

国际关系学院中央高校基本科研业务费专项资金资助

An Extended Input Processing Instruction Model

刘岩 著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS



国际关系学院中央高校基本科研业务费专项资金资助

Supported by "the Fundamental Research Funds for the Central Universities"

项目编号: KYF-2011-T05

An Extended Input Processing Instruction Model

刘岩 著



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目(CIP)数据

输入处理教学扩展模型 = An Extended Input
Processing Instruction Model: 英文 / 刘岩著. —
北京: 北京语言大学出版社, 2011. 12
ISBN 978-7-5619-3223-0

I. ①输… II. ①刘… III. ①外语教学—教学法—研究—英文 IV. ①H09

中国版本图书馆 CIP 数据核字 (2011) 第 272621 号

书 名: An Extended Input Processing Instruction Model
(输入处理教学扩展模型)

责任印制: 陈 辉

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 址: www. blcup. com

电 话: 发行部 82303648/3591/3651

编辑部 82301019

读者服务部 82303653/3908

网上订购电话 82303668

客户服务信箱 service@ blcup. net

印 刷: 北京画中国画印刷有限公司

经 销: 全国新华书店

版 次: 2012 年 1 月第 1 版 2012 年 1 月第 1 次印刷

开 本: 889 毫米 × 1194 毫米 1/32 印张: 6. 875

字 数: 219 千字

书 号: ISBN 978-7-5619-3223-0/H·11269

定 价: 30. 00 元

凡有印装质量问题, 本社负责调换。电话: 82303590

Preface

Recent years have witnessed a growing interest in the role of grammar instruction in L2 classrooms. A significant amount of research has shown that L2 learners benefit from explicit, form-focused grammar instruction. The issue as to how to conduct such explicit, form-focused grammar instruction has received controversial views, which can be broadly classified into two sets in terms of the mode of instruction: input versus output. A recent strand of research focuses on the comparison of two instruction types: PI and MOI.

Based on the author's doctoral thesis, this book has been written in an attempt to extend the sentence-level PI and MOI to discourse level, resulting in EPI and EMOI respectively. An empirical study was administered to investigate and compare the effects of PI, EPI, EMOI, and non-instruction on the acquisition of the English simple past tense.

Four parallel classes (one hundred and thirty one students in the final subject pool) from one junior middle school engaged in the experiment. They were randomly assigned to PI, EPI, EMOI, and control groups. All three experimental groups received the same grammar explanation of the target language feature and an explicit reminder of inappropriate processing strategies.

A literary text of adolescent literature was selected as instructional materials. Subjects in the two discourse-level groups, the EPI and EMOI groups, were given a copy of the text whereas those in the sentence-level group, the PI group, received a handout containing a group of individual sentences adapted from the selected literary text. Hence, the three experimental groups were matched on all variables except the practice activities.

The PI group received sentence-level structured input activities. The EPI group received discourse-level structured input activities. The EMOI group received discourse-level structured output activities.

Discourse-level interpretation and production tests were employed in a pretest/posttest design. Scores collected from a pretest, an immediate posttest, and a delayed posttest that was conducted two weeks subsequent to the treatment were taken as an indication of

learning effects.

The results showed that, for interpretation, the EPI group made significantly more gains than the PI group, but no significant differences were found in other comparison pairs. For production, the two discourse-level groups performed equally well but both performed significantly better than the PI group. All three experimental groups outperformed the control group on both interpretation and production posttests.

The main theoretical and pedagogical implications of the results can be summarized as follows. The fact that all experimental groups achieved significant gains on both interpretation and production immediate and delayed posttests as compared to pretests bears out that all three instruction types, PI, EPI, and EMOI, can lead to linguistic development as far as the English simple past tense is concerned. That is to say, both input-based and output-based approaches have positive effects on learners' interlanguage developing systems, at least when practice activities aim at pushing learners to make correct form-meaning mappings.

