Zhaoyan Wang

An extended Study of Interactional Modification Types

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王召妍 著

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序

王召妍博士原本师从上海外国语大学王德春教授攻读博士学位，2011 年夏老先生因病医治无效，不幸与世长辞。当时我正在延安参观学习，旅途中接到上外研究生办的电话，要我帮忙接手带老先生尚未毕业的部分学生，其中之一就是王召妍老师。

我印象中的王老师聪颖好学，严谨细心，追求完美。王老师攻读博士学位期间，一直住在上外的学生宿舍里，远离家庭和工作琐事，专心致志地静下心来刻苦钻研。由于她在王德春教授那里已经打下了良好的学术基础，再加上她能认真研读我列出的一些参考书，很快地就能够在她感兴趣的研究领域里找到了有价值的研究课题，并提出了切实可行的研究方案。在我指导她的两年时间里，除了固定的面授之外，她能主动找我，对论文写作过程中出现的种种问题能及时面对面地沟通与交流，她还勇于把自己的研究内容提交到各种学术场合展示，虚心倾听质疑，从容自圆其说，这些挑战令她成长进步很快。尤其可贵的是，她出国到英国访学的半年中，还不断地跟我保持邮件联系，商讨毕业论文中包括文献回顾、研究方法、资料分析和讨论等章节的修改问题，最后顺利地按时毕业，才有今天《互动调整类型的拓展研究》书稿的出版。

关于互动调整类型研究目前学界已有诸多成果，主要包括互动调整类型描述、互动调整类型的效果、对二语习得作用的验证，以及分析其对语言习得是如何起作用的，而王老师的《互动调整类型的拓展研究》至少有如下几个突出的特点：

1. 研究语境不同。以往的研究背景多为自然语言环境、课堂教学环境、实验语境，这些研究一般关注的是同一种语言的互动调整语境。而《互动调整类型的拓展研究》是针对对外汉语教学初级阶段，汉英双语并置语境下的互动调整类型研究。当师生不能用目的语实现交际目的，引入英语通用语，以增加形式和意义上的协商来解决交流障碍，教师或预见理解性问题，或在互动中不断调整自己的话语，以语码转换的方式进行互动调整。

2. 分类不同。以往经典的互动调整类型有，澄清请求、重复他言、重铸、显性纠错、引导、元语言提示等。《互动调整类型的拓展研究》以三个月的课堂观察语料为

基础，把语料转写归类，归纳出五种常见类型，如，语码轮换式重复、语码插入式重铸、语码插入式改述、语码插入式引导、双语并置元语言表达等，这五种类型是对经典类型的拓展。

3. 研究方法适切。《互动调整类型的拓展研究》设计为质化、量化相结合的个案研究。采用数据驱动、自下而上的会话分析进行质化研究，使课堂观察、量化数据和访谈语料成为三角验证，以求结论客观、真实。

4. 研究结论的教学实践意义。对互动调整拓展类型的教学反馈量化结果成为语言教师课堂用语的有力参考。某些研究结果，如互动调整的效果在不同教学（词汇、句法和会话）中存在差异，语码轮换式重复和语码插入式改述对词汇和会话教学最为有效；使用简单的元语言进行重复、改述或重铸是成功的关键等，都是互动调整效果研究的补充。

5. 将课堂教学行为研究转向教师认知研究。《互动调整类型的拓展研究》是个案研究，对教师的各类语码转换式互动调整的教学动机，进行了半结构深度访谈，教师的学习经历、从教经历和教学认知、课堂决策、学生反馈等都进行了综合分析。

6. 对各类互动调整的功能阐释比较全面。《互动调整类型的拓展研究》细化了教师语码转换式互动调整所起的作用，即语言、认知、社会文化及管理等四个方面，又细分为元语言功能、句法功能、认知功能、跨文化交际功能、语用功能、文化传播功能、组织活动功能和元认知功能。

总之，《互动调整类型的拓展研究》视角新颖，研究设计严谨规范，论述缜密，结果较为可信，是将外语学习、语言学知识、教师认知等因素相结合展开的一项尝试性研究，对语言教学，尤其是对外汉语教学研究，具有一定的拓展性贡献。

