

任意与规约:基于儿童英语语篇仿写的 语言文化生态建构模型^{*}

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提 要: 儿童英语语篇仿写结构、内容和过程兼具任意性和规约性特征,它不仅帮助儿童仿写者利用语言关系系统产生价值系统,促成语篇通过能指和所指任意结合的内部组织和语言社会规约外部联结创造意义,成为资源系统的语用认知过程,而且有利于构建儿童语篇能力发展、文化意识培养的语言文化生态系统过程。本文从索绪尔语言哲学和生态语言学的视角,利用语言符号任意性和规约性的相互作用,通过45名小学4年级学生课内外英语语篇仿写案例分析,探讨基于儿童英语语篇仿写建构语言文化生态系统的模型、价值取向和资源利用。

关键词: 语言文化生态;儿童英语语篇仿写;任意性与规约性;模型建构

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Arbitrariness and Conventionality: Modeling of Linguistic-cultural Ecology on the Basis of Children English Discourse Imitative Writing

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The structure, content and process of children discourse imitative writing are featured by arbitrariness and conventionality. Children discourse imitative writing is not just a pragmatic and cognitive process to help children imitators to generate value system by making good use of language relation system, which creates resource system by means of internal structures of discourse arbitrarily combined with signifiers and signified, together with external relations between language and conventional social rules to produce new discourse meanings. And it is also a process to construct a linguistic-cultural ecology facilitating children's discourse development and cultivation of cultural awareness. From the perspectives of Saussure's philosophy of language and ecolinguistics, this paper analyses the case of 45 four graders' in-class and after-class English discourse imitative writings by making full use of the interrelation between arbitrariness and conventionality of language and it explores the modeling, value orientation and resource application of the linguistic-cultural ecology constructed on the basis of children English discourse imitative writing.

Key words: linguistic-cultural ecology; children English discourse imitative writing; arbitrariness and conventionality; modeling

1 引言

仿写是传统的作文教学方法。虽然有学者质疑“作文从模仿入门,一开始就走错路”,提出从部件到整体,从结构到形式,从内容到思想全面模仿的结果造成千篇一律、人云亦云或改头换面的抄袭或剽窃,酿成中小学生考试中的普遍痼疾和集体失语,但是两位学者主要针对母语仿写提出

异议(胡亨康,周一贯,2013:31-35)。众所周知,汉语重意合,而英语重形合,模仿语言结构,特别是模仿句型结构和篇章结构等对提高学习者的写作能力有促进作用,外语学界已有大量相关成果。不少学者探讨过大学英语仿写。其中,张玲(2014)和李文婧(2017)等研究高职高专英语仿写;另有学者分别对高中英语仿写(代会芹,2012,

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董波 2013,刘睿 2014)和初中英语仿写有过探究。对小学英语或儿童英语仿写的研究相对较少(汤红娟 2006,2014;吴冠青 2014;陈贝贝 周琳 2015)。现有5个层次的研究绝大部分从模因论视角探讨模仿写作与写作能力提高的策略。本文拟从索绪尔语言哲学和生态语言学的视角,利用语言符号任意性和规约性的相互作用,探讨基于儿童英语语篇仿写建构语言文化生态系统的模型、价值取向和资源利用,旨在发展儿童的语篇能力,培养儿童的文化意识和交流能力,实现儿童英语语篇仿写一举多得的语言价值。

