

江苏大学人文社科专著出版基金资助出版

钟兰凤◎著

话语与身份： 赛博空间的教师形象

Discourse and Identity:
Teacher Image in Cyberspace

 南京大学出版社

江苏大学人文社科专著出版基金资助出版

钟兰凤◎著


话语与身份： 赛博空间的教师形象

Discourse and Identity :
Teacher Image in Cyberspace

图

钟兰凤
著

江苏
大学

 南京大学出版社

图书在版编目(CIP)数据

话语与身份:赛博空间的教师形象 / 钟兰凤著.
—南京:南京大学出版社, 2010.7
ISBN 978-7-305-07254-3

I. ①话… II. ①钟… III. ①教师-话语语言学
IV. ①H0

中国版本图书馆CIP数据核字(2010)第136033号

出版发行 南京大学出版社
社 址 南京市汉口路22号 邮 编 210093
网 址 <http://www.NjupCo.com>
出 版 人 左 健

书 名 话语与身份:赛博空间的教师形象
作 者 钟兰凤
责任编辑 董 颖 编辑热线 025-83592655

照 排 江苏凤凰制版有限公司
印 刷 丹阳教育印刷厂
开 本 880×1230 1/32 印张 8.875 字数 261千
版 次 2010年7月第1版 2010年7月第1次印刷
ISBN 978-7-305-07254-3
定 价 32.00元

发行热线 025-83594756 83686452
电子邮箱 Press@NjupCo.com
Sales@NjupCo.com(市场部)

-
- * 版权所有,侵权必究
 - * 凡购买南大版图书,如有印装质量问题,请与所购图书销售部门联系调换

序 言

兰凤的博士学位论文经修改整理后要出版了，我由衷地为她高兴！

大约六七年前，我曾翻译“象牙塔里也博客”一文，介绍学术博客在科学研究中的作用，现在看来，虽然微博也开始大行其道了，林林总总的博客也还将继续存活下去。兰凤研究的教育博客是网络教师群体的一种交流，她从网络身份建构和人际意义资源这两个角度切入，可以说她选择了一个颇具新意的研究领域，并且其研究发现对于未来的网络社区走向也有一定的预见性。

兰凤在学习期间计划性强，工作、读书、家庭安排妥当，尤其是在论文的选题上，她坚持要将所学的功能语言学理论与自己最感兴趣的教师教育相结合，在我们通过多次讨论锁定了教育博客为研究对象后，她锲而不舍，深入发掘，同时补足自己在语言学、教育学和身份理论上的欠缺，最初的一篇关于博客中内隐动词的论文在2006年江苏外语研究生论坛获二等奖，她由此拓展开去，将博士学位论文最终写成对教育博客网络身份建构的较为全面的研究。她的博士学习阶段较为顺利，我想这还得益于她自身的一些良好素质，如在入学前从事过教师培训，具备较强的反思能力，目标明确，善于将理论与实践结合。

需要指出的是，兰凤的研究属于正在兴起的对以计算机为介质的话语的研究，即CMD（computer-mediated discourse），如通过电子邮件、即时信息、网络讨论版、博客、播客、微博等渠道进行人际交际。近二十年来CMD的海量涌现让语言学有了新的用武之地，尤其是从话语分析和社会语言学的视角来看，而功能语言学由于对语言的社会功能和社会意义的系统研究，在分析CMD中也大有可为，兰凤的著作就是一个很好的范例。

在“世界问题中心”网站上，2010年提出的问题是“网络如何改变你的思考方式”，物理学家、宇宙学家、生物学家、心理学家、考古学家到文学研究者、作家等提出了各自的见解，兰凤的著作可以看做是教育工作者对这个年度问题的详细回答之一种。重要的是，我们不是被动地等待网络来改变我们的思

考方式，而应该是积极地思考如何利用网络来反思、考察、建构我们的思考方式，尤其是在教育领域，与网络的有效互动依然是一个值得进一步关注的领域。

毋庸讳言，对新兴的话语类型的研究不可避免地存在局限，在语料样本的大小、语料的代表性和语料处理技术等方面，兰凤自己也意识到了。还需要特别一提的是此类研究所涉及的伦理问题——如匿名和隐私保护等，虽然在她的著作中并无违反，但将来语料涉及到汉语的教育博客，还是要特别注意的。

