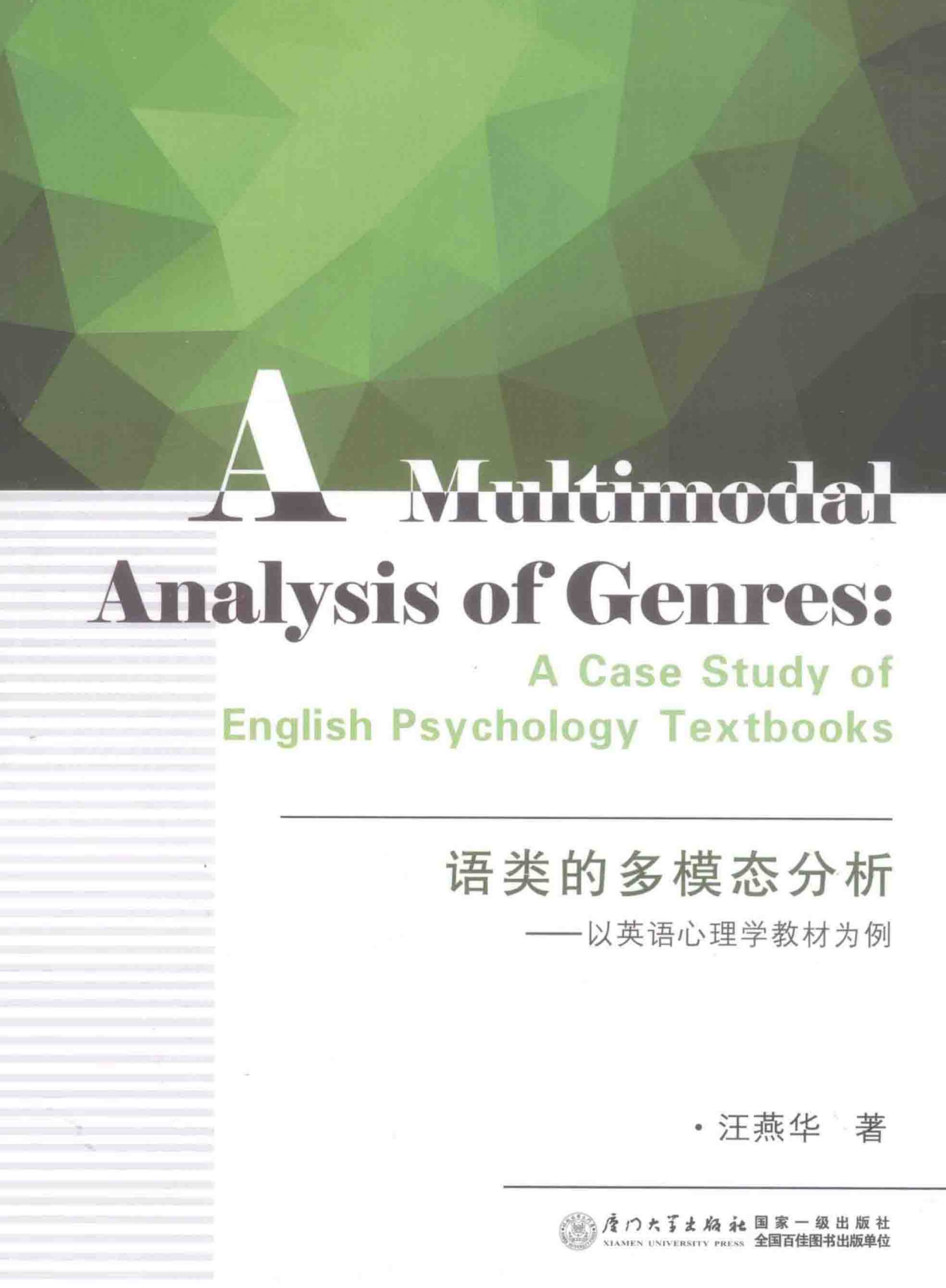




A Multimodal Analysis of Genres:

**A Case Study of
English Psychology Textbooks**

语类的多模态分析

——以英语心理学教材为例

· 汪燕华 著



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国家一级出版社
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图书在版编目(CIP)数据

语类的多模态分析:以英语心理学教材为例/汪燕华著. —厦门:厦门大学出版社,2014.4

ISBN 978-7-5615-5048-9

I. ①语… II. ①汪… III. ①心理学-英语-教材-研究 IV. ①H319

中国版本图书馆 CIP 数据核字(2014)第 084462 号

厦门大学出版社出版发行

(地址:厦门市软件园二期望海路 39 号 邮编:361008)

