

全国外国语学校外语教学研究

主编 吴友富 王治高



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前言

全国外国语学校工作研究会自成立以来,一直将引导全国外国语学校的外语教育教学科研作为重要工作。各外国语学校通过加强教育科学研究,外语教学与外语教研两翼齐飞,促进了学校办学水平的提升。广大外语教师立足外语教学一线,积淀学习内涵,梳理实践真知,努力探索创新,总结教育规律,取得了大量优秀成果。

以“核心素养”“学科教学标准”“高考改革”的研究和实施为标志,外语的教育教学也面临各种挑战。

中共中央办公厅、国务院办公厅《关于深化教育体制机制改革的意见》(2017年9月24日)中指出,要注重培养支撑终身发展、适应时代要求的关键能力。在培养学生基础知识和基本技能的过程中,要强化学生关键能力(包括认知能力、合作能力、创新能力、职业能力)培养。培养“关键能力”实际上引导了各学科核心素养的研究与推进。

中国教育学会外语教学专业委员会理事长龚亚夫认为,中小学英语教育应改变单纯以语言运用能力为核心目标的教学现状,设计多元目标,把语言学习与思维认知、个人素质培养等结合起来,体现英语教育在促进人的品格与思维发展方面的价值。北京师范大学外国语言文学学院王蔷教授提出:“英语学科的核心素养主要由语言能力、思维品质、文化意识和学习能力四方面构成。学生以主题意义探究为目的,以语篇为载体,在理解和表达的语言实践活动中,融合知识学习和技能发展,通过感知、预测、获取、分析、概括、比较、评价、创新等思维活动,构建结构化知识,在分析问题和解决问题的过程中发展思维品质,形成文化理解,塑造学生正确的人生观和价值观,促进英语学科核心素养的形成和发展。”

《普通高中英语课程标准(实验)》设定的课程目标,也成为德语、法语、日语、俄语、西班牙语、阿拉伯语、韩语等外语学科课程标准的参考标准。与此类似,各外语学科的核心素养应该包括语言能力、思维品质、文化意识、学习能力和情感态度。语言能力、思维品质、文化意识互为影响,互相支撑,共同作用。语言能力是学科基础,文化意识是价值取向,思维品质是心智特征,学习能力是发展条件。学习能力和情感态度贯穿于英语教学的始终,为语言能力、思维品质和文化意识“保驾护航”,同时这三个方面又能在一定程度上助推学习能力和情感态度的形成和提高,最终对英语学科核心素养的形成发挥关键作用。

新时期,国家“一带一路”倡议对外语教学提出了新的要求。教育作为沟通世界的桥梁和世界秩序构建的促进力量,在中国“一带一路”倡议中能发挥特殊作用,外语教育在人文沟通、人才培养、科技合作等方面,作用尤其显著。随着我国国际化水平的提高,国际经济、文化交流越来越多,国民对外语的需求一定会大大提高。我们必须顺应新时代的新要求,深度思考外国语学校的外语教学发展和改革,化挑战为机遇,继续引领中国基础教育中的外语教育教学发展。

经过多年的努力,全国外国语学校将办学理念从“培养外语外事人才的摇篮”推进到“外语特色,全科优势,培育素养,国际合作,在线发展”的高度。我们坚持小班化教学,听说领先,使用原版教材,在语言应用中提升能力。外语教学仍应坚持以语言学习的实用性为导向,以听、说、读、写、译为抓手,有效地培养学生的外语能力。我们坚信,在改革开放的国策下,外语实用人才的需求量只会增加,不会减少。

高考改革是外国语学校必须面对的新问题。社会上有质疑外语教学的质和量的说法,使外语教学面临新的挑战。各外国语学校在新高考改革形势下有思考,有定力。不少学校在保持外语特色的背景下,实现相关学科的特色突破和所有学科的高质量发展。

