

英语教学改革理论与实践研究

Studies on Foreign Language Teaching and Reform

主 编 张 全 范应红

副主编 全品生 周 怡

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电 话: (0871) 65031071 65033244

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E-mail: market@ynup.com

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A Study of Themes of William Wordsworth's Poetry

Cai Huiying

Abstract: William Wordsworth is a great and productive poet in the period of romanticism of English literature. In his lifetime, he composed a large number of elegant and melodious poems. The paper will make an attempt to analyze themes of William Wordsworth's poetry so that readers can understand better Wordsworth's poetry. The themes of Wordsworth's poetry are characterized by many factors, including nature, memory, humanity, mortality, Childhood and so on.

Key words: theme; nature; memory; humanity; mortality

Many critics and scholars hold that William Wordsworth is one of the four greatest poets who are William Shakespeare, John Milton, William Wordsworth and T. S. Eliot in English literature. A few critics insist that Wordsworth is a retroactive romantic poet. The author supports that he is the greatest poet in English romanticism; he is a worshipper of nature; he is the greatest "Lake Poet".

1. Introduction

Warren (2004: 1) said that poetry was a kind of "saying". William Wordsworth's definition of poetry as "the spontaneous overflow of powerful feelings arising from emotion recollected in tranquility" was shared by a number of his followers. Indeed, poetry is Wordsworth's best way of expressing his powerful feeling. In his lifetime, Wordsworth composed a large number of elegant and melodious poems. By using ordinary and short language, Wordsworth expressed his personal feeling about nature, his mind, his childhood, and the ordinary people. The paper will make an attempt to analyze themes revealed in William Wordsworth's poetry so that readers can understand better Wordsworth's poetry.

This paper will cover four parts, in which the first one is Introduction, the second one is literature review, the third is themes revealed in William Wordsworth's poetry, the last is conclusion.

2. Literature Review

Many scholars and critics from all over the world, including China, have analyzed William Wordsworth's poetry from different perspectives such as major features, writing style, characterization, philosophical implication and so on. But few scholars analyze the themes revealed in Wordsworth's poetry.

2.1 International Study

A large number of foreign scholars have studied Wordsworth's poetry from many aspects. Meanwhile, scholars have made great achievements in this way. Exploring the emotional content of Wordsworth's works, De Quincey (1986) observed that although he dealt with passion indirectly, Wordsworth's poetry appeals to what is deepest in man. Among all work that have illustrated our own age, none can more deserve an earnest notice than those of the Laureate Wordsworth, and on some grounds, peculiar to themselves, none so much. Payne (1907: 129) asserted that the most extraordinary quality of Wordsworth's poetry was its power to console and brought healing and peace to the troubled reader.

2.2 Domestic Study

Chinese famous translator Wang Zuoliang (2003: 319) proposed that Wordsworth not only set up the theory of poetry, but also practiced his own theory. His important work, *Lyrical Ballads*, is a collection of Wordsworth's and Coleridge's works. It is a revolution in poetry in English literature and a poetical movement in the whole period of English romanticism. Wang also says that Wordsworth expresses profound thoughts and ideas in ordinary language. Chinese educationalist Liu Shoulun (2003: 5) claimed that Wordsworth's poetical theory played a significant role in the development of English poetry. He was one of the four greatest writers in English literature.

3. Themes Revealed in William Wordsworth's Poetry

Wordsworth's poetry is full of all kinds of themes. These themes cover nature, memory, morality, humanity, transcendence and the like.

3.1 Love for Nature

In Wordsworth's work, nature is his eternal and everlasting theme. As a great poet of nature, William Wordsworth was the first to find words for the most elementary sensations of man face to face with natural phenomena. These sensations are universal and old but, once expressed in his poetry, become charmingly beautiful and new. His deep love for nature runs through short lyrics such as "I Wandered Lonely as a Cloud". In *I Wandered Lonely as a Cloud*, he described (刘守兰, 2003: 3):

*I wandered lonely as a cloud,
That floats on high o'er vales and hills,*

*When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.*

...