2 语言符号的任意性和规约性

符号学和现代语言学公认的创始人索绪尔于20世纪初在《普通语言学教程》中首次明确提出语言符号的任意性原则,即“音响形象或能指”(signifier)和“概念或所指”(signified)的联结关系是任意的,语言符号正是音响形象和概念任意相联结的结果,具有“不可认证”或“无理可据”的特性。语言符号的任意性原则是索绪尔语言学的基本特征(索绪尔 2005:101-102)。由此看来,语言符号语音和语义的内部结合是任意的,不存在逻辑关联。然而,语言这一特殊的社会现象,在任意性的基础上一旦被社会约定俗成便产生规约性。索绪尔认为,规约指一个言语社团的所有成员达成的契约或者集体习惯(Saussure 1959:14)。规约性是语言系统的整体约束力,对任意性有制约作用。语言系统是绝对任意性和相对任意性统一的层级规约系统,涵盖若干要素。从语音和语义层面的关系看,语言符号的任意性是绝对的;而从句子和语篇层面看,语言符号的任意性是相对的,规约性占主导地位。绝对任意性是语言的原创性,而相对任意性或规约性使语言具有系统性、理据性和社会性。语言符号任意性和规约性的相互作用不仅发生在语义层面,也发生在语用层面(陈杰 2017:6-9)。任意性直接反映出语言系统的特征,语言系统通过语音要素和语义要素的任意结合发生作用。任意性间接地与语用产生关联,语言学习者必须遵守规约选择语言系统内部关系,规约性在语用层面起更大作用(张绍杰 2004:113-114)。索绪尔语言哲学思想的精髓体现在语音要素和语义要素的任意结合总是按照一定的语言规约完成,任意性受到规约性限制的结果使语音要素和语义要素的结合产生价值,促使语言这个价值资源系统用于人类创造意义的资源系统成为可能。人们通过语言实践活

动,在不同的社会语境中创造意义,完成言语交际活动(顾晓波 张延飞 2013:46-47)。

3 儿童英语语篇仿写的规约性和任意性

仿写指仿照给定的句子造句或者仿照所给的语段和短文等写作语段或短文等。本文中儿童英语语篇仿写指老师给出话题范文,让学生在规定的语言结构框架下,仿写话题或主题。儿童英语语篇仿写虽然是模仿现成范文进行写作的形式,但是它属于广义的模仿性学习范畴,是儿童模仿者受某种话题刺激在语言规则的制约下产生心理上的共鸣而出现的意向性反应,是一种语用认知过程(刘森 2001:105)。

儿童英语语篇仿写结构、内容和过程兼具规约性和任意性特征,是二者相互作用的结果。仿写结构受到规约限制,仿写的内容可任意选择。而仿写过程不是直接地模仿范本的行为,而是通过解读范文,建立起对范文的心理映象。这种范文模式的心理映象只是一种暂时的、不稳定的意向,特别是概念要素之间的匹配具有任意性。儿童仿写者通过超越语言符号层面,依据相关的语境要素,进入原文的编码意图空间,实现意义的转换和重构。读解范文是语境规约下对文本意义的重构行为,是语篇仿写的首要步骤。儿童英语语篇仿写是以这种暂时的心理映象为基础的再加工过程。在仿写过程中,儿童仿写者内心不断地呈现这种暂时的心理映象,在语言结构的规约下,通过模仿和强化这一心理映象模式进行写作,从而建立起相对稳定的作文认知图式。儿童英语语篇仿写不仅仅满足于通过解读范文获得文章表象并产生类似的行为,而通过仿写这一作文方式反复呈现心理映象并最终建立起稳定的作文心理结构。由此可见,儿童英语语篇仿写从本质上说是“创新”而不是“复制”,是依据语言符号任意性和规约性共同作用下的“仿”中求“思”,“仿”中求“变”,“仿”中求“新”(何江 2013:84-85)。儿童英语语篇仿写过程就是通过解读范文以获得对范文的理性认识,然后在社会语境的规约下产出与范文相似但又不尽相同的文章的理性思考和创新语用认知过程。

4 基于儿童英语语篇仿写的语言文化生态建构模型

儿童语言发展和环境要素密切相关。美国语言学家、人类学家 Sapir (1912) 和美国心理学家 Bronfenbrenner (1979,1986) 特别强调环境对语言