全国外国语学校工作研究会每年组织一次外语教学科研论文评审。这对于各外语学校直面各种挑

战,积极开展外语教育教学研究起到了推进作用。

2018年,第十九届全国外国语学校外语教学科研论文评审工作由武汉外国语学校承办。征集论文的工作从2018年3月5日开始,征集通知公布在武汉外国语学校网站,截至2018年6月20日,共收到来自40多所学校的论文188篇。

在此次论文评审过程中,武汉外国语学校聘请了多位评审专家:华中师范大学英语系副教授杨畅、湖北省教育科学研究院英语科主任扈华唯、武汉市教育科学研究院英语科主任肖胜兰。经过认真审读,充分讨论,共有约45%的论文获奖。评审专家认为,研究论文结合中国学生英语学习的实际,融育人目标于教学内容与教学过程之中,将知识学习与技能发展融入主题、语境、语篇和语用之中,促进文化理解和思维品质的形成,引导学生学会学习,指向核心素养培养,实现了对语言的深度学习,即语言、文化、思维的融合。新的理论,一方面在教学实践中加以应用,为提高教学质量服务;另一方面在教学研究中加以应用,为提高科研水平服务,从而形成一套行之有效的教学理论和方法。

科研兴校,科研强校,是教育工作者的普遍认识。对于一些教研薄弱学校来说,利用科研工作引起领导重视,引来专家助力,聚集校内师生智慧和力量,形成学校的内涵发展和可持续发展,是行之有效的办学策略。山东省昌乐二中、荆州北门中学等便是成功范例。对于一些内涵丰富、有影响的名校来说,教育科研能促进教师梳理工作进程,思考教育规律,谋划学校发展,形成文化品牌,如此次获得一等奖的郑州外国语学校、成都市三原外国语学校等。论文征集和评比虽然是常规的事,但引导放大到教育科研范畴中,则是功德无量的事。

立德树人新高考,核心素养要实招。愿各兄弟学校借外语学校研究会论文评比这个平台,促进师生的发展、学校的提升。

本次结集的论文内容大致可以分为七类:外语能力、文化意识、思维培养、教学方法、课堂形式、多语种教研、低幼教学,以教学方法类研究居多,低幼教学类研究偏少。为了方便老师交流学习,教研组甄选了52篇优秀论文,合成此论文集。吴明艳老师负责统稿工作,高静老师负责后期整理校对工作。由于多种原因,疏漏之处难免,敬请各位同仁批评指正。

武汉外国语学校校长 王治高

2019年4月1日

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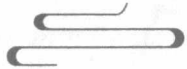
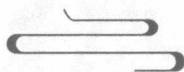
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外语能力类



An Analysis of Negative Transfer of Pinyin in English Language Acquisition^①

西安外国语大学附属西安外国语学校 温燕

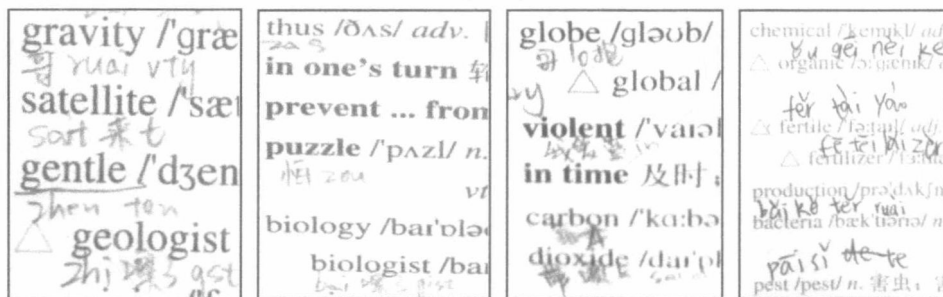
【Abstract】 Pronunciation is extremely important in English study. However, Chinese pronunciation habit always prevents the students from acquiring standard English pronunciation; thus, many Chinese middle school students have various English pronunciation problems. This paper mainly points out some salient sounds and analyzes the reasons of causing the problems. Meanwhile, the paper also shows some ways to solve the problems.

