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肖渊◎译

我的英文名

叫 “笨”

A Wake-up Call To
English Learning





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随着国际化和全球化进程的深化，英语作为一门国际语言的重要意义日渐显现。英语的使用不再局限在大城市、跨国公司或特殊行业，而是浸透到我们的日常生活中。不出国门，我们衣食住行中使用到的英语随处可见；电视、电影、网络、媒体中英语或者英语化了的表述。走出国门，无论学习、工作还是旅游，英语是唯一能带你走得最远、走得最久的语言。在中国的“一带一路”的国家战略中，在中国由世界大国迈向世界强国的过程中，国家推出了语言发展战略，英语语言能力的培养是国家语言发展战略的重点。别国要了解中国，中国要获得理解，都离不开英语的桥梁和媒介作用。

我国对英语教育和英语学习的重视几乎达到了痴迷的程度，从幼儿园到高中毕业，学生在基础教育阶段学习英语的时间长达15年左右，非英语专业的大学生一般还要学习两年的大学英语。在漫长的英语学习过程中，家长、教师、学校，社会校园内外形成合力，共同强化学生的英语教育，更精准地说是培养孩子的英语考试能力。在各级各类的选拔考试中，英语比重很大。进入大学之后，大学英语四、六级考试在不少学校依然还是指挥棒。各类考试引导着学生们一开始就以各级考试为目标去学习英语。由此带来的后果也非常明显，学生英语应试能力强，应用能力弱，十多年的英语学习却不具备有效的跨文化交流能力。很多学者对我国的英语教育进行了质疑和思考，提出了改革和创新。《中国英语能力等级量表》的研发、

《大学英语教学指南》的即将颁布，以及四、六级考试和高考英语的改革等都格外强调语言的实际应用能力和跨文化沟通能力。可见，培养学生的英语应用能力已经成为了英语教育与改革的重中之重。

新加坡籍英语教师 Andrew · 蒋基于多年在中国从事英语教学的观察和实践，倾情著述《我的英文名叫“笨”》，系统透彻地分析了中国英语教育和学习中存在的问题。他认为中国学生在英语学习的过程中，存在着中式英语、应试英语和过时英语的现象。“中式英语”在英语的本土化过程中不可避免，也逐渐被学界接受，但“应试英语”是我们必须正视的问题，因为“应试”荒废或淡化了“应用”。由于“应试”关注了书本，脱离了生活，自然就带来了“死的英语”或过时英语。于是，一旦涉及语言的应用，就可能出现各种笑话、误会，从而带来文化上的误读和偏见，不能进行顺畅的跨文化交流，因而就有了作者所说的“语言便秘”。Andrew · 蒋把脉中国英语教育和学习，以诙谐幽默的语言深刻地剖析了症状背后的原因，同时基于他的教学经验和外语学习经验，他建设性地开出了良方：学习英语，不是死记硬背，而是要培养英语思维习惯，不是要学习某个英语人士的思维方式，而是要把英语当成一种工作语言，形成英语思维习惯，唯其如此，才能流畅熟练地使用英语。Andrew · 蒋强调口语和写作的语言输出能力的培养，他从具体案例入手，指导教师和学生进行专项训练，以培养学生的英语应用能力。书的附录部分是作者的个人跨文化体验，以鲜活的生活故事和生动的生活语言为学生们提供了绝佳的英语阅读材料，以激发学生的阅读兴趣，快乐学习。

《我的英文名叫“笨”》以平实的语言、生动的案例向我们展示了英语学习的“窍门”。英语学习没有捷径，但其基于生活世界，基于鲜活词汇，以语言实际应用为出发点，以有效的跨文化交流为动力，英语学习可以是一个非常快乐的文化对话过程和丰富多彩的人生成长过程。

是为序。

2016年12月10日

致 谢

Author's Acknowledgements

在成都生活、工作已近十个年头，在这十年里，我收获的可不仅是体重。我的体会是，教得越多，就学得越多；知道的越多，就越知道自己无知；跟当地社会联系越紧密，就越能感受到他们的感受。当英语老师这八年多来，于我而言，当地社会就是当地学生，他们的感受很大程度上是对英语学习的感受。对他们来说，学英语可不是件小事。他们学英语时品味到的苦辣辛酸，我同样品味得到。

I have gained so much, besides weight, from living and working in Chengdu, China, for almost a decade. It is so true that the more you teach, the more you learn. The more you know, the more you know what you don't know. The test of my bond with the local community would be how far I could identify with their issues. For more than eight years, as an English Teacher, my local community was the Chinese students and one of their issues was English Learning, which was no small issue to them, and I could identify with their fight from the onset.

