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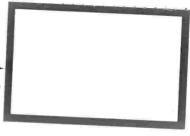
英语口语

英语口语课堂活动设计

Communicative Activities for Oral English Class

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内容简介

　　《英语口语课堂活动设计》是一本有关在英语口语课堂中设计交际活动的教学指导书，为从事高等职业院校英语教学的教师，提供了英语口语的教学理论和教学设计案例。本书回顾了英语口语教学理论的历史发展，以作者自己的英语教学实验为研究基础，提出了英语口语课堂教学应以"基于工作情景的交际课堂活动"为主，并结合高职院校学生对英语的岗位需求，设计了20个不同的交际活动案例，分别涉及工作、社会交际和娱乐等不同的主题。每一项活动都有详细的说明和操作步骤，并附上了活动可能使用的教学材料，方便教师和学生使用。

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Communicative Activities for Oral English Class
英语口语课堂活动设计

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前　言

　　英语口语教学是英语教学中的一个重要组成部分，教会学生说一口流利的英语是英语教学的基本目标，同时，设计出一堂内容丰富实用又轻松活泼的英语口语课，也是英语教师的追求。但是，英语口语教学的现实却与理想相距甚远。一方面，学生们不能将课堂中学到的英语知识转化到实际情景运用中去；另一方面，英语教师发现英语口语教学并不像设想得那样轻松，有实效。因此，如何设计英语口语课堂教学，就成为英语教师亟待解决的一个实际问题。

　　我从事英语教学工作多年，一直试图找到上述问题的解决办法。我研究了英语教学的不同教学法或教学流派（情景教学法，交际法和情境学习），从中得到启发，在自己的课堂上引入了"基于情景的"教学模式来进行英语口语教学。在为期一个学期的教学实验中，我设计了十六个生活和工作情景，并以这些情景为中心，组织了课堂交际活动。实验数据证实，这些课堂交际活动达到了预期的实验目的：①激发了学生学习英语的兴趣；②调动了学生参与课堂活动的积极性；③学生在与同伴、老师的实际交流中，学会了运用英语知识，进而提高了他们的英语口语表达能力。在此教学实验的基础上，我整理编写了二十个英语口语课堂活动的教学案例（这也是本书的重点内容）。每个案例都有案例说明、活动目的、所需时间、活动前准备和详细的操作步骤。为节省英语教师收集教学材料的时间，我在每个活动后面都附上了参考资料，以备教师查阅或学生使用。

由于我的教授对象是高等职业院校的学生，他们学习英语的最主要目的是在以后的工作场景中使用英语，所以，本书中课堂活动的"情景"主题全部与工作、社交和娱乐（工作之余）有关，所提供的参考素材也与此有关。

在教学实验阶段，我得到了同事和学生的积极配合和大力支持；在编写成文过程中，我又得到了首都师范大学外国语学院的赵岚老师、董启明教授的悉心指导，在此一并致谢。同时感谢知识产权出版社给与的大力支持和编辑的辛勤工作。由于时间仓促，水平有限，书中错误在所难免，恳请同行不吝批评指正。

<div align="right">编者

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Introduction

About the book

The things attract you to read this book may be the words "communicative", "activities" and "oral English" from the title of the book. Truly, this book is about oral English teaching for communicative purpose through a series of activities. The book consists of two parts. In the first part, I trailed the theories in oral English teaching, the reason and the way of designing classroom activities and the experiment I have ever conducted based on such theories. The second part is the collection of classroom activities. In the second part, there are step-by-step instructions of the classroom activities and classroom handouts.

To introduce the book, I'd like to begin with defining what "communicative activities" mean in this book, since none of us may misunderstand "oral English" (as it is opposite to "written English"). Next, my suggestion is that you read the introduction patiently, whether you are beginner teachers or experienced ones; whether you are aiming to find some practical activities that you can do with your students or you are

trying to make variations from the examples here. If you skip this introduction and go straight to the activities section, you may be wondering why I choose such materials as the classroom handouts, or whether the activities in this book will work on your students.

What do I mean by communicative activity?

