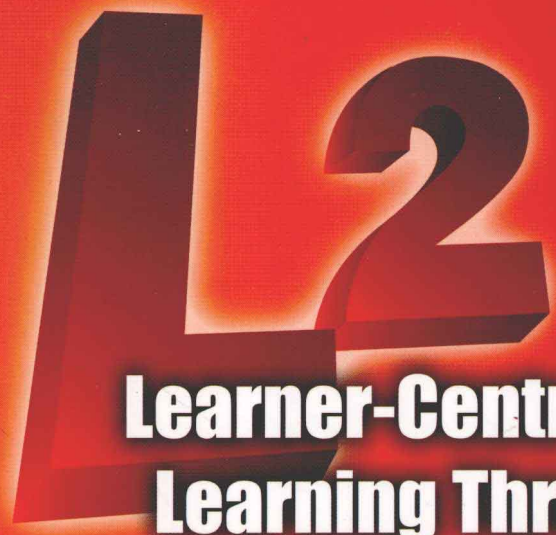

Learner-Centred L2 Learning Through Learner Elaborations —— A Cognitive Approach

从认知角度解读以学生为中心的二语学习

Huang Hui

黄 慧 著

云南大学出版社
YUNNAN UNIVERSITY PRESS

从认知角度解读以学生为中心的二语学习

黄　慧　著

云南大学出版社

图书在版编目（CIP）数据

从认知角度解读以学生为中心的二语学习 = Learner-Centred L2 Learning Through Elaborations：A Cognitive Approach：英文/黄慧著．—昆明：云南大学出版社，2008
ISBN 978-7-81112-654-9

Ⅰ．从… Ⅱ．黄… Ⅲ．英语-语法-教学研究-英文
Ⅳ．H314

中国版本图书馆 CIP 数据核字（2008）第 134979 号

Learner-Centred L2 Learning Through Learner Elaborations
——A Cognitive Approach
从认知角度解读以学生为中心的二语学习

黄 慧 著

责任编辑：熊晓霞 康 实
封面设计：刘 雨
责任校对：闻 睿 苗 襄
出版发行：云南大学出版社
印 装：云南国浩印刷有限公司
开 本：787mm×1092mm 1/16
印 张：13.25
字 数：294 千
版 次：2008 年 11 月第 1 版
印 次：2008 年 11 月第 1 次印刷
书 号：ISBN 978-7-81112-654-9
定 价：30.00 元

地址：昆明市一二·一大街云南大学英华园（邮编：650091）
发行电话：0871-5031071 5033244
网 址：http://www.ynup.com
E-mail：market@ynup.com

Learner-Centred L2 Learning Through Learner Elaborations

—— A Cognitive Approach

Huang Hui

Yunnan University Press

To my mum, forever

试读结束：需要全本请在线购买： www.ertongbook.com

ABBREVIATIONS

L1:	First Language
L2:	Second Language
SLA:	Second Language Acquisition
ESL:	English as a Second Language
CET:	College English Test
TL:	Target language
IL:	Interlanguage

ABSTRACT

There has been a continuing controversy in second language pedagogy over whether and how grammar should be taught in the ESL (English as a Foreign Language) context, implicitly or explicitly. This thesis has explored whether and to what extent learner generated elaboration moves, either explicitly triggered by the elaborative interrogations (Pressley et al., 1987) or implicitly embedded in a "propositional cluster" task (Rutherford, 1987) within the focus-on-form scheme (Long, 1991) may affect learning L2 (second language) English morphological rules. Data in the form of pre-, post-and delayed post-tests' scores on three morphological rules (third person singular, "-ing" participle and "-ed" participle) were collected from 171 non-English majors from one Chinese university, complemented by the data of learners' elaborations in form and/or in meaning and also the researcher's on-going diary and observations notes. The results showed an interactive effect between the complexity of rules (De Keyser, 2005) and the elaboration demands, among which the explicit learning, represented by the learner-generated form or/and meaning elaborations, had an obvious advantage over the teacher fully-controlled explicit teaching and also over implicit learning when the rule "-ed" participle was difficult for the learners. In addition to examining the features of the three target rules on learning, the analysis mainly focused on the effect of elaborations, either by teachers or learners, either in form or in meaning, on grammar learning in terms of the role of learners' prior knowledge in SLA. The effect of learners' learner generated elaborations on learning the morphological rules were discussed in terms of the role of formulaic knowledge (N. Ellis, 1996), linguistic knowledge (De Keyser, 2003) and semanticity of rules (Anderson & Reder, 1979; Van Patten, 1996). The findings have shown a dynamic learning process with both conscious and unconscious processes (N. Ellis, 2005) and also have confirmed the possibility and efficiency of generalizing the elaboration model (Anderson, 1983*a*, 1983*b*) in SLA.

