



杨芹 著

二语学习 输入输出模式研究

A Study on Input and Output Model in SLA

山东大学出版社

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前 言

在从事大学英语教学十多年的过程中,笔者发现大学生的英语学习占用了他们大量的课内、外时间,然而学习效果却不尽如人意。正如国内专家的调研报告所指出的:目前我国学生,包括大学生在内的英语学习费时、低效现象比较普遍。作为一名英语教育工作者,英语学习中的双重角色(教师和学生)使笔者对英语学习的费时、低效现象感同身受。

在本书的选题阶段,笔者为选择研究内容、确定题目绞尽脑汁。在苦思冥想中,头脑中突然闪现出媒体曾经多次报道的与英语相关的“旧闻”:在旅游景区从事旅游特产销售的“大妈”们几乎大多数都没在正规学校进行过英语学习,然而她们却可以和老外进行流利的英语交流(口语)。“大妈”们流利的口语与大学生的“哑巴英语”形成了鲜明的对比。这一现象曾经也触动笔者思考过其背后的、与英语学习相关的问题,比如:费时、低效、低质等,但未进行深入探究。

季羨林先生在《读书与做人》中《假若我再上一次大学》的文章中写道:“写论文,强调一个‘新’字,没有新见解,就不必写文章。见解不论大小,唯新是图……否则,满篇陈言,东抄西抄,尽是冷饭,虽洋洋数十甚至数百万言,除了浪费纸张、浪费读者精力外,还能有什么效益呢?”季先生的话醍醐灌顶,坚定了笔者以英语学习费时、低

效为研究切入点进行探究的决心。

目标既定,通过对大学生英语学习与“大妈”英语学习现象的分析,笔者认为导致差异的原因是大学生英语学习的目的、过程与方式方法与“大妈”们的均不相同。具体来说,大学生(大多数)学习英语的一个主要目的是应付各种考试;大学生学习英语大多依赖课堂教学;大学生学习英语,更多的是被动接受,较少有主动应用,学习与应用明显不对称。相反,“大妈”学习英语的主要目的是通过与老外交流,出售她们的产品;“大妈”学习英语,更多的是自主学习,很少依赖老师,因为她们中的大多数人没有走进课堂的机会;“大妈”学习英语,更多的是在与老外交流出现问题之后,有针对性地学习,即在用中学、学中用。

通过对这一现象的分析,再结合语言学习规律与文献资料,笔者从语言学、心理学原理出发认为:大学生英语学习的输入与输出失衡、注意功能与互动反馈不协同,是导致这一现象的内在原因。此外,大学生学习主动性不够,也是抑制学习质量与效率的重要因素之一。

本研究以大学生英语学习“低质、低效”现象为研究问题,提出协同注意功能与互动反馈,均衡语言输入/输出的教学理念与方法,探讨这一教学模式对大学生英语学习质量和效率的影响,以期改善当前大学英语“费时、低效、低质”的学习现状。

语言是一门工具性学科,是表达、交流思想,传递文化,进行交际的工具。英语学习与其他语言学习一样,最根本的目的是学会正确、恰当地使用英语。输入/输出理论、注意功能与互动反馈,是二语习得(包括英语学习)的重要理论基础,在二语习得中发挥着重要作用。因此,英语学习的首要任务是应用。

英语的实践应用,在二语习得输入/输出理论中,属于语言输出范畴。缺乏适时、适当的英语输出训练,是当前英语学习低质的重

要原因之一。以大学生为例,英语输出缺乏主要表现为过多地以应试为主,而非英语的实践应用。众所周知,当前的英语学习、考试与英语实践应用间存在较大的差距。而这种差距是导致当前英语学习低质的核心因素。看不懂、写不出、听不懂、说不出的“聋子英语”“哑巴英语”等,是英语学习低质现象的集中体现。伴随着英语学习低质现象的另一现象是英语学习花费了包括大学生在内的众多英语学习者的大量时间与精力,国内学者将此现象称为“费时”。费时、低质、低效成为困惑英语教与学的重要因素。

仔细推敲费时、低质、低效三个现象,可以发现此三者是相辅相成的。英语实践应用不足(输出缺乏),促使学习者加强英语学习(意欲加强英语学习,即加强英语输入);英语学习过程与英语实践需要脱节(输入与输出失衡),事倍功半就成了英语学习顺理成章的现实。

国内曾有学者关注过这方面的原因。比如,戴运财(2009)即根据二语习得的相关理论,提出了输入、输出一体化的外语教学模式。他强调外语教学应“将扩大有效的外语输入与加强有效的外语输出并重”。外语输入中既要兼顾输入的质与量,又要采用适当措施提高输入的有效性;外语输出既要以意义为基础,又要考虑学习者的现有水平,以此构建有效的外语输出。欲解决英语学习费时、低质、低效问题,需保证英语输入与输出的均衡。要实现输入与输出的均衡,除根据输出需要确定输入内容与形式外,输入与输出过程中的信息反馈、学习过程中的注意功能也是实现输入与输出均衡、提高英语学习和实践应用针对性的又一重要环节。英语学习过程中,注意功能与互动反馈不协同,是英语学习费时、低质、低效的另一重要因素。

