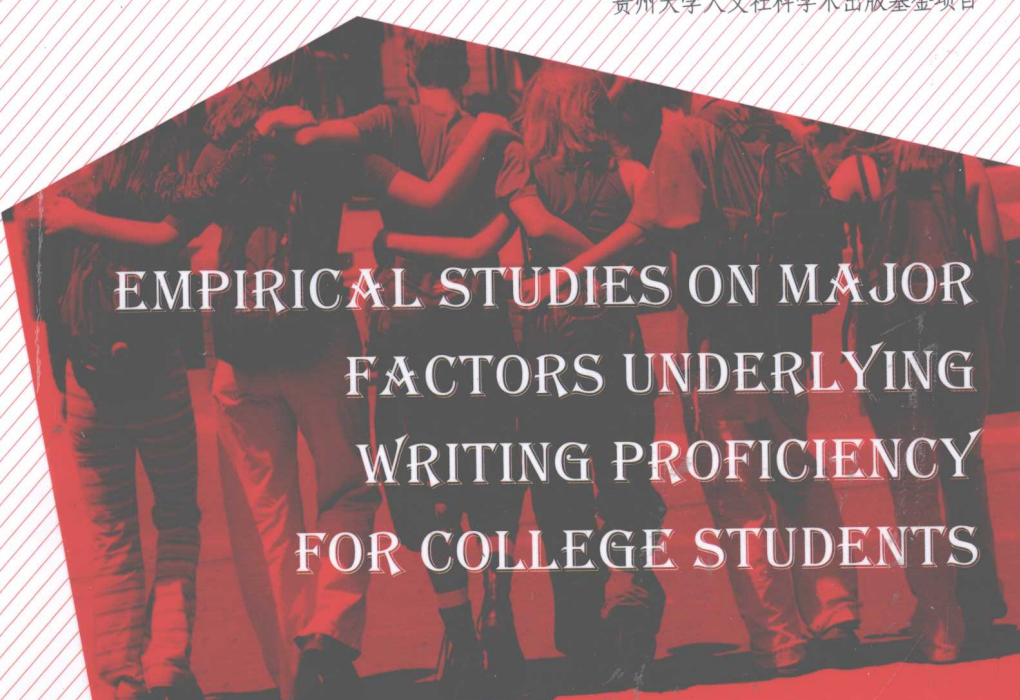


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EMPIRICAL STUDIES ON MAJOR FACTORS UNDERLYING WRITING PROFICIENCY FOR COLLEGE STUDENTS

影响大学生英语写作有效表达的
主要因素实证研究

李炳林◎编著



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前言

Introduction

一、本课题国内外研究现状简述

进入 21 世纪以来,国内外二语写作研究有五个热点:1. 二语写作过程研究,如后过程(post-process)研究、认知过程、构思策略、思维模式、母语迁移等;2. 二语写作结果研究,如语篇、错误分析、语料分析、心理分析等;3. 二语写作能力因素研究,如语言、语法等能力因素分析;4. 二语写作对比研究,如对比修辞分析、跨文化对比研究等;5. 二语写作教学研究,如思维能力发展、教学模式、教学方法、写作师资培训、网络作文课件开发等。

写作是一种社会行为,用英语写作则是一种国际社会行为(李炳林,2000),它可以提高社会成员的人文素质水平,这种行为体现在一种过程当中。因此,写作也是一种过程,一种由举题(invention)到表达(delivery)的过程,而有效的表达能产生有效的结果,但不是所有的表达都是有效的,因为影响有效表达有很多因素。这些因素相互交融、相互作用,形成影响英语写作有效表达的庞大系统。但是,这些因素又相对独立,且有主要因素和次要因素之分,与大学生的年龄结构、智力水平、教育程度、人生经历、文化背景、认知风格、思维品质等有关。

近年来国际上英语写作领域没有能够对影响(英语)写作有效表达的因素进行分析研究,而主要集中在以下四个方面:1. 二语写作过程中的认知操作模型、写作构思策略、学习者的个体差异以及不同阶段写作过程的变化;2. 二语写作的文本分析、错误分析、对比分析、对比修辞分析、语料分析;3. 二语写作的社会结构、语域分析和知识、动机和

