

外语教学 与研究 论文集

TREATISE ON FOREIGN LANGUAGE
TEACHING AND RESEARCH



重庆外文学会

西南师范大学出版社

外语教学与研究论文集

主 编 姜治文

副主编 赵厚宪

编 委 何桂金 刘家荣 李 力 陈治安

陈于忠 姜治文 赵厚宪 杜承南

西南师范大学出版社

1994·重庆

(川)新登字 019 号

责任编辑:张发钧

封面设计:江能咏

外语教学与研究论文集

重庆市外文学会 编

西南师范大学出版社出版·发行

(重庆·北碚)

重庆建筑高等专科学校印刷厂印刷

开本:850×11681/32印张:18.5字数:464千字

1994年12月第一版 1994年12月第一次印刷

印数:1—1000册

ISBN 7-5621-0453-O/G·297

定价:18.80元

序

又是一年春草绿，喜见十度桃花红。

十年了，重庆市外文学会从呱呱堕地到英俊少年，一步一个脚印走过了十年艰苦旅程；十年了，多少日日夜夜，多少风风雨雨，多少心血汗珠，多少辛勤耕耘……如今，我们的学会已经拥有团体会员 30 多个，有高级职称者 200 余人，有数以百计的专著译作以及各种教材面世，有数以千计的论文在国内外各级刊物发表，有国家级的课题项目。我们的会员参加国内外的学术交流，我们的成果曾荣获国家、省级各种奖励。我们还在重庆各高校多次举办与外语有关的丰富多彩的竞赛活动。事实充分表明，重庆市外文学会不是一个图虚名的同仁俱乐部，而是一个干实事的学术团体。

摆在你们面前的这本论文集，共收集论文近 60 篇，涉及外国语言研究、外国文学研究、外语教学法研究以及外语翻译理论研究等领域。它是重庆市外文学会部分会员近年来在教学科研方面所取得的成果的缩影，旨在交流经验、取长补短、互通信息、探索创新、开拓进取，以期从整体上大面积提高我市外语界同仁的教学质量和科研水平。

雄关漫道真如铁，而今迈步从头越。当我们在十年驿站驻足小憩，稍事休整之后，在我们为庆祝重庆外文学会成立十周年而欢聚一堂，举杯小酌之后，又将重整戎装，再踏征途。我们深知，前面的路正长，肩上的担子更重，舌犁笔耕还未有穷期，在不久的将来，当我们抖擞精神跨过 21 世纪的门坎，迎来重庆市外文学会 20 岁生日的庆典时，我们定会捧出更新更美的花束，更大更甜的果实。让我们并肩携手，迈向崭新的世纪；让我们同心协力，共创明日的辉

煌。

重庆市外文学会成立以来,得到四川省重庆市各级领导亲切指导与支持,在此谨致由衷的感激,这本论文集的编辑出版,得到西南师大外国语学院及西南师大出版社的关心与支持,还得到在西南师大外国语学院学习的访问学者的帮助,在此一并致谢。

由于学识不足,水平有限,加之成书仓促,谬误之处还望外语界同行及广大读者朋友不吝赐教。

杜承南

目 录

外国语言研究

A Glimpse of the Differences Between

Black English and White English 姜治文(1)

反语、夸张、缓叙和隐喻的语用模式 陈治安 王 斌(16)

Schemata: Categorization and Application

in CALL 李 力(28)

Necessity and Possibility of a Combined

Writing Course for the Chinese Science Students

..... 张吉强(48)

现代俄语中模糊词语的运用 陈历荣(65)

语境、语体与模糊语言 戴建东(75)

英语歧义琐谈 刘家荣(86)

英汉歧义现象比较 高 仑(95)

对韵律分析理论及其地位的再认识 傅 洁 谢祖全(110)

Analysis of the Mood Systems 赵永岚(114)

About The Recursiveness of English

Prefixation 舒晓谷(131)

用唯物辩证的观点指导英语语法学习 卢冠东(141)

英语复合结构研究 赵厚宪(150)

谈谈英语宾语从句引导词 that 的保留 蔡以强(161)

