

中青年学者外国语言文学学术前沿研究丛书

英汉语篇 跨文化修辞研究

刘兴华 著

AN INTERCULTURAL RHETORIC
STUDY ON ENGLISH-CHINESE
ARGUMENTATIVE WRITING

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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丛书序

进入新世纪以来,我国外语学科的学术研究呈现繁荣的局面,不仅学界专家、尤其是中青年学者的研究热情持续高涨,而且申报项目、出版论著或者发表论文的数量和质量也大幅度提高。以全国哲学社会科学规划办公室提供的数据为例,2014年国家社科基金年度项目和青年项目申报总数为28,186项,其中30-45岁这一年龄段共有17,729人申报,占总申报量的62.9%;经过评审,共有2395人立项,占总立项数的62.7%。这表明包括外语学科在内的中青年学者已成为学术研究的中坚力量。与此同时,外语学科的研究者除了在国内外重要学术刊物发表高水平的论文之外,还不断开拓论著发表渠道,通过创办学术集刊等形式表达和传播学术思想。据统计,近年来,各高校创办的外语集刊达几十种之多,在国外刊物上发表论文的数量也逐年增加。形成这种局面的原因多种多样,但主要归功于研究者们探索新知的内在需求和国家激励学术创新的外部环境。

然而,由于种种原因,中青年学者仍然面临着专著出版难的问题。尽管他们大多在国内外接受过系统的学术训练,思想活跃、心智敏锐,能够迅速抓住学术前沿话题,撰写的专著具有较高的学术价值,但常常陷入出版难的窘境,即使几经周折得以出版,也是“零散型”的著作,淹没在书海中而难以产生较大影响,更无法形成“集约型”效应。从某种意义上来说,这是极大的智力资源浪费,也在一定程度上挫伤了中青年学者学术研究的积极性。

中青年学者是中国学术发展的希望。为了保护中青年学者的学术热情,推动他们在学术前沿勇于探索,多出成果,外语教学与研究出版社秉承“开放性、学术性、原创性、前沿性”的原则,设立“中青年学者外国语言文学学术前沿研究丛书”出版项目。“开放性”就是对全国各高等学校和科研院所开放,凡是希望通过这一项目出版外国语言文学类各领域研究成果的中青年学者,皆可申请加入;“学术性”是指研究成果具有较深刻的学术思想和观点,能够反映外国语言文学各领域理论和实践的本质和规律;“原创性”就是发前人所未发、想前人所未想,在研究内容和形式上有创见和创新;“前沿性”是指研究成果反映外国语言文学

各领域的最新发展动态，具有前瞻性。近年来，随着计算机技术的广泛应用和全球化进程的进一步加快，外国语言文学学术研究的内容和形式发生了变化，并呈现交叉融合的趋势。因此，我们鼓励中青年学者以问题为导向，运用新技术、新方法和新视角，对语言学、文学、翻译学、外语教学等诸多方面进行跨学科研究，力争推出一批集学术性、原创性和前瞻性为一体的最新研究成果，构建具有中国特色的外国语言文学学术话语体系。

首批入选“中青年学者外国语言文学学术前沿研究丛书”的专著共有十本：《教育语言学——一个社会符号的模式》、《文学交际中的读者：叙事虚构作品解读的自由与局限》、《翻译诗学》、《中国晚期二语习得者英语被动句加工的认知神经机制：行为与脑科学的整合研究》、《萧乾文学翻译思想研究》、《詹姆斯·马丁访谈录》、《英汉语篇跨文化修辞研究》、《莎士比亚戏剧中强调语的语用分析》、《基于语料库的中国英语学习者强化语型式和意义研究》和《国家形象与外宣翻译策略研究》，涵盖语言学、文学、翻译、外语教学等不同领域。

“中青年学者外国语言文学学术前沿研究丛书”注重质量和创新。首批入选的专著均经过专家审读和评阅。为确保丛书的学术品质，外语教学与研究出版社还将聘请资深专家担任系列丛书的顾问，并成立由外国语言文学学科领域知名学者组成的编委会，对申请出版的学术专著进行评议和遴选。本丛书项目将按照相关质量标准，组织专家对申报项目进行评审，入选者列入出版计划。

