

中外语言文学学术文库

教育语言学 研究在中国

Studies on Educational
Linguistics in China

俞理明 主编



(下)



华东师范大学出版社

East China Normal University Press

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总序

GENERAL PREFACE

改革开放以来，国内中外语言文学在学术研究领域取得了很多突破性的成果。特别是近二十年来，国内中外语言文学研究领域出版的学术著作大量涌现，既有对中外语言文学宏观的理论阐释和具体的个案解读，也有对研究现状的深度分析以及对中外语言文学研究的长远展望，代表国家水平、具有学术标杆性的优秀学术精品呈现出百花齐放、百家争鸣的可喜局面。

为打造代表国家水平的优秀出版项目，推动中国学术研究的创新发展，华东师范大学出版社依托中国图书评论学会和南京大学中国社会科学研究评价中心合作开发的“中文学术图书引文索引”（CBKCI）最新项目成果，以中外语言文学学术研究为基础，以引用因子（频次）作为遴选标准，汇聚国内该领域最具影响力的专家学者的专著精品，打造了一套开放型的《中外语言文学学术文库》。

本文库是一套创新性与继承性兼容、权威性与学术性并重的中外语言文学原创高端学术精品丛书。该文库作者队伍以国内中外语言文学学科领域的顶尖学者、权威专家、学术中坚力量为主，所收专著是他们的代表作或代表作的最新增订版，是当前学术研究成果的佳作精华，在专业领域具有学术标杆地位。

本文库首次遴选了语言学卷、文学卷、翻译学卷共二十册。其中，语言学卷包括《新编语篇的衔接与连贯》、《中西对比语言学—历史与哲学思考》、《语言学习与教育》、《教育语言学研究在中国》、《美学语言学—语言美和言语美》和《语言的跨面研究》；文学卷主要包括《西方文学“人”的母题研究》、《西方文学与现代性叙事的展开》、《西方长篇小说结构模式研究》、

《英国小说艺术史》、《弥尔顿的撒旦与英国文学传统》、《法国现当代左翼文学》等；翻译学卷包括《翻译理论与技巧研究》、《翻译批评导论》、《翻译方法论》、《近现代中国翻译思想史》等。

本文库收录的这二十册图书，均为四十多年来在中国语言学、文学和翻译学学科领域内知名度高、学术含金量大的原创学术著作。丛书的出版力求在引导学术规范、推动学科建设、提升优秀学术成果的学科影响力等方面为我国人文社会科学研究规范化以及国内学术图书出版的精品化树立标准，为我国的人文社会科学的繁荣发展、精品学术图书规模的建设做出贡献。同时，我们将积极推动这套学术文库参与中国学术出版“走出去”战略，将代表国家水平的中外语言文学学术原创图书推介到国外，构建对外话语体系，提高国际话语权，在学术研究领域传播具有中国特色、中国高度的语言文学学术思想，提升国内优秀学术成果在国际上的影响力。

《中外语言文学学术文库》编委会

2017年10月



前言

FOREWORD

Educational Linguistics in China

written by

Nancy H. Hornberger

edited by

Liming Yu

What identities are available and taken up by learners of English in China's universities? How can schools serving migrant children in China's cities best educate these young learners? What role does English language learning play in educational access in China? What educational policies and practices best support language revitalization and reclamation efforts by China's minority nationalities? What does trilingual education mean in Chinese contexts, both large urban centers and remote autonomous regions? How do intended and unintended consequences of language policy and planning play out in language education – English language teaching, Chinese language teaching, ethnic minority language teaching? What are the underlying language ideologies and educational implications of China's recent phasing out of the English language requirement for college entrance examinations? In the Chinese diaspora, what are the meanings, attitudes, practices, and challenges surrounding language maintenance in Chinese-American communities? (Leung 2012). In schools serving Chinese heritage students in the U.S., how are visions of creating equitable education for linguistically and culturally diverse students circulated and enacted in school policies and pedagogical practices and how are

