

英语写作中省略和替代的使用特点及其教学启示*

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摘要: 本研究旨在分析大学生英语替代和省略的使用特征, 鼓励学生正确使用替代和省略, 达到英语文章的简洁和流畅。主要结果如下: 1) 中国学生在使用替代和省略时, 例如常把 *do* 和 *so* 连起来。2) 中国学生的英语写作中较少现替代和省略。据此, 作者提出在英语写作教学中应注意传授替代和省略方面的知识 with 技能。

关键词: 英语写作、替代、省略

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1.0 引言

语篇中的替代和省略形式是行文流畅、精炼的手段。韩礼德和哈桑 (Halliday & Hasan (1976 & 1994)) 将替代和省略视为提高文章的衔接与连贯性的一种有效衔接手段。国内对省略和替代的理论性研究已经不少, 其中对英汉中衔接特点的比较研究占主导地位。例如由朱永生教授等编写的《英汉语篇衔接手段对比研究, 2002》中就阐述了省略和替代的概念、分类以及从“形合”与“意合”的角度看英汉省略现象的差异。他们指出汉语是一种以意合为主的语言, 因而汉语中的省略注重意义的表达, 而很少考虑语法和逻辑。英语则是一种以形合为主的语言, 因而英语中的省略在很多情况下都伴随着形式或形态上的标记。孙纪燕 (2007) 也从韩礼德和哈桑的语篇衔接观点出发, 着重讨论了英汉语篇衔接中的动词性省略形式、省略的差异及其原因。

从以上所示的先行研究中我们不难看出, 在研究语篇衔接问题上替代和省略还是得到了国内外学者的一定重视, 特别是我国的很多研究语篇衔接理论的学者们都意识到通过对比英语和汉语中的替代和省略用法, 能提高我国英语学者对英语中的替代和省略的进一步认识, 进而提高他们英语的阅读和写作水平。

虽然如此, 本人认为仅仅通过英汉对比, 而不结合中国英语教学的实际情况分析总结我国学生在学习使用替代和省略时出现的普遍问题, 要想提高中国英语学习者的替代和省略的实际运用水平并非易事。因此, 本研究拟从中国英语写作教学实际出发, 特别是以广西高校英语学习者为例, 探讨学生们在学习和运用替代和省略时所遇到的共同难题, 寻求解决这些难题的方法论和具体解决措施, 以求提高学生英语写作连贯水平为最终目的。

2.0 替代和省略概述

替代, 顾名思义是指一个词语或者句子被另外一个词语顶替使用。根据 Bloor (1995) 等学者的解释, “替代是指说话者为了避免重复使用同一个词汇, 使用另一个从语法上成立的词顶替这一词汇”。省略是一种特殊的替代现象, 也称“零替代”, 具有衔接语篇的功能。

根据韩礼德和哈桑的观点, 语篇中的非结构性衔接特征即具有语义衔接作用的语法与词

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汇手段共分为五类, 即: 照应 (reference)、替代 (substitution)、省略 (ellipsis)、连接 (conjunctions) 以及词汇性衔接。各类下面又可细分为一些小类, 如照应可分人称照应、指示照应和比较照应; 替代分名词性替代、动词性替代和分句性替代; 省略分名词性省略、动词性省略和分句性省略; 连接分递进、条件、时间等; 词汇性衔接又可以分为同现和搭配等。

替代可以细分为以下3种类型: 名词性替代 (包括 *one*, *ones*, 和 *same*), 动词性替代 (主要有 *do*) 以及分句性替代 (包括 *so* 和 *not*)。试看以下例句:

(1) 名词性替代

Would you like me to change the *pictures* in your room?

No, I think we'd like to keep the same *ones*.

在这里 *ones* 就替代了 *pictures*。

(2) 动词性替代

I don't know you *cycled to work*.

Yes, I always *do*.

第二个小句中的 *do* 就顶替了前句中的 *cycled to work*。

(3) 分句性替代

Dad won't mind us borrowing the car, will he?

No, I suppose *not*.

很明显第二句中的 *not* 就是前面的句子 *mind us borrowing the car* 的替身。

The car is in good condition. They told me *so* at the garage.

第二个句中的 *so* 就替换了第一句中的 *The car is in good condition*。

省略也有以下 3 种细分:

(1) 名词性省略

Which hat will you wear? This is the best (hat).

第二句中的 *hat* 可以被省略。

(2) 动词性省略

1) Have you been swimming?--Yes, I have.

2) What have you been doing?—Swimming.

