



中国大学英语学习中的 语用、认知和策略研究

Pragmatics, Perceptions and Strategies in
Chinese College English Learning

袁轶锋◎著
Dr. Yifeng Yuan

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LIST OF ABBREVIATIONS

CLIL:	Content and Language Integrated Learning
CLT:	Communicative Language Teaching
DCT:	Discourse Completion Task
DCTs:	Discourse Completion Tasks
EFL:	English as a Foreign Language
EIL:	English as an International Language
ELF:	English as a Lingua Franca
ELLSI:	English Language Learning Strategies Inventory
ESL:	English as Second Language
ICT:	Information and Communications Technology
IFID:	Illocutionary Force Indicating Device
ILP:	Interlanguage Pragmatics
L1:	First Language
L2:	Second Language
MAQ:	Metapragmatic Assessment Questionnaire
MET:	Multimedia Elicitation Task
SAQ:	Self-assessment Questionnaire
SILL:	Strategy Inventory for Language Learning
SLA:	Second Language Acquisition
SPSS:	Statistical Package for Social Science
TBL:	Task-based Learning
TBT:	Task-based Teaching
TL:	Target Language
WDCT:	Written Discourse Completion Task
WE:	World English
WEs:	World Englishes

序

随着我国加入世界贸易组织和改革开放政策的进一步深化,社会上急需大量能熟练运用英语进行交流和工作的外语人才。与此同时,英语作为世界通用语言被广泛应用于世界政治、经济、科技、文化和学术交流的各个方面。然而,数十年来,以考试为教学目标,以“教师为中心”的教学模式,导致外语学习效果不佳和“哑巴英语”现象到处泛滥。语用能力的缺失使许多中国英语学习者丧失了理应具备的英语交际能力。值得注意的是,多年来,中外有关文献也鲜有对中国英语学习者关于语用能力及其认知和策略方面的实证研究。《中国大学英语学习中的语用、认知和策略研究》一书针对当前我国英语学生的语用能力和其学习策略进行了比较全面、系统的研究和分析,旨在为今后我国英语实践教学提供具有参考价值的实证依据。

作者在书中综述了当前外语学习者的英语语用知识和能力及其策略研究的概况,总结和归纳了过去 15 年来具有代表性的相关研究情况,阐述了语用知识和策略在语言交际中的重要性,着重指出我国英语学习者语用能力及其学习策略的缺失导致其英语交际能力低下的原因,故而不能在跨文化交际中很好地表述自己的理念和言辞。与此同时,作者运用应用语言学理论以及二语习得(second language acquisition)、语用学(pragmatics)、跨文化交际(intercultural communication)和英语作为世界通用语(English as a lingua franca)的有关理论,构建了一个颇有新意的理论框架,以之指导相关的实证研究。

作者通过问卷调查(questionnaire)、言谈情景填充问卷

(discourse completion tasks)、访谈(interviews)和内容分析法(content analysis)所收集的研究数据具有一定的典型性,体现出我国有关学界的普遍看法。他把相关研究数据分析归档,并从定性角度进行分类汇总,紧密结合有关文献和理论研究,对获得的数据进行全面分析和梳理。研究表明,广大英语学习者对语用知识的需求相当迫切,而人们长期使用的传统“语法翻译教学法”导致不少师生的英语语用知识匮乏,致使学习者在跨文化交际中失误频频。为了改变这一现状,作者提出了适合我国英语学习者语用知识学习和语用能力发展的学习模式,为他们指明了正确的学习原则和前进的方向。

本书作者袁轶锋博士在中国已具有近10年的大学英语教学经历,2011年至2014年间,参与了澳大利亚研究署(Australian Research Council)大型研究项目和澳大利亚教育部亚洲语言项目(National Asian Languages and Studies in School Program)的研究工作,对于应用语言学、跨文化交际英语教学、外语课程设计与创新、双语教学和英语作为世界通用语教学等方面均有所建树。

《中国大学英语学习中的语用、认知和策略研究》是一本探讨和评述我国学生在大学英语学习历程中学习语用知识、拓展语用能力及其策略的专业书籍,该书曾获得澳大利亚昆士兰科技大学教育学院院长的嘉奖,它不但是袁轶锋在澳洲攻读博士数年的研究成果,也是他多年思考和探讨外语教学理论与实践的硕果。无疑,它可作为广大英语学习者与一般教学工作者的良师益友。故乐为之序。