Although the study has certain limitations, it does suggest that syllabus designers and teachers in SLA should take serious account of the role of learners' prior knowledge in learning, thereby optimizing instruction in a non-obtrusive manner (Doughty, 2003) while providing chances to maximize the process of learner-generated elaborations, that is the cognitive engagement of the learner in the learning process.

从认知角度解读以学生为中心的二语学习

提　要

在第二语言教学中长期存在着一个关于语法教学的争论，即我们是否应该教授学生语法和如何教授语法，是隐性教授还是显性教授。本命题从认知语言学的角度详细地分析、论证了成人学生自我学习语言的可能性。通过比较隐性的任务法、显性的提问法以及教师完全讲解对学生学习三条英语语法的影响，本命题旨在探索以学生为中心的自我推敲方法对英语学习是否有着长期的影响。对 171 个非英语专业大学生的前试、后试及延迟性后试的测试结果和其他描述数据的分析显示：

（1）和教师完全讲解方法相比，学生自我推敲方法对学习三条语法有着明显的作用；

（2）和隐性的推敲方法相比，显性的推敲方法对学习“-ed”分词有着明显的作用；

（3）学习模式和语法的复杂性有着交互作用。

对该研究结果的分析表明：学生的已有知识，不论是语音的、语法的还是词汇的知识对语言学习都有着十分重要的作用。尽管该研究有着一定的局限性，但它已清楚地表明：教师在教学中应该认真考虑、利用学生的已有知识，尽可能地让学生完全融入语言学习的过程中。

TABLE OF CONTENTS

INDEXS ..... (i)
LIST OF TABLES ..... (vi)
LIST OF FIGURES ..... (viii)
ABBREVIATIONS ..... (ix)
ABSTRACT ..... (x)
ABSTRACT (CHINESE) ..... (xi)

CHAPTER ONE PURPOSE OF THE STUDY ..... (1)
1.1 RESEARCH BACKGROUND ..... (1)
1.1.1 ESL Background in China ..... (1)
1.1.2 Problems ..... (3)
1.2 A PRELIMINARY STATEMENT OF THEORETICAL BACKGROUND ..... (5)
1.3 FOCUS OF THE RESEARCH ..... (7)
1.4 DEFINITION OF TERMS ..... (8)
1.5 ORGANIZATION OF THE THESIS ..... (12)

CHAPTER TWO LITERATURE REVIEW (1)
PSYCHOLINGUISTIC BACKGROUND FOR THE RESEARCH ..... (14)
2.1 INTRODUCTION ..... (14)
2.2 MEMORY PROCESS OF LEARNING AND SLA ..... (14)
2.2.1 General Introduction to Memory Processing ..... (14)
2.2.2 Components of Working Memory ..... (15)
2.2.3 Working Memory, Long-term Memory and Information Processing ..... (16)
2.2.4 How Knowledge is Represented in Long-term Memory ..... (17)
2.3 CONSCIOUSNESS AND LEARNING ..... (18)
2.3.1 Consciousness and Working Memory ..... (18)
2.3.2 Capacity Theory of Attention —— Attention to Form and /or Meaning? ..... (18)
2.3.3 Consciousness, Awareness, Explicitness and Implicitness in SLA ..... (20)