students' identities shaped by these visions? (Wu 2013). These are the kinds of questions educational linguists ask – and answer. Educational Linguistics focuses on language learning and teaching, and more broadly, the role of language in learning and teaching; a scope and focus sometimes referred to as language (in) education. It is a problem-oriented, research-based, and transdisciplinary field, drawing theoretically and methodologically from linguistics, anthropological linguistics, applied linguistics, psycholinguistics, sociolinguistics, and other disciplines to address problems in educational policy and practice. Smitherman (1979) articulated clearly and early on that educational linguistics should take a holistic approach to language that would encompass research paradigms allowing for the analysis of speech and language systems in their socio-cultural reality; policy and planning that would put the study of speech varieties in school, address testing issues, and push for national policies affirming all languages and dialects; and implementation and practice that would advocate pedagogy and knowledge for liberation for the community. Her call presages a hallmark of the field, taking as starting point the practice of (language) education and addressing educational problems and challenges with a holistic approach that integrates theory and practice, research and policy.

In keeping with this vision, the present volume brings together theoretical and empirical perspectives, experiences, and calls for more research in educational linguistics in China. The editor has taken care to provide both scope and depth in surveying the potential of educational linguistics to inform pressing topics for China such as English language education and the internationalization of higher education, language education policy and linguistic diversity — both ethnic minority languages and regional Chinese varieties, and the teaching and dissemination of Chinese language worldwide. Essays herein address topics ranging from textbook language, pragmatic strategies, and corpus linguistics to the ecology of language, linguistic human rights, and endangered varieties; from foreign language education planning to bilingual education for minority nationalities; from second language acquisition to language socialization and language identity; from teacher professional development and curriculum reform to language testing and multimodal learning.

The volume is a welcome addition to an interdisciplinary field whose origins in the 1960s and preponderance of scholarship to date have been in the US and published in English, but which is now growing to encompass scholars from beyond the US and from traditionally non-English-speaking countries of Africa, Asia, Europe, and Latin America

(Hornberger 2012). Since the 1990s, departments, chairs, and graduate specializations in Educational Linguistics have emerged across the US, UK, and internationally at universities in Australia, Canada, China, Germany, New Zealand, Saudi Arabia, and Thailand (see also Hornberger & Hult 2006); and the new millenium has brought reference volumes (Spolsky 1999, Spolsky & Hult 2008), field-charting collections (Hult 2010, Hult & King 2011), collected readings (Hornberger 2012), and a book series bearing the name Educational Linguistics.

From my vantage point as faculty member at the University of Pennsylvania's Graduate School of Education and director of the world's premier program in Educational Linguistics there, I have had an extraordinary opportunity to witness, participate in and chronicle the growth of this dynamic field. I trace its conceptual origins to scholars including Dell Hymes 1966/1972 on communicative competence as individuals' knowledge and ability for appropriate language use in the communicative events in which they find themselves in any particular speech community, a competence by definition variable within individuals (from event to event), across individuals, and across speech communities; Wallace Lambert 1967 on language-based ethnic stereotypes and biases as gauged in his classic matched guise experiments; Charles Ferguson 1968 on modernization, standardization, and graphization in language development; Paulo Freire 1970 on *conscientização* 'political consciousness-raising' in adult literacy; John Gumperz 1972 on verbal strategies in multilingual communication and the implications for classroom teaching and learning; Susan Philips 1972 on non-verbal communication and home-school mismatch in communicative participation structures; Einar Haugen 1973 on the curse of language used as a basis for social discrimination; Bernard Spolsky 1974 on the language barrier to education, where a child acquires a vernacular language informally and is required by the educational system to acquire a different, standard language; Frederick Erickson 1975 on gatekeeping encounters and situated social identity in an educational counseling setting; Michael Halliday 1975 on children's language acquisition as learning how to mean; and Shirley Brice Heath 1976 on the U.S. founding fathers' purposeful decisions to leave "language choice, change, and use" unrestrained in the new nation. (See Hornberger 2001, 2012).

Ensuing decades have brought a deepening exploration and conceptual expansion which I have characterized within six broad thematic areas of

fundamental, common sense questions and concerns around language, teaching and learning. Language acquisition (and socialization) and language teaching (and assessment) represent perhaps the most enduring core concerns, but because the field arose at a time of acute awareness of educational inequality and disadvantage for ethnic minority children in the U.S., Educational Linguistics has from its very beginnings also foregrounded concerns around language diversity (and inequality) and language policy (and its implementation in classrooms). In recent decades, as the field – and the world – have become ever more globally oriented and connected through technologies of communication and fluid movements of people and their languages across borders, concerns around language ecology (and multimodality) and language identity (and minority language rights) have become ever more salient in the field (Hornberger 2012).

