

英语网络阅读

刘绍忠 编著

重庆大学出版社

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

. 英... . 刘... . 计算机网络—英语—阅读
教学—高等学校—教材 . 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 忌

责任印制: 赵 晟

*

重庆大学出版社出版发行

出版人: 张鸽盛

社址: 重庆市沙坪坝正街 174 号重庆大学(A区)内

邮编: 400030

电话: (023) 65102378 65105781

传真: (023) 65103686 65105565

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
版权所有, 请勿擅自翻印和用本书
制作各类出版物及配套用书, 违者必究

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



Contents

Chapter 1 The nature of Internet reading	(1)
1.1 Theory of reading	(2)
1.2 Internet reading defined	(8)
1.3 E-reading vs. textual reading	(10)
1.4 Design features of Internet reading	(14)
1.5 Functions of Internet reading	(18)
Tasks	(20)
 Chapter 2 Internet language	(24)
2.1 Features of Internet language	(25)
2.2 Meanings	(31)
2.3 Words	(33)
2.4 Abbreviations	(38)
2.5 Code-switching in the Internet communication	(53)
Tasks	(54)
 Chapter 3 Internet readings resourcing and principles of material choosing	(58)
3.1 Internet searching engines	(59)
3.2 Skills for information searching	(62)
3.3 Principles of material choosing	(64)
3.4 Virtual libraries	(69)
3.5 Dictionaries on the Internet	(71)
3.6 Encyclopedias on the Internet	(76)
3.7 Major English magazines and journals on the Internet	(78)
3.8 Bookstores on the Internet	(83)

3.9 Major English newspapers on the Internet	(86)
3.10 Schooling on the Internet	(108)
Tasks	(114)
 Chapter 4 Internet resources on English knowledge	 (116)
4.1 Internet readings on English sounds	(117)
4.2 Internet readings on English words	(122)
4.3 Internet readings on English grammar	(124)
Tasks	(127)
 Chapter 5 Internet resources on English skills	 (129)
5.1 Tune in on the Internet: Online readings on English listening	(130)
5.2 Internet readings on English speaking	(133)
5.3 Internet readings on English reading	(152)
5.4 Internet readings on English writing	(154)
5.5 Internet readings on English translating	(157)
5.6 Internet readings on English teaching	(161)
5.7 Internet readings on English presentation	(168)
Tasks	(186)
 Chapter 6 Internet readings for elective courses	 (196)
6.1 Linguistics on the Internet	(197)
6.2 Stylistics on the Internet	(204)
6.3 English lexicology on the Internet	(208)
6.4 Thesis writing on the Internet	(211)
6.5 English teaching methodology on the Internet	(217)
6.6 Pragmatics on the Internet	(225)
6.7 Anglo-American literature on the Internet	(235)
6.8 Chinese culture on the Internet	(244)
6.9 Western culture on the Internet	(253)
6.10 Background to English-speaking countries	(259)
Tasks	(270)



Chapter 7 Promoting yourself on the Internet (275)

7.1 Emailing (276)

7.2 Designing your own homepage (286)

7.3 Gateway into a profession: Looking for jobs on line (295)

Tasks (299)

References (300)

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。

1.1 Theory of reading

- 1.1.1 What is reading?
- 1.1.2 Why do we read?
- 1.1.3 How do we read?
 - 1.1.3.1 The functional model of the reading process
 - 1.1.3.2 The computational model of the reading process
 - 1.1.3.3 The representational model of the reading process
- 1.1.4 Tasks of reading
 - 1.1.4.1 Processing words and sentences
 - 1.1.4.2 Drawing inferences
 - 1.1.4.3 Dealing with novelty
 - 1.1.4.4 Regulating behaviors
 - 1.1.4.5 Internet reading: A convergence of ideas and practices

1.1.1 What is reading?

We read every day. Children read textbooks. Students of English as a second or foreign language read English. Teachers read compositions. Leaders read documents and applications. Researchers read articles, technical reports, and recent literature in their fields. Managers read files. Literary fans read poems, novels, dramas, and prose. Indeed, we all read, whether it is letters or emails, whether it is books or reports, printed matters or on-screen texts. In fact, there is not a single minute that we are not reading something during a day.

We read for information. We read for knowledge. We read in order to distinguish sounds. We read for the meanings of a word, an expression, a phrase, a clause, and a sentence. We read in order to understand the structure of a text. We read for topic sentences. We read in order to find out the cohesion and cohesive devices within a paragraph or between paragraphs. We read to infer the intent or attitudes of writers. Indeed we read various subject matters, and for diverse purposes.

