

摘要

阅读是人类在现实世界中进行的一项基本社会活动。对阅读的研究在历经了早期的阅读技巧和方法的训练与培养，以及后来的认知心理语言学研究之后，自上世纪90年代开始，国内外对阅读过程的研究又有了新进展，即阅读被视为读者在语篇层面意义构建的社会行为。阅读的社会性就可表征为语篇阅读行为，并可以视为一种意义再构建的过程。基于这一理念，对语篇阅读行为的考察可以纳入新修辞学的研究视域，因为新修辞学是对人类话语活动研究的一门综合学科，关涉语言哲学、语篇语言学和社会语言学等学科。在新修辞学家看来，人类一切话语活动均是象征行为，是话语主体间的一种修辞实践。其中受众在这一实践中的解读作用成为新修辞学理论关注的焦点。因此，阅读的社会性就成为阅读研究和新修辞学关联的基础。具体说来，新修辞学视角下的语篇阅读行为是一种象征行为，体现了包括修辞者、语篇与现实世界在内的一种修辞互动；读者的语篇阅读行为是对文本内容“修辞再发明”的过程。概言之，新修辞理论强调了读者在意义构建中的主动性，认为没有“单纯”的阅读行为，在语篇阅读过程中读者总是带有自己的观点、立场来重构语篇意义。

目前国内外对阅读的研究主要在二语习得、认知语言学和心理语言学等理论领域内进行研究，这些研究取得了很多成果，但其局限性在于忽视了阅读行为的社会属性，没有把读者看作是对阅读内容的意义构建者，而单纯作为参与者和接受者。本研究尝试以西方新修辞学有关意义阐释的理论为基点，结合语篇语言学的相关理论构建本研究的理论基础，形成“语篇一修辞”界面研究范式，将语篇阅读行为作为这一界面研究的切入点，将语篇阅读行为看作是读者在特定修辞情境中对语篇意义解读的“修辞再发明”过程，对语篇阅读的修辞性进行理论分析和解释，并试图构建新的语篇修辞性阅读教学模式。

本研究以定性研究方法为主，注重新修辞学与语篇语言学之间的理论勾连，研究手段以语料分析为主，通过严密、合理的论证对语篇的修辞性进行思辨性考察，进而重点对语篇阅读的修辞性进行精细的分析和精密的归纳。此外，本研究以理论性和实用性为出发点，汲取新修辞学、语篇语言学、外语教学的相关原理和方法，打通理论与应用的界限，论述了本研究发现所具有的语言教学意义。

本研究是立足新修辞学相关理论来考察语篇阅读活动的一次尝试，主要在以下几个方面做出了有意义的探索：首先，明确了“语篇一修辞”界面研究范式；其次，重新界定了语篇的修辞性，提出语篇修辞性在于其“修辞同一”、“修辞情境”以及“修

辞对话”三个层面，它们一同构成了语篇运作的修辞系统；第三，重点分析了作为修辞行为的语篇阅读活动，将语篇阅读视为“修辞再发明”的过程。最后，尝试构建语篇修辞性阅读教学模式，为我国大学英语语篇阅读教学提供一个新的参考范式，这对于培养学生评价性阅读能力具有重要的实践意义。

关键词： 语篇阅读；新修辞学；修辞性；修辞再发明；修辞性阅读

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Abstract

Reading is a basic social activity that engages humans in the world. Research on reading originated with studies on reading strategies and skills, followed by cognitive and psychological linguistic approaches. Since the 1990s, new breakthroughs have been made in the study on the reading process home and abroad; reading is defined as a social activity of meaning construction on textual level. Sociality of reading is represented as text reading and readers' social practice of meaning reconstruction. Based on this notion, text reading can be investigated within the sphere of new rhetoric, which is an interdisciplinary field of discourse studies, spanning such disciplines as the philosophy of language, text linguistics, sociolinguistics, and so on. New rhetoricians hold the view that all human discourse activities are symbolic acts that rhetorically necessitate intersubjectivity. The role of the reader in meaning interpretation, therefore, is at the core of new rhetoric theories. It is the sociality of reading that bridges text reading and new rhetoric. Specifically, new rhetoric views text reading as a symbolic act, reflecting a rhetorical interaction between rhetors, texts and reality. Also, text reading is a process of meaning "re-invention". In short, new rhetoric emphasizes the readers' initiative and advocates that there is no "simple" reading because the reader always reconstructs textual meaning from his or her own opinion or standpoint in the reading process.

Current research on reading is primarily in the theoretical realms of second language acquisition, cognitive linguistics and psychological linguistics. It produces fruitful research findings. However, such research pays little attention to the sociality of reading. In other words, most current research does not acknowledge readers as constructors of textual meaning, but rather limits them to the status of participant or recipient. This study attempts to propose a research paradigm of "text-rhetoric" interface which is formed on the basis of new rhetoric theories on meaning interpretation and relevant theories of text linguistics. Accordingly, text reading is the crux of this paradigm, thus highlighting the reader's rhetorical act of "re-inventing" the meaning of a text in a rhetorical situation. Its aim is to make a theoretical analysis and exploration of rhetoricity of text reading and to construct a new teaching mode of rhetorical text reading.

This study is conducted according to a qualitative methodology and focuses on theoretical connections between new rhetoric and text linguistics. This exploration logically gives a strict and valid argumentation of rhetoricity of text with text analysis in order to make a careful analysis and elaborate induction of rhetoricity of text reading. Moreover, this study theoretically and practically combines relevant theories and principles from new rhetoric, text linguistics and foreign language teaching, breaks theoretical and practical boundaries, and discusses the pedagogical implications for language teaching.

The present research is a tentative exploration of text reading from the new rhetoric perspective undertaken to accomplish the following aims: 1) propose a paradigm for “text-rhetoric” interface study; 2) redefine the rhetoricity of text reasonably and propose that “rhetorical identification”, “rhetorical situations” and “rhetorical dialogue” constitute the rhetoricity of text and build up rhetorical system of text operation; 3) emphasize text reading as rhetorical act via the process of “re-invention”; 4) construct a new mode of rhetorical reading of texts, which serves as a new way of teaching for college English text reading and has practical significance for cultivating evaluative reading competence of college students.

Key Words: text reading; new rhetoric; rhetoricity; re-invention; rhetorical reading

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