

2016外语研究论丛

张培 李凤杰◎主编
韩子钰 刘婷婷◎副主编



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语言是人类“独享”的并能穿越历史的“圣物”，是人类社会最为重大的文明成果。在全球化的今天，外国语言文学之于中国走向世界的重要性，是不言而喻的。在此意义上，任何一所大学的外语类院系或专业，都承担着使我们培养的人才能跨文化交流、能走出去的历史重任。

学术交流是学术发展的充要条件，这正是我们出版《2016 外语研究论丛》的原因。我们期望借助它的出版开展学术交流，把我们的学术专长和学术观点介绍给他人，与有识之士沟通，共同进步。

本论丛共收录 29 篇论文，是天津财经大学人文学院外语系英语、日语和法语教师以及硕士研究生近两年的研究成果，分语言学、文学和翻译三个方向。其中语言学方向共有 12 篇论文，主要涉及英语、日语写作，英语专业课教学法的探讨，大学英语四级考试，英语演讲，法、汉语言差异对比，非英语专业课程教学法探讨，教师认知，英语网络热词，话语分析等内容；翻译方向共有论文 8 篇，内容涉及从功能目的论视角看技术说明书的翻译和中国《政府工作报告》的英译、英译文中叙事构建策略的应用、法语商务翻译、中医古籍英译、MTI 课程设置的探讨、顺应论视角下商务英语口译语境顺应的研究以及生态翻译学视角下口译实践中的“零翻译”现象分析；文学方向有 9 篇论文，主要涉及《黎明之屋》《黄色墙纸》《追风筝的人》《路》《献给爱米丽的一朵玫瑰花》《水浒传》、日本动漫电影音乐、玛丽·奥斯汀的地域主义思想、周作人的日本文化观等。

总之，该书中的学术论文注重理论联系实际、学术性与应用性兼容、科学性与社会性并重，是天津财经大学外语教育研究者的成果的一种展示，希冀得到各界的审读与指正。

丛屹
于天财园



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大学生英语写作中的时态问题在赖兴巴赫 ESR 模型中的分析

李凤杰 张传泽

【摘要】随着国际化进程的加快,中国学生越来越关注英语的学习,特别是英语写作技巧的掌握。但传统的英语学习使学生在英语的运用上容易出现错误,比如英语时态的误用。英语与汉语的最大不同之一,就是英语中存在时态而汉语没有。为了使时态学习更加直观易懂,本文引入赖兴巴赫 ESR 模型,旨在找出大学生英语写作中的时态问题,并加以分析,使学生写作时建立时态的逻辑体系,提高正确率。

【关键词】英语写作;时态;ESR 时间模型

【Abstract】Nowadays, the students of China pay more and more attentions on English studying, especially on the skills of English writing. However, students could easily make mistakes if studying English in traditional ways. Especially mistakes of tenses, for there's no tense in Chinese language, which is the biggest difference between Chinese and English. To make the knowledge of English tense easier to understand, we introduce Reichenbach's ESR theory, to find tense problems from college students' English writing, aiming to help the students build logic system of tense, and reduce the mistakes.

【Key Words】English writing; tense; ESR

一、引言

对于中国学生来说,英语语法的学习中时态学习一直是难点。李佳(2008)发现在英语专业高年级学生所犯的语法错误中,有33.11%是时态错误。文秋芳(2010)发现四年英语专业的学习,并没有减少学生所犯的时态错误。现今,仍有一些英语教师在时态教学中孤立地讲授单个时态,忽视时态的含义及其包含的各时间点的逻辑关系。本文在英语时态中引入赖兴巴赫 ESR 模型,旨在将各时态的含义解释清楚,从而提高英语时

态运用的正确率。

二、赖兴巴赫 ESR 模型

赖兴巴赫(1947)认为传统英语语法仅涉及事件发生时间和说话时间两个时间点,这很难用以解释复杂的时态现象,所以需引入第三个时间点。实际上早在19世纪,第三个时间点就已经存在于拉丁语语法的解释中。Klein(2009)引入“vantage point”来解释复杂语法。Jespersen(1924)在赖兴巴赫之前解释了过去完成时和将来完成时。赖

