

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



(上)



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# 《中外语言文学学术文库》

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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科院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 7<sup>th</sup> International Conference on Chinese Sociolinguistics, in Xining in 2010, and the First International Symposium on Educational Linguistics in China, in Shanghai in 2012.<sup>1</sup> Though I am, regrettably, 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.

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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.



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# 第一部分 引言

## 教育语言学思想的兴起、发展及在我国的前景

为了加强对教育语言学思想的介绍、传播、研究和应用，中国教育语言学会在王德春老先生的指导和支持下于2010年正式成立，隶属于中国修辞学会，加盟我们学会的既有国内众多名家，也有广大一线教师。特别值得一提的是2012年我们研究会和复旦大学外文学院以及上海外国语大学中国外语战略研究中心共同举办了“中国教育语言学学术论坛圆桌会议”，当今教育语言学著名学者、美国常春藤盟校之一宾夕法尼亚大学研究生院院长Nancy Hornberger教授也应邀参加我们这个论坛，发表了精彩的演说。我们欣喜地看到，我们这个年轻的学会正在健康成长，学术影响力正在不断扩大。我们研究会根据这样的形势，决定把国内从事语言教育的学者的研究成果汇编成册，冠名为《教育语言学研究在中国》。

教育语言学（Educational Linguistics）是门新兴学科，它的学科地位确立于世纪之交，但教育语言学思想可以追溯到20世纪60年代（Hornberger, 2011: 2），和应用语言学学科正式确立差不多是同一时间<sup>1</sup>。如果说应用语言学学科的兴起是Chomsky（1957, 1959, 1965）的理论在语言学和其他相关领域里引发的一场革命的产物（Ellis 1985），那么教育语言学的思想则是来源于著名人类语言学家Dell Hymes的社会语言学思想。Chomsky认为人具有一种天生的“语言能力”（Linguistic Competence），能够产出（generate）无穷数的形式正确的话语。众所周知，Chomsky这一理论产生在20世纪50年代中期到

1 应用语言学的学科地位确立可以设定为1964年国际应用语言学大会（Association Internationale Linguistique Appliquee, 简称ALLA）的成立，见桂诗春（2010, 164）。



60年代中期这十年期间,从60年代开始产生强大影响,在语言学及其相关领域里引发了一场乔氏革命(Chomskian Revolution),而应用语言学以及二语习得学科的确立是在60年代中期到70年代初,从这时间顺序来看,乔氏革命无疑是应用语言学和二语习得学科的催生剂。因此,在相当长的一段时间里,探讨如何培养二语学习者获得这种语言能力几乎成为应用语言学和二语习得领域的时尚。只是到了20世纪的80年代,Canale & Swain(1980)的“第二语言教学和测试交际法的理论基础”论文发表后,大家才达成一个共识,把培养“交际能力”(Communicative Competence)而不是所谓的“语言能力”确定为语言教学的目标。而“交际能力”的首创者就是Hymes,他在Chomsky(1965)的语言能力理论问世的下一年,就发表了题为“On Communicative Competence”的论文(Hymes 1972<sup>1</sup>),指出语言能力离不开社会和文化这些重要因素,并以嘲讽的口吻说,如果一个孩子如Chomsky所说能产出无穷数的形式正确的话语,这个孩子只能是个社会怪物(social monster)。

我国外语界应用语言学研究第一人桂诗春教授(2010)最新的重要文章把应用语言学划分为缘起、发展、变化和重新定位这四个阶段。本人受桂老的这篇文章启发,回顾教育语言学这门学科的发展历程,发现它和应用语言学一样,也经历了兴起、发展、变化和重新定位这四个阶段(俞理明 严明,2013)。其兴起和发展阶段的最为杰出的学者是首先提出“教育语言学”这个术语的Bernard Spolsky,他显然接受了Hymes的观点,在他的《教育语言学导论》(Spolsky, 1978)这本专著中这样写道:“从孩子入校和整个学业期间,教育语言学一开始就是评估交际能力……”(1978: viii)<sup>2</sup>。到20世纪末,教育语言学经过20多年的发展,其学科地位得到正式确立(Hornberger, 2001),毋庸置疑,这和Spolsky的贡献是分不开的。在这一时期里,Spolsky发表了一系列的著作,对教育语言学作了全面、深入、系统的阐述。特别要提的是,他主张在语言教育的研究中“从一个具体的问题入手,然后关注语言学和其他相关学科以求获得解决问题的办法。”(1978: 2)教育语言学发展的全部历史证明,这一实践导向的原则一直是开展本学科研究的根本指导思想,Spolsky不愧是教育语言学学科的创始人、开拓者和引路人。

Spolsky在2000年退休,接过并高举教育语言学这面大旗的是Nancy Hornberger教授,她使这门新兴学科发展并走向全球性研究领域(a globalizing field of study)(Hornberger, 2012)。她从Spolsky的“问题或实践导向”

1 Hymes 的这篇文章首次发表时间是1966年,见Hornberger(2011)第一卷(p.2)。

2 斜体为本文作者所加。