2.3.3.1 Implicit or Explicit: Interface Hypothesis ····· (20)
2.3.3.2 Attention, With or Without Awareness? ····· (22)
2.3.3.3 Awareness: To What Level? ····· (24)
2.3.4 Role of Consciousness in SLA ····· (25)
2.3.5 Attention, Memory and SLA Research ····· (26)
2.4 ELABORATION MODEL AND RELEVANT CONCEPTS ····· (27)
2.4.1 Levels of Processing ····· (28)
2.4.2 The Elaboration Model ····· (28)
2.4.3 The Key Concepts of Elaboration ····· (29)
2.4.3.1 Semanticity and Elaboration ····· (29)
2.4.3.2 Prior Knowledge and Elaboration ····· (30)
2.4.4 Learning, Prior Knowledge and Elaboration ····· (31)
2.4.4.1 Imposed Precise Elaborations ····· (31)
2.4.4.2 Self-generated Elaborations ····· (32)
2.4.5 Prior Knowledge, Depth of Processing, Elaborations and SLA Research ····· (33)
2.5 SUMMARY ····· (35)

CHAPTER THREE LITERATURE REVIEW (2)
SEARCHING ELABORATIONS FOR THE RESEARCH ····· (36)
3.1 INTRODUCTION ····· (36)
3.2 GRAMMAR TEACHING METHODS IN SLA ····· (36)
3.2.1 Focus-on-meaning Approach ····· (36)
3.2.2 Focus-on-forms Approach ····· (37)
3.2.3 Focus-on-form Approach —— An Integration of Grammar into Communicative Classroom ····· (38)
3.3 SEARCHING ELABORATIONS FOR THE RESEARCH ····· (39)
3.3.1 Rationale ····· (40)
3.3.1.1 Noticing and Cognitive Comparison ····· (40)
3.3.1.2 Negotiation of Meaning and Form ····· (41)
3.3.2 Accessibility of an Elaboration Focus-on-form Task ····· (43)
3.3.3 Searching the Explicit Elaborations ····· (46)
3.3.3.1 Rationale for Explicit Elaborations ····· (47)
3.3.3.2 How to Self-generate Elaborations ····· (48)
3.3.4 Feasibility of Elaboration Tasks for ESL Learners ····· (50)

3.4 SUMMARY ..... (51)

CHAPTER FOUR METHODOLOGY ..... (52)
4.1 INTRODUCTION ..... (52)
4.2 RESEARCH SITES ..... (52)
4.2.1 Subjects ..... (52)
4.2.2 Selection of Target Grammatical Features ..... (54)
4.3 RESEARCH DESIGN ..... (57)
4.3.1 Experimental Instrument ..... (57)
4.3.2 Group Assignment ..... (59)
4.3.3 Development of Materials ..... (60)
4.3.3.1 Development of Texts ..... (60)
4.3.3.2 Development of Tests ..... (62)
4.3.4 Experiments and Procedures ..... (64)
4.3.5 Justification of Ela borations for the Research ..... (68)
4.3.5.1 The SLA Processing of the Elaborations Task ..... (68)
4.3.5.2 Psycholinguistic Effects of the Elaboration Task ..... (71)
4.4 READDRESSING RESEARCH QUESTIONS AND RESEARCH HYPOTHESES ..... (73)
4.5 DATA COLLECTION ..... (77)
4.5.1 Grammatical Tests ..... (77)
4.5.2 Descriptive Data ..... (77)
4.6 SCORING AND DATA ANALYSIS ..... (78)
4.6.1 Scoring the Test ..... (78)
4.6.2 Data Analysis ..... (79)
4.6.2.1 Analysis of Test Gains ..... (79)
4.6.2.2 Analysis of Descriptive Data ..... (81)
4.7 VALIDITY OF THE STUDY ..... (82)
4.8 SUMMARY ..... (83)

CHAPTER FIVE RESULTS ..... (84)
5.1 INTRODUCTION ..... (84)
5.2 PRE-, IMMEDIATE AND DELAYED POST-TEST RESULTS ..... (84)
5.2.1 Proficiency Test Results of the Third Person Singular "-s" of Present Tense ..... (87)