句型中的言外之力 冯丽颖(171)

介词用法探微 胡 涛(177)

用于强调的修辞手段 韩世新(188)

英语中 out of 所表示的意义	姚新学(193)
现代英语的省略现象	李云鲁(198)
英语句子写作中常见错误浅析	李渝华(210)
试析《狂人日记》的及物系统	刘 桦(219)
Radio and Television University in China	徐秀青(233)
俄汉词义演变轨迹与思维走向比较	牟 萍(250)
论日语授受表达形式与汉语授受表达形式 之异同	李 方 郭理行(259)

外国文学研究

Literature——An Expression of the Reality	李振中(270)
Learning English Poems Through Cohesion With The Computer	林 忠(282)
The Role of Literature in English Language Teaching for English Majors	王鲁男(297)
Romance and Realism: Generalizations and Applications	李振中(304)
独特的艺术,不朽的诗篇	王琨善(315)
济慈颂歌的音韵结构分析	罗益民 张 池(322)
象征、暗示手法在《纪念艾米莉的一朵玫瑰花》 中的运用	刘浣波(332)
苦涩悲怆的一束玫瑰花	王成芳(340)
“野鸭”——艾克达尔一家的象征	王世文(346)
《红楼梦》的礼貌策略初探	张 红(357)

外语教学法研究

人体语言的交际功能与外语教学	刘 青(366)
----------------------	----------

目录

交际教学法与语言心理能力的训练·····	彭宣维(371)
On Stages of Writing Lesson ·····	余渭深(380)
Intensive Reading:—A Skills-Based All-Inclusive Course ·····	周 榕(389)
A Case Study of Reading Strategies of Chinese EFL Learners ·····	冉永平(404)
授人以鱼,更要授人以渔——对英语专业 高年级阅读课教学的思考·····	舒 伟(424)
“英语阅读课”教材选材标准刍议·····	杨绍林(434)
“许编英语”经久不衰探源·····	赵厚宪(440)
应用现代教学法教 English 6 ·····	张锦帆(447)
浅谈英语专业分级教学·····	李长泰(454)
外语学习者差异研究之管见·····	罗建华(460)
	姚新学
“教”“管”结合,从严要求,确保教学质量·····	崔兆林(468)
	周振义
我是如何用交际法教学的·····	周歧辉(472)
从实际出发,努力提高我院公外教学水平 ·····	张蓉萍(476)
作文批改方法谈·····	韩世新(482)
How to Foster the College Students' Self- confidence in English Class ·····	彭 静(485)
The Semantics of U. S. Institutions of Higher Education ·····	罗世军(492)
Original Test Design Project ·····	徐重宁(497)
Grammatical Instruction in the Second Language Acquisition ·····	徐重宁(521)
电大英语专业口语课教法·····	彭 丽(531)
试论我国俄语教学的现状与对策·····	杨绍林(538)

贯彻《大学俄语大纲》，进一步提高教学质量 何荣参(546)

翻译理论研究

英汉主位结构与翻译..... 陈治安 刘 桦(554)

信息原则与翻译的增添..... 文 军(563)

“反译”断想..... 杨全红(569)

英语比喻的汉译..... 倪清泉(577)

A Glimpse of the Differences Between Black English and White English

Jiang Zhiwen (姜治文)

I. Introduction

It is true that many years ago the black people were called Negroes, but the summer of 1966 marked the beginning of the nationwide shift of the United States from "Negroes" to "black" as a term of racial identification for black Americans. Now the term "black" has achieved widespread usage and acceptance by both blacks and whites in the United States. Owing to a variety of reasons, the black people and the white people have different dialects, notwithstanding that both speak English and live in the same country. Usually white English (WE) is regarded as standard English in America, while black English (BE) is regarded as non-standard English. e. g.

BE	WE
Lou be home next week.	Lou will be home next week.
Last year, he told him he be writing to him.	Last year, he told him he would be writing to him.
I told you, I don' t believe there's no Santa	I told you I don' t believe there's any Santa.
....