Another major implication comes from the fact that EPI has an overall greater effect than PI on how to interpret and produce the target form. Hence, discourse-level practice activities are demonstrated to enable learners to simultaneously attend to form and meaning in the relevant linguistic, situational, and cultural contexts. As a result, students can make appropriate form-meaning connections while being exposed to such input. EPI, a form-focused input processing instruction that takes place in a meaningful, discourse-level, and contextualized way is superior to the sentence-level input processing instruction.

Finally, it can thus be concluded that it is necessary to push learners to comprehend the communicative value of language features in discourse-level input. The significant improvement made by the two discourse-level groups proves that it is feasible to encourage learners who are at beginning or lower intermediate level to see texts as language units. It is confirmed that learners do not have to understand every word in a text in order to get sense out of it. The discourse-level language instruction does not need to be postponed until their

language proficiency has arrived at a higher level.

To sum up, EPI, which is developed to allow learners to process texts in both bottom-up and top-down manners, proved to be an effective form-focused instructional treatment.

A brief summary of the chapter contents for this book is as follows.

Chapter 1, “Second Language Teaching and CLT in China”, attempts to explore the fundamental issue about L2 learning and teaching, that is, what it means to learn or teach an L2. A sociocultural perspective on language, language learning and teaching is adopted. The disappointing teaching effects of CLT in L2 classrooms are also examined in this chapter.

Chapter 2, “Grammar Teaching and Current Developments in Research on Grammar Teaching”, discusses the role of grammar teaching in L2 learning and teaching. It then deals with the question of whether grammar should be taught explicitly or implicitly. A type of form-focused instruction, PI, is briefly reviewed. The last section of the chapter considers the possibility of integrating literature instruction into discourse-level PI.

Chapter 3, “Processing Instruction in SLA”, starts by reviewing the previous studies that investigate input and input-based instruction. It then presents an introduction to VanPatten’s IP model, which is the main rationale for PI. Both the original study conducted by VanPatten and Cadierno (1993a) and some subsequent studies are addressed. The shortcomings and criticism of PI are presented in the last part.

Chapter 4, “Roles of Output in SLA”, begins with a review of the proposal and development of output hypothesis. Empirical evidence relating to this hypothesis is then presented. After that, the notion of modified output and relevant empirical evidence are discussed in detail. What follows is PI supporters’ view towards the role of output practice. The chapter concludes by discussing the proposal and researches of MOI.

Chapter 5, “Extended Processing Instruction and Extended Meaning-based Output Instruction”, presents a new model, namely, an extended IP model, as a development of VanPatten’s IP model (VanPatten & Cadierno, 1993a:226). It then clarifies the differences

between the two models. It is followed by a detailed discussion of the theoretical underpinnings of the proposed new model. The employment of literary texts as instructional materials is discussed in detail. Questions as to why and how to use them are also answered. The two instruction types, EPI and EMOI, are then described at great length.

Chapter 6, "Methodology", begins with a statement of the research questions that this study deals with. It then elaborates on an empirical study, developed and conducted to examine the effects of the two form-focused and literature-based approaches (EPI and EMOI) and compares the effects of them to those of PI. The empirical study is described in detail with regard to research design, participants, target form, treatments, tests, and scoring.

Chapter 7, "Results and Discussion", presents a set of analyses of the scores gained by the four groups on interpretation and production tasks in order to exhibit the results from the current experiment. The obtained results are discussed in detail and an attempt is made to answer the research questions posed in the preceding chapter. Subsequent to the presentation of the main findings of the current study, it explores in which ways the study has shed light on the theoretical understandings and pedagogical applications of how L2 teaching may work more efficiently.

Chapter 8, "Conclusion", discusses the theoretical implications of the present study. The attention is then paid to the pedagogical implications that can be drawn from the findings of the study. The chapter concludes with a review of the limitations of the study and recommendations for future research.

