

<<语篇分析视角的再思考>>

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内容概要

《语篇分析视角的再思考》着重介绍了以Fairclough, vanDijk和Wodak为代表的批评性语篇分析的三大主要流派, 并且探讨了语篇与社会、身份的叙事建构、语篇、意识形态与权力、性别与语言的关系。

此外, 上述语篇分析理论和方法在8篇范文中得以应用, 希望能够起到一定的示范作用, 促进语篇分析理论与实践的结合。

希望《语篇分析视角的再思考》能够对于国内的语篇研究人员和研究生具有一定的借鉴意义。

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作者简介

项蕴华（1967-），女，江苏无锡人，2005年6月在南开大学外国语学院英语系获得文学博士学位，现任吉林大学外国语学院教授，硕士生导师，吉林大学哲学社会学院博士后。其主要研究方向为（批评性）语篇分析、社会语言学和语言哲学。先后在《外语学刊》、《吉林大学社会科学学报》、《山东外语教学》《哲学动态》和《社会科学研究》等核心期刊上发表过学术论文。目前正在承担语篇分析和语言哲学领域的科研项目。

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1.1.4 Functionalist view of language Challenging Chomsky's notions of linguistic competence and performance and his insistence on the autonomy of syntax, functionalist linguistics (including Halliday's Systemic-functional Grammar), socio-linguistics, pragmatics and (critical) discourse analysis all emphasize the social functions of language. Functionalism reflects a shift of emphasis in linguistic studies from syntactics to extra-sentential considerations for effective interpretations of language (Zhang, 1998: xviii).

Unlike mainstream linguistics, systemic-functional linguistics characterizes meaning as choice from sets of systems in specific contexts, so all linguistic forms are taken as the effect of (deliberate) choice, and all forms are meaningful as the result of choice. Besides, all signs within grammar (excepting certain areas of exis) are taken as motivated, rather than arbitrary. Fairclough (1989: 13-14) emphasizes the importance of social analysis in language study. He thinks that functionalist approaches (such as the systemic linguistics by Halliday) are more helpful than formalist approaches (such as the Transformational-generative Grammar by Chomsky).

1.1.5 Volosinov and Bakhtin's view of language Bakhtin has been identified as the leader of the school of semioticians in the late 1920s and early 1930s in the former USSR, and Volosinov is his closest follower and collaborator (Volosinov, 1973: 6). The rejection of Saussure's dualism, that is, his dichotomy of synchrony and diachrony, and statics versus dynamics, is typical for Volosinov's philosophy of language in particular and Bakhtin's Leningrad School in general (ibid: 167).

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