

<<新编语用学教程>>

图书基本信息

书名：<<新编语用学教程>>

13位ISBN编号：9787560081717

10位ISBN编号：7560081711

出版时间：2009-2

出版时间：外语教学与研究出版社

作者：陈新仁

页数：230

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<新编语用学教程>>

前言

1980年，胡壮麟先生发表《语用学》一文，率先将语用学纳入中国学者视野；1988年，何自然先生出版国内第一本语用学教材《语用学概论》，系统普及语用学基本理论知识。

此后，语用学在中国发展迅猛，许多高校的英语语言文学或外国语言学及应用语言学专业硕士学位点甚至博士学位点相继设立了语用学研究方向，更多的高校开设“语用学导论”课程，还有少数学校为英语专业本科生开设“语用学”选修课。

这些课程受到学生的广泛欢迎。

在过去的数十年中，国内、国外尽管出版了许多语用学教材，但适合在我国英语课堂环境下直接使用的教材并不多，要么内容偏深、语言偏难，要么涵盖内容不全面，而与课堂教学需要以及语言使用实践相结合的教材更少。

在这样的背景下，笔者在充分研究现有教材及研究文献的基础上，编写了这本内容与语言难度适中的英文版《新编语用学教程》。

本书的特色主要体现在以下几个方面：（一）构筑新的语用学知识的宏观体系和微观层面，比较全面、系统地介绍语用学这一新兴语言学科分支的基本理论，反映该领域的前沿研究成果。现有教材或介绍性专著一般采纳Levinson（1983）一书中的结构（即语用学的五个主题：指示现象、会话含意、预设、言语行为、会话分析），新一点的教材会增加新格赖斯语用学理论和关联理论。本教材重新厘清了语用学理论与课题之间的渊源联系，梳理出语用学作为一门学科的内在逻辑和发展脉络。

教材由四大部分构成。

第一部分（Part 1）围绕体现本学科语言哲学缘起背景的两大语用学理论——言语行为理论和会话含意理论而展开，追溯它们的发展。

需要指出的是，关联理论也是基于对格赖斯（Grice）语用学理论的批判发展而来的，本应出现在第一部分。

然而，考虑到关联理论不是从语言哲学而是从认知这一全新角度阐释语言交际的，而且对语言交际的各个层面都有系统的论述，所以我们就将该理论置于第三部分（Part III），与语言顺应理论并列，因为后者也是试图为语言交际提供统一解释框架的理论。

<<新编语用学教程>>

内容概要

陈新仁编著的《新编语用学教程》是“高等学校英语专业系列教材”之一，全书共分15个章节，主要对新编语用学教程知识作了介绍，融入了诸如词汇语用学、批评语用学、社会心理语用学等相关话题的讨论。

该书可供各大专院校作为教材使用，也可供从事相关工作的人员作为参考用书使用。

<<新编语用学教程>>

书籍目录

Introduction

- 0.1 Introducing the field of pragmatics
- 0.2 The emergence of pragmatics as a field
- 0.3 Pragmatics as a branch of linguistics
- 0.4 Pragmatics as a functional perspective
- 0.5 Basic notions in pragmatic studies

In-Class Activities

Exercises

Recommended Readings

Part From Philosophy of Language to Linguistic Pragmatics

Unit 1 Austin's Speech Act Theory

Pre-Class Reading

- 1.1 Words and deeds
- 1.2 Properties of an explicit performative utterance
- 1.3 Locution, illocution, and perlocution
- 1.4 (Illocutionary) Speech acts classified

In-Class Activities

Exercises

Recommended Readings

Unit 2 Searle's Later Developments

Pre-Class Reading

- 2.1 (Illocutionary) Speech acts reclassified
- 2.2 Felicity conditions
- 2.3 Indirect speech acts
- 2.4 Extended speech acts

In-Class Activities

Exercises

Recommended Readings

Unit 3 Gricean Pragmatics: Implicature

Pre-Class Reading

- 3.1 Natural vs. non-natural meaning
- 3.2 Implicature and implication
- 3.3 Types of implicatures
- 3.4 Features of conversational implicatures

In-Class Activities

Exercises

Recommended Readings

Unit 4 Gricean Pragmatics: The Cooperative Principle

Pre-Class Reading

- 4.1 CP: the principle
- 4.2 CP: the maxims
- 4.3 Non-observance of the maxims
- 4.4 Calculating conversational implicatures

