

大学生英语 能力培养模式研究 ——多模态语篇语义视角

刘晓琳 王欣 张毅 编著



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大学生英语能力培养模式研究 ——多模态语篇语义视角

A Study of College Students' English Competence Training
—from the Perspective of Multimodal Discourse Semantics

刘晓琳 王欣 张毅 编著



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内 容 简 介

21 世纪的日常生活充斥着图像、视觉技术和视觉实践,为了更好地理解当代视觉环境中创造和学习的机遇和挑战,必须探讨各种符号系统在外语习得中的表现特征,因此多模态学习、多模态和二语习得,以及多模态在语言学习和教学中的意义应该得到更多的重视。

本书将多模态教学置于功能语言学研究领域,从不同的视角论述了英语教学中的多模态问题,为多模态教学和学习提供了一个模型,并强调了如何通过尊重和反思的方法,以课堂为研究基础,来跨越专业的专业界限,去追求新知识。

本书可供英语专业的研究生、英语教师和对多模态感兴趣的相关人士参考使用。

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前 言

21 世纪的日常生活充斥着图像、视觉技术和视觉实践。多种视觉材料、照片、视频和各种媒体通过博客、在线相册、YouTube、聚友网等技术在网络中广泛传播。不仅静止图像在日常的交流中引人注目,而且移动图像也试图通过多种传播吸引人们的注意力,使人们能够轻松地通过全球网络分享它们的数字故事。视觉化可以理解为这个新配置的全球网络化景观的社会标记对文化和经济轨迹后现代性的回应。因此,通信、创造力和教育的领域正在发生深刻的变化。传统的读写模式和交流模式在各个领域发生着变化(Kress,2003)。然而,这些变化是以不同的程度和不均衡的速率发生的(Luke et al., 2002)。因此,不能仅仅把学习和识字看作“语言”的成就:“语言和学习”这种习惯性结合的时代已经结束。多模态读写能力对 21 世纪的沟通、创意、教育和社会未来的设计有重要意义。

为了更好地理解当代视觉环境中创造和学习的机遇和挑战,必须探讨在学校中形象和其他象征形式的表现特征。多模态学习、多模态和二语习得,以及多模态在语言学习和教学中的意义应该得到更多的重视。因此,本书首先通过文献回顾了多模态模型如何影响教学和学习过程。

本书论述了英语教学中的多模态问题。多模态是指多种交际模式(声音、图像,如图形或图片、视频、书面文本、转录语音等)在一个文本中的组合。我们讨论多模态文本是因为理解文本意味着理解不同格式的所有元素之间的交互。在语言教学领域工作的语言学家面临的挑战是,需要对多模态文本结构进行理论研究,并研究如何将这些多模态文本整合到教学材料的设计中。

我们在谈论多媒体学习时,可以向自己提出几个问题,了解信息和通信技术对我们生活的影响。学习者和教师新的身份是与通信工具联系在一起的。从应用语言学的角度来看我们对这些交际技能对语言产生和解释过程的影响尤其感兴趣。随着计算机及其数字能力的出现,我们的语言和交流观念发生了巨大的变化,通信也发生了很大变化。这些变化影响了学校社区、师生之间建立的关系,现在也涉及其他通过数字在线通信进行的认知参与和社会互动模式。



本书还处于系统功能语言学的传统中,在第二语言教育领域,对三本相关的本科教材进行了多模态分析。这项研究的目的是确定学习者对学术英语(EAP)教科书的要求,使学生能够有效地应对特定学科的本科教材。通过对共现的口头和视觉表现的分析,旨在说明教科书产生的符际意义的多模态集成。结果表明,工程本科教材具有高水平的学术性,采用口头和视觉形式,结合复杂词汇语法和数学的选择,并通过复杂的模式识别中视觉、语言符号、元素和多式联运组合进行教学将会收到很好的效果。

有挑战性的作文倾向专注于字母识字,许多写作学者呼吁教师们交出能清晰地运用混合单词、图像和声音的文本。越来越多的大学生已经意识到多模态写作和多模态素养在未来职场的重要作用。多模态的教学方式有助于学生写作能力的提高。