As the field has grown, so too has attention to these issues in China and in the Chinese diaspora, by Chinese, Chinese heritage, and non-Chinese scholars, yielding a rich and growing scholarship, of which I cite here some examples published in English. On Language Acquisition, for example, there are studies of young Chinese immigrant children acquiring biliteracy in London (Kenner 2004), Canada (Moore 2010) and Scotland (Hancock 2012). On Language Teaching, there is work on English education in China (Feng 2009, 2011), on bilingual education in a U.S. Chinatown (Guthrie 1985) and high school ESL teaching of Chinese students in the U.S. (Harklau 1994). On Language Diversity, there are classroom studies on encouraging talk in a Chinese middle school (Schoenhals 1994), on English-Chinese classroom codeswitching in Hong Kong (Lin 1996), and on multilingual classroom discourse and flexible bilingualism in Chinese complementary schools in the U.K. (Blackledge & Creese 2010). On Language Policy, there is research on modern standard Chinese status planning and ethnic minority language writing systems (Zhou 2001), Chinese-English bilingual education in China (Hu 2008), Chinese language planning in the diaspora (Lo Bianco 2007), and Chinese heritage language education in the U.S. (Wang 2004). On Language Ecology, educational linguists have looked in China at the situation of trilingual education for ethnic minorities in border areas of Yunnan (Hu Deying 2012), language policy and illiteracy in ethnic minority communities (Zhou 2000), and English language teaching (Hu 2005), as well as at Chinese immigrant languages in Australia (Clyne & Kipp 1999). On

Language Identity, there is research on English language learner identity in China (Gao 2013; Lo Bianco, Orton, & Gao, 2009), and on Chinese heritage language learner identity (Hornberger & Wang 2008) and Chinese adolescent immigrants' identity and ESL learning (McKay & Wong 1996) in the U.S., as well as studies on language maintenance and shift in Chinese communities in the U.S. (Chen 1992) and Britain (Wei 1994).

Readers will find these six themes well represented in the pages of the present volume. That such a volume exists is a welcome amplification of educational linguistics scholarship and a sign of the field's coming of age in China. I have only begun to understand the range of language learning and teaching challenges and opportunities in China through my visits and talks at Peking University and Beijing in 2007, at the 7th International Conference on Chinese Sociolinguistics, in Xining in 2010, and the First International Symposium on Educational Linguistics in China, in Shanghai in 2012.¹ Though I am, regretfully, unable to speak, read, or understand Chinese in any of its varieties, I am more than confident in the editor's vision and careful scholarship in collecting and preparing this work for you, the readers, as I am also grateful to have been included in envisioning an educational linguistics for China. Indeed, I thank Liming Yu for inviting me into a dialogue with him over the past few years, and for hosting me at the 2012 Symposium, through which I have gained a glimpse of the potential for educational linguistics to guide and shape ongoing language education policy, research, theory and practice in China.

1 I acknowledge with gratitude those who generously invited and hosted me on these visits, too many to name here, but especially Professor Wang Chunmei, Vice-Chair of the Women's Studies Center at Peking University for my 2007 visit to PKU and several other universities in Beijing; Professor Gao Yihong of Peking University, Chair of the 2010 International Conference on Chinese Sociolinguistics; and Professors Liming Yu, President of China Educational Linguistics, and Cai Jigang of Fudan University, Chair of the 2012 Educational Linguistics Symposium. I am also grateful to my students Sun Jing and Xu Lan, who have been my guides and interpreters in/on China and educational linguistics in China for many years now.



