

语篇分析视角下学术论文引言中的衔接与连贯

徐盈英, 刘宏涛

北京工业大学文法学院, 北京

收稿日期: 2024年5月29日; 录用日期: 2024年7月23日; 发布日期: 2024年7月30日

摘要

引言的写作, 它相当大程度地影响学术论文的质量。文章从语篇衔接与连贯的视角, 对两篇中、英文作者的学术论文的英文引言进行分析比较, 论述了怎样运用语篇衔接来高效率完成引言。

关键词

引言写作, 中外作者引言比较分析, 衔接与连贯

Cohesion and Coherence in the Introductions of Academic Papers from Discourse Analysis Perspective

Yingying Xu, Hongtao Liu

Faculty of Humanities and Law, Beijing University of Technology, Beijing

Received: May 29th, 2024; accepted: Jul. 23rd, 2024; published: Jul. 30th, 2024

Abstract

The quality of academic papers is significantly influenced by the writing of the introduction. This article analyzes and compares the English introductions of academic papers written by Chinese and English authors from the perspective of discourse cohesion and coherence. It discusses how to effectively utilize discourse cohesion to efficiently complete the introduction.

Keywords

Introduction Writing, Comparative Analysis of Introductions by Chinese and Native Writers, Cohesion and Coherence



1. 引言

在知识共享时代,国内外学者及国内学者交流互鉴频繁,学术论文中英文引言的写作显得更为重要。优良的英文引言,既可以让读者了解本文研究背景、目的和全文结构等,同时,也影响了论文受到读者重视的程度。“引言的质量直接关系到读者对文章价值和学术水平的判定,对论文能否在高层次期刊发表产生重要影响。”[1]所以撰写学术论文的引言非常关键。写引言既要认真细致又要知方法。本文根据Halliday & Hasan 提出的五种类型的衔接,即照应、替代、省略、连接和词汇衔接来分析两篇引言的衔接情况,归纳运用衔接与连贯的手段,达到撰写优质学术论文引言的方法。

2. 语篇中的衔接与连贯

衔接是文本或句子在语法和词汇方面的联系,是文本的浓缩,使文本具有意义。“Halliday 和 Hasan 认为衔接是一种语义上的联系。”[2]连贯性是指逻辑的一致和连贯。当我们觉得某一种论述或文本是一个统一的整体,而不是词语的随意组合,则出现这种状态。在大多数情况下,言语间总是存在着某种关联。连贯性的实现可采用衔接性的手段。“Halliday & Hasan (1976)给出了 5 种类型的衔接,即照应、替代、省略、连接和词汇衔接。”[2] Halliday 认为,以上衔接机制可以为语篇连贯提供一个标准。

3. 语篇衔接的分类与引言

本文在外国语言文学领域选取了两篇英文引言,并对它们作了对比分析。引言 A 和引言 B 是刊登在该领域权威学术期刊 SCI 中 2 篇有高度影响的文章的引言。引言 A 作者为南京大学教师,其本族语为汉语。引言 B 的作者是任教于 Universitas Negeri Yogyakarta 的教师,其本族语是英语。两篇文章均涉及自我效能和焦虑对学生学习的影响。

引言 A

Comprehensive Analysis of English Learning Anxiety and the Academic Self-efficacy among College Students

1) Anxiety belongs to the category of psychology and is a special representation of inner psychology. 2) It (人称照应) is specifically manifested as that (指示照应) when an individual is unable to achieve the established goal and overcome the obstacles and threats encountered, the self-esteem or confidence would be damaged and this (指示照应) may lead to tension and fear (Schaefer et al., 2007). 3) Proper anxiety (与下文的 excessive anxiety 构成词汇衔接反义手段) can correct students' learning attitude to a certain extent, and make their (人称照应) thinking more active which plays an auxiliary role in English learning. 4) However, (连接) with excessive anxiety (与上文 Proper anxiety 构成词汇衔接反义), students may experience physiological phenomena (上义词) such as sweaty palms, accelerated heartbeat, pulse, nervousness (下义词), etc. in the process of English learning. 5) Further, (连接) they (人称照应) cannot accurately express the pronunciation and rhythm of the English language and even forget vocabularies, which severely inhibits the learning effect (Nunez-Pena & Bono 2019). 6) The survey shows that 61% of students have no confidence in their (人称照应) spoken English, and they (人称照应) often feel anxious when they (人称照应) don't know how to express their (人称照应) ideas clearly in English. 7) 43% of the students fear that they (人称照应) may make mistakes while speaking English

