

The Rhetorical
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Found in Chinese EFL
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in English and
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on Rater Response

中国学生 英语应试作文篇章特点 及中外阅卷人员的 评判研究

张文霞 著

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内 容 简 介

本书是英语语言测试领域一本不可多得的实证研究性专著,也是清华大学 985 科研项目成果之一。

本书主要探讨了中国学生在英语写作测试中所运用的语篇特点以及这些特点对不同文化背景的阅卷员(中国大学英语教师和母语为英语的资格阅卷员)产生的不同影响,讨论了这些影响在外语写作测试中的作用及对我国外语教学特别是写作教学的启示。本书作者进行了大量的调研,实例丰富,论证充分。

读者对象:大学英语教师及英语应用语言学专业的研究生。

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清华大学外语系副教授、博士。出生于1964年7月。1985年毕业于湖北大学外语系，获英语语言文学学士学位；1987年毕业于清华大学外语系应用语言学研究生班。1987年8月开始在清华大学外语系任教，1995年赴香港理工大学攻读语言测试学博士学位，师从国际著名语言测试学专家、2003年度“国际语言测试协会”主席、亚洲语言测试研究中心主任 Liz Hamp-Lyons 讲席教授。1999年获博士学位后回清华大学继续任教，承担了英语专业硕士研究生的“语言测试学”、“语言学研究方法”，公外本科生、硕士生、博士生的“综合英语”、“英语写作”等课程。作者的研究方向为应用语言学 and 语言测试学，在相关领域出版发表了不少教材和文章，其中包括：清华大学出版社出版的《新时代交互英语——读写译》（写作部分）、《写作实践》（《新英语教程》系列教程第三版）、“World Englishes: Issues in and from Writing Assessment”（收入英国剑桥大学出版的 *Research Perspectives on English for Academic Purposes* 一书中）等。作者目前为清华大学外语系副主任、“国际语言测试协会”会员、*Assessing Writing Journal* 和《中国英语教学》（*Teaching English in China*）等杂志编委。

序

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75年夏天我和来自全国各地的十几名同学一起被派到加拿大留学。中国大使馆为我们找了一位有经验的英语辅导教师，她给我们上写作课的教材是班德尔（Robert G. Bander）编的《美国英语修辞》（*American English Rhetoric*），上的第一课就是介绍书中开篇所阐述的五种思维和写作模式。发现这五种模式的是美国学者卡普兰（Robert B. Kaplan），1966年他根据自己对以英语为外语或二语的大学生写的600篇英语论说文的分析对比，提出每一种语言和文化都有其独特的段落写作模式。英语段落的发展开门见山，平铺直叙，呈直线形；阿拉伯语等闪语的段落发展呈平行结构，西班牙语等罗曼语的段落发展常偏离主题，呈崎岖拐弯形；俄语的段落常夹杂补充发挥，呈枝蔓横生形；而汉语等东方语言的段落发展往往绕圈子，呈螺旋形。我们当时不知道卡普兰的发现开辟了对比修辞学这一新领域，只觉得他的说法挺新鲜并似乎有一些道理。1989年R. M. Coe和胡曙中在《外国语》上撰文，将卡普兰的观点介绍到中国。之后国内学者关于英语写作的著述一般引述并认同他的观点。

卡普兰的假说提出之后。相关研究主要集中在三个方面：一、各语言与英语修辞模式的对比；二、导致不同语言文化之间修辞模式差异的因素；三、一语修辞模式对二语（主要是英语）写作的影响。国内外学者关于英汉修辞模式的对比研究大都不同程度地支持卡普兰的假说，认为以汉语为母语的人的作文确实往往不符合英语文章直线发展的范式。卡普兰的假说也受到中外一些学者（如Ulla Connor 1996和李战子1999）的批评，主要说他

把英语修辞模式奉为圭臬,贬低其他语言文化的修辞模式,有大英语主义和语言文化歧视之嫌。

其实任何一种语言文化都不会仅有一种修辞模式。直线形模式并不为英语所独有,螺旋形或其他模式在英语文章里也不是找不到,只不过由于历史、文化、教育等方面的原因,某一模式在某一语言文化的某一时期被推崇为某一类文体的理想或最佳模式,成为主流。现在的问题是,中国的英语学生和教师对英语文章的写作范式是否有正确的认识,怎样才能促使汉语学生写出符合这一范式的文章。