We read newspapers. We read articles. We read poems. We read dramas. We read

novels. We read proses. We read documents. We read letters. We read reports. We read books. We read screens, namely on line or on the the Internet. We read anything that comes into our eyes. Readings come to us from multimilliard channels, in different modes and media.

What is reading then? When asked such a question, simple as it is, more often than not, we are not able to give a definition, not to say a definition that will satisfy the others. “ We read with our eyes. ” “ We use our eyes to get information. ” “ When we use our eyes to get information from printings, we are doing reading. ” These are some of the answers we are likely to encounter. Layman answers, you may say. Yes, they are. But it is really hard to define reading, even for researchers.

To Ashwin Ram and Kenneth Moorman (2004), two researchers at College of Computing, Georgia Institute of Technology, for example, reading is merely one of the many tasks anchored in the human language processing system. Seeing it as a task, they hence define it as that human task to “ take as its input a body of text in a natural language and produce as its output an understanding of that text. ”

It is crucial to observe the key words and emphasis in their definition. That is, text is seen as input and text understanding as output. And as a consequence, the reading task involves both the input and output efforts in the process. If we are gratified with this definition, we need to, as Ram and Moorman contend here, interpret the nature of understanding and the nature of task, and raise pertinent questions such as: What is meant by reading understanding? How can we represent reading understanding? Why and how understanding is used? How can we measure our understanding in reading? As for the nature of task, we need to address such questions as: How do we execute reading? What elements and factors are included in our reading tasks? How can we describe a reading task? It is clear that a theory of reading can be formulated if all these questions are answered.

The common interest in reading has brought researchers together to reflect on the theory and practice of the activity in many conferences and featured workshops. There have been lots of local and international reading clubs and organizations, too. This ample activity has also found its way in the cyber space. For example, <http://www.reading.com> is a special site that is dedicated to the discussion of reading.

The difficulty lies, among other things, in the breadth and integrativeness of the

activities we engage in, the scopic contents we envisage, the discrepancies of our purposes, the methods we adopt during the event, and what is more, the nature of such an activity.

So what is reading?

To put it in a simple manner, we can say that reading is one of the basic activities human beings engage in doing in their everyday life. And as our experience and practice extend, such a human activity is normally accompanied with eye-movement from left to right or from top to bottom on print-out language textual matters or on-screen scriptures. The objectives of such activities, to add to Ram and Moorman, and to reflect our conventional practices, are to get information, to get fun or to be entertained, or, to a few, to past time. Hence in short, reading is a human visual activity to understand, especially written messages.

We are not sure if this definition will convince all, but there is one thing we are sure about, that is, we have tried to incorporated the subject matters of readings, the ways readings are presented, and the effects of readings that are likely to change our dimensions about this human activity.

1.1.2 Why do we read?

Now having defined what we mean by reading, it is vital for us to understand the motivations of our reading. Though we have partially mentioned the reasons to read by passing in our above definition of reading, we would like to give some more accounts to, or argue more seriously about, the necessity of reading.

Yes, we read for information, we read for fun, we read for leisure, as we pointed out in our attempted definition. These are but common-sense explanations.

Professional accounts of the reasons to read are many. In our review of the rich literature on reading, we find that scientists, cognitive linguists and psycholinguists in particular, all have given more serious thoughts and claims about the motivations of human reading.

Whorf (1956), Wittgenstein (1968), Fodor (1975), Johnson (1987), and Lakoff & Johnson (1980), for example, have all argued that, from the psychological point of view, it is human nature to read that human beings all possess the ability to read, and that to read through language is in fact an essential, unique and central aspect

of human intelligence. In other words, as human beings, we are often inclined to utilize our intelligences bestowed by our parents to better ourselves. And from the physiological point of view, there are many such marked intelligences we inherited from our parents at birth. Now we understand that the ability to read and understand language is only one of such identified aspects, other abilities being listening, speaking, writings, translating, thinking, etc. Hence it is both a psychological and physiological need for us to read. Physiologically, we are all endowed with this genetic ability, and psychologically, we read in order to balance ourselves among all these endowed genetic abilities.

From the sociological viewpoint, we would like to stress that well-developed social men are those who best handle the abilities and skills. We have undergone many stages of development as social men and have experienced the process of growth. For example, we feel it strongly that sometimes it is just too vital to utilize language to succeed, and sometimes communication skills, and very often both. The message in this growth process is: to be successful, it is always better to resort to an overall development solution, rather than depend on or confine ourselves to a single solution. In other words, a balanced use of all the abilities, including reading, is at the top list of our recommendation.

