

跨文化交际与 英语语言教学

——实践与展望

Cross-cultural Communication and
English Language Teaching

主 编 汪火焰

副主编 游长松 程向莉



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跨文化交际与 英语语言教学

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“英语教学与跨文化交际
国际研讨会”论文集

主 编 汪火焰
副主编 游长松 程向莉
参 编 张明尧 桂 敏 郭赛君



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前 言

《跨文化交际与英语语言教学：实践与展望》由武汉大学外国语言与文学学院教师与美国高校老师共同撰写而成。该书见证了武汉大学与美国俄亥俄州立大学英语口语暑期项目的创设与发展。武汉大学与美国俄亥俄州立大学英语口语项目于2004年成立，2014年武汉大学邀请国内外专家学者举办了盛大的学术会议，收到了不少有关“跨文化交际与英语语言教学”方面的论文。在武汉大学本科生院与外国语言文学学院共同倡议下，《跨文化交际与英语语言教学：实践与展望》诞生了。

《跨文化交际与英语语言教学：实践与展望》自筹划到出版历时两年。为了出版精品书籍，编委会与作者多次沟通，从论文选题到中美方教师合作撰写，从论文甄选到文字修改，经过了几轮往返协商，编委会成员体会到了其中的艰辛。

《跨文化交际与英语语言教学：实践与展望》共分三个部分。

第一部分为跨文化交际。收录了中美教师有关跨文化交际类的论文，包括 Gal Walker 教授提出的“体演教学法”的教学试验研究、神话原型研究、从文化视角研究木兰这一传统中国人物形象，以及文化适应性教学研究等。

第二部分为语言教学。收录了中美教师有关语言教学方面的内容，既包括反映大学英语教学最新发展的教学研究、大学英语拓展类课程的教学研究、新型大学英语教学模式研究，也包括传统的名词词组翻译研究、非英语专业学生学习策略研究、非英语专业学生自主学习研究、以读促写研究等。语言教学类论文遴选主要聚焦于英语语言学习过程和英语学习者心理过程研究。

第三部分为语言学及应用语言学研究。收录了中国英语教师有关英语语言应用方面的研究。研究内容包括词汇意义关系、语篇分析、复杂理论与焦虑关系、翻译史跨学科研究方法、隐喻的概念迁移和文化整合等。

《跨文化交际与英语语言教学：实践与展望》凝聚了中美教师合作研究和中国高校教师跨文化交际与英语教学的研究成果，适合于英语教师和英语应用语言学专业研究生阅读。编写组成员深感学无止境，因疏忽造成的书中错误，欢迎各位读者指出。

《跨文化交际与英语语言教学：实践与展望》编写组

2016年3月4日

目 录

第一部分 跨文化交际

Exploring Attitudes and Technology Use for Learning English in a Flipped Classroom: A Comparison of ESL and EFL Courses	3
Cultural Synergy and Metacognitive Models: Intercultural Adaptation of Chinese Students and Their US Teachers	19
Archetype of Male-Female Relationship	47
Academic Adaptation of Indian Students in Wuhan: A Conceptual Framework	60
Mulan: An Inter-Cultural Figure in College English Class	69
A Critical Evaluation of the Theory and Practice of Performed Culture Approach	77
On the Application of the Performed Culture Pedagogy in Teaching English as a Second Language	88

第二部分 语言教学

Collaboration, Interactional Competence, and English Teaching in China	101
Proxemic Influence on Learner's Perception of Effective Communication	110
Qualia-structure-aided Chinese NN Phrase Translation Teaching	121
Integration of Web-based Autonomous Learning and Classroom Comprehensive Application —Establishing Autonomous and Individualized College English Teaching Mode	132
Communication Strategies and Communicative Classroom Activities	146
A Story of the Relationship Between of College Non-English Major Students' Learning Strategies and Listening Comprehension	160
Pedagogical Implication of CR Theory in Chinese College Students' ESL Writing Instruction	171
Study on the Effect of Imitative Writing for High-proficient and Low-proficient Non-English Majors	181
Improving College Students' Writing Ability through Reading	196
The Impact of MOOC on Chinese EFL Teaching and Learning	203
大学英语后续课程“英语电影欣赏”的教学效果研究	210
英语自主学习在中国的可行性刍议	219
中国英语学习者超音段习得错误探讨及启示	224