最后，借这篇小序，祝愿兰凤在她热爱的教师教育领域继续耕耘，有更多更好的成果。

李战子

2010年元月于南京板桥

Acknowledgements

First and foremost, I am particularly grateful to Professor Li Zhanzi, my supervisor, for her immeasurable support throughout my Ph.D. program and especially for her meticulous reading of several drafts of this book and several other papers related to the book. In my journey to academia, she helped me open up a new theoretical horizon through her inspiring supervision at different stages and her supportive comments on various occasions. I really appreciate her invaluable suggestions concerning the revision of the writing. I have benefited most from her profound scholarship within the more than three years I spent in PLA International Studies University.

I am also greatly indebted to other professors from PLA International Studies University. Professor Zhang Hui has been so generous to provide me with the source of Cognitive Grammar and Functional Discourse Grammar. His thought-provoking lectures eventually lead me to consider the cognitive aspect while constructing the working model for analyzing virtual identity. He, together with the other two professors, Chen Kaishun and Li Dejun, has patiently read through my writing and offered me a body of constructive advice by being engaged in illuminating dialogues.

I would like to thank those professors for their critical and honest ideas which contribute a lot to the writing and get me over some troublesome questions. They are Prof. Xin Bin from Nanjing Normal University, Prof. Chen Xinren from Nanjing University, Prof. Duanmu Yiwang, Prof. Chen Kaishun and Prof. Zhang Hui from PLA

International Studies University.

I also wish to express my indebtedness to Lu Danyun, Hu Shengwei and Nie Zhen, who spared their precious time to proofread the final draft. Many thanks also go to my American colleague, Bradi Kirkpatrick, who is so accommodating as to embellish as well as proofread the final draft of the book.

Finally, my greatest gratitude goes to my husband and son. Without their insistent and persistent encouragement and support, it was impossible to complete this book. My husband relieved me from heavy housework and the care of our child on his own initiative. Throughout this journey, I have been accompanied by him and our son and never felt lonely.

中文提要

“身份”这一概念自16世纪问世以来在学术界经历了数次纵聚合的变化。在研究初期，身份被认为是“自我的工程”，只得到了哲学领域的“青睐”。从在近代社会被理解为“社会的产品”到在后现代社会被理解为流动的“构块”，身份这一话题已经从自助文学领域延伸至日常会话及实践，引起了各个学术领域的关注，尤其是社会语言学家的关注。但他们所关注的大都是现实环境中的身份。早在20世纪20年代，美国著名记者李普曼(1986)就提出了人们生活在两个环境里的理论：一是现实环境；一是大众传媒所创造的虚拟环境。网络媒介的出现不仅为人们提供了一种先进的信息传输手段，而且也提供了一个独特的社会文化生活空间，一种新型的关系正在网络与现实的社会系统之间形成。然而，目前还很少有学者从语言学的视角对网络身份(virtual identity)进行系统的研究。为了弥补这一不足，本研究聚焦教育博客，以期达到管中窥豹的效果。

本书所研究的网络身份是指“栖息”在以网络为中介的话语中的身份。对教育博客身份的研究实质上是对网络教师²(online teachers)品质与特征的研究。对网络教师身份进行考察可以补充、加深我们对网络身份本质的认识与理解。本研究定位于功能语言学对人际功能的研究与身份研究两个领域之间的对话，通过建构网络身份研究模型，以40个教育博客为语料，探讨了教育博客们

¹ 在此，我们把virtual identity翻译为“网络身份”。一方面是根据它的定义；另外一方面，由于virtual一词使用的泛化，它的意义已经超越了“虚拟，仿真”的意思，意指“与网络有关的”。例如virtual school, virtual learning, virtual classroom。杨鹏(2006: 159)在《网络文化与青年》一书中，就把Virtual Hate Culture翻译成“网络仇恨文化”。因此，对virtual一词的翻译应根据具体的使用环境。

² 在此，网络教师与现实生活中的教师(offline teacher)相对。

在赛博空间(cyberspace)主要运用哪些人际资源给读者塑造了怎样的教师形象,丰富了身份理论与人际意义研究,通过分析自发的教育博客语篇,得出了教育博客可以作为中国教师培养与发展的有效补充途径这一启示。