Linguistically speaking, we all are equipped with the ability to listen, to read, to speak, to read, and to write. And we find again and again that successful people are, more often than not, good handlers of these abilities and skills. They seldom depend on one single skill, but instead a manipulation of all these skills to succeed. More listening helps a person to understand; more speaking brings him closer to the others; more reading prepares him depth; and more writing records him for ever. Reading really finds its place in a holistic process of survival, growth and attainments.

A straightforward explanation about the motivation is understanding. In other words, we read because we want to understand. This becomes a very strong factor when we scrutinize especially the objectives of information and entertainment securing endeavors in reading. To put it another way, we read because very often we want to understand the exact sound of words a speaker articulates. This is especially true in the case of language learners who try to match the pronunciation of certain words by referring to the speech scripture of speakers bearing accents. We also read in order to understand the meaning of an expression or a sentence and the meaning of an utterance in a speech event. For

example, what is meant by “ Light, please, ” when a lecturer is presenting his talk with a slide projector. He might mean “ Off with the light ” and “ On with the light ” in line with need during the talk. We need to read the whole text in order to decipher when the lecturer is expressing the first meaning and when the second. Readers often find themselves in another effort in reading, namely to locate the inter-relatedness between textual structures. Deictic expressions such as “ it ”, “ this ”, “ that ”, “ henceforward ”, “ in the following ”, etc. always demand readers to read closely to relate the structural meanings in a text. The same thing is true in the analysis of a discourse unit, as we often witness what systemic grammarians involve themselves in doing.

Therefore we can say that people read for various purposes and they throw themselves into reading activities and subject matters to fulfill their diverse needs.

1.1.3 How do we read?

1.1.3.1 The functional model of the reading process

As we said above, people read because they find themselves less informative than others, and to alter this situation, they read in order to balance themselves or shorten their distance with others via outputting what they read. This actually entails the functional approach of reading. If reading is referred to as the input or inputting as the beginning, and output or outputting as the end, then it is important to realize that people more often than not read seriously, and to be more exact, they try to read the things they desire. This functional model of reading is hence adequate in explaining especially professional reading activities.

1.1.3.2 The computational model of the reading process

A function-driven reading process inevitably leads to computational explanation of the process. If readers have certain objectives in mind before they set out reading, they will consciously think of a gauging need somewhere in the process. In other words, readers will ask themselves again and again how much they have read and where they are in reading ability, etc. This consciousness of gauging is another trait that is able to explain most of our reading activities.

1.1.3.3 The representational model of the reading process

To arrive at an outputting stage of reading development, readers usually plan and

manipulate the activity with caution. This process is characterized by considerations such as the form of reading, the content of reading, the schedule of reading, and the checklist of reading, etc.

1.1.4 Tasks of reading

1.1.4.1 Processing words and sentences

Readings contain words and sentences that help to convey ideas and messages. The first and foremost task of any reading activity by any levels of readers is to understand a reading from the language level. Hence word-by-word, sentence-by-sentence, and paragraph-by-paragraph reading often characterize the patterns or ongoing processes of reading. What is the meaning, among all the meanings of the words and sentences, in the context? How ambiguous words are disambiguated? How are individual words combined to express the meaning of a sentence? How to understand anaphora in a sentence? In what way a punctuation is used to help bring out the meaning of the writer? How tenses, voices, mood, etc. grammatical notions help to realize pragmatic functions of language? These are all initial efforts readers make.

1.1.4.2 Drawing inferences

Inferring or drawing inferences is another task readers must perform in a reading activity. Readers need to infer the meaning of words and sentences, the intended message the writer wants to convey, the association between meanings and behind events, the attitude of the author, the beliefs and values of characters, the truth and implications of a statement, etc. It is true to say that reading provokes thinking. This enables reading to become much cognitive in nature and necessary for human growth.

1.1.4.3 Dealing with novelty

We read because we want to know more. This already presupposes lots of novelty in readings we are approaching. New words, new usages, new analogies, new metaphors, new definitions, new ideas, new concepts, and new theories, are all novel things we are to encounter. New events, new attitudes, new values, and new cultural practices are waiting for us to explore and understand. This perhaps is what makes reading a challenge as well as fun.