【Key Words】 problematic sounds of English; Pinyin in Mandarin; language transfer; SLA

I . Introduction

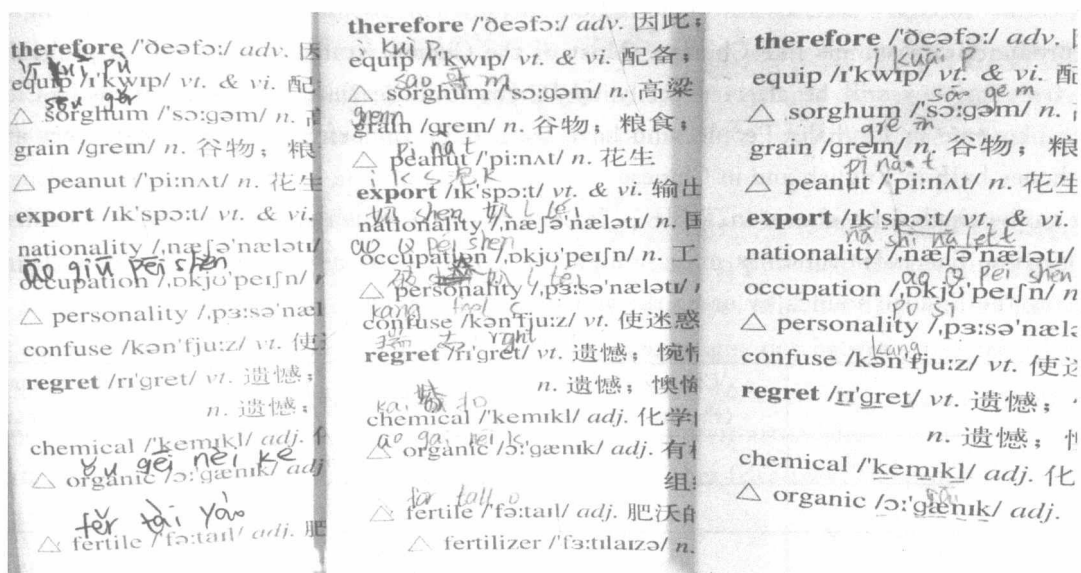
In the process of teaching English in the middle school, phonetics is not considered as important as vocabulary and grammar, even it is always ignored both by some teachers and students. The author has been teaching English for about fourteen years, and from 2004 to 2008, the author focused on teaching oral English in an English vocational school. During that period, what the author found commonly was that the way the students pronounced some English speech sounds was just like what they did in Chinese. And the same articulatory sound problems happen again in the senior high school, where the author is working now. The students also have the problematic sounds of English.

The author chose her class (39 students) as a sample. The pictures (Pictures 1-3) below were taken from their English text books (*New Senior English for China Student's Book 3&4*) to show some of the ways of their English language acquisition. Almost each of them made marks in their English text books to help themselves pronounce the new words.



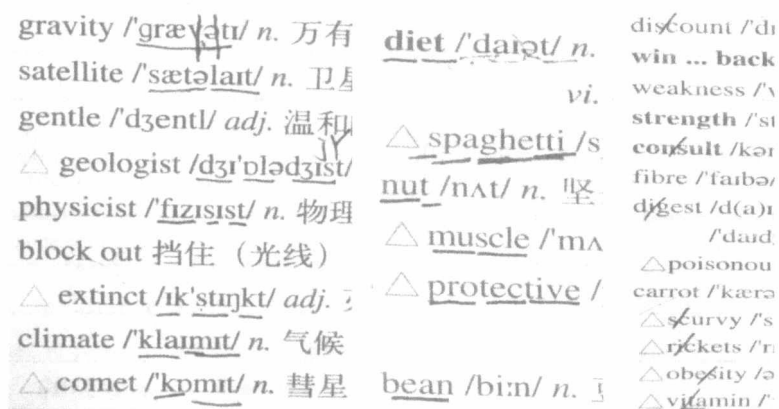
Picture 1

① 本文在第十九届全国外国语学校外语教学科研论文评比中荣获一等奖。



Picture 2

It is apparent that both in Picture 1 and Picture 2, the students prefer to get the sounds of the words by using Pinyin in Mandarin and even some Chinese characters which is inadvisable in the second language acquisition (SLA). According to the author's survey, there are only two students who can divide an English word according to the syllable by using their own symbols, shown in Picture 3.



