

# 系统功能语言学在大学英语议论文写作中的应用

杨 欢

南京传媒学院, 中国·江苏 南京 211172

**【摘 要】**随着全球化的发展,在人才市场竞争中,对语言的要求越来越高。英语作为全球的官方语言,人们对英语学习也愈来愈重视。在校期间,学生一直在学习英语知识,在大学英语写作中有一定的语言学习基础,但是在大学英语教学中,只有传统的教学方法是远远不够的,不能应对国际市场对人才的要求,学生依旧会存在中心思想不一致,即走题,语篇衔接不够连贯,语句堆积的问题。针对现阶段大学生英语议论文写作的语篇问题,借鉴韩礼德的系统功能语言学理论的语篇连贯理论指导大学生议论文写作教学,通过对主位系统,信息系统和衔接系统的引导,实现语篇的思想统一性,简洁性和连贯性。

**【关键词】**英语议论文写作;系统功能语言学;语篇功能

## The Application of Systemic Functional Linguistics in College English Argumentative Writing

Yang Huan

Communication University of China, Nanjing, China 211172

**[Abstract]** With the development of globalization, in the talent market competition, the requirements for language are getting higher and higher. As the official language of the world, English is paying more and more attention to learning English. During the school period, students have been learning English knowledge and have a certain language learning foundation in college English writing. However, in college English teaching, only traditional teaching methods are not enough, and cannot meet the requirements of the international market for talents. Students still There will be inconsistencies in the central idea, that is, the problem of going off the topic, the cohesion of the text is not coherent, and the sentences are piled up. Aiming at the discourse problems of college students' English argumentative writing at this stage, the discourse coherence theory of Halliday's theory of systemic functional linguistics is used to guide the teaching of college students' argumentative essay writing. unity of thought, simplicity and coherence.

**[Key words]** English argumentative essay writing; systemic functional linguistics; discourse function

### 1 英语议论文写作中的语篇问题

国内二语写作研究取得许多进步,但依旧存在学生作文语篇连贯问题。在英语写作教学中,我们经常会观察到中高级英语水平学生在写作文时,即使初稿修改后基本能避免严重的语法问题,但是行文通读起来却依然会让人觉得别扭,意思表达不清。教师在批改此类文章时,往往会给出“别扭”、“无条理”、“不连贯”、“模糊不清”这种含糊的评语,而很难准确的分析判断此类问题的性质(孙梅琳,1996)。语篇的衔接和连贯是目前大部分学生英语作文最突出的问题之一(程晓堂,2009)。主要问题是句子之间、段落之间衔接性和连贯性的缺乏(参见:杨明,1997;苏晓玉,2000;周梅,2003;程晓堂、王琦,2004;卢山,2005)。因此,学生仅仅只是掌握语法和词汇知识以及写作技巧是不够的,还需要具备一定的语篇知识,才能写好一篇文章(Reid,2001;Hyland,2003a,2003b)。其中议论文的语篇宏观连贯问题更是明显,李长忠(2002)的调查发现,造成语篇连贯问题的不仅仅是语言能力,更重要的是逻辑思维、观点阐述、辩证举证能力的缺失,即使有明确的观点,但论证阐释不够,思维条理不清晰。本文就这一问题,拟用系统功能语言学中的语篇连贯理论来指导英语议论文写作教学中的实践和研究。<sup>[1]</sup>

### 2 语篇连贯理论研究

Halliday和Hasan(1976)的经典著作Cohesion in English开

了语篇连贯理论的先河,系统讨论了英语的衔接机制和运作方式。Beaugrande 和 Dressler(1981: 3)在其合著的Introduction to Text Linguistics一书中指出语篇与非语篇的关键区别在于语篇的两个基本特征:连贯与衔接,并还详细介绍了语篇其他五个特征:意图性,可接受性,信息性,情景性和互文性。Mann和Thompson(1986,1987,1988)和Sanders等人(1992)的修辞结构理论(Rhetorical Structure Theory)以及连贯关系理论(Coherence Relation Theory)从句与句之间的逻辑语义关系出发,对连贯的本质和实现条件进行了讨论。而McCarthy和Carter(1994: 38)提出的Language as Discourse: perspectives for Language Teaching认为语篇包含语音、词汇、语法,并肯定了他们在语篇结构上的意义。张德禄(2000,2006)认为语篇连贯是一个语义概念,他根据Campbell的研究形成连贯语篇的模式。程晓堂(2005)提出新的语篇连贯框架,包括概念连贯、人际连贯和篇章连贯。<sup>[2]</sup>其中篇章连贯是指语篇利用主位结构、信息结构、命题宏观结构和语类宏观结构使语篇有组织有条理。陈文革(2007)在学生的二语习作中发现学生在写句式时,只注重句子的概念意义和人际意义,鲜少考虑篇章意义,导致语篇的思想统一性不高,连贯性不强,语句堆积。<sup>[3]</sup>