的制约作用,他们分别指出可以从人们使用的语言中推导出他们所处的自然环境特征和社会文化特点;心理和语言的发展是人的心智与环境相互作用、不断发展的系统进程(江承凤等 2012:119-125)。语言环境分为外生态环境系统和内生态环境系统,前者包括自然系统、社会系统、文化系统以及人群系统;后者指任何特定的语言单位与其他语言单位的关系(李国正 1991:48)。孙玉梅(1993)认为语言生态环境是影响语言特性发展、制约语言功能效应的社会因素和社会条件的动态集合体。协调的语言生态环境不仅能促进语言的生成与发展,而且有利于语言功能充分发挥。语言生态环境内部结构复杂交错,有语言生成的内部环境和外部环境,语言学习的主观环境和客观环境,语言交流的自然环境和社会环境。张公瑾(2001)认为语言、文化、环境共同构成生态环境,并提出语言间的互补和共生构成语言生态环境。付东明认为语言文化生态环境主要指在一定的自然、社会条件下语言文字存在的状况及其使用环境(付东明 2007:61-63)。本文中基于儿童英语语篇仿写的语言文化生态指语篇解读、重构、创新时语言文化要素之间相互作用形成的语言关系、价值和资源共生系统。这样的语言文化生态有其动允性(Gibson 1977,1979; Stoffregen 2000; Haugen 2001; van Lier 2004),有利于仿写者思辨和创新,促进新语篇生成,提高语言输出能力。

儿童英语语篇仿写是语言系统的语用认知过程,是利用语言关系系统产生价值系统,促成语篇通过能指和所指任意结合的内部组织和语言社会规则外部联结创造意义,成为资源系统的过程,也是构建有利于儿童语篇能力发展、文化意识培养的语言文化生态系统过程(张绍杰 2004:12)。因此,基于儿童英语语篇仿写的语言文化生态建构过程就是将文本解读、重构、创新的语用认知过程结合语言的系统性、理据性和社会性等方面进行强化训练的过程,强调语言的任意性和社会文化生态的规约性相互作用对儿童语篇仿写能力、文化意识和能力等培养的价值取向和资源利用。具体的建构模型如图1所示。

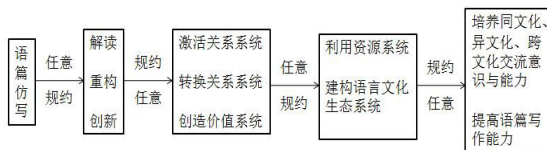


图1 基于儿童英语语篇仿写的语言文化生态建构模型

基于儿童英语语篇仿写的语言文化生态建构过程的每个步骤均受到语言符号任意性和社会规约性的相互作用。语篇仿写是基于读解语篇并加以认同基础上的创造性活动(杨劲松 2008:103)。文本解读作为语篇仿写的首要步骤在语言符号任意性和社会规约性的相互作用下,特别是社会规约性通过激活语言关系要素和其相互作用渗透到语篇解码的认知理解过程中,形成初步的心理映象。然后通过任意与规约转换关系系统重新编码、重构和转换意义,形成仿写认知图式。有限的仿写概念语言单位能够在有限的仿写规则规约下产生无限的有理据、可接受的概念或要素关系源于语篇的生成是在规约性基础上的任意组合。规约使概念及要素关系相互联系和制约,构建受主题支配的语言文化生态。最后,通过语码转换创造新的文本意义,实现关系系统与价值系统的统一,从而在任意与规约下,引导仿写者利用语言关系系统和价值系统融合后创造的资源系统和其建构的语言文化生态系统进行自我教育,发展语篇能力和获得文化意识。在这个语言文化生态系统内,同文化、异文化和跨文化概念及要素关系共生并存。

5 案例分析

5.1 实验设计

笔者根据索绪尔语言任意性和规约性相互作用理论和生态语言学相关理论,对45名小学4年级学生进行两次围绕话题 *Activities in the School* 的仿写训练。第一次仿写在课内给出范文并反复练习后,限时15分钟完成,要求学生不改变话题,只需修改有趣的、危险的和错误的校园活动(参见范文中划线部分),让学生任意对关系系统进行匹配和转换,从而产生价值系统。第二次仿写时间安排在课外进行,无严格限时,学生第二次上课提交即可。仿写内容要求学生改变话题,但不能改变句型和文章结构。课外仿写可以利用家庭环境因素作用。仿写范文如下:

Activities in the School

We can do a lot of interesting activities in the school all year round. Not only can we study but also we can play. Not only can we play sports but also we can play games. It's fun to sing and dance with our classmates in the school.

