

总主编◎王松林 当代外国语言文学与文化求索丛书

Chinese Scientists' English Research
Articles in National and International Journals:
Exploring the Construction of Writer Identity

中国科学家国内外出版 语境下的英文期刊论文： 探讨作者身份的构建

黄大网 著



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内 容 简 介

本书依托 Bhatia 的体裁分析理论,整合 Ivanič 的作者身份模型及 Wenger 的身份建构理论,通过基于语料库的对比体裁分析和多重民族志学个案相结合,力图深度考察中国本土材料科学工作者跨越国内外学科社群边界进程中学术(英语)写作文本的再语境化与话语转换,挖掘作者身份不同维度上的话语建构。

本书可供学术英语教学与研究人员阅读及参考,同时将有助于国内自然科学研究工作者提升学术论文写作与发表的沟通策略及写作能力。

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丛 书 序

本套丛书取名为“当代外国语言文学与文化求索丛书”，旨在向学界展现宁波大学外国语言文学学科近年来所取得的学术成果和研究特色，丛书涵盖语言学研究、文学研究、翻译研究、文化研究等方方面面的内容。

在我国，外国语言文学学科是文学门类下的一级学科，属于人文学科的范畴，所涉及的研究领域或曰研究方向主要有外国语言研究(含语言本体研究和语言应用研究及语言学的跨学科研究等)、外国文学研究(含文学理论与批评)、翻译研究、国别与区域研究、比较文学与跨文化研究等。其中，外国语言研究属于语言学学科，是研究外国语言及其应用的综合性学科，主要涉及语音学、音位学、词汇学、形态学、句法学、语义学、语用学等基础性的语言本体研究，也涉及形式语言学和功能语言学等理论流派研究，还涉及应用语言学、心理语言学、认知语言学、神经语言学、计算语言学、社会语言学、语料库语言学、文体学、语篇分析等跨学科领域。应用语言学的研究范围主要包括外语的教学、使用、规划和政策以及二语习得、外语能力测评、双语和多语现象、语言与思维、心理活动及行为的关系、言语产品的加工与合成(含机器翻译)、词典学等，不一而足。二十世纪八十年代以来，文化研究、影视研究、性别研究、种族研究、数字媒介研究及新闻传播研究等诸多与其他人文学科相关的内容纳入到了本学科的研究范畴。进入二十一世纪后，我国的外国语言文学与文化研究发展迅猛，大量国外的语言学及应用语言学理论(包括翻译理论)、文学批评理论及文化批评理论由中国外语界学者介绍、吸纳和消化并自觉地运用到他们的研究领域。尤其令人欣喜的是，外国语言文学学科的研究疆域从来没有像今天这样如此开阔，跨学科、多界面的研究催生了诸多令人瞩目的研究成果。譬如，近年来国内的认知语言学的研究就大量吸收了语言哲学、心理学、脑科学、系统论等学科的成果，不再囿于学科内部的界面研究；其他如神经语言学和计算语言学也是跨学科研究的产物。外国文学研究也在世界多元化浪潮语境下呈现出超越和打破传统研究界限的局面。在传统的文学研究领域，外国经典文学被视为研究的“正典”，而通俗文学往往被边缘化，时至今日，这一泾渭分明的研究界线已被打破；

殖民主义、性别和种族批评以及文化研究等丰富了文学研究的内涵,文学研究的空间不断扩大和深化;网络文学这一借助超文本和多媒体载体的互动性极强的文学表现形式颠覆了传统的写作范式,成为当下学者不可回避的研究课题;当代多元文化语境下文学作品中蕴含的政治、伦理、法律、环境、族群、性别等诉求备受关注。翻译研究本身就是一门跨学科的多界面的学问,它建立在语言学、符号学、人类学、信息论、心理学等交叉学科之上;进入二十一世纪以来,纯语言学理论在翻译研究中的比重有所减弱,跨界面的其他学科(包括自然科学)的理论模式不断引入翻译研究,翻译作为一种跨文化交际活动所涉及的因素和问题的复杂性可能远远超出我们的想象,所以翻译研究自然也必须呈现出跨学科的开放姿态。综上所述,二十一世纪的外国语言文学学科将迎来一个开放性的、跨学科的崭新时代。宁波大学的外国语言文学学科也在这样的学术环境和学科融合中积累着研究成果,凝练着学科特色,沉淀着学术滋养。