卢思源

上海市外文学会名誉会长

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2014年1月16日

于沪和平花苑

TABLE OF CONTENTS

LIST OF TABLES	1
LIST OF FIGURES	4
LIST OF ABBREVIATIONS	6
Chapter 1: INTRODUCTION	1
1.1 English in the world	1
1.2 College English learning and teaching in China	4
1.3 This empirical study	9
1.4 Research questions and aims of the study	11
1.5 Significance of the study	13
1.6 Overall structure of the book	14
Chapter 2: LITERATURE REVIEW	17
2.1 Pragmatics	17
2.1.1 Introduction to pragmatics	17
2.1.2 Definitions of pragmatics	19
2.1.3 Features of pragmatics	22
2.1.3.1 Language users	22
2.1.3.2 Context	22
2.1.3.3 Meaning	24
2.1.3.4 Social interaction	24
2.1.4 Categorization of pragmatic knowledge	25
2.2 Research on pragmatics in ESL/EFL learning and teaching	27
2.2.1 Learners' pragmatic awareness	30
2.2.2 Instruction in pragmatics	34
2.2.3 Pragmatic failure and speech acts	39
2.2.4 Pragmatic competence	45

2.3	Research on language learning strategies in ESL/EFL learning	55
2.4	Summary	65
Chapter 3: THEORETICAL FRAMEWORK		67
3.1	Second language acquisition (SLA)	68
3.2	Theory of pragmatics	70
3.2.1	Interlanguage pragmatics	70
3.2.2	Intercultural/cross-cultural pragmatics	72
3.2.3	Sociopragmatics	73
3.2.4	Pragmatic competence and communicative competence	74
3.2.4.1	Canale and Swain's model	78
3.2.4.2	Bachman's model	79
3.2.5	Speech act theory	81
3.2.5.1	Austin's speech act theory	82
3.2.5.2	Searle's speech act theory	82
3.3	Theory of intercultural communication	87
3.3.1	Culture and language	87
3.3.2	Interculturality	89
3.3.3	Intercultural communication	90
3.3.3.1	Perception	91
3.3.3.2	Beliefs	92
3.3.3.3	Values	92
3.3.4	Intercultural competence	93
3.4	Theory of English as a lingua franca (ELF)	95
3.4.1	Kachru's three circle model of English	95
3.4.2	World Englishes and world standard English	96
3.4.3	English as a lingua franca	98
3.5	Theories of language learning and teaching	101
3.5.1	Language learning strategies	101
3.5.2	Task-based language teaching and learning	104
3.5.3	Communicative language teaching	106
3.6	Summary	108

Chapter 4: RESEARCH METHODOLOGY	110
4.1 Design of the study	110
4.2 Participants	114
4.3 Data collection	115
4.4 Data analysis	115
4.5 Questionnaire	118
4.6 Discourse Completion Tasks (DCTs)	122
4.7 Semi-structured focus group interviews	123
4.8 Textbook tasks analysis	127
4.9 Validity and reliability	128
4.10 Ethical issues	129
4.11 Summary	129
Chapter 5: RESEARCH DATA REPORT	131
5.1 Questionnaire data	131
5.1.1 Demographic data	131
5.1.2 Students' perceptions of pragmatics in College English learning and teaching	133
5.1.3 Students' levels of pragmatic competence	143
5.1.4 Students' perceptions and practice of language learning strategies	147
5.2 Discourse Completion Tasks data	155
5.2.1 Data of the speech act of refusal	156
5.2.2 Data of the speech act of compliment response	161
5.2.3 Data of the speech act of apology	164
5.3 Semi-structured focus group interview data	169
5.3.1 Students' perceptions of pragmatic knowledge	169
5.3.2 Students' perceptions of pragmatic competence	171
5.3.3 Students' perceptions of pragmatics in College English learning and teaching	172
5.3.4 Students' perceptions of pragmatic information in textbooks	177
5.3.5 Students' perceptions and practice of language learning strategies in learning English	178