With his pure and poetic language, Wordsworth brings us into a beautiful world where there are daffodils, trees and breeze. We follow the poet at every turn of his feelings. We share his melancholy when he “wandered lonely as a cloud” and his delight the moment his heart “with pleasure fills”. We come to realize the great power of nature that may influence our life deeply as revealed in the poem. No discussion on Wordsworth would be complete without mention of nature. Nature and its connection to humanity make an appearance in the vast majority of Wordsworth’s poetry. As far as Wordsworth is concerned, nature is a kind of religion in which he has the utmost faith. William Wordsworth has ever written (王佐良, 2003: 350):

Come forth into the light of things, / Let Nature be your Teacher.

Nature plays significant roles in Wordsworth’s poetry. On the one hand, even though it is intensely beautiful and peaceful, nature often causes Wordsworth to feel melancholy or sad. This is usually because, even as he relishes in his connection with nature, he worries about the rest of humanity, most of who live in cities completely apart from nature. Wordsworth wonders how they could possibly revive their spirits. Poetry insists on the unity of experience: mind and body, idea and emotion. (Warren, 2004: 542) In the end, however, he often decides that it is wrong to be sad while in nature (刘守兰, 2003: 3):

A poet could not but be gay, / In such jocund company.

On the other hand, nature also gives Wordsworth hope for the future. From past experience Wordsworth knows that spending time in nature is a gift to his future self, because later, when he is alone, tired and frustrated in the busy, dirty city, he will be able to look back on a field of daffodils he once spent time in and be happy again. Therefore, another main theme of Wordsworth’s poetry is about memory.

3.2 Power of Memory

Memory is another main theme of Wordsworth’s poetry. For Wordsworth, the power of the human mind is extremely important. In several of his poems he begins in a negative or depressed mood, and then slowly becomes more positive. The most important use of memory, however, is to maintain connections. For instance, in poem like *Line Composed a Few Miles above Tintern Abbey*, Wordsworth wrote (王佐良, 2003: 334):

*Five years have passed; five summers, with the length
Of five long winters! and again I hear
These waters, rolling from their mountain-springs
With a soft inland murmur. —Once again
Do I behold these steep and lofty cliffs,
That on a wild secluded scene impress
Thoughts of more deep seclusion; and connect
The landscape with the quiet of the sky.
The day is come when I again repose
...*

Wordsworth is in nature and he is happy, but he becomes even happier when he realizes that he never actually has to leave his memories behind. Once he has returned to the daily gloom of the city, he will be able to remember the time he spent among nature and make himself happy again. He described in *I Wandered Lonely as a Cloud* (刘守兰, 2003: 3):

And then my heart with pleasure fills, and dances with the daffodils.

As Wordsworth begins to consider his own mortality memory is again a huge comfort, because he realizes that even after he has died he will be able to live on in the memory of his family and friends, just as those who have passed on before him are in his memory. Wordsworth is especially heartened to know that his sister Dorothy, with whom he spent countless hours, will remember him fondly, carrying him with her wherever she goes.

3.3 Humanity

In Wordsworth's poetry, another great focus is about humanity. As man moves further and further away from humanity he seems to be losing more and more of his soul. Often when Wordsworth is in nature he is sad, because he is forced to think about the people in cities, who are unable or unwilling to commune with nature. In *London*, 1802, for instance, Wordsworth makes a plea to the poet John Milton to return and teach humanity how to regain the morality and virtue it once had. Wordsworth wrote (王佐良, 2003: 333):

*Of inward happiness. We are selfish men
O! raise us up, return to us again;
And give us manners, virtue, freedom, power.*

Similarly, in *The World Is Too Much with Us* Wordsworth worries that the world is too full of people who have lost their connection to divinity, and more importantly, to nature. He said, "Getting and spending we lay waste our powers, / Little we see in Nature that is ours."

Hence, the conclusion is drawn that Wordsworth's poetry is filled with many humanities.

As Wordsworth explains in *The Prelude*, a love of nature can lead to a love of human-kind. His love for nature is closely related to his love for the ordinary people. His democratic ideals appeared in his use of the language of ordinary people rather than specialized "poetic" words.

3.4 Mortality

Wordsworth's another theme concerning death frequently appears in his poetry. His *The Lucy Poems* are a series of poems about a young girl who may or may not have been a figment of Wordsworth's imagination, and who ultimately dies. Wordsworth looks at the event from several angles. In "She dwelt among the untrodden ways" he focuses on the unexpectedness of her death, and the unpredictability of life and death in general.

