研究生英语
读与写

辛 斌 总主编 王永祥 田 星 主编

Reading and Writing
for Postgraduates

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王永祥　田　星　主编

"博学而笃志，切问而近思。"

（《论语》）

博晓古今，可立一家之说；
学贯中西，或成经国之才。

内 容 提 要

　　《研究生英语读与写》是一本为非英语专业硕士研究生编写的以写为主的读写教材。

　　本教材的显著特点是"以读促写"。 根据Krashen（1981，1985）的"输入假说"，对语言输入的理解是语言习得最基本的途径，因此语言教学最重要的手段就是使学习者尽可能多地接受可理解的输入（i + 1）。因此，本书每一章都配有针对性强的、典型的学生习作和经典的名家杰作，目的是帮助学生通过阅读获得大量可理解的语言输入，促进语言的输出，在大量阅读中学会写作。

　　该书的编写遵循了"过程法"写作教学理念，视写作为创造、发现并扩展意义之过程。在"过程法"写作教学中，教师给学生提供机会和支持性环境，鼓励他们以合作的方式进行创作，让他们真正体验写作过程，真正理解写作就是"意义由混乱无序而形成"的过程（Zamel，1983：199）。

　　全书分为五部分。第一：过程法写作教学；第二：篇章发展模式；第三：写作技巧；第四：句子技巧；第五：实用写作。第一部分是贯穿于全书的灵魂，是"过程法"写作教学理念的全面呈现。第二部分介绍各种文章体裁，包括常见的四种篇章发展模式，是过程写作法在各种不同体裁中的具体运用。第三部分从篇章层面介绍写作技巧，是写作的基础。第四部分呈现句子结构中常见问题与应对策略，是从句子层面对写作技巧的补充。第五部分介绍了与硕士研究生关系密切的实用文体：个人履历和求职信以及学术写作。

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序

随着我国高等教育由精英化向大众化的转变,研究生教育的规模正在不断扩大,研究生的数量也在迅速膨胀。据统计,自 1978 年高考制度恢复至 2003 年的 25 年间,我国总共培养了约 83 万硕士研究生,而在 2004 年一年内,这个数字就约为 82 万,目前硕士研究生的招生数量还在逐年增加。作为非英语专业研究生的学分课,研究生公共英语教学是继续沿袭传统模式还是改革创新,成了研究生公共英语教学界的热门话题。

1983 年,国家教育部出台了《研究生外国语学习和考试规定》(试行),规定"着重培养学生以阅读为主,正确理解、熟练运用外国语的实际能力"。1992 年,教育部又颁发了《非英语专业研究生英语(第一外语)教学大纲(试行稿)》,提出"培养学生具有较熟练的阅读能力,一定的听、写能力和基本的听、说能力,能够以英语为工具进行本专业的学习和研究"。虽然在过去的 20 年里,在《规定》和《大纲》的指导下,研究生公共英语教育获得了长足的发展,然而,始终存在着许多问题,例如:(1)课型陈旧、传统,教学效果不显著;(2)输入多、输出少;(3)采取题海战术,过分重视应试技巧。今天,随着社会的发展和变革对英语教育提出了新的要求,我们有必要重新审视和反思研究生公共英语教学,在教学理念、教学模式、教学方法和手段以及评价体系等方面进行创新探索和研究。

自 2005 年起,南京师范大学外国语学院大学外语教学部提出了研究生公共英语教学要逐渐走向"专业化"这一理念,并推出了研究生公共英语教学的"基于教学过程最优化理论的分层次、准专业化"的教学模式,即

借鉴英语专业口语课、写作课、翻译课的教学模式,训练学生的有条理地说、规范地写和准确地译的能力。"准专业化"教学模式坚持以语言输入为辅、语言输出为主的原则,旨在语言输入的基础上,能够有效地进行语言输出。为此我们开设了以说为主的读说课、以写为主的读写课和以译为主的读译课。在传统的阅读课中阅读和说、写、译是相对分离的,阅读的主要目的是提高学生的英语理解能力,而不是为了提高口语、写作和翻译水平。我们开设读说课就是要学生以读为辅、以说为主、以读促说,培养学生有条理地说,增强学生学术英语交流的能力。读写课就是要使非英语专业的研究生通过阅读规范的英语文章,了解和分析英语文章的写作特点,输入语言和文化知识,在读的基础上学习写作地道规范的英语作文,为后期学习写摘要和学术论文等与学术发展有关的内容作铺垫。读译课的目的是使非英语专业的研究生能在读的过程中学习翻译,并与此同时提高其综合英语写作能力。在此背景下,我们编写了《研究生英语读与写》、《研究生英语读与译》和《研究生英语高级口语》。

