

英语 教学与研究

English
Teaching and 舒启全 著
Studies

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序

舒启全教授从事英语教学40年来，教过中小学英语，编写过两种中学英语教材；作为英语教研员，也作过多次国内外英语翻译；教过非英语专业的大学英语，也教过大学英语专业的多数课程并参与主编《新编大学英语阅读教程》、《新编英语分级阅读教程》等。他结合教学搞科研，写了很多文章，发表于国内外有关刊物上，有些著作也已经出版。最近，他选了35篇教学、科研论文，汇编成《英语教学与研究》，无疑正适应了我国外语教育的大好形势，有助于我国方兴未艾的大、中、小学英语教学“一条龙”改革的设计与实施。对于广大英语爱好者和大中学校师生来说，这也是一件有益的事。

《英语教学与研究》分为英语教学、英语学习、英汉翻译、双语（英汉）词典学研究和在国外作英语翻译的观感等五部分。其中，《貌似神合 惟妙惟肖——评张振玉译〈京华烟云〉》一文已被普通高等教育“十五”国家级规划教材、新世纪高等院校英语专业本科生系列教材《新编大学英译汉教程》引用了四段，来说明文学作品翻译“质量评估的原则及评估人的素养”；《评林氏〈当代汉英词典〉》一文已被清华大学、北京师范大学、人民教育出版社、国际教育文化出版集团有限公司、中国教育大精典编委会选入大型教育工具书《中国教育大精典》系列丛书；*The Learner-Centered Theory and Its Teaching Approach*（《以学习者为中心的理论及其教学法》）一文已被“首届中国外语教学法国际研讨会论文评审委员会”评为

优秀论文并被收入首届中国外语教学法国际研讨会论文选，舒教授还应邀在大会上宣读了此论文；《论双语（汉英）专名词典的规范性、综合性和实用性》一文在四川省第十次社科成果评奖中荣获“四川省社会科学界优秀成果奖”；*Sidelights on the Western European Countries from the Visit of Sichuan Journalist Delegation*（《随四川新闻代表团访问西欧六国侧记》）、《论英语学习》和《如何学好英语》等都是舒教授应邀给大学生们作的报告，深受学生欢迎，后发表于《西南石油学院校报》（外语教学专版）和《成都大学学报》（社科版），等等。由此可见，所选论文是受国家同行专家赞同、认可的，是受在校师生欢迎的，也会受到全国2.5亿正在学习和使用英语的同行们的喜爱，是有生命力的，是值得读一读的。

本书反映了舒教授从20世纪50年代作为中学生开始学英语，60年代大学英语专业毕业后教中小学英语，80年代出国作英语翻译，几年后教高校英语的整个英语教、学、用、研全过程的心得体会，也记录了他从边远农村放牛娃变成大学英语教授的足迹。这本书不仅可供正在学习和使用英语的人借鉴，还可给越来越多的英语爱好者和将要学习英语的千百万大中学校学生们以启发和帮助，值得推荐。我也乐意为此书作序。

成都大学校长
教授、博士生导师

吴光

2005年6月23日

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第一篇

英语教学

The Present Situation and Current Tendency in English Teaching in China*

ABSTRACT

In order to meet the needs of economic and social development, the national unified English syllabuses for middle schools, for English majors, for students of arts and sciences in institutions of higher learning, have been revised, and some new English syllabuses, e.g. for Nine Year Compulsory Education, have been worked out on the basis of wide-range investigations and need analysis. From all these syllabuses appropriate teaching techniques and materials have been derived. Many students are working hard at the development of “the four language skills” and are trying their best to foster their ability to communicate both orally and through written channels. Since language is not something dead in a book but something living and changing, it’s natural that there is a tendency for the set textbooks to give way to less rigid forms of teaching materials. In the recent development of English teaching methodology, there are two growing tendencies. One is towards synthesis, or emphasis on

* 此文于1993年10月4日~13日在北京召开的国际外语教学法研讨会上宣读，并收入美国北艾奥瓦大学出版社出版的1993年《北京·呼和浩特国际外语教学法研讨会论文集》。

assimilating anything that is positive in various approaches while avoiding all their shortcomings, and the other is towards pluralism, which expresses itself in diversifying methods and techniques and accommodating them to the specific requirements of each teaching-learning situation. Teaching aids have been getting more and more popularized and modernized. English language testing tends to be scientific, objective, unified and standardized. Though the present situation in English teaching in China is quite favorable, some problems are also very outstanding. Thus, some suggestions have been made here. Educational administrators at all levels should encourage and promote international exchange and co-operation with English-speaking countries in English teaching and learning. Training teachers of English at various levels should be imperative under the present circumstances in China. Further Education Tax should be levied by the Central Government for further education of all in-service people, including in-service teachers of English while all teachers' salary should be raised so as to improve their living standards and discourage them from shifting to other jobs.

