Functional Linguistics as Appliable Linguistics

功能语言学与适用语言学

黄国文 常晨光 戴 凡 主编

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Functional Linguistics as Appliable Linguistics at Sun Yat-sen University

HUANG Guowen

Sun Yat-sen University

【内容简介】

作为本论文集的"代前言",本文有三个目的:(1)勾画中山大学近10年来的系统功能语言学教学与研究情况和有关学术活动;(2)介绍本论文集中所收集的论文和中山大学"功能语言学"博士论文摘要;(3)简述作为适用语言学的系统功能语言学。

As the title of this volume suggests, the focus of this collection is on M.A.K. Halliday's Systemic Functional Linguistics (SFL) and its appliability. The three non-Chinese authors are internationally leading systemicists and in the papers they have demonstrated how SFL as a general theory of language works in the educational field and in linguistic analyses of language. The Chinese authors on the other hand show us how they have used SFL in their linguistic studies in different research areas: Genre Studies, Functional Syntax, English Usage, Translation Studies, Stylistics and Narratology, and Code-switching Studies. Since all the Chinese authors, except Professor Fang Yan, who is an eminent systemicist in Tsinghua University, P. R. China, are strongly connected with Sun Yat-sen (Zhongshan) University, here I would like to report some SFL activities/studies undertaken at this university.

It has been over 10 years since the course "Introducing Systemic Functional Linguistics" was offered to our MA students at the School of

Foreign Languages, Sun Yat-sen University. During these years, more and more MA students take M.A.K. Halliday's Systemic Functional Linguistics as their research focus and conduct their postgraduate studies within the framework of SFL. The first group of PhD students came to study SFL at Sun Yat-sen University in 1998 and the year 2001 witnessed the first two graduates. Since 2001, there have been 17 students working on SFL who have received their PhD degrees from Sun Yat-sen University. These graduates are now playing very important roles in teaching, studying, promoting and applying SFL in different universities in China.

In August 1999, the International Conference on "Discourse and Language Functions" was held at the School of Foreign Languages, Sun Yat-sen University. There were over 100 participants who came from more than 40 universities and colleges in America, Australia, Britain, Canada, Hong Kong, Macau and other Chinese cities. Plenary speakers (in alphabetical order) include: Robin FAWCETT (Cardiff University, UK), Peter FRIES (Central Michigan University, USA), M.A.K. HALLIDAY (The University of Sydney, Australia), Ruqaiya HASAN (Macquarie University, Australia), HU Zhuanglin (Peking University, China), Christian MATTHIESSEN (Macquarie University, Australia), and WANG Zongyan (Sun Yat-sen University, China). That was the very first international conference on linguistics ever hosted by the School of Foreign Languages, Sun Yat-sen University, and it was a major event in the academic history of the school. In terms of post-conference publications, the outcome of this conference was two collections of papers (i.e., Huang and Wang 2002, Huang 2002).

In July 2002, we hosted the International Conference on "Discourse and Translation" at Sun Yat-sen University, and the focus was on the appliability of SFL to translation studies. Plenary speakers (in alphabetical order) include: Mona BAKER (UMIST, UK), Basil HATIM (The American University of Sharjah, United Arab Emirates), HUANG Guowen (Sun Yat-sen University, China), LUO Xuanmin

