课堂语境下的语言意识教学实证探究

Empirical Exploration of Language Awareness Pedagogy in Classroom Discourse

（英文版）

张向阳　著

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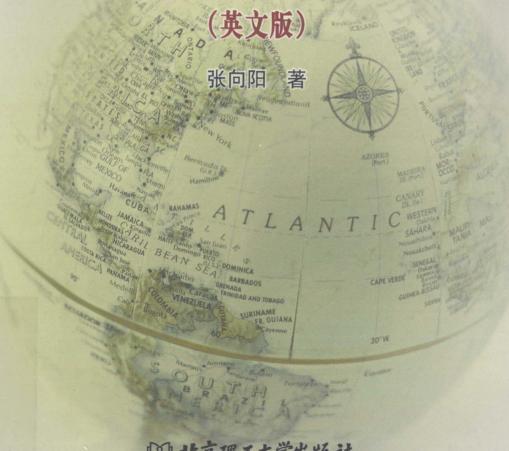# Empirical Exploration of Language
Awareness Pedagogy in
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北京理工大学出版社
BEIJING INSTITUTE OF TECHNOLOGY PRESS

Preface

This book results from a long and frustrating relationship over ten years with language awareness research project which was commenced in 1998 when I worked at University of Nottingham as a senior visiting fellow sponsored by the Scholarship Council of China. On that most beautiful campus in Britain, I have become acquainted with Dr Shu-chiu Hung and Dr Ronald Carter, Professor of Modern English at the School of English. Nottingham then was in the centre of the whirlwind of the language awareness movement during the years of computer-mediated high technology which was booming in Britain. Teenagers and young adults were deluged by the high technology, ignoring the traditional literacy. In this scenario, some academics and scholars and the educational authorities advocated the language awareness movement for maintaining and improving young people's competence in learning and using their first language, which is English. Professor Ronald Carter, together with Professor McCarthy proposed the I-I-I model of language pedagogy in classroom discourse. The I-I-I, namely, illustration, interaction and induction, aims to strengthen the classroom practice. However, the idea of I-I-I has been proposed, heatedly discussed and well written into a grammar book, and many published papers in elite academic journals, but never been experimented in the classroom discourse. By the encouragement of Professor Carter, this project was

initiated, shifting from the first language awareness to the foreign language awareness, shifting from the British discourse to the Chinese discourse. During the years of research, hardship, frustration, debates, bewilderment and enjoyment at the moment of seeing the light at the end of the research tunnel have been experienced one after another. After all, our effort has been rewarded. The manuscript has been accepted and published in a book form.

Language awareness, now not new in China, has been conceptualised from a wide range of different perspectives, hence accommodates a diversity of definitions, interpretations and practices (van Lier 2001). Metaphorically speaking, language awareness acts as "language windows" (Hawkins 1984, 1987, 1992, 2005), as a "language bridge" (Hawkins 1984, 1987, 1999), and as "a door" (Carter 2004a, 2007c).

Accordingly, language awareness as a pedagogic methodology is believed to benefit learners. However, such impacts of language awareness pedagogy on learners are largely based on speculations. As van Lier (2001) points out, solid evidence which supports the role of language awareness in language pedagogy remains scarce. It remains under-researched, regarding the applicability and viability of language awareness as a pedagogic methodology in English language education. In research literature, few systematic research findings are reported (van Lier 2001). As such, the real difficulty appears to be how such language awareness teaching could be implemented in real pedagogic practices, that is, how it can be applied to teaching in classroom discourse.

Significantly, McCarthy and Carter (1995, 1997) initiated the Illustration-Interaction-Induction model as a potential instructional paradigm with a particular reference to the teaching of grammar for language awareness (and coined with the term "awareness-based grammar pedagogy" used in the book).

Little research attention has, however, been paid to the development of the I-I-I pedagogic model in classroom discourse. As a result, this model remains under-explored (Timmis 2005). This may be caused by the anti-grammar movement in language pedagogy since the widespread development of Communicative Language Teaching in 1970s, and the devaluation of formal instruction after the rise of natural learning processing in 1980s (Ellis 1994a, 1997a, 1997b, 1998, 1999, 2001, 2002a; Harmer 1987, 1998; Richards and Rogers 1986, 2003).

Our goal of this book, therefore, is to explore the viability of the I-I-I pedagogic model of awareness-based grammar pedagogy in the Chinese EFL context through systematic research investigations. The present research may generate better insights into the viability of the I-I-I pedagogic model in classroom discourse, advance understandings of the practicability of awareness-based grammar pedagogy, and illuminate the applicability of language awareness as a pedagogic methodology in EFL contexts.