Picture 3

It is clear that the way of learning words in Picture 3 is much better than that in Picture 1 and Picture 2. Whether their divisions are correct or not, it is indeed a proper way in SLA.

According to language transfer, the majority of the difficulty from learning the L2 2nd language is caused by students' L1 1st language. Thereby, if there are differences between the L1 and the L2, student's L1 will interfere his L2, which people consider as negative transfer; on the contrary, if there are similarities between the L1 and the L2, the L1 will improve the L2 to be better, which people regard as positive transfer.

As shown in the three pictures, the students have learned English at least for three years in the junior middle school, but it is clear that they are still affected by their L1 more or less while learning L2, so it is the negative transfer that functions more to form such incorrect phonemes.

II. The Problematic Sounds of English and the Causes

It is believed that learning English is greatly influenced by the students' L1. When they speak

English, their “foreign” accents are obvious. Usually, when a Chinese student speaks English, his English pronunciation sounds like Chinese. Most of the Chinese students learn Pinyin probably when they are five, so they will be affected easily by Pinyin while learning English. Pinyin in Chinese is similar to phoneme in English. People who have learned Pinyin before will find that there are some similar phones both in English and in Chinese.

Due to the similarities shown in Table 1, for most of the English phonemes, there is a substitution of it in Pinyin. The substitution is only similar to it, but not the same as it. Students get used to pronouncing the English sounds by using the substitution in Pinyin.

Table 1

English vowels	Chinese vowels (the final sounds)	English consonants	Chinese consonants (the initial sounds)
/i:/ /i/	i	/p/ /b/	p b
/a:/ /Λ/	a	/t/ /d/	t d
/ə:/ /ə/	e	/g/ /k/	g k
/u:/ /u/	u	/s/ /z/	s z
/ɔ:/ /ɔ/	o	/ʃ/ /ʒ/	sh r
/au/	ao	/f/	f
/ei/	ei	/h/	h
/ai/	ai	/l/	l
/əu/	ou	/m/ /n/ /ŋ/	m n eng
		/w/	w

Besides the phonemes in Table 1, Table 2 illustrates some special sounds only in English.

Table 2

English vowels	English consonants
/e/	/j/
/æ/	/v/
/uə /	/θ/ /ð/
/iə /	/tʃ/ /dʒ/
/eə /	/tr/ /dr/
/ɔi/	/r/

Students cannot find the equivalent sounds for sounds shown in Table 2, but they insist on trying their best to find the approximate sounds from Pinyin. They make sounds by taking notes in their manners of learning Pinyin. However, there are no completely same sounds in English and Chinese, so the problematic sounds of English come into being. There are some salient problematic ones that are usually wrongly pronounced by these students, such as /i:/&/i/, /w/&/v/, /r/&/ʒ/, /θ/&/s/, and /z/&/ð/. The author will analyze them from different aspects.

1. Substitution of /θ/ and /ð/

In phonetics, there are two dental fricatives that are in the same form, but with different sounds. People usually call them the “th-sounds”, which are formed with the tongue tip behind the upper front teeth. One is the voiceless dental /θ/, and the other is the voiced dental /ð/. Some students tend to

pronounce *three* as /srei/ and *this* as /zis/, *mouth* as *mouse*, *thick* as *sick*, *bath* as *bus*, *path* as *pass*, *thing* as *sing* and so on.

There are no such phonemes as /θ/ and /ð/ in Mandarin, so the students choose to make sounds /s/ and /z/ instead of /θ/ and /ð/. Therefore, they usually pronounce /s/ or /z/ for the words beginning with *th*, such as *they*, *those*, *think* and *thought*.

