汉语作为外语教学丛书

汉语口语教学

Teaching Chinese as a Second Language: Speaking Acquisition and Instruction

柯传仁 KE Chuanren 黄懿慈 HUANG Yi-Tzu 朱 嘉 ZHU Jia 著

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Introduction

Speaking is one of our most complex cognitive, linguistic, motor, and social skills (Levelt, 1989; Bygate, 2009). Many disciplines have contributed theoretical insights and empirical findings on this multifaceted skill. They include linguistics, psycholinguistics, conversational analysis, discourse semantics, pragmatics, phonetics, phonology, vocabulary, syntax, speech communication, and education. Second language (L2) speaking has additional layers of complexity contributed from the speaker's previous linguistic system (L1),and interaction of his/her L1 and L2 at different interlanguage stages as well as other factors, such as age, learning environment, cognitive, and non-cognitive factors (Archibald, 1998; Lantolf, 2000; Doughty & Long, 2003; Mitchell & Myles, 2004; Hinkel, 2005; Robinson & Ellis, 2008; Dőrnyei, 2009; Long & Doughty, 2009).

This book reveals the multifaceted nature of the development of L2 speaking skills. Chapter 1 presents the Iowa Instructional Model of spoken language development, an integrated model that takes into consideration the nonlinear and multifaceted nature of L2 Chinese spoken language development. This chapter also provides theories and research that have direct implications on the formation of the framework of our model development. Chapters 2—9 introduce theories and models that present our curriculum and classroom instruction in a general manner. Specifically, Chapter 2 focuses on the linguistics perspective of speech acquisition and L2 Chinese speech acquisition studies, detailing the unique characteristics of Chinese speech patterns as a tonal language and the trajectories of L2 Chinese speech development. Chapters 3—5 present L2 speaking developments from three complementary perspectives: cognitive psychology, language socialization, and second language acquisition (SLA). From these three chapters, one can get an impression that as language is complex, L2 speaking

skill development cannot be totally accounted for by only one perspective, cognitive psychology or socioculture. L2 speaking development is the result of the interaction of multiple systems working on multiple timescales and levels (Larsen-Freeman & Cameron, 2008). While Chapters 3—5 focus on the acquisition perspective, Chapters 6 and 7 address the instructional effects of L2 spoken language development, taking into consideration how different approaches of classroom intervention, either face-to-face or computer-mediated communication instruction, contribute to L2 spoken language development. Chapters 8 and 9 present two theory-based assessment models: the Common European Framework (CEF) and the ACTFL language proficiency and Foreign Language Standards. While our current linguistic, psycholinguistic, and sociolinguistic theories do not provide us with an integrated theory on the construct of spoken language, assessment models such as ACTFL and CEF, while being developed from the perspectives of instructors, can shed light on our understanding of the variables that can influence spoken language performance (Bygate, 2009). Chapter 10 presents two concrete examples exhibiting the implementation of our instructional model in two classes of different instructional levels. The respective teaching DVD and guide for the two classes are provided to present how the instructor from each of the class constructed the lesson based on our instructional model outlined in Chapter 1 of this book.

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引 言

口语是人类最复杂的社会认知技能之一。(Levelt, 1989; Bygate, 2009)二语口语,因为说话者的母语语言系统与二语在不同语言发展时期的相互作用以及说话者的年龄、语言学习环境、认知和非认知因素等的共同影响,而呈现出多层面的复杂性。(Archibald, 1998; Lantolf, 2000; Doughty & Long, 2003; Mitchell & Myles, 2004; Hinkel, 2005; Robinson & Ellis, 2008; Dőrnyei, 2009; Long & Doughty, 2009)