But it's dangerous to climb up the windows. If we do it, we can fall down and get black and blue all over.

Moreover, it's wrong to fight with our classmates because they are our friends. We should help and learn from each other.

All in all, we should have interesting and meaningful activities in the school. We shouldn't do dangerous or wrong things there.

5.2 实验结果与讨论

课内仿写在保持句型和语篇结构不变的前提

下,发挥语言任意性和规约性的特点,让学生激活和匹配有关趣味校园活动、危险校园活动和错误校园活动的3个概念关系系统。学生将范文中的5项趣味校园活动、1项危险校园活动和1项错误的校园活动分别拓展为37、16项和20项,其中37项趣味校园活动再分为12项学习活动、8项体育活动、5项休闲娱乐活动和12项团结助人活动,详见表₁。

表₁ 课内仿写校园活动

37项趣味校园活动	12项学习活动	learn English/Chinese/math/painting/science, have classes, have art classes/PE classes, read books, do homework, paint, draw
	8项体育活动	play football/basketball/table tennis, do exercise, do morning exercise, jump, run, have a sports meeting
	5项休闲娱乐活动	listen to music, smell flowers, see the blue sky, eat delicious food, play computer games
	12项团结助人活动	play/jump/play and draw/play and learn/skip/go for a spring outing/do exercise/do sports/play hide-and-seek/play football with classmates, play games with friends, help friends
16项危险校园活动	buy dirty food, play a knife with friends, throw stones/knives/the pen/the ruler, climb up the carvings/stones/trees, run in the classroom, fight/run fast on the stairs, push classmates on the stairs, play running man, play fire, run so fast	
20项错误校园活动	draw on books, play fire in the classroom, play in class, walk on the grass, play with a knife, make fire, for boys to fight with girls, stamp on the lawn, run on the stairs, fight with our classmates on the stairs, curse the teacher, pick flowers, carve windows, injure/harm classmates, not to do homework, jump the queue, not to listen to our teachers, shout with our classmates, push classmates on the stairs	

在课堂上,经过学生激活和匹配的趣味校园活动、危险校园活动和错误校园活动3个概念关系系统在 not only... but also... 并列句、It's fun to do something 动词不定式作主语、if 引导的条件

状语从句和 because 引导的原因状语从句等语言形式的规约作用下产生学校德育教育价值系统,构建校园语言文化生态,详见表₂。

表₂ 校园活动关系与价值系统

关系系统	趣味校园活动	危险校园活动	错误校园活动
价值系统及语言形式			
学校德育教育	助人为乐、团结合作、合作学习、运动锻炼	玩耍利器、打闹喧哗、楼道推人、攀高玩耍	毁坏书籍、乱吃东西、破坏环境、举止粗鲁
价值系统语言形式	not only... but also... 并列句、It's fun to do something	if 引导的条件状语从句	because 引导的原因状语从句

危险及错误校园活动概念关系系统产生的学

校德育教育价值系统的语言形式主要有下面的条

件状语从句和原因状语从句:

Our books will be dirty if we draw on them.

We can make our friends cry if we play with a knife.

We can injure classmates if we throw stones/the pen/the ruler.

We can fall down and get injured if we climb up the carvings/trees in the school.

We may be injured if we run fast in the classroom.

Classmates can be injured if we push them on the stairs.

If we play running man, we can injure classmates.

It's dangerous to buy dirty food because it has a lot of germs.