目录

CONTENTS

第九章 大学外语（英语）教学	俞理明 / 449
关于高校大学英语教学的几点思考	王守仁 / 451
科学定位高等外语教育、回归大学英语教学本位： 从应试到应用	蔡基刚 / 459
高等教育国际化与大学英语教学的目标和定位 ——德国高校英语授课学位课程及其启示	束定芳 / 469
扩大教育开放给外语教育带来的机遇和挑战 ——兼论外语人才培养	张绍杰 / 476
关于高校英语教学若干问题的思考	程晓堂 康 艳 / 488
教育语言学和我国大学英语教学的学科定位和建设	俞理明 严 明 / 496
第十章 二语习得研究	王初明 / 502
中国的二语习得研究：回顾、现状与前瞻	戴炜栋 周大军 / 504
外语教学三大情结与语言习得有效路径	王初明 / 514
二语习得跟踪研究的三个基本问题：分类、设计与可比性	文秋芳 / 523
母语水平对二语写作的迁移：跨语言的理据与路径	王立非 文秋芳 / 533

应用语言学还是教育语言学?

——对二语习得研究学科属性的思考 俞理明 袁平华 / 543

第十一章 双语教育和教学研究 / 557

(一) 汉语—少数民族语言双语教育 戴庆厦 / 557

中国少数民族双语的现状及其对策 戴庆厦 / 558

经济转型与双语变迁——德夯村双语变迁个案分析

余金枝 / 563

澜沧拉祜族语言生活中的双语平衡问题 朱艳华 乔翔 / 568

(二) 英汉双语教学 袁平华 / 582

双语教学：中国高等教育国际化的战略选择 谈多娇 / 584

我国高校双语教学的定位及其教学模式的探究 俞理明 / 588

大学英语教育与双语教学的衔接：现状与思考

周恩 丁年青 / 596

大学英语教学环境中依托式教学实证研究 袁平华 / 606

我国高校双语教学研究十年：回顾与展望

郑大湖 戴炜华 / 615

课程教材教法和教学技术研究 / 624

第十二章 语言教师 吴一安 / 625

后教学法时代在职外语教师研究取向述略 严明 / 627

外语教师研究：成果与启示 吴一安 / 634

外语教师个人理论研究 贾冠杰 / 647

高校外语教师职业倦怠的成因分析及对策思考 张庆宗 / 655

外语教育的学科属性对教师专业发展的导向 夏纪梅 / 664

第十三章 教学法 严明 / 669

试论外语教学法的基础及其运用 褚孝泉 / 670

跨文化交际课教学内容与方法之探讨 胡文仲 / 678

论专门用途英语的属性与对应教学法 刘法公 / 687

试论立体式教材与立体式教学方法 陈坚林 / 695

第十四章 语言测试 金艳 / 704

现代语言测试的理论框架 李筱菊 / 705

语言测试与语言教学	杨惠中 / 728
对标准化考试的一些反思	桂诗春 / 741
语言测试的社会学思考	杨惠中 桂诗春 / 749
第十五章 语言课程、教材与教学技术	陈坚林 / 758
大学英语教材的现状与改革	
——第五代教材的研发构想	陈坚林 / 759
多媒体、多模态学习剖析	顾曰国 / 771
谈Siemens的连接主义	胡壮麟 / 785
参考文献	/ 798

第九章 大学外语（英语）教学

按语（俞理明）

这里所选的6篇论文虽然有不同的见解，但他们也有一个共同的认识：我们大学生的外语水平还不能适应我们国家的经济、文化、教育事业发展的需要，大学英语要强化，而不是被边缘化。但他们对大学英语教学的本质属性、教学定位、教学目标等问题的认识上是不一致的，甚至可以说是根本性分歧的。蔡基刚教授在“科学定位高等外语教育、回归大学英语教学本质：从应试到应用”中认为，大学英语问题的症结在于它长期定位在通用英语（General English），从而背离了大学英语教育的方向，虽然这种背离是历史发展的一个不可避免的过程，但它由于不能根据形势的变化（如新生水平的提高，全球化和高等教育国际化在中国的形成），已成为我们外语教学费时低效的主要原因。他认为“学术英语即大学英语”，用学术英语来替代现行的大学英语教学，为学生的专业服务，就是让大学英语回归其教学本位。王守仁教授在他的“关于高校大学英语教学的几点思考”一文中对蔡基刚教授的这些观点不予认同，他认为“大学英语教学大致有三个类别，第一普通英语/通用英语（English for General Purpose）；第二，特殊用途英语（English for Specific Purpose）；第三，通识教育类英语（English for General Education）”，缺一不可。他还特地提出，“对中国这样的一个大国，不能轻易提出取消高校普通英语教学”。