The New Oxford Dictionary of English (1998, p 371) defines "communicative" as "willing, eager, or able to talk or impart information". A typical description of the term "communicative" comes from Stern (1992, p177) who asked "What is meant by a 'communicative activity'?" His answer centered on involving learners in "authentic communication" and in "'real' communication". He pointed out that "The focus is not on learning specific language features but on putting the language to use as the circumstances require".

All of the definitions or descriptions are relevant to the notion of "communicative activity" in this book. To make it specific, the communicative activity is the activity designed in the classroom teaching, based on real life materials or real situational requirements, through which students can practice their oral English and learn to apply the communicative competence in authentic circumstances. Throughout the chapters, all activities are designed aiming at language using in real situations. The communicative activities are featured as the following:

☆ Activities aiming at the use of language other than the grammatical or lexical aspects.

☆ Activities emphasizing the fluency other than the accuracy of language use.

☆ Activities aiming at fulfilling the requirement of authenticity.

☆ Authentic sources of data to be used in the communicative activities.

☆ Students centered classroom activities.

How do I name a certain activity?

Each activity has a name, which is not invented by me. As for some activities, which I have used in my English class, I use the topics as the names for the activity. But for most of the activities, I adopted the idea either from *the Games and Activities for the ESL Classroom* on the Internet or from books such as *Dialogue Activities: Exploring spoken interaction in the language class*, etc. I adopted the notion and some of the forms of the activities and made some variations but kept the names of the activities as the original.

How are the activities designed?

All the activities in this book are designed gradually in three stages: the receptive communicative activities, reproductive activities and reconstructive activities. The receptive communicative activities focus on the students' understanding of the dialogues. Activities are used as a source of information and ideas gaining and a model of language using. The reproductive activities focus on students' language production.

Activities in this chapter aim to inspire and promote students' interactive talk. The reconstructive communicative activities focus on students' planning and creating dialogues. In such activities, students have more freedom to exchange ideas and information, to negotiate and discuss. More spontaneous talks are expected from the students, with the teacher's helping and directing.

To make it easy to find, all the classroom activities are organized alphabetically.

Why do I select these teaching materials?

The activities and materials are designed and chosen with the purpose of using the activities to provide the students with practice in understanding spoken English and elicit their own in the similar working situations. Since graduates will have more different professions than the activities can cover, activity topics mainly concern the 20 working and entertaining situations that students may encounter in the future. The reference materials come from the Internet. Some of the dialogues are rewritten by me and have ever used in my class.

Whom is this book for?

This book is for those who involved in the teaching of English, whether they are beginner teachers or experienced ones. It provides a wealthy source of activities that can be used with their students, who must be at the English level of intermediate or plus. Reference materials are

attached to each activity, which may save the user's preparation time. Variations can be made if they find the materials are improper for their students. This book can assist the users to design the oral English class as well. They may use the activity with substitute to the teaching materials in their text books.

About the students

This book is for the students who are studying at vocational colleges or English learners who are going to start their work related to English. But the students are not expected to use the book to practice English by themselves. That is to say, this book is not an instruction for self-study.

As I have made clear before, the students in my class are vocational college students. They have finished their study of English at high schools and are about to start their work after graduation from the vocational college. English is more important to them in the aspect of practical use other than grammatical rules. They are in urgent need of oral English used in working and living situations.

1 Theories of teaching oral English

The classroom activities are designed under the language teaching method—Situation-based Method. In order to make a clear sense about Situation-based Method in teaching English as a foreign language, three language teaching approaches (Situational Language Teaching, Communicative Language Teaching and Situated Learning) must be mentioned. I explored the three teaching approaches, including their theoretical foundation, brief introduction and to what point situation is emphasized. I also analyzed the features (usefulness and weakness) of each approach at that time and the application nowadays. Based on the previous three teaching approaches, a new teaching method is proposed.

The history and development of teaching language in situations

In the language teaching history, though the exact term Situation-based Teaching Method cannot be found, there were three language teaching approaches related to situation.

