

牛津应用语言学丛书



# Patterns of Lexis in Text

## 语篇中的词汇模式

Michael Hoey



上海外语教育出版社



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## 出版前言

去年5月本社出版了从牛津大学出版社引进的19种“牛津应用语言学丛书”,受到了外语教学界师生的一致好评和欢迎,在短短的一年中,重印了4次。为了向我国的外语教学和研究人員提供更多的学术参考专著,帮助读者了解近年来国外应用语言学和外语教学研究的理论,促进我国外语教学的研究和改革,本社又挑选了10本该系列中的精品,奉献给广大读者。希望本套丛书能够对于借鉴国外研究成果和总结我国自己的外语教学经验,形成具有中国特色的外语教学理论有所帮助。

《语篇中的词汇模式》是一本讨论词汇在文本的衔接中所起作用的专著。作者M·侯易(Michael Hoey)是利物浦大学的贝恩斯英语教授和应用语言学研究组组长。本书自1991年出版以来,受到广大的语言学习者和语言教师的欢迎,到1996年已经再版4次,可见所受欢迎的程度。

本书分为三部分:第一部分作者提出了本书试图回答的三个问题:衔接如何影响连贯,衔接如何影响句子间的关系以及衔接与语篇组织间的关系。在回顾了相关文献后,作者以学术专著中的参考书目为喻,指出重复这一衔接手段在语篇中所起的作用与不同作品引用相同参考书有相似效果。

在第二部分中,作者对重复作了分类:重复有简单重复和曲折重复之分,后者不仅包括同词根的词的重叠和包括同义转述、换用上义词、替代等词汇手段,以M·福斯特的《政治思想大师》的开头为例,作者仔细分析了重复及重复网络在非叙述类语篇中的重要作用。以此为根据作者提出含三对或三对以上重复词汇的句子相关且连贯。重复不仅对作者的写作也对读者的理解有影响。

在第三部分中,由于词汇和语篇是语言组织中的重要组成部分,因而他们之间的相互关系对语言的描述有重要意义。同时,在语言教学,

尤其是外语教学中重复对提高学生的写作、阅读理解等方面有重要作用。

本书读者对象为外语教师、外语教学理论的研究人员、研究生或对该领域研究感兴趣的其他各级各类人员。

本社编辑部

2000年5月

# Acknowledgements

The work reported in this book has been almost twenty years in the making and has in that time been helped by many people. It began life as research towards a thesis under the supervision of Sir Randolph Quirk. Though pressure of employment and other research interests resulted in that thesis never being written, the initial encouragement, advice, and guidance of Sir Randolph made an impact on the work that is still with it today, to its great benefit. All the positions adopted in Chapters 5 and 6 were in place by the late seventies but my inexperience and the climate of linguistics at that time meant that I was not in a position to write it up in a way that would have reached an audience. During that period I was greatly supported and advised by Eugene Winter who has been tireless in his encouragement and helpful criticism ever since. The most recent fruits of his support have been the detailed and wide-ranging comments he has offered on the complete manuscript of this book. Although, like every author, I have clung to some of my errors, there is no question that my book is markedly better for his advice.

The book has also been read in part or in full by other colleagues and friends. John Sinclair and Ron Carter, editors of this series, have introduced all kinds of improvement as a result of their careful and sympathetic readings of the work; John's support over the past few years has been crucial in bringing it to fruition. Malcolm Coulthard, Sara Fine, Mike McCarthy, Antoinette Renouf, and David Shepherd have each commented valuably on chapters of the work. David Wilson, at Oxford University Press, has been a sympathetic and interested editor at the publisher's end. To all of these great thanks are due.

No lecturer fails to learn from his students, and I have been particularly fortunate in mine. Several intakes of the University of Birmingham's Sandwich MA in Applied English Linguistics have tested out in a generous manner the claims I make in this book; although too many to name here, these students have helped enormously in the development and improvement of the descriptive system this book outlines, as have members of our former BPhilEd course. Amongst my postgraduate thesis and project students (former and current), I have learnt particularly from Evelyn Cheung, Ann Darnton, Cathy Emmott, Susan Hunston, Christina Rammell, Tania Shepherd, and Sarah Thomas, all of whom have either introduced me to ideas that have materially affected the work presented in this book, or have tried aspects of my ideas in their work and in so doing made them their own. But these represent the tip of an iceberg as a glance at the bibliography



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will reveal, and it is only space and the desire not to appear to be diluting my gratitude that prevents me from listing many more.