在教学目标上，程晓棠、康艳认为现有的大学英语教学大纲规定把“培养学生综合应用能力，特别听、说能力”这个提法“在理论和教学实践上都存在一定的问题”，反映“教学大纲对语言能力的模糊认识”。张绍杰教授在他的“扩大教育开放给外语教育带来的机遇和挑战”一文中也认为：“从公共外语学习者出发，他们期待的是毕业后能用所学的外语在专业领域里进行国际交

流,所以,现阶段再把语言技能的培养作为公共外语教育的目的已经不适应学习者的需求”。他从《国家中长期教育改革和发展规划纲要》这一高度出发,重新思考了当今外语人才培养模式,尖锐指出,现在的外语教学者最多考虑的是教什么,怎么教,和怎么学,但更重要的还要思考我们应当培养怎么样的外语人才。如果我们这样思考问题,就不会把掌握语言技能作为教学目标和教学指导思想。束定芳教授从高等教育国际化角度来审视大学英语的教学目标和定位。他在“高等教育国际化与大学英语教学的目标和定位——德国高校英语授课学位课程及其启示”一文中指出:大学英语的教学目标要定位在为中国高等教育国际化服务上面,这体现在“提供国际化课程的师资、提供部分用英语授课的国际化课程和帮助学生适应英语授课、英语学术交流的需求”这三个方面。最后,本人和严明的“教育语言学 and 我国大学英语教学的学科定位和建设”一文中,讨论应用语言学学科的模糊性和不确定性对我国大学英语学科的建设带来的负面影响。我们认为,大学外语教学在学科建设上,应以实践为导向来进行学科建设。

现在关于大学英语教学改革,众说纷纭,我们有时会感到迷茫,会感到莫衷一是,甚至手足无措,这样的局面不能再继续下去了。我们认为如果能紧紧围绕“大学英语教学的性质、教学目标和定位”这个根本问题,进行平心静气的深入讨论,我们不难取得共识,一个崭新的大学英语教学的局面就一定会出现在我们的面前!

关于高校大学英语教学的几点思考

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进入21世纪后,我国高校大学英语教学走过了不同寻常的十年发展历程。2003年,教育部正式启动“高等学校教学质量和教学改革工程”,列入计划的四项工作中,第三项即为大学英语教学改革。教育部按照“整体规划、分步推进”的思路,先后组织专家制定《大学英语课程教学要求》,确定180所高等学校进行教改试点,探索基于计算机和课堂的大学英语新教学模式,在此基础上遴选出两批共65所大学英语教学改革示范点项目学校,出台《全国大学英语四、六级考试改革方案》,进行大学英语四级网考试点。为进一步深化改革,教育部近期决定新增35所大学英语教学改革示范点项目学校,使示范点项目学校总数达到100所。大学英语教学改革促使我国高校大学英语教学在教学理念、教学内容、教学评估、教学手段等方面发生巨大变化,切实提高了大学英语教学质量。老师们通过教改实践也得到了锻炼,提高了教学能力和教学水平。

如果说21世纪头十年里大学英语教学改革是以推进教育信息化进程为特征,建立以计算机网络技术为支撑的英语教学新模式,重视培养学生的听说能力和自主学习能力,提倡形成性评估与终结性评估相结合,在第二个十年里,面对前所未有的机遇和挑战,我们应以《国家中长期教育改革和发展规划纲要(2010-2020年)》(以下称《规划纲要》)为指导,总结经验,再接再厉,主动适应国家经济建设、社会发展和高等教育的新形势,满足人民群众接受高质量教育的需求,努力开创大学英语教学新局面。

一、继续加强和改进大学英语教学

教育部语言文字信息管理司李宇明司长在讨论中国外语规划的文章中指出:

三十多年来,我国开启国门,坚持开放,由“本土型国家”正在转变为“国际型国家”。本土型国家的外语需求,主要在外交和军事、安全、翻译等较为有限的领域,培养一些高级外语人才即可满足需求。国际型国家则不同,它对外语的需求是多方面的,最主要的特点是需要外语服务甚至“外语生活”。随着国家的进一步开放,中国走向世界会更广泛更深入;世界之来到中