根据"基于教学过程最优化理论的分层次、准专业化教学模式",我们将全校的非英语专业硕士研究生分为三个层次:提高班、普通班、音体美班,准专业化课程是针对其中的提高班和普通班开设的。如今这套教材已在我校使用了两年,其效果明显,师生反应积极。在今年召开的我校研究生教学检查系列座谈会上,与会硕士研究生们普遍比较认可我校的研究生公共英语课教学改革,并希望这种改革能够更加深入地进行下去。当然这套教材的真正价值还有待出版后在更加广泛的范围内和更长的时间里去体现和经受检验。全体编者诚恳期待各方意见,将会进行认真修改,使之不断完善。

在编写教材的过程中我们得到了南京师范大学各级领导和职能部门的大力支持,许多同行专家学者提供了很多意见和建议,我们对此表示衷心的感谢。

南京师范大学 辛 斌

2008 年 11 月 28 日于随园

前　言

　　《研究生英语读与写》是为非英语专业硕士研究生编写的以写为主的英语读写教材，也可作为英语专业本科生的写作教材，或作为广大英语爱好者自学英语写作的辅导材料。

　　英语写作能力长期以来是研究生英语学习中的薄弱环节，写作能力的发展常常滞后于阅读、听说等能力的发展；有的研究生甚至连毕业论文前面的英文摘要或求职应聘时的英文个人简历都要求助于人。鉴于此，我们认为迫切需要改革研究生英语教学模式，更新英语学习的观念，强化写作意识。本教程的编写正是为了顺应这一需求。

　　在本教程的编写过程中，我们遵循"过程法"（process approach）写作教学理念，将写作看作一个创造、发现并扩展意义的过程，而不是将事先形成的、现成的意义记录下来的过程。"过程法"有别于传统的"结果法"（product approach）；后者轻过程重结果，剥夺了学生观察自己的思维如何跃然于纸上、自己的思想如何形诸于文字的愉悦，尤其是使学生失去了观察自己的建筑和城堡如何以新的不同的安排方式进行重建的欢乐，并把写作和"紧张"、"孤独"、"痛苦"、"梦魇"等联系在一起。而在"过程法"写作教学中，写作教师给学生提供机会和支持性环境，鼓励他们以合作的方式进行创作，让他们真正体验写作的过程，真正理解写作就是"意义由混乱无序而形成"的过程（Zamel,1983：199）。

　　本教程分为五部分。第一部分：过程法写作教学；第二部分：篇章发展模式；第三部分：写作技巧；第四部分：句子技巧；第五部分：实用写作。

第一部分是贯穿于全书的灵魂,是"过程法"写作教学理念的全面呈现。第二部分介绍各种文章体裁,包括常见的四种篇章发展模式(描写文、叙述文、说明文和议论文),是过程写作法在各种不同体裁中的具体运用。第三部分从篇章层面介绍写作技巧,是写作的基础。第四部分呈现句子结构中常见问题与应对策略,是从句子层面对写作技巧的补充。第五部分介绍了与硕士研究生关系密切的实用文体:个人履历和求职信以及学术写作。

　　本教程的一个显著特点是:"以读促写"。根据 Krashen(1981,1985)的"输入假说"(input hypothesis),对语言输入的理解是语言习得最基本的途径,因此语言教学最重要的手段就是使学习者尽可能多地接受可理解的输入(i + 1)。我们教程每一章都配有针对性强的、典型的学生习作和经典的名家杰作,目的是帮助学生通过阅读获得大量可理解的语言输入,促进语言的输出,在大量阅读中学会写作。另外,我们还设计了新颖的、体现"过程法"理念的课堂活动和课后练习,供师生选择使用。