in public and their (人称照应) self-esteem might get hurt. 8) They (人称照应) dislike the oral English communication organized by teachers in class. 9) The lack of self-confidence and the pressure caused by frustration in the learning process may lead to different degrees of learning anxiety (Wang & Liao 2012). 10) In addition, (连接) an oppressive classroom atmosphere also harms students' English learning results. 11) If the learning environment is tedious and the class is monotonous, students may experience great pressure. 12) Under such (比较照应) pressure, their (人称照应) learning potential cannot be stimulated, and their (人称照应) interest in learning may be hit to a certain extent, leading to serious anxiety, thus (连接) reducing learning efficiency (Shangraw et al., 2021).

13) The concept of self-efficacy was proposed by Bandura, a famous American psychologist, in his book *Social Foundations of Thought and Action: A Social Cognitive Theory* in the 1970s. 14) Bandura argues that in addition to the outcome expectation, there is also the efficacy expectation. 15) Outcome expectation refers to the prediction that a certain behavior would lead to a certain result. 16) If an individual predicts that a certain behavior would lead to a certain result, then (连接) this behavior may be activated and selected (Kim et al. 2019). 17) Efficacy expectation refers to the prediction or judgment of an individual ability to carry out a certain behavior. 18) This (指示照应) is a prediction of behavioral competencies. 19) It (人称照应) indicates whether an individual is confident that he or she (人称照应) can successfully perform an action that leads to a certain outcome. 20) When a man is confident that he or she (人称照应) is capable of performing an activity, he or she (人称照应) would have a high sense of self-efficacy to carry out that activity (Grenner et al., 2021). 21) Developed from Bandura's self-efficacy theory, academic self-efficacy refers to the confidence and attitude of students towards their (人称照应) ability to achieve academic success, as well as their (人称照应) belief in completing academic tasks and successfully learning knowledge (Talsma et al., 2019).

22) Studies have shown that individual academic self-efficacy has varying degrees of influence on learning motivation, learning behavior, learning status, and academic achievement. 23) It (人称照应) is an important condition for achieving good results (Downing et al., 2020). 24) However, (连接) there are few studies on the relationship between academic self-efficacy and English learning anxiety. 25) Thus, (连接) based on the current situation, this study explores the correlation between the two, and also tries to provide a reference for alleviating the English learning anxiety of college students.

引言 B

Self-Efficacy and Academic Anxiety of College Students

1) It (人称照应) has been found in a previous study on academic anxiety profile of UNY students in 2018 that the academic anxiety experienced by students was related to a number of factors, some of which that have been revealed in previous studies were the effects of academic anxiety based on the academic self-efficacy of students. 2) This (指示照应, 与前面整句内容照应) then (连接) comes to be a very interesting topic for further research to figure out of its contribution.

3) The study of Arnaiz Castro and Perez Luzardo's supported this finding that the higher (词汇衔接) level of student academic anxiety could lead to the lower level of academic self-efficacy. 4) While (连接) the study (与前面 the study 构成词汇衔接重复手段) mentioned above was carried out for the secondary education level, this recent study attempted to be carried out on the college students and it (人称照应, 与前面的 this recent study 照应) was also supported from the results of previous studies on the academic anxiety among UNY students with an expectation that it (人称照应, 与前面的 this recent study 照应) can provide a better understand towards

the contribution of academic self-efficacy to academic anxiety. 5) Bandura stated that self-efficacy (词汇衔接重复手段) is a person's belief in his or her (人称照应) ability to do a form of control over his or her (人称照应) own functions and any events in an environment. 6) Bandura also described self-efficacy (词汇衔接重复手段) as the determination of how people feel, think, motivate themselves (人称照应) and behave. 7) It (人称照应) was also stated that self-efficacy (词汇衔接重复手段) can be generated and learned through 4 things (上义词): mastery experience, social modeling, social persuasion, and physical and emotional conditions. (词汇衔接上下文手段) 8) The relation of physical and emotional condition here (指示照应) is then (连接) triggering the anxiety. 9) If such (比较照应) anxiety occurs in the academic world, it (人称照应) goes to academic anxiety then.