When the students pronounce the dental fricatives /θ/ and /ð/, what they try to do is just to find the similar sounds from Pinyin. Actually, they don't know how to put their tongues into the proper position, and some of them are afraid of biting their own tongue tips, which will definitely lead them to the wrong sounds of the two phonemes. If they just protrude their tongue tips between their teeth loosely or tightly, they will find it easier to make the correct sounds /θ/ and /ð/.

In fact, the difficulty of /θ/ and /ð/ doesn't lie so much in their articulation, which most students can perform correctly in isolation, as in their combination with other fricatives, the problems will appear seriously and clearly.

2. Replacement of /r/

The approximant /r/ is regarded as intermediate between vowels and consonants. The /r/ sound at the beginning of the words belongs to the alveolar. But interfered by Pinyin, most Chinese students usually pronounce it somewhat like the voiced palato-alveolar approximant /ʒ/, which is different from the correct phoneme /r/. They usually pronounce *rose* as /ʒəuz/ instead of /rəuz/, *row* as /ʒəu/, and *road* as /ʒəud/, but for other words, beginning with /r/, such as *rate*, *read*, *ride*, *rude*, *wrap*, *wreath*, and *write*, they can make the correct sounds. When it comes to the word *wrong*, they can make an accurate sound as well. Thus, it may be inferred that some of their pronouncing problems for /r/ as /ʒ/ only happen when it is at the beginning of a word, and the diphthong /əu/ follows like *rope*, *wrote*.

Students can practice more by maintaining the vowel sound while curling the tip of the tongue backward. Alternatively, practice may start from /ʒ/, in the articulation of which the tongue has a position somewhat similar to that of /r/, although the sound is fricative, the narrowing between tongue and roof of the mouth is made too far forward, and the tongue is hollowing and lateral contraction is missing. From the /ʒ/ position, the tongue is lost. With both methods, it is often helpful to hold the jaws widely separated and the lips somewhat rounded. Teachers should choose more similar sound practice of comparing /ʒ/ and /r/ on purpose for students.

3. Interchange of /w/ and /v/

Many students ignore the difference between /w/ and /v/. In Chinese, the distinction between the two sounds is not clear, which means the interchange of the two sounds cannot cause differences in understanding. Thus, although the students may know the way of articulation, they still would not like to try to distinguish the two sounds. Take the author's Chinese family name as an example, the family name is *Wen* /wən/, but it is usually wrongly called as *Miss Wen* /vən/ by her students, and everyone knows it's the English teacher. It doesn't affect their understanding the author's family name. There is another example "very". Most students are used to pronouncing it like /veri/, and *west* to *vest* or *vest* to *west*.

They would like to mix the fricative /v/ with the bilabial /w/ sound especially at the beginning of words like *web* and *we*, *vase* and *vest*. Sometimes, they prefer to use friction between the lower lip and upper teeth, and sometimes on the contrary, they prefer to use /w/ in which the lips are rounded and the upper lip is not touched by the teeth.

It is significant that /w/ should not be replaced by the consonantal sound /v/. Sometimes, /w/ is

called “semi-vowel” or “glide”. While pronouncing the sound /w/, the students should pay more attention to making the lips round. They should protrude and round their lips in the articulation. It is also important to pronounce the fricative /v/ correctly.

4. *Changes of the Long Vowel /i:/*

As the above examples shown for the consonants, some of them are voiced while some are voiceless, yet the vowel sounds are all voiced. Take a problematic sound /i:/ as an example.

There are some words like *cheap* and *meet* (/i:/) that are often pronounced as *chip* and *mit* (/i/) respectively, and some students may always fail to distinguish between *thirteen* and *thirty*. Here /i:/ is pronounced as /ei/. Some students cannot pronounce *see*, *she*, *he*, *we* in correct way, either. What people usually hear is like /sei/, /fei/, /hei/, and /wei/.