本书旨在了解教师对多模态交际的理解和应用,因此选择听障学生这一特殊群体作为观察对象,目的是找出教师如何看待和运用多模态教学。本研究遵循质的个案研究设计。之所以选择这种设计,是为了深入研究这一现象。为加深对这一现象的认识,采用非参与性观察策略对三个案例进行了研究。这部分的研究以观察为主,辅以深度访谈。研究结果发现,在知觉方面,教师意识到多模态沟通在听障学生教学中的重要性。此外,除了英语以外的地区语言教学,教师似乎比使用英语本身面临着更多的挑战。在教学过程中,教师更容易忘记某些类别的学习者。根据研究结果,得出结论:教师在听力障碍学生的教学中对多模态交流的认知和应用不同,教师与教师之间的依赖程度不同,受背景训练和学科教学的影响。有效的教学要求中需要教师掌握各种模式的交流方式。通过这个案例的研究,会对非英语国家多模态教学方式产生一定的启示。

多模态交流的方式,新媒体的启示,使阅读、写作和听力教学对学生多模态的学习提出了新的挑战。本书的结尾,读者将对数字时代的教与学的本质有一个更全面的理解。这本书为多模态教学和学习提供了一个模型,并强调了如何通过尊重和反思的方法,以课堂为研究基础来跨越传统的专业界限,去追求新知识。可以肯定的是,在未来的岁月里,学生们将越来越稳定地进入一个世界,在这个世界中,多模态、多媒体文本的阅读、写作和听力依赖于一套技能和知识。本书为今后的多模态读写能力培养的探索提供了坚实的基础,我们将发展适合新世纪的课堂课程和教育学,同时运用各种手段来实现和丰富多模态课堂实践。

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Preface

Everyday life in the 21st century is saturated with image, visual technologies and visual practices. A wide range of production and distribution technologies circulate a variety of visual materials photographs, video and diverse media through blogs, online photo albums, YouTube, MySpace and so on. Still images stare out across the everyday communicational landscape and moving images try to grab attention through a multiplicity of devices, enabling people to easily share their digital stories across global networks. The visual turn can be understood as a response to this newly configured global and networked landscape marked by the social, cultural and economic trajectories of late (post) modernity: fluidity, speed, saturation, frenzied pixilation, and immediacy. The terrain of communication, creativity and education is changing in profound ways. Traditional uses of literacy and associated means for representing and communicating are mutating at every level and in every domain (Kress, 2003). These changes are, however, occurring to different degrees and at uneven rates (Luke et al., 2002). As a consequence it is no longer possible to think about learning and literacy solely as 'linguistic' accomplishments; the time for that habitual conjunction of 'language and learning' is over. This has significant implications for communication, creativity, education and the design of social futures for the 21st century.

In order to better understand the opportunities and challenges for creativity and learning in the contemporary visual context, it is therefore essential to explore how image and other symbolic forms of representation feature in schools. Then multimodal learning, multimodality and second language acquisition, and implications of multimodality in language learning and teaching will be discussed. A review of the literature will determine how multimodal models affect the teaching and learning processes.

This book addresses Multimodality in English Language Teaching and Learning. Multimodality refers to the combination of various communicative modes (sound, images such as graphs or pictures, video, written text, transcribed speech, etc.) within one text. We talk of multimodal text because understanding that text implies understanding the interaction among all its components in the different formats. The challenge for linguists working in the field of Language Teaching is the need to conduct theoretical research on

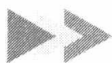


both the multimodal text structure and on the possible ways to adapt and integrate these multimodal texts into the design of pedagogical material.

When we talk about multimedia learning, we can ask ourselves several questions to understand the effect of information and communication technologies on our lives. New identities are born that are connected to communication tools. From the viewpoint of applied linguistics, we are specifically interested in the effects that these communicative skills can have on the processes of language production and interpretation. Our conceptions of language and communication have changed substantially with the arrival of computer and its digital capabilities. Communications have also changed considerably. These changes have affected the school communities and the relationships established between teachers and students now involve other modes of cognitive involvement and social interactions made possible by digital online communications.