本书以新兴的电子语篇“教育博客”为研究对象,主要采取定性的话语分析的方法来考察网络教师身份。我们把教育博客区分为广义的教育博客与狭义的教育博客。前者指任何与教育相关的博客,后者专指教师为了交流教学经验与方法而撰写的博客,通常又被称作教师博客或教学博客。本书的研究对象是狭义上的教育博客。

本书总的研究问题是“教育博客们在赛博空间主要运用哪些人际资源给读者塑造了怎样的教师形象?”这个总的研究问题又被进一步微调为三个具体的次研究问题:(1)教育博客话语凸显了哪些人际资源?(2)这些凸显的人际资源是以何种方式为网络身份的建构做出贡献的?(3)这些具体的人际资源的使用对于网络身份有着怎样的社会意义、意识形态意义以及机构³意义?

全书共分为七章。第一章是前言,介绍了研究理据及背景知识,阐释了文中频繁出现的重要概念,综述了有关身份的看法、研究方法、身份与语言功能之间的关系、伯恩斯坦对教育身份的分类以及当前学术界常用的表示身份的其他术语,明晰了教育博客的概念,明确了本书的研究方法与语料选择的标准,界定了研究目标及意义。第二章在综述了功能语言学对人际意义的研究的基础上构建了网络身份研究框架。第三章、第四章、第五章分别聚焦语类结构、内隐动词(private verbs)与第一人称的共现结构、疑问结构。第六章以评价理论为分析工具,以发表在教育博客上的一个帖子文本为语料,考察了教育博客们如何利用评价理论中的态度资源来标示态势以展现自我的。第七章总结了本研究的主要贡献、发现、启示以及不足之处与未来的研究方向。

第二章在详细阐释了系统功能语言学对人际元功能的研究以及功能话语语法对人际意义的研究的基础上,提出了网络身份的分析框架。在这个框架中,网络身份可以从读者友好与读者操纵这两个维度来分析。前者与人际意义中作者考虑到读者需求而做出的话语选择有关,这个人际的朝向是从读者到作者;后者与人际意义中作者试图操纵读者而做出的话语选择有关,这个人际的朝向是从作者到读者。为了区别这两种不同朝向的人际意义选择,

³ 这儿的“机构”指教育机构。

我们把前者界定为交互式(interactive)人际意义,把后者界定为互动式(interactional)人际意义。它们一方面要满足人类认知与社会文化的需求;另外一方面也建构着人类认知与社会文化。读者操纵维度的选择又可进一步精加工为态势标示、扮演的角色与投射的角色三个次维度,它们分别与人际意义中评价性词汇、语气系统以及命名系统的选择有关。这个身份分析框架把人际意义研究与身份研究整合纳入到一个统一的体系中,回应了Joseph(2004)提出的有关身份与语言功能是不可分割的观点。

第三章从功能的视角,把教育博客话语切分成三个话语簇:命名簇(the naming cluster)、帖子簇(the entry cluster)和选项簇(the sidebar cluster)。对命名簇的定量考察表明只有7.5%的教育博客直接明了的给自己贴上了教师的标签,其他的教育博客则用隐喻的方式给自我投射了不同的身份:把自我投射为思想家的占一半以上(57.5%);把自我投射成冒险家、改革者、提供帮助者的各占12.5%;把自我投射为学习者的占10%。这些隐喻式的教师身份的认知方式在很大程度上提升了对教师自我的认识。对帖子簇的定量考察表明教育博客作者考虑到潜在读者的需求,所做的大部分语类结构选择几乎都是读者友好的,塑造了考虑周到的教师形象。对选项簇的定量考察表明一小部分语类结构是读者友好的,而大部分却是读者操纵的。而且,属于读者操纵的语类结构选择多使用了简短的祈使句式来与读者进行对话,这与帖子簇的正文部分多使用疑问句式来与读者对话形成了鲜明的对照。

