走进沉寂的英语课堂

焦虑影响大学英语课堂参与的个案研究

Enter the silent English classroom: A case study of how anxiety influences participation in college English classroom

马云霞 著

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前 言

在新课改精神的指引下，“参与”成了课堂教学改革的方向。参与既是理念性的知识，又是实践性的活动；既强调活动过程中参与者的在场，又强调参与者共同生成活动成果(林存华，2005)。近几年，参与教学是教育的热点话题之一，相关的研究越来越多，参与教学的意义、制度、具体应用成为课堂教学研究的新亮点，取得了许多有意义的成果。参与教学被认为是一种新的教学理念和教学模式，是对传统的强迫式教学的一种突破，它以人本主义、建构主义、多元智能理论等为基础，在教学实践中体现合作学习精神。

外语教学是一个特殊的教育领域。无论是从行为主义“刺激——反应”模式的角度出发，还是从心智主义的“假设——检验”概念的认知过程来看，语言学习都要求学习者通过口头和书面输出形式，对输入的目标语知识进行重复练习。有研究者(Liu Chunyan 2006)发现输出任务促进学习者习得新的语言形式和提高言语行为表现，输出过程与语言学习过程和学习者的认知发展相关联。外语课堂是无目标语环境下学习者言语口头产出和操练的主要场所。因此，参与教学在外语课堂中尤其关键。本研究就是在人本主义思想指导下，关注学习者情感因素，将新理念和新教学模式——参与教学，带入英语课堂，从中收集一些具体的课堂事例和量化资料，更深层的了解虚拟语境中外语学习者内心的焦虑，以及焦虑对其课堂参与的影响。

二十世纪七十年代以来，外语教学研究重心从如何教转向如何学；由研究教学方法有效性转向研究学习者个人因素和语言课堂实际情况。学习者情感因素是导致外语学习差异的重要因素之一，随着人文主义心理学和以人为本的教育思想的发展，人们越来越重视情感在语言学习中的作用及其作用机制。焦虑可能是语言学习中最大的情感障碍(Arnold,1999)；学生的参与是课堂教学和课堂互动的一个重要方面，是学习者语言操练和产出的重要途径。无论从理论角度，还是深入实践，我们都能感觉到外语课堂焦虑对学生在课堂活动中的参与有影响。在外语教学研究的文献中，亚洲学生，尤其是中国学生一直都是与沉默、被动的语言学习者划等号的。中国学生在英语课堂上不愿意参与教学活动，不主动发表自己的观点，不提问，对教师过于依赖等现象普遍存在。很多教师把课堂的这种沉默现象简单归因于亚洲文化因素所造成的学生本身固有的群体文化性格。本研究通过问卷，课堂观察，交谈等方式了解到学生并非懒惰或不愿意参与英语课堂活动，而是他们的焦虑阻碍了课堂参与的积极性。对于这种课堂低参与现象，有研究者提出了解决方法，如：袁叶(2007)通过试验研究发现“课前大纲”有利于降低学生的课堂焦虑度，可以增加他们的课堂参与度；王学华(2006)提出了人际交互式教学法，并将其应用于英语教学，发现这种方法可以改变学生英语课堂沉默现象。这些研究所提出的方法可能对提高学生的课堂参与积极性有一定作用，但是并没有说清楚英语课堂焦虑到底怎样影响学生参与这一问题。笔者认为，弄清楚学生的课堂参与心理机制才是解决问题的关键所在。课堂焦虑和课堂

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参与这两个课堂教学的变量之间到底有怎样的关系呢？这是本研究主要解决的问题。

关于外语课堂焦虑和参与这两个变量的研究已有很多，大部分都是对它们各自的考察，以及对它们与语言成绩的相关性的探究。但是学习者的某一个因素和语言学习成绩之间并不是简单的线性关系。本研究从语言学习的过程角度出发，探索了语言学习焦虑和学习者参与的相互关系。本研究主要考察了受测学生的外语课堂焦虑程度与特点；课堂参与频率与特点；焦虑程度和参与方式的关系；焦虑程度和活动模式的关系；以及焦虑各因素和参与频率的关系，并给出启示：教师可以通过调节学生焦虑程度，提高学生课堂参与的频率和质量，促进外语学习。本研究的结果表明：

1. 学生具有一定程度的焦虑，在口语中尤为严重。交际畏惧和负评价焦虑与焦虑程度高度相关，而与本族语者交谈焦虑和焦虑程度之间相关度很弱。学生的课程落后焦虑较高，对英语课的消极态度程度较低。男女学生的焦虑程度差异显著。

2. 学生课堂参与意愿和实际参与频率之间的差异显著，男女学生的参与频率有显著差异。在小组活动，全班活动，和教师引导活动这三种互动模式中，学生的参与频率也表现出显著差异：教师引导活动中，参与频率最高，小组活动次之，全班活动中参与频率最低。