宁波大学是由国家教育部、国家海洋局、浙江省和宁波市共建的省属重点综合性大学。学校在1986年由世界船王包玉刚先生捐资创立,邓小平同志题写校名;建校之初,由浙江大学、复旦大学、中国科学技术大学、北京大学、原杭州大学五校对口援建;1996年,原宁波大学、宁波师范学院和浙江水产学院宁波分院三校合并,组建为新的宁波大学,成为学科门类齐全、科教特色鲜明的综合高校;1992年被列为全国高校招生第一批录取院校;1995年首批通过原国家教委本科教学工作合格评估;2000年被浙江省人民政府列为省重点建设大学;2003年接受教育部普通高校本科教学工作水平评估并获得“优秀”等级;2007年被增列为博士学位授权单位。宁波大学外语学院(起初名为宁波大学外语系)是宁波大学建校之初最早建立的五个专业系科之一,由当时的杭州大学外语系对口援建,办学起点较高,在近三十年的办学历程中形成了学科健全、特色鲜明的办学格局。

宁波是一座开放性的、具有深厚历史文化底蕴的港口城市,“书藏古今,港通天下”是这座城市的名片。宁波大学外国语言文学学科也是一个开放性、跨越式发展的学科,“笃信达雅”是宁波大学外语学院的院训。本学科拥有一支充满朝气的学术团队,经过近30年的不懈努力,学科建设取得了突出的进步。2005年本学科成为浙江省唯一的外国语言文学类高校人文社科重点研究基地;2010年获得外国语言文学一级学科硕士授予权,2011年新增翻译专业硕士点(MTI);已建成国家特色专业1个,国家精品课程1门,省创新团队1个,获得省部科研成果奖8项。目前,

本学科共有教授 20 人、副教授 30 人、博士 25 人、在读博士 5 人。近五年来, 学科获得国家社科基金课题 18 项(其中在研 16 项)、教育部人文社科课题 16 项、省哲社规划课题 19 项。近五年来在 CSSCI 收录期刊上发表了 160 余篇论文, 覆盖外语类全部核心期刊, 出版学术著作及教材 50 余部。基地学术梯队合理, 发展潜力巨大。本学科已形成五个稳定的研究方向: 英语语言文学、外国语言学及应用语言学、日语语言文学、德语语言文学、翻译理论与实践。学科在以下研究领域具有特色并在国内学界形成一定影响: 认知语言学和心理语言学研究、英美文学与文化批评研究、二语习得研究、文学翻译理论研究与翻译实践、日本现当代文学及中日文化比较研究、德语文学与文化研究。本学科在国内同类学科中享有一定的知名度, 学科排名在浙江省省属院校中位居前列。据教育部中国科学评价研究中心的研究数据(2013 年), 宁波大学外国语言文学学科在全国同类学科中排名第 37 位(并列); 教育部中国科学评价研究中心发布的《2014—2015 中国研究生教育及学科专业评价报告》显示, 宁波大学外国语言文学学科位居全国同类学科的前 10.5%。

本套丛书得到宁波大学“外国语言文学”浙江省人文社科重点研究基地、宁波大学中央财政专项(“外国语言文学”)项目的资助以及宁波大学研究生院、宁波大学人文社科处的大力支持, 科学出版社与我们真诚合作, 旨在打造一批学术精品, 既展示已有研究成果, 又谋划未来探索之途。丛书出版之际, 我们谨对所有支持和关心过我们的机构和个人表示衷心感谢, 并真诚期盼继续得到你们的关爱和关心! 宁波大学外国语言文学学科的发展和成长得益于我国外语学界诸多前辈和同仁的大力扶持, 在此我们深表谢忱! 我们祈盼学界专家一如既往进一步支持我们的学科建设工作。

“路漫漫其修远兮, 吾将上下而求索。”宁波大学外国语言文学学科全体教师和科研人员深知学术求索之艰辛, 更深知学术追求乃大学教师终其一生力臻自我完善的必由之路。本套丛书从一个侧面反映了近年来宁波大学外语学科学者特别是中青年学者的研究成果, 丛书中一定尚存诸多值得商榷的学术问题, 敬请海内外方家对其中的讹误和瑕疵给予批评指正。

王松林

2015 年 2 月 5 日于爱丁堡

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Special thanks must be given to Professor Ken Hyland as well, for introducing me to the world of English for Academic Purposes and to the English Department of City University of Hong Kong (CityU), a world-renowned institution in the research of professional communication. At this amazing site of knowledge-making, I have been privileged to enjoy admirable professional expertise of the aforementioned scholars and other academics like Dr. Bertha Du-Babcock, Dr. Matthew Peacock, Dr. Tim Boswood and Ms. Champa Detaramani. My indebtedness also owes to Professors Andy Kirkpatrick, Paul Prior, Paul Thompson, Carmen Pérez-Llantada Auria, Wei Naixing, Dr. Albert Wong, Dr. Gan Zhendong, Dr. Ruan Zhoulin, Dr. John McKenny, Dr. Gao Jian, Dr. Wu Xunwei and Mr. Turo Hiltunen, for their generous help during face-to-face contacts at academic conferences and/or email exchanges.