10) This (指示照应) is also supported by the results of previous studies showing both the different levels of academic anxiety experienced by the students in UNY in each class and faculty and other aspects including the uncertain feeling of students about their (人称照应) ability to complete assignments from lecturers. 11) Meanwhile, (连接手段) the result of academic anxiety coming out is being anxious if they (人称照应) will submit the assignments from lecturers, the fear of not being able to complete studies on time, and the demands of parents viewed as a burden for the students. 12) It (人称照应) has also been found that there have been a number of differences in the level of academic anxiety experienced by sex, distance traveled to campus, abilities to be mastered in each faculty.

13) Ottens defined anxiety as the disruption of thought patterns and physical responses as well as the behavior of individual anxiety particularly on academic assignments given. 14) Purwanti, *et al.* meanwhile (连接) stated that academic anxiety is the encouragement of thoughts and feelings among students in the form of fear of incoming danger without any specific reason making the patterns of thought and physical response and behavior disrupted. 15) Both opinions (照应前面两个人的观点) indicate that academic anxiety is a disturbed pattern of thought and physical response and behavior in the academic field.

16) This study in turn attempted to further and deeply examine the contribution of academic self-efficacy to the academic anxiety of students in UNY. 17) The results were analyzed based on both sex and exact and non-exact faculties.

引言 A

3.1. 照应与引言 A

照应: 照应是一种语义关系, 当对一个词的说明, 要从这个词在语境中所指对象去寻找答案时, 便形成照应关系。按照 Halliday 模式, 照应有人称照应、指示照应与比较照应三大类。人称照应以人称代词的主格为主, 宾格为辅、形容词性和名词性物主代词; 指示照应包括定冠词, 指示代词(*this, that, these, those*)和指示副词(*here, there, now, then* 等); 比较照应主要包括相同(*same, identical* 等)、相似(*similar, such* 等)和不同(*different, else* 等)。

3.1.1. 人称照应

2) 句子用人称代词 *it* 来指 1) 句子中的 *anxiety* 构成人称照应, 从而将 1) 句子与 2) 句子联系起来。

3) 句子用形容词性物主代词 *their* 来指其前 *students* 构成人称照应。

5) 句子用人称代词 *they* 来指 4) 句子 *students*, 构成人称照应, 使 4) 句与 5) 句之间有了意义的联系。

6) 句中两处均用人称代词主格 *they* 和该句 *61% of students* 构成人称照应, 且用两个形容词性物主代词 *their* 都是指 *61% of students*, 使句子里的含义衔接起来。

7) 句中用人称代词主格 *they* 来照应这句话中 *43% of the students*; 这句话里形容词性物主代词 *their*

是指 43% of the students'。

8)句子用人称代词主格 they 指 7)句子中 43% of the students, 用人称照应连接七、八句。

12)句子用 2 个形容词性物主代词 their 和 11)句 students 构成人称照应, 所以, 读者明白 2 处 their 均指 students'。

19)句子用人称代词 it 照应 17)句子 efficacy expectation, 并对此作了进一步阐述。

19)句中用人称代词主格 he or she 来照应前面的 an individual。

20)句两处用人称代词主格 he or she 照应句首 a man。

21)句子里有两个地方用形容词性物主代词 their, 都是指句子里 students'。

23)句中使用人称代词 it 照应 22)句中的 individual academic self-efficacy, 使两句衔接。

3.1.2. 指示照应

句中使用指示代词 that 系指后面的 when an individual is unable to achieve the established goal and overcome the obstacles and threats encountered, the self-esteem or confidence would be damaged and this may lead to tension and fear 整句话的内容。