This book is organised as 7 chapters. Chapter 1 is an introduction to the research. Chapter 2 provides a quite brief review of the EFL context in China. Chapter 3 comprises a review of theoretic thoughts and discussion of grammar teaching relevant to the present research. Chapter 4 compares the I-I-I model and the P-P-P (Presentation-Practice-Production) model in the early two pilot studies. Chapter 5 focuses on research methodology, presenting the development of research methods and research instruments in the main study. Chapter 6 reports the main study. The five research stages within the hybrid research method are composed of the Investigation (Stage I), Research Questions and Research-Teaching Actions (Stage II), Data Collection (Stage III), the Evaluation (Stage IV) and the Follow-up (Stage V). Chapter 7 summarises research findings, addresses the significance of the present research with strengths and weaknesses, illuminating the pedagogic implications of the present

research, and pointing out for further research in this area. In the end of the book, we have listed a long bibliography, constructing a bridge for those who have interests to move the research onward in the future.

Many names should be mentioned and appreciated for their kindness and helpfulness during the years of our slow but ardent commitment. However, it will be a rather long list and some names might be missed due to our poorer memory. The only thing appropriate for us to do in this situation is to say a big THANKYOU to ALL THE PEOPLE who reached out a helping hand when we needed it. And of course the last great thank-you goes to Dr Shu-chiu Hung who helps me in every way since we have known each other, though your name does not appear in authorship of the present book.

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Xiangyang Zhang　Nanjing

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内 容 提 要

　　本书讨论了语言意识理论和该理论在语言教学中的应用。所谓语言意识可以认为是对于人类语言能力及这种能力在思维、学习和社会生活中的作用的理解力，指处理语言信息的一种内在能力，可以是直觉的，更是清晰的对语言形式的注意，甚至是更高层次的元认知。语言意识可以用三个隐喻来表述：语言意识是语言的"窗口"，是通向外语学习的"桥梁"，是显示文字能力和语言能力的"门户"。然而，作为教学方法的语言意识在其适用性和实用性领域的研究到目前为止仍显不足。

　　本书的主要目的在于探索作为教学方法的语言意识以及在中国外语教学语境下 I-I-I（Illustration-Interaction-Induction，说明–互动–推导）模式在语法教学上的应用。本研究为实证研究。首先进行了先期研究以检视在中国外语教学语境下的适用性。随后通过课堂语法教学对 I-I-I 模式在中国外语教学语境下的教学可行性进行了探索。研究方法采用了混合式研究方法，即质性研究途径与量化研究途径相混合，采用叙述法、问卷法、访谈法以及前测和后测、SPSS 数据统计等研究手段。研究结果显示，基于语言意识的 I-I-I 语法教学方法呈现相对好的成就，被试表现出正向的认知理念，从而证实该模式在中国外语教学语境下的可行性。

　　本书虽为学术著作，但也具有实用性。该书基于现有理论，重在实证研究，通过与课堂教学实践的紧密结合，不仅有助于促进外语教师和学习者对语言学习过程的深刻理解，同时也为现有的教学提供了值得借鉴的教学模式，具有很好的理论意义和颇高的应用价值。本书对于研究人员、大中学教师、研究生以及对语言学习有兴趣者具有一定的参考价值。

Contents

Chapter 1

Introduction

Background to the Research

In recent years, language awareness has been conceptualised from a wide range of different perspectives (i.e. applied/educational linguistics, psychology, and learning theory), accommodating a diversity of definitions, interpretations and practices (van Lier 2001). The centrality of language awareness as a pedagogic approach in language education is multifunctional. Metaphorically speaking, language awareness is likely to act as "language windows" (Hawkins 1984, 1987, 1992, 2005) to provide learners with the pictures of the language they are learning, as a "language bridge" (Hawkins 1984, 1987, 1999) to pave the way of language transitions for learners in their journey of language learning, and as "a door" to enhance the literary and linguistic competence of learners (Carter 2004a, 2007c).

Accordingly, language awareness as a pedagogic methodology is believed to benefit learners in the area of five integrative domains of language learning: the affective domain, the cognitive domain, the power domain, the social domain, and the performance domain (James and Garrett 1991; Garrett and James 2004; van Lier 1998, 2001). However, such impacts of language awareness pedagogy on learners are largely

based on speculations. As van Lier (2001) points out, solid evidence which supports the role of language awareness in language pedagogy remains scarce.

Language awareness as a pedagogic approach, moreover, should be evolved alongside new discoveries of language (Carter 2003a), and a broader view of language teaching and learning (van Lier 1988, 2001, 2004). It remains under-researched, however, regarding the applicability and viability of language awareness as a pedagogic methodology in English language education. In research literature, few systematic research findings are reported (van Lier 2001). The lack of systematic research into language awareness as a pedagogic methodology may be attributed to the nature of language awareness itself, namely, its philosophical abstractness and theoretical complexity. As such, the real difficulty appears to be how such language awareness teaching could be implemented in real pedagogic practices, that is, how it can be applied to classroom teaching.