3.5 Innocence of Childhood

In Wordsworth's poetry, childhood is a magical, magnificent time of innocence. Children form an intense bond with nature, so much so that they appear to be a part of the natural world, rather than a part of the human, social world. Their relationship to nature is passionate and extreme: children feel joy at seeing a rainbow but great terror at seeing desolation or decay. Wordsworth expresses the innocence of his childhood in *My Heart Leaps Up*. The poem is as follows (王佐良, 2003: 330):

*My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So is it now I am a man; so be it when I shall grow old,
Or let me die!*

*The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.*

Wordsworth chooses the word "piety" to express the bond he wishes to attain (and maintain) with his childhood self, because it best emphasizes the importance of the bond. His readers would have been accustomed to the idea of piety in the religious sense, and would thus have been able to translate the meaning behind the word to an understanding of the power of the bond Wordsworth hopes to attain.

4. Conclusion

To sum up, focusing on themes of William Wordsworth's poetry can make a beneficial point for those who like Wordsworth's poetry to better understand and appreciate the implication

and value of the poetry. Except the above—mentioned themes of his poetry, it is not difficult to see that morality, transcendence, connectivity, religion and so forth are apperceived in Wordsworth's work.

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(作者系曲靖师范学院外国语学院讲师)

中国英语教学面临的挑战、机遇及其应战措施

陈传礼

摘要: 自 17 世纪传入中国,尤其是在中国实施改革开放后,英语在中国得到了快速的传播和发展。全球化的英语在不断地变化着、前进着,这给目前中国的英语教学带来了挑战、机遇和启示,值得中国的英语界认真思索。现在研究中国大陆英语教学的人越来越多,“teaching English in China”应该有潜力形成自己的理论并用来指导中国本土的英语教学。面临挑战和机遇,英语界除了改革,别无选择。

关键词: 英语的全球化;中国英语;挑战;机遇;应战措施

一、引言

改革开放 30 多年来,外语界取得了翻天覆地的变化和发展,成绩显著。但 21 世纪,随着国际“教育军备竞赛”和人才竞争的加剧,表现在语言领域的特点是,在交际中竞争,在竞争中交际。作为人类交际工具的外语和作为文化传播者之一的外语人才是这场竞争的核心,这也预示着对外语人才的需求将继续呈现上升趋势。外语人才的知识、能力和素质将直接影响我国在国际竞争中的地位。加大急需的外语专业人才培养的力度、拓宽外语人才的知识面、提高他们的能力和素质,已是一项摆在我国外语界面前的迫在眉睫的任务。虽然外语界就提高中国的外语教育教学水平付出了不懈的努力,从小学、中学到大学均为学生开设了英语或其他外语语种课程,高考中英语的分数为 150 分,跟语文、数学一样重要。在有的大学,要求学生过了大学英语四、六级考试才颁发相应的毕业证、学位证。攻读硕士、博士需参加入学外语考试,录取后还得继续学习。尽管这样,我们培养出来的外语人才还是难以满足我国外语人才市场的现实需要。这既带给外语界新的挑战,也带来了发展的机遇。

二、英语界面临的挑战

首先,由于如今我们已经置身于知识爆炸的年代,学生获取知识的渠道非常的广阔,除了接受学校系统的教育之外,还可以通过参加各种培训班和补习班、请家教等方式。就他们学习英语的起始年龄而言,有从小就接受英汉语教育的,有从幼儿园开始学英语的、从小学开始的、从二年级开始的,当然从初中开始的占多数;有通过网络、电视、收音机、录音机、随身听、MP3、MP4 学习英语的。于是学生的英语水平已经出现多层次化,而我们的教材还在“一统江山”。因此,学生已有的英语技能和知识对英语教师的教学构成了挑战。

其次,虽然这些年教师的学历层次提升比较快,但与国际比、与港澳台地区比,我们还有很大差距。港澳台的大学教师全都是博士。显然,时代需要高质量、高水平的教师群体,这对我们现有的教师质量、数量、知识结构等构成了挑战。