第三部分 语言学与应用语言学研究

Synsensonymy, A New Concept That Denotes Word Meaning Relations	231
Complexity Science and Language Anxiety Study	243
A Discursive Analysis of <i>A Rose for Emily</i> —Based on Bhatia's Multidimensional Model	256
Documentary Research on Computer Assisted Language Learning in Chinese Ten Core Journals Within a Decade	270
The Culture-loaded Hawaiian Word Aloha and Its Impact	283
美国语言教育政策的发展与展望.....	288
翻译史跨学科研究方法探索.....	296
隐喻的概念迁移和文化整合.....	303

第一部分 跨文化交际

Exploring Attitudes and Technology Use for Learning English in a Flipped Classroom: A Comparison of ESL and EFL Courses

Erik Voss^①

Northeastern University, U. S. A.

Wen Fang^②

Wuhan University, China

Abstract

Because of technology use in inverted classrooms, otherwise known as flipped classrooms, this approach to language instruction offers benefits for English language learning over traditional instruction. A flipped classroom provides opportunities for increased oral production and negotiation of meaning in English from classmates and instructors. This paper has explored the attitudes of a “flipped classroom” approach to English language teaching in two contexts, an ESL classroom in the US and an EFL classroom in China. Survey data were analyzed to explore the implementation of this approach and technology use in second and foreign language classrooms. Attitudes toward learning English using a flipped classroom were positive; training and practice, however, is needed for effective technology use for learning English.

Key words: Flipped Classroom, ESL Classroom, EFL Classroom

Students who learn English in an English-speaking environment have the advantage of experiencing language and culture outside the classroom. The traditional location for foreign language instruction in the classroom, however, imposes time and space constraints, which limit opportunities for students’ oral production and negotiation of meaning in English. Students have limited opportunities to speak or receive individual feedback.

One way to provide students with more time to produce comprehensible output is by

① Erik Voss, College of Professional Studies, Northeastern University, U. S. A.

② Wen Fang, School of Foreign Languages and Literature, Wuhan University

Correspondence concerning this article should be addressed to Wen Fang, School of Foreign Languages and Literature, Wuhan University, Hubei Province, P. R. China, 420072.

E-mail: wenfang@whu.edu.cn

“flipping the classroom.” In this approach, the content of instruction is introduced and delivered by video outside the classroom via computer, mobile phone, or tablet allowing students to receive individual time in class to work on key learning activities with more attention from the teacher (Bergmann, Overmyer, and Willie, 2013). Due to advances in modern technology, in addition to delivering content, smart phones and tablets can also be used as learning tools (e.g., dictionaries and vocabulary apps) to develop autonomous language learning anywhere at any time. Thus, time in the classroom becomes a student-oriented workshop, where students practice listening and speaking tasks, through exercises, projects, or discussions (EDUCASE Learning Initiative, 2012). It is during this time that the teacher can provide feedback and answer student questions individually or collectively if an individual question is relevant to the whole class.

Theoretical Framework

A seventeen-week empirical study with 57 students was conducted, who were from two natural classes chosen as the Experiment Class and the Control Class at random.

The bilingual corpus available on line is from collected Chinese documents aligned with English versions such as government work reports (2000-2010). The students can login the website <http://corpus.usx.edu.cn/>, which is totally free and very convenient for users.

The framework for a “flipped classroom” approach in this paper is based on three theories of language learning: blended instruction, cognitive taxonomy theory, and preformed culture.

Blended instruction is an approach in education that offers benefits of traditional face-to-face classroom instruction, computer-mediated learning and online instruction originating in Active Learning Theory. Observed benefits of blended instruction include increased student engagement and greater comprehension of course content (Hussey, Fleck, & Richmond, 2014). This is because students have access to course materials and instruction, and learning throughout the day both inside and outside the classroom. Consequently, similar to an inverted instruction, blended instruction requires more preparation from both instructors and learners. Larcara (2014) reiterates Ash’s (2012) caveat that flipping the classroom with an ineffective instructor will be unsuccessful. Thus, instructors should design tasks to guide the students in applying the content effectively in class.