第四章聚焦“内隐动词与第一人称”的共现结构。这一结构在网络社区(virtual community)中频繁出现,几乎达到了语法化的程度。透过多维视角分析,我们发现这一话语模式在网络社区中实现了多种人际功能,体现了多重身份。“内隐动词与第一人称”的共现结构所实现的多种人际功能,所体现的多重身份表明教育博客们在赛博空间建立并维系着Buber(2000)所说的“我—你”的人际关系,进行真正的对话,这使得网络空间成为一个有着极强黏附力的社区。具体表现为:首先,作者挪用了作为口语标记的“内隐动词与第一人称”的共现结构,给读者留下了主体“在场”的印迹,在网络社区中创造了一种“亲近”感。其次,作者求助于内隐动词,尤其是“认知型内隐动词与第一人称”的共现结构,发出主体声音的同时意识到其他声音存在的可能性,为他们构建了一个具有包容品质的群体形象。第三,作者的这种写作方式回应了也更建构了当前教育界所提倡的反思型教学的潮流,把自我建构成社会所期待的教师形象。第四,从认知的角度看,

一个论元结构就是由动词引发的期待结构。内隐动词被预测用第一人称作为主语论元，用小句充当宾语论元，读者只要在体现宾语论元的小句上投入更高的认知成本就能理解新信息，对作者与读者来说这都不失为一个很好的降低认知成本的语言处理策略。

第五章聚焦疑问句。对所选语料中的疑问句的考察表明：从表层结构上看，尽管许多话语结构使用了疑问句的表达式，但并没有实现疑问的功能，也没有赋予作者信息索取者的角色，而是人际隐喻的，即体现了疑问功能以外的其他功能。以投射为基础的疑问隐喻拓展了主体间的协商空间；以语气转换为基础的疑问隐喻主要实现了陈述、请求、建议的功能。这些疑问隐喻的使用表明作者在挑选自己的理想读者，在进行受众设计。

第六章聚焦一个帖子文本。这个帖子是一篇典型的教育叙事文本。教育叙事是行动研究的产物。在教育叙事中，教师同时扮演了三个角色：作者、参与者、人物。教育博客的写作过程实质上是教师开展行动研究的过程，是教师自我展现的过程。对这个帖子文本中态度资源的分析揭示了教师身份发展与成长的过程充满了矛盾与对立。这些矛盾与对立主要包括三对：既要坚持教师自我的兴趣，又要尊重学生的兴趣；既要尊重琐碎的“小故事”，又要重视关乎原则的“大故事”；既要尊重理论研究成果，又要面对实际情况。虽然本章的分析数据有限，不能穷尽教师成长旅程中所遭遇的悖论与对立，但至少可以说把握对立的张力是教师专业发展的特征之一。

通过对40个教育博客语料的考察，我们发现：(1) 教育博客话语主要利用语类结构潜势、“内隐动词与第一人称”的共现结构、疑问句以及评价性词汇来实现人际意义。(2) 教育博客话语呈现出多模态化的趋势。而且帖子的正文中也出现了超链接。这对传统的从上而下、从左至右的阅读路径提出了挑战。(3) 口语与书面语言之间的界限模糊。(4) 网络空间存在着两股势力：一方面，作者考虑到读者的需求，做出了一系列的向读者示好的话语选择；另外一方面，作者又做出了一系列的企图影响读者的话语选择，这些话语选择被认为具有读者操纵的品质。(5) 教育博客话语所展示的教师身份都是积极的，正面的，是对现实生活中的教师身份的超越。

本研究所做的贡献主要体现在以下方面：首先，本书在梳理了功能语言学对人际意义的研究以及身份研究的基础上，建立了一个基于人际功能的身份研究框架，刷新了身份研究的视角，丰富了身份研究；其次，对博客语类结构的统计分析显示，大部分

帖子簇的语类结构选择是读者友好的，而大部分选项簇的语类结构选择是读者操纵的。这种语类结构选择上的偏爱证实了网络社区中的人际意义的编码与语类结构的选择有着密切的关系。对具体的话语行为（discourse acts）的分析显示，基于语气转换的人际隐喻的生产除了韩礼德（Halliday）所提出的从祈使语气向直陈语气转换外，还可以从陈述语气向疑问语气转换。对态度资源的考察表明，与性别有关的态度资源的价值取向不能简单的划分为积极的或消极的，而是与一定的文化背景相关。这些研究拓展了人际意义研究的内容与范围；第三，实践上，本研究示范了如何应用新建的身份研究框架分析网络教师身份，为研究其他网络社区的身份提供了一个很好的范本。