再次,在课程设置上缺乏前瞻性、市场性。所以我们所能提供的教学不能够满足各种学生的需求。这个问题已在上海显现。

上海在与国际接轨方面应该是国内走在前沿的,华东师范大学的对外汉语学院已经入选教育部特色专业建设点,这也是国内唯一的两个相关特色专业建设点之一。培养出来的对外汉语教师是很强的。但目前市场需求是,随着外国学生在上海市中小学留学人数的增多,对外汉语教师的需求量也在不断攀升,在浦东新区就读的外籍学生已达7800多人,对外汉语教师存在师资缺口,而就全国而言,合格的对外汉语教师却并不充裕。2009年6月根据文汇报记者披露的浦东新区对外汉语师资现状调研报告显示,在1699份有效问卷中,40%的教师表示“非常想从事对外汉语教学”,但仅有10.7%的教师认为自己具备这方面的能力和资格。

浦东新区教育学会为此找出了问题的一些根源:一是缺乏统一、规范的对外汉语教学大纲。由于汉语作为外语教学不同于中国本土中小学的语文课程,因此在国家课程大纲中,找不出对此类课程的目标描述与规定。二是缺乏有针对性的教师培训和相应的资质证书认定。目前,许多中国大学都开办了对外汉语教学专业,但是真正符合国际学校需求的毕业生很少。三是国内对外汉语资格证考试重语言,轻教学能力。四是缺乏中小学对外汉语教师的交流平台,在网络上也没有提供更大范围的可供对外汉语教师实现经验交流、资源共享的平台。目前对外汉语教师遇到的主要困难是,面对不同文化背景的国家的学生,语言沟通有些障碍;对外国文化了解不够多;面对不同国家留学生的汉语学习,缺乏一些有效的教学策略和技巧。

针对目前在浦东新区就读的7800多名外籍学生,接受学校都开展了形式多样、内容丰富多彩的对外汉语教学。如上海市进才中学国际部开设对外汉语课程已有8年,主要分为学历课程和非学历课程两大部分:学历课程包括小学部、初中部和高中部的汉语课程;非学历课程包括短期汉语强化班,主要是为这部分学生在日后学历班的学习打下语言基础。进才中学副校长、国际部主任张蕾指出,当前对外汉语教学中存在的问题,已经制约和阻碍了对外汉语的长远发展,如不努力改变,也将制约国内教育的影响力和对外籍学生的吸引力。“2008年度浦东新区教育内涵发展项目——中小学国际教育对区域教育的促进作用”项目组认为,教师是教育教学成功的关键因素之一,他们今后将对此课题开展进一步研究。浦东新区教育局局长曹锡康认为,浦东新区对外汉语师资的培养,有着多重的意义。现在,浦东新区教育学会对外汉语教育专业委员会建立,旨在为对外汉语教师搭起专业支撑、研究交流、资源共享的平台,提升浦东新区教育国际化水平。(李学权,2009)

分析上述信息,英语界该怎么做才能面对挑战,从容应战,培养出市场真正需求的英语人才,是当下中国英语教育界面对的一个新课题。为此,我们不得不回顾一下中国的英语教育史。

三、英语在中国的传播和发展

英语在中国使用的历史最早可以追溯到 17 世纪。1664 年，英国人在中国建立了一个贸易港，随后的鸦片贸易和工业的发展引发大规模的语言接触，英语成为中国买办和外国人之间的交际工具，也是当时外国租界的一种通用语（Ding & Hauck，2001：237）。从 1862 年到 1911 年，中国政府提倡教授英语。同文馆和外国语言文字学馆分别在北京和上海成立。1895 年，张之洞提出“中学为体，西学为用”，意为中国人学习西方的同时要保持民族文化的完整性。其后，梁启超也指出，外国文化和中华文化应当相互补充、相互促进。1919 年五四运动标志着一系列政治、文学运动的开始，也是中国英语教学的一个转折点。

