



普通高等教育“十一五”国家级规划教材

# English Pragmatics:

A Coursebook

## 英语语用学教程

□ 何伟 彭漪 于晖 编著



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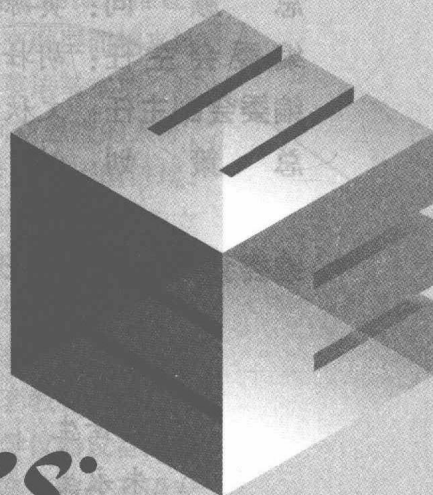
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Yingyu Yuyongxue Jiaocheng

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# 总序

随着全球化进程的加速发展，文化全球化和经济全球化的深入推进，高等教育，特别是英语专业教育在新的历史转型期的文化交融层面越来越肩负着举足轻重的社会责任。因此，为了培养具有扎实的英语基本功、相关的专业知识和文化知识、较强的英语综合应用能力和创新思维的人才，为不断深入的大学英语教学改革培养和提供师资，而且立足于中国语境，用全球化的理念和视角进行教材设计，我们策划了“高等院校英语专业立体化系列教材”。

实现这一具有时代意义的战略任务需要广大英语专业教师树立执著的敬业精神，制订科学的、高水平的、切合实际的英语专业教学大纲，编写出版能充分体现大纲要求的有关课程（必修和选修）的配套教材，以及开发为课堂教学和学生自主学习服务的、与新型电子化教学仪器设备配套的教学软件系统。由高等教育出版社策划并陆续出版的“高等院校英语专业立体化系列教材”作为“普通高等教育‘十一五’国家级规划教材”，就是为实现英语专业教学改革这一历史任务服务的。

为实现以上目的和任务，本系列教材注重以下方面：

1. 注重培养学生的跨文化交际能力和文化鉴赏与批判能力。在教材设计时体现“全球视野，中国视角”的理念。这就是说，本系列教材在保持各门课程的思想性和批判性的优良传统外，既向学生提供西方文化背景知识，也引导学生鉴赏和学习我国的优秀文化传统。要让学生在多元文化的背景下，熟悉掌握中外文化的共同点和差异。在这个基础上，培养学生的鉴别和比较能力，启发和诱导学生进行创新思维。

2. 科学安排，系统设计。经过多年来对教学模式改革的探讨，我国英语专业教学已总结出良性的教学规律，一般将4年的教学过程分为两个阶段，即：基础阶段（一年级和二年级）和高年级阶段（三年级和四年级）。按照此教学规律，本系列教材分为基础阶段教材和高年级阶段教材，同时悉心设计基础阶段和高年级阶段的衔接。基础阶段教材的主要任务是传授英语基础知识，对学生进行全面的、严格的基本技能训练，培养学生实际运用语言的能力、良好的学风和正确的学习方法，为进入高年级学习打下扎实的专业基础。高年级阶段教材的主要任务是在继续打好语言基础的同时，学习英语专业知识和相关专业知识，进一步扩大知识面，增强对文化差异的敏感性，提高综合运用英语进行交际的能力。同时，根据《高等学

校英语专业英语教学大纲》的课程设置,本系列教材将课程分为英语专业技能课、英语专业知识课和相关专业知识课三种类型。全面培养学生的语言能力、思维能力、终身学习能力,拓宽学生的知识面,同时帮助学生树立正确的人生观和价值观。

3. 时代性。这不仅表现在选材方面能反映当代人民的生活内容,更主要的在于对它的“立体化”要求。21世纪的教材不再拘泥于传统的纸质教材,而是能培养学生多元识读能力(multiliteracy)的基于多媒体(multimedia)的多模态(multimodality)教材。本系列教材在建设传统纸质教材的同时启动建设一个开放性、超文本化的网络系列课程,构建全国英语专业英语自主学习体系,使优秀教学资源共享,充分体现“以人为本”的教学理念。这一举措也反映了由于当前英语专业招生人数的不断扩大,英语专业的传统教学模式已不能满足当前专业教学的需要。本系列教材采用立体化配套,将各种多媒体手段运用到教学中来,这是英语专业教学发展的需要,也将为我国英语专业教学改革和发展作出重大贡献。

