

汉语作为外语教学丛书

留学生在华汉语教育初探

——汉语作为第二语言习得研究

Chinese as a Foreign/Second Language in the Study Abroad Context

主 编 李坤珊

副主编 凌志韞 顾百里 梁新欣



北京大学出版社
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前言 Foreword

自 1980 年初起,包括美国在内的许多国家开始大规模地在中国设置留华教育项目,到中国留学的人数因此迅速增加。与此同时,第二语言习得专业(Second Language Acquisition)也在西方学术领域逐渐发展,并已进入成熟的阶段。这门新兴学科强调以跨领域的研究方法,深入分析语料,并从多层面探讨第二语言习得的认知发展过程;其研究结果已被广泛应用于外语教学中。这种影响也已然体现于一些欧美留华项目的对外汉语课程设置及管理方式上。

如今,外语留学项目已成为第二语言习得、跨文化研究以及比较心理语言学的重要研究范畴之一,汉语留学项目自然也不例外。在这个时代的大潮流中,杜克大学留华项目^①和美国各大学联合汉语中心^②于 2006 年夏在北京合作举行了“汉语作为外语或第二语言习得的留华教育研究”国际学术研讨会。大会特别邀请了国际知名的第二语言习得专家 Dr. Richard Brecht 为特约讲员,观察会议全程,并在会议结束时给予讲评。对外汉语留华教育虽发展迅速,但目前学术界尚无一本论述这一议题的专辑。经过与多位与会的同仁磋商,并得到北京大学出版社汉语及语言学编辑部主任沈浦娜女士的支持之后,编辑委员会决定以该会发表的论文为基础,并扩大及加深对此专题的研究,正式统筹编辑《留学生在华汉语教育初探——汉语作为第二语言习得研究》^③(*Chinese as a Foreign/Second Language in the Study Abroad Context*)之学术专辑。

编辑委员会本着学术优先的原则,希望从不同的角度及层面来探讨这一专题。除了参加上述学术会议发言并同意撰稿的作者以外,我们还诚邀中国大陆、中国台湾以及美国在对外汉语留华教育事业具有丰富经验及学识的专家学者投稿。经过近一年的准备,编辑委员会根据所有来稿内容归纳出十个子题。首先以 Richard Brecht 的论文作为概论,从外语教育的宏观角度来介绍留学教育所具有的特征和重要性。接着,是 21 篇研究留华教育为主的论文来探讨学习者的信念与动机、具实验性质的比较性研究、社会环境与交际能力的培养、语法教学、教学法、文化与课程设置、教师的专业发展与评估,以及迅速成长并备受重视的中(小)学阶段的留华教育。最后,以对外汉语教学界中几位资深学者的文章,从宏观角度来审视当今对外汉语教学界的某些趋势,并对其作出回应。

① Duke Study in China Program (DSICP).

② Associated Colleges in China (ACC).

③ 书名中以“在华教育”取代会议名称中的“留华教育研究”。

本专辑所有论文的出现次序乃根据各子题中作者的英文或拼音姓氏字母依序排列。每篇文章均附有中英文提要。本专辑的目录或许能反映出留华教育在对外汉语教学界中所扮演的角色,及与第二语言习得这个大领域的关系,然而我们必须声明,各别作者的看法或理念并不代表全体编辑委员会及其他作者的意见。为了能得到更多同仁及广大读者的关注,北京大学出版社同意我们以中英文混合编辑的方式出版。在书目中,以中文撰写的文章,中文标题列于英文标题之前;而以英文撰写的文章,中文标题则列于英文标题之后。

我们希望本专辑的出版对这二十多年来汉语作为外语或第二语言习得的留华教育发展作一番回顾与前瞻。同时,我们也期望这本专辑能起抛砖引玉之效,使更多人重视并深入研究留华教育与第二语言习得的关系。谨此,我们特别感谢当初协助学术会议的举行并在专辑筹划初期给予许多宝贵建议的靳洪刚教授^①,同时也感谢赞助出版的杜克大学海外学习办公室及亚太研究中心^②,以及北京大学出版社。以上三个单位的支持正说明了留华教育发展事业的备受重视。最后,我们诚挚感谢所有以行动支持这本专辑,在百忙中不吝赐稿的专家、学者、同仁。这本专辑的出版是理论与实践结合的又一佐证。

《留学生在华汉语教育初探——汉语作为第二语言习得研究》编委会

2007年6月

① Hong Gang Jin (PhD), Professor of Chinese in the East Asian Languages and Literature Department, Hamilton College.

