

汉式英语与英语教材的语言质量

——以现行初中英语教材八年级下册为 个 案

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摘 要:教材质量直接影响教育质量。语言教材应该为学习者提供语言运用的正确范例。现在人们普遍抱怨学生英语作文中汉式英语泛滥。已有的研究认为,这种现象的产生与教材练习和课堂语言的缺陷有关。研究现行初中英语教材八年级下册可以发现其中存在不少汉式英语表达,这从侧面说明:汉式英语的泛滥与英语教材的语言质量相关。
关键词:英语教材;初中英语;汉式英语;地道英语

教材作为教育实施过程中最为重要的媒介,必须严格按照国家课程大纲或课程标准的要求编写,应该为学生提供所需的知识、技能等教学内容。教材质量直接影响教育质量。Hutchinson和 Waters认为,英语教材应该包括不同方面的英语知识,主要有:有趣的课文、愉快的活动、语言学习的套路、新的教学技巧以及语言运用的正确范例等。^[1]我国现行各级各类英语教材基本上都是按这种要求编写的。然而,近来有研究发现,^[2]我国英语教育存在这样一种现象:20世纪 80年代以前,人们常常指责学生的英语口语过于书面化;而 20世纪 90年代以来,人们则普遍感到:学生英语作文用词简单,结构松散,从语体角度分析,就是正式程度太低,口语化倾向太严重,即汉式英语泛滥。这种现象的产生是否与英语教材有关呢?十多年前,蔡基刚教授曾分析过大学英语教材和课堂教学情况并撰文指出:教材练习和课堂语言都存在严重问题,是产生汉式英语的主要原因。^[3]笔者拟将人民教育出版社出版的初中英语教材(Go for it)八年级下册为研究个案,^[4]试图通过分析证明:汉式英语的泛滥与英语教材的语言质量不过关不无关系。

一 数据统计

八年级下册教材共有十个教学单元,每单元分为基本语言内容、知识扩展和综合语言运用以及自我检测三部分。笔者先将各单元中所有语言活动指令语和练习项目进行了统计,然后对这些指令语和练习材料中的汉式英语句(含相同差、错重复的句

子)进行了甄别和统计,最后还分别统计了各单元阅读语篇中的句子总数和汉式英语句子数,并列表如下:

表 1 各相关部分句子总数和差错句(汉式英语句)统计

| 单元 | 阅读材料(段) | | 指令语(条) | | 练习材料(项) | |
|-----|---------|-------|--------|-------|---------|-------|
| | 句子总数 | 差、错句数 | 指令条数 | 差、错句数 | 练习项目数 | 差、错句数 |
| 1 | 26 | 2 | 28 | 3 | 22 | 2 |
| 2 | 27 | 3 | 28 | 5 | 18 | 4 |
| 3 | 23 | 2 | 24 | 4 | 18 | 2 |
| 4 | 24 | 4 | 26 | 4 | 22 | 5 |
| 5 | 13 | 2 | 19 | 3 | 20 | 8 |
| 6 | 17 | 0 | 25 | 3 | 22 | 2 |
| 7 | 19 | 3 | 25 | 2 | 20 | 2 |
| 8 | 21 | 5 | 26 | 4 | 20 | 4 |
| 9 | 20 | 2 | 26 | 2 | 18 | 0 |
| 10 | 15 | 2 | 20 | 3 | 18 | 0 |
| 合计 | 205 | 25 | 247 | 33 | 198 | 29 |
| 百分比 | 12.2% | | 13.3% | | 14.6% | |

二 实例分析

笔者曾就汉式英语的形成原因进行过分类探讨,^[5]现将本册教材中部分典型汉式英语句依此分类方式举例分析如下:

1. 汉语构思,英语表达,用词造句累赘冗余。

(1) What are some things that happen on soap operas? ^{[4] 26}

(cf What usually happens on soap opera?)

(2) They get up at 5 am and read books until 11 pm. They bve having the volunteer teachers there ^{[4] 32}

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- (cf They get up at 5 an and read until 11 pm. They love the volunteer teachers there)
- (3) I think lin going to go to the party with Karen and Ann ^{[4]34}
- (cf I think lin going to the party with Karen and Ann)
- (4) A: What will you do if you go to the old people's home visit?
- B: If I go to that one I'll bring them some flowers ^{[4]36}
- (cf A: What will you do if you visit the old people's home?
- B: If I go there I'll bring them some flowers)
- (5) I didn't finish writing my test because I ran out of time ^{[4]49}
- (cf I didn't finish my test because I ran out of time)
- (6) Let your eyes "scan" the text quickly to find details that you are looking for ^{[4]50}
- (cf Scan the text for details you need)

分析以上例句可以发现: 产生此类汉式英语的主要原因就是未能准确理解英语词义; 造句时, 只求英汉词语对应, 不顾语义和用词的重复累赘。其实, 一切地道英语, 无论书面语还是口头语, 都必须用词精练, 造句简洁。