兴巴赫继承了这些学者的理论思想并建立了 ESR 模型。

ESR 分别指事件发生时间 (Event Time)、说话时间 (Speech Time) 和参照时间 (Reference Time)。事件发生时间是指语言世界中事件发生的时间; 说话时间是真实世界中语言行为发生的时间; 参照时间是

说话者自我选择的时间参照点。E 和 S 属于客观时间, 而 R 是说话者自我选择的主观时间。客观时间存在于所有时态中, 而主观的 R 是否存在视说话者的选择而定。

见表 1, 例句 1, 2 和 3 中只有客观时间。例句 4 和 5 既有客观时间又有主观时间。

表 1

例句		说话时间	事件发生时间	参照时间
1	The plane is leaving at 13:00.	现在	现在	—
2	The plane left late.		过去	—
3	The plane will leave in 2 hours.		将来	—
4	The plane had already left when I got to the airport.		过去的过去	过去
5	The plane has left.		过去	现在

表 1 中, 例句 1, 2, 3 的说话时间均为“现在”, 事件发生时间分别为“现在”“过去”和“将来”。例句 4 的主句 (The plane had already left) 向听话者传达了说话者要表达的主要意思, 即: 飞机已经起飞了。这个事件毫无疑问是发生在过去的。但说话者在这句话中并未使用过去时, 因为他将此事件与从句 (when I got to the airport) 这一事件的时间先后作了一个对比。尽管这两个事件均发生在过去, 但存在先后顺序。所以说话者在从句中使用了过去时, 而在主句中使用了过去完成时, 从句事件发生的时间是主句事件发生时间的参照时间。参照时间对比了事件发生的先后顺序。例句 5 中的说话时间和参照时间也同样与事件发生时间不同, 参照时间是“现在”, 说明事件 “the plane left” 对说话者的影响仍然存在, 所以例句 5 的时态是现在完成时。

这里需要强调的是, 是否引入参照时间

由说话者自己决定。如例句 5, 说话者决定不用参照时间来描述事件 “the plane left”, 那他可以在这句话中使用过去时。如果说话者想用 一个事件发生的时间来作为另一个事件发生的参照, 则他将使用完成时。

根据说话者是否在一句话中引入参照时间, 英语时态被划分为简单时态和复杂时态。简单时态中仅包含说话时间和事件发生时间。一般过去时、一般现在时和一般将来时为简单时态。简单时态中的说话时间永远是“现在”, 只是事件发生时间各不相同, 分别为“现在”“过去”和“将来” (如例句 1, 2, 3)。

复杂时态中除了包含说话时间和事件发生时间外, 还引入参照时间。根据参照时间和事件发生时间的先后顺序不同, 复杂时态又分为前事件时态和后事件时态。前事件时态的事件发生时间在参照时间之前, 如在复合句 “Our train had left at 10 am when I was

on the way to the railway station”中，主句的事件发生时间在从句的事件发生时间（主句的参照时间）之前，所以此句时态为前事件时态。在例句 “I’m going to visit Lily” 中，

参照时间是现在，事件发生时间在将来，所以此句时态为后事件时态。

表 2 总结了复合句中 ESR 模型的应用。

表 2

时态类型	时态	例句	时间				
			过去的过去	过去	现在	将来	将来的将来
前事件时态	现在完成时	Lily has been to South Korea many times.		E	RS		
	过去完成时	He had eaten brunch before he arrived.	E	R	S		
	将来完成时	I will finish this tomorrow.			S	E	R
后事件时态	现在进行时	She’s going to leave.			SR	E	
	过去进行时	She was going to leave.	R	(E)	S (E)	(E)	
	将来进行时	She will be leaving.			S	R	E

• E=event time，即事件发生时间；S=speech time，即说话时间；R=reference time，即参照时间

三、大学生英语写作中的时态问题在赖兴巴赫 ESR 模型中的分析

赖兴巴赫的 ESR 模型有助于对英语时态的理解，特别是区分意义相近的时态时。简单时态拥有二元结构（E，S）。复杂时态以简单时态为基础，拥有三元结构（E，S，R）。运用 ESR 模型分析句子，能直观清晰地看出句子的时态结构，逻辑正误。将此方法运用于英语写作中，可以使学生更好地理解各时态的含义，建立关于时态的逻辑体系，从而提高正确率。