这本书第一章概述了美国爱荷华大学汉语口语教学模式。这个模式整合了汉语作为第二语言口语能力发展的非线性和多元性的特点。第一章也综合介绍了对爱荷华大学口语教学模式的设计有直接影响的相关理论和研究。第二章到第九章介绍了对口语课程设置和课堂教学有直接影响的相关理论和框架。具体而言,第二章主要着眼于口语习得的语言学的层面以及汉语二语口语习得的相关研究,并阐述了汉语作为一门声调语言在口语习得上的特殊性以及汉语二语口语的发展轨迹。第三、四、五章从认知心理学、语言社会学和第二语言习得等三个相辅相成的方面具体阐述二语的口语发展轨迹。综合这三章的内容,我们可以看出语言的复杂性,当然二语口语的发展也不能从认知心理学或是社会文化理论的任何一个方面单独解释。二语口语能力的发展是多个系统在不同时期和多个层面长期作用的结果(Larsen-Freeman & Cameron, 2008)。第六章和第七章从前面几章的习得层面过渡到实际的教学影响,阐述了不同课堂教学模式对口语发展的影响,包括传统的面对面模式和电脑辅助的交际教学模式。第八章和第九章介绍了两个以理论为依托的测试模式:欧洲共同语言参考框架(以下简称CEF)和全美外语教学委员会(以下简称ACTFL)的语言水平纲领和全美外语学习国家标准。尽管目前语言学、心理语言学和社会语言学的相关理论仍不能提供一个能综合解释口语发展的理论框架,这两个框架都是从教师的角度发展而成的(Bygate, 2009),CEF和ACTFL的评估模式仍有助于我们进一步了解口语能力发展的各个变量。第十章展示了在爱荷华口语教学模式指导下的两个不同年级的教学实例。本书附有具体的教

学DVD和教学方案。必须说明的是，这两堂课并非口语课堂教学的标准示范，根据不同的理论指导，口语课堂教学可以有不同的实践方向。这两堂课因课文内容、学生水平以及口语训练目标的差异而有所不同。我们的目的在于通过真实课堂情景的展现，给读者提供讨论的实例，并希望对汉语口语教学的理论与实践有所启发。

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Chapter One 第一章

The University of Iowa Chinese Spoken Language Instruction Model

爱荷华大学汉语口语教学模式

The University of Iowa Chinese spoken language instruction model is based on Chinese second language acquisition (SLA) empirical research and draws on work in pedagogy, assessment, and Chinese pedagogical grammar. Some of these theories have more direct influences on our curriculum, while others influence our classroom methodology. The overarching principle of our curriculum and methodology is meaningful practice with consideration of combining a focus on form with the task syllabus, in task-based language teaching. In this chapter, we will present our model within the framework of theories and research in applied linguistics and SLA, which have direct influences on our instructional model. The theories, models, and research that our model has drawn on in a more general way will be introduced and described in Chapters 2-9.

爱荷华大学汉语口语教学模式整合了汉语作为第二语言习得的研究发现以及在教学、测试和汉语教学语法方面的相关研究成果。这些理论对我们的课程设置有直接的影响，有些则对具体的课堂教学方法有所指导。我们总的教学原则是有意义的课堂操练，即以语法为中心的课堂教学与任务型语言教学相结合的模式。在本章中，我们将逐一阐述应用语言学和第二语言习得的理论研究如何直接影响我们的教学模式。其他相关的理论、模式和研究会在接下来的章节中介绍和讨论。

1.1 Chinese SLA Theory and Research 汉语二语习得理论和研究

At the curriculum level, our model is based on second language (L2) Chinese empirical studies. Two comprehensive studies are particularly relevant to the

development of our speaking model: Ke & Read (1995) and Ke (2005). Ke and Read (1995) investigated the nature of progress that CFL learners made in an intensive program of over 5 years with students from across the U.S.A. The subjects were 222 students from four instructional levels. The Chinese language ability was measured using Oral Proficiency Interview (OPI) and the Chinese Proficiency Test (CPT), a test developed by the Center for Applied Linguistics that measures the skills of listening comprehension, grammar, vocabulary, and reading. The students took the two exams both at the beginning and end of the 9-week intensive study period. One of the major findings of this study was that students from a particular instructional level had different achievements in their Chinese language proficiency. In addition, there were different kinds of profiles within and between different modalities among the learners.

