

英汉科技语体主位推进模式对比分析

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摘要:主位—述位结构是组织语篇的重要语法手段,也是语篇分析的重要方面,主位推进模式是分析语篇衔接及组织的重要方法。本文试图以捷克语言学家丹尼斯(F. Danes)提出的“主位推进模式”(thematic progression)为理论基础,对英汉科技语篇进行实例分析,归纳出科技语体的主位推进模式及英汉科技语体主位推进模式的特点和异同。

关键词:主位结构;主位推进模式;对比分析

中图分类号:H08 **文献标识码:**A **文章编号:**1008-5831(2003)01-0079-04

The Contrastive Analysis of the Thematic Structure in Scientific English and Chinese

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Abstract: Thematic structure is an effective way to organize the text. Thematic progression modal (TP modal) plays an important role in the analysis of textual cohesion and organization. This paper aims at an evaluation of TP modals as a method of scientific textual analysis. It starts with the introduction of several influential types of TP modals. Then the TP modals in scientific text and their similarities and differences will be analyzed.

Key words: thematic structure; thematic progression; contrastive analysis

一、引言

根据著名语言学家马泰休斯(V-Mathesius, 1939),韩礼德(Halliday, 1985)等的功能主义观,一个句子可以从交际功能的角度划分为主位和述位。主位是句子的第一个成分,是叙述的出发点。述位是句子的其它部分,是对主位的叙述、描写和说明。这一划分有助于探索和揭示语篇的构成规律,了解作者怎样建立话题框架以及怎样发展语篇话题。捷克语言学家Danes认为,篇章的真正主位结构是指主位的衔接和连接,每个语篇都可以看成是一个主位的序列(Danes, 1969),本文将以Danes的“主位推进模式”(thematic progression)为理论基础,对英汉科技语体的主位推进模式进行实例分析,总结出两种语言的科技语体的主位推进模式的特点及其异同。

二、“主位推进模式”理论综述

作为语篇分析的一种有效手段,主位推进模式引起许多国内外语言学家的重视,他们都对此进行过有意义的探讨。

(一)丹尼斯(Danes)的“主位推进模式”

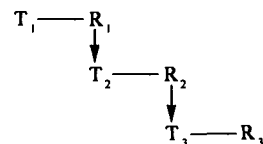
丹尼斯(Danes, 1969)在对大量捷克语文章进行分析后提出五种常见主位推进模式类型。

1. 简单线性主位化推进模式(the rheme in the first clause is the theme of the next clause)

第一句的述位成为第二句的主位。

(1) This thesis involves two methods of approaches to linguistics gradability. One is concerned with non — quantification, the other with quantification. By quantification, I mean that the degree of the membership is realized by a real number between zero and one.

(2) 小林很喜欢这只小狗。小狗浑身雪白。这白色从远处看来就象一团雪绒花。



2. 连贯主位模式(the rheme in the first clause turns to be the

收稿日期:2002-09-20

基金项目:重庆市哲学社会科学基金课题“中英学术语类对比研究”资助项目

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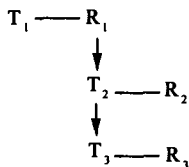
本文撰写过程中得到了余涓深教授的悉心指导,特别致谢。

theme of each following clause)

第一句的述位成为以后各句的主位。

(1) Allwright discusses two approaches to the question of the role of teaching materials. They are the deficiency view and the different view. However, these two approaches received some criticism from textbook compilers.

(2) 爱迪生发明了电灯。电灯给我们带来光明。电灯使我们不再惧怕黑暗。

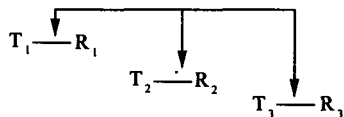


3. 派生主位推进模式 (the supertheme goes throughout the following clause)

同一主位贯穿于紧随其后的语义紧密相联的句子中。

(1) He teaches mathematics in a university. He is an excellent teacher. He is warmly welcomed by his students.