Learning theories can be used to design effective classroom tasks. Bloom’s taxonomy, for example, which forms the basis for Cognitive Taxonomy Theory (CTT), classifies thinking through the identification of types of cognitive processes (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). At a basic level, students may engage in knowledge and comprehension through activities such as listing, labeling, describing and summarizing. At the higher cognitive level, students process information through application by solving, demonstrating, and applying

content. The taxonomy includes descriptions of even higher cognitive levels, which may be appropriate for some language courses. Tasks designed following the higher levels of CTT promote active participating and learning in a language classroom.

Another theory, on which to base task design, is Walker's Performed Culture. Performing in the classroom is an essential part of learning to "successfully integrate oneself in the culture and societies of the target language" (Walker & Li, 2012). This is accomplished through a variety of activities using target domain language and content. Such activities in a language classroom include communication using the language and pragmatic knowledge in the cultural context. In the flipped classroom, the content is presented to the student in the video lectures, which is then "performed" in the classroom through tasks that reinforce the content delivered in the videos. In addition to higher-level cognitive processes that we find with CTT, performed culture emphasizes the culture, content and context for appropriate tasks.

The promising benefits of a flipped classroom approach have been identified in content courses such as psychology statistics (Hussey, Fleck, & Richmond, 2014), business (Francis, 2014) and language arts courses (Moran & Young, 2014). Flipping the classroom is also becoming popular in English second and foreign language instruction in many levels and contexts. The authors of this case study wanted to explore potential similarities and differences that may exist in attitudes toward the implementation of this approach in ESL and EFL courses.

The following research questions for this study were developed to explore students' attitudes toward learning English with a flipped classroom approach. These questions explore course materials, technology tools, and attitudes toward materials and methods.

Research Questions

- Which mobile apps are students engaging for language learning?
- What are students overall attitudes toward a flipped classroom for learning English?
- Do students enjoy watching content lecture videos outside of class time?
- How do students approach watching the content lecture videos?
- Which aspects of a flipped classroom do students find most beneficial?
- Which language skills do student perceive would benefit from a flipped classroom?

Method

A purposeful convenience sampling method was most appropriate for this study. Classes in the US and China had already been planned and staffed. Seventy-seven participants came from three English language courses, one ESL class in the United States ($n = 12$) and two EFL classes in China ($n = 65$). Table 1 below presents the participant demographics for the three courses in the two contexts in the study.

Table 1 Participant Demographics

Course	Number of Students	L1	English Level/Course Description	Gender
ESL (USA)	12	Arabic, Mandarin, & Spanish	Pre-university Matriculation	Male=4 (33%) Female=8 (67%)
EFL (China)	65	Mandarin	Non-English Majors with Four-semester of College English* Learning	Male=33 (51%) Female=32 (49%)

* College English is a required basic course for undergraduate students in China.

Participants in the ESL course included twelve students enrolled in a pathway program at a university in the Northeast of the United States. Sixty-seven percent of the students were female and 33% were male. Students' first languages were Arabic ($n = 2$), Spanish ($n = 2$), and Mandarin Chinese ($n = 8$). Students in this pathway program study for one semester before matriculation to an English-medium university. Courses in the program include English language courses as well as content courses with transferable credits. Participants in EFL course included sixty-five students at the end of two sophomore College English classes in a large university in central China. Forty-nine percent of the students were female and 51% were male. Mandarin Chinese was the L1 of all students.

Materials and Procedure

After the delayed test, small interviews were carried out to the ten participants from the Experimental Class. Most of them stated that the fourteen-week training and the knowledge about prefabricated chunk and corpus had all brought great positive influences to their acquisition of prefabricated chunks. The influences mentioned by them are summarized as follows.

All three courses engaged in a flipped classroom lesson during spring semester. Students watched a video as homework and used the content from the video to participate in classroom tasks using mobile apps as language learning tools.