② The Office of Study Abroad and Asian/Pacific Studies Institute at Duke University.

致 谢 Acknowledgments

Large-scale study abroad by American students began in China since the 1980s. The editors of this volume feel both honored and excited to present *Chinese as a Foreign/Second Language in the Study Abroad Context* to colleagues who have devoted themselves to the teaching of Chinese as a second and foreign language (TCFL TCSL) and to study abroad education. We hope that this volume serves as a collective reflection on this important topic and as an inspiration for future research.

This volume consists of a major revision and substantial expansion of the conference proceedings for the International Conference on Chinese Language Education in the Study Abroad Context, which was held at Beijing Capital Normal University in the summer of 2006. First and foremost, I would like to thank Hong Gang Jin (Hamilton College) who invited me to co-organize that conference and gave me many important suggestions in the early stages of the preparation for this volume.

As the team leader of this publication project, I would like to extend my deepest gratitude to my fellow editors Vivian Ling^①(previous editor of JCLTA^②), Cornelius C. Kubler^③(current editor of JCLTA), and Hsin-hsin Liang^④(University of Virginia). Their commitment to this project along with their professionalism and high standards have not only inspired me throughout this process, but also formed the foundation of this volume. Moreover, I owe a special debt to Vivian, a proponent of international education and a pioneer in the field of TCFL TCSL; her mentorship during this project has been a valuable learning experience for me. Her work on the final stages of editing demonstrates the state of the art in editing that I would not have been able to

① Vivian Ling (凌志韞) began her career as professor of Chinese Language and Literature in 1970, and has taught at Oberlin College and Colgate University. Over the past 35 years, she has established and directed Chinese language programs in Taiwan, Shanghai, Kunming, and Beijing, most notably the Inter-University Program for Chinese Language Studies (IUP). Prof. Ling has published numerous books and articles in the area of Chinese language and literature, and has served as Editor of the *Journal of the Chinese Language Teachers Association*.

② JCLTA stands for *Journal of the Chinese Language Teachers Association* in the United States.

③ Biographical information on Kubler can be found in his article "Conducting Teaching Observations in Chinese Language Study Abroad Programs" in this volume.

④ Biographical information on Liang can be found in her article "Partial Outline: a Preview Exercise for Improving Teacher-Student Interactions in the Classroom" in this volume.

learn otherwise.

My appreciation also extends to Richard Brecht, who is a pioneer in second language acquisition in the study abroad context and who served as the keynote speaker at the conference. Special thanks are due the ten invited contributors who did not make presentations at the aforementioned conference but nevertheless took time out from their very busy schedules to write articles and share their knowledge and experience with colleagues in the field. Their contributions supplemented presentations at the conference and made this volume more complete. My gratitude also goes to Yuehua Liu, another pioneer in the TCFL field, for advice on seeking a publisher, and to Puna Shen of Beijing University Press, who granted me liberty in editing and assisted me throughout the process of bringing this volume to fruition.

Last but not least, I am grateful to Duke University, specifically the Office of Study Abroad (OSA) and the Asian/Pacific Studies Institute (APSI). The support of OSA Associate Dean Margaret Riley and APSI Associate Director Yan Li for this project demonstrates the dedication of the university to the vision of globalization and internationalization in its education.