1. How is the present situation in English teaching in China?

1.1 At schools

China now has a total of 800,000 primary and secondary schools,

with about 200 million registered students. There are believed to be around 100 million English language learners — most of them are learning English language as a compulsory subject at many primary schools in cities and almost all middle schools throughout the country. They have a centrally set textbook, which must be completed by the year or the term's end. They are required to have a mid-term exam and a terminal examination each term and the students' grades are usually regarded as a chief means of evaluating their teachers' educational performance. Teachers have to work hard to help their students to meet the yearly entrance examination to a higher educational level. What makes up the main content of the test paper of all kinds of examinations in English is the knowledge of the English language, not the performance of the knowledge. Hence the teaching focus of most of the middle school teachers of English has to be on the detailed analysis and explanation of language points or grammar items concerned, mainly in Chinese so that their students can easily understand and win high marks in all their examinations on the basis of "Full Time Junior Secondary School English Syllabus for Nine-Year Compulsory Education", several sets of English textbooks have been compiled for different areas in China and tried in many classes representing all kinds of primary schools and secondary schools in cities, coastal regions, countryside and mountainous areas. It's reported that the newly-compiled English textbooks are welcomed by the students and teachers of English who have tried them. It's also decided that our compulsory education be formally carried out on a nation-wide

scale from this year on. According to the decision, all who receive Nine-Year Compulsory Education are required to learn a foreign language, mainly English, and all those who learn English language as a compulsory subject at schools may choose any set of officially approved English textbooks based on the new English Syllabus for compulsory education. Thus, several sets of English textbooks are meanwhile used at schools in China, and consequently, the dominance of a centrally set textbook is brought to an end. This marks a fresh start of competition which can not only better the textbooks progressively, but also help to enhance our educational quality successfully.

As observers of and participants in compiling one of the several sets of English textbooks, we think that we should take the realities of English language teaching in China and mould them in such a way that new ideas are capable of being adopted and adapted wherever necessary. We compile materials that are structurally graded according to the grammatical system of the language, and, of course, cover all the items listed in the new syllabus in the most appropriate order so as to enable the students to use this grammatical system to perform useful communicative functions as specified in the syllabus. We make use of positive features of traditional approaches, where appropriate, together with effective modern communicative techniques to train students, in all four skills in English — listening, speaking, reading and writing — side by side, through activities that are meaningful, interesting and relevant to the students. In

this way the students can be given a foundation for communication which consists of structural and quasi-communicative activities. This will surely lead at a future stage, to proper communicative activities. Therefore we are not only satisfied with the trial result, but also glad to have found and laid a stepping stone for the students to their communication with others in English.

1.2 At colleges and universities

At colleges and universities, English is learned as a compulsory subject by those who are freshmen and sophomores, as the one-year intensive course by those who are preparing for advanced studies at home and abroad or for certain special purposes. In order to meet the changing situation in China, a new syllabus was written, which stressed multi-skill training as its objective, as distinct from the one skill (reading) training which used to be the rule. From the new syllabus appropriate teaching techniques and materials have been derived. A new, more comprehensive course has been created for non-English majors, i.e. COLLEGE ENGLISH, which sets a quantified standard for English at the college level — College English Bands 1–6 (CEBs 1–6), regardless of their discipline or department. Stimulated by the strong backwash effect of TOEFL, ELTS and the English Proficiency Test (EPT) designed and administered nationwide by the State Education Commission, which test four language skills (speaking ability is tested implicitly) rather than one

of them. Most of the learners (science and engineering students) are working hard at the development of “the four language skills”—listening, speaking, reading and writing. There have been English speech contests and many kinds of oral activities, for example, “English Corner”, “English Club”, “English Month”, “English Summer Camp”, etc. Foreign students on campus have readily helped as speaking companions. Recruiting interviews by overseas foundations have provided incentives to multi-skill learning. More and more English-speaking professional experts are sprouting up just like bamboo shoots after a spring rain.

1.3 At the departments of English in comprehensive universities and institutes of foreign languages

In the four-year programs with English as the major subject, there are diverse tasks and objectives set by various colleges and universities. While many concentrate on general English language skills, there are those with special emphasis on specialized English, on scientific English, on social English or occupational English. Those who concentrate on the basic English language skills proclaim that English teaching in China must meet the needs of the nation, but what a developing country needs is changing and increasing daily and hardly susceptible to exact measurement, therefore the first essentials for the Chinese students are the core of the language, namely, the basic word stock and grammatical structures together with the phonological features. They further explain

the possibility that the future worker in English may be called upon to do first one thing and then another. Only after he has had a fairly good command of the basic language, can he turn his hand to any work, popular or technical, plain or literary, and emerge with remarkable success. The others who emphasize occupational English argue that what our nation needs most at present is the profession-oriented English-language user to replace the non-job-related interpreter, and that no one is able to learn a language totally, even native speakers use only a small part of the total resources of their language. Why shouldn't we instead concentrate on what the learner will need to use the language for when he finishes his course?

At the English department of institutes of foreign languages, a new curriculum, to meet emerging needs, has broadened out to English majors, including courses in foreign trade, public relations, tourism, journalism, management, economics, law, geography, history, culture and sociology, with the traditional courses in English literature and linguistics remaining intact. The early start of content courses, plus the open shelves in reading rooms, has led to a widened range of reading and helped achieve two aims at one stroke—English language skills and some professional knowledge. This also helps transform the foreign languages institutes into foreign studies universities.