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赵晓临◎著

A Corpus-based Study of Stance Adverbs in Chinese Learners' Written English

基于中国学习者书面英语语料库的立场副词研究

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Preface

This book uses a corpus-based contrastive approach to characterizing stance expressions via stance adverbs in a Chinese learner English (CLE) written corpus. The data from a British student (BS) written corpus is used for reference to obtain the unique patterns and features of stance adverbs in CLE texts. The data from a large-scale corpus, the Bank of English (BoE) from the Birmingham University, are supplemented as the backup for contextual information in native speaker (NS) texts.

A combined approach to stance is adopted to explore expressions of stance in three domains, and accordingly three major categories of stance adverbs are dealt with: epistemic stance adverbs, which comment on the certainty (or doubt), reliability, or limitations of a proposition, or the source of information; attitudinal stance adverbs, which convey the speaker's attitudes, feelings, or value judgments; and style stance adverbs, which describe the manner in which the information is being presented.

The study of stance adverbs in this book focuses on the

most common controlling words that have occurred frequently in university registers (Biber 2006: 92).

The investigation of the unique features of the uses of stance adverbs in CLEs' texts is carried out in two steps. First, the quantitative data of each category of stance adverbs were collected and processed by the Concord Tool of Word Smith, including frequencies, patterns and collocates from both the CLEs' corpus and the BSs' corpus. A comparison of the data suggests that CLEs show distinct lexico-grammatical features in constructing stances. For instance, they use epistemic adverbs most frequently, certainty epistemic adverbs in particular. These adverbs are commonly used in the clause with personal pronouns as the subject. They are restricted to the lexico-grammatical patterns co-occurring with certain modal verbs, but seldom with adverb modifiers. The distinct frequent use is inseparably linked with unique semantic, functional and discoursal features. Second, the semantic features, pragmatic functions and discoursal effects of stance adverbs are discussed. Stance construction is explored from two perspectives: writer positioning and reader positioning. The contextual information of stance adverbs is compared between CLEs' writing and NSs' writing, which focuses on how stance adverbs used by CLEs fulfill interpersonal functions, specifically, meanings, functions and discoursal effects of individual adverbs and their patterns in constructing stance.

The study indicates that while marking epistemic stance via the same epistemic stance adverbs, CLEs texts show different semantic preferences and semantic prosodies from NSs texts,

which yields unique pragmatic functions and discoursal effects. The expression of epistemic stance is polarized with a weak re-adjustment between "yes" and "no". In addition, epistemic stance is constructed by thematization, which contributes to explicitness of the expression of epistemic stance. Regarding two subcategories of epistemic adverbs, certainty epistemic adverbs are apt to ensure authorial certainty about the events concerning the writer, while likelihood epistemic adverbs are apt to vaguely comment on the events on part of the reader. In the expression of attitude stance is prominent influence of Chinese culture. CLEs tend to use paired attitude stance adverbs for expressing the two sides of an event, prominently expounding the positive effects of a consequence. Moreover, CLEs tend to depend on the stance *it*-extraposition of adjectives corresponding to the attitude stance adverbs. The expression of style stance is characterized primarily by thematization, subjectivity, explicitness and a consensus of authorial style stance with the imagined reader by using the *we*-clause, similar to the expression of epistemic and attitudinal stance.

The lexico-grammatical patterns of stance adverbs also reveal characteristic semantic, functional and discoursal features in CLE texts. The writer not only projects his/her attitude to the text, but shapes the reader's point of view. In the CLE texts, the former, the writer positioning, is characterized by attitudinal polarization, high authorial visibility, attitudinal the matization and empathy in stance-taking; the latter, the reader positioning, is featured by attitudinal involvement and attitudinal inclination.

CLEs' stance-taking reveals the extralinguistic influence, including not only socio-cultural transfers such as L1 cultural transfer and transfer of Chinese social values, but little weight to be given to interpersonal functions in EFL teaching in China such as the lack of systematic summary of stance expressions in the textbooks, overt instruction in classes, and so forth.

Attempts have been made in this study to explore the possible hidden factors for the unique uses of stance adverbs in CLE texts, with a view to providing insights for instructing common core vocabulary in the EFL teaching and learning in China. It is proposed that importance be attached to an overt and systematic instruction, to reduce the negative effects of the above factors.