It's dangerous to run fast on the stairs because we can get injured.

It's wrong to play fire in the classroom because we can get burnt.

It's wrong to make fire because the school can be in danger.

It's wrong to walk on the grass because it has a life and we should protect it and the environment.

It's wrong to curse teachers because we should respect them.

It's wrong to shout with our classmates because we should keep quiet in class.

另外,课外45篇仿写活动涉及家庭文化活动和
社会文化活动两大内容,其中社会文化活动再分为
同质文化活动、异质文化活动和跨文化活动(Jacobs
2012:13-18),具体活动类型和篇数见图2。

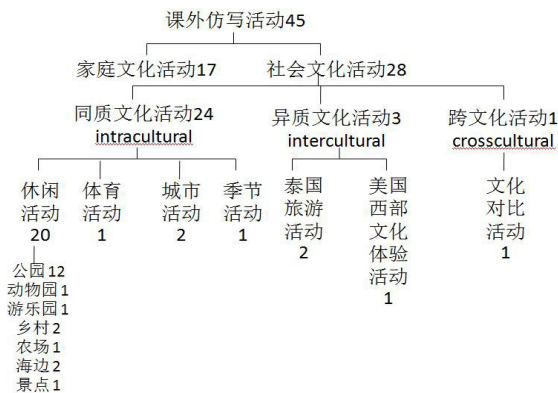


图2 课外仿写活动

在17篇课外仿写家庭文化活动(Activities at Home)中学生同样匹配和激活趣味、危险和错误

的家庭文化活动3个关系概念系统。30项趣味家庭文化活动再分为5项学习活动(learn, draw, read books, learn English, do homework)、6项家务劳动(cook, make cake, water flowers, clean the room, help our mothers do housework, do housework)和19项休闲活动(play, sleep, eat food, smell flowers, watch TV, sing and dance, share stories, see a movie, play games/computer games/hide-and-peek/ipad/toys/ball/chess/the piano, play with mom and dad/friends, do sports)。7项危险家庭活动包括玩危险物(play with fire/electricity/a knife/gun)和玩危险游戏(play football, jump and run, climb up the table)。9项错误家庭活动包括不孝顺父母(fight/quarrel with parents, answer back parents, make trouble to mom and dad)、破坏家庭环境(draw bad pictures on the wall, make toys broken, make noise)、冒险活动以及坏习惯活动(jump off the house building, play computer games long)。以上仿写活动在相同语言形式的作用下产生家庭教育价值系统,对热爱学习、家务劳动、孝敬父母和珍爱生命等家庭教育价值内涵进行自我教育。以下是学生通过反思危险和错误家庭活动后,采用条件状语从句和原因状语从句,进行自我家庭教育的结果:

We can cause fire and die in it if we play with fire at home.

Our house will be ashes if we play with fire at home.

We can make parents cry if we play with a knife.

We can get injured by electricity all over if we play electricity.

We can break the window and kick people if we play football at home.

We are likely to be hit if we jump and run in the house.

We can fall down and get black and blue if we climb up the table.

It's wrong to fight with parents because they are friends and we should live happily together.

It's wrong to jump off the house building because we can fracture and get black and blue all over.

It's wrong to play computer games long because it will harm our eyes and we should protect our eyes.

It's wrong to quarrel with parents because they love us and we should be dutiful.

It's wrong to make trouble to mom and dad because they take care of us and we should love them.

It's wrong to make noise because neighbors don't like noise and our parents may get angry and we can't be a trouble-maker.

It's wrong to answer back our parents because they have brought us and we should repay them.