很明显在 1) 中的 *I have been* 虽然被省略掉, 整个句子的意思一样可以被人理解。

(3) 分句性省略

I kept quiet because Mary gets very embarrassed if anyone mentions John's name. I don't know why.

此句中的 *why* 后面省略了句子 *Mary gets very embarrassed if anyone mentions John's name*。

3.0 研究方法及步骤

(1) 协助本研究的学生来自于广西大学外国语学院英语专业 3 年级的任意一个班的全体学生 (总人数为 20)。这些学生的母语都是汉语, 英语是他们的外国语。我要求这 20 位学生在规定的 2 小时内完成我指定的测试题和作文题。参加测试的学生不允许带任何参考书, 包括字典。因为英语专业学生都是以小班为编制, 所以本研究就选择了一个班的学生作为研

究对象。

(2) 我使用 SPSS Colorado 大学 Boulder 分校认知科学心理学系开发的通过语义测试文章的连贯性的软件 Coh-Metrix 来分析学生们的替代、省略、人称照应、指示照应的使用特点和文章的连贯性。

4.0 研究结果

(1) 学生们的测试结果如下:

1) 为了探讨学生使用替代和省略的好坏, 我通过把替代和省略跟人称和指示照应, 连贯得分相比较, 从中找出学生的替代和省略使用的总体特点。表 1 告诉我们替代和省略与其他 2 种衔接手段(人称照应和指示照应)以及连贯间的相关关系。通过 F-test 检验结果, 我们得出学生在使用人称照应, 替代和省略之间存在着比较大的标准偏差 ($p < 0.05$)。然而在替代、省略、指示照应之间, 替代、省略、连贯之间没有发现很大的标准偏差 ($p > 0.05$)。从此结果我们可以归纳出学生们判断和使用人称照应的正确程度要比判断和使用替代和省略的正确程度高。

2) 通过协方差分析, 我们发现替代、省略与人称照应之间的共分散值为-0.13; 替代、省略与指示照应之间的共分散值为-0.39; 替代、省略与连贯之间的共分散值为-0.69。从此结果我们可以得出以下结论: 替代、省略与人称照应, 替代、省略与指示照应以及替代、省略与连贯这 3 组之间的互动凸现负值。这也说明了这 3 组内部间的内在联系很不明显。

(2) 学生们在使用替代和省略时出现的主要错误如以下例句所示(打有*号的句子是错句, 括号里的数据表示所犯错误的频度):

错误 1:

*"He has a shave every morning, but you wouldn't think *he had*." (12)

"He has a shave every morning, but you wouldn't think he *did*."

错误 2:

*"Do you think that Ray will be up by now?" "I doubt so." (12)

"Do you think that Ray will be up by now?" "I doubt whether *he will*."

错误 3:

*"I did not know you cycled to work." "Yes, I always *do so*." (12)

"I did not know you cycled to work." "Yes, I always *do*."

错误 4:

*"Dad won't mind us borrowing the car, will he?" "No, I don't *suppose so*." (2)

"Dad won't mind us borrowing the car, will he?" "No, I suppose not."

错误 5:

*"We'd like to go to Canada to see Ruth, but we can't *afford*." (10)

"We'd like to go to Canada to see Ruth, but we can't *afford to*."

错误 6:

*"Has Rachel arrived yet?" "No, I don't think he *has done*." (9)

"Has Rachel arrived yet?" "No, I don't think he *has*."

错误 7:

*"It looks like Schurnacher is going to win again." "It *appears*." (8)

"It looks like Schumacher is going to win again." "It *appears so*."

错误 8:

*"The car is in good condition. They *told so* at the garage." (5)

"The car is in good condition. They *told me so* at the garage."

错误 9:

*"I imagine the information is kept on computer somewhere." "I *expect*." (2)

"I imagine the information is kept on computer somewhere." "I *would expect so*."

错误 10:

*"Ben won't be coming this weekend." "But he *promised so*." (6)

"Ben won't be coming this weekend." "But he *promised he would*."

错误 11:

*"Will it take you long to fix it?" "Well, it might *do so*. I am not sure yet." (6)

"Will it take you long to fix it?" "Well, it might *so*. I am not sure yet."

错误 12:

*"Will she expect us to get the job finished by the weekend?" "I certainly *don't hope so*." (5)

"Will she expect us to get the job finished by the weekend?" "I certainly *hope not*."

错误 13:

*"It doesn't look like the rain is going to stop soon." "I *don't guess*." (5)

"It doesn't look like the rain is going to stop soon." "I *guess not*."

错误 14:

*"I did not want Matthew to climb the mountain, but he was *determined*." (4)

"I did not want Matthew to climb the mountain, but he was *determined to*."