前　言

本书采用基于语料库的对比研究方法，探讨中国学习者书面英语语料库中出现的立场副词的使用特征。研究以中国学习者的立场副词数据与英国学生书面语的立场副词数据，分析中国学习者二语习得中的立场副词的语言特征，同时英国伯明翰大学的英语语料库（Bank of English）用以补充立场副词的语境信息。

书中采用综合法（combined approach）探讨立场表达，研究包括立场表达的三个方面。因此，本书研究三个类别的立场副词：认知立场副词、态度立场副词和方式立场副词。认知立场副词表达说话者对命题的确定性（或不确定性）、可靠性或局限性（包括信息来源）的评价；态度立场副词表达说话者的态度、感觉、或价值判断；方式立场描述信息呈现的方式。

本研究聚焦于大学语域下高频出现的最常用立场副词（Biber 2006: 92）。

调查中国学习者英语书面语中的立场副词的使用特征分两步进行。首先，利用 WordSmith 的索引行检索工具，分别检索中、英学生语料库中每一类立场副词的定量数据，包括词频、形式及搭配词。数据比较显示，与英国学生书面语的词频分布相比，中国学习者书面英语具有独特的词语法特征。譬如，中国学

习者使用频率最高的是认知立场副词，尤其是确定性立场副词；这些立场副词高频出现在以人称代词为主语的小句中，并且其词语法形式局限于与某些助动词搭配，但很少与副词修饰语搭配使用。上述显著性高频使用与语义特征、语用功能和语篇效果密切联系。其次，探讨立场副词的语义特征、语用功能以及语篇效果。立场构建从作者立场定位和读者立场定位两个角度进行分析。对比中外学生书面语语料中立场副词的语境信息，聚焦于中国学习者使用立场副词表达人际功能的特征，即立场副词及其形式的意义、功能及语篇效果。

研究表明，使用相同立场副词表达认知立场时，中国学习者英语书面语表现出异于英语母语者的语义趋向和语义韵，从而产生了独特的语用功能和语篇效果。认知立场表达的肯定 / 否定程度缺少调节，存在极化趋势。此外，认知立场表达被主题化，使得表达显性化。对二类认知立场副词而言，确定性立场副词往往用于肯定对与己相关事件的作者立场，而可能性立场副词则趋向于模糊评述对读者相关性事件的作者立场。态度立场表达凸显了中国文化的特征。中国学习者使用成对态度立场副词表达事物的两个方面，阐释事物的积极效果的特征非常明显。此外，中国学习者往往依赖于立场副词的形容词形式，使用其在 *it* 前置小句中表达态度立场。方式立场表达的特征主要体现在主题化、显性表达，以及作者方式立场表达与读者定位的一致性方面，上述特征与认知立场表达和态度立场的表达相同。

研究也显示，中国学习者书面语中的立场副词的词语法形式揭示出其语义、功能和语篇特征，中国学习者不仅将作者立场投射到语篇，而且投射到了读者立场。前者主要表现为态度极化、作者高显现度、态度主题化以及态度移情，后者表现为读者的态度介入和态度倾向。研究发现，中国学习者立场的独特表达方式

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主要来自语言外因素的影响，不仅包括诸如中国文化和中国社会价值观等社会文化因素的迁移，而且是由于中国外语教学中不重视人际功能教学所致，如教材中缺少立场表达的系统总结、课堂教学中缺少立场表达的明示等。

本研究以中国学习者英语书面语中的立场副词为对象，力图揭示赋予其独特的词语法特征的可能隐含因素，以期为我国英语教学中核心词汇教学与学习提供一定的启示。研究提出，为降低各种因素在英语教学中的不良作用，立场副词教学应该重视显性及系统化教学。

Abbreviations

BAWE	the British Academic Written English Corpus
BoE	the Bank of English
BS	British student
CIA	Contrastive interlanguage analysis
CLE	Chinese learner of English
CLEC	the Chinese Learner English Corpus
EFL	English as a foreign language
KWIC	Key word(s) in context
L1	First language
L2	Second language
NS	Native speakers

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