　　本教程由全体参编者共同策划,由王永祥负责拟定写作提纲和体例、负责全书统稿,由田星、张瑞华和 Linell Davis 负责稿件审校。教程编写的具体分工如下:

王永祥:To the Instructor,Chapter 1

张瑞华:An Introduction to Part Two,Chapters 2 & 3

田　　星:Chapters 4,5,6,7 & 8

王　　娟:Chapters 9 & 10

刘　　治:Chapters 11 & 12

朱蓝星:Chapters 13 & 14

邹苏红:Chapter 15

Linell Davis:Chapter 16

"他山之石,可以攻玉。"在教程编写的过程中,我们参阅了许多相关著作、教材和学术论文,谨向各位作者致以真诚的谢意!本教程的编写获得了南京师范大学外国语学院院长张杰教授和副院长兼大外部主任辛斌教授的大力支持和精心指导,也得到了复旦大学出版社施胜今老师的鼎

力相助,谨致谢忱!本教程的撰写还得益于董晓波博士的支持与帮助,他为我们献计献策,提出了许多宝贵意见和建议,谨致由衷的谢意!我们还得到了房娴等同学的支持和帮助,他们为我们提供了许多习作材料,在此表示衷心的感谢!

我们还要特别感谢南京师范大学外国语学院美籍专家林奈尔·戴维斯(Linell Davis)教授;她不仅参与我们教材部分章节(Chapter 16)的编写,而且为我们仔细审阅了全部书稿,从英语语言方面和写作专业角度为本教程提出了详尽的修改意见和建议。

当然,由于编者水平有限,加上时间仓促,书中必然存在许多不足,这些问题均由我们编者负责,敬请各位专家、同行及学生朋友批评指正!

编　者

2008 年 11 月 2 日于南师大随园

Contents

To the Instructor

Over the past decades, the focus of research in writing has shifted from the product of the writer to the process of writing. This shift enables us to regard writing as a process of creating, discovering and developing meaning rather than a process of recording ready-made and well-formed meaning. Such an understanding of writing is of great significance to the teaching of writing. The writing teacher should provide his or her students with the opportunity to really experience the process of writing and to perceive writing as "the making of meaning out of chaos" (Zamel, 1983: 199). The teacher is supposed to provide a supportive environment in class so as to encourage his or her students to compose in a collaborative way. The role of the teacher should not be an assessor but rather a facilitator who helps students to develop methods and strategies of producing ideas, revising ideas and editing ideas. This understanding of writing conforms to the theories of language communication.

Communicative approach has undoubtedly become one of the widely used teaching methods in today's second language teaching. But people seem to associate communication with oral communication rather than with written communication or with the teaching of writing.

What has long dominated the teaching of EFL writing in China and elsewhere is the traditional product approach. The teacher first introduces the writing skills, the development of essays, rhetorical devices and grammatical rules by analyzing some sample writings. Then the students write their essays by imitating the samples. Finally, the teacher collects the students' written work, giving marks and comments on their vocabulary, grammar, coherence, organization, etc.

Many shortcomings can be found with the product approach. In the first place, the teacher puts more stress on the final product of writing, i. e. , the students' written work, pays less attention to the writing process and, therefore, has less awareness of how students' thoughts are brought into words and what difficulties students might come across in the writing process. The teacher hardly gives any help

or guidance to the students in the process of their writing. What the students care about is the scores given by the teacher. They pay little attention to the feedback the teacher gives to their written work, and seldom put it to use by improving their writings because they seldom have a chance to write a second or a third draft. In the second place, the product approach focuses more on linguistic form rather than on content or the conveying of meaning. Very often, students write something that is grammatically correct but conveys nothing significant. Thirdly, by imitating the samples, students' minds are confined to certain frames. They are deprived of the joy of observing how their thinking goes onto the paper, how their ideas get shaped into words and expressions, and above all, of seeing how their buildings and castles can be rebuilt with blocks combined in new and different arrangements. By and by, they lose the interest in writing and always associate it with words like *stressful*, *lonely*, and *nightmarish*.

At the end of the 1970s, linguists in the western countries advanced the process approach, based on communicative theory and stressing the cognitive process. According to the process approach, writing is a process in which language is used to explore the world, to communicate knowledge and to express ideas. Such a teaching method attaches importance to the process of digging out and expressing ideas, pays attention to the initiative of students as writing subjects, and lays emphasis on the role of repeated revision in the writing process.