我们秉承严谨治学的态度，希望通过学术出版为学术传承与创新提供平台，但由于水平有限，书中恐有疏漏之处，恳请诸位专家和学者不吝指教。

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Contents

List of Tables	viii
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List of Figures	xii
------------------------------	------------

Chapter 1 Intercultural Rhetoric Revisited	1
---	----------

1.1 Introduction	1
1.2 The relationship between L1 and L2 writing	2
1.3 Theoretical conceptualization of intercultural rhetoric	5
1.4 Development and challenges of intercultural rhetoric research	9
1.5 Summary	12

Chapter 2 A Multidimensional and Ecological Approach to Intercultural Rhetoric Studies	13
---	-----------

2.1 Introduction	13
2.2 Research focus	14
2.3 Research methods	16
2.4 Explanatory factors	19
2.5 Summary	21

Chapter 3 Situating Intercultural Rhetoric Research Within Systemic Functional Linguistics	22
---	-----------

3.1 Introduction	22
3.2 Tri-stratal model of language	23
3.3 Metafunctions of language	25
3.4 Genre schools	25
3.5 SFL genre studies	27
3.6 Arguing genre from an SFL perspective	28
3.7 APPRAISAL theory	32
3.7.1 ATTITUDE system	33

3.7.2	ENGAGEMENT system.....	36
3.7.3	GRADUATION.....	39
3.8	Summary	41

Chapter 4 Contrasting English-Chinese Written Discourse: A Case Study..... 42

4.1	Introduction	42
4.2	Qi-Cheng-Zhuan-He rhetorical structure	42
4.3	Ba Gu Wen (eight-legged essay)	49
4.4	Inductiveness (indirectness) vs. deductiveness (directness).....	54
4.5	Critical stance and personal voice	58
4.6	Research gaps in English-Chinese contrastive studies.....	61
4.7	Methodology	64
4.7.1	Preparation of research tools.....	66
4.7.2	Piloting of research tools	68
4.7.3	The formal investigation.....	71
4.7.4	Chinese English-majors' English (CEE) and Chinese (CEC) writing.....	72
4.7.5	Good Chinese writing (CC).....	76
4.7.6	Good English writing (EE).....	77
4.7.7	Examination of Chinese and English writing manuals.....	78
4.7.8	Structure analysis of students' texts.....	80
4.7.9	Identification of thesis statement and topic sentences	81
4.7.10	Placement of thesis statement and topic sentences.....	83
4.7.11	Topic sentence/paragraph ratio (T/P value)	84
4.7.12	Identification of introduction and conclusion paragraphs.....	85
4.7.13	Schematic analysis.....	86
4.7.14	Identification of Qi-Cheng-Zhuan-He rhetorical structure	90
4.7.15	Analyzing Engagement resources.....	90
4.7.16	Validity and reliability of Appraisal coding	94
4.7.17	Parsing Chinese lexical items for CEC and CC.....	95
4.7.18	Multidimensional view of comparisons.....	97

4.8	Summary	99
-----	---------------	----

Chapter 5 Structural Analysis 100

5.1	Introduction	100
5.2	Thesis statement	101
5.2.1	Comparison of native-speakers' writing: EE and CC.....	101
5.2.2	A cross-cultural comparison between EE and CEE.....	102
5.2.3	A within-language comparison between CC and CEC	104
5.2.4	A within-subject comparison between CEE and CEC.....	105
5.3	Topic sentences.....	106
5.3.1	Comparison of native speakers' writing: EE and CC.....	106
5.3.2	A cross-cultural comparison between EE and CEE.....	109
5.3.3	A within-language comparison between CC and CEC	112
5.3.4	A within-subject comparison between CEE and CEC.....	114
5.4	Methods of writing an introduction.....	115
5.4.1	Comparison of native-speakers' writing: EE and CC.....	116
5.4.2	A cross-cultural comparison between EE and CEE.....	120
5.4.3	A within-language comparison between CC and CEC	122
5.4.4	A within-subject comparison between CEE and CEC.....	123
5.5	Methods of writing a conclusion.....	125
5.5.1	Comparison of native-speakers' writing:EE and CC.....	126
5.5.2	A cross-cultural comparison between EE and CEE.....	129
5.5.3	A within-language comparison between CC and CEC	130
5.5.4	A within-subject comparison between CEE and CEC.....	131
5.6	Qi-Cheng-Zhuan-He rhetorical structure	133
5.6.1	Qi-Cheng-Zhuan-He rhetorical structure in EE.....	133
5.6.2	Qi-Cheng-Zhuan-He rhetorical structure in CC	136
5.6.3	Qi-Cheng-Zhuan-He rhetorical structure in CEE.....	139
5.6.4	Qi-Cheng-Zhuan-He rhetorical structure in CEC.....	142
5.7	Summary	145