(2) 我们都应该为西部大开发做贡献, 我们是新时期的青年。我们责无旁贷。

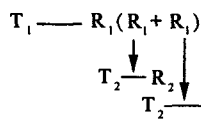


4. 分裂述位模式 (the supertheme overcontrols the themes following the first clause)

第一句的述位的各部分内容分别做后面句子的主位。

(1) He is generous and kind. His generosity brings him reputation. His kindness brings him many friends.

(2) 他既成熟又幽默。他的成熟让人敬佩。他的幽默让人快乐。

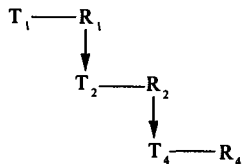


5. 跳跃主位推进模式 (In the chain of theme — rheme, there may be one that is omitted, but can be easily recovered in the later sequence)

第一句的述位成为第二句的主位, 但与模式 1 不同的是, 这种主述位结构并非不间断的延续下去。

(1) He likes to go outing. Going outing makes him energetic. His wife always says so. His great energy makes him do a lot of things without feeling tired.

(2) 他爱好打网球。打网球使他精力充沛。他妻子老这么说。精力充沛使他行动敏捷。



(二) 胡壮麟 (1995) 的三种基本主位推进模式

1. T_1 — T_2 型

第一句的主位同时作为第二句的主位。

(1) I am not asking anyone to surrender. I am asking everyone to declare the victory of peace.

2. R_1 — T_2 型

第一句的述位成为第二句的主位。

(1) 投保人去世时如无适当委任之个人或指定人或代理人能够并愿意为取得应付款额出示有效收据, 此笔款额可由管理会酌情付与投保人之最近亲属。一旦最近亲属接受付款后保险公司即不再负有本保险单规定之责任。

3. $T_1 + R_1$ — T_2 型

第一句的主、述位结合成为第二句的主位。

(1) He failed the entrance examination. This made his parents upset.

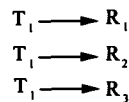
(三) 黄国文 (1997) 的六种常见主位推进模式

1. 平行型

以第一句的主位 (T) 为出发点, 以后各句均以此句的主位为主位, 分别引出不同的述位。

(1) We were discussing where to go for an outing during the spring holidays. Some suggested the Guanting Reservoir. Others wanted to see the Great Wall. Then someone said: "why not go back to Anchuang for a visit?"

(2) 我父亲去了台湾。他在那里住了 50 年, 他很想念家乡。

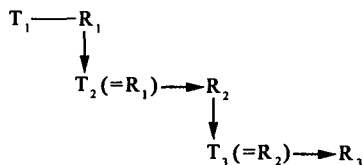


2. 延续型

第一句的述位或述位的一部分作为第二句的主位, 这个主位又引进一个新的述位。

(1) An English teacher usually divides her time among three subjects: language, composition, and literature. Mrs. Cox's favorite subject is literature, and her most exciting literature classes are those on the literature of Black Americans.

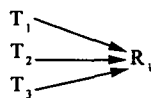
(2) 她昨天去了县城。城里变化很大。变化最大的是百货公司。



3. 集中型

各句不同的主位都集中归结为同一述位 (或述位的一部分)。

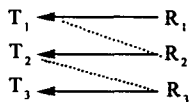
(1) A Chinese is an Asian. A Japanese is an Asian. And an Indian is an Asian.



4. 交叉型

第一句的主位成为第二句的述位,第二句的主位成为第三句的述位,如此交叉发展下去。

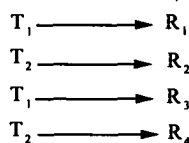
(1)小明喜欢动画片,但武打片更让他着迷。他父母不让他看武打片。小明就背着他父母偷偷看。



5. 并列型

第一、三……句的主位相同,第二、四……句的主位相同。

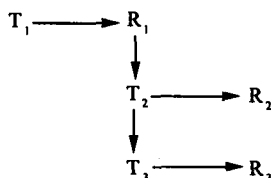
(1) Americans eat with knives and forks; Japanese eat with chopsticks. Americans say "Hi" when they meet; Japanese bow. Many American men open door for women; Japanese do not.



