

An Introduction to Discourse Analysis

# 话语分析：理论与案例

张发祥 康立新 赵文超 著



科学出版社

[www.sciencep.com](http://www.sciencep.com)

(H-0305.0101)

责任编辑：郝建华 阎 莉

ISBN 978-7-03-023341-7



9 787030 233417 >

定 价：35.00 元

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222

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北京

### 图书在版编目(CIP)数据

话语分析：理论与案例 = An Introduction to Discourse Analysis: 英文 / 张发祥, 康立新, 赵文超著. — 北京: 科学出版社, 2008

ISBN 978-7-03-023341-7

I. 话… II. ①张… ②康… ③赵… III. 话语语言学—英文  
IV. H0

中国版本图书馆 CIP 数据核字(2008)第 171941 号

责任编辑: 郝建华 阎 莉 / 责任校对: 朱光光

责任印制: 赵德静 / 封面设计: 无极书装

联系电话: 010-6403 0529 电子邮箱: yanli@mail.sciencep.com

**科学出版社 出版**

北京东黄城根北街16号

邮政编码: 100717

<http://www.sciencep.com>

**中国科学院印刷厂 印刷**

科学出版社编务公司排版制作

科学出版社发行 各地新华书店经销

\*

2009年4月第 一 版 开本: A5(890×1240)

2009年4月第一次印刷 印张: 6 7/8

印数: 1—2 500 字数: 284 000

**定价: 35.00 元**

(如有印装质量问题, 我社负责调换〈科印〉)

## 前言

自 Zellig Harris 于 1952 年在 *Language* 杂志上发表 “Discourse Analysis” 一文以来, 话语分析已有五十多年的发展历史。其间, 话语分析作为一门研究语言使用的学科, 在理论上 “博采众学科之精华”。它不仅从系统功能语言学、语用学、认知语用学等各种语言理论中寻找对话语分析有用的部分并加以应用, 还从社会学、人类学、教育学、心理学、认知科学、计算机科学、哲学、人类学等许多学科中吸收了许多有益的理论和方法。这种多源的学科发展历史注定了话语分析是一个 “杂交” 的学科, 多种学科思想、理论精神和研究方法在话语分析领域得到彰显、演绎、融合和升华。在应用范围上, 话语分析的对象也可谓 “包罗语言之万象”, 它不仅分析日常会话、还分析书面文本, 它不仅考察语言与教育的相互关系, 还关注语言与社会的相互关系, 更重视语言和思维的相互关系。

已故的朱德熙先生曾经说过: “不管什么理论, 要拿出干货来。” 所谓干货, 就是理论要有实例佐证, 因此, 不论是借鉴国外理论, 或是根据中国传统自创理论, 都要在材料收集和验证上痛下工夫。

因此, 本书就是在广泛收集语料的基础上, 在这一领域现有的研究成果的基础上, 力图进行实例分析方面的补充。

全书分两大部分: 第一部分为理论论述, 第二部分为实例分析, 共分五章。

第一章: 本章意在就话语分析给读者提供一个综观性介绍, 内容不仅涉及 discourse 的定义、特性和判定标准, 还涉及 discourse analysis 的含义和发展历史。作为话语分析中不可避免的话题, 本章还秉承 Guy Cook (1994) 的观点, 对 text、context 和 discourse 三个概念进行了区分。本章对会话分析的历史发展也作了较为详尽的介绍, 并且将合作原则 (Cooperative Principle)、礼貌原则 (Politeness Principle) 以及关联理论 (Relevance Theory) 归结为目前透视和解读人们交流会话的三个指导性原则。另外, 本章还专辟空间向读者阐明: 话语分析是一门立足语境, 着眼语用, 学源交叉性突出, 发展活力较强的学科, 在对不同性质的语

