

二语／外语语境下的  
批判性阅读理论构建研究

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原雪 著

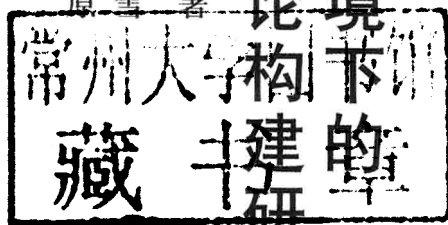
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work harder and achieve my potential. I also thank my parents-in-law, who are proud of me. What they have done for me will be cherished for my whole life.

## Abstract

Under the context of globalization, many problems about social and cultural theories of education arose. The dominate stance of English in the world indeed requires a critical response. English as an international methods of communication indeed needs critical approach to the study of discourse, because ideologies and cultural assumptions rooted in a wide series of English language discourses are more widely circulated in written than through spoken texts. It is very necessary for people to have resources and ability to critically examine the implicit exercise of power hidden in the discourses and texts which can mostly come through written texts and literacy education.

CDA is the response to the rhetorical turn in the 1980s and also the basis of critical approach to related studies. First of all, through deconstructing social structure, which is constituted of discourse, CDA attempts to make inquiries into the hidden relationship between discourse and social cultural configuration in order to expose ideology and bias implied in discourse. Based on the SFL, CDA has done some research focusing on the critical studies in pedagogical practice, whose aim is to broaden and deepen the study of discourse and society from the perspective of critical linguistics and in the native language context. As to the case in China, the study of critical reading has been focused on discus-

sing the significance of the critical thinking and some general introduction of western theories of CDA. The specific study of critical reading in ESL/EFL context is still rare and lacks a systematic study. Secondly, the opportunities and challenges in the field of English pedagogical practice brought about by the globalized postmodern context require clear recognition and theoretical guidance.

So, some questions concerning the definition and theoretical foundation of critical reading and some problems existing in the domains both of ESL/EFL pedagogical practice and of CDA are taken as points of departure of this study. In this study, based on interdisciplinary theories involving philosophy, rhetoric (Western Classical Rhetoric, New Rhetoric and Contrastive Rhetoric), linguistics (Text Linguistics and Critical Linguistics), discourse analysis and psychology, a large amount of historical data together with theoretical and empirical scholarship concerning reading in native language, ESL and EFL context have been surveyed. Interdisciplinary and integrative methods have been employed to integrate both humanistic research methods such as history, description supported by tables and diagrams; and those of social sciences, whose referential focus is qualitative base, so as to construct the theories of critical reading in ESL/EFL context.

A deep insight into the relationship between power, discourse and ideology serves as the basis of this study, whose research object is the intersubjectivity between writer and reader in ESL/EFL context. This study rests on the intersection in the research field of cross-linguistic and cross-culture. This study endeavors to make contribution in the following aspects:

(1) On the base of making clear the rhetoric origin of critical reading and find its solid philosophical foundation, this study aims to rede-

fine properly the key terms of “being critical”, “critical thinking” and “critical ability” and clarify their proper function in this study, so as to define properly “critical reading” in ESL/EFL context and clarify the essential functions.

(2) Based on contrastive rhetoric, the attempt is made to find more solid theoretical basis for the intersubjective relationship between writing subject and reading subject in ESL/EFL context. The emphasis of individual and cultural-societal contributions of writers in contrastive rhetoric improves the subjectivity of interpretation by reader from another perspective. It provides solid foundation not only for the intersubjectivity between writer and reader in ESL/EFL context, but also for the pedagogical aim in ESL/EFL context.

(3) Based on Fairclough’s three-dimensional model, infusing the van Dijk’s ideological theory and his insightful definition of discourse and combining the orientation of intersubjectivity, which is inspired by Bakhtin’s “dialogism” and Habermas’s communicative negotiated rationality, a more macro and inclusive theoretical construction for this study is achieved. In this study, the process of production of discourse and the process of consumption of discourse are defined as the dynamic intersubjective relationship between the writing subject and the reading subject. Operativity, applicability and explaining of this theoretical construction have been justified through detailed analysis of five specific discourses.

This study is an attempt to build a comprehensive and dynamic construction of theories for the study of critical reading in cross-linguistic and cross-cultural context. Besides the theoretical implication to the research fields of critical reading in ESL/EFL context, some pedagogical implications can be drawn from this study: First, there is an urgent need to develop ESL/EFL readers or learners’ more clearly articulated critical

awareness of ideological influences on reading and their awareness of the explicate structure of ideologies in the working of power and ideology. Second, it is very necessary to pay much more attention to the attitudinal resources in appraisal theory, their relatedness with contrastive rhetoric theories and their reconfiguration in ESL/EFL reading teaching, especially their critical role of providing critical analytical tools in the process of critical reading in ESL/EFL context.

There are some limitations in this study: (1) In this study, some other social factors may be neglected while much attention to the intersubjective and dynamic relationship between writer and reader is paid. (2) A larger corpus-based work is needed to further justify this study.