错误 15:

*"I don't know whether my parents want to go to Norway, but I *don't suspect*." (2)

"I don't know whether my parents want to go to Norway, but I *suspect not*."

错误 16:

*"He owns much more land than I *do so*." (2)

"He owns much more land than I *do*."

错误 17:

*"My mother was really angry." "But didn't you *expect her to*?" (2)

"My mother was really angry." "But didn't you *expect her to be*?"

错误 18:

*"They asked me to go fishing with them, but I *didn't want*." (1)

"They asked me to go fishing with them, but I *didn't want to*."

5.0 错误分析

首先, 从给学生们出的测试替代和省略的 24 题中, 学生们犯有 18 种类的错误, 出错率达到 75%。这一现象说明了学生们对替代和省略的实际运用能力是比较差的。

其次, 让我们从这 18 种类错误中挑选出 9 种错误进行详细地分析。

错误类型 1 : * “He has a shave every morning, but you wouldn’t think *he had*.”

此错误的原因在于学生们没有真正地理解英语中的替代有 3 种形式 (动词性, 名词性以及分句性替代)。而动词性替代时一般要用 *do*, 而不是别的其他任何一个动词。所以此句的正确替代方式应该为: “He has a shave every morning, but you wouldn’t think *he did*.”

错误类型 2 : * “Do you think Ray will be up by now?” “I doubt *so*.”

此错误的根源在于学生们没有理解从句替代时应该注意的地方。在回答 Do you think Ray will be up by now? 时, 如果不用替代回答的话, 应该这样回答: I doubt whether Ray will be up by now. 然而, 为了避免文章的拖沓, 如果从句的谓语跟主句的谓语是相同的话, 从句中的谓语或者一部分谓语可以被替代。所以正确的替代形式应该是: “Do you think that Ray will be up by now?” “I doubt whether *he will*.”

请看一下其他类似的例句:

John will play the guitar if tom will (play the guitar); Because Alice won’t (dust the furniture), Mary is dusting the furniture.

错误类型 3 : * “I did not know you cycled to work.” “Yes, I always *do so*.”)。此错误类型与**错误类型 2** 有些相似, 但不完全相同。总的来说学生们还是没有记住英语替代的 3 种类型 (动词性, 名词性以及分句性)。动词性替代往往要用 *do*, 名词性替代往往要用 *so* 或者 *not*。而不能出现在同一个句子中既用动词性替代, 同时也用名词性或者分句性替代。所以正确替代方法应该是: “I did not know you cycled to work.” “Yes, I always *do*.”

错误类型 4: * “Dad won’t mind us borrowing the car, will he?” “No, I don’t *suppose so*.”。这一错误的根源在于学生们没有理解英语中分句性替代有两种句式。一个是肯定句, 另外一个是否定句。肯定句替代要用 *so*, 而否定句替代就要用到 *not*。正确替代应该为: “Dad won’t mind us borrowing the car, will he?” “No, I suppose *not*.”

错误类型 5 : * “We’d like to go to Canada to see Ruth, but we can’t afford.”。此错误的出现也许与学生没有正确地理解省略的另一个必须遵守的原则有关。这一原则是当从句中的动词不定式引导出来的动词短语跟主句中的动词不定式短语中的动词部分相同的话, 从句部分中的动词部分可以省略。正确省略应该是: “We’d like to go to Canada to see Ruth, but we can’t *afford to*.”

错误类型 6: * “Has Rachel arrived yet?” “No, I don’t think *he has done*.”。犯此错误的原因可以被推认为学生们不知道当一个句子中有助动词出现时, 可以省略的是助动词后面的短句, 助动词本身可以不用省略。正确答案应该是: “Has Rachel arrived yet?” “No, I don’t think *he has*.” 相同的例句还有: “Ben won’t be coming this weekend.” “But he *promised he would*.” 而不是 “But he *promised he would be*.”

错误类型 7: * “It looks like Schumacher is going to win again.” “It *appears*.”。此错误给我们的提示是学生们没有搞清楚 *it appears* 在没有被替代前的形式应该是 *it appears Schumacher is going to win again*。而 *Schumacher is going to win again* 很明显是一个分句, 因此这个分句的替代应该由 *so* 来完成。正确答案为: “It looks like Schumacher is going to win again.” “It *appears so*.”

错误类型 8 : * “The car is in good condition. They *told so* at the garage.”。分析此错误的原因应该从句法学来判断。根据句法学理论, 动词 *tell* 的后面要求有两个 NP 作它的补

语。因此,正确的替代方式应该是 *told me so* 而不是 *told so*。正确答案应为:“The car is in good condition. They *told me so* at the garage.”