4. 可教性。在编写过程中,反复强调教材的可教性。在选材上,讲究趣味性,让学生喜欢学。在内容安排上,力争让学生在较少的课时内学到该学的内容,从而体现当代先进的模块化教学思想。在习题设计上,做到有针对性、形式丰富,便于教师和学生课内课外操作。充分体现教学过程以学生为中心的教学理念,通过教师与学生互动、学生之间互动的教学活动,把语言、文学、文化、翻译等方面的教学内容转化成为学生能掌握的技能和知识,着力培养学生分析问题和解决问题的能力,传授基本研究方法,增强学生的研究意识和问题意识,同时提高学生的学术素养,提升学生综合素质。

5. 适用性。本系列教材集中全国著名大学的一批专家编写,凝聚了他们多年教学经验的精华,体现了我国英语专业教学的最新理念和先进水平。入选系列教材的初稿均在不同重点高校教学中使用过至少三轮以上,深受学生喜爱,能够真正反映当前英语专业教学改革的思路和教学的实际情况。

综上,本系列教材反映了当代新的教学理念。为此,编委会也做出了大量努力。一方面,编写工作中强调协同性。在编写策划层面,出版社与编委会之间、编委会与编写者之间反复协商,制订计划,讨论样章;在使用者层面,充分考虑到师生之间以及学生之间的互动和协作。另一方面,教材致力于构建良好的英语学习平台,为学生的自主性学习、独立思考和创新思维创造条件,同时向作为教学各个环节的咨询者、组织者、监督者的教师提供指导。

多年以来英语专业教材,特别是专业高年级教材的出版比较零散,一

直没有相对配套完整的系列教材。我们深信本系列教材的出版对于推动英语专业的教学改革和建设，对于进一步提高英语专业人才的培养质量将起到积极的作用。同时，我们衷心希望听取广大师生的意见和建议，使本系列教材的出版日臻完善。

“高等院校英语专业立体化系列教材”编委会

2007年10月

# 前 言

作为一个专业术语,“语用学”最早出现在 20 世纪 30 年代,而作为一门独立的学科,则出现在 20 世纪六七十年代,成熟于 80 年代。之后,语用学的发展比较迅速,研究议题的种类及范围日渐扩大,一些新的理论及观点不断以文章或专著的形式问世。为了适应这种新的形势,比较全面而系统地将语用学领域的重要理论及新的发展介绍给广大英语学习者,我们编写了这本《英语语用学教程》。

英语语用学是我国高等学校英语专业学生的一门学科专业课。这门课程通过介绍语用学领域各种重要理论及新的发展,来说明这些理论对语言现象所具有的解释力,揭示实际语言运用的规律。该课程的最终目的是培养学生的语言敏感度,提高其语言运用及解释能力,进而使其了解语言研究的意义。

本书是普通高等教育“十一五”国家级规划教材。在编写过程中,我们根据教育部英语专业课程设置以及教学大纲的要求,应当今英语专业教学和研究所需,力求跟踪本学科的理论发展,在重点介绍基本理论的同时,也反映了最新理论的发展情况。本教材在内容的广度上具有全面性和系统性;在内容的深度上体现了学科理论发展的前沿性。

