

牛津  
语言学入门丛书

丛书主编 H.G.Widdowson

# Discourse Analysis

## 语 篇 分 析

H.G.Widdowson



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## 出版前言

在语言研究方面不乏详尽权威的导论。但这些学术专论都趋于冗长且学术性太强，对初学者来说大有泰山压顶之势。于是，“牛津语言学入门丛书”，这套让人们循序渐进、轻松地掌握复杂概念的过渡性简明教程，就应运而生了。

人们在对语言的特定细节进行剖析之前，应该对语言整体有个大致的了解。作为语言学研究方向的学生进行深入研究之前的热身阅读，这套丛书的主旨是为人们理解那些学术性强的语言学专著奠定理论基础。因为这套丛书浅显易懂，对那些感兴趣却并非专门从事语言研究的人进一步了解语言也大有裨益。

本套丛书采用了统一的结构模式，在“前言”之后，由“概述”、“阅读材料”、“参考书目”和“术语表”四个部分构成。第一部分概述是全书的主体，也是有关该领域研究的导论。第二部分提供与书中各章内容相联系的深入阅读的材料，其后所附的问题极具启发性，有助于读者形成对有关领域研究的独立见解。第三部分提供相应章节的参考书目，并对它们的主要内容作了点评，以便有兴趣的读者深入学习。第四部分列出术语表，帮助初学者理解书中术语的定义。

本套丛书的读者对象是英语专业高年级学生，语言学、应用语言学与相关专业的研究生，以及对相应领域感兴趣的人员。欢迎读者对我们的工作提出宝贵意见。

**Oxford Introductions to Language Study**

## **Discourse Analysis**

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of Vienna.

*For Cristina Whitecross*

# **Preface**

## **Purpose**

What justification might there be for a series of introductions to language study? After all, linguistics is already well served with introductory texts: expositions and explanations which are comprehensive, authoritative, and excellent in their way. Generally speaking, however, their way is the essentially academic one of providing a detailed initiation into the discipline of linguistics, and they tend to be lengthy and technical: appropriately so, given their purpose. But they can be quite daunting to the novice. There is also a need for a more general and gradual introduction to language: transitional texts which will ease people into an understanding of complex ideas. This series of introductions is designed to serve this need.

Their purpose, therefore, is not to supplant but to support the more academically oriented introductions to linguistics: to prepare the conceptual ground. They are based on the belief that it is an advantage to have a broad map of the terrain sketched out before one considers its more specific features on a smaller scale, a general context in reference to which the detail makes sense. It is sometimes the case that students are introduced to detail without it being made clear what it is a detail of. Clearly, a general understanding of ideas is not sufficient: there needs to be closer scrutiny. But equally, close scrutiny can be myopic and meaningless unless it is related to the larger view. Indeed it can be said that the precondition of more particular enquiry is an awareness of what, in general, the particulars are about. This series is designed to provide this large-scale view of different areas of language study.

As such it can serve as preliminary to (and precondition for) the more specific and specialized enquiry which students of linguistics are required to undertake.

But the series is not only intended to be helpful to such students. There are many people who take an interest in language without being academically engaged in linguistics per se. Such people may recognize the importance of understanding language for their own lines of enquiry, or for their own practical purposes, or quite simply for making them aware of something which figures so centrally in their everyday lives. If linguistics has revealing and relevant things to say about language, this should presumably not be a privileged revelation, but one accessible to people other than linguists. These books have been so designed as to accommodate these broader interests too: they are meant to be introductions to language more generally as well as to linguistics as a discipline.

## **Design**

The books in the series are all cut to the same basic pattern. There are four parts: Survey, Readings, References, and Glossary.

### **Survey**

This is a summary overview of the main features of the area of language study concerned: its scope and principles of enquiry, its basic concerns and key concepts. These are expressed and explained in ways which are intended to make them as accessible as possible to people who have no prior knowledge or expertise in the subject. The Survey is written to be readable and is uncluttered by the customary scholarly references. In this sense, it is simple. But it is not simplistic. Lack of specialist expertise does not imply an inability to understand or evaluate ideas. Ignorance means lack of knowledge, not lack of intelligence. The Survey, therefore, is meant to be challenging. It draws a map of the subject area in such a way as to stimulate thought and to invite a critical participation in the exploration of ideas. This kind of conceptual cartography has its dangers of course: the selection of what is significant, and the manner of its representation, will not be to the liking of everybody, particularly not, perhaps, to some



of those inside the discipline. But these surveys are written in the belief that there must be an alternative to a technical account on the one hand and an idiot's guide on the other if linguistics is to be made relevant to people in the wider world.