在28篇课外仿写社会文化活动中包含24项休闲、体育、城市、季节的同质文化活动、3项包括泰国旅游、美国西部文化体验活动的异质文化活动和1项跨文化活动。在24项课外仿写同质文化活动中,12篇公园休闲文化活动(Activities in the Park)最具代表性。学生在课外通过发挥语言任意和规约的特点,匹配和激活趣味、危险和错误的公园文化活动3个关系概念系统。25项趣味公园活动同样包括学习、娱乐、运动等活动(run, jump, play, sing, swim, eat, drink, picnic, relax, exercise, dance and tap our feet with our friends, smell flowers, do sports, fly kites, ride a bike, play games, take a walk, read books, play basketball/football/iphones/hide-and-see, climb mountains, jump and run with our family, play on the grass)。7项危险公园活动包括climb up the trees/rockery/sculptures, throw stones, play with fire, go swimming in the lake, make fire。5项错误公园活动包括pick flowers, catch fish, walk on the grass, play with monkeys, kill trees。危险和错误公园活动产生的社会教育价值系统也通过相同的条件状语从句和原因状语从句得以外显化:

We can fall down and get black and blue all over if we climb up the trees/the rockery/sculptures.

We can lose lives and burn trees if we play with fire in the park.

We can harm people if we throw stones in the park.

We can die if we go swimming in the lake.

Trees and grass can catch fire and the park will disappear if we make fire in the park.

It's wrong not to listen to mom and dad because we can get lost very sadly.

It's wrong to catch fish because they also have a life.

It's wrong to walk on the grass because it has a life.

It's wrong to play with monkeys because they can attack you.

It's wrong to kill trees because they are our friends.

特别值得一提的是,学生课外仿写活动涉及3项异质文化活动(Activities in Thailand和Activities in the Wild West)和1项跨文化活动(Activities in China and Australia)。趣味异质文化和跨文化活动概念关系系统包括eat seafood, go underwater, play sand, take an elephant ride, swim and surf with our friends, go swimming in the sea, dive, look at the sea, eat fruit, eat durian, ride a horse, see the cowboy, to be a sheriff;危险异质文化和跨文化活动概念关系系统包括swim in the deep sea, fight in Thailand, chase outlaws in the wild west;错误异质文化和跨文化活动概念关系系统包括throw garbage into the sea, to be rude to monks, to be outlaws。异质文化和跨文化交流价值系统在以下句型中产生:

We can drown and swim into the shark mouth if we swim in the deep sea.

We can lose face if we fight in Thailand.

It's wrong to throw garbage into the sea because the fish are our friends.

It's wrong to be rude to monks because they are kind and we should respect them.

We can be in danger if we chase outlaws in the wild west.

It's wrong to be outlaws because we can go to jail.

It's fun to talk loudly at meals in China, but it's wrong to do that in Australia.

It's dangerous to talk to strangers in China, but it's fun to do that in Australia.

课外仿写活动有利于构建和完善内涵更深、外延更广、相互融合的语言文化生态。从校园文化生态延伸到家庭文化生态对小学生来说已实属不易。须特别指出的是,28位学生通过任意和规约语言形式,产生外延更广的社会活动概念关系系统和社会教育价值系统、跨文化交流价值系统,构建出24项包含休闲、体育、城市、季节的同质文化活动、3项包括泰国旅游、美国西部文化体验活动的异质文化活动和1项跨文化活动的社会语言文化生态,使语言文化生态的建构向纵深拓展。

6 结束语

课内外儿童英语语篇仿写可以促进仿写者通

过任意和规约语言形式,发掘各种语言和文化要素关系,感受语言文化生态动允性,利用语言文化生态动允性对儿童学习者的反作用力,完成文本解读、重构和创新。其整个过程不仅是创新语篇生成,同文化、异文化和跨文化交流意识提高和言语交流成为可能的认知语用过程,而且是儿童开发和利用语言关系,构建自我教育价值系统和资源系统的过程。尤其是课外仿写在发挥家庭环境因素的促进作用下构建的语言文化生态外延更广、内涵更深、动允性更强。基于儿童语篇仿写建构的语言文化生态系统蕴涵语言关系系统、自我教育价值系统和资源系统,其过程帮助儿童仿写者成为语言文化生态的利用者和开发者。

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