新中国成立后，中国的中学生、大学生既可以学英语，也可以学俄语。但到了“文化大革命”，中国的英语教学走向低谷。1977 年恢复高考，英语是考试科目，但录取时仅仅是参考分；1979 年英语成为高考考试科目，录取重点大学时，英语考试所得分的 10% 计入录取分，之后才提高到 100 分，最后是 150 分计入高考总分。非英语专业的学生要考硕士、博士，英语是必考科目。自从北京申办第 29 届奥运会取得成功和中国在 2001 年 11 月的多哈部长会议上加入 WTO 以来，英语在中国的影响变得越来越直接和重要。同时，随着中国经济的快速发展以及中国在国际组织如 WHO、UNESCO、UNEDO 中地位提高和作用的加强，中国更需要大量的英语专业人才来为各个领域的工作服务。所以我们面临这样一个任务：“在极短时间内，我们必须训练出更多的英语会话者”（胡壮麟，2005：5）。因而中国的教育政策和实践都围绕着这个全球化目标，体现出如下特点：首先，几乎所有高校都把英语作为必修课，大学生在英语上花的时间有时比专业课都多。大学英语四、六级考试成了学生最头疼的事。其次，英语还逐步走进了小学课堂。在 2001 年 9 月，英语被指定为所有城市小学三年级学生的必修课，经济较发达地区的城市中的小学开始把英语作为一年级学生的必修课。这一举措代表着英语必修课教学的学生对象的年龄在递降，从 11 岁到 9 岁，再到 7 岁。这也意味着学生在校学习英语的时间在增加。在小学，每周有 2 到 3 节每节 40 分钟的英语课。在中学，每周有 5 到 6 节每节 45 分钟的英语课，这没算上课后的英语自习时间。这样一来，大量的英语私人补习机构和双语学校如雨后春笋般出现在市场上；就连幼儿园也不甘落后，纷纷大打双语牌来吸引家长们的眼球。英国著名语言学家 David Graddol（2006）估计，中国目前大约有 2 亿讲英语者，英语也是中国媒体和中英文报刊最重要的第二语言（Bolton，2003）。

四、英语的全球化给中国的英语教学带来了发展的机遇

人类进入 21 世纪，科学技术日新月异，便捷的交通和发达的通信把地球变成了一个“村庄”。日益富裕起来的人们走出国门，四海为家的人越来越多。英语成了“地球村”居民的通用语（lingua franca），是人们进行国际交往的第一交际工具。今天，在我们现代生活的各个领域，只要涉及两个或者两个以上国家，不论是国家与国家、集体与集体，还是个人与个人之间的交往，人们要么通过翻译，要么寻找一种彼此都掌握的语

言来进行沟通和交流。如果通过后者,人们通常选择英语。英语在世界范围内已经成为使用范围和领域最广、使用频率最高的交际工具,这种现象称为“英语的全球化”。

面对英语的全球化,中国外语界面临新的机遇和挑战。经济的全球化带来了英语的全球化。全球化的英语在不断地变化着、前进着,这给中国的英语教学以新的启示,值得中国的英语界认真思索。现在研究中国英语教学的人越来越多,“teaching English in China”应该有潜力形成自己的理论用来指导中国本土上的英语教学。谈到“中国英语”,笔者认为李文忠的定义相对比较全面,其定义为:“中国英语是指以规范英语为核心,表达中国社会文化诸领域特有事物,不受母语干扰和影响,通过音译、借译及语意再生诸手段进入英语交际,具有中国特色的词汇、句式和语篇。”(李文忠,1993:19)

早在20世纪80代Kachru就指出,“如果从长远的眼光看待英语的发展,我们可以说英语在中国社会将会发生功能和语言两方面的本土化”(Kachru,1983)。中国英语不是偶然现象,而是经过了长期的使用而发展起来的现实。语言是文化的载体,中国英语可以用来介绍和表述独特的中国文化。中国拥有悠久而灿烂的文化,然而,当我们说或写英语时,往往会发现找不到恰当的词来表达自己的文化,中国英语也许可以弥补这种空缺。另外,中国人学英语不仅是为了和英美人士交流,而且是为了面向世界上很多国家,用英语表达我们的民族文化特色,并期待在国际交流中做出自己的贡献(李文忠,2003)。事实上,孔子的“有朋自远方来,不亦乐乎”(Friends having been from afar, how happy we are)通过2008年北京奥运会让世界更多的人知道了我们热情好客的文化传统;通过2010上海世博会让世界更多的人认识了英语和汉语拼音的夹杂“EXPO 2010 SHANGHAI CHINA MASCOT HAIBAO”混合词组。这表达了中国人民正在利用一切机会向世界人民学习,同时也表达了中国人民希望与世界人民进行更深层次沟通的良好愿望。愿英语在21世纪的中国成为“better English, better life”的语言。