试读结束：需要全本请在线购买： www.ertongbook.com

5.2.1.1 Within-group Analysis of the Third Person Singular "-s" …… (87)
5.2.1.2 Between-group Analysis of the Third Person Singular "-s" …… (88)
5.2.1.3 Summary of Statistical Analysis of Test Gains of Form "-s" …… (89)
5.2.2 Proficiency Test Results of "-ing" Participle …… (92)
5.2.2.1 Within-group Analysis of "-ing" Participle …… (92)
5.2.2.2 Between-group Analysis of "-ing" Participle …… (93)
5.2.2.3 Summary of Statistical Analysis of Test Gains of "-ing" Participle …… (95)
5.2.3 Proficiency Test Results of "-ed" Participle …… (98)
5.2.3.1 Within-group Analysis of "-ed" Participle …… (98)
5.2.3.2 Between-group Analysis of "-ed" Participle …… (99)
5.2.3.3 Summary of Statistical Analysis of Test Gains of "-ed" Participle …… (101)
5.2.4 Synthesis of Proficiency Test Results …… (104)
5.3 DESCRIPTIVE DATA …… (107)
5.3.1 Elaborations …… (107)
5.3.1.1 Learner form Elaborations …… (107)
5.3.1.2 Learner Meaning Elaborations …… (110)
5.3.2 Other Descriptive Data …… (111)
5.4 FURTHER ANALYSIS …… (112)
5.4.1 Further Analysis of "-ing" Participle …… (113)
5.4.2 Further Analysis of "-ed" Participle …… (115)
5.4.3 Summary of Further Analysis …… (117)
5.5 SUMMARY …… (117)

CHAPTER SIX DISCUSSION …… (118)
6.1 INTRODUCTION …… (118)
6.2 RULES, TASKS AND THE RESEARCH …… (118)
6.2.1 Rules, Task Demands, Learning and Limitations …… (119)
6.2.1.1 Rules, Saliency and Learning …… (119)
6.2.1.2 Frequency and Learning …… (124)
6.2.2 Usefulness of Elaborations …… (125)
6.2.2.1 Phonological Loop, Chunking and Learning —— The Role of Formulaic Knowledge in Learning the "-ing" Participle …… (126)

6.2.2.2 Metalinguistic Knowledge, yes or no? —— The Role of Prior Linguistic Knowledge in Learning the Target Forms ····· (128)
6.2.2.3 Semanticity of Rules and Learning —— The Role of Semantic Knowledge in Learning Participles ····· (132)
6.2.2.4 Summary of Elaboration Effect ····· (136)
6.2.3 Instruction and Learning Limitations ····· (137)
6.3 IMPLICIT OR EXPLICIT —— A PSYCHOLINGUISTIC REVIEW OF RESULTS ····· (140)
6.4 SUMMARY ····· (143)

CHAPTER SEVEN CONCLUSION ····· (144)
7.1 INTRODUCTION ····· (144)
7.2 MAIN FINDINGS ····· (144)
7.3 SIGNIFICANCE OF THE STUDY ····· (148)
7.4 PEDAGOGICAL IMPLICATIONS ····· (148)
7.4.1 Learner-generated Elaborations ····· (149)
7.4.2 Locus of Responsibility in Learning ····· (150)
7.5 LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTURE RESEARCH ····· (151)
7.5.1 Limitations of the Study ····· (151)
7.5.2 Recommendations for the Future Research ····· (152)
7.6 FINAL REMARKS ····· (153)

APPENDICES ····· (155)
Appendix I Background Questionnaire ····· (155)
Appendix II Table of Numbers of Participants in Each Task ····· (156)
Appendix III Sample Text and Words Offered to Students in the Experiments ····· (157)
Appendix IV Sample Meaning Elaborative Interrogations Used in LM Groups ····· (159)
Appendix V Sample Test Used in Research ····· (160)
Appendix VI Scores for the Three Tested Forms on Each Determinant ····· (166)
Appendix VII Examples of Learner Form Elaborations in the Experiments ····· (167)
Appendix VIII Examples of Learner Meaning Elaborations in the Experiments ····· (176)

BIBLIOGRAPHY ····· (179)