This book is also situated within the tradition of systemic functional linguistics, in the field of second language education, and presents a multimodal analysis of three related undergraduate level textbooks. The purpose of the research is to determine the veracity of claims made by learners of English for Academic Purposes (EAP) textbooks that their books enable students to deal effectively with discipline-specific undergraduate textbooks. Multimodal ensembles, or co-occurring verbal and visual representations, were also analyzed in order to explain how the textbooks generated intersemiotic meanings in their multimodal ensembles. Results show that the undergraduate Engineering textbook employs high levels of technicality, verbally and visually, characterized by complex lexico-grammatical and mathematical choices, and by complex patterns of intersemiotic identification among verbal, visual, and mathematical elements in multimodal ensembles. The EAP textbooks, in contrast, show lexico-grammatical patterns that are consistent with non-technical language, employ simple visual and mathematical structures, and present few multimodal ensembles with few examples of intersemiotic identification.

Challenging composition's tendency to focus exclusively on alphabetic literacy, numerous composition scholars have called for a turn to teaching students to produce texts that explicitly blend words, images, and sounds. In calling for this multimodal turn, compositionists have argued that multimodal texts are becoming increasingly central in workplace and civic realms and those students are increasingly arriving in our classrooms



Preface



with strong visual/multimodal literacies. In making these persuasive arguments for the need to move beyond alphabetic literacy in composition, scholars have understandably emphasized composition's historical lack of engagement with visual and multimodal textual production. I contend, however that if we look closely at expressivist, cognitivist, and social composition theories of the 1960s, 1970s, and 1980s, we can uncover a rich heritage of compositionists engaging issues of multimodality. In looking at the ways in which past composition theories engaged issues of multimodality, we ultimately seek to elucidate the unique disciplinary perspective that compositionists bring to multimodality as well as to articulate ways in which teaching multimodal composing can contribute to the development of students' alphabetic writing skills.

The purpose of this book is to gain a descriptive understanding of the teachers' perceptions and application of multimodal communication in the instruction of learners with hearing impairment in inclusive classrooms. In particular it is aimed at finding out how teachers perceive multimodal communication. This includes the practice in a classroom where learners with hearing impairment are instructed together with their hearing counterparts. The study followed a qualitative case study design. The reason for choosing this design was to study the phenomena in depth. In order to gain deeper understanding of the phenomenon, three cases were studied using non-participant observation strategy. Observation is used to ascertain the multimodal communication practices of the cases in their respective classrooms. Thus, observation was used as the main method complemented by in-depth interview. Numerous findings emerged from the study. Regarding perceptions, teachers were aware of the importance of multimodal communication in the instruction of learners with hearing impairment. Furthermore, where the lessons were conducted in the area language other than English, the teachers seemed to have more challenges than they used English language. It was further noticed that it was easier for teachers to forget some category of learners during the teaching-learning processes. Based on the overall findings, conclusions were made among others, that teachers' perceptions and application of multimodal communication in the instruction of learners with hearing impairment differed from teacher to teacher and was dependant on one's background training and subject taught. Effective instruction called for teacher skillfulness in the use of the two main communication modalities, the visual and the manual modalities. Conclusively, communication and instruction for learners with hearing



impairment in inclusive classrooms is a subject that needed further research.

The way in which the affordances of new media enable collaborative approaches to reading, writing and listening is highlighted and the implications for students' engagement in a participatory culture reflected upon. Furthermore, the outline of classroom practice is underpinned by a clear account of the theoretical framework for this work. By the end of this book, readers will have a fuller understanding of the nature of teaching and learning in a digital age. This book provides a model for that work and highlights how, through respectful and reflective approaches to classroom-based research, we can work across traditional professional boundaries in the pursuit of new knowledge. We can be certain that, in the years ahead, students will move ever more steadily into a world in which the reading and writing of multimodal, multimedia texts is dependent upon a set of skills and knowledge that we are only just in the process of working out. At a time when we lack considered accounts of multimodality in practice, this book provides a solid grounding for future explorations. We are to develop classroom curricula and pedagogy fitting for the new century and this exciting approach to accounts of multimodal classroom practice.