我在不断融入当地社会的过程中，逐渐意识到，对于他们的困难，我了解得实在太少。我每多教一天书，就对中国学生多一天的了解，他们学英语时的无奈与彷徨在我心里不断沉积，叫我不安，无法坐视不管。我要求自己成为引路人，帮助孩子们走出误区，走上英语学习的正途。于是，我与我的学生一道学习，一道进步，一道闯关。八年努力的成果就汇成了面前这本小书。

The more I interacted with my local community, the more I realised that I knew very little of their obstacles. Then, the more I taught, the more I sympathize with their plight in English Learning and I had to think of pragmatic ways to help them overcome those obstacles. Thus, I embarked on a journey of learning and discovery with my students that culminated in the writing of this book.

在中国，学校怎么教英文？学生怎么学英文？学得怎么样？这些问题的答案，在学生们身上一一揭晓。我看到理想的美好，现实的残酷，我打量着横亘在理想与现实之间的鸿沟，陷入了沉思。我仗着这身三脚猫的语言学功夫，上下求索，穷数年之功，铺就了一条通达理想彼岸的坦途。我想我为中国学生学好英语，找到了切实可行的办法。起初，有的只是构想，一批又一批的学生敢于吃螃蟹让我有了不断试错、不断修正、不断完善的机会。衷心感谢我的学生们，你们不但成全了我，让我有机会变得更好，还因你们的信任和鼓励，成就了面前这本书。

In terms of learning, my students helped me understand the ways English is taught and learned in China and the corresponding results from their performance. Their learning experience gave me opportunities to observe and analyse their actual results compared to their desired outcome. With my two cents' worth of linguistics knowledge, I attempted to devise practical strategies to tide over their lack of success in mastering practical English. The discovery of these working principles and concepts was mainly due to the willingness and enthusiasm of my students to try out my suggested methods and the fruits that came as a result. For all of that, I want to offer my heartfelt gratitude to the contributions of my local community. Because of these students, I have become a better language teacher. Without their trust and confidence in me, this book would have been just a figment of the imagination.

还要感谢成都新东方，感谢成都锦城春天教育。感谢你们给我信任，让我有机会走近更多的学生，感谢你们给我空间，使我的教学理念得以走进课堂。感谢新东方创始人俞敏洪先生，感谢您的慷慨大度，让我使用您的故事，让更多的人了解您。您的智慧与精神，幻彩流光，点亮了我的教学人生。

I am also grateful to my extended community which is Chengdu Neworiental School and Chengdu Spring Education which entrusted their students to my tutelage and gave me so much latitude to apply my philosophy of teaching. My sincere thanks to the magnanimity of Neworiental Corporation's CEO Michael Yu Minghong for letting me freely use the story about him in Chapter Five. His wisdom and spirit have enriched my teaching experience.

非常荣幸，能得到北京第二外国语学院张喜华教授抬爱，为本书撰写前言。张教授对国内英语学习环境、学科发展情况了如指掌，一字一句高屋建瓴、发人深省。

It is my great honour to have Professor Zhang Xihua of Beijing International Studies University pen the foreword of this book. Her insights of the local English learning scene and her affirmation of the subject matter have meant a great deal.

感谢成都锦城春天教育肖渊老师带领春天英语贺洁老师、梁滔老师、王语萱老师等组成的工作团队，他们在本书写作过程中提出了中肯建议、在翻译过程中付出了辛勤劳动。感谢陈涛老师在译稿修改审校过程中一丝不苟、精益求精的工作态度。

Thanks also to the Management and Teaching Staff of Chengdu Spring Education, namely Sarah Xiao Yuan, Clina He Jie, Eric Liang Tao and Eilene Wang Yuxuan for the contribution and translation of this book. Deep appreciation also for Chen Tao's spirit of professionalism and perfection

reflected in his meticulous checking and revision of the translation.

感谢好友 Marc Tan、王语萱、付廷萧、罗娅婷的宝贵意见，正是你们直言不讳的批评、务实求真的建议，让本书得以摆脱臆想，落到实处，一字一句不离读者。

For offering invaluable feedback in terms of this book's direction, my thanks to dear friends Marc Tan, Eilene Wang Yuxuan, Natasha Fu Tingxiao and Janet Luo Yating. Your tough love was exhibited through your frank opinions and constructive criticisms. Because you were being dead honest with me, this book is able to address the real audience instead of my imaginary ones.

感谢我的同事吉锐触摸技术公司李海涛总经理、罗晖以及国际销售部诸位同仁。感谢各位对我青睐不改、信任如初。

To my colleagues in General Touch Co., Ltd., CEO Richard Li Haitao, Sunny Luo Hui and the International Sales Team, my deep gratitude for consistently affirming and believing in me.

