

论文

知识亲和力的教学话语建构

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摘要:

教学话语是将来自另一语境下专业领域的知识进行复杂的再编码后,使知识适合课堂传递而进行的言语活动。这一过程不仅是知识解码、传递的过程,也是认知情感的传递过程。话语主体通过解构权威、知识语境化、知识多维动态、积极的情感参与等,使知识具有对话性、参与性和情感性,即对学习者的言具有了亲和力;而专业化的象征语码、唯一性和确定性等话语形态突出了知识的权威和等级,弱化了知识的亲和力。教师的知识话语沟通形态在很大程度上影响并限定了学习者对知识的情感认可度和价值判断。互动会话分析显示,话语的序列体现教师不断借助话语的情感隐喻手段以维系、更新自己的亲和力话语方式,并使亲和力具有积蓄性效果。

关键词: 教学话语 知识传授话语 话语亲和力构念 情感目标培养 会话分析

The Construction of Knowledge Immediacy in Instructional Discourse

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Abstract:

In the 1960s and 1970s, linguists and educationalists in the West started doing research into the typology and functions of the language of teaching, or teacher discourse. An abundance of literature was published which discussed how the linguistic forms of teacher discourse are related to the instructional context, content, goals and outcomes, as well as to their influence on the participants of the teaching process and their relationship with other discourses in educational institutions. While the structural, social and cognitive features of teacher discourse have been extensively discussed, there has been scant research into the effect of pedagogical discourse on the learner's attitude towards the cognitive goal, and even less into the learner's affective identification with the subject they are taught. The aim of studying a subject is not just acquisition of the ability to recognize and represent knowledge; more importantly, it is the development of an appropriate attitude towards the subject and an application of the attitude to subject-related activities, i.e., a permanent change in attitude. While linguistic and educational circles in China have in recent years shown a growing tendency to give more prominence to the cultivation of the affective goal, the lack of research into teacher discourse has been a hindrance to the practice and realization of the goal. Instructional discourse functions not merely to decode and communicate knowledge, it also transmits cognitive affect. In this paper, the immediacy construct of instructional discourse is advanced to analyze the mechanism inherent in discourse by which knowledge is transmitted and the immediacy features that characterize instructional discourse. The theoretical frameworks of conversation analysis and of the appraisal theory of systemic functional linguistics are applied to reveal the de-authoritarian, contextualized, dynamic and affect-generating features of immediate instructional discourse, highlighting the dialogic, participatory and affective aspects of knowledge. Anti-immediacy forms of discourse include specialized symbolic codes and claims of uniqueness and certainty which build the authority and hierarchy of knowledge. Interactive conversation analysis shows that in discourse sequences, teachers continuously make use of metaphors of affect to maintain and renew their immediacy discourse, bringing a cumulative effect to overall immediacy. It seems that to a large extent, the interactive forms of instructional discourse influence a learner's affect for and value judgment of the knowledge being taught. It is therefore necessary to take knowledge immediacy as a key proposition and take the teachers' actual discourse practices as important contexts for affect cultivation when considering the discourse composition of knowledge immediacy. This discussion is expected to be highly relevant for practical instructional discourse. The paper ends with an empirical study of a classroom case from the perspective of immediate instructional discourse.

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