学术研究贵在认真钻研与探索求新，王召妍老师能在毕业后继续朝这一方向努力，不断推出新成果，这值得我为她感到骄傲并致以祝贺，希望她在学术上再接再厉，更上一个台阶。

郑新民

于福州蓝水湾

2014 年 8 月 28 日

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■ Abbreviations

CFL	Chinese as a Foreign Language
CS	Code Switching
IM	Interactional Modifications
ELF	English as Lingua Franca
FT	Foreigner Talk
IH	Interaction Hypothesis
NNS	Nonnative Speaker
NS	Native Speaker
SISU	Shanghai International Studies University
TCSL	Teaching Chinese as a Second Language
LUE	Learner Uptake Exchange
ROL	Repetition in Other Language
IC	Intercultural Communication

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此为试读，需要完整PDF请访问：

■ Chapter 1 Introduction

Literature review shows that bilingual interaction under the theory of the international hypothesis (IH) is neither widely nor well studied. The interactional modifications (IM) are seldom studied from the perspective of code-switching (CS). The present study attempts to fill the gap by exploring the roles of teachers' code-switching as interactional modifications and the extended types of IM in the natural classes of teaching Chinese as a second language (TCSL). A mixing method is applied to examine the effectiveness and functions of IM. Data-driven research method is applied to describe three teachers' IM; and the statistic analysis is used to investigate the most beneficial IM to Chinese teaching. Conversational analysis is adopted to analyze the functions of IM. This chapter first describes the researcher's motivation of carrying out the present study. Next, this chapter describes the background and context of this study. Following this, this chapter goes on to the research scope, aim and significance of the study. Finally, this chapter outlines the structure and content of the rest of the dissertation.

1.1 Research Motivation

This study originates from the interest that I have had in teaching Chinese as a second language (CSL) in the past fifteen years. I once got a chance to challenge to be a teacher of Chinese as a second language. I participated in a test of competition for teaching in Confucius Institute overseas in 2009 but I failed in the face-to-face interview because, as a native Chinese speaker, I have taken the Chinese grammar points for granted. I know the meaning and usage of Chinese characters but I could not give a thorough explanation. However the failure could not make me give up the interest and I am still concerned about TCSL.

Besides holding the interest, I want to do the research mainly because I could access the teachers and learners of Chinese as a second language. I became a PhD student in Shanghai International Studies University in September of 2010. In the university, I have had several friends who worked as teachers of CSL, so I had the chance to get the first-hand information about their teaching and learning in the natural classroom of CSL. I once became a Chinese-practicing partner of four international students, three of whom came from Italy and one from Malaysia. As a Chinese-practicing partner, I helped them practice Chinese by chatting with them when we all had free time. I found that we often switched between Chinese and English. I used to speak English to explain my previous utterance when I was not understood by them; they switched to their

native language when they did not know how to speak in Chinese. At that time I was interested in code-switching in Chinese learning and wanted to know more about this linguistic phenomenon.

I was lucky to obtain the permission to observe the Chinese classes. At beginning I tried to note down everything on code-switching between the languages of the international students spoke, such as, Russian, German, or French, when they discussed in small group or when they had a break between the two classes. However I could not understand them because I was not a multilingual speaker so I could not do the research on such CS. In addition, the learners' utterance sometimes was not very clear so it was hard to get the whole data. I shared this experience with my first supervisor, Professor Dechun Wang, who later passed away in the summer of 2011. To get rid of my puzzle, he suggested that I should pay attention to the teachers' CS if I could not catch what the learners said. I took the good advice and from then on I began to observe classes of CSL and focus on teacher CS.

In addition I once had an experience of being a substitute teacher of CSL during the observation period when my friend Ms. Zhang was on a business trip and I took her place to teach her international students for two hours. Before class I prepared the lesson carefully, searching background information, designing teaching steps, checking Chinese grammar and all other necessary things that I got in my mind. In the class I taught as I designed and I audio-recorded the whole teaching process. Listening to the record after class, I found I switched to English to make more clear explanations when the students had some linguistic problems. After the experience I was more aware of the situation that the teacher modified the input by CS in CSL.

Four months later I luckily had my second supervisor, Professor Xinmin Zheng, who not only supported me to move on but also helped me to form the research framework, so I continued to do the research step by step, observing the Chinese classes, reading literatures, talking to the Chinese teachers, and chatting with the national students.