Most of the time black English speakers and White English speakers can understand each other and communicate, however

in a close look at black English we do see not only the differences in phonology but also in lexicon and grammar. So this article will focus on some differences between white English and black English.

II. Differences in Phonology between Black English and White English

Generally speaking, standard American English words ending in a consonant cluster or blend often have the final member of the cluster absent in BE. As we shall see, the reduction of some clusters which are formed by the addition of the -s suffix can be attributed to a grammatical difference between BE and WE. Other types of cluster reductions, however, do not result from grammatical differences, but are the product of pronunciation differences in final consonant clusters. In BE, words such as test, desk, hand, and build are pronounced as tes', des', han', and buil' respectively. Because of this, we find that pairs of words such as build and bill, coal and cold, west and wes have identical pronunciation in BE. When words like desk, test, ghost, and wasp are in the plural, the pluralized forms ending in such double consonants add "es". Thus words like desks, tests, ghosts and wasps are pronounced as deses, teses, ghoses and wases. This is because the consonants "t", "k" and "p" are often removed by the rule mentioned above. The same is true of the final consonants of some verbs for the past tense in BE. The initial sounds "th" in "then", "they", etc. are frequently pronounced as "d" in BE such as "den dey". But in the case of "th" in words such as "thought", "think", or "thin", (the voiceless

Differences Between Black English and White English

interdental; fricative), "th" is sometimes pronounced as "t", so that "thought, think, and thin" are pronounced as "tought, tink, and tin" respectively. However, most black dialect speakers who pronounce "thought" as "tought" will also sometimes pronounce it as "thought". That is, both the "th" and "t" pronunciations for "thought" are appropriate for BE. If "th" is followed by "r", as in "throat" or "three", still another pronunciation is possible. These words may be pronounced with an "f", so that "three and throat" can be pronounced as "free and froat" respectively. This means that items such as "three and free" may be pronounced the same in BE. If "th" is in the middle of the words, for the voiceless sound as in "nothing, author, or ether", most frequently it is pronounced as "f". Thus, "nothing, author, or ether" are pronounced as "nuf' n, ahfuh, and eefah" respectively. For the voiced sound, as in "brother, rather, or bathing", "th" is pronounced as "v" in some BE, so that these words are pronounced as "bruvah, ravah, and bavin" respectively.

Geneva Smitherman made a summary:

Initial "th" = "d"	them = dem;	then = den
Final "th" = "f"	south = souf;	mouth = mouf
Deletion of middle and final "r"		
more = mow;	star = stah;	Paris = pass
Deletion of middle and final "l"		
help = hep;	will = wi	

When the contracted form of "will" is used (I'll), you get a kind of "ah" sound, e. g. : I ah be there in a minute. = (I'll be there in a minute.)

Deletion of most final consonants

head = hoo; bed = be; test = tes;

wasp = was

Pluralized forms ending in such double consonants add "es",
thus

tests = tesses; wasps = wasses

Vowel plus "ng" in "thing, ring, sing" rendered as "ang"

thing = thang; ring = rang; sing = sang

Contraction of "going to" rendered as "gon". Here the "to" is omitted altogether, and the nasal sound at the end is shortened, producing a sound that is somewhat like an abbreviated form of "gone".

e. g. He was gon tell his momma good-bye.

Primary stress on the first syllable and shifting

Police = PO-lice; Detroit = Dee-troit

Simple vowels:

nice = nahe boy = boah

III. Structure Differences

Linguistically speaking, the greatest differences between contemporary black English and white English are on the level of grammatical structure. Now let's first read the following sentences:

They be slow all the time.

By the time I got my mamma, it be dark.

She be late every day.

We can often read or hear the sentences cited above in writing or conversation of black people. From these examples we can see that in black dialect, the form "be" can be used as a main

Differences Between Black English and White English

verb, regardless of the subject of the sentence.

