



新世纪外国语文论丛

周丹丹◎著



口语频次效应初探

Frequency Effects and L2 Oral Production

 南京大学出版社

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总 序

进入新世纪,南京大学外国语学院师资队伍结构不断优化,拥有博士学位者已超过全院教师队伍人数的一半。新一代青年教师受过严格的专业训练,外语基本功扎实,在各自的专业领域学有所成,成为人才培养和科学研究的骨干力量,是学科可持续发展的生力军。

为了展示南京大学外国语学院青年教师的学术风采,加强学科建设与学术队伍的建设,经过充分的酝酿和准备,我们决定编辑出版《新世纪外国语文论丛》。编进论丛中的论著,大多为获得博士学位并在南京大学外国语学院任教的青年教师的博士论文,在内容上涵盖外国语言、文学与文化的研究,基本上反映了青年学者丰富而活跃的学术思想,代表了南京大学外国语学院青年教师的学术水平。

南京大学作为一所研究型大学,注重学术研究,有悠久传统。早在20世纪30年代,南京大学外国语学院的前辈学者范存忠先生和陈嘉先生分别于1931年和1934年获美国哈佛大学和耶鲁大学博士学位,他们对南京大学外国语言文学研究特色的形成起到重要作用。百年南大培育了“严谨、求实、勤奋、创新”的学风和浓厚的学术氛围。无论是写博士论文,还是写一般的论文或专著,我们都追求学术的质量和水平,要求研究工作能经得起时间考验,真正能为现有知识体系做出新的贡献,真正能创造知识,真正能促进学术的发展。这三个“真正”也是对入选《新世纪外国语文论丛》论著的原则和标准。

2006年南京大学获得外国语言文学一级学科博士学位授

予权,这标志着南京大学外国语言文学的学科建设进入了一个新阶段,工作思路要向内涵发展转变。一流的学科要由一流学者来建设,要靠一流学术成果来支撑。编辑出版《新世纪外国语文论丛》,有助于促进新生学术力量的成长,培养青年学术骨干,推动学科建设,是内涵发展的一项重要举措。我衷心希望论丛越办越好,不断扩大其学术影响,努力提升我国的外国语言文学研究的学术水平。

王守仁

2009年5月28日

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D. D. Zhou

中文提要

过去几十年里,随着乔姆斯基“语言学习先天论”的兴起和垄断,以频次为核心的学习理论逐渐被人们淡忘。近年来,许多新兴学科的研究结果都反对“先天论”,而提出频次在语言学习中无可替代的重要作用。N. Ellis (2002) 更提出,频次是语言学习的决定性因素。但是,一些二语习得领域的专家学者并不支持以频次为核心的二语习得理论。他们认为,二语习得过程非常复杂,受到多种内外因素的影响,因此简单地断言频次是二语习得的关键因素未免失之偏颇。

以上这些针锋相对的观点充分说明了频次作用的复杂性。要对频次在二语习得过程中的作用作出客观、全面的评价,没有相关的实证研究恐怕难以完成。但是由于“先天论”的垄断,频次作用在过去几十年里一直被忽视,因此该领域的相关研究较少,尤其是国内以中国大学生为研究对象的研究几乎是一片空白。鉴于此,本研究以频次在二语学习中的作用为出发点,着重研究中国大学生英语口语表达能力在频次作用影响下的发展和变化。依据众多学者提出的对频次的具体划分,本研究将频次进一步区分为输入频次和输出频次。研究具体围绕四大研究问题:

- (1) 输入频次如何影响故事复述?
- (2) 输出频次如何影响故事复述?
- (3) 输入频次和输出频次对故事复述的影响有何不同?
- (4) 输入频次和输出频次对故事复述有无滞后影响? 如有影响,具体表现在哪些方面?

本研究的研究对象为 16 名英语专业二年级女生,全部来自南京大学外国语学院英语系,英语口语水平中等。研究对象随机平均分成 4 组,每组分别给予不同的输入频次和输出频

次。每组按照输入和输出的不同频次,分别听和复述故事若干遍,并于一周后再次重复故事复述任务。本研究最终收集到 56 篇复述完整的故事。语料全部采用磁带录音方式,之后转写成书面文字。本研究还对研究对象进行了两次跟踪访谈,并全程录音。

对收集样本的分析采取定性和定量相结合的方法。定量分析描述出故事复述在内容和语言形式方面的变化。除了定量分析,定性分析补充说明了各方面的变化是如何发生的,以及引起这些变化的内在和外在原因。

根据分析结果,本研究得到以下主要发现:

首先,输入频次对故事复述内容的影响显著。在输入频次的的作用下,故事内容越来越丰富,而且和原来故事越来越相似。输入频次对语言形式的影响主要涉及流利性和多样性,两者在第三次输入频次的的影响下达到发展的最高值。但是,输入频次对语言准确性的提高没有任何帮助。值得注意的是,有变化的各个方面也分别呈现出不同的变化模式,有的表现为线形发展,有的呈波浪形,有的是阶梯形。

其次,输出频次对故事复述内容的进步无明显帮助,其影响主要体现在对语言形式的帮助上。在输出频次的的影响下,流利性、准确性、多样性都有不同程度的进步,前两者进步尤为突出,并且在第三次输出频次时达到变化的峰值。但是这些影响也表现出相对的局限性。研究结果同样显示,口语表达各个方面的变化模式各有不同,并不都是单纯的直线发展。发展变化过程中有前进,也有停滞,甚至后退,迂回曲折,纷繁复杂。

再次,输入频次和输出频次对故事复述的帮助有所不同。它们不仅引起不同方面的变化,而且各方面的变化规律也不尽相同。在输入频次的的作用下,各项变化同时平行展开;而在输出频次的的影响下,各项变化依次发生。最重要的是,虽然输入频次和输出频次会导致同一方面的变化,但是这些变化的内在机制却大相径庭。

最后,输入频次和输出频次对故事复述都有一定的滞后影响。输入频次的滞后影响主要表现在语言形式的明显进步。相对而言,由输出频次引起的语言形式方面的进步虽然能在滞后测试中维持但是无法继续发展,而且流利性未能保持其进步,反而有下降趋势。

本论文的研究成果在理论和实践上都具有较大的意义。在理论上,本研究揭示了频次影响口语发展变化的规律性和复

杂性,这对我国二语习得领域有关频次作用的研究具有开拓性意义。同时,本研究进一步将频次划分为输入频次和输出频次,在一定程度上发展了著名的输入假说和输出假说。在实践上,本研究证明了频次是语言学习中不可或缺的组成部分,值得语言教育者和学习者的充分重视。同时,应进一步注重频次作用的复杂性,使频次发挥出其应有的积极作用。

本研究在设计上仍有改进之处,主要存在的缺陷包括研究对象数量的不足和缺乏代表性,因此本研究的结论有待进一步论证。今后的研究可以涉及更多的研究对象以及来自不同语言学习背景和具有不同语言学习水平的学习者以检测本研究结论的普遍性。

Abstract

Frequency is a necessary component of theories of language acquisition and is extensively applied in the language classroom. However, little research has been conducted on this topic in China. This book reports my study that explored the effects of input and output frequency on the oral story retelling by university-level English majors in China. Sixteen subjects in four groups listened to a short story different numbers of times and retold it different numbers of times. They repeated the retelling task after a week. Data analyses were made both quantitatively and qualitatively. Quantitative analysis detected the general tendency of the changes that input and output frequency brought to the story retellings. Retellings from different input or output trials were compared in terms of content, fluency, accuracy and complexity. Qualitative analysis supplied details of how and why the changes occurred. Data analysis yielded the following findings:

As input frequency increases, the number of idea units recalled also increases, especially the number of idea units of minor importance, with other kinds of idea units only increasing moderately. Input frequency also helps improve fluency and complexity to some extent, but it does not affect accuracy. Content develops in a staircase fashion, fluency and lexical variance develop linearly, and syntactic complexity goes through ups and downs. All these improvements reach the optimal overall

performance at the third trial.

By contrast, as output frequency increases, the number of idea units recalled does not change. Output frequency helps develop fluency and accuracy in a linear pattern, but its effects are restricted to certain aspects of fluency and accuracy. Syntactic complexity undergoes gradual improvement, whereas lexical variance does not change obviously. The overall performance achieves the optimal development at the third output.

Input and output frequency differ from each other in affecting the story retelling. They brought about changes in different aspects of the story retelling. The most striking effect was on the content and accuracy of the oral production. Input and output frequency also differ in generating different change patterns because of different underlying mechanisms. All the changes resulting from input frequency occurred almost simultaneously in a parallel fashion, while the changes resulting from output frequency occurred one after another in a serial fashion.

Input frequency and output frequency maintain the development in content, accuracy and complexity after an interval of one week. However, the development of fluency resulting from output frequency is not retained.

The results of this study support a view of frequency as a significant element in language learning by showing that balanced development of oral performance can be achieved through high-frequency practice. Input and output frequency may influence the learners' performance differently. Furthermore, frequency may influence the memory and recall of different parts of content differently and may influence different aspects of linguistic performance differently. These findings imply that an emphasis on the traditional belief of practice is still valuable in the L2 classroom and an integration of input frequency and output frequency in language teaching is greatly needed.

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