



语义连贯视角下的读后续写协同性策略及应用

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摘要:语义连贯表现为语篇整体的语义联系和语义一致性,是实现读后续写语篇整体协同效应的基础。在读后续写中,从关键词汇、段首句、语境、语篇、主题等层面运用语义连贯的手段,可实现原文与续文的高度关联,进而促成高度协同,如语言协同、语篇协同、语境协同、结构协同、主题协同。在教学实践中,教师可引导学生通过标记原文中有意义的关键词、在续文中扩展逻辑语义关系实现语篇整体协同效应,从而培养学生的读写整合能力。

关键词:读后续写;语义连贯;协同效应

一、引言

《普通高中英语课程标准(2017年版2020年修订)》指出,词汇中的任何词语都是通过一定的句法关系和语义关系与其他词语建立起一定联系的,并在语境中传递信息^[1]。然而,很多学生在读后续写中忽视语义关系,孤立片面理解句子和段落,导致语义环节脱落较多。部分学生即使读懂了原文,但缺乏根植原文创设语篇语境的意识,在续写时有效扩展逻辑语义的方法不足,创造性表达的能力不强。此外,一些学生在续写过程中盲目机械地使用事先准备好的脱离原文的描述,导致续写的内容与前文语义不相关联,空洞无物,协同效应弱。

语言学习不应以孤立的单词或句子为单位,而应以语篇为单位进行。教师应该有意识地渗透有关语篇的基本知识,帮助学生形成语篇意识,把握语篇的结构特征,从而提高理解语篇意义的能力^[2]。充分理解前文并加强语言理解与语言产出之间的关联互动^[3],是达成读后续写协同效应的关键所在。下面,笔者结合教学实践,从语篇分析的语义连贯视角,对读后续写的协同性策略及其应用作一阐述。

二、语义连贯及其与读后续写协同效应的关系

黄国文提出,连贯指的是语篇中语义的关联,它存在于语篇的底层,通过逻辑推理来达到语义连接,是语篇的无形网络^[4]。朱永生把连贯看作是系统功能语言学的语义概念,认为从连贯与情景、意义和形式的关系上讲,连贯是意义领域的概念,它是情景语境与语言形式相互作用的结果,由情景语境决定,由形式(词汇、语法、语音)来体现^[5]。综合以上论述可知,我们通常讲的连贯,实质就是语义连贯,表现为语篇整体的语义联系和语义一致性^[6],是实现读后续写语篇整体

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衔接是连句成章的词汇和语法方面的手段,连贯是采用这些手段所产生的结果^[8]。衔接手段的运用促成语篇中语义的关联,是使整个语篇达到连贯的重要条件,是读后续写协同性的重要手段。其中,词汇衔接是创造语篇骨架的核心手段,其主要体现在语篇的语义层面上,是语篇连贯性的黏合剂^[9]。词汇衔接主要包括词汇的复现和同现。在读后续写中利用词汇衔接手段,创生出衔接性、关联性和创新性强的优质词汇,能够对语篇在形式、内容、意义上的连贯产生促进作用^[10]。

三、语义连贯视角下的读后续写协同性策略

在一个完整的语篇中,起码要有一条衔接链贯穿语篇的始终,来表示语篇整体意义关系的连续性^[12]。在读后续写中,核心关键词存在复现关系,我们可以利用关键词重复来突出并强化主旨,围绕同一主题前后呼应,形成词汇链和语义链,使文本语际间实现语义上的逻辑关联,构建语言协同。

在续文第二段中,有学生这样写:“On that day, after calculating **my budget**, I went to the local



store and bought many things **I wanted** — a new football, a basketball bat and a pair of sneakers and so on. Better yet, the idea of going back to the farmer and working more popped into my mind. At exactly that moment, I **came to understand** why my father let me have **the money** — it was his expectation for my future, his encouragement and quiet love. And that was something I never surpass.”显然,学生关注了“as I wished”同词复现,利用原文“might not be mine to do with as I wished”和续文“allowed me to use the money as I wished”出现反义互补的表达,凸显矛盾的冲突与化解。续文中的“bought many things I wanted”与原文中的“I wished”属于近义词复现。作者借此实现了情节的严谨发展,且在深入理解词汇衔接的基础上拓展了语义“a basketball bat and a pair of sneakers”,合理发挥了想象力和创造力,落实了叙事结构的呼应部分,彰显了写作者必须具备的解读文本和逻辑拓展的能力。此外,作者对情感变化的评议呼应了原文中的伏笔,即从原文中的“he didn’t understand my world of school activities”和“I didn’t really understand his world either”到续文中的“came to understand”,使文章前后照应,逻辑严谨。