前 言

二语课堂中的语法教学问题近年来颇受关注，而且大量研究均显示学生的确受益于以语言形式为主的明示型语法教学。然而人们对于该如何进行语法教学却持有不同意见，以教学模式区分，可大致分为两类：“输入型教学”和“输出型教学”。近年来这一分歧集中体现在了两种教学方法的研究及比较：输入处理教学（下称 PI）及意义型输出处理教学（下称 MOI）。

本书对笔者的博士论文进行了调整、优化，尝试将单句层次的 PI 和 MOI 扩展为话语层次，并由此得出 EPI 和 EMOI。实证研究意在检测及比较 PI、EPI、EMOI 及其相关教学的教学效果，目标语法项目为英语一般过去时。

实验对象为某中学的四个平行班（最终纳入统计的人数有 131 人），随机被分为 PI 组、EPI 组、EMOI 组和对照组。三个实验组均进行了针对目标语法项目的讲解及处理策略问题的说明。

本实验的教学材料选自某青少年文学作品的语篇。EPI 组和 EMOI 组的学生每人一份该语篇的复印件，而单句层次教学的 PI 组的材料则是改编自该语篇的孤立单句。因此，三个实验组之间除了练习活动不同，所接收的其他信息量较为一致。

实验阶段，PI 组进行单句层次的结构性输入活动，EPI 组进行话语层次的结构性输入活动，EMOI 组进行话语层次的结构性输出活动。

测试任务为话语层次的理解测试和输出测试，共进行了三次测试：前测、即时后测和两周后的延时后测。实验对象在三次测试中所得分数的统计分析被视为教学效果的体现。

实验结果显示，理解测试中，EPI 组明显优于 PI 组，但 EPI 组与 EMOI 组及 PI 组与 EMOI 组之间并无明显差异。输出测试中，EPI 组与 EMOI 组之间无明显差异，但均明显好于 PI 组。此外，三个实验组在理解和输出测试中的表现均明显优于对照组。

本研究在二语习得理论及教学上有如下启示：

1. 三个实验组的理解、输出测试的两次后测成绩同前测成绩相比均有显著进步，证明了 PI、EPI 和 EMOI 三种教学方法均可有效促使学生掌握目标形式（本研究中目标形式为英语一般过去时）。

这说明只要练习活动意在促使学生进行正确的形式－意义连结，输入教学和输出教学均对学生的中介语体系的发展产生积极影响。

2. EPI 组在理解和输出测试中的成绩均明显好于 PI 组，证明了话语层次的练习活动能够让学生在相应的语言、情景及文化语境中同时关注形式和意义而进行正确的形式－意义连结。以有意义的、话语层次的、语境化输入为教学材料的 EPI 的教学效果要明显好于单句层次的 PI。

本研究结果表明有必要驱策学生在话语层次的输入中理解语言形式的交际价值。

另外，采用话语层次教学的两个实验组的进步说明，即使学生的二语水平仍处于初级或中级偏低水平，教师也可以尝试促使其将语篇视为语言单位。本实验说明学生在接触难度较高的语篇时，虽然不懂其中的每个词、每个短语，但依然可以较好地理解该语篇。换言之，无需等到学生的二语水平发展到较高层次时才开始进行话语层次的语言教学。

总之，实验证明，促使学生同时以自下而上和自上而下的方式处理语篇的 EPI 是一种有效的形式教学方法。

本书各章主要内容总结如下：

第一章“二语教学与交际式语言教学的中国现状”对“学习及教授二语的意义”这一二语教学的基本问题进行了探讨。本章从社会文化视角对语言和语言的教与学等基本概念进行了分析，并对交际式语言教学在中国二语课堂施教效果不佳的原因进行了阐释。