6. 派生型

第一句的主位、述位作了叙述后,以后各句的主句均从第一句的述位的某部分派生出来。

(1)小王很喜欢这所大房子。第一,他可以有自己的书房。第二,他可以在房间里锻炼身体。



除了上述几位,对“主位推进模式”作出具体分析的还有前苏联的邵敢尼柯(1973)(转引自王福祥,1981)、荷兰的冯·戴克(Van Dijk, 1977)、国内的徐盛桓(1982)、黄衍(1985)等。本文将主要根据旦尼斯(Danes)的“主位推进程序”对英汉科技语篇进行实例分析。

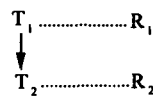
三、英汉科技语体的主位推进模式

为了探讨科技语篇的组织规律,作者在化学分析领域权威的杂志上分别选择英汉有关化学分析(*Analytic Chemistry*)的论文各5篇。通过仔细分析,共总结出9种“主位推进模式”。

1. 第一句的主位同时是第二句的主位(the theme of the first clause becomes the theme of the next clause)

(1)The approach described in the experimental section is similar to published methodology. But it differs in several details.

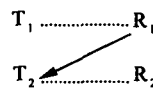
(2)高效液相色谱由于具有柱效高、选择性好等优点,在蛋白质等生物大分子的分离和分析中依然占有主导地位。但传统的液相色谱也具有局限性,如分析时间相对过长,几乎不能应用于对时间要求严格的在线分析和过程控制中。



2. 前一句的述位成为后一句的主位(the rheme of the first clause becomes the theme of the next clause)

(1)The separation of mixtures containing both polar and nonpolar compounds is usually accomplished by gradient elution. Gradient elution presents a special challenge with CEC.

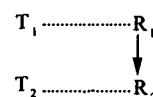
(2)但传统液相色谱也有局限性,如分析时间相对过长,几乎不能应用于对时间要求严格的在线分析和过程控制中。分析时间长,同时也限制了高效液相色谱,在生化工程方法优化研究方面及对稀溶液中某种物质的选择性吸附方面的应用。



3. 第一句的述位继续作为第二句的述位(the rheme of the first clause becomes the rheme of the next clause)

(1)This can be done by introducing marker compounds with known electrophoretic. We earlier described the use of the two markers for the determination of Ueo and Eeff in a simple system of a few analytes.

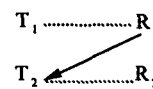
(2)当代化学的一个特点,就是化学研究越来越与生命科学挂钩,生物物质的分离是研究生物体内分子及其运动的前提,目前常用的分离手段有电泳、色谱、离心、透析、过滤等方法。近年来,使用连接有抗体、受体、单链DNA的磁微粒分离土壤、食品、血液和体液中的靶配体取得了很大的成功。



4. 前一句的主位述位结合成为后一句的主位(both the theme and rheme of the first clause become the theme of the next clause)

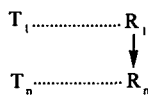
(1)The repeatability of analyte migration times in capillary zone electrophoresis (CZE) is poor when fused silica capillaries are used for the analysis, This is mainly due to nonrepeatable electroosmotic flow velocity (Ueo) caused by the unstable surface conditions of capillary wall.

(2)对于A、B、D3种不同类型的洗脱液,虽然PH相同,但它们的色谱行为却差别很大。这是因为在不同的缓冲液作用下,蛋白G与它们的离解常数不同的缘故。



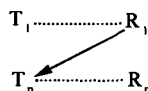
5. 第一句的述位在数句后的述位中重复出现(the rheme of the first clause becomes the rheme of clause n)

(1)In the present study, we used marker compounds to determine the electrophoretic mobilities of a group of model analytes. ... To study the effect of electrode reactions on the electrolyte PH, we also included o - cresol among the analytes.