2 指代不明, 结构残缺, 词序不当, 语义含糊。

- (1) Scientists are now trying to make robots look like people and do the same things as us ^{[4]8}
- (cf a Scientists are now trying to make robots look like people and do the same things as people do
- b Scientists are now trying to make robots look like people and do things like people
- c Scientists are now trying to make robots look and act like people)
- (2) Look at these pictures. What do you think these robots can do? Discuss with your partner ^{[4]9}
- (cf a Talk with your partner
- b Discuss your ideas with your partner
- c Share your ideas with your partner)
- (3) Competition between families starts at a young age ^{[4]17}

- (cf a Competition between families starts early.
- b Competition between children in different families starts at an early age
- c Competition between families starts when children are still quite young)
- (4) She said it was much better if she did her own work ^{[4]31}
- (cf a She said it was much better when she did her own work.
- b She said it would be much better if she did her own work)
- (5) You can understand the meaning of a word you don't know from the context ^{[4]32}
- (cf a You can understand from the context the meaning of a word you don't know.
- b You can understand the meaning of a new word from the context)
- (6) How did Yang Lei say she could help? ^{[4]33}
- (cf a How did Yang Lei think she could help?
- b What did Yang Lei say that she could help?)
- (7) OK, when is a good time to have the party? ^{[4]35}
- (cf a OK, when is it a good time to have the party?
- b OK, what would be a good time for the party?)
- (8) A: What annoys you, Lin Zhen?
- B: I get annoyed when classmates borrow my eraser and don't return it
- A: What do you do?
- B: ... ^{[4]56}
- (cf a How do you react?
- b What do you do about it?
- c What do you do when that happens?)

以上例句表明: 指代不清, 句子结构残缺不全, 词序不当等都能导致语义含糊, 甚至造成误解, 阻碍交流。意义的清晰表达是语言交流的关键, 无论是口头交际还是书面交流, 概莫能外。

3 词语搭配不当, 违背语法规则, 无视习惯用法, 过分依赖与汉语对应的句子结构和表达方式。

- (1) Most children take part in after-school clubs ^{[4]16}

- (cf a Most children take part in after school activities
b Most children join after-school clubs)
- (2) Circle the words that don't belong ^{[4] 23}
(cf a Circle the words where they don't belong
b Circle the words that don't fit)
- (3) I can open up my students' eyes to the outside world ^{[4] 33}
(cf a I can help my students to see much of the outside world
b I can enable my students to learn more about the outside world)
- (4) It's the school open day ^{[4] 54}
(cf a It's the opening day of school
b It's an open-house day.)
- (5) Besides singing English songs, there are many other fun ways to learn English. ^{[4] 66}
(cf a Besides singing English songs, there are many other interesting ways to learn English
b Besides singing English songs, there are many other ways to learn English with fun)
- (6) Answer the survey and then interview your partner ^{[4] 70}
(cf a Answer the questions and then interview your partner
b Conduct the survey and then interview your partner)

如上述例句所示, 此类汉式英语, 也许能为中国英语学习者所理解, 但非正宗地道英语, 很难登大雅之堂。以上分析的例句只是笔者认为具有代表性的不地道英语或汉式英语, 并非穷尽性列举。这样的英语竟然充斥英语教材, 难怪汉式英语泛滥。

语言教材应该为学生提供正确运用语言的范例, 这是天经地义的事。也许有人会说: 初中英语主要是口语, 口语就不必十分讲究。然而, 初中学生学

英语, 大都刚刚入门, 是初学者。一般说来, 语言初学者都以模仿学习为主。现阶段我国中小学学生(尤其是广大农村的中小学学生)的主要模仿对象, 一是教师, 二是教材。毋庸讳言, 目前我国中小学英语教师口、笔头英语表达的地道程度还有待提高, 能作为地道英语模仿对象的不多。因此, 学生唯一完全可以信赖的地道英语模仿对象应该就是英语教材了。若这道防线都不能坚守, 那还有什么希望提高全民的英语水平呢? 蔡基刚教授曾经指出, 作为英语教师, 我们“一方面抱怨学生写作中汉化倾向的严重性, 另一方面在教学上又无意中助长了这一倾向, 这是不可取的。每一位教师都有责任在自己的各个教学环节中分析汉式英语的产生原因, 积极找出医治的方法, 以便帮助学生克服汉式英语对写作的影响, 提高英语水平。”同样, 笔者撰写本文的目的就是想呼吁: 确保英语教材中的英语正宗地道, 帮助学生克服汉式英语, 也是英语教材编写者应尽的职责!

* 在进行个案研究的过程中, 得到了在国内高校任教的美籍教师 Robert W Reynolds 和 Peter A Stupp 两位先生的帮助, 文中例句的不可接受性或不地道程度都分别参考了他们的意见, 作者谨致谢意。文中疏误, 由作者负责。

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