限于篇幅，本研究仍存在诸多不尽人意之处。但这些不足之处并不是指研究本身所具有的缺点，而是为未来研究指明了方向。系统功能语言学提出的三个纯理功能均在某个（些）方面与身份有着紧密的联系，但本研究未能建立一个既能包容概念功能、语篇功能，又能包容人际功能的身份研究模式。其次，本书的研究对象局限于说英语国家的教师撰写的博客，研究的广度不够。第三，本研究没有进行试验研究以验证教育博客与成功教师之间的相关关系。以上这些不足之处都有待于在今后的研究中进一步改进与提升。

关键词：网络身份 人际意义 教育博客 网络教师身份 教师发展

Abstract

The academic concept of “identity” has undergone paradigmatic shifts since the sixteenth century when it came into being. It experienced early formulations of identity as a project of the self which was rarefied preserve of philosophers through more recent understanding of identity as a product of the social to postmodern accounts of identity as fluid constructs constituted in discourse. The topic has made unprecedented strides into the popular realm, permeating everyday talk and practices, from self-help literature to the pseudo-therapy of television chat shows and preoccupied the theorists of various academic fields, particularly the social linguists. However, identities in physical environments are their chief preoccupation. Actually, in the early 1920s, the American journalist Walter Lippmann (1889—1974) proposed that people live in two environments: one is the physical environment; the other is the virtual environment that is created by mass media. The Internet medium provides people with a unique socio-cultural living space as well as with an advanced means of information transport. As a consequence, a new relationship is forming between Internet and physical society. But, few linguistic studies have been carried out systematically aiming at virtual identity. To complement the issue, this piece of writing focuses on the identity in edublogs in expectation of achieving the effect of knowing by a handful the whole sack.

Virtual identity in this book is defined as the identity inhabiting

in the Internet-mediated discourse. The study of identity in edublogs is actually the study of virtual teacher quality, which can supplement and enrich our understanding and perception of the nature of virtual identity. The present study is situated at the intersection of interpersonal meanings theorized by functional linguistics and identity research. The aim of this piece of writing is to explore, from a linguistic perspective, what impressions edubloggers convey us readers in terms of interpersonal resources in cyberspace in order to provide an alternative approach to illuminating effective pedagogical complement to teacher education in China. The aim will be achieved by constructing an identity research model and applying the model to analyzing 40 edublogs. The study is expected to enrich identity accounts as well as interpersonal functions.

Taking the new electronic edublogging discourse as its research subject, the present research mainly adopts a qualitative method of discourse analysis to investigate virtual identity in edublogs. Edublogs are distinguished generally into two types: edublogs in the broad sense and edublogs in the narrow sense. The former refers to any edublog that is associated with education; the latter refers to the edublogs written by teachers for communicating teaching philosophies and practices, which are sometimes referred to as teacher blogs or teaching blogs. The 40 edublogs to be analyzed in the book are in the narrow sense.

The overarching argument in the present study is formulated as a general question: What impressions do edubloggers convey us readers in terms of interpersonal resources in cyberspace? The general question can be further decomposed as a series of interrelated questions: (1) What kind of interpersonal resources are foregrounded in the edublogging discourse? (2) In what ways do these interpersonal resources contribute to constructing virtual identity in edublogs? (3) What are the social, ideological and institutional consequences of the use of these interpersonal resources for virtual

identity in edublogs?

This piece of writing is divided into seven chapters. Chapter 1 introduces research background, rationale, some important academic concepts, identity accounts, the definition of edublogs, objectives and methodology. A brief organization of the book is also provided in this chapter. Chapter 2 constructs a working identity research model on the basis of a review of interpersonal theorizations conducted by functional grammar. Chapter 3, Chapter 4 and Chapter 5 focus on the generic structure of edublogs, the construction “I + private verb,” and questions to explore virtual teacher identity respectively. Chapter 6 focuses on an entry body text by drawing on Appraisal Theory as its analytic toolkit. Chapter 7 concludes the book by summarizing the major contributions, findings, implications, and limitations of this study.

