to supply such insight in a condensed form.

Mine is not the first introduction to discourse analysis; Chapter 1 mentions several indispensable readings that anyone wishing to pursue the subject should tackle. But it is the first to attempt to mediate selectively a

wide range of research specifically for the practical needs of language teachers. In this respect it is distinctly different from conventional introductions. It does not set out to report everything about discourse analysis, for not everything is of relevance to language teachers. Decisions have therefore been made along the way to exclude discussion of material that may be very interesting in itself, but of little practical adaptability to the language teaching context. For instance, within pragmatics, the study of how meaning is created in context (which thus shares an undefined frontier with discourse analysis), the conversational maxims of H. P. Grice (1975) have been very influential. These are a set of four common-sense norms that all speakers adhere to when conversing (e.g. 'be relevant'; 'be truthful'). In a decade of English language teaching since they first came to my notice, I have never met an occasion where the maxims could be usefully applied, although in my teaching of literary stylistics, they have helped my students understand some of the techniques writers use to undermine their readers' expectations. Grice, therefore, does not figure in this book. But, as with any introduction, the sifting process is ultimately subjective, and readers may find that things have been included that do not seem immediately relevant to their needs as teachers; others already well-tutored in discourse analysis will wish that certain names and areas of investigation had been included or given more attention. It is my hope, nonetheless, that most readers will find the selection of topics and names listed in the index to be a fair and representative range of material. I also hope that language teachers will find the structure of the book, a two-part framework based on (a) the familiar levels of conventional language description, and (b) the skills of speaking and writing, unforbidding and usable.

The book tries to illustrate everything with real data, spoken and written, in the true spirit of discourse analysis. In the case of spoken data, I have tried to mix my own data with that of others so that readers might be directed towards useful published sources if they have no access to data themselves. Because a lot of the data is my own, I apologise to non-British readers if it occasionally seems rather Brito-centric in its subject matter. The speakers and writers of the non-native speaker data do, however, include German, Italian, Hungarian, Turkish, Brazilian, Spanish, Chinese, Korean and Japanese learners.

The book does not stop at theory and description, but it does not go so far as telling its readers how to teach. This is because, first and foremost, discourse analysis is *not* a method for teaching languages; it is a way of describing and understanding how language is used. But it is also because there are as many ways of adapting new developments in description to the everyday business of teaching as there are language teachers. So, although I occasionally report on my own teaching (especially in Chapters 5 and 6), and present data gathered from my own EFL classes, it will be for you, the

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