2)句中使用指示代词 this 系指前一句的内容即 when an individual is unable to achieve the established goal and overcome the obstacles and threats encountered, the self-esteem or confidence would be damaged。

18)句中用指示代词 this 来照应 17)句中的 efficacy expectation。

3.2. 连接与引言 A

连接是一种通过连接成分来反映语篇中多种逻辑关系的工具, 一般指某些过渡性(transitional)词, 表示转折、因果、条件、递进或其他逻辑的关联。

4)句中的 However 一词体现了语法衔接的连接手段。通过 however 这一转折词, 使得 3)句和 4)句在意义上形成明显的对照, 使其上下衔接。

5)句子中 further 这个词反映语法衔接中的连接手段。通过 further 这一递进词, 反映出 4)句与 5)句之间层层递进的逻辑关系。5)句中的内容进一步阐述, 过多焦虑的学生除体验到 4)句中的生理现象, 如手心出汗、心跳加速、脉搏加快、紧张不安等, 还会遭遇 5)句所述的不能准确地表达英语的发音和节奏, 甚至忘记词汇, 这严重抑制了学习效果状况这一情况。

10)句子 In addition 反映语法衔接连接手段。除了 9)句中提到的在学习过程中, 缺乏自信和受挫造成的压力可能导致不同程度的学习焦虑症, 影响英语学习效果外, 10)句子进一步表明, 抑制的课堂气氛同样会破坏学生学习英语的效果。

12)句子 under such pressure 起因果连接作用, 是 6)、7)、8)、9)、10)和 11)句描述的种种压力原因, 造成 12)句其学习潜能没有被激发出来, 学习兴趣在某种程度上遭到了挫伤, 造成严重的焦虑, 由此导致学习效率下降的结果。

12)句 thus 起因果衔接作用, 由于学生的学习潜能没有被调动起来, 学习兴趣在某种程度上遭到了挫伤, 造成严重的焦虑, 这样就会使学习效率下降。

16)句子用 then 使句子的前后内容连贯起来。

24)句子里的 however 起转折衔接作用, 通过 however 这一转折词, 使得 22)句、23)句内容和 24)句内容在意义上形成明显的对照, 使其上下衔接。

25)句子用 thus, 说明和 24)句内容之间呈现出因果联系。正由于对学术自我效能感与英语学习焦虑的关系研究较少, 所以, 可对二者的关系进行考察。

3.3. 词汇衔接与引言 A

3.3.1. 反义

3)句中的 *proper anxiety* 和 4)句中的 *excessive anxiety* 这组反义词的出现, 使得 3)句和 4)句在意义上形成鲜明的反差, 从正反两个方面对焦虑进行描写, 使所在的句子或语篇上下衔接, 增强语言的表现能力。

3.3.2. 上下义

4)句中的 *sweaty palms*, *accelerated heartbeat*, *pulse*, *nervousness* 都被当做 *physiological phenomena* 的下义词出现, 运用了词汇衔接的上下义手段来使该句更加衔接[3] [4]。

3.3.3. 重复

15)句中的 *outcome expectation* 和 17)句中的 *efficacy expectation* 采用词汇衔接重复手段, 重复 14)句中的 *outcome expectation* 和 *efficacy expectation*, 使得各句衔接。

3.4. 照应与引言 B

3.4.1. 人称照应

句使用人称代词 *it* 照应该句中的 *that* 从句即 *that the academic anxiety experienced by students was related to a number of factors, some of which that have been revealed in previous studies were the effects of academic anxiety based on the academic self-efficacy of students*。

4)句子两处使用人称代词 *it* 都照应句子前 *this recent study*。

5)句两处均使用形容词性物主代词 *his or her* 来照应该句 *a person's*。

6)句使用反身代词 *themselves* 来照应该句前 *people*。

7)句中使用人称代词 *it* 照应后面 *that* 从句即 *that self-efficacy can be generated and learned through 4 things: mastery experience, social modeling, social persuasion, and physical and emotional conditions*。