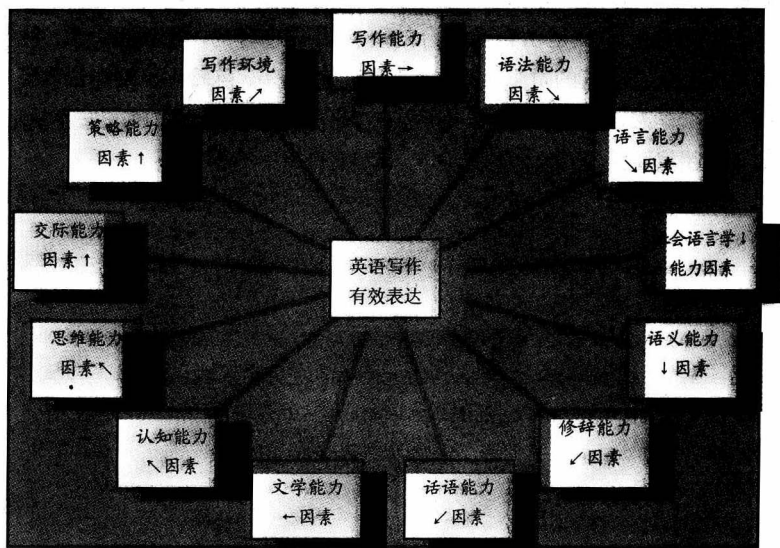
需要等个体差异分析; 4. 二语写作学习过程、学习策略、语言水平发展、课堂教学环节、写作测试、网络写作课件开发等, 特别关注以下议题: 二语写作者的个性特点与态度、二语写作的构思过程、二语写作文本的特点、二语写作的读者反应、二语写作评估/评价、二语写作的文化、社会、政治与情景等语境、二语写作教学。我国比较系统的影响写作有效表达的因素研究有语言因素(马广惠, 2001)和认知因素(王俊菊, 2005)等。但更重要的是要找出影响写作有效表达的因素, 再筛选一些主要因素来进行研究。

二、影响写作表达的因素

写作作为一个社会行为过程, 必然受到很多因素的影响。这些因素可分为两大类: 智力因素和非智力因素, 多达十几种。有些因素相互关联性比较大, 共同作用于大学生英语的写作表达, 有些因素单独作用于写作表达, 有些因素是直接因素, 有些是间接因素。这些因素使英语写作成为一门综合性和实践性很强的人文素质学科, 作用于社会, 同时也受到社会的制约, 对大学生的人文素质的提高起着关键性的作用。要提高学生英语写作有效表达, 应该综合考虑, 分析这些因素, 研究出适合的写作教学方法和技巧, 为培养 21 世纪复合型人才, 培养社会快速发展的适应型人才做出更大的贡献。

李炳林(2008)对影响大学生英语写作有效表达诸因素进行了初步研究, 做出了影响大学生英语写作有效表达诸因素模型(见图 01), 但这些并不是全部因素。

图 01 影响大学生英语写作有效表达因素



三、本课题研究的主要内容、基本方法及其他

本课题对影响大学生英语写作表达的主要能力因素进行研究：思维能力因素、写作心理能力因素和写作能力因素。研究的方法有文本分析、调查研究、实证研究、比较研究。所涉及的具体内容有：英语作文的段落主述位模式对比研究；英语专业学生英语议论文写作中的汉语思维影响研究；聚合思维和发散思维对大学生四种写作体裁选择的影响；英语专业学生写作过程中的读者意识项调查研究；旨在减轻写作焦虑，解决非英语专业学生英语写作过程中的心理障碍，提高英语写作能力的合作学习实证研究；英语专业学生母语篇章组织能力对二语写作影响的调查研究；大学生母语写作能力对其英语写作能力影响之研究。

本论文集为贵州省优秀科技教育人才省长基金项目成果，有来自国内外六所高等学校的大学生参加本课题的研究：贵州大学、贵州师范大学、贵州民族学院、遵义学院、三门峡职业技术学院以及美国的高校。