在课程设置方面,我们的口语教学模式主要根据汉语作为第二语言的实证研究。其中两个对我们口语教学模式有决定性影响的综合研究是Ke & Read (1995) 和 Ke (2005)。Ke & Read在1995年的研究中调查了美国一个语言强化项目里的汉语二语学习者五年内的语言发展情况。受试者为来自四个不同汉语水平的222名学生。他们的汉语水平的评估标准为全美外语教学委员会口语能力面试评估(以下简称OPI)和汉语水平考试 (以下简称CPT)。CPT考试由美国应用语言学中心研发,主要用于测量学生在听力理解、语法、词汇和阅读方面的能力。学生在为期九周的强化学习中各参加了两次这两种评估测试,一次是在强化项目开始时,一次是在强化项目结束时。这项研究的一个主要发现是某一特定教学水平的学生在汉语语言水平的发展上并不一致。除此以外,学习者本身也呈现出很多不同之处。

The second study (Ke, 2005) that aided in the development of our Chinese spoken language instructional model investigated the patterns manifested by CFL learners in their acquisition of Chinese grammatical features at different stages of study. The subjects were 64 CFL learners at four instructional levels in an intensive program. The Chinese Speaking Test (CST), a tape-mediated standardized

oral proficiency test modeling the OPI developed by the Center for Applied Linguistics, was used as the instrument. Nineteen Chinese linguistic features identified from a variety of Chinese grammar books and textbooks used in the U. S.A. were selected for examination in the study. The subjects were sampled twice during the intensive program: once at the beginning of the program and once at the end of the program. Three general patterns were found: 1) A linear progressive pattern suggesting that the mastery of certain linguistic features correlates to the improvement of the subjects' proficiency; 2) A U-shaped pattern showing that the subjects' performance on certain linguistic features decreases after their initial successful learning and increases again as they become more proficient with the language; and 3) A plateau pattern indicating that the learning of certain linguistic features becomes stabilized at a fairly advanced stage of the subjects' interlanguage development.

对我们的教学模式有决定性影响的第二项综合研究 (Ke, 2005)调查了以汉语作为外语的学习者在不同学习阶段里汉语语法特点的发展模式。被试者为某一个汉语暑期强化课程中四个不同水平的64名学生。测试工具采用了由美国应用语言学中心以OPI为蓝本研发的录音标准化口语能力测试:汉语口语考试(CST)。研究者从全美当时所使用的语法和教科书中抽取了19项汉语语言点作为测试中考察的依据。被试者在该强化课程中接受两次测试:一次是在课程开始时,一次是在课程结束时。研究发现三个基本的模式:1)一些特定语言点的掌握和学生语言水平的发展存在线性的关联性;2)一些受试者在某些语言点的表现上呈现U型发展模式,意味着学习者从最初的正确表现、历经错误出现与表现的回落,到随着语言水平提高后表现回升的发展模式;3)一些受试者在某些语言点的学习上呈现高原型的发展趋势,体现出他们在语言发展的中介语阶段的相对稳定性的特征。

Taking these two studies together as a whole, one could hypothesize that CFL interlanguage development is not linear and that there are many paths to its development. Learners differ in cognitive and experiential maturity, learning styles, learning aptitudes, and motivation, and are exposed to different learning

resources and pedagogical interventions. Interaction between learners' internal factors and learning conditions generates different learning profiles at any time. These two studies support an emergentist perspective of SLA. From an emergentist perspective, the emergence of complexity, fluency, and accuracy can be seen, not as the unfolding of some prearranged plan, but rather as the system adapting to a changing context, in which the language resources of each individual are uniquely transformed through use (Larsen-Freeman & Cameron, 2008; Larsen-Freeman, 2006).

这两项综合研究的结果显示出汉语作为外语语言发展非线性的假设和其发展多途径化的特点。同时,学习者在认知成熟度、学习风格、学习潜能、学习动机和所接受的学习资源和教学介入上都有不同。这些来自于学习者的内在因素与外在的学习条件相互作用,呈现各个时刻都有所不同的学习特征。这两项研究为二语习得的发展学说理论提供了依据。根据发展学说理论,在习得的过程中我们可以窥见语言发展的复杂性、流畅性与准确性。然而,这些特色的呈现并非依循事先规划的发展轨道,而是通过一个不断适应环境变化的系统,在这个系统中个人的语言资源通过语言的使用得以转化(Larsen-Freeman & Cameron 2008; Larsen-Freeman, 2006)。

These two studies (Ke & Read, 1995; Ke, 2005) have direct implications to our spoken language development model. As different participants follow different routes to Chinese SLA and the rate of changes fluctuate for different participants at different times, our curriculum covers instructional materials in an iterative and spiraling process, revisiting the same topic again and again as well as paying attention to how our learners acquire their L2 Chinese knowledge and develop their L2 Chinese speaking skills as a result of influences between the learner and the learning environment.