第二章“语法教学及其研究现状”先后探讨了语法教学在二语的教与学中的作用及明示型与隐晦型语法教学的选择。本章还

简要介绍了 PI 这一形式教学方法，并分析了将文学教学融入话语层次 PI 的可能性。

第三章“二语习得中的 PI”回顾了前人对输入及输入型教学的研究成果，并介绍了 VanPatten 提出的输入处理模型，该模型是 PI 的主要理论依据。本章还简要介绍了 VanPatten 和 Cadierno 对 PI 的初始研究以及该领域的后续研究。该章的最后一部分集中对 PI 的缺点及其遭受的批评进行了梳理和总结。

第四章“输出在二语习得中的作用”回顾了输出假设的提出、发展及其实证研究成果。详述了修正后输出的概念及相关实证研究成果。本章还介绍了 PI 支持者对输出练习作用的普遍观点，并在本章末阐述了 MOI 的相关研究。

第五章“输入处理教学法及意义型输出教学法的扩展”提出将 VanPatten (VanPatten & Cadierno, 1993a:226) 的输入处理模型升级为输入处理扩展模型的设想，并比较了两种模型的异同。本章还结合实例详细阐释了该新模型的理论基础及实际应用，提出将文学语篇融入到二语教学中来。本章的最后部分详细阐述了 EPI 和 EMOI 两种教学方法。

第六章“方法论”就本研究的研究问题和实证研究本身进行了详述。该研究旨在检验两种以文学为基础的形式教学方法（EPI 和 EMOI）的教学效果，并将其与 PI 的施教效果进行比较。实验设计、受试者、目标形式、处理因素、测试及成绩评定均有详细介绍。

第七章“结果及讨论”介绍了实验中四个组别在理解测试和输出测试中的分数及相关分析，意在就前文提出的研究问题进行解答。本章还介绍了本研究结果的应用价值。

第八章“结论”探讨了本研究的理论意义和对二语教学的实践意义，指出了本研究的局限性，并对未来相关研究提出了建议。

Contents

Chapter 1

SECOND LANGUAGE TEACHING AND CLT IN CHINA..... 1

- 1.1 Language and language learning 1
- 1.2 L2 teaching 6

Chapter 2

GRAMMAR TEACHING AND CURRENT DEVELOPMENTS IN RESEARCH ON GRAMMAR TEACHING 22

- 2.1 Teaching grammar—beneficial or detrimental? 22
- 2.2 Teaching grammar—how? 24
- 2.3 Integrating literature instruction into discourse-level PI 32

Chapter 3

PROCESSING INSTRUCTION IN SLA 35

- 3.1 Input-based instruction 35
- 3.2 VanPatten's IP model 37
- 3.3 Processing instruction: a description 44
- 3.4 Processing instruction versus traditional grammar instruction
..... 46
- 3.5 Theoretical and operational issues involved in PI 52

Chapter 4

ROLES OF OUTPUT IN SLA 60

- 4.1 Output hypothesis 60
- 4.2 Empirical evidence of output hypothesis 62
- 4.3 Modified output 65
- 4.4 The role of output practice in PI 67
- 4.5 MOI 68
- 4.6 Summary 74

Chapter 5

EXTENDED PROCESSING INSTRUCTION AND EXTENDED MEANING-BASED OUTPUT INSTRUCTION 75

5.1 An extended input processing model 75

5.2 Introducing EPI 76

5.3 Introducing EMOI, a discourse-level meaning-based
output instruction 121

Chapter 6

METHODOLOGY 128

6.1 Research questions 128

6.2 Participants 129

6.3 Target grammar feature: English simple past tense 132

6.4 Procedures 135

6.5 Materials 139

6.6 Assessment 156

6.7 Scoring 158

Chapter 7

RESULTS AND DISCUSSION 159

7.1 Results of the experiment 159

7.2 Discussion 175

Chapter 8

CONCLUSION 184

8.1 Theoretical and pedagogical implications of research findings
..... 184

8.2 Limitations of the study 191

8.3 Future research directions 192

LIST OF REFERENCES 193

Chapter 1

SECOND LANGUAGE TEACHING AND CLT IN CHINA

1.1 Language and language learning

If a second language (L2 henceforth) teacher is asked to list several teaching methods, I'm sure he or she will have no difficulty in describing L2 teaching methods like grammar-translation method, audiolingual method, communicative approach, and many others. Yet, if the question is *what is language*, many people, even language teachers, may find it difficult to provide a precise definition. No matter which teaching approach one is using, the ultimate goal is to help language learners to learn the target language effectively. Since language is the object to teach and to learn, it is undoubtedly a very important concept, which requires careful consideration. Different interpretations of it will lead to different understanding and practices of language teaching and learning.