Based on a review of functional views on language and interpersonal functions theorized by functional grammar, Chapter 2 proposes a working model used to study virtual identity in edublogs. In this model, virtual identity is analyzed by two dimensions: reader-friendly and reader-manipulative. The reader-friendly dimension is associated with those discourse choices which take readers' needs into consideration. Thus this interpersonal dimension is oriented from the reader to the writer. The reader-manipulative dimension is associated with those discourse choices which are made by the writer in an attempt to manipulate readers. Thus this interpersonal dimension is oriented from the writer to the reader. To distinguish the two different interpersonal discourse choices, the former is labeled as interactive interpersonal meaning while the latter interactional interpersonal meaning. On the one hand, both the interactive and interactional aspects are supposed to encounter the cognitive and socio-cultural adequacy. On the other hand, they construct the human cognition and socio-culture in which they take on a distinctive form. The reader-manipulative dimension is elaborated into three sub-dimensions:

stance-taking, enacted roles and projected roles, which are related to evaluative language, mood system and naming system respectively. The proposed model integrates the researches on interpersonal functions and identity into a working framework, which echoes Joseph's perception (2004) that identity and language functions cannot be separated.

Chapter 3, from a functional perspective, decomposes the edublog into three discourse clusters: the naming cluster, the entry cluster, and the sidebar cluster. The quantitative examination of the naming clusters shows that only 7.5% of the edubloggers investigated label themselves as a teacher. The others label them in a metaphorical way. 57.5% of the edubloggers label them as a thinker; 12.5% of the edubloggers label them as an adventurer, an innovator, and a tip provider respectively; 10% of the edubloggers label them as a learner. The metaphorical way of understanding teacher identity cognitively promotes, to a great extent, self knowledge as a teacher. The quantitative examination of the entry clusters shows that almost all the generic choices are reader-friendly oriented, taking into consideration the potential readers' demands. These reader-friendly choices facilitate to construct a considerate teacher identity. The quantitative examination of the sidebar clusters shows that only a small number of the generic choices are reader-friendly oriented and a large number of generic choices are reader-manipulatively oriented. In addition, most of the reader-manipulative choices are realized by minor imperative clauses to interact with readers. The frequent use of imperative clauses in the sidebar clusters forms a sharp contrast with the frequent use of interrogative clauses in the entry body texts.

Chapter 4 focuses on the construction of "I + private verb," which so frequently occurs in the edublogging discourse that it has, to some extent, become the grammaticalized discourse acts. Through multi-dimensional analysis, it is found that the construction realizes multiple interpersonal meanings and embodies multiple virtual

identities, which suggest that Buber's *I-Thou* (2000) interpersonal relationship is built up and maintained in cyberspace and the edubloggers are making genuine dialogues there. The *I-Thou* relationship and the genuine dialogues facilitate to constitute a coherent virtual community. The coherence is specifically indicated by the following arguments. Firstly, the edublog writers appropriate the construction "I + private verb" which is considered as a discourse marker in the spoken language and imprint readers that they are subjectively present on the computer screen. The presence of subjectivity creates a feeling of intimacy in the virtual community. Secondly, the edublog writers appeal to the construction, specially the co-occurrence of the first person with the cognitive private verbs to sound their subjective voices, but simultaneously realize the potential existence of the other voices. As a consequence, the construction facilitates them to cultivate a collective teacher image as being "compatible." Thirdly, the way that the edubloggers write by frequently drawing on the construction makes a response to and also constructs the tendency to be critically reflective in teaching which is advocated and promoted by the contemporary pedagogy. The frequent use of "I + private verb" helps establish a critically reflective teacher image which the public expects teachers to be. Finally, as an argument structure is cognitively the expected structure initiated by a verb and private verbs are expected to take the first person pronouns as their subject arguments and clauses as their object arguments, readers are capable of understanding new information by devoting more cognitive efforts to the clauses that embody the object arguments. Therefore, to both writers and readers, it is an effective discourse processing strategy of lowering cognitive cost by using the construction to mark the appearance of idea clauses representing new information.

Chapter 5 focuses on investigating the questions selected from our database. The investigation reveals that although some discourse acts are structurally clothed in interrogatives, they do not function to