I have also benefited greatly from the opportunity to present aspects of the current work in a number of different places, and I am grateful to The British Council, the host organizations, and the University of Birmingham for making this possible. What I have to say and the way I say it has been sharpened markedly by presentations I was able to give at a Seminar for Returned Study Fellows held in Pune, India; during a workshop in Poland organized by the University of Warsaw; on courses at the Universities of Paraná, Santa Caterina, and Minas Gerais in Brazil; as part of two PILC seminars and a Summer School in Finland; at the Jubilee Seminar of the Institute for Anvendt Sprakvitenskap in conjunction with NORDWRITE at the University of Trondheim, Norway; at the UTELI conference in Israel, and at the 16th International Systemics Congress held in Helsinki. Closer to home, I was able to present papers at my own University, and the Universities of Nottingham, Warwick, and Exeter. In all of these places I have received the most valuable feedback.

Writing a book is, despite all the help that I have been gratefully acknowledging, a solitary and potentially unsociable business. My final and most heartfelt thanks must therefore be to my family for allowing this book to happen. Sue, my wife, is a creative and dynamic force in curriculum development in South Birmingham but she has never allowed her own arduous work schedule to interfere in any way with my research or writing and has at all times been a source of unqualified encouragement and support. My children, too, have always offered their support and never questioned the necessity of my sitting in my study most evenings; they seem never to have loved me the less for the loss of my time. It is most appropriate, therefore, that this book should be dedicated to them.

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# The author and series editors

**Michael Hoey** is the Baines Professor of English and Director of the Applied English Language Studies Unit at the University of Liverpool, where he has worked since 1993. Previously, from 1979 to 1993, he lectured in English language at the University of Birmingham, where he played a crucial role in the setting up and running of the Cobuild project. At Liverpool he is responsible for the English language teaching of undergraduate courses and also teaches on the MA in Language Teaching and Learning. Professor Hoey has presented his work in lectures and seminars in twenty-three countries and has published widely in his areas of research since 1979.

**John Sinclair** has been Professor of Modern English Language at the University of Birmingham since 1965. His main areas of research are discourse (both spoken and written) and computational linguistics—with particular emphasis on the study of very long texts. He has been consultant/adviser to a number of groups including, among others, the Bullock Committee, The British Council, and the National Congress for Languages in Education. He holds the title of Adjunct Professor in Jiao Tong University, Shanghai. Professor Sinclair has published extensively, and is currently Editor-in-Chief of the Cobuild project at Birmingham University.

**Ronald Carter** is Professor of Modern English Language in the Department of English Studies at the University of Nottingham where he has taught since 1979. He is Chairman of the Poetics and Linguistics Association of Great Britain, a member of CNA panels for Humanities, and a member of the Literature Advisory Committee of The British Council. Dr Carter has published widely in the areas of language and education, applied linguistics, and literary linguistics. He is Director of the Centre for English Language Education at the University of Nottingham and from 1989 to 1992 was National Coordinator for Language in the National Curriculum.

# Foreword

## Describing English Language

The Describing English Language series provides much-needed descriptions of modern English. Analysis of extended naturally-occurring texts, spoken and written, and, in particular, computer processing of texts have revealed quite unsuspected patterns of language. Traditional descriptive frameworks are normally not able to account for or accommodate such phenomena, and new approaches are required. This series aims to meet the challenge of describing linguistic features as they are encountered in real contexts of use in extended stretches of discourse. Accordingly, and taking the revelations of recent research into account, each book in the series will make appropriate reference to corpora of naturally-occurring data.

The series will cover most areas of the continuum between theoretical and applied linguistics, converging around the mid-point suggested by the term 'descriptive'. In this way, we believe the series can be of maximum potential usefulness.

One principal aim of the series is to exploit the relevance to teaching of an increased emphasis on the description of naturally-occurring stretches of language. To this end, the books are illustrated with frequent references to examples of language use. Contributors to the series will consider both the substantial changes taking place in our understanding of the English language and the inevitable effect of such changes upon syllabus specifications, design of materials and choice of method.

John Sinclair, *University of Birmingham*  
Ronald Carter, *University of Nottingham*

## **Patterns of Lexis in Text**

Dr Hoey already has an international reputation for original work in the structure of written discourse. He has for many years insisted on the importance of lexical patterning, and has gradually worked out the original position which he sets out in this new book. This position has the advantage that, while giving valuable insights into text organization from a theoretical point of view, it is also of direct practical relevance; an application of it to automatic abstracting has attracted research support recently.

The idea that vocabulary words might be best described in dictionaries is challenged strongly by this book. It shows that much of the coherence, as well as the cohesion, of text is created by the lexical ties of individual words with each other.

Dr Hoey writes fluently, and explains complicated matters in straightforward prose. His enthusiasm for his subject is evident on every page.

John Sinclair

To my children,  
Alice and Richard (in alphabetical order)  
Richard and Alice (by age)  
(since I could never put one before the other)

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