下面给出两篇大学生写作的英语作文（文中保留学生写作中的语法及拼写错误），并用 ESR 模型分析其语法错误作为示例，见

表 3。

示例 1

(1) I was given birth to on 14/2/1994.
(2) I have a brother who is 6 years older than me. (3) He was a good brother. Being deeply influenced by him. (4) I was interested in studying and reading. (5) When I was four and a half years old, I begged to send me to school, they did. (6) But it turns out to be I was too young to attend class in terms of energy. (7) So I quitted. Then when I was five years old and a half years old, I went to school again and became a first-grade student for my uncle is the president of that school. (8) I finish the homework quickly, so there is plenty of time for

me to play with little friends. (9) This situation last long for almost half of my school life. (10) When I was in junior middle school, I still got the highest scores with least time. (11) I seldom worried about my study, neither my parents, because I always won the first place in my grade. (12) As time past away, I stepped into senior middle school with a satisfying score in the age of 14. (13) The new environment troubled me. (14) I felt lonely and stressful. (15) The school work was a little difficult for me to understand, it was the first time I began to worried about my study. (16) During the first year in my senior high school, I study very hard, but the results of some subjects like chemistry and physics were not that good. (17) So I choose arts when I was senior two. (18) However, things did not turn better, it's always busy and hard to prepare for the college entrance examination. (19) My geography results were a little poor, so it was boring for me to finish homework every time. (20) Fortunately, my English, Chinese and mathematics grades are satisfying. (21) Every time I felt depressed by my poor

geography, I would turn to my beloved subjects for happiness and then come back to study. (22) To tell the truth, my senior high school wasn't happy in terms of study, but what comforted me a lot was that I was made a lot of life-long friends, they brought me happiness and influenced my life in some way. (23) I felt so lucky to make acquaintance with them, my friends lit up my life. (24) When it comes to university I was in, I don't want to say how regretful I came here. (25) I think that life is full of various choice, and no matter which road you have chosen, just keep going forward with no regrets! (26) It's meaningless. (27) For example, although my major is not that attractive to me, I still learn it well and live happily. (28) Besides, I choose English as my second major just out of interest, that's good enough. (29) You're what you think, just be positive, you'll find humor in our lives. (30) Nowadays, I attend classes, reading, volunteer, take some necessary examinations and do some part-time jobs, it's happy for me. (31) I love those things I do. (32) Happiness lies in our daily lives, so, just find it !

表 3

句子	时间					时态
	过去的过去	过去	现在	将来	将来的将来	
(1)		E	S			一般过去时
(2)			E, S			一般现在时
(3)		E	S			一般过去时
(4)		E	S			一般过去时
(5)		E	S			一般过去时
(6)		E (从句)	E (主句) S			一般现在时 & 一般过去时

续表

句子	时间					时态
	过去的过去	过去	现在	将来	将来的将来	
(7)		E	S			一般过去时
(8)			E, S			一般现在时
(9)			E, S			一般现在时
(10)		E	S			一般过去时
(11)		E	S			一般过去时
(12)		E	S			一般过去时
(13)		E	S			一般过去时
(14)		E	S			一般过去时
(15)		E	S			一般过去时
(16)		E (第三个分句)	E (第二个分句) S			一般过去时 & 一般现在时
(17)		E (从句)	E (主句) S			一般过去时 & 一般现在时
(18)		E (第二个分句)	E (第三个分句) S			一般过去时 & 一般现在时
(19)		E	S			一般过去时
(20)			E, S			一般现在时
(21)		E (第一个分句 和第二个分句 的主句)	E (第二个分句 的从句) S			一般过去时 & 一般现在时
(22)		E	S			一般过去时
(23)		E	S			一般过去时
(24)		E (第一个分句 的从句和第二个 分句)	E (第一个分句 的主句) S			一般现在时 & 一般过去时

续表

句子	时间					时态
	过去的过去	过去	现在	将来	将来的将来	
(25)		E	E S R			一般现在时 & 现在完成时
(26)			E, S			一般现在时
(27)			E, S			一般现在时
(28)			E, S			一般现在时
(29)			E (前两个分句) S	E (第三个分句)		一般现在时 & 一般将来时
(30)			E, S			一般现在时
(31)			E, S			一般现在时
(32)			E, S			一般现在时