考试向来是教学的指挥棒。改进英语写作教学,最有效的办法是从研究和改进英语写作测试入手。张文霞博士根据其博士学位论文写成的这本专著,吸收了对比修辞学、语篇分析和写作测试等领域的最新理论,从一个全新的角度,即不同文化背景的阅卷员(中国大学英语教师和经过资格认定的英语本族语阅卷员)对语篇特点的感受和评价,分析中国学生英语测试写作的语篇特点,研究这些特点对不同文化背景阅卷员阅卷心理的影响,并探讨这些特点的成因,特别是学生的母语(即中文)和所受外语教育所起的作用。她发现,不仅相当多的中国学生没有正确掌握英语的修辞模式,中国大学的英语教师对英语修辞模式的认识和把握与英语本族语阅卷者相比在某些方面也有一定的差距。这一发现不仅对改进英语写作测试的阅卷工作意义重大,对于改进我国英语语言教学特别是写作教学也有重要启示。

语言测试学是应用语言学的一个重要领域,其理论对语言教学特别是外语教学课程设置和目标管理具有指导意义。目前国内相关书籍特别是实证研究性专著较少,而中国的考试市场非常大,越来越多的英语教师和英语专业研究生需要了解语言测试学的理论及研究方法,以便改进我国的外语考试形式和内容。本书综述了相关领域的最新理论和研究成果,论述全面,论证充分,研究方法科学、严谨,结论客观、可靠、合理,为广大的英语教师特别是公外英语教师 and 研究人员从事测试研究提供了一个范例。此外,本书在研究和分析中国学生英文写作特点时,论述和运用了对比修辞学、语篇分析方面的相关理论和方法,对相关领域的研究人员和研究生也有一定的参考价值。

北京外国语大学教授、博士生导师

中国外语教育研究中心主任

陈国华

前言

本书是清华大学 985 科研项目成果之一。

本书主要探讨了中国学生在英语写作测试中所运用的语篇特点以及这些特点对不同文化背景的阅卷员所带来的不同反映和影响。书中描述了中国学生英文应试写作的特点并分析了形成这些特点的背景和原因,特别是学生的母语(即中文)和学生所受到的外语教育所带来的影响。本书通过对不同阅卷员(中国大学英语教师和英语为母语的资格阅卷员)的访谈和口述报告的研究和分析,探讨了不同的语篇特点对不同的阅卷员所产生的影响,讨论了这些影响在外语写作测试中的作用及对我国外语教学特别是写作教学的启示。

本书共 7 章。第 1 章为引言,介绍了研究的背景、目的、意义及价值;第 2 章为文献综述,从对比修辞学、语篇语言学和写作测试三个方面对相关理论和研究进行了总结和论述;第 3 章为研究方法,介绍了研究的理论框架及相关数据的收集和分析方法;第 4 章为学生英文应试作文语篇特点分析和讨论;第 5 章为中外阅卷员评估特点分析和讨论;第 6 章为典型实例分析,通过对四篇中国学生应试作文特点及不同的中外阅卷员对这些特点的评估材料的描述和分析,探讨了有效语篇特点的模式及影响阅卷员评估的复杂因素;第 7 章为结论和启示,总结了研究的成果并讨论了这些结果对英语作为外语或第二语言教学和测试的启示。

语言测试学是应用语言学的重要研究领域,其理论对语言教学特别是外语教学课程设置和目标管理具有一定的指导意义。本书根据对比修辞学、语篇分析和写作测试等领域的最新理论,从一个全新的角度,即不同文化背景的阅卷员对语篇特点的反应,

IV

分析和探讨了英语写作测试中中国学生的英文写作模式和阅卷员评估之间的互动关系,在一定程度上填补了语言测试,特别是英语作为外语的写作测试研究领域的空白。对我国的外语教学,特别是公共英语写作教学与测试具有一定的参考价值。

由于本人水平有限,书中难免有不足之处,还望学界同仁及读者朋友批评指正。

作者

2004年3月于清华园

Preface

Dr Zhang's research brings together studies in contrastive rhetoric with studies of EFL/ESL writing assessment in a unique exploration of the relationship between the rhetorical patterns realized in Chinese student writers' examination texts and these patterns' effects on native English speaking teachers/raters and Chinese speaking teachers/raters of English texts. Through a study of the written texts of Chinese EFL university students taking a timed essay test, the research reveals the degree of success (or otherwise) displayed by these rhetorical patterns, as assessed by the two groups of readers-raters.