本课题的研究结果真实可靠，信度较高，对大学乃至中学的英语写作教学有很大的教育实践意义。

本课题的研究是由自愿组合的研究团队进行的，团队成员对课题的完成都作了应有的贡献。这些成员是：包莎莎、陈玲、丁晓洁、黄薇、高应昶、李宏、李蕾、李琰、李莹、刘莉丹、田金美、陶玮、王兰、王鑫、杨超然、杨红杰、肖莉、张涛、周文君。

Contents in General

Acknowledgements..... iii

Introduction..... v

1 Thinking Ability in L2 Writing.....1

A. A Comparative Study on Thematic Patterns within Paragraphs in English Writings by Chinese and American College students.....3

B. A Study on the Influence of Chinese Thought Patterns in Argumentative Writings by English Majors.....117

C. A Study on the Influence of Convergent and Divergent Styles on the Choice of Four Kinds of Composition by College Students.....195

2 Psychological Ability in L2 Writing.....309

D. A Survey Study on Audience Awareness of English Majors in the Writing Process.....311

E. Cooperative Learning for Non-English Majors: A Method to Solve the Problem of Psychology Block in EFL Writing.....418

3 L1 Writing Ability in L2 Writing.....	543
F. A Survey Study on the Influence L1 Text Organization on L2 Writing by English Majors.....	545
G. Study on the Influence of Students' L1 Writing Ability on Their EFL Writing Ability.....	631

1

THINKING ABILITY IN L2 WRITING

The motivation for studying thinking in writing comes from the notion that, if there is one thing that distinguishes us from the natural world, it is our ability to think and to transform what is in our mind in written form.

A

A Comparative Study on Thematic Patterns within Paragraphs in English Writings by Chinese and American College Students

EFL writing has been a difficult part in Chinese college English teaching. In recent years, text analysis, as a new tool, has been employed to EFL writing research. Among many other theories, thematic theory is frequently adopted to analyze the coherence, unity and formation of texts (Han 2005). Most of the analyses (e.g., Sun 2005; Deng 2007), however, focus on the analysis of connection between or within sentences, and less attention has been given to the comparison of thematic patterns within the paragraphs written by Chinese students and those by English native students.

Based on the theories developed by Halliday (1994), Danes (1974), Martin (1992) and some Chinese scholars (e.g., Huang 1988; Fang 1995), the current study is an attempt to make a comparative analysis of thematic patterns within paragraphs in writings written by American and Chinese college students. To reach this goal, three hundred and forty writings by the Chinese students and eighty writings by the American students were collected by carrying two writing tasks under the help of some friends. Through careful sampling, the writings by the Chinese students were classified into two groups: the average-level group (30 writings) and higher-level group (30 writings), and 30 writings by the American students were selected as the contrast group. The two Chinese groups were compared with the American group respectively from the three aspects of choice of paragraph theme, TP patterns within the paragraph and thematic continuity of paragraph both quantitatively and qualitatively, with the statistical methods of percentage, frequency and chi-square test.

After elaborated analysis, it is found that the three aspects of thematic patterns display obvious differences between the Chinese

students' writings (even the higher-level writings) and the American students' writings. Specifically, the following results have been found.

① The Chinese students adopt more NTPT (40% in the average-level group and 33% in the higher-level group) in their writings than the American students do (10% in the American group) and the chi-square test indicates that the difference is significant.

② The Chinese students employ fewer TP patterns (80% in the average-level group and 87% in the higher-level group) than the American students do (97% in the native group).

③ The Chinese students use a majority of constant themes to develop the paragraph in their writings.

④ The Chinese students write more paragraphs that lacking thematic continuity (47% in the average-level group and 33% in the higher-level group) than the American students do (7% in the native group) and the difference is significant.