(Tsinghua University, China), Kirsten MALMKJæR (Middlesex University, UK), Christina SCHäEFNER (Aston University, UK), TAN Zaixi (Hong Kong Baptist University, China), and ZHANG Meifang (Sun Yat-sen University, China). This endeavour was followed by another international conference on "Functional Linguistics and Translation Studies", organized by the Centre for Translation Studies and the School of Foreign Languages, Sun Yat-sen University, which was held on the Zhuhai Campus of the University in December 2006. Plenary speakers at this conference include Juliane HOUSE (Hamburg University, Germany), HUANG Guowen (Sun Yat-sen University, China), and ZHANG Meifang (University of Macau, China). The outcome of this conference was the collection of papers on functional linguistics and translation studies (Wang 2006). Also in December 2006, The Functional Linguistics Institute and the School of Foreign Languages, Sun Yat-sen University hosted the Symposium on "Functional Linguistics and Discourse Analysis" and the theme was "Systemic Functional Linguistics as Appliable Linguistics". Christian MATTHIESSEN (Macquarie University, Australia), WU Canzhong (Macquarie University, Australia), LIN Yunqing (Beijing Normal University, China), YANG Xinzhang (Xiamen University, China), YANG Bingjun (Southwest University, China), CHANG Chenguang (Sun Yat-sen University, China), LI Guoqing (Jinan University, China), WANG Yong (Central China Normal University, China), and HUANG Guowen (Sun Yat-sen University, China) were among the invited participants, and Christian MATTHIESSEN gave a keynote speech on "Systemic Functional Linguistics — appliability: areas of research".

After a brief review on the SFL activities/studies at Sun Yat-sen University, I now turn to the editing of this collection. The articles in this volume have been selected to reflect the appliability of SFL in a number of research areas. M.A.K. Halliday's "Some factors affecting college-level English teaching in 21st century China" was based on a keynote speech given at the International Forum on College English

Textbooks hosted by Fudan University, China, in September 2005, and it was first published in a special issue (No. 2, 2006) on "Functional Linguistics and Applied Linguistics" of the journal of *Educational Research on Foreign Languages and Arts* (Guangdong Teachers College of Foreign Language and Arts) (see Huang 2006a, pp.11 –27). J.R. Martin's "Grammar meets genre — reflections on the 'Sydney School' " first appeared in *Arts* (the Sydney University Arts Association; 22, 2000. pp. 47 –95) and was also included in the special issue on "Functional Linguistics and Applied Linguistics" (see Huang 2006a, pp. 28–54). FANG Yan's "Constructing a harmonious world — Linguistic studies on *The Analects of Confucius*" first appeared in a special issue on "Discourse Analysis" of *The Journal of English Studies* (Sichuan International Studies University) (see Huang 2006b, pp.43 –50). Both CHANG Chenguang's "Idiomatic expressions in English: a textual analysis" and WANG Jin's "Code–switching in newspaper discourse: with reference to the Chinese/English learned contact in the mainland of China" were written especially for the present volume. Part One of R.P. Fawcett's "Establishing the grammar of 'typicity' in English: an exercise in scientific inquiry" was first published in the special issue on "Functional Linguistics and Applied Linguistics" of *Educational Research on Foreign Languages and Arts* (see Huang 2006a, pp.71 –91) and Part Two (Fawcett 2006) appeared in the following issue of the same journal (i.e., No. 3, pp.3–34). HUANG Guowen's book review of Suzanne Eggins' (2004) "An Introduction to Systemic Functional Linguistics" first appeared electronically in "LINGUIST List: Vol–16–1590. May 18 2005. ISSN: 1068 – 4875 (Wed, 18 May 2005 21:41: 36)".

As was mentioned earlier, the past six years have witnessed the graduation of 17 PhD students from Sun Yat –sen University whose degree theses are concerned with studies of Halliday's SFL and its appliability. These studies fall into a number of research areas: Genre Studies (YU Hui 2001, LI Guoqing 2002), Functional Syntax (ZENG Lei

2001, YANG Bingjun 2002, HE Wei 2003, HE Hengxing 2004, WANG Yong 2006, DENG Renhua 2006, QI Xi 2006), English Usage (DING Jianxin 2002, CHANG Chenguang 2003), Translation Studies (SHANG Yuanyuan 2003, WANG Peng 2004, LI Fagen 2005, SI Xianzhu 2006), Stylistics and Narratology (DAI Fan 2004), and Code—switching Studies (WANG Jin 2005). The "Synopses of Functional Linguistics PhD theses completed at Sun Yat—sen University" (YU Hui *et al*) in the present volume will give readers ideas of what Sun Yat—sen University PhD graduates have done in this field and this will, to a certain extent, reflect a Chinese approach to the studies of Halliday's SFL and its appliability in the Chinese context. Some of these PhD theses have been revised and published as monographs (e.g. Yu 2003, Yang 2003, Chang 2004, Dai 2005, Shang 2005, Li 2006, Zeng 2006).