(二) 谋划两段首句,衔接语篇协同

在宏观上有意识地沿着重复连接线索发展篇章,要比信马由缰地构建篇章更容易生产出高价值的作品。词汇重复模式理论可以帮助学习者进行非线性思维和勾画篇章宏观结构^[13]。根据衔接连贯理论,通过词汇同现或词汇复现的有效衔接对段首句提供的基本情景和语义链进行逻辑分析,进而在写作中使每段的开头和结尾合理推进,能够实现语篇的宏观协同。比如上文“我的假日薪水”中的续文,第一段的结尾要有与第二段段首句中的同词或同义词,以实现无缝衔接,第二段的结尾要呼应原文中体现主题或伏笔的关键词,以实现主题升华。这种复现位置较近的显性的衔接方式,可以减少读者处理信息所花费的力气,提高交际效率,即既不会感到累赘,也不会产生误解、曲解、难解现象^[14]。

(三) 增强语境关联,促成语境协同

语言的得体使用必须考虑交际参与者所处的语境。语境主要涉及交际的时间、地点、情境等环境因素,也涉及参与人的交际目的、交际身份、处境及心情等个体因素^[15]。在读后续写中,学生与语境信息丰富、语言质量高的输入文本互动,通过与原文在语言及情境层面的协同提升语言能力^[16]。增强相关意义的词汇的语义关联,可以促成以某一话题为中心的词汇链或情境模式层面的协同效应。

如2023年1月高考英语浙江卷的读后续写题“再遇蜂鸟”,原文三次出现“window”,创设了“蜂鸟因破的窗户受困,作者解救蜂鸟后希望修理窗户以防止二次伤害”的语境。有学生在续文中是这样写的:“A few weeks later, I went to the farm again. As my car neared the milking house, my thoughts drifted back to the moment when I had rescued the tiny poor creature — the hummingbird from the spider’s web. And then I had a barbecue in front the window which apparently had been fixed, my spirits raising up. When I was enjoying the refreshing scent of grass, my friends came along the blackberry-lined path and we shared about the busy fleeting time.”这就很好地承接了原文语义,例如:同词复现交通工具“my car”,同词复现农场场景“the milking house”“the blackberry-

lined path”“the spider’s web”, 同义词复现“cookout”—“barbecue”; 语义拓展朋友聚会的场面“enjoying the refreshing scent of grass、shared about the busy fleeting time”。最重要的是, 续文在逻辑上呼应了前文的伏笔“the window which apparently had been fixed”, 这一细节体现人与自然和谐相处。这样, “再次来到农场”的情景得到真实再现, 给读者带来沉浸式体验, 可见语篇在情境模式层面的协同效应效果明显。

(四) 延伸语篇映射, 推进结构协同

韩礼德和韩茹凯认为, 逻辑语义关系包括扩展和投射两类^[17]。在读后续写语篇的推进过程中, 我们应基于语义连贯, 以原文本的源点域为出发点, 向续写的目标域延伸, 使语篇形成语块之间的整体互动, 从而推进语篇组织结构的发展。

如 2024 年 1 月高考英语浙江卷的高考读后续写题“克服路盲”, 原文中写道: “Eva started using a **mind trick** on herself. She stopped thinking about the word ‘mile’. **Instead**, she focused on ... Then she concentrated on ... After that, she tried to see if she could complete her first lap. One lap turned into two, then three, then four.”有学生在续文中这样写: “**Instead of concentrating on** memorizing the six-story building all at once, Eva focused on first reaching the place she knew already, like the flower pot nearby the teacher’s offices, the pictures outside the labs, and the notice board between her classroom and others’. One floor turned into two, then four, and it wasn’t long before Eva finished the exploration of the entire building.”从语篇衔接的角度看, 语义的延伸可以在语篇中形成系统的词汇衔接网络结构, 并以此增强语篇的连贯性。概念域之间的互动在语篇中形成语块之间的映射关系, 使语篇在结构上按一定的映射模式展开^[18]。原文中的“mind trick”是一种抽象的高阶思维, 续文作者在读写互动过程中形成了语块之间的映射关系, 思维从单点结构型转变为抽象拓展型, 并在思维迁移过程促成语篇结构协同(如图 2 所示)。