<http://www.xmupress.com>

xmup@xmupress.com

厦门集大印刷厂印刷

2014 年 4 月第 1 版 2014 年 4 月第 1 次印刷

开本:720×970 1/16 印张:15

字数:261 千字 印数:1~900 册

定价:35.00 元

本书如有印装质量问题请直接寄承印厂调换

序

听到汪燕华博士即将在其学位论文的基础上,出版《语类的多模态分析——以英语心理学教材为例》一书,我感到由衷的高兴。

我们知道,多模态和语类是近年来人们广为关注的一个重要话题,不同学者从不同角度对其进行了探讨。由于教材在教育过程中的重要意义,教材的语言研究也成为一个研究重点。汪燕华博士从功能语言学的视角,对英语心理学教材中的语类和多模态特征进行了详细的研究,从多个维度着力探讨心理学教科书通过多模态体现学科特征和教育功能的过程。

该书在回顾已有学者对于多模态、语类、教科书研究的基础上,通过归纳分析,并对以前的研究进行客观的评述,进而融合系统功能语言学、语类分析、社会符号学、视觉化等方面的理论建立自己的研究框架,并通过语料对心理学教科书中不同语类的语言建构、图像建构和多模态建构进行详细的分析。该书的研究说明,图文之间是一种动态关系,与话语类型有着密切的联系,一种语类可同时由多种模态来体现。全书的一个显著特点是重视实证研究,对所搜集的语料展开详细的分析。汪博士在书中通过量化分析,验证和说明了所提分析框架的可行性,展现心理学教材的语类、语言和多模态特征,得出了很有意义的结论。因此该书一方面提供了研究英语心理学教科书的新视角,另一方面也丰富了多模态和语类研究的内容,对于心理学的教学和教科书的编写具有一定的指导意义。

汪燕华博士在自己的学术研究道路上已迈开了可喜的一步,期待汪燕华博士今后能在功能语言学的研究方面取得更多的成果。

杨信彰

2014年4月于厦门

前言

文献表明,分别对多模态、语类及教科书进行的研究已经取得了瞩目的成果,但将三者结合进行探讨的还为数不多。一些问题,如教科书作为宏观语类是如何通过多模态特征体现其学科特征的,语类是如何通过语言和图形的配置实现其功能的,同一语类中语言和图形的元功能体现是否一致等问题,还有待进一步探讨。鉴于此,本书以英文心理学教科书为语料,以系统功能语言学、符号学以及视觉文化和视觉设计领域的研究成果为基础,建立一个揭示心理学教科书中多模态现象和语类特征的分析框架。依据此框架,本书整理统计了语料中出现频率较高的四种语类和六种图类,并根据它们在页面中的具体呈现,分别从语言模态、图形模态及图文关系三个方面分析阐释了心理学教材的语篇特征。

本书的讨论主要围绕三个方面展开。

(1)在多模态方面,本研究表明:多模态话语中的图像与文本之间是一种动态的、开放的关系模式,它与话语类型息息相关。本书的分析实践发现,视觉语法的解释力有待考究,视觉语法所提出的分析原则受制于语篇类型和图像的类别。

(2)在语类方面,本研究表明:一种语类可同时由两种或两种以上的模态体现,即“双实例化”。语类的多模态建构模式表明:相对于其他教材的作者(如生理学、生物学),心理学教材的作者所承担的情态责任较小,因为每一科学事实的提出都附有证据,或图像或文字。这同时证明了批评心理学提出的有关心理学研究“不确定性”的观点。本书发现,语类的选择和使用与心理学内部各子学科的性质有密切的联系:组合语类可能会出现在生理心理学领域,而类别语类则更可能出现在社会和应用心理学领域。

(3)在教材语篇,尤其是心理学教材方面,本研究表明:心理学教材的建构和组织以语类为单位,由多种模态体现,同时与其学科特征及读者群有密切的关系。从跨学科研究的角度出发,本研究从语篇表达层面对有关

心理学学科是否具有科学性的争议提出了辅证,同时证明了“功能语言学是一门应用语言学”的观点,用语言学的理论和研究方法分析心理学教材可以更加清晰地展现心理学学科的面貌。

该书共有七个章节。

第一章介绍了研究背景、研究方法、语料收集分类情况、研究目标及全书的结构。

第二章分别从多模态研究、语类研究和教材研究三个方面对国内外相关的研究成果作了简要的回顾,指出了不足,提出了本书的研究取向。

第三章对心理学教材的特征、语类理论、社会符号学理论、系统功能语言学理论以及视觉文化的相关理论和方法做了简要的介绍,在此基础上确立了本书的分析框架。

第四章探讨了心理学教材语篇中语类的语言建构。

第五章探讨了心理学教材语篇中语类的图形建构。本章对“图形”术语进行了界定,对图形类别做了划分,并比较了教材中章节的图类分布情况。

第六章探讨了语类的多模态建构,同时比较分析了心理学期刊和教材中的图文配置情况。

第七章总结了全书的主要内容,指出了未来研究的方向。

期待本书能进一步深化人们对多模态及语类现象的认识,同时对其他领域的研究,诸如多模态研究、语类研究、功能语言学、语篇分析、教材写作、语言教学等具有一定的借鉴意义。

List of Abbreviations

SFL	Systemic Functional Linguistics
MDA	Multimodal Discourse Analysis
SF-MDA	Systemic Functional Multimodal Discourse Analysis
PT	Psychology Textbook

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Chapter 1

Introduction

From the second half of the twentieth century, the major challenge addressed by functional linguistics lies in modeling language and attendant modes of communication as meaning making resources (Martin, 2010:1). To meet this challenge, the present research intends to investigate the nature of linguistic and visual semiotic resources deployed in selected psychology textbooks (henceforth PTs) written in English. The research also aims to explore how genres in PTs are multimodally constructed, and how writers of PTs use semiotic resources to voice their stance both towards the material they present and those with whom they communicate. To frame this research, this chapter will begin with a brief account of the research background. The data and methodology will then be introduced, with research focus specified and theoretical underpinnings briefly explained. The chapter will conclude with an overview of how the book was organized.