### **Readings**

Some people will be content to read, and perhaps reread, the summary Survey. Others will want to pursue the subject and so will use the Survey as the preliminary for more detailed study. The Readings provide the necessary transition. For here the reader is presented with texts extracted from the specialist literature. The purpose of these Readings is quite different from the Survey. It is to get readers to focus on the specifics of what is said, and how it is said, in these source texts. Questions are provided to further this purpose: they are designed to direct attention to points in each text, how they compare across texts, and how they deal with the issues discussed in the Survey. The idea is to give readers an initial familiarity with the more specialist idiom of the linguistics literature, where the issues might not be so readily accessible, and to encourage them into close critical reading.

### **References**

One way of moving into more detailed study is through the Readings. Another is through the annotated References in the third section of each book. Here there is a selection of works (books and articles) for further reading. Accompanying comments indicate how these deal in more detail with the issues discussed in the different chapters of the Survey.

### **Glossary**

Certain terms in the Survey appear in bold. These are terms used in a special or technical sense in the discipline. Their meanings are made clear in the discussion, but they are also explained in the Glossary at the end of each book. The Glossary is cross-referenced to the Survey, and therefore serves at the same time as an index. This enables readers to locate the term and what it signifies in the more general discussion, thereby, in effect, using the Survey as a summary work of reference.

## **Use**

The series has been designed so as to be flexible in use. Each title is separate and self-contained, with only the basic format in common. The four sections of the format, as described here, can be drawn upon and combined in different ways, as required by the needs, or interests, of different readers. Some may be content with the Survey and the Glossary and may not want to follow up the suggested References. Some may not wish to venture into the Readings. Again, the Survey might be considered as appropriate preliminary reading for a course in applied linguistics or teacher education, and the Readings more appropriate for seminar discussion during the course. In short, the notion of an introduction will mean different things to different people, but in all cases the concern is to provide access to specialist knowledge and stimulate an awareness of its significance. This series as a whole has been designed to provide this access and promote this awareness in respect to different areas of language study.

H. G. WIDDOWSON

# Author's Preface

A note on what is covered in this book.

As is appropriate for a title in this particular series, this book is about discourse as an area of language study. As such it is concerned with how the encoded resources available in a language are put to communicative use. The study of discourse in this sense is a general enquiry into how people make meaning, and make *out* meaning, in texts.

But the term 'discourse' can be understood in rather a different way. The meanings that people make are not only constrained by the language they know but also by the social group or community they belong to. Meanings are socio-cultural constructs of reality: they represent particular beliefs and values that define ways of thinking about the world. The study of discourse in this case would focus not so much on how meanings are linguistically realized in texts, as on how they are socially constructed so that expressing them is effectively a kind of social practice.

The two ways of thinking of discourse are not mutually exclusive, of course. It is more a matter of emphasis. This book takes more of a linguistic than a sociological perspective and focuses on discourse as language use, although the notion of discourse as social practice comes into the discussion in Section 1 and references to work that adopts this perspective is provided in Section 3.

A note of thanks.

Parts of the content of this book made their first appearance in lectures I have given over the years to students in the Universities of Edinburgh, London, Essex and Vienna. These students, of course, need no introduction to discourse analysis, but should

they ever happen to browse in this book, they might find some of it familiar. Though they are not responsible for the book's deficiencies, they can take a good deal of credit for whatever merits it has: for in teaching a subject, it is the reactions of students that tell you how far you have succeeded in making it accessible and engaging. So my thanks to them in general.

And my special thanks to two of them in particular, Guy Cook and Barbara Seidlhofer, who, in a nice reversal of roles, have long since guided me in my thinking. Guy Cook, himself distinguished as a writer on discourse, was good enough to read through an earlier draft of this book, and to point out shortcomings that I tried to remedy. The influence of Barbara Seidlhofer is all pervasive in this book, as it is in all other things I do in my personal and professional life.

Finally, my thanks to somebody who has never been my student, but who has worked with me as a close and supportive colleague and friend for many years: Cristina Whitecross. This book is dedicated to her.

HGW

Vienna, September 2006

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## SECTION I

# **Survey**