The ESL course was structured to use a flipped classroom for a 7-week summer session. Students were introduced to technology in the first week. Students were instructed on how to use the monolingual dictionaries on a mobile device and practiced using them for pronunciation throughout the course.

Content lecture videos for the ESL course covered topics in Psychology, Biology, and Business. At the beginning of the session, students were allowed to discuss the videos in small

groups. For the first couple of weeks students discussed the video in groups without instruction. All groups decided to take turns in their group reading their notes. This technique was not exciting and less engaging as one student spoke at a time reading from his/her notes. After a couple of weeks the instructor explained the more structured procedure where groups composed questions about the video content and then were regrouped to ask their questions to students in their second group. Each student asked the questions he/she prepared in the first group. This procedure was also used in the EFL classes. After modifying this task, students immediately acknowledged a better understanding of the video content using this activity. Quizzes on syllable stress and video content were given every two weeks and were calculated as part of the course grade for the ESL course.

The EFL course was introduced to a flipped classroom for one lesson^①. During this lesson, students were assigned a 7-minute video named Introduction to Psychology to watch at home and take notes with the help of dictionary apps, which the teacher advised them to download and use them on their mobile phone. In the classroom, the teacher at first spent 10 minutes introducing the task and getting students into groups. Students in both classes were divided into six groups of 6 to 7 students. In these groups students composed 10 to 15 questions about the content of the video from their notes, which took about 35 minutes. The questions could be True/False, asking for an answer, or another type of question other than Yes/No questions. Each student was assigned a letter A-G in their first group. Groups were then redistributed based on assigned letter so that one person from each group formed a new group, and so on. All A's sat together. All B's sat together, etc. In these new groups, students took turns asking the new group members his/her questions. The others in the new group tried to answer the questions. This redistributed group work took about 40 minutes. During both group times, the teacher moved around the room, kept students on track, and graded the students on their participation.

At the end of each course, a survey was administered to the students about use of technology inside and outside the classroom. Students completed the survey and signed a consent form following IRB regulations. Questions elicited responses about the course video lecture(s), tasks in the classroom, types of technology used for learning English including mobile apps, and attitudes toward the efficacy of technology use for English language learning. The survey was in English and Chinese, translated by one of the instructors^②.

① The authors would like to thank Cheng Liping for her contribution to this project and for teaching the class.

② The survey was translated from English to Chinese by He Bo.

Results

Part I of the survey provided information about the technology that students use for learning English.

Ninety-two percent of the students in the ESL course indicated that they used technology both in and outside the classroom. All of the 11 students who did use technology indicated the use of an iPhone, six students also used an iPad, and one student used a Windows tablet. Eighty-three percent of the students in the ESL course used technology both in class and after class for learning English.

Over 83% of the students in the EFL course indicated that they use technology both in and outside the classroom. Seventy-one percent of the students who do use technology indicated the use of an Android phone, 17% of them use iPhone, 12% of them also use an iPad, 6% of the student use Windows tablets, and 3 of the students also use other phones. Some of the students use more than one device.

Table 2 presents the mobile apps that were used by the students in both classes for English language learning.

Table 2 English Language Learning Mobile Technology Use

	Mobile App	% (#) of students in ESL course	% (#) of students in EFL course
Dictionary	Merrriam-Webster Dictionary App	33% (4)	2% (1)
	Dictionary (unspecified)	67% (8)	
	YouDao App 有道	33% (4)	66% (43)
	Dictionary.com App	8% (1)	8% (5)
Other	Quizlet App	33% (4)	
	Towords App	17% (2)	5% (3)
	Sounds App	67% (8)	
	Secretlisa App		3% (2)
	Shanbay App		5% (3)
	Baicizhan App		6% (4)
	Other apps for looking up and memorizing words		17% (11)
	Other apps for practicing listening and speaking		22% (14)

The ESL students used mobile apps for vocabulary, pronunciation, spelling, definitions, practicing and learning new words. Mobile apps used by the EFL course were consulted for

helping with learning and memorizing new words, either for pronunciation and meaning of an individual word, or in the process of translation and reading. Students in both contexts continued to use bilingual apps such as YouDao, 33% in the ESL course and 66% in the EFL course. The other bilingual apps, used primarily in the EFL context were, Towards, Shanbay, and Baicizan, to learn vocabulary. In contrast, only 1 student in the EFL context used the monolingual app Merriam-Webster Dictionary App and five students used Dictionary.com. The higher percentage in the ESL context reflects the syllabus and longer instruction period in the EFL course. Fourteen students indicated that they used apps for the practice of listening and speaking skills, and three of them used monolingual apps, namely VOA App, in their practice, although these were unrelated to the flipped classroom lesson.