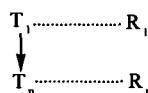
6. 第一句的述位在数句后的主位中再一次出现 (the rheme of the first clause becomes the theme of the clause n)

(1) The electrophoretic run was performed 43 times and the data from the last three runs were used to determine the mobilities of the other two marker compounds by using the two marker technique. ... The mobility values used for the marker compounds are given in Table1.



7. 第一句的主位作为第 n 句的主位 (the theme of the first clause becomes the theme of clause n)

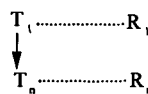
(1) Marker techniques allow highly reliable for molecular identifications in CZE. Furthermore, marker techniques should be of great assistance in studies where small changes in mobilities are induced by effects such as minor changes in electrolyte PH or changes in the conformation or Pka of the analytes.



8. 前一句的主位成为后一句的述位 (the theme of the first clause becomes the rheme of clause n)

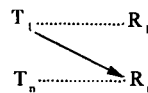
(1) According to these data no member of this group can be reliably identified if peak absolute migration times are used. However, all the compounds can easily be identified with the use of markers, even just two.

(2) 柱状膜包由于柱长较长, 所以柱压比盘状膜包的柱压要大。



9. 第一句的主位作为第 n 句的述位 (the theme of the first clause becomes the rheme of clause n)

(1) Disk — shaped copper and nickel working electrodes were constructed by threading 90- μ m-diameter wires into a loom i. d. + 2cm length fused — silica capillary. ... when required, the disk electrode was polished using a BioAnalytical system polishing bit.



值得注意的是, 这 9 种模式在整个语篇中的分布不同, 具体分布情况如表 1:

由表 1 可看出, 英汉科技语体拥有相似的主位推进模式,

即它们的篇章组织结构相似。9 种模式中以 Pattern 1, Pattern 2, Pattern 3 所占比重最大。总之, 科技语体中话题的展开是逐步推进的, 它缺乏像文学作品那样的跳跃性。这与科技文体语言准确凝练、冷静客观、逻辑严密、结构严谨的特点相吻合。

表 1 The Distribution of TP Patterns in the Two Languages

Patterns	English	Percentage	Chinese	Percentage
Pattern1	130	27%	63	27%
Pattern2	125	26%	50	21%
Pattern3	115	23%	85	37%
Pattern4	40	10%	10	4%
Pattern5	20	5%	0	0%
Pattern6	15	3%	0	0%
Pattern7	13	3%	15	6%
Pattern8	13	3%	8	3%
Pattern9	10	2%	5	2%
Total	481	100%	236	100%

另外, 统计数据也表明, 英语科技语篇中主位推进模式是以 Pattern 1 为主, 而汉语科技语篇中则以 Pattern 3 为主, 即英语科技语篇倾向于以相同的主位来统构整个语篇, 而汉语科技语篇倾向于以集中的述位来推进语篇的发展。

四、结论

通过以上两种语言科技语体的对比分析, 可以总结出它们有着相似的主位推进模式。科技语篇往往通过表达思想的全部字面化而达到准确、确切的理解, 从而有效传播科学信息, 它的题材和使用方式的特殊性形成了其论证的严密性与逻辑性, 这一语言使用的严密性和逻辑性反映在语篇中必须产生相应的严格要求——主位推进模式以 Pattern 1, Pattern 2, Pattern 3 为主, 即主位推进模式的形成与语篇的类型和功能有密切联系。但是, 语篇中主位推进模式又受到诸如语法结构、上下衔接甚至文章体裁等诸多因素影响, 语篇使用的模式并没有一成不变的规则, 本文所谈到的共性仅指一种倾向性。

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