这两项研究(Ke & Read, 1995; Ke, 2005)对我们口语教学模式的设置有直接的影响。因为研究中的学习者依循不同的汉语二语习得轨迹,在不同时期体现出学习的波动变化;而我们的教学模式在教学材料上采用了循环和螺旋式的安排,在不同时期回顾温习相同的话题,并且注重学习者和学习环境之间的相互影响,以及学习者汉语语言知识的掌握与口语技能的提高。

1.2 Cognitive Psychology, SLA, and Psychology of SLA
认知心理学、第二语言习得和第二语言习得心理学

While our spoken language instructional model draws on theories and research on cognitive psychology, SLA, and psychology of SLA in a principled way, some of the theoretical insights from those disciplines are more discerning and carry more weights than the others in our model. A number of theories on language learning are particularly relevant to the development of our speaking model: implicit and explicit learning as well as timing in foreign language instruction.

我们的口语教学模式以认知心理学、第二语言习得和第二语言习得心理学等理论研究成果为依托，而在这些跨学科的理论框架中，有一些对我们的模式也有决定性的影响。本节仅列举两个与我们的教学模式有紧密联系的语言学习理论：隐性和显性学习以及外语教学中的时序性。

1.2.1. Explicit and Implicit Learning
外显和内隐学习

"Explicit" has something to do with consciousness, while "implicit" is associated with unconscious, automatic, or indirect processes. The explicit-implicit contrast has been explained in three different concepts: learning, knowledge, and memory. Explicit knowledge is acquired through explicit learning and is stored in explicit memory, while implicit knowledge is acquired through implicit learning and is stored in implicit memory. In other words, implicit knowledge is knowledge that is not explicit. The outcomes of explicit learning is the construction of explicit, verbalizable, metalinguistic knowledge in the form of symbols (concepts) and rules, specifying relationships between the concepts (Hulstijin, 2002). Instructional treatment is explicit if rule explanation forms a part of the instruction (deduction) or if learners are asked to attend to particular forms and try to find the rules themselves (induction). Conversely, when neither rule presentation nor directions to attend to particular forms are a part of a treatment, then that treatment is considered implicit (DeKeyser, 2003; Norris & Ortega, 2000).

“显性”与意识有关，反之“隐性”则与潜意识、自动性和间接过程有关。有关学者从三方面解释了显性与隐性学习之间的对比：学习、知识和记忆。通过显性学习、认知储存于浅层记忆的知识被称为显性知识。通过隐性学习、认知储存于深层记忆的知识则是隐性知识。换句话说，隐性知识是非显性的知识。通过显性学习，我们创建显性的、可阐述的、以概念和法则形式呈现的语言知识，显性学习也强化了概念之间的关系(Hulstijin, 2002)。如果在教学过程中对语法规则的解释沿用了自上而下的引述性教学，或要求学习者特别关注某些具体的语言形式，并归纳出相关规律的自下而上学习模式，这一类的教学方式归结为显性的教学介入。反之，当自上而下的引介规则或者是自下而上的总结规则在教学过程中并未出现时，我们称其为隐性学习 (DyKeyser, 2003; Norris & Ortega, 2000)。

Much of the discussion on SLA and L2 pedagogy have focused on the place of form-focused instruction in L2 teaching and learning. Most of the SLA researchers agree with what most of the teachers have always believed: There is a role for instruction in L2 learning. However, researchers differ quite substantially on the implementation details of procedures of curriculum design and classroom methodology. That is, they may agree that instruction “works”, but they have different views about how it leads to changes in learners’ language knowledge and use. The simplest characterization of this is discussed in terms of whether there is an “interface” between what is explicitly taught/learned and changes or development in the interlanguage of the learner. Three positions have been distinguished: 1) No interface; 2) Strong interface; and 3) Weak interface.

许多与二语习得和二语教学相关的讨论都集中在二语教学过程中语言形式的教学。大多数二语习得学者和教师都同意：教学在第二语言学习中发挥一定的作用。然而学者在如何设计课程和课堂教学方法的细节存在很大的分歧。在承认教学的作用的同时，他们可能对教学如何改变和影响语言知识的发展与应用有非常不同的理解。其中的一个分歧在于讨论学习者的中介语发展是否存在一个过渡期。关于这个讨论，学者提出三种不同的立场:1) 没有接合；2) 弱接合；3) 强接合。

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