I would like to emphasize the research mainly because the teacher modifies input by CS is a common linguistic phenomenon in natural L2 classroom. And it is useful and helpful to make the input comprehensible and it really does good to the language learning.

1.2 Background of This Study

This section aims to sketch both the background of TCSL in China and the language context of the classroom setting of TCSL in the university. Mandarin

Chinese has become a new must-have charming language all over the world with the rapid development of the economy of China. In the past decade, teaching Chinese to the speakers of other languages emerged to be popular, and the large influx of international students of Chinese has brought different cultures and languages into the classroom and society (Wang, 2010). A great number of universities have set the curriculum system of TCSL to meet the great need of Chinese learning.

TCSL development in SISU This study is conducted in Shanghai International Studies University (SISU), so it is necessary to introduce the TCSL development in SISU. SISU is one of the main universities for language education with the long history of TCSL. As early as in 1980, by virtue of the advantages of second/foreign language teaching the university began to recruit foreign students and to train CSL teachers. The constructive theory of foreign language teaching was proposed by the famous linguist Professor Wang Dechun in 1980s (Wang, 1987; Wang and Zheng, 2011), thus teaching Chinese as a second has developed a lot in theory and practice. Following that, new text books under the constructive theory have been published for a great number of foreign learners who come to China.

The College of International Cultural Exchange (CICE) was set up as a faculty of SISU in 1994, composed of Chinese as a Foreign Language Department and Foreign Student Affairs office. CICE is a kind of multi-linguistic environment with varieties languages for overseas students. From 1980s to 2012, more than 10,000 foreign students continuously been here for studying Chinese from over 60 countries and areas, such as, Russia, France, Germany, Korea, Japan, Malaysia, Indonesia, Mexico, Vietnam, etc. Those foreign students are attracted by long-term degree courses (e. g. 4-year undergraduate degree) and short-term language proficiency courses (e. g. less half a year) provided by CICE. Nowadays, more than 1 600 international students study at SISU each year. There are over 40 full-time teachers of Chinese, most of whom are experienced professors who have the experience of teaching Chinese abroad. In addition, part-time teachers of Chinese work together with them.

English is usually referred to as a global language. It is the preferred language for international politics, business and professional communication, even in the contexts where alternative (and politically powerful) local languages are available (Phillipson, 2004). In these communications or interaction, practically all interlocutors are non-native speakers of English. In classroom, the teacher and learners normally speak Chinese but sometimes they switch between Chinese and English back and forth. By code-switching theory, Chinese

is the matrix (target) language and English is the embedded language. English as the lingua franca is based on neither British culture nor American culture. It related to multi-culture that cross cultural communication naturally occurs between the international learners in the Chinese learning class. In a word, the so-called British/American culture-centered does not exist in CFL instructional setting.

In the classroom I have observed, Chinese is used for communication at the first place and English at second place, though learners sometimes talk in their mother tongues (except for Chinese and English) or in other shared languages. In this sense, Chinese is the target language mostly spoken in the class and English is used as lingua franca (ELF) or medium of instruction.

Classroom setting of CSL Classroom setting where the lessons take place, involves Chinese teachers, international students with different language and culture background and learning stuffs including the computer, profile projector, books, desks, chairs, and something else related to learning.

In the present study, classroom setting is termed as the situation combining pedagogical context, sociocultural context and managerial context. Pedagogical context is some sort of environment where language teaching/learning is somehow involved. Chinese teaching mainly involves linguistic items, such as new characters, syntax, grammar, discourse; it also pays attention to the communication between the teacher and learners with multi-language and multi-culture. This has to focus on the target language (Chinese) meanwhile this has to be a little related to the learners' mother languages or their shared second languages background.

Classroom setting is also considered as sociocultural context. Although it cannot be the same as the real social cultural situation with daily life, it is a small community in which the members study together and communicate for learning and life. It has the characteristics of social environment. Besides that language activities are related to the context of social culture so the pedagogical context has sociocultural elements. Furthermore the language teaching should take place in the harmonious situation in which the teacher and the learners share the target language culture and identity.