3. 大部分学生因为紧张而喜欢以回应老师或被老师提名的方式参与课堂活动。小组活动中，较低焦虑者主动用外语交谈，而较高焦虑者被动回应。全班性交流活动中，学生主动参与次数与焦虑程度之间近似于二次方程式，表现

为弧形曲线，高焦虑者和低焦虑者参与较少，适度焦虑者参与最多。

4. 学生在三种活动模式中参与频率和他们各自的焦虑程度之间并不是直线关系，而是近似二次方程式图像的曲线关系。只有适度焦虑者在三种互动模式中参与频率最高。

5. 学生焦虑程度和参与频率显著负相关，而且呈二次曲线关系，适度焦虑者参与频率最高。焦虑各因素中，与本族语者交谈焦虑和参与频率显著正相关，其余四因素与参与频率负相关。

本书包括七章：第一章引出了外语课堂焦虑的定义，讨论了课堂参与在外语学习中的重要性，并阐明了本研究的目的和意义。第二章介绍了本研究要依据的理论基础。克拉申（Krashen)提出的情感过滤假说(焦虑程度越低，语言学习效果越好）是研究焦虑与语言习得关系的理论基础；Alwright 与 Long 的互动假说（语言要在交流中习得)和 Swain 的输出假说(除了可理解性语言输入，可理解语言输出促进语言习得）是课堂参与的理论基础。维果斯基(Vygosky）提出的最近发展区域（ZPD: Zone of Proximal Developmernt)和支架理论(scaffolding)则把语言教师在课堂教学过程中调适学生焦虑程度，促进参与的作用提高到理论层面。第三章回顾了国内外相关的研究，发现关于这两个变量的研究还有很多不足之处，并根据作者的调察结果，进一步证明了探索焦虑和参与之关系的必要性。第四章介绍了研究对象，研究工具，研究步骤和方法，以及数据处理和分析方法。第五章给出了研究结果，并对其进行分析讨

论。第六章是对全书和本研究的总结，并指出了研究的不足之处。第七章提出了本研究对英语教学的启示，并提出了一些的调适学生课堂焦虑的教学方法。

以上研究调查是个案研究，但也应该引发英语教师的反思。教学不仅应该关注教学方法，也应该关注课堂和学生，更重要的是要关注师生交流。学生在英语课堂中的焦虑阻碍其口头参与的频率和方式，减少了目的语口头操练和产出的机会，从而阻碍了言语能力的提高；言语的低能又会增强焦虑度，影响参与的积极性。这样，课堂焦虑和言语低能相互影响，形成恶性循环。因此，在英语教学中，调适学生焦虑水平，是改善教学效果的有效途径。焦虑水平不仅决定学生是否参与，还影响学生在不同的活动模式中以什么样的方式参与。焦虑是一种不稳定的心理因素，容易产生，也容易消除。因此在课堂活动中，教师可以采取一些教学策略，引导不同焦虑度的学生用适合他们的方式参与到不同的互动模式中去，为学生提供更多的参与机会，增加他们的课堂语言产出数量和质量，从而改善其言语低能问题。

总之，英语课堂中，教师对互动模式的安排，课堂活动的设计以及任务难度的调整，在很大程度上影响学生的焦虑度，继而影响学习的效率。笔者通过此研究，希望能给自己和所有的大学英语教师一些启示：以学生为中心的课堂，不仅要学生最大限度参与，也需要教师的调控，这样学生才能充分利用课堂，有数量更多、质量更高的语言产出。

本书以作者的硕士论文为基础，增添新的研究成果和教学思考后修改而成。研究的方法，对研究的讨论和提出的教学建议有很多不足之处，还望各位同仁批评指正。

Abstract

Since 1970' s, the focus of the research in language teaching turns from how the teacher teaches to how the learners learn; from the effectiveness of teaching methods to individual differences and "what goes on in classroom" . The affective factors belong to one of the factors which lead to variation in language learning. Language anxiety seems to be one of the affective factors that influence language acquisition negatively. On the other side, learner participation, one of the aspects of classroom interaction, is an important means of language practice and language output. Theoretically and practically, language anxiety is likely to influence learner participation. Hence, how do language anxiety and classroom participation relate to each other? The question is exactly what the research is to focus on.

The results of the research are as following:

1. The students show some degree of anxiety in the English classroom, especially in speaking. Their anxiety level shows very high correlation with F1

(communication anxiety and the fear of negative evaluation), but comparatively low correlation with F3 (the comfortableness with English native speaker). They show higher degree of anxiety level in F2 (the fear of failing the English class), but lower degree in F4 (the negative attitude toward English class). There is a significant difference of anxiety level between male and female students.

