

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



总主编 石 坚

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Internet English Reading

英语网络阅读

刘绍忠 编 著



重庆大学出版社
<http://www.cqup.com.cn>

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江苏工业学院图书馆
藏书章

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内 容 概 要

本书供英语专业本科生网络阅读选修课使用,主要介绍和讨论网络阅读的性质和功能、网络阅读与传统阅读的区别、网络英语特征、网络信息搜寻及其选材原则、网络英语语言知识阅读、网络英语技能阅读、网络英语其他相关选修课阅读、网络自我推销等内容,目的在于培养学生的网络阅读意识、用网络检索资源的能力习惯和能力,通过网络阅读理论的学习和实践训练,增强学生作为未来公民的素质。

图书在版编目(CIP)数据

英语网络阅读/刘绍忠编著. —重庆:重庆大学出版社,2006.6

求知高等学校英语专业系列教材

ISBN 7-5624-3408-5

I. 英... II. 刘... III. 计算机网络—英语—阅读
教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 054279 号

求知高等学校英语专业系列教材

英语网络阅读

刘绍忠 编著

责任编辑:韩 杰

版式设计:韩 杰

责任校对:邹 冠

责任印制:赵 晟

*

重庆大学出版社出版发行

出版人:张鸽盛

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邮编:400030

电话:(023) 65102378 65105781

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网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn (市场营销部)

全国新华书店经销

重庆华林天美印务有限公司印刷

*

开本:787×960 1/16 印张:20 字数:369 千

2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷

印数:1—3 000

ISBN 7-5624-3408-5 定价:26.00 元

本书如有印刷、装订等质量问题,本社负责调换

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总 序

进入21世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合21世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向21世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自2001年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规



律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月



Preface

The purpose of this book is to develop and enhance college students' abilities to recognize, find out, make use of, and benefit from the plentiful resources on the Internet.

My reasons to write this book are threefold. First, to respond to the increasing discussions on the issue of Internet literacy, which advocates that citizens of the Internet Age acquire some degree of knowledge about the Internet and skills to produce and use data from it. Those ignorant or devoid of such knowledge and skills are not qualified citizens, and unfit for the novel environment of work, study and life in the Information Age. Internet literacy is lavishly referred to as quality of net utilization and mandated in China's national curriculum standards of various levels. While such a quality is boiled down to the crystal-clear requirement of Internet resource searching and using abilities in the English curriculum standards for secondary schools, it is suggested in the English curriculum standards for postsecondary institutions that optional courses be offered to facilitate the students to cultivate and enhance such a quality. Whereas numerous articles are documented on the issue, I observe no book-length treatment of the Internet literacy issue for college students, not to say a textbook that relates to the specific requirements in the nation's English curriculum standards, hence my second motivation to write the book. My third reason to embark on the writing of this book is firmly grounded on my interest and research. In 1996, a conference on Internet and language teaching & learning, the first of its kind in China, was convened in South China University of Technology, which I attended with great delight. There I had the chance to hear, apart from my teacher Prof. Shichun Gui, Prof. Christopher Candlin, who looked light of the lengthy distance and made his journey to China from Australia. Inspired by the eloquent speakers, I soon found myself an active user of the Internet to approach big names in the discipline of pragmatics, John Searle, Jacob Mey, Dan Sperber, Robin Carston, Jef Verschueren, Gabriel Kasper, Shoshana Blum-Kulka, Juliane House, Janet Holmes, to mention only those with whom I enjoyed constant communications. In 1997, *Modern Foreign Languages* was to publish a special issue on Internet and foreign language



teaching and research (*Internet Handbook for Foreign Language Teachers*). For the first time, I had the pleasure of coauthoring with my supervisor Prof. Ziran an article entitled "Pragmatics on the Internet". Not long after that, I received complimentary letters from enthusiastic colleagues. Encouragements also came after I published my linguistics-pragmatics website while a Visiting Professor at Wake Forest University (1998-2000), which met immediate welcome. Further encouragement was prompted from surveys I directed my graduate students to do over the past few years, which reported that most college students and teachers claimed to have benefited from the use of Internet resources, but issues such as "what to read", and "where to read", remain at large. For instance, when asked of their favorite sites, many cited English Salon (<http://www.es123.com/>), English Weekly (<http://www.ew.com.cn/index.htm>), Hongen Online (<http://www.hongen.com/eng/>), English China (<http://www.englishchina.com/>), and 360ABC (<http://www.360abc.com/>), and when asked why, they said they did not know what other sites are better. The messages from these initial studies were sufficiently clear: teachers and students alike, need timely guidance to avail themselves of the net sources. Consequently, I proposed formal inquiries into the nature and use of Internet resource since 2000, and was granted in a few projects, which have been instrumental in helping me defining the framework and focal points of this book.