Part II of the survey elicited information about the video lecture used as course content for the flipped classroom lesson(s).

Results in Figure 1 indicate that, overall, 42% of the students in the ESL course enjoyed watching the video lecture one or more times as homework while 25% did not have time to watch. One third of the students in the ESL course (33%) did not enjoy watching a video outside of class time.

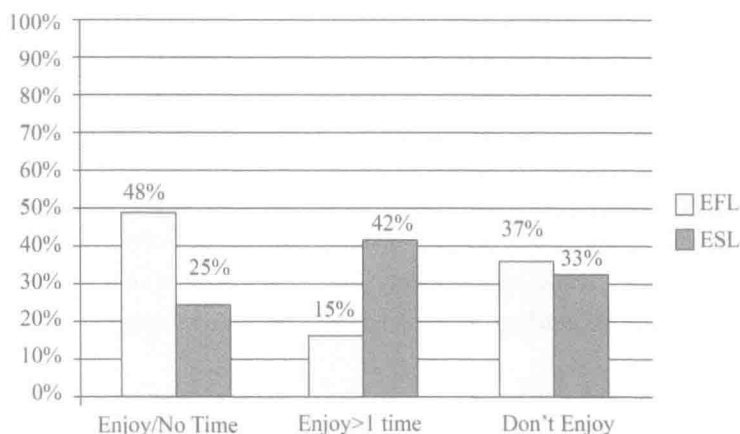


Figure 1 Enjoyment Watching the Video

As for the EFL students, 48% enjoyed watching the video lecture outside the classroom but don't have time to watch it, 15% enjoyed watching the video lecture one or more times, while 37% of the students, that is to say more than one third of them did not enjoy watching a video outside of class time.

Results in Figure 2 show that one student (8%) was able to understand the content of the video lecture after one viewing and most students in the ESL course (75%) were able to understand the content of the lecture after more than one viewing. However, a number of students (25%) still had difficulty understanding all the content even after multiple views. No

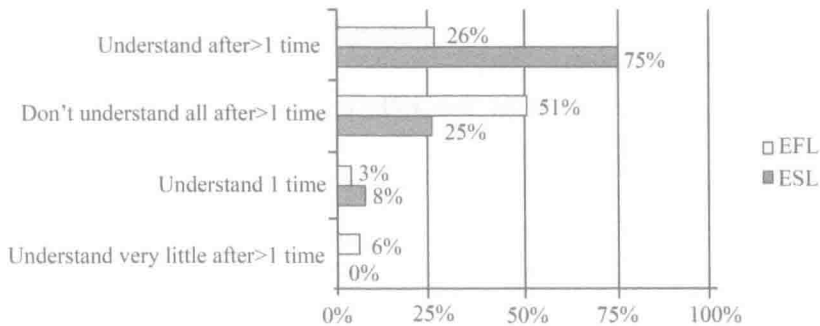


Figure 2 Video Lecture Content Understanding

student in this course indicated a great lack of understanding after watching more than once.

Three percent of the students in EFL classes were able to understand everything in the video after watching it once, 40% of them were able to understand everything in the video after watching it a few times, while half of the students had difficulty in their understanding after watching the video a few times. Four students (6%) indicated that they understood very little of the video even after watching a few times.

The third section in Part II asked how students viewed the videos. The final questions in this section identified the time of day that was most common for students to complete the lecture viewing homework.