赖兴巴赫认为，尽管各个时态中各时间点位置不同，但复杂句的每个分句都应该遵循“时态顺序”原则，即各分句的参照时间相同。赖兴巴赫称之为“参照点恒定论”，即复合句中每个分句的参照时间相同。如果分句时态为简单时态，一般设置一般过去时的参照点为过去，一般现在时和一般将来时的参照点为现在。

表3中句(6)的主句是一般现在时，参照点是现在，而句(6)的从句是一般过去时，参照点是过去，这违反了赖兴巴赫的“参照点恒定论”，所以句(6)的时态是错误的，我们将其称为错误1。错误1还出现在句子(16)(17)(18)(21)(24)和(29)中。

为了保持整个语篇时态的一致性，赖兴巴赫的“参照点恒定论”在语篇范围内同样适用。如在示例1中，第一段中除了句子(2)(6)(8)和(9)，其余句子的参照点均为过去，我们将这类错误称为错误2。错误

2还出现在第二段的句子(16)(17)(18)(20)和(21)以及最后一段的句子(24)和(29)中。

示例2

(1) I have had a free and happy childhood without sorrow and anxiety. (2) I was born in a common family in Tai He, An Hui Province in 1993. (3) I grew up in a small town until I was six years old. (4) I went to kindergarten only for one year and during those kindergarten days, all my duty was playing with friends. (5) I was very naughty and wild but very happy and innocent everyday. (6) I usually stayed in the field and played with boys wildly, sometimes I got injured but I still felt like a bird. (7) When I was five, I went to primary school for the first year in my hometown, but my parents planned to move to downtown and make me go to a more prospective primary school.

(8) So my simple but pleasant primary school life begin in a new town and a new school in seven-year-old I began to study from grade one again, my new school was one of the best primary school in that downtown. (9) To my surprise, I had a very young beautiful and kind head teacher. (10) I love her very much even till now. (11) I can remember her wonderful voice and glaze. (12) I consider her as my icon that time. (13) My performance in primary school had always been very good, and I had a great relationship with teachers and classmates. (14) I was a monitor and flag raiser. (15) My parents were proud of me and seldom worried about my academic scores and school lives. (16) Although, sometimes I envied others a little because my family was not rich, Overall I had a meaningful and rich primary school life and get a good education bases, especially English, my interest in English from the first time I had English class in Grade 4 was considered my biggest harvest. (17) The final exam was very easy and I was admitted to the key middle school without any problems. (18) I also had made a lifetime friend.

(19) Then it came my middle school life with bitter-sweet memories in 2005 to 2008.

(20) My middle school was just the school I had dreamt about. (21) As soon as I got into the class, I was appointed to be a study monitor and even after. (22) I didn't like my head teacher so much, neither hated him because he was always so kind to me. (23) My favorite teacher was my English teacher who has made English class my favorite class and have a further influence in my English learning even until now. (24) Her class was very active and efficient, we could play and learn in the mean-

time. (25) Sometimes she was very strict with us and even give us physical punishment, but this had never stopped our love for her. (26) I took part in many outdoor activities during my school life. (27) I painted my own class book in the very graduate year. (28) I also learned causthenics with six girls and went the city to attend competition and <1> receive a good result for NO.2. (29) I have had many good friends in middle school, and we are still very close friends now, we had middle school classmate party very year to memorized our unchanged friendship. (30) The bitter story in middle school began with math, I did poorly in math and <1> felt shameful every time the examination ends. (31) What's happy however, I passed the High School Entrance Examination and got a highest math sore ever, and my math teacher who is a lovely old man was very proud me.

(32) The most unforgettable school life was, of course, my high school life. (33) I went to the key high school very frequently and made the monitor once again. (34) I was very popular with teachers and students. (35) As first, I was in a science class, after a month I chose to transfer into an arts class which I loved and did better. (36) My academic performance had always been the top in my class. (37) Despite of the pressure. (38) I had a happy life with my precious friends, and another three excellent girls was combined to and was called "Four Golden Flowers" by teacher because we four girls usually went to teacher' office as good assistances. (39) I was the English represent and have had a lot of works every day, but I enjoyed being a small English teacher in class. (40) While my math was still very poor