### 3 主位系统实现语篇的思想统一性

发话者在突出不同信息或者强调重要性时会预判词汇和句子

如何排序进篇章。不同的排列顺序会派生不同的含义。按照功能语法,主位是被排在句首通常为已知信息的词项;述位即为排在句中的其他成分,通常为新信息。主位的选择构建了篇章语境,决定着篇章的理解。<sup>[4]</sup>如:

Environmental reports warn us of the severe consequences of climate change or energy crisis which will only occur in 100 or 200 years. <sup>[5]</sup>

The severe consequence of climate change or energy crisis will threaten us while occurring in 100 or 200 years, <sup>[6]</sup> which is reported in the environmental reports.

We are warned of the severe consequences of climate change or energy crisis which will only occur in 100 or 200 years in the environmental reports. <sup>[7]</sup>

这些句子的概念意义和人际意义是相同的。但由于主位的选择不同,篇章呈现的信息的重要性也有所改变。<sup>[8]</sup>

陈文革(2007)认为当句子组成段落篇章时,主位化尤其需要注意,结构上要根据已知、未知信息以及读者期望突出重要信息。<sup>[9]</sup>在写作教学中要引导学生注意选择主位。<sup>[10]</sup>如:

The first reason is that many people consider the environmental problem as a future concern, because we are warned of the severe consequences of climate change or energy crisis which will only occur in 100 or 200 years in the environmental reports. As a result, you will believe that money and time should be better spent in solving more immediate problems such as housing shortage and traffic congestion than that happen in the future. Besides, they feel that the environmental problems are too complex for us to cope with. Indeed, a combination of factors cause environmental problems, many of which are impossible to be controlled through our actions. <sup>[11]</sup>

这段议论文衔接有点混乱,主要原因在于主位信息不一致,思维跳跃性比较大。叙述的角度变换太多,有“we, you, they”,导致语义不顺畅,影响读者理解。<sup>[12]</sup>在议论文中,按照主位理论,可修改使它主位一致,增强段落篇章的思想统一性

The first reason is that many people consider the environmental problem as a future concern, because environmental reports warn us of the severe consequences of climate change or energy crisis which will only occur in 100 or 200 years. As a result, many people believe that money and time should be better spent in solving more immediate problems such as housing shortage and traffic congestion than in preventing disasters than that happen in the future. Besides, people feel that the environmental problems are too complex for individuals to cope with. Indeed, a combination of factors cause environmental problems, many of which are impossible to be controlled

through individual actions. <sup>[13]</sup>

因此,在议论文写作教学中,需要引导学生对于议论文的把握,注意主位的一致性,人称统一,突出议论主题,实现文章的思想统一性。<sup>[14]</sup>

#### 4 信息系统?实现语篇的简洁性

Beaugrande 和 Dressler(1981)提出信息性是构成篇章的7个标准之一,信息性主要是指接收的信息是接收者已知的还是未知的。<sup>[15]</sup>如果信息性过低,则会降低阅读兴趣,信息性过高就会增加阅读负担。学生在写议论文时,因自身语言能力水平的限制,容易生产信息度低的篇章,导致内容重复拖沓。<sup>[16]</sup>如:

Apart from this, in order to complete the homework assigned, children need to participate in the group discussion in school, and finish the assignments with great efficiency. However, the distance learning form couldn't get their work done in a relatively short time, but also take part in the group work. <sup>[17]</sup>

文中的观点是线下教育与远程教育相比能够让学生参加小组合作,更高效完成作业,所传递的新信息中很少有不可预测的部分。通过修改,可以增添新信息,文章更具可读性:

Apart from this, in order to complete the homework assigned, children need to participate in the group discussion, and finish the assignments with great efficiency. In contrast to the distance learning form, this kind of traditional schooling positively affect them not only in getting work done in a relatively short time, but also in developing their ability to acquire skills of interacting with their peers.