Carolyn Kunshan Lee

李坤珊

June 2007

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A Framework for Discussing the Uniqueness of In-country Language Learning^①

探讨在目标语国家语言学习特征的整体框架

Richard D. Brecht^②

Abstract: The in-country immersion environment can be a “magic bullet” in one’s language learning career, but only if its unique qualities are understood and exploited. To wit, in-country immersion is a “Rich” environment that exceeds domestic classroom learning in the amount, intensiveness, and variation of linguistic and cultural input. Also, it is a “Real” environment, where successful or failed communication often has immediate and practical consequences for learners. Finally, this learning environment is essentially “Self-Regulated” in the sense that so much of the learning takes place in interactions outside of the classroom and beyond the control of professional teachers, upon which domestic language programs depend. This characterization of in-country language immersion can serve as an overall framework for designing both domestic and in-country language programs.

Key Words: Study abroad, Immersion, Language Learning

提要:在目标语国家全沉浸式的环境里学习语言虽然能发挥奇效,但前提是课程设置者及学习者对这种学习环境的独特性有深刻的了解,并且能充分利用,才可能达到最好的效果。在分量上、强度上和语言、文化输入的多样性上,全沉浸式的目标语学习环境都比在非目标语环境的课堂中来得丰富多彩。同时,由于它是一个真实的语言环境,学习者能立即感受到实际沟通的有效性。不像在母语国家课堂里,在目标语国家全沉浸式的环境里学习语言主要是一种“自我调适性”的学习过程,因为其语言学习机会和经验多半发生于课堂外的社会活动当中。由此,无论是在设计母语国家语言学习项目或是目标语国家语言学习项目时,都应将这种目标语沉浸式的语言学习特征作为课程设计的整体框架来考虑。

关键词: 海外学习 全沉浸式 语言学习

In the language teaching community there is virtually unanimous agreement that

① The present paper draws heavily from a previous study by the National Foreign Language Center in Washington, D.C. titled *Immersion Training Evaluation Kit* as well as other studies and presentations by the staff of the center.

② Dr. Richard Brecht is a Professor of Russian in the University of Maryland. He was the former Director of the National Foreign Language Center.

in-country study of the language is critical to true proficiency. In fact, the study abroad experience traditionally is conceived of as a “magic bullet” for language learning. However, few students and teachers can articulate what actually is unique about this experience. What does a learner get out of the time spent in country? What is it about this learning environment that brings this about? Let me attempt to answer these two questions, in full awareness that in this distinguished audience such a recitation may indeed be superfluous.

What are the Benefits of Immersion Language Learning?

In various studies by the National Foreign Language Center in Washington, D. C., four types of benefits to language learners were identified:

- language and culture knowledge and ability
- language learning skills
- language use behavior
- attitude and affect

The first benefit, most obviously, is an immediate gain in language proficiency and cultural understanding. This gain is the normal target of a language-focused study abroad program, although the amount of improvement depends largely on the length of the program and, of course, its quality.^① In fact, there is strong evidence that, without study abroad, reaching functional language ability is out of the reach of most students.

The other three benefits derived from immersion training are based not so much on students' additional language ability, but on their increased skill as language learners and users and their heightened desire to learn and interact, changes that in the long term will support increased foreign language use and, accordingly, an increased benefit derived from such use. These are considered immersion training's long-term benefits because their contribution to language proficiency occurs long after the immersion training is concluded and because this contribution can continue for an extended period of time, perhaps throughout the learner's career.

Learning Skills

The immersion experience brings about a significant improvement in the way students approach language learning. For example, they often reconceptualize the language learning tasks they face. As a rule, students exposed only to classroom learning view the task as essentially academic, like all their other school house experience. After immersion, the orientation of students changes: the task is to

^① The American Council of Teachers of Russian has accumulated the richest data base on the gains of different types of in-country language learning. Cf. Davidson 2005.

become proficient in using a valuable tool, which enables one to do one's job as well as get to know interesting people and places. So, instead of vocabulary learning, they are acquiring a richer set of topics to discuss. Instead of learning grammar, they are removing barriers to communication at higher and more proficient levels.