**Key words:** being critical; critical reading; contrastive rhetoric; postmodern context; intersubjectivity

## 摘 要

随着全球化进程的不断深入,在社会、文化教育理论方面也引发一些亟待解决的问题。在以英语为主要交流工具的当今,对语篇作出批判性反应就成为必要和趋势,因为社会文化形态之间隐藏的权势和不平等关系更多是以书面语篇的形式传播,同时让受众拥有批判性资源和能力去甄别和破解隐藏于书面语篇和文化教育中的权势运作也成为必要。

20 世纪 80 年代,批评性语篇分析(CDA)是对西方人文科学的修辞学转向的一次积极响应和对其他相关领域进行批判性研究的基础。首先,通过对由语篇所构成的社会结构的解构,批评性语篇分析(CDA)探索语篇和社会文化形态之间隐藏的意识形态和不平等,并基于系统功能语言学的基础上在教育领域中进行了一些批判性研究,但其研究基础也主要从批评语言学角度深入、广泛地研究社会与语篇的关系,即使涉及批判性教育实践研究,其研究基础也是英语作为母语的语境。目前国内对批判性阅读研究主要集中在探讨、研究培养批判性思维的意义和相关理论的概括性介绍,具体在二语或外语语境的批判性阅读的具体研究还十分稀少。再者,对于全球化的后现代语境给英语教育带来的机遇和挑战,亟待敏锐深刻的认识和付诸于实践的理论指导。

因此,对于批判性阅读的相关界定和理论基础有待进一步厘清的问题,以及存在于二语/外语语境下的教育实践和批评性语篇

分析(CDA)两个领域中的问题就成为本研究的出发点。本研究基于哲学、修辞(西方古典修辞学、新修辞学及对比修辞学)、语言学(语篇语言学、批评语言学)、语篇分析、心理学等跨学科的理论,结合英语作为母语、二语和外语阅读研究的大量理论研究和经验性研究成果,运用综合性研究方法,即整合人文科学的历史研究法、附加文字图表的描述法和阐释法等研究方法,与社会科学中以质的研究为参考点的研究方法,进行二语或外语语境下的批判性阅读理论构建研究。

本研究以权力、语篇和意识形态的多维立体联系为研究前提;二语或外语语境中作者和读者主体之间相互定位关系为主体,将二语或外语语境中的批判性阅读定位于跨文化和跨语言的交叉研究。在进行理论构建和分析的过程中,本研究在以下几个方面做出了有意义的推进和贡献:

(1) 在厘清“批判性阅读”的修辞学渊源,找到“批判性阅读”的哲学理论支持的基础上,合理界定“批判性”、“批判性思维”、“批判性能力”等相关术语及其在此理论研究框架中的地位,从而合理界定和定位关键术语二语或外语语境下的“批判性阅读”并明确其本位功能。

(2) 以对比修辞学理论为支撑,给二语或外语语境下作者和读者的相互定位的主体间关系找到坚实的理论基础,同时,对比修辞学对作者个体注入到作品中的社会文化要素的重视,从另外一个角度提升了读者对作品阐释的主体性。这点同时对作者和读者的主体间性的建构和在二语或外语语境下的教育实践都具有非凡的意义。

(3) 在 Fairclough 的三维框架基础上,融入 van Dijk 的意识形态理论和对语篇的独特阐释视角,同时受 Bakhtin 对话理论的启发,在严实论证的基础上构建了一个本位鲜明、范畴间关系明确的更加宏观和包容性更强的理论框架。在此理论构建研究中,语

篇的生产和解释过程就是作者和读者主体之间相互定位关系的反映。并通过对媒体语篇做详尽分析和评价验证了二语或外语语境下批判性阅读这一理论构建研究的适用性、可操作性和解释力。

本研究以期为拓展阅读研究的理论视野和应用范围、把从多层次、多侧面的阅读研究引向深入、系统和全面提供一定的理论依据,为英语阅读研究及英语阅读教学研究提供理论依据和实践指导。为将英语教育重新定位为解放权力的教育实践提供理论支撑,在英语阅读教学中,语篇中的态度资源应该得到更充分的利用,作为识别作者使读者阅读姿态中立化的分析工具在教学中得到充分利用。

本研究在使一些问题得到解决的同时,也不可避免地存在以下局限和缺憾:(1)本研究在进行理论构建的过程中,将语篇的生产与解释过程定位于作者和读者之间互相定位的动态过程,有可能忽视此过程中的其他社会行为者和因素。(2)虽然本研究已经构建了一个多维、互动的理论框架,仍需要对这理论框架中作者与读者的互相定位提供一些语言实证,为在二语或外语语境下培养批判性阅读能力进行有效的教育干涉找出具体有益的例证和启示。

**关键词:** 批判性; 批判性阅读; 对比修辞学; 后现代语境; 主体间性

## List of Acronyms

CDA	Critical Discourse Analysis
CEE	College Entrance Examinations
CET	College English Test
CLA	Critical Language Awareness
CR	Critical Reading
ETS	Educational Testing Service
GRE	Graduate Record Examination
GMAT	General Management Admission Test
IBT	The TOEFL Internet-Based Test
IELTS	International English Language Testing System
PET	Public English Test System
SFL	Systemic-Functional Linguistics
TEFL	Teaching English as Foreign Language
TEM	Test for English Majors
TOEFL	Test of English as Foreign Language

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