5.4	Textbook tasks analysis data	180
5.5	Summary	185
Chapter 6:	RESEARCH DATA DISCUSSION	186
6.1	RQ1: What are Chinese students' perceptions of pragmatics in their English learning?	186
6.1.1	Students' perceptions of English language learning	186
6.1.2	Importance of pragmatics in College English learning	189
6.1.3	Students' perceptions of learning and teaching pragmatics ...	193
6.1.4	Students' perceptions of pragmatics in College English textbooks	200
6.2	RQ2: To what extent do College English students focus on their pragmatic knowledge in their English learning? What are their levels of pragmatic competence?	203
6.2.1	Students' focus of pragmatic knowledge in English language learning	203
6.2.2	College English students' levels of pragmatic competence ...	205
6.2.2.1	Questionnaire data	206
6.2.2.2	Discourse Completion Tasks data	211
6.3	RQ3: How do College English students apply their language learning strategies in the learning of English and pragmatics?	248
6.3.1	Students' perceptions of language learning strategies	248
6.3.2	Students' practice of language learning strategies	257
6.4	Summary	263
Chapter 7:	CONCLUSION	265
7.1	Current Chinese College English learning and teaching	266
7.2	Conclusions of the study	268
7.2.1	Language competence	268
7.2.2	Language and culture	269
7.2.3	Language learning and teaching	271
7.2.4	Language learning tasks	272
7.3	Model of learning pragmatics	275

7.3.1	Learning content	276
7.3.1.1	Pragmatic knowledge	276
7.3.1.2	Knowledge of intercultural communication	276
7.3.1.3	Knowledge of English as a lingua franca	277
7.3.1.4	Knowledge of language learning strategies	277
7.3.2	Learning process	278
7.3.2.1	Task-based approach	278
7.3.2.2	Intercultural communicative approach	279
7.3.2.3	Language learning strategies approach	280
7.4	Implications of the study	281
7.4.1	Implications for College English learning	281
7.4.2	Implications for College English teaching	284
7.4.3	Implications for College English course design	285
7.4.4	Implications for the development of College English learning and teaching materials	286
7.5	Limitations of the study and recommendations for further research	288
7.5.1	Limitations of the study	288
7.5.2	Recommendations for further research	288
REFERENCES		291
Appendix A:	Questionnaire	330
Appendix B:	Discourse Completion Tasks (DCTs)	337
Appendix C:	Interview Questions	343
Appendix D:	Transcripts to Students' Responses to Open-ended Questions in the Questionnaire	346

LIST OF TABLES

Table 2. 1	Summary of past studies of pragmatic awareness in ESL/EFL learning and teaching	35
Table 2. 2	Summary of past studies of instruction in pragmatics in ESL/EFL learning and teaching	40
Table 2. 3	Summary of past studies of pragmatic failure and speech acts in ESL/EFL learning and teaching	46
Table 2. 4	Summary of past studies of pragmatic competence in ESL/EFL learning and teaching	53
Table 2. 5	Summary of past studies of language learning strategies in ESL/EFL learning	63
Table 4. 1	Design of the study	113
Table 4. 2	Data collection timeline and place	116
Table 5. 1	Demographic data	132
Table 5. 2	Students' views on linguistic knowledge and pragmatic knowledge	133
Table 5. 3	Students' views on English language learning outcomes ...	136
Table 5. 4	Students' views on communicative language teaching and practice	137
Table 5. 5	Necessary tasks to improve students' communicative ability	138
Table 5. 6	Students' views on classroom learning and teaching	141
Table 5. 7	Language learning strategies to improve students' pragmatic competence	149
Table 5. 8	Students' views on the practice of language learning strategies	152
Table 5. 9	Frequency of lexical items and basic formulaic sequences expressing refusals	157

