

—— 85

610064

85

H195.4 A 2221-9056 2016 03-0400-09
DOI 10.14095/j.cnki.oce.2016.03.012

2008 2013 2003 2006 2007
 1 2 1

Schegloff Gail Jefferson Conversational Analysis 20 60 Harvey Sacks Emmanuel

3

85

1

1		2006
1		2011
2		2014

85

" " " " " " + "

cency pair ⁴

" " 2004 Schegloff Sacks " " adja-

" " " " " " + "

2007

5

2

2

						+
	82 62.6%	17 13%	23 17.6%	7 5.3%	0	2 1.5%
	160 69.9%	35 15.3%	29 12.7%	3 1.3%	0	2 0.8%
	60 43.8%	46 33.6%	22 16.1%	5 3.6%	1 0.7%	3 2.2%

" " 6

62.6% 69.9% 43.8%

1

T1
T2
T3
T4

2

T1
T2
T3

T4

T5

T6

T7

T8

1

2

"

"

"

"

3

T1

T2

T3

3

询问1/比较—回答1/比较/询问2—回答2/比较



2009

4

A

T1

B

T2

A

T3

B

T4

4

4

T2/T3

/

4 P212

5

T1

T2

T3

T4

" "

3

	/					*		
	29	9	17	2	2	6	1	66
	19	12	7	8	0	1	0	47
	16	15	20	1	2	1	1	55

* " " "....." " " "....."
 " / "

2009

35

4

a.	b.
1	1
2	2
3	3
4.	4
5.	5
6.	6
7.	7
8.	8
9.	9
10.	10
11.	11.
	12

13

" "

" " "

4

2.

6 P222

Schegloff 1968

" "

5

	16	5	1	0
	9	1	0	1
	20	4	2	0

" "

7

—

3

7

""

8

7 7

—

13

9

.....

—

8

9

" "

10

—

" " _____

The Presentation of Features in Conversational Structure and its Pragmatic Function in Chinese Textbooks

—A Case Study of 85 Conversations

YANG Tian

School of Overseas Education Chengdu 610064 China

Abstract Based on the theory of Conversational Analysis the present study has done a systematical research on the compiling of conversations in three Chinese textbooks and analyzed the structures of conversations and their pragmatic function. Research has found that most of the conversational structures are comparatively simple and the display of pragmatic function is rather insufficient. This study proposed some suggestions to the compiling of Chinese textbooks.

Key words Conversational structure Pragmatic function Chinese textbook Teaching Chinese as a Foreign Language

ICCPG3