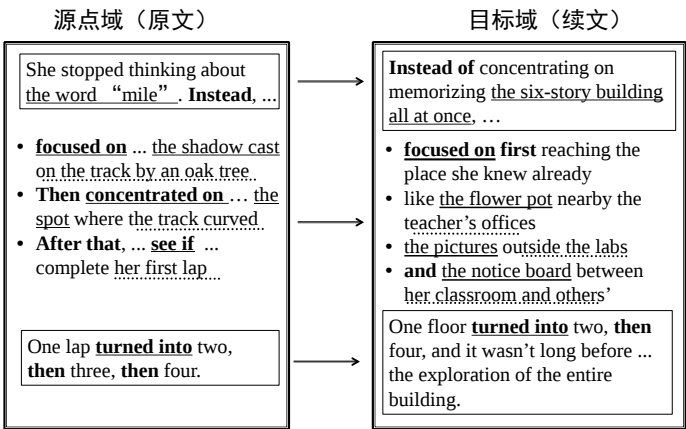


图 2 原文与续文的映射关系与结构协同示例

(五) 推动主题升华, 实现主题协同

主题是故事的灵魂, 统摄全局, 在读后续写中使读与写深度融合、高度统一^[19]。基于语境的语义延展, 我们可采用上义词复现和概括词复现的衔接手段进行主题升华。在读后续写中, 要实



现主题协同,可结合原文语境积极模仿与创造,催化词汇新颖性,使理解与产出紧密结合^[20]。

如2021年6月高考英语新高考I卷的读后叙写题“母亲节的惊喜”,原文首段如下:“The twins were filled with excitement as they thought of **the surprise** they were planning for Mother's Day. ... They had watched their mother in the kitchen. There was nothing to it. Jenna and Jeff knew exactly what to do.”有学生在续文的结尾这样写:“Before that day, Jeff and Jenna thought **what Mom did for them was just nothing to it**, and they could do that well too. **But actually** the result **surprised** them. Not until then did they realize that Mom gave them not only lives but also unconditional love and care, and **what they should do** was to make her feel that she was the happiest mom in the world.”本想给妈妈母亲节的“surprise”,结果却“surprised”发现“回报母爱时并不轻松”,这样就结合原文语境积极模仿与创造了“surprise”的新意,升华了主题,反映了人物的内心触动和成长历程。

四、基于语义连贯的读后续写协同性策略的应用

(一)标记原文中有意义的关键词

帕尔逊斯认为,有意义的衔接链对语篇连贯有特殊作用,有意义标记的比例越高,语篇就越连贯^[21]。在读后续写中标记关键词的能力越强,衔接纽带的衔接力会越强,语篇的连贯程度就越大,协同效应越好。

在读后叙写的教学中,笔者提炼了一种具有实操性且易被学生掌握的方法——语义连贯标词扩展法(如表1所示)。这一方法强调以语义扩展的方式标记原文中有意义的关键词,构建有意义的语义衔接,以增强读后续写的协同效应。

表1 语义连贯标词扩展法

序号	原文关键词的语义连贯方式	标记符号	读后续写的协同效应
1	原文关键词在续文中同词复现	↓	在时间、地点、人物、事件方面保持稳定性和连续性
2	原文关键词在续文中同义复现	→	保持所用词语的变化性和意义的连贯性
3	原文关键词在续文中反义复现	←	反义互补的词汇衔接有助于合理地激化冲突和化解矛盾
4	原文关键词在续文中语义扩展	→→	相关意义的词汇出现在同一语篇中,构成以某一话题为中心的词汇链,确保整个故事情节发展的一致性、延续性和语篇的连贯性
5	原文主题词在续文中意义升华	↑	主题词复现,赋予新义(延伸和增强语义,激活联想,升华主题)

(二)在续文中扩展逻辑语义关系

要让学生在续写中能有序有效地扩展逻辑语义关系,教师可以培养学生寻找、标记词汇链和语义场的意识,并通过语篇分析强化学生的篇章构建能力和评判性思维。如2023年6月高考英语新高考I、II卷的读后续写题“一个巴西孩子的英语写作比赛”,教师可引导学生采用如图3所示的方式标记有意义的关键词并构建语义链。

When I was in middle school, my social studies teacher asked me to enter a writing contest. I said no without thinking. I did not love writing. My family came from Brazil, so English was only my second language. Writing was so difficult and painful for me that my teacher had allowed me to present my paper on the sinking of the Titanic by acting out a play, where I played all the parts. No one laughed harder than he did.