Results in Figure 3 show how students view the content videos. The first four (4) bars indicate the activities students were involved in while watching the videos. Half of the students in the ESL course (50%) took notes while watching the videos. Forty-two percent watched the video without taking notes, while one student (8%) indicated reviewing his/her notes after watching and taking notes. According to these data, the video took the full attention of the students.

The second four bars show how the students watched the video on more detail. We see from the data that students paused, rewound, and reviewed the video. No one indicated skipping forward.

The situation in the EFL course is more complicated. Many students were listening and watching (46%), while 17% would take notes while watching, and 10% admitted to reviewing the notes and questions. As most of the EFL students watched the video attentively, there were a few students (6%) students doing something else while listening to the video. This could have been interpreted as taking notes or something completely off task. Follow up interviews would help explain these results.

As for how the students watched the video, compared to the ESL students, EFL students showed more rewinding (45% vs. 33%) and less pausing (33% vs. 42%) and less reviewing (27% vs. 42%). There were two students in the EFL course who skipped forward while

watching the video.

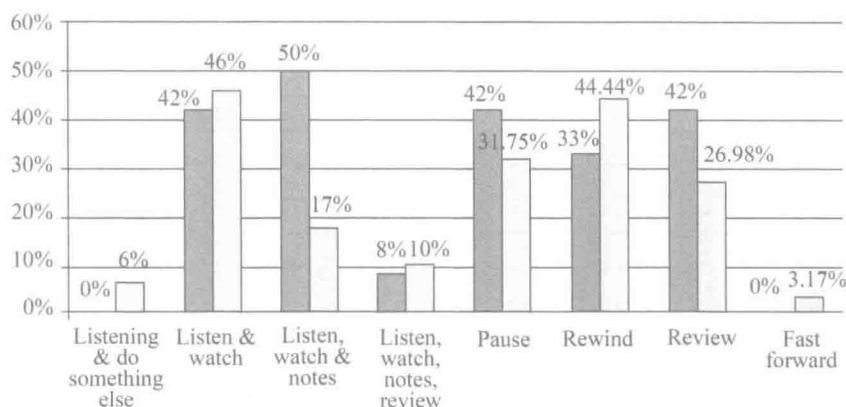


Figure 3 How Do Students View the Content Videos? (Note: values exceed 100% because students could select more than one time period.)

Data in Figure 4 show that most students in the ESL course watched the content videos in the evening between 9 and 11pm (50%) and between 7 and 9 pm. Later at night, after 11pm (25%) was also a more popular time to watch the videos than in the afternoon. Most of the students in EFL course showed the same tendency in the choice of time to watch the video. There were 3 students (5%), however, who watched the video right before class.

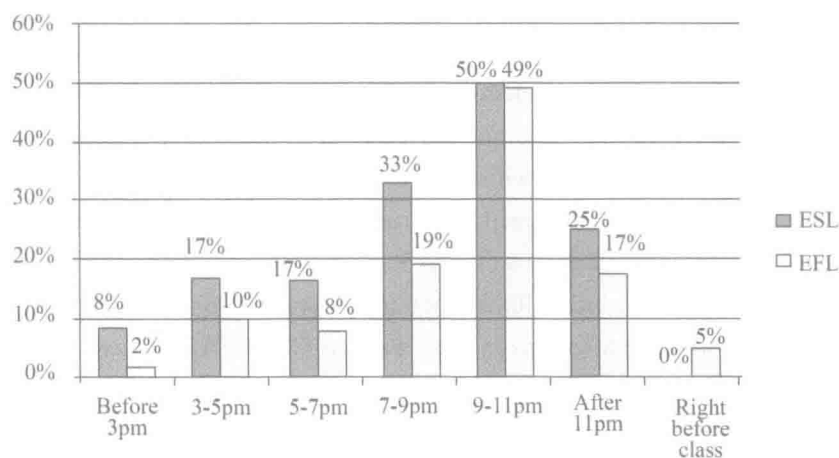


Figure 4 When Do Students Watch Content Videos? (Note: values exceed 100% because students could select more than one time period.)

Part III of the survey asked students to predict the efficacy of a flipped classroom on English language learning. Students responded to a 6-point Likert scale for these questions.