谈到“中国英语”和“中式英语”,有必要对二者进行阐述。对中国英语的定义,笔者认为李文忠的定义相对比较全面。

而对于中国式英语,李文忠的定义是:“中国的英语学习和使用者由于受母语的干扰和影响,硬套汉语规则和习惯,在英语交际中,出现的不合规范或不合英语文化习惯的畸形英语。”(李文忠,1993)这种英语对于英语国家的人来说是不可理解或不可接受的,因而没有交际功能。是中国人学习英语时,难以避免而又必须尽量避免的蹩脚英语。此现象会随着学习者英语水平的不断提高而渐渐减少。

至于该如何称谓中国英语,李文忠虽然接受China English的叫法,但也表现出一种不安全感。英语中往往用“名词+English”的结构来表示英语家族中低人一等的变体,而能登堂入室的规范英语变体都是“形容词+English”的结构,如British English、American English等。但他又不像黄金祺那样旗帜鲜明地主张把中国英语称为Chinese English,因为他认为这一表述也略带贬义,合成词Chinglish就是个贬义词。

李文忠还对中国英语和中国式英语做了进一步区别:“中国英语属于规范英语,其构成和使用范围远比中国式英语丰富和广泛,而中国式英语是一种畸形语言现象,其构成和使用范围既不稳定也不广泛,在对外交际和文化交流中起阻碍作用。”(李文忠,1993)

而笔者认为中国英语和中国式英语没有严格的界限,只要理解和接受的人增加到一

定的数量,中国式英语就可能会转化为中国英语。

五、面临挑战下的英语教学改革措施

(一) 思想观念方面的转变

当前进行的教育改革是在我国社会主义市场经济体制深入发展的大背景下进行的。因此,如何为21世纪的社会主义市场经济体制服务,处理好外语教育与社会主义市场经济的关系,是摆在教育行政部门、高等学校和全体外语教育工作者面前的一项重要任务。要完成这一任务,就必须打破计划经济体制下长期沿用的纯语言、纯文学的人才培养模式,而广大外语教育工作者首先要实现教育思想和教育观念的转变。

需要转变的思想观念主要包括以下几个方面:(1)为了迎接21世纪对英语专业人才培养的挑战和信息时代、知识经济对学科发展的挑战,英语专业教育要主动适应社会主义市场经济体制的需求。(2)要妥善处理传授知识、培养能力和提高素质的关系,把学生全面素质的提高放在首位。(3)要处理好教学、科研和社会服务三者之间的关系,把教学工作放在学校各项工作的核心位置。(4)要处理好教与学的关系,要树立学生是教学活动的主体的观念,重视学生独立学习能力和创新精神的培养,因材施教,促进学生个性的发展。(5)要处理好本科教育与终身学习的关系。英语专业的本科教育只是终身学习的一个阶段,目标是为学生在今后成为各行各业的专业人才或专家、学者打下扎实基础。

应该认识到,教育思想和教育观念的转变是教育改革的先导,改革是必然的趋势,不改革,我国的英语专业教学就没有出路。

(二) 复合型人才的培养

从根本上来讲,英语是一种技能、一种载体;只有当英语与某一被载体相结合,才能形成专业。过去常见的是英语与文学、英语与语言学的结合。应该看到,即使在社会主义市场经济的条件下,我国高校仍肩负着为国家培养英国语言文学学科领域的研究人员的任务,同时,我们也应清醒地面对这样一个现实,即我国每年仅需少量英语与文学、英语与语言学相复合的专业人才以从事外国文学和语言学的教学和研究工作,而大量需要的则是英语与其他有关学科——如外交、经贸、法律、新闻等——结合的复合型人才,在他们的工作中英语是一种工具。培养这种复合型的英语专业人才是社会主义市场经济对英语专业教育提出的要求,也是新时代的需求。