Language testing has become increasingly important in China, as longer-standing international tests of English such as TOEFL and GRE have been joined by newer tests such as TOEIC, TOPE and IELTS; and in light of China's success in bidding for the Olympic Games 2008 and the entry of China into WTO. While in the universities in China a student's English is usually assessed by her/his Chinese university teachers, in international tests a candidate's performance in speaking and writing is usually assessed by English native speakers. Thus, it is necessary to understand how these raters respond to the patterns exhibited in the candidates' performance especially when these patterns may be culture-specific. Little research has been done to investigate the differences between English native speaker raters and Chinese native speaker raters in EFL writing assessment, and even less has been published in China.

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This book will help EFL teachers in China realize the positive washback that good EFL writing assessment may bring to classroom teaching in China. In the newly issued policy in foreign language teaching in China, the Higher Education Department, Ministry of Education, emphasizes the importance of developing students' productive skills in English and calls for reform of the college English curriculum and testing by increasing the weight given to speaking and writing in the nation-wide CET (College English Test), which is now taken by several million university students each year. A better understanding of these students' English examination essays and the ways that different kinds of raters respond to them will provide insights that can be applied in curriculum design and materials development for college English writing courses.

Dr Zhang's rigorous study provides the quality and focus of research that can be of real value to a wide readership within China.

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注: Liz Hamp-Lyons 教授同时兼任亚洲语言测试研究中心 (ACLAR) 主任及 2003 年度国际语言测试学会 (ILTA) 主席。

Acknowledgement

The process of doing a Ph.D has been for me a learning, encountering, and achieving experience, and the completion of the thesis as well as getting this book published would not have been possible without the help of many.

My deepest gratitude goes to Professor Liz Hamp-Lyons, who has guided me into the right research track and all the way throughout the writing up of the thesis with her clear, insightful, demanding but constructive and encouraging comments, substantial and valuable support, and perfect supervision. To me, she is not only an excellent supervisor, but also a good example to follow when I am helping my own students in establishing a research rigour.

I am also very grateful to Mr. Martin Burnett for accepting me as the first research student from mainland China in the Department of English before the "returning of Hong Kong", for leading me into this fascinating research field of language testing, and for his impressive generosity and unfailing support in many ways.

The Hong Kong Polytechnic University provided the funding of the first three years of my full-time study and I owe my sincere gratitude to those who have made my trip to Hong Kong possible: Dr. Terence Lo, Dr. Colleen Wang, Professor Musheng Cheng, Professor Yan Fang, Professor Peter Barnes, and Dr. Robin Thelwall.

I'd also like to give my special thanks to the Tsinghua University Press, especially Ms Cui Xunli, for their interest in my research and for their kindness and valuable help in getting my Ph.D. thesis published.

VIII

My heart-felt thanks go to all my raters at the Hong Kong Polytechnic University and Tsinghua University in Beijing and all the students from Tsinghua who have participated in my research for their invaluable contribution to my data collection.

A number of friends and colleagues have proofread the drafts of various chapters of my thesis and provided their constructive comments, to whom I am most grateful: Tom Lumley, Moira Quinn, Grahame Bilbow, Carol MacLennan, and Kangli Ji. Many thanks also go to Dina Tsagari, Liying Cheng, Lili Zhang, Xunfeng Xu, Peter Grundy, John Hunt, May Fan, Bruce Peng, Cathy Wong, Linda Lin, Alfred Lee, Venny Lai, Sue Hood, Gail Forey, and all the research students and friends in the department who have given me valuable suggestions and support at various stages of my writing up the thesis.

I would also like to thank my Board of Examination members: Professor John Minford, the chair, and my three external examiners, Professor Joy Reid, Professor William Littlewood, and Professor Peter Falvey, for their genuine interest in and insightful comments on my thesis, and for making my viva a sharing and enjoyable moment.

My special thanks go to Kitty Setzo, who kindly helped me doing all the formatting of the thesis, Amy Ma, who helped me sorting out the references, and A Po, my Cantonese landlady in her late seventies, who cooked all the delicious Cantonese soup and dishes for me, and who was so nice and lovely to ask her Buddhist gods to help me at the critical moments of my studies.

Last but not least, I owe profound and greatest gratitude to my family and this book is dedicated to them—to my parents, who made great efforts in providing the best condition for their children's education and who are always there to help and sacrifice when we have difficulties, to my husband, Donghai Tian, who showed deep understanding and great support when I was far away in Hong Kong doing my Ph.D studies, and most of all, to my daughter, Yuan Tian, who has brightened up my life.

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