2. There is a significant difference between reported participation frequency and willingness, and the reported participation frequency shows a significant difference between male and female students. The participation frequency in group work, full-class activity and teacher-led activity shows significant differences.

3. Most students would like to participate in classroom activities by responding to teacher or being nominated by teacher because of nervousness. In group work the students who have moderate anxiety level initiate interaction, while those who are high-anxious or low-anxious just respond. In the full-class communicative activities, the students who are moderately anxious (get 80 to 100 on FLCAS) participate much more than high-anxious or low-anxious students.

4. Participation frequency in group work and in full-class activity shows a moderate correlation with

the anxiety level, while that in teacher-led activity just weakly correlates with anxiety level. The participation frequency in the three different interaction patterns and anxiety level present a quadratic curve in coordinate axis, which indicates that the moderately anxious students participate in activities most

5. The anxiety level shows a moderate and negative correlation with reported participation frequency. The quadratic curve they present in coordinate axis shows that moderately anxious students have the highest participation frequency. Among the five factors of FLCAS, only factor three (the comfortableness in speaking with native speaker) shows a significant and positive correlation with reported participation frequency, while the other four factors are negatively correlated with reported participation frequency.

This research aims to examine how the foreign language anxiety influences language learning from the prospective of learning process and learners themselves. The thesis consists of six parts. The first part introduces the definition of language anxiety, the importance of learner participation as well as the purpose and significance of the research. The second part presents the theory foundations of the research. Krashen's filter hypothesis paves the way for the investigation about anxiety, Long and Alwright's

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interaction hypothesis as well as Swain's output hypothesis support the importance of learner participation, and Vygosky's ZPD theorizes the teacher's scaffolding. The third part gives a critical literature review related to anxiety and participation home and abroad, then introduces an investigation of the effect anxiety has on participation. The fourth part introduces the purpose, procedures, instruments and data collection of the research. The fifth part reports then discuss the results of the research. The sixth part drew the conclusion to the research, and points out the limitations and implications.

【Key words】 Affective factors, foreign language anxiety, anxiety level, classroom participation, participation frequency.

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Contents

List of Figures and Tables *14*
List of Abbreviations *18*
Chapter 1 Introduction *20*
1.1 Language anxiety *22*
1.2 The importance of learner participation *27*
1.3 The purpose of choosing the topic *40*
Chapter2 Theory foundations *48*
2.1 Affective filter hypothesis *48*
2.3 The output hypothesis *49*
2.4 The zone of proximal development and scaffolding. *50*
Chapter 3 Literature review *52*
3.1 Critical research review languageanxiety *52*
3.2 Critical research review of learner participation *67*
3.3 Summary *78*
3.4 My investigation on how the anxiety influence participa *79*
Chapter 4 My research *84*
4.1 Purpose *85*
4.2 Instruments in my research *85*
4.3 Research questions *87*

4.4 Participants and teaching contexts …… 88
4.5 Procedures …… 89
4.6 Data collection and data analysis …… 93
4.7 Results …… 96
Chapter 5 Discussion …… 138
5.1 The characteristics the students display in FLCAS …… 138
5.2 The characteristics the students display in classroom participation …… 142
5.3 The relationship between anxiety level and participation means …… 145
5.4 The relationship between anxiety level and the interaction pattern …… 147
5.5 The relationship between anxiety level and the participation frequency …… 149
Chapter 6 Conclusion and limitations - - - 151
6.1 Conclusion …… 151
6.2 The limitations of the research …… 155
Chapter7 The implications to teaching - - - 158
References …… 164
参考书目 …… 175
Appendix1: The survey of English learning 181
Appendix2: Horwitz's Foreign Language Classroom AnxietyScales …… 184
Appendix3: 英语课堂焦虑量表.188
Appendix4: Survey of classro participation - 191
Appendix5: The form of classroom observation

..... 194
Appendix6: Frequency table of the items in FLCAS2 197
Appendix7: Descriptive statistics of GWPF, FCPF and TAPF 208

List of Figures and Tables

Figures:

Figure1 From deep to surface levels in language pedagogy ····· 21
Figure2 The box of Affective Filter Hypothesis ····· 48
Figure3 The bar graphs of the frequency statistics of INI ····· 115
Figure4A The relationship between INI and anxiety level ····· 120
Figure4B The curve estimation of the relationship between INI and anxiety level · 121
Figure5 The curve estimation of the relationship between FCPF and anxiety level 124
Figure6 The curve estimation of the relationship between GWPF and anxiety lev 125
Figure7 The curve estimation of the relationship between TAPF and anxiety level 126
Figure8A The relationship between RPF and anxiety level ····· 129
Figure8B The curve estimation of the relationship between RPF and anxiety level 130

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