Such results indicate that the traditional ways are inadequate to improve the Chinese students' EFL writing level. The EFL writing teacher is suggested to improve the students' overall sense and construction ability of the thematic structure of paragraph, so as to help the students master ways to integrate the micro elements into the macro units and produce unified and coherent English writings. First, the teacher may guide the students to make contrastive analysis in class before writing. Second, the teacher may develop the students' sense of thematic structure of English paragraphs. Third, the teacher may also help the students self-evaluate their own writings by using the thematic patterns preferred in English text. However, the current study just focuses on the argumentative writings by the non-English-major students so that further studies are necessary to explore whether such results are true in the examination of other kinds of writings or writings written by students majoring in English.

Key words: College English writings; comparative analysis; thematic pattern within English paragraphs; pedagogical implication

中美大学生英语作文的段落主位模式对比研究

英语作文是一直中国大学英语教学的难点。中国大学生的英语作文常常显得缺乏连贯性、统一性,且内容贫乏(胡曙中,2004;蔡基刚,2004;王立非,2005)。为改变这一情形,许多研究者(如,蔡金亭,1998;马广惠,2001)从不同的角度其进行了研究。近年来,语篇分析作为新的方法引入了外语作文教学与研究。其中,主位理论常用来分析语篇的衔接与连贯、语篇的结构与生成等(韩玉平,2005)。然而,大多数的此类应用性研究主要从句子内部或句间的角度进行主位分析和描述(如,孙伟,2005;邓仁华,2007),而将中国学生的英语作文与英语本族语学生作文从段落整体的角度进行主位对比研究的则很少。

基于韩礼德(1994),丹尼斯(1974),马丁(1992)等学者的研究,以及一些中国学者(如,黄国文,1988;方焱,1995)的讨论,本文运用对比分析的手段,对中美大学生英语作文的段落主位模式进行了研究。为达到这一目的,本文设计了两个写作任务以收集国内外语料。从2008年3月至5月,在朋友的帮助下,两个写作任务分别在国内外得以实施。国内的学生作文共收集了340篇,分别从五所大学收集。美国学生作文共收集了80篇。通过有效性筛选、等距抽样等方式,中国学生的作文分为两个组:中等水平组和较高水平组。通过有效性筛选和随机抽样的方式,选出了30篇美国学生作文作为对照组。运用定量和定性分析,两个中国学生组的作文分别从段落主位的选择、段落的主位推进模式、段落的主位连续性三个方面与美国学生的作文进行比较。数据的定量分析采用了频率统计、百分比,以及卡方检验等方法。

通过详尽仔细的分析后,本文发现中国学生英语作文(甚至是较高水平的作文)都在段落主位模式的三个方面与美国学生的存在明显差异。具体说,本研究得出了如下结果:

①中国学生在他们的作文中采用了比美国学生多的非主题主位,非主题主位在中国中等水平组里占40%,高水平组里占33%,美国学生

作文里占 10%，且卡方检验也显示出明显差异。

②中国学生使用的主位推进模式比美国学生少，中国学生的段落里，中等水平组里 80% 的句子、高水平组里 87% 的句子，能识别主位推进模式，而美国学生的作文里有 97% 的能识别。

③中国学生使用大量的主位同一型推进模式来发展段落。

④中国学生作文中出现的主位不连续段落较多，这类段落在中国中等水平组和高水平里分别占 46% 和 33%，而美国学生作文中此类段落只占 7%。卡方检验也证实了差异的显著性。

从本研究的结论来看，要提高中国学生英语写作的水平，单靠传统的训练模式和语篇内零散的主位模式、衔接词等的分析是不够的，英语写作教师还应从整体上培养和提高学生的段落主位结构的意识和构建能力，从而使学生能进一步把握语篇微观和宏观的统一方式，写出统一连贯的作文。具体方法有：在布置写作任务前，教师可以通过在课堂上引导学生进行对比分析；教师也可以通过让学生分析英语段落的主位、主题、句子连接方式，或布置提纲式写作等方式提高学生的英语段落主位结构的意识；教师还可以引导学生用英语作文常用的段落主位模式对自己写的作文进行自我评改，从而训练学生自身的能力。然而，由于本文仅分析了议论性的段落，且参与者均为非英语专业的大学生，因而，进一步的研究还需要涉及到其他文体或包含英语专业的参与者。

关键词：大学英语作文；比较分析；英语段落主位模式；教学启示