The students will feel a little difficult while making this vowel, which is similar to sound in Pinyin. It is a vowel of closely the same quality. Students fail to imitate this glide only with caution, since any exaggeration will sound dialectal. If they don't pay much attention to it, they will get the same feeling while listening.

Students cannot control the length of the vowel, as well as the width of their mouth shape. Most students will make a clear sound when it is said in isolation, but when it is in a word, this length will not be apparent.

III. Solution

From the above examples, it can be inferred that the Chinese language, especially Mandarin, plays an important role in English language acquisition, by which most students cannot avoid being influenced more or less. Therefore, the role of the L1 in students' foreign language acquisition is worth carefully studying. The students' L1 habits prevent them from getting English habits.

As shown in language transfer, the positive transfer will improve students' learning in English, so people should make good use of the positive transfer instead of the negative transfer while teaching English speech sounds.

When mentioning the improvement of pronunciation, it simply means to let the students pronounce accurately so that they can understand each other easily. The author will try to solve the existing problems from three aspects.

1. *Teachers' Role*

As for teachers, they should enhance their own proficiency in English, especially in English pronunciation first. When teachers make the English speech sounds, they should avoid making mistakes, because what the teachers speak will directly influence what the students hear. Only when the teachers' pronunciation is accurate can the students imitate correctly.

Some teachers, who still practice the traditional teaching approach, prefer teaching grammar and vocabulary (the usage of a word) to teaching phonetics, which is part of the articulatory English speech. They think a higher score is the most necessary for students, which is true whenever and wherever. However, nowadays, as the New Curriculum Reform declares that students should develop themselves comprehensively, being equipped with fluently oral English is as important as the paper testing for them.

Listening will be added in the college entrance examination in this June; moreover, speaking is as important as listening. Only when the students themselves pronounce the correct English speech sounds will they understand what others tell them easily. The effect of speaking and listening is interdependent.

Thereby, some teachers should change their traditional teaching mind, and try to focus more on the students' pronunciation as well as grammar and vocabulary. In the process of teaching phonetics, the audio-lingual method, in which students are taught directly, is better to be used. Students can repeat the sounds directly after the teachers, and they will get better improved in their pronunciation by repeating again and again.

Particularly, teachers in junior middle school should arrange lessons for students to practice phonetics more. As a senior high school English teacher, the author finds it somewhat late for the students to learn phonetics after they enter the senior high school. The earlier the teachers teach the students the International Phonetic Alphabet (the IPA), the better the students' pronunciation will be. It will also make getting English language acquisition easier after mastering the IPA, basically for remembering English words.

Thus, teaching pronunciation deliberately is necessary. From now on, do avoid teaching "silent English" on the premise that teachers themselves pronounce accurately.

2. *Students' Role*

It is known to all that interest is the best teacher. The students are teenagers from 16 to 18. According to their psychology and body features at this stage, most of them are still active to play but passive to study. They need more encouragement, which will give them more confidence in the course of English language acquisition. Each time when they make a progress in pronouncing, they will do much better in the later study.

If they succeed in pronouncing the accurate phonemes gradually, they will show great interest in learning English. And first of all, teachers should clearly instruct students how to avoid making pronunciation errors.

When learning English, a proper English dictionary is essential for the students. After learning the phonetic symbols, students can check the pronunciation of the new words that they are not sure in the dictionary.

Students should read more in the morning loudly. People usually talk about the sense of language, which means the ability to "feel" language. But actually, only when they read more, the sense of language will accompany them. Therefore, as a language learner, reading is essential.

What's more, it is the students themselves that should value the importance of making accurate English speech sounds. With their great interests and efforts, they will make more achievements in English language acquisition.

3. *More Activities*

Teachers should prepare more relative exercises for the students to practice. Similar discrimination exercises can be used in introducing possible difficult features of the English speech sounds. Direct articulatory order is often possible to help in the production of pronunciation.