再次感谢 Marc Tan 先生（新加坡《新报》赛马版前任编辑）。感谢先生不辞辛苦，不拒繁琐，为我圈改，为我把关。经你大笔一挥，可就算“文责他负”了，哈哈。

Andrew · 蒋

Thanks again to Marc Tan (former Racing Editor of Singapore daily The New Paper) for time and effort in proofreading the English draft. I can now wash my hands of any grammatical error (no kidding).

Andrew Cheang



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Part One



为什么学不好英语

Symptoms and Causes

第一章 中式英语

Chapter One: The Dynamics of "Chinglish"

以我为鉴

中文（普通话）是我的第二语言，因此我在成都生活了几个月之后，就听得懂四川话了。四川话与普通话，发音相近，语调却大不通。学说四川话，着实花了我很多时间。主要是因为，在说每个字之前，我都要在心里反复酝酿，才能找准语调。一开始的时候真的很纠结，每要开口，必先将普通话与四川话之间的语调转换规则在脑子里过上一遍。这一纠结可就是七年啊！于我而言，知道这些规则，有好处也有坏处。好处是，我可以利用这些规则，先将普通话的语调转换成四川话的语调，再用我所知道的普通话词汇来讲四川话。说它不好是因为，每说一个字我都要动用这些规则进行加工，久而久之便产生了依赖。结果就是，在很长一段时期里，我讲四川话来总是磕磕巴巴的。现在想想，坏处还要大些。

An Analogy

As Mandarin is my second language, it took me a few months to understand Sichuan dialect while living in Chengdu. The pronunciations are mostly the same between Mandarin and Sichuan dialect but the tones are different. It took me longer to learn to speak it, though. That was because I depended a lot on my mind to process the proper tones in pronouncing the words in Sichuan dialect. Initially, it was a big struggle as my mind worked on the rules in changing the tones from Mandarin to Sichuan dialect for more than seven years! Actually, knowing these rules was both a blessing and a curse. As a blessing, it taught me how to switch the tones of the Mandarin words into Sichuan tones so that I could use existing vocabulary of my

Mandarin in speaking the dialect. It was a curse because I had to process the changes a word at a time in my mind and I became dependent on these mental processes. Consequently, for a long time, I could not speak Sichuan dialect fluently. In retrospect, it was more of a curse than a blessing.

刚开始那几年，每回讲四川话至多不过三五句，后来有一天，我跟一位男士谈业务，整整一个下午嘴巴不停地说。我根本来不及进行语调转换，只能张口就来，一切全凭感觉（纯用方言思考，不再依赖普通话）。有了那次经历，再讲四川话可就流利多了。当然，个别地方我做得还不够好，想是说得还不够多吧。要是还沿着以前的老路走，怕是到了今天我也还是说不好，就算勉强讲得来，想必也是干巴巴的，索然无味，搞不好还会沦为“哑巴四川话”，连嘴巴都张不开。以我为鉴，大家或许可以得到一些启示，说到底，中国人想学好英文口语，一定要习惯英语思维，一味用中文思考是行不通的。

Previously, I never had to speak Sichuan dialect for more than five sentences in one encounter. Till one day, I had to discuss with a gentleman on a business matter throughout an afternoon in Sichuan dialect. I was forced to stop doing the mental processing and started to speak from familiarity of the pronunciation (thinking in Sichuan dialect and no longer dependent on Mandarin), my spoken Sichuan dialect became more fluent (albeit some tonal inaccuracies still persist due to infrequent use). Had I continued to depend on processing Mandarin to Sichuan tones in my mind, I would never have been able to speak it fluently. Whereas the result at best was rather tedious and jerky, at worst it was "Mute Sichuan Dialect" (哑巴四川话). This is the closest analogy I can come up with for Chinese learners trying to speak English by thinking in Chinese instead of in English.

我来中国没多久就听说了“哑巴英语”，然后是“中式英语”(Chinglish)。这让我想到了新加坡人讲的“新式英语”(Singlish)。新加坡人喜欢讲英语，新式英语自然也有很多人讲，可讲归讲，笔下却不常见。中式英文就不同了。本来中国人就很少开口讲英语，因而讲中式英语的就更少。讲的人不多，写的人却不少——学生在作文里写，就连企业高管发邮件也照写不误。

It was not long after living in China that I first heard about "Mute English" (哑巴英语). Soon after, I also got to hear about "Chinglish". It reminded me of "Singlish" in Singapore. As English is widely spoken in Singapore, Singlish could be commonly heard, but not often used in writing. Chinglish is not often heard in China since English is not often spoken, but it can be seen in the writings of Chinese students and the English emails of Chinese executives.

