

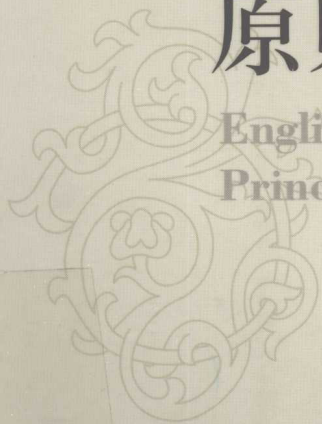
上海市高校教育高地建设项目



英语写作教学的原则与策略

肖福寿 著

English Composition Pedagogy:
Principles and Strategies



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序

肖福寿教授是我敬重的一位学者,他要我为他的专著《英语写作教学的原则与策略》写篇序言,我自当从命。我是从 2001 年有幸拜读他的南京大学博士论文开始认识他的。文中精辟的学术见解、地道的英语行文给我留下了深刻的印象。时隔数年,又读到他的新著,令我十分钦敬。他的学术成就自然归于个人的不断求索与努力,但与其就读的几所著名大学或许也不无关系。

《英语写作教学的原则与策略》是肖教授的一部巨著、力作,也是他近几年来学术研究的一个阶段性的总结。从写作的本质到 ESL 写作理论,到英语写作的原则与策略,再到英语写作的教学方法,每章每节无不闪烁着他对研究课题的真知灼见。毋庸置疑,该书是解放以来国内有关英语写作研究的最具权威、最有深度和广度、最具理论性与实践性相结合的一部论著,其出版实在是英语学界可庆可喜之事。

肖教授的学术成就,与其长期耕耘于英语写作的教学与研究密切相关。翻译界曾经有一句话:Those who can, translate; those who can't, teach translation; those who can't teach translation, teach translation theory. 我不知现在是否还有这种情况,也不敢以此类比英语写作教学。但无论怎么说,肖教授的研究集英语写作理论、技巧与实践于一体,他始终扎根于英语写作教学与研究的第一线,是一位深受学生欢迎和爱戴的老师。无怪乎,他所指导的研究生的学位论文无一例外地也都研究英语写作。

我无意将肖教授与其他教授相对照,但我要强调的是,他是一位真正的学者,一位名副其实的英语教授。



2007 年 6 月

Preface

Too few will gainsay the fact that writing is an art and that “he who has an art has everywhere a part,” but too many will acknowledge that the art of writing is beyond their reach and that writing is their Achilles’ heel in their academic or professional career. Is writing really that unattainable and formidable? Things might seem to be going by contraries. With adequate practice plus some knowledge of writing principles and strategies, any novice writer may turn into a sophisticated one.

This book, inspired by my colleagues and students, has grown over many years of teaching English composition in Shanghai University. It aims to unravel the underlying mechanisms of English writing and its teaching by exploring the principles and strategies regarding English writing and the teaching of ESL composition in the context of current theoretical and pedagogical perspectives on English as a second language (ESL) writing and writers. It should appeal to four groups of audience: (1) undergraduate students who feel an urge to improve their English writing; (2) graduate students who are keen on English composition and research and who would like to be teachers of English composition; (3) in-service ESL instructors currently engaged in teaching composition to ESL students, and (4) researchers involved in describing L2 writing and/or investigating ESL composition and its pedagogy.

To address the needs of the target audiences, this book has gone to great lengths to explore: (1) the nature of writing, ESL writing, and composition teaching; (2) the linguistic, rhetorical, and mechanical principles of English writing; (3) the strategies for invention, planning and organizing, drafting, revising, and editing and proofreading in the writing process; (4) the strategies for syllabus design, lesson planning, text selection, task construction, oral and written response to student writing, and writing assessment; (5) overviews of research related to ESL writing;

and (6) numerous opportunities to reflect on and develop the teaching skills needed for effective ESL composition instruction. Questions for Reflection at the beginning of each chapter invite readers to consider their own prior experiences as students and writers and to anticipate the knowledge to be presented in the chapter, whereas Questions for Review at the end of each chapter ask readers to examine and evaluate the theoretical information and practical suggestions provided in the chapter. To help readers gain more new insights into writing, the author has compiled a list of apt quotations about writing in Appendix 1. In Appendix 2, readers will have the opportunity to apply what they have learnt from this book to the analysis of authentic student writing so that theory can be organically integrated with practice. In Appendix 3, you readers will read some words of wisdom which have been crafted out of the author's life experiences. These sentences demonstrate to you how words can be used to work miracles and hopefully your life will change because of them. Therefore, the book is unique in furnishing readers with a synthesis of theory and practice in a way that they can understand and see the relevance of the material to their own situation.

The book as a whole moves from notions of writing and ESL writing to writing principles and then to strategies of English writing and ESL composition instruction. Chapter 1 begins with a definition of writing, providing readers with a good knowledge of the nature of writing. Chapter 2 highlights the teaching of writing, focusing on the requisite qualities of the writing teacher. Chapter 3 deals with the importance of theory as it shapes pedagogical practices, providing an overview of the history of L1 and L2 composition theory and teaching as well as an in-depth discussion of the issues and variables unique to L2 writers and ESL composition instruction. Chapters 4 through 6 deal with the linguistic, rhetorical, and mechanical principles of English composition. Chapters 7 through 11 deal with the strategies related to the composing process, including invention strategies, planning and organizing strategies, drafting strategies, revising strategies, and editing and proofreading strategies. Chapters 12 through 15 deal with (1) fundamental issues related to approaching any ESL writing class, such as syllabus design, textbook and materials selection; and (2) specific topics pertaining to L2 composition instruction, such as teacher response to student writing, peer response, and models of writing assessment.

Without the assistance of many individuals, the completion of this book would be simply out of the question. First, I would like to express my sincere thanks to my MA students who assisted in the preparation of earlier versions of the text: Hanrong Feng, Hui Li, Jue Liu, Sufang Wu, Weimin Chen, and Yingying Ni.

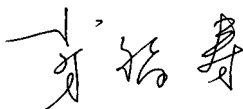
Equally instrumental in the development of this book is my beloved partner Yu Zheng who helped me collect materials for this book and copy-edit it during her companionship with me at the University of Iowa where I was a visiting scholar between 2005 and 2006.

I would also like to acknowledge Shanghai University that provided me with a grant which entitled me to a one-year sabbatical leave at the University of Iowa so that I could concentrate on writing and rewriting various versions of this book. I am equally grateful to the College of Foreign Languages, Shanghai University for funding the publication of this book.

Obviously a book of this kind must have drawn on a multitude of sources. I owe a considerable debt to all the sources mentioned and to my students who enthusiastically took my course and generously offered me their writing samples used throughout the book. While feeling deeply apologetic for being unable to trace and acknowledge the sources of some of the materials used here, I would now like to avail myself of the opportunity to express my heartfelt gratitude to those authors whose work has benefited me in the writing of this book but whose names remain unknown. To all these folks, I remain truly indebted.

Let it be understood that the field of English composition teems with numerous challenges and rewards. While conveying the author's enthusiasm for this engaging field of intellectual inquiry and professional practice, this book is expected to provide its readers with useful insights and practical ideas.

Albert Shaw, Ph. D.



Professor of English
Shanghai University

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