<<新编语用学教程>>

In-Class Activities

Exercises

Recommended Readings

Unit 5 Neo-Gricean Pragmatics

Pre-Class Reading

5.1 Q- and R-Principles

5.2 Q-, I- and M-Principles

5.3 Anaphora: a case study

In-Class Activities

Exercises

Recommended Readings

Part Aspects of Linguistic Interaction

Unit 6 Deixis

Pre-Class Reading

6.1 The encoding of context

6.2 Deixis: types and properties

6.3 Person deixis

6.3 Place deixis and time deixis

6.5 Social deixis and discourse deixis

In-Class Activities

Exercises

Recommended Readings

Unit 7 Pragmatic Presupposition

Pre-Class Reading

7.1 Entailment and presupposition

7.2 Pragmatic presupposition

7.3 Cancellation of presupposition

7.4 Projection problems with presupposition

7.5 Presupposition triggers

In-Class Activities

Exercises

Recommended Readings

Unit 8 Conversation Analysis

Pre-Class Reading

8.1 Turn-taking in conversation

8.2 Adjacency pairs

8.3 Presequences

8.4 Conversational repairs

In-Class Activities

Exercises

Recommended Readings

Unit 9 Politeness in Conversation

Pre-Class Reading

9.1 Approaches to politeness

9.2 PP: the principle and its maxims

9.3 Clashes and tradeoffs between the maxims

9.4 PP: a reformulation

<<新编语用学教程>>

In-Class Activities

Exercises

Recommended Readings

Unit 10 Doing FTAs in Conversation

Pre-Class Reading

10.1 The notion of face

10.2 Face-threatening acts

10.3 Strategies of doing FTAs

10.4 Factors behind the strategy choice

In-Class Activities

Exercises

Recommended Readings

Part Constructing Unified Theories of Language Use

Unit 11 Relevance Theory (1)

Pre-Class Reading

11.1 Communication: the code model

11.2 Communication: the inferential model

11.3 Communication: ostension and inference

11.4 Context in RT: a cognitive construct

11.5 Relevance: cognitive effects and processing efforts

In-Class Activities

Exercises

Recommended Readings

Unit 12 Relevance Theory (2)

Pre-Class Reading

12.1 Relevance: two principles

12.2 Types of cognitive effects

12.3 Calculating cognitive effects

12.4 Explicatures vs. implicatures

In-Class Activities

Exercises

Recommended Readings

Unit 13 Adaptation Theory

Pre-Class Reading

13.1 Adaptability, variability, and negotiability

13.2 Language use as choice-making

13.3 Context: yet a new account

13.4 Language use as a dynamic process

In-Class Activities

Exercises

Recommended Readings

Part Pragmatics: Two Applications

Unit 14 Pragmatics and Translation

Pre-Class Reading

14.1 Translation as communication

14.2 Translating pragmatic meanings

<<新编语用学教程>>

14.3 Layers of pragmatic equivalence

14.4 Strategies of pragmatic translation

In-Class Activities

Exercises

Recommended Readings

Unit 15 Developing L2 Pragmatic Competence

Pre-Class Reading

15.1 L2 pragmatic competence

15.2 Teaching L2 pragmatics

15.3 Pragmatic transfer and pragmatic failures

In-Class Activities

Exercises

Recommended Readings

Glossary

Data Transcription Notations

References

章节摘录

Leech's Politeness Principle, although widely acclaimed, has received some criticisms. Among others, his use of the term "maxim" is questioned for its moral and imperative connotations. Thus, Leech (2005) decides to reformulate the six maxims into something that sounds more like pragmatic constraints. One single super-constraint he invents is the Grand Strategy of Politeness (GSP for short): In order to be polite, S expresses or implies meanings which place a high value on what pertains to O (O=other person[s], [mainly the addressee]) or place a low value on what pertains to S (S=self, speaker). (Leech, 2005) Politeness in a pragmatic sense is a matter of conveying meanings in accordance with the GSP. Politeness often shows up in opposite strategies of treating S and H in dialogue. Whereas conveying a highly favorable evaluation of H is polite, conveying the same evaluation of S is impolite. While conveying an unfavorable evaluation of S is polite, giving the same evaluation of H is impolite. Under the super-constraint, Leech identifies a set of sub-constraints which have variable constraining power:

- A. Place a high value on H's wants; place a low value on S's wants;
- B. Place a high value on H's qualities; place a low value on S's qualities;
- C. Place a high value on S's obligation to H; place a low value on H's obligation to S;
- D. Place a high value on H's opinions; place a low value on S's opinions;
- E. Place a high value on H's feelings; place a low value on S's feelings.

These constraints above are simply the most important manifestations of the GSP and there may be others. Moreover, the constraints towards the end of the list are less powerful than those at the top. Politeness can be measured in terms of two scales: one being an absolute politeness scale and the other being a relative politeness scale.

<<新编语用学教程>>

媒体关注与评论

《新编语用学教程》为我国高校语言学专业增添了一部崭新的、理论与实践兼备的教材，适应当前语言学学科的多元化发展，能满足研习汉、英语言的理解和使用的需要。

——何自然（广东外语外贸大学教授、博士生导师） 本教材作者独具匠心，把深奥的语用学理论跟丰富多彩的实际语言运用巧妙地结合起来，既传授了专业知识，扩展了读者的视野，又加深了他们对语言的感情，让他们感觉语用学就在身边。

——姜望琪（北京大学英语系教授，博士生导师） 《新编语用学教程》的鲜明特点之一在于它的平实，让我们清晰地看到语用理论诠释下生动有趣的语言生活。

希望读者和我一样从这本好书中获得教益。

——何刚（华东师范大学外语学院教授，博士生导师）

<<新编语用学教程>>

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>