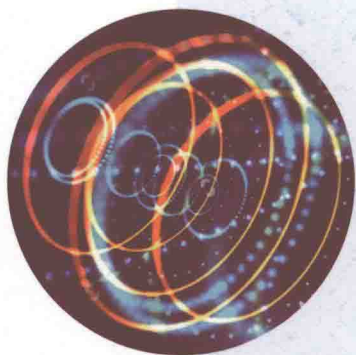


多模态语篇的连贯构建研究

——以中国英语学习广告为例（英文版）

The Construction of Coherence in Multimodal Discourses:
A Study on the Print English Learning Advertisements in China

孟艳丽◎著



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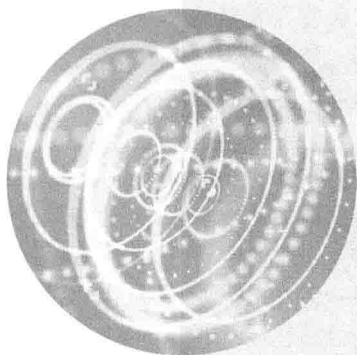
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内容提要

本书通过理论探讨、文本分析和实证佐证,深入阐释了英语学习广告中的符号运用策略,揭示了多种符号系统如何在多模态语篇当中互动合作,并探索了这些语篇中的构建连贯的资源如何与读者的心理认知机制互动,共同构建出一个连贯的理解。

本书针对的读者群体为语言学专业的研究生、教师和研究者以及英语教育领域和广告设计领域的从业人员。

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前言

由于当前中国社会对英语空前重视,各家营利性英语培训机构的广告成为一种具有一定社会意义的体裁。这些广告为了吸引受众,综合运用语言和视觉符号系统的表意资源,如文字、图像、图表、颜色等。因此,从多模态话语分析的角度研究这些语言和视觉符号系统的资源如何相互配合以组成连贯、有效的广告语篇,是一个非常有价值的课题。

这些英语学习广告是一种结构复杂、混合了多种体裁特点的多模态语篇。也就是说,在这些广告里面,虽然众多的表意资源来自不同的符号系统,却要合力表达一个连贯的整体意义,这使“语篇连贯”这个概念成为研究英语学习广告这一体裁的最佳切入点。因此,本书从“语篇连贯”这一核心概念入手,对英语学习广告体裁进行深入分析。

本书的第1章是引言,介绍了本书的研究背景、研究理据、研究目的、研究材料(即中国英语学习类平面广告)以及本书各章节的安排。

第2章是文献综述,主要从连贯和多模态两个方面梳理了国内外已有的研究成果。

第3章介绍了本书的研究设计,包括分析框架、数据的采集、英语学习广告的体裁分析、研究框架、研究方法。基于文献综述并结合英语学习广告的体裁特点,本书提出了一个分析多模态话语体裁中的语篇连贯的框架,这一分析框架包括三个层面,分别是整体连贯、局部连贯和表层衔接。本书力求从这三个层面来系统、全面、客观地描述分析英语学习广告中的多模态表达。

整体连贯是本书第4章的研究对象。整体连贯是指语篇的宏观话题结构,与读者对阅读体裁的知识直接相关。换言之,语篇话题被视作一个由多个话题组成的层级性系统,整体连贯意味着语篇内部的表意要符合这个宏观的话题结构。本书对英语学习广告中的宏观话题结构做了细致的分析和讨论,尤其关注整个语篇的话题如何统率语篇各个组成部分中文字和图形资源的呈现模式。分析发现,语篇的宏观话题对超级话题,即该体裁的各个组成部分的话题,发挥宏观控制的作用,同时,超级话题又对其下的层级更低的语篇单位的话题具有宏观控制的作用。这种层级性的宏观影响保证了语篇的整体连贯。由于英语学习广告体裁中各个组成部分之间在话题上存在差异,它们在文字和图形资源的意义和特点上也有很大不同。

关于局部连贯的分析和讨论将在第5章详细展开。局部连贯是指英语学习广告体裁的各个组成部分内部文字和图形资源的意义联系,它扩展了传统语言学研究中的局部连贯,即语篇内部句子和句子之间的语义和逻辑关系。由于英语学习广告体裁中各个组成部分,如“吸引读者”“公司介绍”“推荐词”“竞争优势分析”“课程信息”等,具有非常不同的表意模式,因此它们在局部连贯的实现方式上也各有特色。在“吸引读者”这个部分,文字系统和图形系统有相对平等的地位,它们之间的关系以信息连接程度的大小来衡量。其余各部分里文字占据主导地位,三种图文信息连接模式被总结出来。第一种是在“公司介绍”“推荐词”以及除了“教学方法”以外的“竞争优势”下面的所有其他部分,文字系统相对占据主导地位,图形仅表现文字中的一个信息单位,但是通过视觉细节影响读者的态度和情感。第二种是在“教学方法”这个小部分里面,图表是最突出的视觉表现形式。图表与周边文字具有很强的语义关联,其主要途径是直接的词汇重复和两个符号系统的表意在某个关键信息单位上的重合。第三种是在“课程信息”里面,表格是最主要的视觉表现形式。表格的意义表达需要同时依靠两个方面:一个是视觉上的框格结构,另一个是表头和框格里的文字内容。框格结构把文字内容涵括并区别为不同的类型,使之成为一个视觉上相对独立但意义彼此联系的整体。