Contents

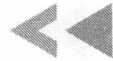
Chapter One	Multimodal Texts and Language Proficiency	1
1.1	Literature Review	4
1.2	Technology and Multimodal Learning	6
1.3	Aims and Objectives of the Research Study	8
1.4	Three Questions to Take into Consideration	10
1.5	Significance of the Study for Language Teaching and Learning	17
1.6	Interpretive Assumptions	18
Chapter Two	Review of Previous Research into the Acquisition of English	
	Language Proficiency	20
2.1	English Language Proficiency	21
2.2	English Language Proficiency Levels	26
2.3	Systemic Functional Linguistics	27
2.4	Multimodal Literacy	28
2.5	Emergence and Role of Multimodality in Communication and Learning	29
2.6	Multimodality and Second Language Learning	33
2.7	Tools We Use in Multimodal Literacy Instruction	36
2.8	Learning with Multimedia	37
2.9	Principles of Multimedia	39
Chapter Three	The Scope of the Visual in Education	43
3.1	Visual Intelligence	43
3.2	Visual Design of Learning Spaces and Visual Displays	45
3.3	Visual Materials in Learning Spaces	47
3.4	Visual and Multimodal Teaching	49



3.5 Visual and Multimodal Learning	50
Chapter Four A Multimodal Case Study of EAP Textbooks	51
4.1 Multimodality in ESP	51
4.2 ESP Meaning-making Skills; Learner Authorship	53
4.3 Intersemiosis; Meaning Construction Through Text-image Relationships	55
4.4 The Textbook	58
4.5 Social Semiotic Visual Theory	60
4.6 Methodology	62
4.7 Summary	75
4.8 Implications	103
Chapter Five Technology and Multimodal Texts	107
5.1 Technology	107
5.2 Information Technology	108
5.3 Multimodal Texts	110
5.4 Theoretical Framework	113
5.5 Social Constructivism	113
5.6 A Modeling Approach	116
5.7 The Causal Framework	116
5.8 Technology and Learning Needs	124
5.9 Reasons for Enrolling in the Communicative English One Course	134
5.10 The Mediating Effects on Change in English Language Proficiency	140
Chapter Six Multimodality and Reading	142
6.1 Theory of Reading Comprehension	142
6.2 Analysis of Data	143
6.3 Result and Discussion	147
6.4 Conclusion	155



6.5	Questions for Discussion	163
6.6	Summary of Findings	168
Chapter Seven Multimodal Communication in the Instruction of Learners with Hearing Impairment		174
7.1	Multimodal Communication	174
7.2	Hearing Impairment	175
7.3	Inclusion and Inclusive Education	179
7.4	Teacher Preparation for Inclusive Settings	180
7.5	A Communicative Environment	183
7.6	The Communication Challenges Faced	188
7.7	Perceptions on the Video-based Material “Teachers for All”	190
7.8	Conclusion	192
Chapter Eight Multimodality and Communication		193
8.1	Theoretical Frame Work and Related Literature	193
8.2	Methodology	194
8.3	Video-based Material “Teachers for All”	197
8.4	Main Data Collection	200
8.5	Observation Procedure	201
8.6	Organization and Analysis of Data	202
8.7	Presentation and Analysis	205
Chapter Nine The Future of Multimodality		208
9.1	New Opportunities for Learners’ Identity Formation	208
9.2	Rethinking Literacy and Learning	210
9.3	Rethinking Teaching	213
9.4	Implications for Policy and Practice	215
9.5	Implications for Future Research	216



References	217
Appendix A Selected Verbal Analysis of Reference	227
Appendix B Selected Verbal Analysis of Lexical Relations	228
Appendix C Selected Intersemiotic Analysis of Intermodal Identification	232