Perhaps the most significant lesson they learn is that they, and not their teachers, can best direct their learning. At the highest levels of language proficiency, students must take control of their own learning careers, seeking out opportunities to advance their grammar knowledge, finding all possible opportunities for exposure and practice, consulting with experts (either linguists or native speakers), assessing their *strengths* and weaknesses, and the like. The immersion experience gives students their first and most intensive lesson in self-management of learning.

Use Skills

In the immersion environment students learn to take risks, which is the only way to increase language use and, thereby, language proficiency. By placing students in an immersion environment, managers provide the first real experience in risk-taking, since in the classroom the risks students take are concerned with academic performance rather than communication. Perhaps the strongest factor in managing risk is confidence or belief in one's own abilities. In this regard, the most often reported effect of immersion training is the raising of students' confidence in using the language to actually communicate. No amount of classroom instruction can induce this attitude, for the totally artificial atmosphere of the classroom provides no "real communications" test of language and students' abilities.^①

Attitude and Motivation

Few dispute the value of "morale" and "motivation" in language learning. The literature and the research carried out in this project point to a very strong correlation between immersion training and "affect," with Second Language Acquisition research clearly indicating a very strong relationship between "affect" and ultimate success in language learning. Without question, immersion training has a strong and positive effect on attitude. (Brecht and Robinson 1995; Isabelli-Garcia C. 2005, Jackson and Lett 1995; Perdue 1984; Warden et al. 1995) In fact, it has been argued that language learning programs that do not provide real, meaningful contact with target language native speakers limit the extent of attitude change that can be achieved and sustained. (Genesee 1979) And immersion training, not the classroom, is where the maximum exposure to native speakers can be achieved.^②

① Cf. Pellegrino, V. 2005.

② Cf. Tanaka, K. & Ellis, R. 2003.

What is Unique about the In-country Immersion Environment?

Three basic qualities can be used to characterize the natural immersion environment and, accordingly, the learning which it influences. We have characterized these as the 3 Rs:

- **Rich:** Learning is based exclusively on exposure to the target language and culture, which provides constant and often overly abundant input
- **Real:** Learning is inseparable from the actual process of living; and, therefore, all communication has real consequences
- **Self-Regulated:** Learning is in the hands of the learner; it is not controlled by teachers or by managers of educational programs.

Each of these qualities has a positive as well as a negative impact on language learning. Any successful immersion experience should be structured to exploit the positive and mitigate the negative aspects of this type of learning environment.

Rich

In the immersion environment, students face input and language use opportunities which are linguistically and culturally richer and more numerous than is possible in any classroom. This richness of input involves both the range of linguistic and cultural information the student is exposed to (communication topics, contexts, and registers) as well as the full range of modes of input (visual, oral, and aural). From the point of view of language use, the opportunities inherent in the immersion environment include all communicative functions: personal conversational interactions; presentations, in both written and oral form; comprehension, of both written texts as well as oral presentations, live or in the media. With regard to quantity, there is nothing to compare between the classroom exposure hours and the possibility of ubiquitous exposure during all waking hours. Furthermore, immersion input is notable not only for its quantity, but as well as for its intensiveness; one hour in the home of a Russian around the dinner table may provide input and language use opportunities equivalent to weeks of classroom instruction.

The richness of the immersion environment is a bonus for students, who are used to classrooms with highly limited authentic input emanating essentially from one human source, the teacher, and a range of artificially constructed visual and auditory supplements. Nevertheless, this type of exposure has its significant downside. Unlike the classroom, input in natural settings as a rule is unregulated, unstructured, and “unscaffolded”; the input often is well beyond what the students can handle. Students, as one would expect, are often overwhelmed by this input, particularly those who are at the lower levels of proficiency. This negative aspect of immersion

training can be mitigated if students are instructed in “self-directed learning” or “learner-managed learning,” where managing input that is too rich (using “communication strategies”) is addressed as one aspect of this self-management. In general, teaching students to become effective learners on their own is a necessary part of the preparation for immersion training, where language learning takes place without teachers. (Brecht & Walton 1994)