Conceiving things from the pedagogic point of view, I have tried to relate the contents to the national syllabus and the requirements of national curriculum standards for postsecondary institutions. In addition, every effort has been made to strike a balance between presenting the resources and teaching the strategies of reaching such resources, and between knowledge about the English language and abilities and skills to broaden such knowledge via the Internet.

Speaking of the many links I have resorted to in an effort to furnish the students for reaching the rich contents of their own interests, I am obliged to make a special note at this point. I must say that I have meticulously assessed all available links, and selected the better from the good, and been cautious enough to ensure that all the links are academic-centered, instead of being otherwise, not to say being dirty or containing unhealthy contents which seem to be bombarding the net environment at present. But due to the fact that Internet technology still remains premature at large as to block dirty contents from surfacing, and that all websites are subject to updating and change, there may at times be intrusions of links or popping-ups with unhealthy contents in. When this



does occur, which is beyond my control, I apologize for the inconvenience, and candidly invite timely alert from the users so that due changes may be made in the future revision.

This book contains seven chapters. Chapter One discusses the nature of Internet reading. I believe that how we perceive things will largely determine how we are to perform things. Hence the chapter helps to framework the book. Chapter Two depicts the features of Internet language. In particular, words, abbreviations, and code-switching are analyzed. Chapter Three illustrates the tools of Internet resourcing and principles for choosing readings. Chapter Four and Five respectively deal with the English language knowledge and skills. Chapter Six focuses on the resourcing of 10 elective courses such as Linguistics, Stylistics, Lexicology, English Literature. The last chapter, Chapter Seven, portrays how to promote ourselves on the Internet.

No single work is free from debt to the others. I wish to acknowledge my gratitude to the following persons and organization that assisted me in accomplishing this book. Dr. Chen Jianping, VPAA of Guangdong University of Foreign Studies, for comments on the proposal, and the manuscript of the book; Li Fengxi of Chongqing University Press for timely communications at the embryonic stage of the book; Han Jie of Chongqing University Press, for his editorial craftsmanship; Guangxi Normal University for furnishing me time for research in the U. S. (2004; 2005); Dr. Lemuel Berry, Jr., VPAA of University of New England for hosting my visits (2002; 2004) and using the Jack S. Ketchum Library; University of North Carolina at Greensboro for using the Jackson Library; my wife Fengrong Liao, and my son Zhipeng Liu, for granting me the away-from-home trips, forever understanding, unfailing support, and endless love.

Jacob Bronowski (1973:153) once said, "That is the essence of science: ask an impertinent question, and you are on the way to the pertinent answer." I believe to have provided some clues for an impertinent question. But I am extending an invitation to those who anticipate to further the conversation on the impertinent question in this book. E-mail me at: shaozhong_liu@yahoo.com or szliu@mailbox.gxnu.edu.cn. I promise a response.

Shaozhong Liu, Ph. D.
University of North Carolina, Greensboro
04/14/2006



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Chapter 1

The nature of Internet reading

每个时代，熔铸着每个时代的品格；
每个时代，要伫立每个时代的精神。

网络的出现，
开启了网络时代的大门，
搬入了网络时代的新一批住户。

不要！
100%照搬昨日，
衣、食、住、行，听、说、读、写的习惯。

来自昨天的今天公民，
即为明天的公民，
请问：

究竟网络干预了我们多少？

究竟网络阅读的出现，

多大程度改变了我们，

昔日提取信息的方式？

多大程度唤醒了我们，

去摒弃获取信息的习惯？

网络阅读，

仅仅意味着，

提取信息方式的一次递增吗？

究竟，

网络阅读的本质是什么？

网络阅读的功能何在？

是寻找问题答案的时候了。