So, why did he suddenly force me to do something at which I was sure to fail? His reply: "Because I love your stories. If you're willing to apply yourself, I think you have a good shot at this." Encouraged by his words, I agreed to give it a try.

I chose Paul Revere's horse as my subject. Paul Revere was a silversmith (银匠) in Boston who rode a horse at night on April 18, 1775 to Lexington to warn people that British soldiers were coming. My story would come straight from the horse's mouth. Not a brilliant idea, but funny, and unlikely to be anyone else's choice.

What did the horse think, as sped through the night? Did he get tired? Have doubts? Did he want to quit? I sympathized immediately. I got tired. I had doubts. I wanted to quit. But, I like Revere's horse, I kept going. I worked hard, I checked my spelling. I asked my elder sister to correct my grammar. I checked out a half-dozen books on Paul Revere from the library. I even read a few of them.

When I handed in the essay to my teacher, he read it, laughed out loud and said, "Great. Now, write it again." I wrote it again, and again and again. When I finally finished it, the thought of winning had given way to the enjoyment of writing. If I didn't win, I wouldn't care.

图3 标记有意义的关键词并构建语义链示例

原文中“Revere’s horse”是一个复现6次的高频的词汇,形成了以“Revere’s horse”为中心的语义链1。前两次解释主题概念和意义;第三次说明作者的参赛故事直接以马的口吻讲述,天真质朴,符合孩子的天性特征,隐喻作者得奖的主要原因;第四次以儿童视角与马进行对话,反映作者怀疑和退缩的心理;第五次借喻战马精神,激励作者 worked hard 和 keep trying again and again;第六次翻阅资料,体现作者严谨的求是精神。抓住这条语义链,我们才能确保续写紧扣主题,不出现偏题现象。

作者参赛初期的不自信和写作过程中的自我否定构成语义链2。续文可以写出与“did not love writing”“difficult and painful”“was sure to fail”“Have doubts? Did he want to quit?”“I had doubts. I wanted to quit.”反义互补的词汇衔接,以合理化解矛盾和冲突。

语义链3说明老师慧眼识才,循循善诱,严格要求,为后文续写 I went to my teacher’s office 埋下伏笔。语义链4描述老师对作者的激励,语义链5生动讲述作者努力准备作文比赛的过程,在此不一一赘述。

基于以上的分析,我们可以在续文中有效扩展逻辑语义关系,搭建语义连接网络,以达成高度的协同效应(如表2所示)。

表2 在续文中扩展逻辑语义关系以达成协同效应示例

序号	词汇衔接	原文标词	续文协同
1	同词复现	a writing contest, a Brazil, did not love writing	Was it I, a Brazil boy who was poor at English and dildn’t love writing, that won first place in the writing contest ?
2	同义复现	worked hard 及其下义词	Scene after scene where I worked hard day after day <u>to check the errors</u> and I <u>looked up the books</u> came flooding into my inind.
3	反义复现	Difficult and painful	The true value of the contest was <u>not just about winning</u> , but the journey of self-discovery as well as the happiness and enjoyment for writing I had gained along the way.
4	语义扩展	①Paul Revere’s horse; ②laughed harder	①I knew miracle had happened! Paul Revere's horse did reach <u>Lexington</u> ! ②He uttered that he always laughed after reading my article just because of <u>the fun and innocence of my stories</u> .



续表

序号	词汇衔接	原文标词	续文协同
5	意义升华	① encouraged; ② Paul Revere's horse;	① His words of encouragement did change me a lot. Me, a <u>Brazil</u> girl who won the prize of <u>English writing contest</u> . ② Just like my story's subject — Revere's horse , I <u>kept going, checking, correcting, and writing again and again</u> , then finally succeed. Only then did I realize that nothing is impossible when we <u>give it a try</u> and learn to enjoy it!

五、结语

语义连贯既是理解性技能,又是表达性技能。教师要在教学中重视理解和表达语篇传递的连贯意义,有针对性培养“利用语篇衔接手段,有逻辑地组织信息”^[22]的能力。在读后续写中,从关键词汇、段首句、语境、语篇、主题等层面运用语义连贯的手段,可增强对原文的解读能力,提高在续文中有效扩展逻辑语义关系的能力,有助于提升续文在语言风格、故事情节、情感态度等方面与原文的协同程度。教师引导学生标记原文中有意义的关键词,并注重在续文中扩展逻辑语义关系,可以有效培养学生的读写整合能力。

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