Table 5. 10	Frequency of lexical items and basic formulaic sequences expressing compliment responses	161
Table 5. 11	Frequency of lexical items and basic formulaic sequences expressing apology	165
Table 5. 12	Pages of tasks in <i>New College English Integrated Course</i> textbooks	181
Table 5. 13	Pages of task types in <i>New College English Integrated Course</i> textbooks	182
Table 5. 14	Pages of pragmatic tasks in <i>New College English Integrated Course</i> textbooks	183
Table 5. 15	Pages of linguistic tasks in <i>New College English Integrated Course</i> textbooks	184
Table 5. 16	Pages of pragmatically oriented tasks in <i>New College English Integrated Course</i> textbooks	184
Table 6. 1	List of seven refusal situations	213
Table 6. 2	Refusal 1—made to a friend's invitation	214
Table 6. 3	Refusal 2—made to the boss's request	216
Table 6. 4	Refusal 3—made to a friend's invitation	217
Table 6. 5	Refusal 4—made to a student's request	218
Table 6. 6	Refusal 5—made to a classmate's request	219
Table 6. 7	Refusal 6—made to an employee's request	220
Table 6. 8	Refusal 7—made to a salesman's invitation	221
Table 6. 9	List of seven compliment response situations	224
Table 6. 10	Compliment response 1—made to a friend's compliment	225
Table 6. 11	Compliment response 2—made to a friend's compliment	226
Table 6. 12	Compliment response 3—made to a classmate's compliment	228
Table 6. 13	Compliment response 4—made to a friend's compliment	229
Table 6. 14	Compliment response 5—made to a student's compliment	230

Table 6.15	Compliment response 6—made to a teacher’s compliment	232
Table 6.16	Compliment response 7—made to an employee’s compliment	234
Table 6.17	List of six apology situations	237
Table 6.18	Apology 1—made to a friend	238
Table 6.19	Apology 2—made to a student	239
Table 6.20	Apology 3—made to classmates	241
Table 6.21	Apology 4—made to a strange teacher	242
Table 6.22	Apology 5—made to a colleague	244
Table 6.23	Apology 6—made to a classmate	245

LIST OF FIGURES

Figure 2. 1	Categorization of pragmatic knowledge	26
Figure 3. 1	Typology of the theories	67
Figure 3. 2	Bachman's model of language competence	80
Figure 3. 3	Points of articulation between culture and language	88
Figure 3. 4	Kachrun's model of world Englishes	95
Figure 3. 5	Overview diagram of the strategy system	103
Figure 4. 1	Four elements of research design	111
Figure 4. 2	Analysis of the data	118
Figure 5. 1	Knowledge students want to acquire most in English classroom teaching	134
Figure 5. 2	Ability students want to gain most in English learning	135
Figure 5. 3	Types of English students like to learn to use	136
Figure 5. 4	Pragmatically oriented tasks most often used in classroom teaching	140
Figure 5. 5	Students' pragmatic competence — situation 1	144
Figure 5. 6	Students' pragmatic competence — situation 2	145
Figure 5. 7	Students' pragmatic competence — situation 3	145
Figure 5. 8	Students' pragmatic competence — situation 4	146
Figure 5. 9	Students' pragmatic competence — situation 5	147
Figure 5. 10	Most effective way of learning English	151
Figure 5. 11	Students' learning activities in the English class	153
Figure 5. 12	Students' learning activities after class	153
Figure 5. 13	Student's preferable way to get information about the use of English	154

Figure 5. 14	Ways of solving difficulties in English language learning	155
Figure 7. 1	Tentative model of learning pragmatics	275
Figure 7. 2	Learning content	278
Figure 7. 3	Learning process	281
Figure 7. 4	Model of learning pragmatics	282

Chapter 1 : INTRODUCTION

With the rapid economic development and further implementation of the reform and opening policy, the role of English, especially communicative competence in English, which refers to both the knowledge of the language and the ability to use that knowledge in social interactions (Barron, 2003; Hymes, 1972; Widdowson, 1992), has become more and more important in the daily life of people in China. Therefore, it is important to examine how Chinese English language learners acquire knowledge of the appropriate use of English and how they practice their knowledge in both their learning contexts and daily life in order to help them better develop their language competence. In particular, Chinese English language learners need to develop pragmatic competence, which is the ability of a second language (L2) learner or a foreign language learner to use the target language appropriately in corresponding social contexts (Nuredden, 2008; Savignon, 1991; Taguchi, 2009), in order to use the language effectively and correctly in various contexts. It is argued in this study that the development of both communicative competence and the sub-theme of pragmatic competence are essential for English language learning in China.

1.1 English in the world

“Globalization may be thought of initially as the widening, deepening and speeding up of worldwide interconnectedness in all aspects of contemporary social life” (Held, McGrew, Goldblatt & Perraton, 1999, p.2) and it is an inevitable process. The present world order is globally composed as much in the social and cultural realms as it is in economics and politics (Dewey, 2007). A wider, deeper, accelerated