通过与线上教育做对比,增加了校园学习有而远程教育没有的另一个优点,即增加和同伴的互动,提高学生的交际能力,这给到读者该篇章支持校园教育的倾向立场和态度。<sup>[18]</sup>

#### 5 衔接系统?实现语篇的连贯性

程晓堂(2002)分析英语学习者作文,认为没有合理有效使用主位推进程序是他们作文缺乏衔接性和连贯性的主要原因。此外,语法衔接和逻辑衔接也常用在议论文写作中,使文章语篇衔接自然。<sup>[19]</sup>例如:

It is undeniable that the life experiences elderly people own are much more valuable and richer, by learning from which, the younger generation could earn many lessons and avoid making the same mistakes. Also, senior citizens do have more free time after retirement. Therefore, they can help do a great number of household chores, which could relieve the burden on their adult children, many of whom have both their careers to develop and their own families to support. <sup>[20]</sup>

在例文中,“they”, “whom”, “their” 这些人称照应,替代前文重复出现的词汇,用在句子中,使句子本身

前后衔接自然,在语篇上,使语义前后衔接起来。此外文中还有效地利用了连接词如also将并列关系展现出来,therefore将因果关系的逻辑表达清楚,对于篇章框架的搭建起到重要作用。这些连接词起着连接上下文的纽带作用,不仅有助于作者呈现文章的交际意图,还有利于读者把握篇章结构,加深理解(Leech等,1974: 156)。<sup>[21]</sup>

## 6 结语

英语议论文写作不仅需要词汇语法的基础,在结构上要求有主题句,支撑要点和结论句三个部分。许多学生目前在写议论文主要停留在语法和语篇表层层面,容易出现逻辑混乱,结构松散的问题,因此文章在议论文写作教学中借鉴语篇连贯理论,旨在帮助学生实现篇章的语篇思想统一性,语篇的简洁性以及连贯性,从而树立良好的语篇意识,提高学生对于文章的结构把握。<sup>[22]</sup>

## 参考文献:

- [1] Leech, G. N. & J. Svartvik. A Communicative Grammar of English [M] London: Longman Group Limited, 1974: 156.
- [2] Reid, Joy. Writing [A]. In R. Carter & D. Nunan (eds). Cambridge Guide to Teaching English to Speakers of Other Languages [C]. Cambridge: Cambridge University Press, 2001: 28 — 33.
- [3] Hyland, Ken. Second Language Writing [M]. Cambridge: Cambridge University Press, 2003a.
- [4] Hyland, Ken. Discourse analysis in L2 writing research [J]. Journal of Second Language Writing, 2003b (12): 165 — 170.
- [5] Beaugrande, R. D. & W. Dressler. Introduction to Text Linguistics [M] London & New, Ork: Longman. 1981: 3.
- [6] Halliday, M. A. K. & Hasan, R. Cohesion in English [M]. London: Longman, 1976.
- [7] Mann, W. & Thompson, S. Relational propositions in discourse [J]. Discourse Processes, 1986, 9 (1): 57 — 90.
- [8] Mann, W. & Thompson, S. Rhetorical Structure Theory: A Theory of Text Organization [M]. USC Information Sciences Institute, Technical Report ISI / RS — 87 — 190, 1987.
- [9] Mann, W. & Thompson, S. Rhetorical structure theory: Toward a functional theory of text organization [J]. Text, 1988, 8 (3): 243 — 281.
- [10] Sanders, T. Spooren, W. & Noordman, L. Towards a taxonomy of coherence relations [J]. Discourse Processes, 1992 (15): 1 — 35.
- [11] McCanhy, M. & R. Carter. Language as Discourse: perspectives for Language Teaching [M] London Longman. 1994: 38.
- [12] de Beaugrande, R. & Dressler, W. U. Introduction to Text Linguistics [M]. London: Longman, 1981: 9.
- [13] 程晓堂, 2009. 基于语篇连贯理论的二语写作教学途径 [J]. 中国外语, 2009 (1): 65-68.
- [14] 孙梅琳. 语言研究与写作教学 [J]. 外语界, 1996 (1).
- [15] 杨明. 英文作文句间的连贯 [J]. 大学英语, 1997 (9).
- [16] 苏晓玉. 大学英语写作 L1 的语篇连贯问题 [J]. 郑州工业大学学报, 2000 (6).
- [17] 周梅. 大学牛英语作文之衔接与连贯失误研究 [J]. 重庆大学学报 (社会科学版), 2003, 9 (5).
- [18] 程晓堂, 王琦. 从小句关系看学生英语作文的连贯性 [J]. 外语教学与研究, 2004, 36 (4).
- [19] 卢山. 大学生英语写作中语篇衔接与连贯的错误分析 [J]. 湘潭师范学院学报 (社会科学版), 2005, 27 (1).
- [20] 程晓堂. 基于功能语言学的语篇连贯研究 [M], 北京: 外语教学与研究出版社, 2005.
- [21] 陈文革. 信息组织能力与二语写作质量的提高 [J]. 牡丹江师范学院学报, 2007 (2): 88-91.
- [22] 程晓堂. 从主位结构看英语作文的衔接与连贯 [J]. 山东师范大学外国语学院学报, 2002 (4).