全书共分九章。第一章介绍了语用学的发展背景、基本概念、主要研究视角以及研究意义,目的是让读者明白什么是语用学,并了解语用学研究的意义。第二章首先就指示语现象(包括人称指示语、空间指示语、时间指示语、语篇指示语和社交指示语等)进行了分类介绍和讨论,然后对指代现象进行了概述。目的是引导读者关注指示语和指代语语法功能以外的语用信息。第三章对“前提”与“蕴涵”两个概念进行了介绍,以鲜活的例句向读者阐述了前提作为一种语用推论,不仅反映出语句间的逻辑—语义关系,而且也反映出语句间受语境影响的语用关系。本章还介绍了“前提”与“蕴涵”之间的区别。第四章着重介绍了用以解释会话含义产生的合作原则及其准则。在描述了完全及不完全遵循四种准则的语言现象的前提下,对五种不完全遵循现象作了比较明确的区分。同时,讨论了会话中常规含义和会话含义的不同,说明了会话含义的四个特点。第五章重点介绍用以解释会话含义产生的礼貌原则及其准则。首先区分了六种礼貌准则,然后阐释了礼貌原则和合作原则的关系。第四、五两章的目的是引导读者注意语言交际中的非字面信息,明白说话人的交际意图。第六章介绍关联理论,首先简略回顾理论源起,然后重点介绍关联原则的内容与涵义,认知关联原则与交际关联原则的相关内容,以及认知语境及语境选择等概念,目的在于阐释在关联原则指导下的人类认知理解过程。第七章着重介绍了



言语行为理论及言语行为三分说,即以言指事、以言行事和以言成事。同时以现实生活中的实例向读者阐述话语本身就是一种行为的观点。第八章介绍会话分析理论,重点介绍人们日常自然会话的结构组织,如话轮转换现象中包含的种种转换机制及原则,以及毗邻应对、选择等级和修正等概念,目的在于引导读者从看似散漫无序的自然会话中寻求规律性特点。第九章讨论了语用现象的研究方法、语用学的多学科性、语用研究的动态视角以及语用学的应用性,目的在于帮助读者理清语用学作为一门独立学科所具有的研究方法等方面的发展脉络。

全书用英语写成,举例新颖,内容生动,充满当代语用学的气息。作为入门教材,该教程既体现了专业学习的渐进性特点,又呈现了语用学的最新发展动态,是一本理想的语用学知识读本。全书每一章都附有练习题。这些习题均针对相关章节内容而设计,便于学生掌握所学章节知识,并有助于学生提高自身解决实际语言问题的能力,从而达到增强学生语言感悟性的目的。

本书的读者对象包括英语专业高年级本科生、语言学及应用语言学方向的硕士研究生,以及其他语用学爱好者。

为了更好地反映语用学的研究现状,我们在编写过程中参阅了大量相关文献,详见书后所附参考文献目录。

本书在编写原则、框架安排等方面得到了胡壮麟教授、文秋芳教授和黄国文教授的帮助和指导。同时,本书在编写和出版过程中得到了高等教育出版社的大力支持。谨在此一并表示衷心的感谢。

另外,我们还要特别感谢英国专家 Margaret Fawcett 女士和北京科技大学外国语学院杨子博士。在书稿写成后,她们应邀分别对全文和部分章节进行了非常认真的审读,提出了许多宝贵的修改建议。

本书第一、二、四、五、九章由何伟编写,第三、七章由彭漪编写,第六、八章由于晖编写。

限于作者水平,书中难免存在纰漏和欠妥之处,恳请广大读者、同行学者及专家批评指正。

何伟 彭漪 于晖  
2009年9月18日

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# 1

## Background and definitions

*I learned very early the difference  
between knowing the name of something and knowing something.*

*(Richard Feynman, 1918–1988, US educator and physicist)*

*We will learn very quickly the difference  
between knowing the name of pragmatics and knowing what it actually is.*

*(Authors of this textbook)*

### 1.1 Background of pragmatics

Any attempt to write a textbook of pragmatics should not fail to mention the initiators of this field of linguistic enquiry. As is well-known to the linguistic field, pragmatics as a subfield of linguistics was advocated in the 1930s by Morris, Carnap, and Peirce. For them, syntax handles the formal relations of linguistic signs to one another; semantics addresses the relation of signs to their denotation; and pragmatics deals with the relation of signs to their users and interpreters (Morris, 1938/1971). In this sense, pragmatics is the study of those context-dependent aspects of meaning which are beyond the literal meaning studied in semantics.

The most significant event in the development of a framework for pragmatics was the delivery of Grice's lecture on "Logic and Conversation" in 1967. Its tenet is that a systematic account of language use requires a simpler, more elegant description of language structure. Since then, a primary goal of pragmatics has remained to separate pragmatic theory from syntactico-semantic theory.