Chapter 6 Engagement Analysis 149

6.1	Introduction	149
6.2	Comparison of native-speakers' writing: EE and CC	149

6.2.1	Monogloss and Heterogloss.....	149
6.2.2	Heterogloss subcategories.....	150
6.3	A cross-cultural comparison between EE and CEE.....	156
6.3.1	Monogloss and Heterogloss.....	156
6.3.2	Heterogloss subcategories.....	158
6.4	A within-language comparison between CC and CEC.....	163
6.4.1	Monogloss and Heterogloss.....	163
6.4.2	Heterogloss subcategories.....	163
6.5	A within-subject comparison between CEE and CEC.....	167
6.5.1	Monogloss and Heterogloss.....	167
6.5.2	Heterogloss subcategories.....	168
6.6	Summary	171
Chapter 7 Conclusion		173
7.1	Introduction	173
7.2	The study revisited	173
7.3	Summary of results.....	175
7.3.1	Structural analysis.....	175
7.3.2	Engagement analysis.....	178
7.4	Theoretical implication: Towards a multi-dimensional and ecological view of contrastive rhetoric.....	179
7.5	Pedagogical implications: A two-stage genre-based writing pedagogy	181
7.6	Evaluation of the research	188
7.6.1	Contributions of the study.....	188
7.6.2	Limitations of the study	189
7.7	Suggestions for future research	190
References.....		192
Appendices		209
Appendix A	Potential Topics	209
Appendix B	Writing Instructions	210
Appendix C	Discourse-based Interview Questions (Writing Process Questionnaire Questions).....	211

Appendix D	English Writing Experience Questionnaire for CEE (English Version)	212
Appendix E	Chinese Writing Experience Questionnaire for CEC and CC	219
Appendix F	English Writing Experience Questionnaire for EE.....	223
Appendix G	TEM4 Writing Rating Rubric for CEE (NACFLT, 2004)...	227
Appendix H	CC Rating Rubric	228

List of Tables

Table 3.1	Key features of the micro-genres Exposition, Challenge and Discussion (adapted from Martin & Rose, 2008:137).....	29
Table 3.2	Four common arguing genres (Coffin, 2004: 236).....	30
Table 3.3	AFFECT subcategories (adapted from Martin & White, 2005:51).....	34
Table 3.4	JUDGEMENT subcategories with examples (adapted from Martin & White, 2005: 53-54).....	35
Table 3.5	APPRECIATION subcategories with examples (adapted from Martin & White, 2005: 56).....	35
Table 3.6	Lexical realization of intensification (summarized from Martin & White, 2005:141-144).....	39
Table 4.1	Meanings and functions of Qi-Cheng-Zhuan-He parts (Kirkpatrick, 1997).....	43
Table 4.2	Qi-Cheng-Zhuan-He rhetorical structure in a Chinese ESL student's English writing (adapted from Cai, 1993:10).....	47
Table 4.3	Components and functions of Ba Gu Wen (eight-legged essay) (adapted from Kirkpatrick, 1997: 232-233; Elman, 2000: 394).....	50
Table 4.4	Overall design of the study.....	65
Table 4.5	Questionnaire items in the current study and the sources from which they were adapted.....	67
Table 4.6	Participants in the pilot investigation	69
Table 4.7	Background information of English-major participants.....	72
Table 4.8	Background information of CEE raters	73
Table 4.9	Descriptive statistics of CEE scores	74
Table 4.10	Background information of CEC raters.....	75
Table 4.11	Descriptive statistics of CEC scores	75
Table 4.12	Summary of background information of CC writers.....	77
Table 4.13	Background information of EE evaluators	78