中式英语饶有趣味

中式英语现象在中国可谓家喻户晓。举一个大家都耳熟能详的例子吧。“好好学习，天天向上”是毛主席的名言，拿来用中式英语表述，直译成了“Good good study, day day up”。这种情况我倒不担心，如今的中国学生也没那么死脑筋，是不会犯这么低级的错误的。直译之外，还有音译，是中式英语的另一种表现形式。以中文音译英文的例子有“三颗油”（“Thank you”）、“古德拜”（“Goodbye”）等；以英文音译中文的例子有“gelivable”（“给力”）、“No zuo no die”（“不作不死”）。说到底，这些只是为了好耍，算不得什么语言问题。而事实上，有些中式英语很可能是学中文的老外不经意间炮制出来的。

Chinglish can be Fun

Chinese are very aware of their local linguistic phenomenon called Chinglish. The most popular example would be a quote from Chairman Mao: “好好学习，天天向上” which in Chinglish is “Good good study, day day up.” This is called Literal Translation which I am least concerned about because the Chinglish of today's Chinese students is not that blatant. Other well-known Chinglish expressions are characterized by the way English words are pronounced, such as “三颗油” (sankeyou) for “Thank you” and “古德拜” (gudebai) for “Goodbye”, are known as Chinese Transliterations. There are also Chinglish which are English transliterations of Chinese words like “gelivable” for the Chinese word “给力” (geili), and the combination of Literal Translation and English Literation like “No zuo no die” for the Chinese expression “不作不死” (buzuobusi). These types of Chinglish are just a reflection of deliberate playfulness rather than a major flaw in learning English. In fact, some Chinglish could be the work of foreigners in China learning Mandarin.



中式英语俯仰皆是

需要指出的是，虽然不容易察觉，可中国学生笔下的一些英语句子；的的确确是中式的。我可没有嘲讽的意思，写这本书的目的，也只是为了将中式英语的深层结构展示出来，给中国学生瞧个清楚，并唤起对该问题足够的重视。毕竟，这类问题不仅影响他们的英文表述，更会在将来羁绊住孩子们走向世界的步伐。我且把中式英语分作三类，分别阐释。

Living with Chinglish

What I need to point out are those English sentences constructed by Chinese students, which may not be obvious to many, that are actually Chinglish. As my intention is not to make fun of Chinglish, the purpose of writing about this is to bring greater awareness to Chinese students of the deeper forms of Chinglish that will blemish their English and affect their future in the international arena. I will group these forms of Chinglish into three types.

看似不经意实则犯大忌

第一类中式英语，由语法错误造成，包括误用冠词和介词的情况。其中有些问题很典型，所涉及的语法规则往往是英文独有的，于中文则不适用。下面举例说明：

1. 主谓一致：“She want to go home.”
2. 时态（过去时）：“I go out with my friends last night.”
3. 时态（完成时）：“I already eat my lunch.”
4. 时态（进行时）：“I like to watch TV when I eat my dinner.”
5. 冠词：“I take bus to school every day.” “There is the toilet in the restaurant.”
6. 单复数：“I think I hurt his feeling.”
7. Be 动词：“My attitude maybe are the problems.” “What is you do?” “Why are we must do that?”
8. 介词：“My teachers were interfering my studies.”
9. 介词与连词：“I study from general manager by he deal with all kinds of things.”

10. 其他：“I don't feel like to go to school today.” “You promise to accompany with me to shopping.” “I had to walking to school yesterday.”

我将在本书第 16 章，专门探讨冠词与介词方面的问题，并针对相关问题给出解决办法。

Simple but Glaring Errors

The first type of these forms of Chinglish is due to grammatical errors, including the usage of the article and prepositions as described below. Some are very common because the grammatical features of English are not found in Chinese:

1. Subject-Verb Agreement – “She want to go home.”
2. Tenses (Past) – “I go out with my friends last night.”
3. Tenses (Perfect) – “I already eat my lunch.”
4. Tenses (Continuous) – “I like to watch TV when I eat my dinner.”
5. The Article – “I take bus to school every day.” “There is the toilet in the restaurant.”
6. Plural – “I think I hurt his feeling.”
7. Be – “My attitude maybe are the problems.” “What is you do?” “Why are we must do that?”
8. Prepositions – “My teachers were interfering my studies.”
9. Prepositions and Conjunctions – “I study from general manager by he deal with all kinds of things.”
10. Mixed – “I don't feel like to go to school today.” “You promise to accompany with me to shopping.” “I had to walking to school yesterday.”

We will look into the problems and solutions of the article and prepositions in greater details in Chapter Sixteen (Areas of Main Weaknesses).

云山雾罩迷人眼

第二类中式英语，由句法错误造成，读之如云山雾罩，难解其意。

1. “I study English from my early age let me can master English.”
2. “My parents are always strict to me.”
3. “I enjoy the feeling of sharing knowledge and experience with each other.”