Chapter One

Multimodal Texts and Language Proficiency

The global nature of English in today's world necessitates proficiency in the English language. In many countries, English language proficiency is used as a benchmark to assess an individual's inclusion or exclusion in regard to politics, the economy, society and education. The dominant role that the English language plays in these domains specifies that access is guaranteed only through a person's command or proficiency in the English language. This dominant position that the English language assumed has resulted in the marginalisation of many people (Al-Salman, 2007; Holland, 2002). This is particularly obvious in the field of education, especially in English speaking countries such as the United States or where English is taught as a second language. Learners who do not speak English as their native language are faced with the task of learning English so that they are able to compete for educational as well as employment opportunities, alongside native speakers even in non-English speaking countries such as China.

Keeves and Darmawan (2007) maintained that it was pertinent to make distinctions between the different language environments in language learning. In language learning environments the term often employed was "English Language Learner" (ELL) to refer to a student who "has a first (home, primary or native) language other than English and is in the process of acquiring English" (The Knowledge Loom Literacy, 2004, p. 2). Similar terminology, such as "limited minority students" "English as a second language (ESL)" "culturally and linguistically diverse (CLD)" and "limited English proficient students (LEP)" were used interchangeably to refer to English Language Learners (The Knowledge Loom Literacy, 2004, p. 5).

English is also a means of communication in the corporate setting, media and society. There appears to be some confusion over the use of "second" and "foreign" language terminology because of the dominance of North American research in education. However, Asian countries are very different from the United States. Because of this confusion, neither "second" nor "foreign" language is extensively used in this research study. The term "English Language Learning" and English Language Learners' are used to refer to the English language learning context in China



throughout this research study.

In East Asia as well as Malaysia, English is generally taught and learnt in schools. Often, due to the heterogeneity of learner characteristics such as age, gender, ethnicity, state of origin, family language background and learning needs, as well as teaching methods that do not cater for this diversity, students are unable to obtain the English language level that is regarded as proficient to participate in an academic setting. In the present research study that unfolds in Malaysia, the English language learners are heterogeneous in their characteristics.

In countries such as the United States, the United Kingdom and Australia, English language learners face many problems in trying to master the English language. Research has indicated that these learners might lag academically as a result of their low levels of English language proficiency (Liaja-Rodriguez et al., 2006). The final report on the Study of Content Area Assessment for English Language Learners prepared for the Office of English Language Acquisition and Academic Achievement for Limited English Proficient Students in the United States, highlighted various studies related to achievement and English language proficiency (Katz et al., 2004). Some of the studies showed a significant relationship between academic achievement and language proficiency while others did not. The authors of the report claimed that many studies of English language proficiency were shrouded with confusion as there was no clear model or definition in regard to what language proficiency was and this view was also supported by Bialystok (1998). An important observation raised by Katz and his colleagues was that “measuring language proficiency in itself was a complex task” (p. 7). This could be a factor influencing why so many issues surround this mastery of the English language among English language learners in English speaking countries around the world.

Considerable funds and resources are allocated in English speaking countries to overcome these learners' language proficiency problems. Schools, as well as institutions of higher learning, design and organize language support programs to help these learners. Much research is also conducted in these areas so that solutions can be found to overcome English language proficiency problems.

Even though in China, English studies are highly paid attention to, lack of language proficiency is still a problem in university. The inability to communicate proficiently in English was likely to result in unemployment for many graduates because the corporate sector was prepared to employ only people who were proficient in English. Limited English language proficiency can also affect access to information and knowledge. In a study carried out by Lavoie and O' Neill (1999), it was found that approximately 80 percent of websites were in English and, to support this, Gill (2005) asserted that knowledge in the English language increased at such an alarming



rate that the inability to access information would marginalize people. On the verge of globalization, lack of English language proficiency could become a serious problem for Malaysians as access to knowledge, resources and information dictated the need for English. Chinese students had no choice but to access information in English. Moreover, if learners were to further their studies abroad, their limited language proficiency could be an obstacle as many English speaking countries such as the United States, the United Kingdom and Australia dictated the need for English language proficiency levels that allowed students to participate in the academic “Discourse” community of these countries without problems. At the present time in 2010, Malaysian students who intend to further their studies abroad are required to sit for English proficiency tests such as the IELTS and TOEFL and obtain at least a Band of 6 for undergraduate and Band 7 for postgraduate studies (in IELTS) or a score of 550 (in TOEFL) before even being considered by a tertiary institution.