错误类型 9: “I image the information is kept on computer somewhere.” “I expect.”。这一错误也应该从句法学来解释。*Expect* 这一动词要求后面有一个 NP 作它的补语。因此正确的替代形式应该是 *I expect so*。而不是 *I expect*。正确答案为:“I imagine the information is kept on computer somewhere.” “I would expect so.”

6.0 结束语

首先,统计结果告诉我们,学生们对替代和省略的判断使用能力跟对人称照应的判断使用能力相差甚远。这也就提醒我们在今后的英语写作教学中应该强调传授替代和省略知识和技能的重要性。在我们的教学中就发现,有相当一部分学生认为替代和省略可有可无。事实上这种想法是非常错误的。替代和省略的正确使用,可以帮助我们写得更简练和具有连贯性,进而能使我们的读者更加容易理解我们所写的文章内容。

其次,在传授替代和省略的使用规则时,不仅要从句法学,而且还要从语义学上进行分析 and 讲授,帮助学生们全面掌握替代和省略的具体用法。

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附录

1. Circle the appropriate alternatives. Sometimes both are possible.

- (1) He has a shave every morning, but you wouldn't think he *did/had*.
- (2) The developers pulled down the clock tower to make way for the new road. In *doing so/so doing*, they destroyed one of the finest examples of 17th century architecture in the country.
- (3) “Ben won't be coming this weekend.” “But he *promised so/promised he would*.”
- (4) “It looks like Schumacher is going to win again.” “It *appears/appears so*.”
- (5) “I didn't know you cycled to work.” “Yes, I always *do/do so*.”
- (6) I don't smoke cigars, and never *have/have done*.
- (7) They asked me to go fishing with them, but I *didn't want /didn't want to*.
- (8) “Will it take you long to fix it?” “Well, it might *do/do so*. I am not sure yet.”
- (9) “Do you think Ray will be up by now?” “I *doubt that he will/ doubt so*.”
- (10) “Dad won't mind us borrowing the car, will he?” “No, I *don't suppose so/suppose not*.”
- (11) Just park your car wherever you *want to/want*.
- (12) “Has Rachel arrived yet?” “No, I don't think he *has done/has*.”

- (13) Karl had to choose between working much longer hours and moving to another part of the country. He had never faced *such a dilemma/a such dilemma* before.
- (14) He owns much more land than I *do so/do*.
- (15) We'd like to go to Canada to see Ruth, but we can't *afford to/afford*.
- (16) "I imagine the information is kept on computer somewhere." "I would *expect so/expect*."
- (17) I don't know whether my parents want to go to Norway, but I *suspect not/don't suspect*.
- (18) "Will she expect us to get the job finished by the weekend?" "I certainly don't *hope so/ hope not*."
- (19) "There is no answer. I suppose she might have left home by now." "Yes, I suppose she *might have/might*."
- (20) The car is in good condition. They *told so/told me so* at the garage.
- (21) I did not want Matthew to climb the mountain, but he was *determined to/determined*.
- (22) "My mother was really angry." "But didn't you expect her *to/to be*."
- (23) "It doesn't look like the rain is going to stop soon." "I *don't guess/guess not*."
- (24) "Are you going to the library today?" "I *might do/might be*."

2. Fill in the blanks with suitable words.

Mr. and Mrs. Brown were talking about their () neighbors, Mr. and Mrs. Smith, and their () new house. "He () must be making a good income to be able to live in a house like that ()," said he (), "to say nothing of the car they () have. It's () a Rolls (the brand of a car)."

"Oh, I () don't think he () makes much money," she () replied, "but I () fancy she () has a private income."

"I () wonder whether they () paid for it () themselves () or whether her () parents gave it () to her ()," he () said.

She () answered, "Yes, they () bought it () after a lucky week with football pools. But as for the car, I () can't speak definitely about that (), though I () think it () is hers () rather than his ()."

"I () know which of the two I would sooner have," was his () comment.

3. Write a composition in which at least 250 words are included. The title of it is "What do you think of *Practice Makes Perfect*".

Characteristics of the Use of Substitution and Ellipsis by Chinese EFL Students

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Abstract: This study is to investigate the use of substitution and ellipsis in written productions by Chinese students. Some common errors are discovered about the use of substitution and ellipsis by Chinese EFL learners. One of the most frequent errors is the co-occurring use of substitutes *do* and *so*.

Besides, substitution and ellipsis are significantly underused by Chinese EFL learners. Therefore, special emphasis should be given to the teaching of substitution and ellipsis.

Keywords: English writing; substitution; ellipsis

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