As Coffin (2001: 94) points out, "Systemic functional linguistics (SFL) is primarily a linguistic theory" and "one of the main purposes for Halliday...in developing SFL has been to create a theory for solving a range of problems faced by potential 'consumers' of linguistics." In recent years, Halliday (e.g. 2006a, 2006b) has been talking about Systemic Functional Linguistics as appliable linguistics. For him, linguistics should be appliable. His interest and emphasis has always been on linguistic theory as a resource for solving problems — he calls it an "appliable" theory — in many aspects of our life, including education, culture, health and safety. In his opinion, the critical feature of language is that it is a resource for making meaning — a "semogenic" (meaning—creating) system; thus wherever people seek to intervene, they are working with meaning (Halliday 2006a). Here is what Halliday (2006b: 19) says about his view of the theory of language for solving a range of language—related problems:

> I have always tried to work with a functional orientation to language; not eschewing theory, because without theory there can be no consistent and effective practice, but treating a theory as a problem-solving enterprise and trying to develop a theoretical

approach, and a theoretical model of language, which can be brought to bear on everyday activities and tasks. I call this an 'appliable' linguistics: appliable rather than applicable, because the word "applicable" refers to one particular purpose, whereas "appliable" means having the general property that it can be put to use in different operational contexts.

Here, I want to add that the reason for us to use "Functional Linguistics as Appliable Linguistics" as the title of the present volume is to highlight the appliability of SFL, and we hope this collection will provide readers with some examples of treating SFL as appliable linguistics.

Finally, on behalf of the other two editors (Dr CHANG Chenguang and Dr DAI Fan), I would like to thank the journal of *Educational Research on Foreign Languages and Arts* (Guangdong Teachers College of Foreign Language and Arts, China), *The Journal of English Studies* (Sichuan International Studies University, China), and "LINGUIST List" (http://linguistlist.org/, U.S.A.) for allowing us to reproduce the papers that first appeared in their journals. We would also like to express our sincere thanks to the School of Foreign Languages, Sun Yat-sen University, especially the Dean of the School, Professor WANG Bin, for the warm support to the compilation of the present collection.

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Some Factors Affecting College-level English Teaching in 21st Century China

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【内容简介】

在本次报告中，Halliday指出，过去60年里中国英语教学发生了巨大变化，其影响因素可归纳为技术的(technical)和社会的(social)两个方面。

Halliday首先从口语和书面语的关系入手讨论技术因素的影响。在人类文明发展史上口语和书面语最初是截然分开，并在功能上互补：书面语用于记录事件，成为效仿的典范，而转瞬即逝的口语则用于日常的人际交往。印刷术的发明使书面语的持久性和不可互动性得到强化，进一步加剧了两者的分离。

技术发展影响了外语教学的理论和实践，20世纪初外语教学成为常规职业，书面语的权威地位使其成为语言教学的主要方式。但实践证明，并非掌握了读、写就能学会听、说，在制订外语教学课程和评估方式时，可以根据不同的教学目标对听、说、读、写四种技能有所侧重。20世纪50年代计算机技术 (computing) 和录音技术 (audio record-ing) 的发明对外语教学产生了深刻影响，磁带录音机(tape-recorder)使真实交际情景下的自然语言得到记录和保存，这加强了口语语篇的有效性，从录音中可以发现口语同样具有被认为只属于书面语的功能变异，因此口语和书面语的分离状况被弱化了。录音机将口语转换为"物体"，而计算机则将书面语转换为"事件"，在两者的共同影响下口语和书面语更为相似了，技术革新对教师和教材都提出了更高的要求。