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Abstract

Academic writing has been prevalently conceived as part of scholarly literacy substantiated via textual competency, institutional practice and socio-political implications. Given English as the lingua franca in scientific publishing, multilingual academics find this “joint enterprise” an inevitable interplay of national and international community engagement and alignment.

The present book reports on English research journals in national and international publications of vernacularly-educated materials scientist writers in Mainland China. Corpus-based and ethnographically-inspired studies of this two-part genre analysis are integrated under the umbrella of Bhatia's (2004) multidimensional and multi-perspective approach to written discourse. In particular, an integrative model of writer identity is developed as the analytical lens on the basis of Ivanič's (1998) clover-leaf model and Wenger's (1998) social ecology of identity.

The first part of this study is based on a self-compiled corpus of research articles in materials science so as to examine discursive construction of writer identity across three different contexts, viz., L2 English texts domestically and internationally published and L1 Chinese texts locally circulated. Such identity markers as metadiscourse markers self-mentions, *as*-past-participial prefabricates, technical nouns, and rhetorical moves/steps are examined in this part.

Two case studies are furthermore conducted to supplement the aforementioned corpus-based analysis by resorting to interviews and microhistories of focus papers. These two research subjects mainly differ in their professional status and patterns of discourse strategies consumed in response to their own understandings of multi-membership. The intensity and efficacy of local contingencies vis-à-vis global socio-cultural contrast is explored to locate their socio-historic construction of writer identity in the course of aligning with different levels of discourse community. Case Study One (i.e., Chapter Six) outlines dynamic and multiple writer identities of a junior researcher while Case Study Two (i.e., Chapter

Seven) specializes in fluid and conflicting writer identities of an experienced staff.

This current research has offered an integrative and relatively thick description of re-contextualization or discourse-switching among a special group of multilingual academics. In particular, the research lens of writer identity has made it possible to better understand discursive practices of vernacularly-educated scholars. It may develop applied linguists' long-standing interest in "small" disciplinary and institutional cultures, and more specifically, promotes our appreciation of the discursive reality and disciplinary socialization of Chinese materials scientist writers.

摘 要

学术写作作为学术质素的核心组成部分,通过文本能力、机构实践及社会-政治内涵等得以话语表征。尤其是在当今英语业已成为世界学术通用语的语境现实下,非英语国家的学者们从事学术写作这一“合作事务”(joint enterprise)时不可避免地会面临跨越国内外多重学科社群进程中知识与身份构建的协商、对齐与冲突。

本书采用 Bhatia (2004)多维度/多视角的体裁分析理论,深度考察中国大陆本土培养的材料科学工作者面对国内外出版语境下的英文期刊论文写作。具体整合了基于语料库的对比体裁定量分析与基于多重个案的民族志学定性考察等研究方法;特别是在选择作者身份作为研究视角时,笔者依托 Ivanič (1998)的作者身份三叶草模型和 Wenger (1998)有关身份的社会生态理论。

本书为中国材料科学家跨越国内外学科社群边界进程中的学术写作文本再语境化或话语转换提供了较为详实的整合描写,特别是将作者身份作为学术写作的分析视角能更好地理解这些本土培养的多元文化学者在社群边界跨越的话语实践。除将进一步拓展应用语言学界日渐聚焦于小型”学科与机构文化的研究志趣,本书还将帮助中国科学工作者及学术写作教学研究人员深入了解专业学术写作所处的话语现实及其背后的社会-认知、社会-政治内涵,有力促进中国科学家在全球知识构建中的主体性参与和学科濡化 (disciplinary socialization)。

LIST OF ABBREVIATIONS

CARS	Creating a research space
CEN	National English-medium publication context for CMSs
CHN	National Chinese-medium publication context for CMSs
CI	Introduction Texts in CEN corpus data
CMS	Chinese Materials Scientist
CT	Combined Results and Discussion Section texts in CEN corpus data
EAL	English as an additional language
EAP	English for Academic Purposes
EI	Engineering Index
ELT	English Language Teaching
ENG	International English-medium publication context for CMSs
ESP	English for Specific Purposes
Intr.	Introduction Section
L1	First language
L2	Second language
MS	Materials Science
MSc.	Master of Science
NES	Native English speaker
NNES	Non-native speaker of English
NSE	International English-medium publication context for NES scientists
RA	Research article
R&D	Coalesced Results and Discussion Section
SCI	Science Citation Index

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