Theoretical foundations of the process approach

The concept of "process" was first advanced by John Deway, an American philosopher and educator. According to Deway, learning is a process and should be accompanied by action. Learning is a process in which learners, guided by their own needs or interests, participate in practice and master the method of the practice.

Process writing is a method advocating learning to write by writing. According to process writing approach, writing is a recursive process of psychological cognition, mental creativity and social interaction. Writers may raise their cognitive, interactive and writing abilities through a series of cognitive and interactive activities of the writing process.

The application of the process writing approach to TESL was first advocated by Zamel and Raimes. Their research into the teaching of English writing to non-native speakers reveals the feasibility of the method and they try to spread it. Zamel (1976) thinks that the teaching of writing should lay its emphasis on the process of expression and creation. Raimes (1979) has similar viewpoints: if we are interested only in the product of writing rather than in the process, students cannot benefit from writing. According to Raimes (1983), writing means expressing ideas and elaborating meanings, and the process of writing is a process of thinking. In talking about linguistic value, Saussure (2001: 110) says, "In itself, thought is like a swirling cloud, where no shape is intrinsically determinate. No ideas are established in advance, and nothing is distinct, before the introduction of linguistic structure." Therefore, writing is a process to make our ideas clearer and clearer with the help of language.

Another important theory related to process writing approach is the social interaction learning theory advanced by Russian psychologist Vygotsky, who thinks that social interaction is the prerequisite of learning and that learning is a complicated and dynamic reflexive process consisting of individuals, nature and social environments. Vygotsky's social interaction theory has a very important concept: social scaffolding. Scaffolding originally means a temporary structure on the outside of a building, made of wooden planks and metal poles, used by workmen while constructing, repairing, or cleaning the building. Vygotsky compares people of greater abilities to scaffolding, and learners can learn better with the help of scaffolding. The social scaffolding plays an important role in helping learners to teach themselves. To EFL learners, teachers and classmates are the social scaffolding that they can easily obtain help from. Through the interaction with peers and teachers, EFL learners may go through the learning activity more smoothly.

The process writing approach can also be discussed in terms of Piaget's constructivist theory. According to Piaget, it is in the process of interacting with the surrounding environment that children gradually construct their knowledge about the outside world and develop their own cognitive structure. Constructivists are aware of the leading position of learners in the process of learning and maintain that knowledge is obtained not through teachers' instruction but through meaning construction with the help of others and necessary learning materials in a specific

environment, i. e. , a social and cultural background. By meaning construction, they refer to understanding the nature and laws of things and the internal relations among things. The constructivist theory emphasizes the process of learners' interacting with the outside environment in constructing their knowledge.

Suggestions for using this book

By adopting the process approach, we can have a clearer purpose of teaching, achieve more fruitful results, make enjoyable both the " teaching " and the "learning" of writing, and improve the students' writing abilities in terms of both content and language accuracy, thus sparking their interest in English writing and improving their ability in text construction.

Because the process approach is likely to be new to most of the students, we suggest beginning with Part One. Most of the students you are teaching spent a great deal of time preparing for examination writing in their undergraduate programs. This type of writing is product-oriented in the sense that the main consideration is how the final essay is evaluated by the teacher or the text examiner. Part One gives students the opportunity to understand and experience the process of writing. Working on this unit gives you the opportunity to assess the strengths and weaknesses of your students as far as English writing is concerned. Based on that assessment, you may think that students have a good grasp of the basics. If this is the case, you can go on to Part Two, which presents various patterns of essay development. If, on the other hand, you find that students need more work on the basics of English writing, use the materials in Part Three to strengthen their skills. When students encounter difficulty of a particular kind, you can refer them to the relevant material in Part Three. There they will find many examples and exercises to help them solve the particular problems that you identify. If you identify students who do not have adequate control over their English expression, you can assign exercises in Part Four. Students can also use Part Four as a handbook for self-correcting their essays. If you feel that students need some knowledge concerning practical writing, you can refer them to Part Five, which deals with resume and job application letter, and academic writing. The main point is to use the textbook flexibly rather than go