Table 4.14	Summary of background information of EE writers	78
Table 4.15	Background information on selected Chinese writing manuals	79
Table 4.16	Background information on selected English writing manuals	80
Table 4.17	Glossary of schematic stages (adapted from Lee (2006)) ..	86
Table 4.18	Sample schematic analysis of CEE26	87
Table 4.19	Sample schematic analysis of CEC21 (English translation in brackets by thesis author).....	88
Table 4.20	Statistical methods employed for the comparison of mean occurrences of Engagement values across different group comparisons.....	99
Table 5.1	Placement of thesis statement in EE and CC.....	101
Table 5.2	Placement of thesis statement in EE and CEE	103
Table 5.3	Placement of thesis statement in CC and CEC.....	104
Table 5.4	Placement of thesis statement in CEE and CEC.....	105
Table 5.5	Placement of topic sentences in EE and CC at a whole text level	107
Table 5.6	Placement of topic sentences in EE and CC at the Argument stage.....	107
Table 5.7	Mean T/P values in EE and CEE at a whole text level.....	109
Table 5.8	Placement of topic sentences in EE and CEE at a whole text level	110
Table 5.9	Mean T/P values in EE and CEE at the Argument stage ...	111
Table 5.10	Placement of topic sentences in EE and CEE at the Argument stage.....	111
Table 5.11	Mean T/P values in CC and CEC at a whole text level	112
Table 5.12	Placement of topic sentences in CC and CEC at a whole text level	113
Table 5.13	Mean T/P values in CC and CEC at the Argument stage	113
Table 5.14	Placement of topic sentences in CC and CEC at the Argument stage.....	114
Table 5.15	Placement of topic sentences in CEE and CEC at a whole text level	115

Table 5.16	Placement of topic sentences in CEE and CEC at the Argument stage.....	115
Table 5.17	Methods of writing an introduction paragraph.....	116
Table 5.18	Methods of writing an introduction paragraph in EE and CC.....	116
Table 5.19	Outline of a typical “linear” essay structure in English (Littlewood, 1996:8).....	118
Table 5.20	Structures of English argumentative essays (Hyland, 1990:69).....	118
Table 5.21	Methods of writing an introduction paragraph in EE and CEE.....	121
Table 5.22	Methods of writing an introduction paragraph in CC and CEC	122
Table 5.23	Methods of writing an introduction paragraph in CEE and CEC	124
Table 5.24	Methods of writing a conclusion	125
Table 5.25	Methods of writing a conclusion in EE and CC.....	126
Table 5.26	Methods of writing a conclusion in EE and CEE.....	129
Table 5.27	Methods of writing a conclusion in CC and CEC	130
Table 5.28	Methods of writing a conclusion in CEE and CEC	132
Table 5.29	Qi-Cheng-Zhuan-He rhetoric structure in EE	133
Table 5.30	Qi-Cheng-Zhuan-He rhetoric structure in EE10	134
Table 5.31	Qi-Cheng-Zhuan-He rhetorical structure in CC	136
Table 5.32	Qi-Cheng-Zhuan-He rhetorical structure in CEE.....	139
Table 5.33	Qi-Cheng-Zhuan-He rhetorical structure in CEE9.....	140
Table 5.34	Qi-Cheng-Zhuan-He rhetorical structure in CEC.....	142
Table 5.35	Qi-Cheng-Zhuan-He rhetoric structure in CEC9.....	143
Table 6.1	Monogloss and Heterogloss values in EE and CC	149
Table 6.2	Mean occurrences of Deny, Counter, Concur, Pronounce, and Entertain items in EE and CC	150
Table 6.3	Mean occurrences of Concur items in EE and CC	152
Table 6.4	Mean occurrences of Attribution subcategories in EE and CC.....	155
Table 6.5	Mean occurrences of Monoglossic and Heteroglossic items in EE and CEE	157

Table 6.6	Mean occurrences of Deny, Counter, Concur, Pronounce and Entertain items in EE and CEE.....	158
Table 6.7	Mean occurrences of Concur subcategories in EE and CEE.....	160
Table 6.8	Mean occurrences of Attribution subcategories in EE and CEE.....	162
Table 6.9	Mean occurrences of Monogloss and Heterogloss values in CC and CEC.....	163
Table 6.10	Mean occurrences of Deny, Counter, Concur, Pronounce and Entertain items in CC and CEC	164
Table 6.11	Mean occurrences of Concur subcategories in CC and CEC.....	165
Table 6.12	Mean occurrences of Attribution subcategories in CC and CEC.....	166
Table 6.13	Mean occurrences of Monogloss and Heterogloss items in CEE and CEC	167
Table 6.14	Mean occurrences of Deny, Counter, Concur, Pronounce and Entertain items in CEE and CEC	168
Table 6.15	Mean occurrences of Concur subcategories in CEE and CEC.....	169
Table 6.16	Mean occurrences of Attribution subcategories in CEE and CEC.....	170
Table 6.17	Mean occurrences of Engagement subcategories in EE, CC, CEE and CEC	172
Table 7.1	Sources of propositions in a student's writing (Thompson, 2001: 72).....	186