When referring to some similar phonemes, exercising should be designed in contrast, such as setting groups to practice the similar words like *see*, *say/sheep*, *ship/west*, *vest*. Other activities, such as imitation of the native speakers, making dialogues with classmates, learning English songs, watching films and so on, will also make students get familiar with the English speech sounds constantly. There is another special activity—tongue twister, which is designed to be difficult to articulate properly. It demands more accuracy while practicing. And each time for practicing, the students will have much fun due to the special designed activity.

Such activities are all prepared for a refined pronunciation.

IV. Conclusion

There is a unique phonetic system in each language, as well as a set of rules for pronouncing the sounds. Chinese middle school students have learned Pinyin for more than ten years, so they form a habit of pronouncing as they do in Pinyin. It is the negative transfer of their L1 that brings some difficulties while learning English. What they can do to avoid more pronouncing mistakes is that they need more practice with the teachers' effective instructions.

As an English teacher, the author considers the IPA as a necessary beginning in English language acquisition. Teachers are responsible to teach the students the IPA as soon as they enter the junior middle school. If the students know and master the rules of English phonetics, they will at least pronounce in the English articulatory manner.

It is impossible to correct all the students' problematic sounds immediately, but negative transfer will be lessened with the increase in the students' proficiency in the L2 step by step.

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高二学生英语概要写作能力的短期发展研究^①

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【摘要】 英语概要写作是对学生的英语阅读能力和写作能力的综合考查。国外对概要写作能力的研究主要集中在两个方向:其一是针对英语为母语的学生,研究概要写作能力的发展过程和制约这一能力发展的因素;其二是针对英语为二语的大学生在学术写作中普遍存在的引用不当和抄袭问题,分析这些问题背后语言概括能力方面的原因。国内对于概要写作的系统研究较少。本文采用实验法进行研究,旨在研究高中阶段英语概要写作初学者的概要写作能力在一学期(4个月)内的发展情况,以及学生本身的英语语言能力对其概要写作水平发展的影响。研究结果表明,学生分辨文本主要信息的能力总体得到了显著提升,但改述能力和语言准确度在短期内还未能看到明显的进步。另外,学生的语言能力对其分辨主要信息的能力和语言准确度均有显著的影响;而语言能力对改述能力的影响主要体现在对文本的正确理解、精确的概括能力和语言表达能力上。

【关键词】 英语概要写作;语言能力;高中生

一、研究目的

从2017届高三毕业生开始推行的上海高考新政中,英语试题经历了大幅度的改革。其中引入了概要写作(summary writing)这一全新的题型,要求学生在限定的考试时间内,阅读一段250词左右的英语文章,概括成一篇60词以内的主旨概要,要求学生不能抄写文章中的原句,而是要转化为自己的语言进行概括。概要写作是对阅读能力和写作能力的综合考查,这一新题型给学生带来了极大的挑战,也对教师的英语教学提出了更新、更高的要求。本文旨在探究概要写作初学者的概要写作水平在较短时期内的发展情况,以及学生本身的英语语言能力对其概要写作水平发展的影响。

二、概要写作的定义和要求以及研究现状

(一)概要写作的定义和要求

要探究高中生的概要写作能力,就先要对概要(summary)的含义做一下说明。《朗文当代高级英语辞典》(第5版)对summary的定义如下:A summary is “a short statement that gives the main information about something, without giving all the details”。从这一定义可以看出,概要(summary)具有如下特征:①概要必须包含原文的主要信息或观点,即主旨大意;②概要不应包含细节信息。这就要求学生具备一定的辨析主要观点和次要细节信息的能力,在把握文章主旨的基础上,用精练而准确的语言概括出文章的主要内容。

^① 本文在第十九届全国外国语学校外语教学科研论文评比中荣获一等奖。

Casazza(1993)在关于概要的定义中认为,一篇好的概要应当做到:①正确理解文本;②选择最重要的信息;③剔除次要和细节信息;④整合(combine in categories)相关信息;⑤用自己的语言复述。

结合众多学者对概要写作任务要求的阐述,参照上海英语高考概要写作题型的要求,对高中生而言,在概括文章时需要做到以下几点:

- ①概要应该包含主旨大意,主要内容完整。
- ②概要应该简短、精练,用词准确、简洁。
- ③必须用自己的语言加以概括,不能抄写文章中的原句。
- ④语句之间要有连贯性。
- ⑤概要必须客观,忠于文章原意,不能带有主观的判断和评价。

(二)概要写作的研究现状

1. 国外文献综述

国外对概要写作的研究始于20世纪70年代末。20世纪80年代,一批国外学者研究英语为母语(L1)的学生概要写作能力的发展过程,以及影响这一能力发展的制约因素。学者普遍认为,概要写作需要同时调动阅读能力和写作能力。诸多学者通过研究概要能力缺乏的大学生,认为概要写作能力不是自然发展的,这种对文本信息反复研究加工的能力需要综合运用知识、策略和判断,并且需要显性教学和反复操练(Winograd, 1984; Garner, 1985; Anderson, 1986)。Brown & Day (1983)认为,概要写作能力与认知能力的发展有关。Johns (2010)对概要写作能力欠缺的大学生进行的研究表明,这些学生辨析主要观点的能力和用自己的语言改述文本内容的能力均明显低于普通学生,并且在概要写作中部分扭曲了文本的原意。

而后,另一批学者开始关注英语为二语(L2)的学生的概要写作能力。学者主要关注英语为二语的大学生在学术写作中普遍存在的引用不当(inappropriate textual borrowing)和抄袭(plagiarism)问题。一些学者分析引用不当所反映出的语言发展问题,认为学生有限的二语能力限制了他们用自己的语言概括或改述的水平(Johns & Mayes, 1990; Keck, 2006; Shi, 2012)。

一些学者关注二语学习者概要写作中的策略使用。Keck (2006)的研究比较了79名母语学习者(L1)和74名二语学习者(L2)在概要写作中所使用的改述(paraphrase)策略。按照与原文近似的程度,他将被试者在写作中所使用的改述策略分为:直接抄袭(exact copy)、近似抄袭(near copy)、最低限度的修改(minimal revision)、适度修改(moderate revision)和大幅度修改(substantial revision)。实验表明,二语学习者比母语学习者使用更多的直接抄袭(exact copy)和近似抄袭(near copy)策略;母语学习者比二语学习者使用更多的适当修改(moderate revision)和大幅度修改(substantial revision)策略。Kim (2010)对70名韩国大一学生的英语概要写作能力进行研究。她在实验中考查了学生在概要写作时采取的选择(selection)、删除(deletion)和转换(transformation)等策略的使用。

这些对概要写作策略使用的研究大都指向语言能力对概要写作水平的制约。诸多学者提到了词汇语法能力对概要写作水平的影响,Kirkland & Saunders等学者提到了概要写作中“名词化”使用的策略,即将一个句子或从句改写成名词性质的词组(Kirkland & Saunders, 1991; Hood, 2008)。这种策略的使用是以一定的词汇和语法知识为基础的。Keck (2006)也在其研究中指出,英语语言能力影响了学生对于文本的依赖程度,因为改述的能力要求学生掌握一定词汇知识(如近义词)和复杂句法知识。Baba(2009)在对日本大学生的实验研究中指出,学生对词汇的定义能力对概要写作水平有显著影响。

诸多学者指出,概要写作水平受制于语言发展的过程,因此无论是母语学习者还是二语学习者,在概要写作能力的发展过程中,都必定经历直接引用文本(copying from source texts)的起步阶段,而后过渡到能够对文本稍加改述(near paraphrase),最后掌握概括整合文本中不同位置关键信息的能力(Winograd, 1984; Johns & Mayes, 1990; Hyland, 2001; Pecorari, 2003; Shi, 2004; Keck, 2014)。

一些学者关注制约概要写作能力发展的其他因素。Anderson (1986)认为文本长度、体裁、文字和内容的复杂度、熟悉度等因素影响学生概要写作的水平。Kirkland & Saunders (1991)认为概要写作是一个