It is to some extent understandable that people have never reached a unanimous consensus on the definition of language. It is something that most of us can naturally acquire at some point. As long as we have got it, we can use it anytime and anywhere. There is no problem for most people to take language for granted, because whether being aware of its definition does not impair their ability to use it in real life. However, just as stated previously, language teachers must give careful thought to this issue, because their understanding of it will be most likely to influence what and how they teach. For instance, when regarding language as a means of interaction, teachers may avoid decontextualized teaching, use input with context, and emphasize appropriateness of language uses. Or, when seeing

language as a system of codes, teachers may attach more importance to grammatical rules, sentence patterns and the like. In other words, language can be defined in various ways, in which different aspects of it are highlighted. Accordingly, different aspects of the target language are focused on. In a word, one's interpretation of language may affect one's approach to language teaching. However, it should be noted that the different definitions of language are not necessarily mutually exclusive. It is quite possible for language teachers to hold multiple views towards the nature of language. Those who believe language is a means of interaction cannot deny that it is also a particular set of rules through which language elements are combined and thus become meaningful. What matters more is what they think is the more important aspect of language or, stated differently, what makes a language become a language in essence.

No one would disagree that language consists of two dimensions, form and meaning. As the name indicates, form refers to the form of expression of a language, either in sounds or written symbols. How does an audible or visible ultimate product carry meaning and is thus understood by audiences or readers? One possible answer is that meaning is encoded in each word and if you are not sure about the meaning of a particular word, you can always consult a dictionary. The term meaning apparently refers to the dictionary meaning. From this point of view, language is regarded as a system of meaning-bearing codes governed by particular rules. In this way, researchers tend to focus on linguistic forms, taking the forms themselves as the object of analysis. Their primary goal is to study the actual manifestation of a language, instead of considering where and to whom it is used.

Upon close examination of the above analysis about how language produces meaning, one may find that an important factor that also contributes to meaning is missing. This whole analysis is conducted in a decontextualized manner. As a matter of fact, apart from existing in the forms of language, meaning also changes with each instance of language use. In order to interpret the meaning precisely, one must take the context in which the language is used into account.

This book adopts a sociocultural perspective on language and

is more interested in language uses in real-world circumstances. Language is not just audible sounds and visible words. It is also an important means that is used to conduct our social lives. It does not mean that the present study will pay no attention to language forms. On the contrary, formal accuracy is still a big concern. By adopting a sociocultural perspective on language, the study also aims at exploring how language uses interrelate with the circumstances in which they take place, and how language uses influence and are influenced by our sociocultural world.

Adopting this sociocultural view of language, this book supports giving primacy to both linguistic structures and extralinguistic factors while engaging in L2 learning. That is to say, L2 learning is expected to be administered in a contextualized manner. Learners are supposed to possess both linguistic and extralinguistic knowledge and abilities that enable them to understand and be understood more adequately in real-life circumstances. In addition, there is another benefit when integrating sociocultural knowledge into L2 learning, that is, to keep learners more motivated to learn. As noticed by Larsen-Freeman (2003:7), “few students sustain their enthusiasm for learning when the lesson focuses on the parts of language.” This is my personal experience, too. I remember clearly that one of my students once told me that the grammar lesson she had to attend once a week was really boring and was even a torture for her. When I asked her why, she told me that it was because there was nothing interesting, since it was all about rules, rules, and rules.