A review of the literature related to English language proficiency yields an abundance of research conducted in the past with regard to English language learners. However, it is not possible to pinpoint a research study with reference to English language learning that addresses three important issues: (a) the desirable levels of English language proficiency identified through an English Proficiency Test, (b) the use of Needs Analysis to ascertain learner needs, as well as (c) the advancement of Multimodal and Language Proficiency through the use of multimodal texts. It is possible that these three components are interrelated both directly and indirectly and influence English language proficiency.

Multimodal Studies is a proliferating field within the area of Applied Linguistics and across many others, such as: Anthropology, Sociology, Discourse Studies, Musicology, Film Studies, and so on. This growing interest in the analysis of image-text interaction is one of the results of the modern globalized world in which we live (Jewitt, 2008, 2009a; Kress, 2003; O’Halloran, 2011; Serafini, 2011; Unsworth, 2001; Ventola et al., 2004).

Globalization has brought about “new communications media [which are] changing the social, economic and political structure of societies across the world” (Graddol, 2006, p. 42). As a result of this changing scenario, communication has evolved acquiring also a multimodal dimension. According to Norris:

People in interaction seldom communicate only through language. A person takes up a certain kind of distance to others, takes up a particular posture, gestures while speaking, and at times gazes at the interlocutor. (2004: Preface)

This multimodal dimension of communication has been highlighted by O’Halloran too in her review: *Multimodal Discourse Analysis*. She claims that “communication is inherently multimodal



and that literacy is not[solely] confined to language”(2011, p. 6).

Such a statement unfolds the close relationship between multimodality and multiliteracies since both of them underpin various modes or resources to convey information. However, slight differences distinguish them. Multimodality deals with forms of representation within the sphere of design while multiliteracies entail certain characteristics to become linguistically, culturally, and technologically educated within the sphere of pedagogy (Jewitt, 2008). Thus, school literacies include a wide range of abilities, from the traditional reading and writing, to the current knowing—how skills like thinking critically, being creative, working on teams, using a computer, searching the Internet, and so forth. As Unsworth said:

The parameters of school literacies have been significantly extended with the rapid cultural and technological changes in literate forms of communication in recent years. Predominant among these is the growing impact of images in an increasing range of texts. (2001, p. 1)

Among this range of texts, students may encounter: magazines, advertisements, graphic novels, websites and so forth, which make learners “read” a particular page in different and simultaneous ways. Serafini has also underlined the importance of the visual element within texts by stating that “the texts that adolescents encounter today are often multimodal, meaning they incorporate a variety of modes, including visual images, hypertext, and graphic design elements along with written text” (2011, p. 342). In brief, the image-text interrelation establishes the grounding for this investigation.

1.1 Literature Review

When we talk about multimedia learning, several questions occur in our minds concerning the impact of information and communications technology (ICT) on our lives. Information and communication technology (ICT) provides academics with an opportunity to create rich learning environments for their students, enhanced by the wealth of information and resources on the Internet, as well as the inclusion of a range of multimedia-based learning elements. Multimodal courses involve the use of multimedia and ICT to develop dynamic course resources that appeal to different sensory modes and a variety of learning styles (Sankey et al., 2005). For example, a multimodal course may include elements such as simulations, interactive diagrams, images, video and audio materials, interactive quizzes and crosswords, PowerPoint lectures with audio, and hyperlinked examples. With this new flexibility, major concepts within course material may be presented in a variety of modes (multiple representations), for example, in both a visual and aural