篇或话语进行分析时,我们对各种理论思想和方法途径的选择也要“不拘一格,唯优是举”。

第二章:话语分析学源广博,话语语料复杂多样,相应进行话语分析的方法也就多种多样,但根据各自聚焦点的不同,本章秉承杨信彰(2000)的观点,将它们归结为五种:第一种是结构分析法,该方法重在描写语言的结构,挖掘话语构成的规则;第二种是社会文化分析法,该方法把话语当成交际行为来分析,注重语言的社会功能,强调语境在解读话语含义中的作用;第三种是认知分析法,该方法关注话语的生成和理解,强调人的认知在构建和理解话语中的作用;第四种是批评话语分析法,该方法认为话语的生成受制于特定的文化和思想意识和特定的社会政治语境,因而这种话语分析聚焦于和话语生成有关的社会政治问题,力图透过话语表层意思揭示隐含其内的思想意识和权势关系等;第五种方法因通常是对上述方法中两种或两种以上的方法的综合运用而得名综合分析法。为了深化读者的理解,本章还在上述介绍之后,就有关话语分析方法作了简要的比较性分析。

第三章:话语分析的方法虽然林林总总,但都是基于人们对自身话语活动的思考和认知。因此,本章着重介绍了几个有关人类话语活动本身的理论思想,其中包括:言语行为理论、合作原则理论、面子和礼貌原则理论、关联理论、文体和语域变异理论、构思图式理论(Schema Theory)、体裁理论(Genre Theory),以及有关话语的后结构主义思想等。在有关话语的后结构主义思想的介绍中,我们还着重介绍了福柯(Michel Foucault)和巴赫金(M. M. Bakhtin)的话语思想。应该指出的是,这些理论和思想不仅深化了人们对自身话语活动的认识,而且对话语分析这一学科的形成和发展起到了推动和支撑作用。当然,本章并非是相关话语理论思想的穷尽性介绍,相反,应该相信:随着人们对自身语言活动认识的加深,将会涌现更多的话语理论和思想。

第四章:话语分析的成果应用广泛,在语言教学领域,话语分析所揭示的有关人们话语生成和解读的特点和规律无疑对语言教学和二语习得具有莫大的借鉴和指导作用。也正是基于这一点认识,本章内容专门探讨了话语分析在外语教学中的应用,主要包括四部分:1)话语分析在语法教学中的应用;2)话语分析在词汇教学中的应用;3)话语分析在语篇解读中的应用;4)话语分析在口语教学中的应用。本章内容相对来说



比较简短,但我们希望其中所作的介绍能对从事语言教学(尤其是外语教学)的职业人员的工作有所启示和促进作用,我们也期待着更多的话语分析研究成果能够转化应用到我们的语言教学中去,以使我国的外语教学在效率和质量上实现新的飞跃。

第五章:本章在第二章话语分析方法的基础上,针对不同性质的语篇和话语,根据各自聚焦点的不同,我们“不拘一格,唯优是举”,采用结构分析法、批评话语分析法、社会文化分析法和综合分析法等对新闻话语、政治话语、外交话语、广告话语、幽默话语和网络话语等实例进行了分析,集中体现了话语分析的现实意义和应用价值。

本书在出版过程中得到河南科技大学学科建设处的鼎力资助,在此表示衷心的感谢和谢意。

由于作者才疏学浅,所能投入研究的精力和时间有限,书中定有不少缺点和谬误,敬请广大读者批评指正。

张发祥

2009年2月于河南科技大学

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## **Part One Discourse Analysis Theory**



## Chapter 1

# An Introduction to Discourse Analysis

### 1.0 Introduction

As is known in the linguistic community, especially to those whose interests in language is greatly function-oriented, the study of Discourse Analysis (henceforth DA) has now turned into a growth industry in linguistics, with numerous articles or monographs appearing yearly. This book, which is intended to facilitating Chinese postgraduates' perception and approach to DA, comprises two parts, with the first being a panoramic showcase of the landscape of DA, and the second some sample illustrations of how discourses (both written and spoken) could or should be tackled under the guidance of those theoretic works that benefit the formation and development of such a hybrid discipline as DA. To ease the transition between the two parts, we will include in the first part a sketchy introduction of some popular approaches to DA. Now that the approaches, various as it may be, cannot be accounted for without reference to the hitherto-gained cognitive insights into people's language use, the first part will also accommodate an elaboration on some theoretical thinking about discourse. In addition, as a vast store of knowledge of DA is of special importance to those who are engaged in language teaching, the first part also ventures some tentatives concerning how knowledge of discourse analysis could be applied to the teaching of a foreign language.