现代教育理念认为,学生是学习主体。学习主体理论下的学习,要求学生有浓厚的学习兴趣、较强的自主学习习惯和能力。悲

哀的是多数大学生英语学习以通过四、六级考试为目标,严重影响和抑制了学生的学习兴趣。传统的“填鸭式”的学习模式,使得多数大学生缺乏自主学习习惯。而自主学习习惯的缺失则影响到学生的学习能力。自主学习缺失,是当前大学生英语学习费时、低质、低效的又一因素。

基于语言学习的相关理论、学习现实,笔者提出了“均衡语言输入与输出,协同注意功能与互动反馈”的英语教学模式。这一英语教学模式,在均衡语言输入与输出、协同注意功能与互动反馈的过程中,强调学生的自主学习。既对大学生自主学习习惯和功能提出一定的要求,也训练了大学生这方面的能力。关于如何实现均衡语言输入与输出,协同注意功能与互动反馈;如何训练大学生自主学习能力,书中相关章节有较为详细的描述,此处不再赘述。本书在探讨当前英语学习过程中费时、低质、低效原因(部分观点参考了相关学者的研究成果)的基础上,提出了解决问题的策略与方法。

笔者拙作,与其说是研究成果或学术著作,不如说是英语教学探索之总结,更为妥帖、恰当。由于书中的研究问题、方法、内容等均源于教学,又践行于教学,所以笔者以为本书更适于英语老师与英语学习者阅读。阅读本书,能给阅读者以某方面或一丁点儿的启发甚至争鸣,即达到作者意图。让阅读者有所启发,不胜欣喜;倘引起争鸣,在某种意义上说,说明本书选题的现实意义,亦可欣喜。

由于笔者学术水平与英文写作能力有限,加之时间仓促,书中一定存在不少缺陷、不足甚至谬误,敬请读者批评指正。

杨 芹

2015年6月

List of Abbreviations

L2	Second Language
SLA	Second Language Acquisition
EFL	English as a Foreign Language
CG	Control Group
IG	Integration Group
BG	Balancing Group
IBG	Integration and Balancing Group
EST	English for Science and Technology
Compr & Expr	Comprehension & Expression

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Chapter 1 Introduction

As has been pointed out by some experts and scholars (Dai, 2001; Hu, 2002; Shu, 2004) concerning foreign language teaching, English teaching in China, primary and secondary schools included, is of low quality and efficiency. According to them, the most prominent problems with the English teaching in China, are “dumb English” and “inefficient English learning”. English First (<http://www.ef.com.cn/>), an English training center, released a report of English proficiency in 2012, which proclaims that the English proficiency in mainland China ranks below average.

Based on the problem with the English teaching in China, a model is proposed in which the integration of noticing and interactive feedback intervenes in the balance of input and output. The model intends to improve the efficiency and quality of college English learning by enhancing the role of noticing and interactive feedback in the process of balancing language input and output.

The present book is composed of 7 chapters. Chapter 1 is a



brief introduction to the study, including its research goal, methodology and significance. Chapter 2 introduces the research background and research questions. Based on the status quo of college English teaching and learning in our country and the literature review, two serious problems in current English teaching and research are raised: the imbalance between language input and output and the disintegration of noticing and feedback. In view of these problems, the teaching notions and methods of balancing input and output by integrating noticing and interactive feedback are proposed here. In Chapter 3, in the process of elaborating on the theoretical bases of balancing input and output and those of the integration of noticing and interactive feedback, the necessity and applicability of the present study are stated and argued. The innovation of the study is briefly mentioned in this chapter as well. Chapter 4 lays out the research design, in which the purpose, treatments, and content are expounded, and then the subjects' quality and efficiency of English learning are tested in terms of speaking, listening, reading, translation and writing. Chapter 5 states the results and analysis of the empirical research. Chapter 6 is the conclusion of the study, and in Chapter 7, implications for college English teaching and prospects of English learning in our country are discussed.

Balancing input and output means the balance between the content of input and the need of output, the form of input and the need of output, the intersection of input and output, and so on. It

also means that output satisfies the need of communication to the greatest degree, and it means to what extent and how accurately the input is used in the output. Specifically, the balance between input and output refers to the balance between them in vocabulary, sentence structure, grammar, and between the form and focus.

1.1 Introduction

The model of integration and balancing is interpreted as follows: for the purpose of EFL communication, it tries to balance input and output by integrating noticing and interactive feedback to achieve the ultimate goal of improving the quality and efficiency of EFL.

The integration of noticing and interactive feedback includes the reinforcement of interactive feedback in noticing, and the full use of noticing made in interactive feedback. What the learners cannot express or cannot express clearly is detected by the noticing system and then delivered to the information reception system by the feedback system. Then the feedback system fully notices and feeds back the problem to the information reception system. Next the information processing system processes the noticed information and then passes it to the information system for output. The processed feedback information, the information demanded by communication and the information demanded by re-