List of Figures

Figure 1.1	Diagram on cross-cultural differences in paragraph organization by Kaplan (1966:15)	2
Figure 1.2	Fairclough's three-dimensional conception of discourse (Connor, 2008: 307)	7
Figure 1.3	Interacting cultures in an educational setting (Connor, 2008: 308)	7
Figure 1.4	Multilayered model of contrastive rhetoric (Connor, 2008: 310)	9
Figure 3.1	Stratification of language (Halliday & Matthiessen, 2004: 25)	24
Figure 3.2	Overview of APPRAISAL resources (adapted from Martin & White, 2005: 38)	33
Figure 3.3	Overview of the ATTITUDE system (adapted from Martin & White, 2005)	34
Figure 3.4	Heterogloss subcategories (adapted from Martin & White, 2005:134)	36
Figure 3.5	Quantification subcategories (adopted from Martin & White, 2005:151)	40

Chapter 1

Intercultural Rhetoric Revisited

1.1 Introduction

Intercultural rhetoric (hereafter known as IR) is an area of research in second language acquisition that “examines differences and similarities in ESL and EFL writing across languages and cultures as well as across such different contexts as education and commerce” (Connor, 2002: 493). It originates from Kaplan’s (1966) seminal work on the examination of paragraph organization of ESL students’ compositions. In that widely-circulated study, Kaplan (1966) held that logic and rhetorical practice are culture specific and influenced by cultural conventions. English language and rhetoric, as Kaplan (1966) explained, is influenced by Anglo-European culture and Platonic-Aristotelian thinking patterns and thus English speakers prefer linear and direct/deductive paragraph development in English writing. After examining ESL student compositions and English translations of non-English speakers’ writing, Kaplan postulated that the Semitic language group was characterized by a series of complex parallel constructions, Oriental language favoured an indirect approach, and writing in languages such as Roman and Russian usually contained some irrelevant materials.

It is fair to say that although controversial (see major criticisms from Kubota & Lehner, 2004; Leki, 1991; Scollon, 1997; Spack, 1997; Zamel, 1997), Kaplan’s (1996) work is a landmark because it helped direct EFL/ESL teachers and students to look beyond grammar and sentence-level difficulties

and set an example for examining organizational patterns from a cross-cultural perspective. In the following sections of this chapter, I will further elaborate the theoretical basis and development of IR and then provide a critique of recent advancement in IR theorization.

1.2 The relationship between L1 and L2 writing

IR evolved from Kaplan's seminal work on the comparison of paragraph organizations in ESL students' essays (Kaplan, 1966). As discussed in Section 1.2, Kaplan identified five patterns of paragraph development for five different culture groups which are represented by the following diagrams in Figure 1.1.

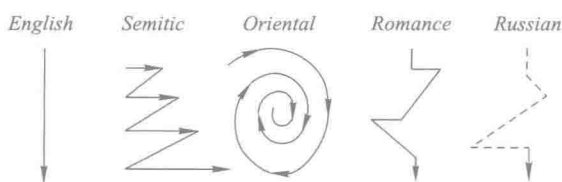


Figure 1.1 Diagram on cross-cultural differences in paragraph organization by Kaplan (1966: 15)

As indicated by Figure 1.1, Kaplan (1966) postulated that people from different cultural backgrounds have different thought patterns which consequently influence paragraph development patterns in their L1 writing. Taking Oriental language, which includes Chinese and Korean, as an example Kaplan (*ibid.*: 10) wrote:

Some Oriental writing... is marked by what may be called an approach by indirection. In this kind of writing, the development of the paragraph may be said to be “turning and turning in a widening gyre”. The circle or gyres turn around the subject and show it from a variety of tangential views, but the subject is never looked at directly. Things are developed in terms of what they are not, rather than in terms of what they are.