## 1.1 Definition of discourse

Since its introduction to modern science the term “discourse” has taken on various, sometimes very broad, meanings. In order to specify which of the numerous senses is adopted in the following exposition, it has to be subjected to a priori definition. Originally the word “discourse” comes from Latin “*discursus*” which denotes “conversation, speech”. A later image of discourse is as a combination of both spoken and written texts, which allows us to describe discourse as “all forms of spoken interaction, and written texts of all kinds” (Potter & Wetherell, 1987: 7). Such definitions focus on discourse as the study about language, and many discursive works adopt such a perspective. Later developments have brought new insights, and discourse is referred to as practices of talking and writing which bring objects into being through the production, dissemination, and consumption of texts (Hardy, 2001). In this sense, *discourse* is viewed as “a system of texts that brings objects into being” (2001: 26). The goal of the discourse analyst, therefore, is to explore the relationship between discourse and reality, interpret a hidden meaning, and mediate it between the past and the present.

The concrete representation of discourses is *texts*, or discursive “units”. They may have a variety of forms: formal written records, such as news information, company statements and reports, academic papers; spoken words, pictures, symbols, artifacts, transcripts of social interactions such as conversations, focus group discussions, and individual interviews; or involve media such as TV programs, advertisements, magazines, novels, etc. In facts, texts are depositories of discourses, they “store” complex social meanings produced in a particular historical situation that involves individual producer of a text unit, and social surrounds that are appealed to the play.

Texts are almost irrelevant if taken individually. It is only their interconnection that makes discourse analysis valuable. Discursive



activity does not occur in a vacuum, and discourse itself does not hold a meaning. Accordingly, if we are to understand discourses, we must also understand the *context*, in which they arise (Van Dijk, 1997; Titscher et al., 2000). Exploration of the interplay between discourse, text, and context builds the focus of the discourse analysis. Therefore, while doing discourse analysis, we should examine the context in which the texts are found and discourses are produced. Moreover, while doing discourse analysis, we should always bear in mind the following six “creeds”.

- 1) Discourse is shaped by the world, and discourse shapes the world.
- 2) Discourse is shaped by language, and discourse shapes language.
- 3) Discourse is shaped by participants, and discourse shapes participants.
- 4) Discourse is shaped by prior discourse, and discourse shapes the possibilities for future discourse.
- 5) Discourse is shaped by its medium, and discourse shapes the possibilities of its medium.
- 6) Discourse is shaped by purpose, and discourse shapes possible purposes.

Since it is not easy to unambiguously clarify what a discourse is, it seems reasonable to describe features which are mutual to all its kinds. To do it thoroughly, Saussurean concepts of *langue* and *parole* are of use. Ferdinand de Saussure divided the broad meaning of language into *langue*, which is understood as a system that enables people to speak as they do, and *parole* — a particular set of produced statements. Following this division discourse relates more to *parole*, for it always occurs in time and is internally characterized by

successively developing expressions in which the meaning of the latter is influenced by the former, while langue is abstract. To list some additional traits: discourse is always produced by somebody whose identity, as well as the identity of the interpreter, is significant for the proper understanding of the message. On the other hand, langue is impersonal, that is to say, more universal, due to society. Furthermore, discourse always happens in either physical, or linguistic context and within a meaningful fixed time, whereas langue does not refer to anything. Consequently, only discourse may convey messages thanks to langue which is its framework.

Seven criteria which have to be fulfilled to qualify either a written or a spoken text as a discourse have been suggested by Beaugrande (1981). These include:

- 1) **Cohesion:** grammatical relationship between parts of a sentence essential for its interpretation;
- 2) **Coherence:** the order of statements relates one another by sense;
- 3) **Intentionality:** the message has to be conveyed deliberately and consciously;
- 4) **Acceptability:** indicating that the communicative product needs to be satisfactory in that the audience approves it;
- 5) **Informativeness:** some new information has to be included in the discourse;
- 6) **Situationality:** circumstances in which the remark is made are important;
- 7) **Intertextuality:** reference to the world outside the text or the interpreters' schemata.