What is noteworthy is that L2 learners commonly agree on the importance of learning grammatical knowledge, though they are usually not quite enthusiastic about it. It is like a typical dilemma. On the one hand, they are eager to grasp the complicated rules; on the other hand, they hate the process of studying them. Besides, it often seems that knowing the rules is one thing whereas being able to use them in actual communication is another. It is often found that “what students are able to do in the formal part of a lesson often does not carry over or transfer to its use in a more communicative part of a lesson” (Larsen-Freeman, 2003:7). Therefore, what we need to do is to figure out a way to help learners internalize grammatical knowledge in

a way which is acceptable, efficient, and not so boring.

There must be some reason for the fact that the traditional grammar-translation method has been used for such a long time. One possible answer is that this method is easy to understand and operate. It is apparently easier for L2 teachers to prepare the lessons and observe learners' rate of progress. Besides, it does not require teachers to possess high-level communicative abilities in the target language. As it is a type of teacher-dominated teaching method, teachers have a stronger controlling force over the classroom. More importantly, teachers always have something concrete to rely on, namely, the syllabus, which will tell them exactly when to do what.

Yet, despite all the convenience, this teaching method has proved to be inefficient and inadequate in many ways. As mentioned earlier, students may show quick progress in formal exercises if particular grammatical items are isolated and taught specifically in a decontextualized manner. Yet, such seemingly impressive improvement does not automatically change into learners' communicative competence. It is probably better to both attend to forms and give consideration to context and other relevant information. Otherwise, learners may receive language input as isolated fragments. On the contrary, they are supposed to be able to appreciate the target language in its entirety. Hopefully, besides sustaining their motivation to learn, the exposure to sociocultural knowledge may also enhance learners' understanding of the target culture and enrich their worldviews. Language learning, to some degree, contributes to the process of socializing into the target sociocultural world, because language used in real-life contexts is closely interrelated with culture in various ways.

"Culture is a way of life. Culture is the context within which we exist, think, feel, and relate to others." (Brown, 1994:163) Every language is associated with a particular culture. Language and culture are intimately related. Though there is not a universal agreement on the exact degree of the relation, it does seem that they are interwoven with each other and it is rather hard to separate them. Hence, the process of learning an L2 is inevitably involved with learning the corresponding culture.

Language learning from a sociocultural perspective aims at

developing learners' language using abilities from grammatical competence to communicative competence. After all, the ultimate goal of L2 learning is to improve the overall level of language proficiency instead of only being able to do some multiple-choice or blank-filling drills. It is only in this way that L2 learning will become meaningful. The reason why foreign language education is attached such importance in China is that it is necessary for the development of international exchange and cooperation. The most common language of international communication is English. As a result, in China and many other countries where English is not their native language, English language becomes a required course in primary schools, secondary schools, even colleges. Such hard efforts are expected to bring about rewards for the construction and development of the country, such as in the domain of diplomacy, global trade and business, international politics, defense and so on.

It is easier said than done to tell teachers that they should adopt a sociocultural view of language as students are more likely to achieve proficiency in this way. In order to realize this goal, it is better for students to be exposed to this type of L2 learning as early as possible. However, teachers may be afraid that students may have difficulty in comprehending authentic materials, which contains abundant cultural meanings. Of course, teachers are justified to have this concern. Some may argue that, at beginning level, with limited vocabulary, students may only be struggling with the comprehension of new words, paying no extra attention to the involved cultural connotations. Others may say that young students may not have the required cognitive abilities to process and absorb the deep cultural knowledge at all. Yet, these potential problems can be solved by employing children's literature, simplified texts, or using authentic texts as supplements to L2 learning materials at an early stage. That is to say, teachers should be especially careful when selecting teaching materials. Factors like learners' level of proficiency, age, and learning preferences should be taken into consideration. It is asserted that authentic materials can even be prepared to be comprehensible to students who are still at beginning level (e.g. Popkin, 1997).

Through long-term exposure to the target language and culture,