The Situational Language Teaching

Looking back upon the language teaching history, the Situational Language Teaching can be regarded as the first stage of situational language teaching. The term *situation* first appeared in the 1930s. From the 1930s to the 1960s, British applied linguists developed a teaching approach — Oral Approach, which is used to teach English as a foreign or second language. Later, the representatives — Harold Palmer and A. S. Hornby developed the Oral Approach to Situational Language Teaching (SLT). Hornby used the term Situational Approach in one of his influential series of books. And because of one of its characteristics — new language points are introduced and practiced situationally — Oral Approach is also called Situational Language Teaching. Just as the name put it, Situational Language Teaching is distinctive for its feature that knowledge of structure must be linked to situations in which they can be used. The language presentation and practice have a close relationship with the situations.

Another representative—Pittman describes Situational Language Teaching in his book as this:

> Our method will...be situational. The situation will be controlled carefully to teach the new language material... in such a way that there can be no doubt in the learner's mind of the meaning of what he hears... (Pittman 1963: p155-6)

Communicative Language Teaching

But from the 1960s on, with the change of the notion of language, the Situational Language Teaching was called into question and was replaced

by Communicative Language Teaching (CLT) lately.

After almost 30 years of developing, the Situational Language Teaching was doubted by the English applied linguists.

> There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them. (Howatt 1983: p280)

While they denied the Situational Language Teaching, British applied linguists emphasized the functional and communicative potential of language that was inadequately addressed in SLT. They saw the need to focus on language teaching on communicative proficiency rather than on mere mastery of structures. In focusing on alternative conceptions of a syllabus, British applied linguists developed another language teaching approach — Communicative Language Teaching (CLT). Though the term "situation" cannot be inferred from the name, Communicative Language Teaching keeps a close relationship with situation in its teaching procedure.

Situated Learning

Situation-based Learning in CLT is not as obvious as that in Situated Learning (SL). What claimed in Situated Learning is a good complement to Situation-based Learning. Situated Learning first appeared in the 1980s. It is a general theory of knowledge acquisition. One of its representatives — J. Lave argues that learning as it normally occurs is a function of the activity, context and culture in which it occurs (i. e. it is

situated). This contrasts with most classroom learning activities that involve abstract and out of context knowledge. It is "education that takes place in a setting functionally identical to that where the learning will be applied" (Wikipedia, 2004). In language learning, Situated Learning preferred that students to practice speaking the language in authentic environments. For authentic environment, Clark and Silberstein referred to classroom activities parallel to the "real world" as closely as possible (Clarke and Silberstein 1977: p51).

Situation-based Method is not a specific teaching approach but a compound method, which can be found the trace in Situational Language Teaching, Communicative Language Teaching and Situated Learning. In the following part, I will analyze how situation is applied in the above three teaching and learning methods and the features of each teaching theory related to Situation-based Method.

The development of Situation-based Method in SLT, CLT and SL

Situation-based Method in SLT

Situational Language Teaching is based on the following theories of language and learning.

1. The Theory of Language:

The theory reflected the functional trend in British linguistics since the 1930s. Many British linguists had emphasized the close relationship between the structure of language and the context and situations in which

language is used. British linguists, such as J. R. Firth and M. A. K. Halliday, developed powerful views of language in which meaning, context, and situation were given a prominent place: " The emphasis now is on the description of language activity as part of the whole complex of events, which together with the participants and relevant objects, make up actual situations" (Halliday, McIntosh, and Strevens 1964: p38).

2. The Theory of Learning:

Frisby cites Palmer's view on language learning theory that there are three processes in learning a language — receiving the knowledge or materials, fixing it in the memory by repetition, and using it in an actual practice until it becomes a personal skill (Frisby 1957: p136).

The main characteristic of Situational Language Teaching is as follows:

1) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

2) The target language is the language of the classroom.

3) New language points are introduced and practiced situationally.

(Jack Richards and Theodore Rodgers 1986: p39)

It was the third principle that became a key feature of the approach in the 1960s. It emphasizes that knowledge of structures must be linked to situations in which they can be used.

By situation, Pittman (1963) means the use of concrete objects, pictures, and realia, which together with actions and gestures can be used to demonstrate the meanings of new language items. In practice, the