9)句使用人称代词 *it* 照应该句中的 *such anxiety*。

10)句使用形容词性物主代词 *their* 来照应该句中的 *students*, 意为 *students'*。

11)句使用人称代词 *they* 与前面的 *students* 照应。

12)句使用人称代词 *it*, 照应后面的 *that* 从句即 *that there have been a number of differences in the level of academic anxiety experienced by sex, distance traveled to campus, abilities to be mastered in each faculty*。

3.4.2. 指示照应

句中使用指示代词 *this* 系指 1)句这一整句的内容。

句中使用指示副词 *here* 来照应 7)句中的 *physical and emotional condition*。

15)句中的 *both opinions* 照应了前面的 13)句中 *Ottens* 和 14)句中 *Purwanti et al.* 两人对焦虑的看法, 使得这几句相互衔接。

3.4.3. 比较照应

9)句中的 *such* 起到比较照应作用, 该句中的 *such anxiety* 就是照应了 8)句中的 *the anxiety*。

3.5. 连接与引言 B

2)句中的 *then* 起到连接作用, 先有 1)句内容然后顺其自然衔接到 2)句的内容。

4)句中的 *while* 起到让步衔接作用, 由 3)句中 *Arnaiz Castro and Perez Luzardo's study* 的研究对象转换到 4)句中 *this recent study* 研究对象是大学生。

11)句子使用 *meanwhile*, 进一步讨论之前提过的话题, 衔接前句内容。

14)句使用 *meanwhile*, 使第 13)句与第 14)句更好地衔接起来, 表明在 13)句 Ottens 谈论焦虑的基础上, 14)句进一步介绍 Purwanti *et al.*对焦虑的看法。

3.6. 词汇衔接与引言 B

3.6.1. 反义

3)句中的 *higher* 和 *lower* 是一组反义词, 意义上形成明显的对照, 把学术焦虑和学术自我效能之间存在反比例关系通过这组反义词更好的体现出来, 使所在的句子衔接。

3.6.2. 重复

4)句 *the study* 重复 3)句 *the study* 是通过词汇衔接重复手段来衔接这两句内容。

6)句重复使用了 5)句 *self-efficacy*, 是运用词汇衔接重复手段, 使得 5)句和 6)句内容衔接, 向读者表明 5)句和 6)句谈论的是同一个话题, *self-efficacy*。

3.6.3. 上下义

句运用词汇衔接上下义手段, 其中 4 *things* 是上义词, 而 *mastery experience*, *social modeling*, *social persuasion*, and *physical and emotional conditions* 均是 4 *things* 的下义词[3] [4]。

从语篇衔接分类的视角分析引言 A 和引言 B, 可以发现引言 A、B 都采用语法衔接手段(照应和连接)和词汇衔接手段(重复、反义和上下义), 由表 1 可见引言 A、B 最常用的就是人称照应手段, 再次说明了衔接属于语义关系。如上表所示两篇引言都采用了多种衔接手段, 使句子间和整个语篇的语义连贯。

Table 1. The distribution of cohesion and coherence in introduction A and introduction B

表 1. 引言 A 和引言 B 中衔接与连贯分布情况

衔接分类	人称照应	指示照应	比较照应	连接	重复	反义	上下义
引言 A 总数	12	2	0	8	1	1	1
引言 B 总数	9	3	1	4	2	1	1

4. 结束语

英文引言是一种正式的书面文体, 通过阅读引言, 读者能很快地理解这篇学术论文。英文引言既要具备学术论文严谨的风格, 还应该具有简洁的特征。以语篇为视角, 分析了中外作者的两个英文引言, 使大家对引言的谋篇布局, 以及衔接、连贯等方面一目了然, 提升读者对引言写作的质量。千里之行, 始于足下。平时仍应读一些国际优秀学术论文, 多积累, 多实践, 自然而然就可以写出优秀的学术论文。

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