

<<童话故事跨文化体裁研究>>

图书基本信息

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前言

近年来，体裁研究引起学者广泛关注，它对文本分析和语言教学实践都有重要意义。本项研究以体裁理论为基础，致力于探讨童话语料体裁分析框架的建构及应用，这一研究将是对体裁分析理论有益的补充，同时对以体裁分析为基础的语言教学实践有一定指导意义。在分析总结体裁理论不同流派特点的基础上，本项研究将特殊用途英语体裁理论和新修辞学派体裁理论相结合，认为体裁是特定社会文化语境的主要反射，是语言形式和意义的主要载体。体裁分析超越了对语篇语言特征的简单描述，寻求语篇语言特征的社会文化成因，探讨语篇建构的有效方式。

根据童话故事自身的特点，体裁的社会交际性和语言本体性在童话中能够全部得以体现，本项研究提出了一个童话体裁分析框架（GenreAnalysisofFairyTales）。

该框架包含三个视角：社会认知视角、语言学视角和语言教学视角。讨论童话的社会文化和认知意义为语言学视角提供了研究背景；分析童话文本的体裁结构和语言特点为语言教学视角提供了研究平台；提出童话体裁写作教学框架使本项研究的应用性落到了实处。本项研究在选取语料过程中从分类学的角度，从五个国家选取了七十五篇经典童话。在分析语料过程中采取了四重分析模式，即对童话的社会文化层次、认知层次、体裁结构层次和语言特征层次进行统计与分析。通过对经典童话全方位的体裁分析之后，本项研究诠释了童话在当代的文化意义和认知意义。

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内容概要

《童话故事跨文化体裁研究》在选取语料过程中从分类学的角度，从五个国家选取了七十五篇经典童话。

在分析语料过程中采取了四重分析模式，即对童话的社会文化层次、认知层次、体裁结构层次和语言特征层次进行统计与分析。

通过对经典童话全方位的体裁分析之后，本项研究诠释了童话在当代的文化意义和认知意义。

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2008年毕业于清华大学外语系英语语言文学专业，获文学博士学位。

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章节摘录

插图：Studies show that even advanced learners with a high proficiency of English language have problems with written discourse at the level of text organization (Dudley-Evans, 1995; Johns, 1995; Prior, 1995). English writing is difficult. A learner today needs to know not only how to write a specific genre but also what to write and how to write in different writing scenes. Learning to write successfully is a complex and lifelong process, where writing and reading skills continue to develop adulthood through the interiorization of language tools and systems in various contexts (Vygotsky & Luria, 1994). Several studies show that an essential part of writing success depends on understanding the nature of written discourse, and experienced writers and readers come to see texts as rhetorically based actions within specific contexts, within social and cultural structures (Berkenkotter, Huckin & Ackerman, 1988; Haas, 1994; Geisler, 1994). It is more and more apparent that learners need to learn how to think in order to have creativity in different writing scenes. How to think and how to write are equally important points (Yang Yonglin, 2004). The cultivation of an individual's creativity requires their interests and motivations. No doubt, almost everybody likes fairy tales, why is this so ?

Fairy tales have attracting plots, moving stories, and aesthetic or moral themes, and they can awaken the imagination and soften the hearts of people. Therefore, fairy tales might be a good starting point for genre-writing teaching.

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