Black English speakers have another use for BE that standard English speakers do not have at all. Often "BE" is omitted if the condition or event is not one that is repeated or recurring. For example, "The coffee be(es) cold." means "Every day the coffee's cold", which is different from "The coffee cold." which means "Today the coffee's cold." I'll give more examples:

Habitual aspect	Non-habitual
I see her when I bees on my way to school.	He a hippie now.
The kid always be messing up everything.	He too tall for me.
She be there every day.	My momma in the hospital.
My father, he work at Ford.	He sick today.
He be tired.	

Black English does not have the third person singular in the present tense of verbs, e. g.

He say he ain't got none.

He look the road see something.

He have a bike. He always do silly thing and I don't know if he like you, but I think he do.

Black English speakers do not use the article an before vowels. They say "a orange" or "a inkblot" as white English speakers say "a pickle."

More differences arise in sentences which contain embedded questions. In these sentences standard English introduces the

embedded question with IF or WHETHER, and the auxiliary is not moved before the subject of the question. However, where black English speakers do not invert the subject and auxiliary in simple questions, in embedded questions they do instead of using IF or WHETHER to form the question. Their embedded question sounds like a simple yes-no question inside of the sentence as in: "I wonder has he eaten yet?"

A more complex problem arises between black and white English in the structure of negation. According to Robbins Burling in *English in Black and White*, he writes five basic rules of English negation. Each rule has three classifications:

In the first basic rule of negation, the negative element must be added to the first auxiliary that occurs in the sentence. When a sentence begins without an auxiliary, we must supply do, does or did, e. g.

Positive sentence

- (1) You can drink something strong.
- (2) We were trying something mild.
- (3) The girl knows someone.
- (4) She looked somewhere for him.
- (5) He bought some peppermints.
- (6) I want a part of linguistics.

Negative sentence by Basic Rule

- (1A) You can't drink anything strong.
- (2A) We weren't trying anything mild.
- (3A) The girl doesn't know anyone.
- (4A) She didn't look anywhere for him.

Differences Between Black English and White English

(5A) He didn't buy any peppermints.

(6A) I don't want any part of linguistics.

The second rule, the right-shift rule, is largely confined to literary and formal styles and hardly occurs in colloquial English. The right-shift rule is an optional rule that can shift the negative from the first auxiliary rightward to the first indefinite that follows it. e. g.

Negative by Right-shift rule

(1B) You can drink nothing strong.

(2B) We were trying nothing mild.

(3B) The girl knows no one.

(4B) She looked nowhere for him.

(5B) He bought no peppermints.

(6B) I want no part of linguistics.

The third rule, the right copy rule, is the first rule which is forbidden in standard colloquial English. Unlike the right-shift rule, the negative remains upon the first auxiliary and instead of being shifted, it is copied from the auxiliary or an earlier indefinite to a later indefinite in the sentence. Application of the right-copy rule results in sentence like the following:

Negative by Right-copy Rule

(1C) You can't drink nothing strong.

(2C) We weren't trying nothing mild.

(3C) The girl doesn't know no one.

(4C) She didn't look nowhere for him.

(5C) I didn't buy no peppermints.

(6C) I don't want no part of linguistics.

The right-copy rule can be repeated any number of times

with negatives copied repeatedly into later positions in the sentence. It is an amusing game to see how many negatives one can squeeze into a single sentence. e. g.

I don't want nothing to do with helping none of those guy to get no job nowhere at no fancy salary no how.

The fourth rule is an extension of the right-copy rule and can be very confusing for the standard English speaker. Under "Extension One: A negative can be copied from an earlier indefinite into the following auxiliary." For black English the meaning of the sentences which use negation in this manner is understood in the same way:

Negative by Basic Rule

(7) Nothing would happen.

(8) Nobody can see.

(9) Nobody knows.

(10) Nothing ever goes right.

(11) Nobody saw it.

Negative by Extension of Right-copy Rule

(7A) Nothing wouldn't happen.

(8A) Nobody can't see.

(9A) Nobody don't know.

(10A) Nothing don't ever go right.

(11A) Nobody didn't see it.

Rule five is a second extension of the right-copy rule. Under the second extension, a negative may be copied from the main clause and introduced into the auxiliary of the subordinate clause. Burling gives glosses in standard English for us, who