The past thirty-odd years have witnessed an ever-growing interest in pragmatics and pragmatic problems. The International Pragmatics Association (IPrA) has been in existence for more than twenty years, and has

organized several international conferences. Two international journals—*Journal of Pragmatics* since 1977 and *Pragmatics* since 1991—are published currently. Many other publications, including textbooks and reference books as well as a *Concise Encyclopedia of Pragmatics* (1998), have been in circulation. In addition, a great number of working papers, theses, and dissertations have been warmly received. Whatever we say about the theory, complete or incomplete, one point that must be clarified here is: pragmatics has come into being as a discipline in its own right, and it is here to stay.

Before closing this section, we will mention another trend in pragmatic studies, without which the book cannot be said to be up-to-date. More recently, work in pragmatic theory has extended from the attempt to distinguish between pragmatics on one side and syntax and semantics on the other side (i.e. to mark off clear borderlines to other disciplines), to reconsider the essence of the theory by arguing that pragmatics characterizes a new way of looking at linguistic phenomena. To put it in another way, pragmatics is not confined to the division of the “linguistic pie”, but reaches out to psycholinguistics, sociolinguistics, and other “hyphenated” areas by emphasizing their influence on each other. In short, pragmatics offers us a perspective of probing into language phenomena. Then roughly speaking, there are two views about pragmatics in the present time—one being the component view and the other the perspective view.

The above sketch of the development of pragmatics has prepared us for a comparison of the definitions of the term, a more detailed explanation of the component view and the perspective view, and the purposes of this linguistic enquiry.

## 1.2 Definitions of pragmatics

The term “pragmatics” was first introduced in *Foundations of the Theory of Signs* by Morris (1938/1971), who contrasts it with syntax and semantics. For Morris, pragmatics is the study of the relation of linguistic units to their users. Expanding his definition a bit more, Morris tells us that pragmatics is the study of “all the psychological, biological, and sociological phenomena which occur in the functioning of signs” (Morris, 1938/1971). The problem with this broad view of pragmatics is that it is too inclusive to be of much use. Using this definition, pragmatics has



as its domain any human activity involving language, which entails all the human sciences becoming part of pragmatics. From this, we can see that the term defined above is too ambitious to be useful. It must be restricted in some way.

Mey (2001, p. 6) defines pragmatics as the study of “the use of language in human communication as determined by the conditions of society.” Yet this definition is still not clear enough because “the conditions of society” seems to be too general a concept to be manageable in linguistic studies.

When making a distinction between a theory of semantics and a theory of pragmatics, Davis (1991, p. 11) points out that “Pragmatics will have as its domain speakers’ communicative intentions, the uses of language that require such intentions, and the strategies that hearers employ to determine what these intentions and acts are, so that they can understand what the speaker intends to communicate.” From this, Davis tells us that pragmatics is about the encoding and decoding of the speaker’s communicative intentions. This is different from the speaker’s referential intentions, which fall within the scope of semantics.

An exact echo of this explanation of pragmatics can be found in Yule’s *Pragmatics* (1996, p. 3), where pragmatics is defined as “the study of speaker meaning, the study of contextual meaning, the study of how more gets communicated than is said, and the study of the expression of relative distance.” These, according to Yule, are the four areas that pragmatics is concerned with. The first area has to do with the analysis of what the speaker (or writer; for simplicity, we will use “speaker” as a cover term throughout the book) means by what he says rather than what the exact words might mean by themselves. The second involves the interpretation of what the speaker means in a particular context and how the context influences what he says. The third explores how the hearer (or reader; we will use “hearer” for both of them throughout the book) draws inferences about how a great deal of what is unsaid is intended to be part of what is communicated from what is said. The last area investigates how the physical, social, or psychological distance between the speaker and the hearer influences their communication. This definition is much clearer for beginners in the discipline, but it is a little wordy.

At this point Grundy’s shorter—but clearer—explanation of pragmatics comes into play. According to Grundy (2000, p. 3), “pragmatics is about explaining how we produce and understand ... everyday but apparently rather