LIST OF TABLES

TABLES		PAGE
Table 4. 1	Profile of the Subjects in the Research	(53)
Table 4. 2	Analysis of the Three Tested Forms from Each Determinant	(55)
Table 4. 3	General Design of the Research	(60)
Table 4. 4	Profile of Texts Used in the Experimental Tasks	(61)
Table 4. 5	Elaboration Effects in the Research	(71)
Table 5. 1	Descriptive Statistics of Test Scores of Three Tested Forms	(85)
Table 5. 2	Adjusted Test Scores of Two Post-tests of Three Tested Forms	(86)
Table 5. 3	Within-group Analysis of the Third Person Singular "-s" (Including Pairwise Comparison between Tests)	(88)
Table 5. 4	Between-group Pairwise Comparison of the Third Person Singular "-s" in Two Post-tests Based on Estimated Marginal Means	(89)
Table 5. 5	Results of the Third Person Singular "-s" in Relation to Sub-hypotheses	(90)
Table 5. 6	Within-group Analysis of "-ing" Participle (Including Pairwise Comparison between Tests)	(93)
Table 5. 7	Between-group Pairwise Comparison of "-ing" Participle in Two Post-tests Based on Estimated Marginal Means	(94)
Table 5. 8	Results of "-ing" Participle in Relation to Sub-hypotheses	(96)
Table 5. 9	Within-group Analysis of "-ed" Participle (Including Pairwise Comparison between Tests)	(99)
Table 5. 10	Between-group Pairwise Comparison of "-ed" Participle in Two Post-tests Based on Estimated Marginal Means	(100)
Table 5. 11	Results of "-ed" Participle in Relation to Sub-hypotheses	(102)
Table 5. 12	Quantitative Results of Three Tested Forms	(104)
Table 5. 13	Quantitative Results in Relation to the Hypotheses	(104)
Table 5. 14	Distribution of Each Property of Participles in the Experimental Texts and Proficiency Tests	(112)
Table 5. 15	Descriptives of "-ing" Participle Based on Properties	(113)
Table 5. 16	Estimated Means and ANCOVA Test Results of Properties of "-ing" Participle	

…… (114)
Table 5. 17 Descriptives of "-ed" Passive Participle Based on Properties …… (115)
Table 5. 18 Estimated Means and ANCOVA Test Result of Properties
of the "-ed" Passive Participle …… (116)

LIST OF FIGURES

FIGURES		PAGE
Figure 3. 1	Factors Affecting Noticing and Elaboration in the Present Study	(39)
Figure 4. 1	Experiment Procedures of the Research	(66)
Figure 4. 2	Possible SLA and Psycholinguistic Task Effects in the Research	(70)
Figure 4. 3	Data Collection Procedures in the Research	(77)
Figure 5. 1	Test Scores of Three Tests on the Third Person Singular "-s"	(87)
Figure 5. 2	Test Scores of Three Tests on "-ing" Participle	(92)
Figure 5. 3	Test Scores of Three Tests on "-ed" Participle	(98)
Figure 6. 1	General Research Effects	(118)
Figure 6. 2	Effects of Self-generated Elaborations	(136)
Figure 6. 3	Flow Chart of Psycholinguistic Effects of Teachers' Elaborations	(139)
Figure 6. 4	Rules, Tasks and Memory Processing	(141)
Figure 7. 1	Task Effects, Rules and Test Results	(145)

CHAPTER ONE
PURPOSE OF THE STUDY

The "better" processing is that which generates more elaborations of the input that can be interpreted at retrieval.

—— *Anderson and Reder* (1979, *p.* 390)

Conscious and unconscious processes are dynamically involved together in every cognitive task and in every learning episode.

—— *N. Ellis* (2005, *p.* 340)

1.1 RESEARCH BACKGROUND

I taught English to University students in China for eight years. Over this time, I was often puzzled by various questions that students asked, especially when they asked about any short-cuts or any effective ways in learning English. Both my students and I were very upset when we felt their achievements in learning English were below expectations, despite the fact that they "had spent the majority of their study time on English". Therefore, I often wondered whether it was possible to teach students in a more effective way. Inspired by my personal experience to begin this research, I intended to see whether it is possible to introduce more effective approaches into traditional ESL (English as a Second Language) classrooms in China.

1.1.1 ESL Background in China

In China, teaching English as a second language has a long history. Since 1979, when China adopted the policy of reformation and opening, Chinese have become increasingly aware of the need to improve their foreign language abilities, particularly in regard to English, because this language is used widely across nations. For companies looking to recruit staff, a high level of English proficiency is a desirable attribute in prospective employees. Therefore, in order to meet

试读结束：需要全本请在线购买： www.ertongbook.com