第6章分析表层衔接在多模态英语学习广告中的表现模式。表层衔接手段指多模态语篇中把个体的符号资源组织连接为有机连贯整体的版面式样的手段和方法,这与它在传统语言学中的概念(即文本中句子间形式上的连接标志)有很大不同。表层衔接手段作为语篇实现层面上的外在标记,有助于读者辨认语篇内部的连贯关系,促进对语篇的加工处理和理解。基于对已有的版面式样的分析研究,本书提出了一个多模态语篇中表层衔接的操作性模型,认为衔接手段有两种:一种是标识语篇结构的,一种是标识各个符号单位相对重要程度的。基于此,通过分析英语学习广告的版面式样,笔者发现这些表层衔接手段经常同时出现、相互配合,以使语篇的版面连贯、清晰。

以上的理论探讨和文本分析关注的是在多模态语篇内部各种表意资源是如何构建连贯的。本书第7章报告了一个实证研究,调查读者在阅读这些英语学习广告过程中的反应。这个实证研究的主要目的是为第3章提出的三层连贯构建框架和为第4、5、6章中材料分析的结论提供实证性的佐证。这个实证研究部分包含三个小研究:一是眼球运动追踪实验,二是记忆识别测试,三是评价调查。它们分别对应语篇理解过程中的三种不同心理认知层面,即语篇加工过程中的注意力、记忆和评价。对这三个实证研究的设计和结果的讨论都是以整体连贯、局部连贯和表层衔接这三个层面为基础的。

眼球运动追踪实验表明:整体连贯体现为读者对所读语篇内容的预期,影响阅读过程中注意力的分配;局部连贯直接影响各个符号单位之间的眼跳次数,反映处理加工的难度;表层衔接手段在阅读过程被读者广泛利用。记忆识别测试表明:整体连贯、局部连贯和表层衔接均对该测试的结果具有显著影响。评价测试表明:在整体连贯、局部连贯和表层衔接这三个方面均构建良好的广告能获得更高的评价,相反,那些在

某一个或多个方面有较大缺点的广告,得到的读者评价较低。实证研究的结果能够证实本书之前提出的对多模态语篇连贯构建的理论和分析框架,并进一步揭示多模态语篇在构建连贯的过程中读者与文本的互动。

总之,本书通过理论探讨、文本分析和实证佐证,深入阐释了英语学习广告中的符号运用策略,揭示了多种符号系统如何在多模态语篇当中互动合作,并探索了这些语篇中的构建连贯的资源如何与读者的心理认知机制互动,共同构建出一个连贯的理解。

借此书付梓之际,我希望感谢对完成本书有重要贡献的人。

本书是我对博士论文稍加修改而成,因此首先要感谢北京大学外国语学院导师姜望琪教授,他严谨治学的态度、亲切和蔼的鼓励、循循善诱的指导都让我深深受益,使我在学术生涯开端之时就获得了最宝贵、最恰当的指引。每当我困惑沮丧、信心不足之时,先生总给我勉励与慰藉,他慈祥可亲的笑容已成为我生命中最温暖的形象之一。每当我因能力欠缺或粗心大意而交上一篇漏洞百出的文章之时,先生并不批评,但含蓄的建议使我更感芒刺在背,自知辜负老师的期望,此后唯有愈加努力。

在我写作博士论文的过程中,北京大学外国语学院的其他老师也给了我很大帮助。高一虹教授的语篇分析、社会语言学等课程对我的学术兴趣有很大影响,甚至本书的研究方向也是受到她的启发。胡壮麟教授、高彦梅教授、钱军教授、张薇教授等老师也对我的博士论文提出过宝贵意见。我在读博期间还面临学费、生活费等经济问题,李淑静老师、王爱华老师也热心为我安排系内教学岗位,她们的关心使我顺利度过了四年的艰难时光。

我还要感谢荷兰 Utrecht University 的 Paul van den Hoven 教授,他帮助我申请到该大学的 2010 年博士生访学项目,我才得以成功开展了本书中的实证研究部分,尤其是眼动实验。在此之前我并没有任何关于眼动实验的知识背景或经验,在异国他乡要完成这样一个全新的实验,我的心理压力自然很大,正是 Van den Hoven 教授的宝贵建议和热情鼓励使我勇敢地坚持下去,完成了这次挑战。这使我的学术兴趣进一步拓宽,也极大地增强了我的学术信心。此外, Utrecht University 的 Pim Mak 和 Iris Mulders 以及 Tilburg University 的 Rein Cozign,都在我进行眼动实验的过程中给过我耐心的指导,在此一并谢过。