1.1 Background to the Study

This section represents the background of the research, including the motivations and rationales for studying multimodality, genre, and PTs written in English.

1.1.1 Motivations for Studying Multimodality

The motivation for adopting a multimodal perspective to analyze PTs lies in three aspects: to enrich the study of *multimodality* both as a theory for discourse analysis and as an analytical tool for checking the explanatory power and feasibility of such a theory when applied in one certain discursive practice, to reveal the nature of PTs as multimodal discourses, and to see how disciplinary knowledge and pedagogical goals have been attained through multimodally constructed genres. One thing to be emphasized is that this motivation is not

immediately obvious but emerges after careful observation of the discursive reality of PTs and the re-examination of the previous study on multimodality and genre. Table 1.1 illustrates that PTs are heavily visualized pedagogical discourses.

Table 1.1 Visuals Distributed in 20 PTs

Textbook writer	Photo	Drawing	Graph	Conceptual map	Table	Cartoon	Others	Total	Page	Per page
Baron	202	56	60	42	28	15	32	435	686	0.63
Bernstein	278	96	63	38	69	26	13	583	718	0.81
Bourne	304	102	47	22	58	52	24	609	616	0.98
Coon	286	155	58	24	73	20	27	643	545	1.17
Davis & Palladino	242	90	77	8	5	38	9	469	689	0.68
Gleitman	223	162	60	22	22	40	72	601	690	0.87
Heatherton	165	127	66	30	20	29	12	449	657	0.68
Hilgard	167	89	20	12	34	0	15	337	677	0.53
Hockenbury	351	86	38	14	65	54	35	643	662	0.97
Huffman	261	87	26	45	57	53	32	561	621	0.90
Kagan	135	59	69	6	28	0	4	301	618	0.48
Lahey	278	111	56	10	20	19	17	511	680	0.75
Lefton	202	54	47	31	63	0	23	420	649	0.64
Lewis	124	129	87	13	44	6	40	443	635	0.69
Morris	194	67	30	8	20	29	12	449	567	0.68
Myers	346	140	112	55	38	133	16	850	772	1.10
Santrock	224	99	61	38	37	49	39	547	697	0.78
Sternberg	236	67	41	14	56	0	36	450	666	0.67
Tavis & Wade	231	91	32	22	30	60	41	507	657	0.77
Zimbardo	179	78	19	16	31	12	21	356	605	0.58
	4628	1945	1069	470	802	619	520	10063	12959	0.77

Table 1.1 presents the types and numbers of visuals distributed in 20 versions of PTs. The statistics show that the use of visuals which ranges from photographs to cartoons is up to 0.77 per page. This situation can be attributed to factors such as the disciplinary characteristics of psychology, strategies used in teaching which is increasingly interactive and innovative, intensity of competition in the textbook market, and the applied nature of psychology. Whatever the reason, it can be seen that writers of PTs have been able to exploit the full potential of technological resources and communicative media. This kind of exploitation has become a main feature of the psychology world.

Therefore, it is expected that the analysis of genres in PTs from the perspective of multimodality will present a comprehensive picture of how textbook writers, by purposefully manipulating semiotic affordances, model the typical disciplinary knowledge into one genre or another to meet readers' expectation and thereby make it accessible to the would-be psychologists and readers. Through adopting a multimodal perspective, this research intends to explore what distinguishes psychology from other disciplines such as biology and physiology, and also what makes PTs different from another academic discourse, such as the psychological journals.

Meanwhile, the re-examination of previous studies on multimodality reveals that although the research concepts and theories from linguistics, interactional sociology, semiotics, art history, cultural studies and new media studies have been frequently used in explaining the phenomena of multimodality and thus inspired consistent and continuing study of it, problems always arise when these concepts and theories are used to explain the real world of discourse. For instance, the concepts and analytical frameworks advocated by Kress and van Leeuwen (1996, 2006) in their seminal work *Reading Image* might be applicable and appropriate for analyzing discourse such as advertisements and tourist brochures, but not so for pedagogical discourse such as textbooks and scientific journals. Therefore, in order to carry out a more delicate study on multimodality, varieties of data should be covered to see how people draw on and configure semiotic modes in specific moments and places to represent events and relations. In this instance, multimodality refers to a field of application rather than a theory, although the on-going development of theories that accounts