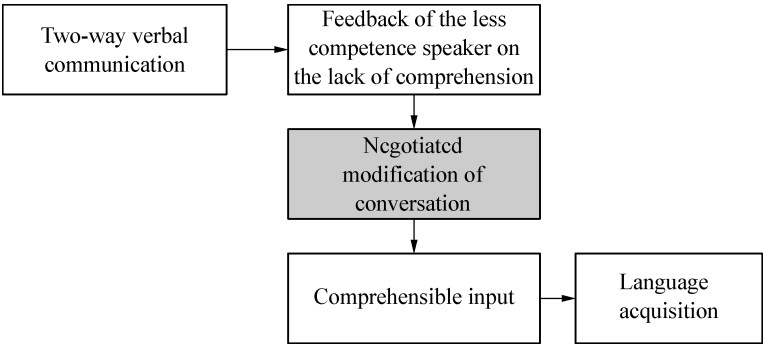
Classroom setting is a kind of managerial context because the instruction can not smooth on without the classroom management. Teaching activities need to be organized by the teacher; the teaching order should be governed by the classroom rules; and the students' behaviors should be regulated by the university's laws. All the regulation serves for the language teaching and communication. Therefore managerial context is considered to one element of classroom setting.

To sum up, the classroom setting is combined by pedagogical context, sociocultural context and managerial context.

1.3 The Research Scope, Aim and Its Significance

This study adopts the interactional hypothesis as theoretical framework, which focuses interactional modifications on language form in the negotiation of meaning between the native speakers (NS) and nun-native speakers (NNS). During the two-way verbal communication, the interlocutors exchange the information. The less competence speaker, e.g. NNS, L2 students, offer the feedback when they do not understand NS or the teacher, then the NS or the teacher adjusts the previous utterance to solve the understanding breakdowns, thereby acquisition is made possible and is primarily facilitated. Figure 1 is the flow diagram of two-way oral communication.

Figure 1 Scope of this study



This study mainly focuses on the negotiated modification of conversation, namely the marked box in Figure 1. In fact, this study is conducted in the natural classroom of TCSL, in which the teacher adjusts the form of the target language through the varieties of interactional modifications in the conversational exchanges involving code-switching between English and Chinese. Thereby, interactional modifications can avoid conversational trouble or modify the discourse when trouble occurs.

This study attempts to describe IM when teachers code-switch and to explore whether IM contributes to Chinese instruction. Therefore it can offer suggestions to TCSL teaching and further studies in the future.

In this case, this study focuses on the following aspects: 1) the types of IM; 2) the teaching activities; 3) the relationship between IM and the types of

teaching activities, i.e. vocabulary teaching, syntax teaching or conversation; 4) the functions of IM in Chinese learning.

This study aims to contribute to our understanding the bilingual modified interaction occurring in the classroom of CSL. It is widely assumed that the interactional modifications of language form in the conversation are more important in comprehension of the target language. It is necessary to examine whether interactional modifications can also play positive role in this regard. The description of the interactional modifications in the conversation involving code-switching can provide the knowledge of specific pedagogy of Chinese as a second language.

This study attempts to provide a new perspective on the classifications of the interactional modifications. According to the data collecting, this study classifies all the modifications in the interactional exchanges involving code-switching. And its description in depth and the analysis on the role of IM in language teaching can show a new perspective for the research of interaction theory.

This study wants to bridge the theory and practice of TCSL, which contributes to the research of TCSL by attempting to examine which kind of IM is most beneficial to Chinese teaching in the natural multi-linguistic classroom of CSL. Thereby, this study provides teachers of CSL with suggestions of appropriate adjustments in the interaction.

1.4 The Overall Structure of This Study

This dissertation is structurally divided into six chapters. The introduction chapter shows the research background, researcher's motivation, the purpose, scope and the significance of the study. The second chapter, literature review, offers a critical view on the related researches, such as interactional theories, varieties of modified interactional devices in language learning and acquisition. In addition, Chapter two also sketches on literature on code-switching in instructional settings and gives a new definition of code-switching for the present study. Chapter three goes on research methodology that presents the research questions, the researcher's motivation, ethics, participants and the way of collecting data. Chapter Four describes IM through different classifications. This chapter also describes the learners' response of IM. Chapter Five analyzes quantitatively to find out which kind of IM is the most beneficial to the Chinese teaching. And it also discusses the role that IM plays in Chinese teaching and learning including the positive and negative functions. Limitations of the research also go on after that. The dissertation ends with conclusion and implications.

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