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本书得以出版还必须感谢我在中国科学院大学的领导和同事。外语系主任高原教授热心帮助我在研究经费紧缺的困境下争取出版费,副校长苏刚教授对青年教师学术成长的支持使出版费最终落实。入职 7 年以来,外语系的同事也给了我很多关怀和帮助,使我在学术道路上坚定前行。

在本书的修改过程中,我的家人也给了我极大的支持。我的爱人李彦冰博士经常

从传播学的角度提出他的见解,在我松懈时提醒我不忘初心,坚持学术理想。我的父母在我的教育、成长道路上从来都是不遗余力,倾其所有,此书出版最骄傲的应该是他们。我婆婆在家务劳动、照顾孩子等生活方面给予我极大的支持。我3岁的大女儿乖巧独立,会在我下班后说“妈妈辛苦了”,这使我立刻倍感欣慰。而小女儿在我的子宫中就开始间接见证本书的修改,她的出生为我增添了甜蜜和负担,导致书稿进程延误了三四个月,但幸好她越长越乖,就像一个小天使,使我能够继续工作,最终完成本书的审校。没有家人的无私付出,我无法兼顾工作和家庭。我取得的每一个微小的进步,背后都浸透着家人深沉默默的爱。

不忘初心,砥砺前行。作为一个从河南农村拼搏出来的学子,我的学术之路走得并不轻松,但过程的艰辛恰恰磨炼了我的意志,增强了我的自信,使我深深体会到奋斗的价值。况且一路上遇到如此多的良师益友,使我在前进的同时始终保持乐观、纯朴、对生活的热爱。我自知是一个幸运的人,唯有更加努力、勤奋才能对得住这些在我人生际遇给过我温暖援手的人。学术如人生,道路上充满坎坷也不乏鲜花,跬步千里,一路且行且珍惜。

著 者

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Chapter 1

Introduction

With the spreading of globalization and people's increasing awareness of the importance of English, the learning of English language is given unprecedented emphasis in China. There is a huge demand of English teaching and learning. Apart from the English programs required in school curricula, many institutions of commercial nature see the great profit on the market of English teaching and have launched various English teaching programs. In order to attract clients, these private-sector English language schools develop large quantities of promotional materials such as print leaflets, videos, outdoor posters and webpages. The promotional discourses of English learning have a great influence on Chinese people's life.

This research aims at a key, yet little understood, genre of the promotional materials that is most widely employed by these organizations — their print advertisements, including flyers, leaflets and brochures. As these texts incorporate both visual and verbal resources, understanding how they persuade readers requires a multimodal approach. The purpose of this book is to investigate how these visual and verbal resources cooperate to form coherent and effective advertisements.

As an introduction to this book, it is useful to review the research motivation (Section 1.1), rationale (Section 1.2), research questions (Section 1.3), as well as to briefly introduce the English learning advertisements (Section 1.4), and to present the outline of this book (Section 1.5).

1.1 Research motivation

The research is motivated by considerations in the following two aspects:

Firstly, in terms of the data used in the current book — English learning advertisements, the special status of English learning in contemporary China predicts that an in-depth analysis of them will be a valuable and interesting undertaking. An in-depth

analysis of the semiotic content and configurations in them will reveal how English teaching and learning are represented by these advertisements, and the empirical research on the reader reaction will uncover how they are received by readers as potential customers in China.

Secondly, the last decade has witnessed a rise in the research interest in the multiplicity of meaning making in human communication. The studies of discourse have broken through the boundary of language and extend to non-verbal meaning-making resources such as gestures, images, music, and so on. A large body of them draws on insights of Halliday's social semiotic theory of language and follows the framework of ideational, interpersonal and textual meta-functions in the description and conceptualization of meaning-making in multi-semiotic discourses (see for example, Kress and van Leeuwen, 1996; Baldry and Thibault, 2006; O'Halloran 2004b; Royce 1998; Ventola et al, 2004). But as admitted by many of these researchers (see for example Royce and Bowcher, 2007; Liu and O'Halloran, 2009; Jewitt 2009: 3; Bateman and Wildfeuer, 2014; Feng and Low, 2015), the study on how the multiple semiotic resources combine to form a coherent discourse is still inadequate. There still remains a lack of research on the nature of inter-semiotic semantic relations and what features make multimodal texts coherent across different semiotic modes. This book aims to examine the ways in which coherence is constructed across the visual and verbal modalities in the English learning advertisements in China as a special type of multimodal discourse.

As Bateman (2009) points out for the researchers of multimodality, "the main task for the immediate future must (therefore) be to undertake detailed empirical analyses with respect to more representative samples of multimodal documents" (Bateman, 2009: 63), this book attempts to undertake such a theoretically-driven, empirically sound and in-depth analysis based on the English learning advertisements in China as a special multimodal genre.

1.2 Research rationale

The underlying beliefs of the research in this book are summarized in the following four aspects: close relationship between discourse coherence and genre, discourse coherence in a multimodal sense, discourse coherence as a holistic multi-layered system, and the use of the terms "visual mode" and "verbal mode" in this book.

1.2.1 Discourse coherence and genre

This book focuses on the analysis of discourse coherence in the English learning