磁带录音机、计算机以及后来的手机等新发明不仅改变了语言

的接收方式(即听、读),也影响了语言的产生方式(即说、写)。20世纪80年代新型交际形式电子邮件(email)出现,"text","email"等名词还被用作动词,反映出书写过程与说话一样具有互动性。另外从英语拼写变异也可以看出书面语篇的变化情况。英语单词的拼写相对稳定,但也出现了借用外来语、美语商标中的变异以及使用字母和数字来表示同音词等个性化的拼写方式。Halliday指出随着技术的发展,印刷时代以来形成的书面语和口语之间的"功能互补性"已不复存在,人们使用语言的方式、对语言的态度都在发生变化,这给语言教学带来新的启示。

关于影响21世纪中国大学英语教学的社会因素,Halliday指出,这包括决定一种语言地位的社会、政治和经济等因素,英语经历了"书面语言—标准语言—国际语言—全球语言"四个发展阶段,成为目前唯一的全球(global)语言。首先书面语言在其演变过程中发展出多种形式,特定的功能要求特定的语法结构,开辟了语义潜势的新领域。随着社会政治的发展,统治者需要统一的语言来巩固政权,其中一种方言逐渐演变为标准语言。标准语继续发展,通过纳入新的语域和语篇体裁不断扩大其意义潜势。伴随着政治统治和军事征服,一个国家的标准语超出了原有范围在多国使用,发展为国际语言。就英语来说,这一过程是在三个语言环境中进行的:一是在北美和澳大利亚等"内部圈(inner circle)"地区通过移民实现;二是在被称为"外围圈(outer circle)"的印度次大陆、东西非、南亚等地殖民统治的结果;三是过去五六十年里大量移民进入英国和内部圈地区对当地英语发展的影响。内部圈和外部圈的英语在表达层(即发音)和内容层(即语义)方面都与英国本土的英语不同。

为了适应不同的地区和文化,英语扩大了自身的意义潜势,从标准语言到国际语言的转变增加了语言的功能范畴。英语从书面语到标准语再到国际语言转变的推动力来自英国本土,但从国际语言到全球语言这一转变的推动力则来自美国。英语之所以能成为全球语言,与它是当今资本世界的主要语言并且其使用者分布最广有关,但跟英语语言系统内部的特征无关。

目前大学英语教育的重点已经转移到公共英语或实用英语,它面向的是口译、翻译等职业,以及出国深造等学习目的,强调听、说能力。过去中国英语专业教学十分重视语音,外语类学生要经过严格挑选和训练。但目前国内一些从事对外交流行业的职员,其英语口语水平并不理想,这有导致中国式英语(Chinglish)的危险。Halliday指出,浓重的中国式发音会造成交际困难,良好的口语还是必要的。

Halliday最后指出,调查大学毕业生使用英语的实际需求对当前中国大学英语教学有重要意义,具体方法可以采用社会语言学研究中的"语言日记"法,同时加入语域理论来调查中国语言学习者的语言使用情况。目前懂英语的中国人和懂汉语的外国人在人数上很不平衡,但随着中国经济实力的增强,学习汉语的外国人会越来越多。语言学家的任务是思考未来语言的发展情况:人们对语言资源有什么要求,以及为了适应这些要求语言将如何演变。

<div style="text-align:right">(陈瑜敏)</div>

0   An introduction

As my friends and colleagues here already know, I am not, and never have been, a teacher of English. Well: to say I **never** have been a teacher of English is not exactly true: for the first twelve or thirteen years of my adult life I was, in fact, a language teacher; and within that time I was teaching English, part-time, for one year — at Peking University, in 1947–48. But for the remainder of that time, apart from one year in which I taught Russian, I was teaching Chinese, as a foreign language, to speakers of English. So I was teaching a language of which I was **not** a native speaker, which is an advantage when you are teaching adult, or adolescent, beginners — a point I shall return to in my talk tomorrow[①]. But just in order to finish these introductory

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[①]   See M.A.K. Halliday, "Some theoretical considerations underlying the teaching of English in China". The Journal of English studies(四川外语学院《英语研究》)14 (2006/4: 7–20).