Real

When living in country, students will be learning as they are living. That is, language learning in country is overwhelmingly concerned with performing real communication in pursuit of ordinary, everyday living tasks. It is generally understood that the most effective way of learning is “by doing.”^① With regard to language learning, this means that students use the language in natural settings, where the consequences of a communications act are immediate and real. Nothing done in the classroom—no exercises, “play acting” or simulations—can produce genuine consequences of successful or unsuccessful communication the way a simple communications act can on the streets of Moscow, for example, when directions back to a certain hotel are sought. If learning is understood as equivalent to storage in long-term memory, then the kind of learning referred to here would be termed “episodic.” Memories created by actually doing something are, in fact, stored in a separate place in the brain from “semantic” memory (e. g., “How many tones are there in Mandarin?”).^② This type of memory and learning, therefore, has to be attended to, and the immersion environment is ideal for attaining this goal.

Again, this very effective quality of the immersion environment has a downside, which has to be taken into consideration in any briefing and debriefing program. The living part of “living while learning” is complicated by the physical demands and personal relationships of living a life in a foreign land. The physical demands of living in an immersion training environment can result in clear cycles of learning and “resting,” where there are periods of high interactivity interspersed with those when students are more interested in retreating from the input than exposing themselves to it. Of particular import for language learning are the “care-takers” students need to find, that is, native speakers who will assist in the learning process. In an environment with no professionally trained language teacher, friends and acquaintances can be extremely helpful as students “experiment” with the language, particularly if the students know how to direct this help. On the other hand, students must be aware when native speakers are simply ignoring their mistakes or even providing “guidance” that is based on dialect or non-standard, colloquial speech. Again, students can be

① Cf. Perelman 1992:126 ff. and the references cited there.

② Cf. Schacter 1996, Bruner 1986, & Hulstijn 2005.

taught how to deal with the negative aspects of immersion exposure as part of their “self-directed learning” training.

Self-Regulated

The final quality of the immersion environment is its self-regulated nature. The natural character of immersion rules out the carefully structured and ordered dispensing of information and practice that is characteristic of classroom instruction. The positive aspects of this characteristic of immersion training are clear. Being essentially in charge of their learning, highly motivated students can charge ahead and acquire language at their own rate, presumably reaching beyond their peers. Research shows clearly that the more one uses the language in an immersion environment, the more one learns. On the downside, however, is the fact that in the immersion environment there is no teacher directing and enabling this use, so the student has to be willing to take the risk of embarrassment and failure in communicative acts. Naturally reticent or less confident students find this extremely hard to do on their own; yet it is the key to learning.

Such learning “freedom” inherent in the immersion environment is clearly both a boon and an obstacle to learning. Without previous instruction in self-managed learning and in “risk-taking,” the more timid students in immersion training can be left behind. On the other hand, with adequate understanding of their own learning and communication styles as well as an appreciation of the opportunities and obstacles inherent in the natural environment of immersion, students can use this experience to learn how to self-manage learning, a skill necessary to a successful language learning career.

How Can We Take Advantage of this Unique Learning Environment?

As language program managers, we have three contexts to improve the learner’s ability to take advantage of this unique learning opportunity: the pre-program preparation or briefing, the in-country academic program and living environment, and the post-program evaluation and “debriefing.” Pre-program preparation should focus on the optimal mindset for the immersion experience, which includes awareness that control of and responsible for learning rest with the learner himself, knowledge of the unique opportunities and pitfalls implied by the 3 Rs, and a handle on a set of tools for improving learning, such as diaries, time/place maps, learning contracts, etc. The in-country programs and processes should focus on flexibility and feedback. In-country language classes should be structured to take advantage of the different cycles inherent in a long stay in a foreign country and should take full advantage of the language use and spin-offs that the students experience. The post-program follow-up should provide students with a clear idea of what they have accomplished and how to build on that