复合型是学科间的复合、交融和渗透。特别需要强调的是,培养复合型英语人才的核心是英语人才。我国现有英语专业的院校大致可以分为5种类型:英语院校、综合性大学、理工科院校、师范院校和其他专科类院校。由于各院校的发展不平衡,因此,复合型人才培养的模式、内容和进程也必须因地、因校、因专业而异。应该鼓励各校探索各自复合型英语人才培养的道路,力求办出特色。目前正在试验的模式有:“英语+专业知识”“英语+专业方向”“英语+专业”“专业+英语”和双学位等。各英语专业要从本专业的发展状况、师资队伍、学生来源、所在地区的社会和经济发展的需求及就业市场的需求出发,实事求是、因地制宜、因校制宜,自主确立人才培养模式,并选择复合的专业,努力培养出服务于本地区经济建设和社会发展、受到社会欢迎、有特色、

高质量的复合型英语专业人才,形成学校和专业培养人才的特色。

(三) 课程体系改革和课程建设

课程体系改革和课程建设是英语专业教学改革的重点和难点。要从21世纪对英语人才的需求、21世纪英语人才的培养目标和复合型人才的培养模式出发,重新规划和设计新的教学内容和课程体系。

当前英语专业课程建设主要面临以下几项任务:(1)开设与复合学科有关的专业课、专业倾向课或专业知识课,加强课程的实用性和针对性。(2)探讨在专业课、专业倾向课或专业知识课中如何将专业知识的传播和语言技能训练有机地结合起来,提高课程的效益。(3)在开设新课和改造现有课程的过程中,重点摸索如何培养学生的语言实际运用能力,锻炼学生的思维能力和创新能力。(4)在确保外语专业技能训练课的前提下,加强对所学语言国家国情研究课程的开展力度,开设一定数量的中文课,以弥补学生在汉语写作方面的不足,适当选开部分自然科学领域的基础课,加强科学技术知识的教育。(5)探讨在英语专业进行复语教学,鼓励学生在掌握所学语言的基本技能和运用能力的同时,再学一门外国语。对于非英语专业的学生特别是非通用语种的学生来说,要特别强调学习英语的重要性。复语教学的形式和层次要根据学生所学语种、师资力量等条件来确定。

(四) 教学方法和教学手段的改革

21世纪外语专业人才的培养目标、培养规格以及教学内容和课程建设的改革,都需要通过教学方法和教学手段的改革才能得以实现。尽管教学方法和教学手段的改革有多种途径,但以下的原则应该是共同的:(1)教学方法的改革应着眼于培养学生的创新精神和创造能力,应强调学生的个性发展。在外语教学中模仿和机械的语言技能训练是必要的,但一定要注意培养学生的分析、综合、批评和论辩的能力,提出问题和解决问题的能力。(2)改变以教师为中心的传统教学方法,突出学生在教学活动中的主体地位,注意培养学生根据自身条件和需要独立学习的能力。(3)将课堂教学与课外实践有机地结合起来。课堂教学重在启发、引导,要为学生留有足够的思维空间;课外活动要精心设计,要注意引导,使其成为学生自习、思索、实践和创新的过程。

广播、录音、投影、电影、录像、计算机、多媒体和网络技术的利用和开发为外语专业教学手段的改革提供了广阔的前景。但是,我们一定要正确地认识人与技术、教师与现代化教学手段的关系。新的教学手段有助于提高外语教学的效益,但永远不可能替代教师的作用。在使用这些高科技的教学手段时,我们应注重其实际效果,不要贪大求洋,盲目追随。

(五) 教材建设

课程体系的改革必然会带动教材的建设。根据21世纪对外语专业人才的要求,现有的外语专业教材亟待更新和补充,缺的教材需要组织人力编写。

21世纪的外语专业教材应该具备以下几个基本特征:(1)教学内容和语言能够反映快速变化中的时代。(2)要处理好专业知识、语言训练和相关学科知识之间的关系。(3)教材不仅仅要着眼于知识的传授,而且要有助于学生的鉴赏批评能力、思维和创新能力的培养。(4)教学内容有较强的实用性和针对性。(5)注意充分利用计算机、