1.1.4.4 Regulating behaviors

We seek chances to enhance our growth, and reading is one of such chances. As readings are comprised of various genres and forms, themes, qualities, it is vital that readers need to control themselves when burying themselves in the activity. They must remember where they are going, what they are zealous to find out, and how much they have come up, and where to turn to next. This reading process is itself much a process to educate the reader, in the sense that it helps to govern, regulate and better their behavior on the way of learning and towards socialization.

1.1.5 Internet reading: A convergence of ideas and practices

Where is the place of Internet reading under the general framework of reading? Well, it is a convergence of ideas and practices we have depicted so far. Rich materials, varied themes, daily happenings, ancient events, and new words and meanings. Readers are really finding themselves swimming in the sea of knowledge and information. They are to judge for themselves, to decide for themselves, to be responsible for what they do (read), and to grow in a virtual world. What we wish to suggest to readers of the Internet world is: Hey, listen. We have messages for you. There are lots of ways to better survive the net environments, and to benefit and better ourselves. Just stay with us and read on.

1.2 Internet reading defined

1.2.1 Introduction

1.2.2 Initial probe into online readings on reading

1.2.1 Introduction

Internet reading has at least two meanings. Literally it refers to a novel mode of reading which bases itself on the Internet. To put it another way, it is a kind of reading activity that transforms traditional mode of reading on paper to a mode of reading on computer screen. This implies that one need to rely on a computer to make net reading

happen. The changed mode requires us to be aware of other accompanied changed features, behavioral habits, and conditions.

Another layer of meaning is to refer Internet reading to its associated contents. In other words, if so understood, Internet reading may refer to the reading (functional, computational, representational) processes as well as the reading materials or resources available on line.

To better understand the nature of this new mode of reading, we feel it necessary, at this point, to retrospect on the evolutionary ideas of Internet.

In the 1960s, funded by the U. S Defense Department's Advanced Research Projects Agency (ARPA) , a group of researchers began to experiment on the possibility to connect computers with one another and to people through telephone hook-ups.

The technology employed to link computers in different locations is known as packet switching. The packet switching technology can break data for other locations into little pieces, and the different locations are assigned their own " forwarding addresses ". This technological level enables and hence has potential of permitting several users share data by using just one communications line. In addition, the packet switching technology can create networks that automatically route data around as far as to other computers. It is interesting to notice that ARPA's goal stops here: to develop a data network that can survive a nuclear attack. This is purely a military purpose.

The idea to transform the military goal to civilian use and benefit help researchers further amplify the functions of the packet system. They make it an information highway that allows large numbers of " vehicles " (in the form of computers) to share the same " lane of data ". Since each computer is given a name and address, the packet contains a " map " and a time " stamp " that help send data to the right destination. As a result, this system allows computers to share data and researchers to exchange electronic mails, all done at the speed of a phone call.

Soon some enterprising college students begin to use the system to organize online conferences. At first they conduct discussions about science-related subject matters, but then begin to exchange views on virtually everything in every field, to hundreds and thousands of people around the country.

In the 1970s, ARPA helped to develop rules or protocols for transferring data between different types of computer networks. It is known as Internet (shortened from

“internetworking”) protocols which enables computers in and out America to weave a worldwide web net.

The 1980s witnessed a phenomenal expansion rate in the networks. Though costly at first, colleges, research companies and government agencies, even hobbyists (earlier netizens) all connect their computers to the Internet.

The 1990s continued to see the growth of Internet at exponential speed. It was estimated that the transferring volume of messages grows 20 percent a month. In the U. S., for instance, the major Internet “backbone” servers can move data at rates of 45 million bits per second. That is why Internet has become a commonality today.

1.2.2 Initial probe into online readings on reading

Here are some of the links where you may hope to come across discussions on “Internet reading: what is it?”

Introduction to IRA and NCATE Accreditation <http://www.reading.org/association/index.html>

Index for Reading Online http://www.readingonline.org/index/index_index.asp

American College Testing(ACT) www.act.org

Educational Testing Service(ETS) www.ets.org

ERIC Clearinghouse on Reading, English, and Communication
www.indiana.edu/~eric_rec

National Assessment of Educational Progress(NAEP) www.ed.gov/NCES/NAEP

National Association for the Education of Young Children(NAEYC)
www.naeyc.org

National Center for Family Literacy(NCFL) www.famlit.org

National Center on Adult Literacy(NCAL) www.literacyonline.org

National Council for Accreditation of Teacher Education(NCATE) www.ncate.org

1.3 E-reading vs. textual reading

1.3.1 Introduction

1.3.2 Four cardinal differences