The need for a pedagogic model of language awareness has thus emerged in order to transform abstract and complex conceptualisations of language awareness into a pedagogic approach in language pedagogy. Significantly, McCarthy and Carter (1995, 1997) initiate the Illustration-Interaction-Induction (hereafter I-I-I) model as a potential instructional paradigm with a particular reference to the teaching of grammar for language awareness (and coined with the term "awareness-based grammar pedagogy" used in the present study).

In the intervening years, however, little research attention has been paid to the development of the I-I-I pedagogic model in classroom discourse. As a result, this model remains under-explored (Timmis 2005). This may be caused by the anti-grammar movement in language pedagogy since the widespread development of Communicative Language Teaching in 1970s, and the devaluation of formal instruction

after the rise of natural learning processing in 1980s (Ellis 1994a, 1997a, 1997b, 1998, 1999, 2001, 2002a; Harmer 1987, 1998; Richards and Rogers 1986, 2003).

In spite of the anti-grammar movement and the devaluation of formal instruction in English language teaching, instruction and grammar are of particular importance for the EFL learners who are studying English in an EFL (English as a foreign language) context in which there are limited English input and poor exposure to the English language.

The purpose of the present study, therefore, is to explore the viability of the I-I-I pedagogic model of awareness-based grammar pedagogy in the Chinese EFL context through systematic research investigations. The present research may generate better insights into the viability of the I-I-I pedagogic model in classroom discourse, advance understandings of the practicability of awareness-based grammar pedagogy, and illuminate the applicability of language awareness as a pedagogic methodology in EFL contexts.

Rationale for the LA Based Pedagogical Study

The present research aimed to explore the viability of the I-I-I pedagogic model of awareness-based grammar pedagogy, and thus to shed light on the applicability of language awareness as a pedagogic methodology. The study was specifically motivated by the following three reasons.

Firstly, this study on language awareness as a pedagogic approach is particularly motivated by the experience of researchers, being a Chinese EFL learner and a Chinese EFL teacher studying English in the Chinese EFL context. The personal cross-linguistic and psychological-cultural struggle to learn English in the Chinese EFL context has constantly informed the search for one pedagogic approach, which could be adopted

in classroom teaching, and improve language teaching and learning in the EFL context. Chinese EFL students could develop appropriate knowledge of how language works, and perceptions of, and sensitivity to how to learn language. Consequently, Chinese EFL students are more likely to derive greater enjoyment, become confident and be more competent in their language learning.

Secondly, the present study is a response to the call for an integrated pedagogic approach in English language teaching in China, where grammar and instructions are pivotal for learners to study English as a foreign language. It is argued in the present study that language awareness as a pedagogic methodology is the language pedagogy which integrates the traditions of language education in China with innovations in English language teaching.

Thirdly, the present research tends to serve as a bridge for academic research and teaching practices in language pedagogy in the Chinese EFL context where gaps exist and remain wide (Dörnyei 2007). For example, there are socio-cultural differences between the Chinese EFL context and the native English speaking context. The systematic investigations on the I-I-I model (McCarthy and Carter 1995, 1997) of awareness-based grammar pedagogy can generate better insights into language awareness teaching in classroom discourse in the Chinese EFL context. Additionally, this present study may further inform the development of teaching methods and teaching materials for awareness-based language teaching in future in the EFL context.

Research Hypotheses and Research Questions in the Present Research

The present study which explores the viability of the Illustration-

Interaction-Induction (I-I-I) pedagogic model in classroom discourse is underpinned by three key metaphorical assumptions regarding language awareness in language education. The first two assumptions see language awareness as "language windows" and a "language bridge" for learners to study a foreign language (Hawkins 1984, 1987, 1999, 2005). The third assumption is that language awareness is regarded as "a door" for developing the literary and linguistic competence (Carter 2004a, 2007c).

However, little is known concerning what the three metaphoric assumptions mean to learners when language awareness is applied as a pedagogic approach in classroom discourse. Hence, two pilot studies were conducted. The first study (Study 1) was undertaken in the early research phase in order to gain an initial understanding of the effectiveness of the Illustration-Interaction-Induction (I-I-I) pedagogic model. Specifically, two research hypotheses were formulated to be tested in relation to the effectiveness of the Illustration-Interaction-Induction (I-I-I) model in the study.

Study 1

Hypothesis One:

The learners given the I-I-I teaching treatment achieve better learning attainments on the grammatical item, articles, than those who are given the P-P-P teaching treatment.

Hypothesis Two:

The learners given the I-I-I teaching treatment achieve better learning attainments on the grammatical item, prepositions, than those who are given the P-P-P teaching treatment.

Subsequently, the second study (Study 2) was conducted as a preliminary survey of learner perceptions of the Illustration-Interaction-Induction (I-I-I) pedagogic model, following the findings from the informal observations in Study 1. Thus, Study 2 was undertaken to

answer the following research question.

Study 2

Research Question:

What are learner perceptions of the I-I-I teaching treatment?

The main study was shaped and refined after research findings and reflections from two pilot studies. It aimed to further explore the pedagogic viability of the I-I-I model of awareness-based grammar teaching in comparison with the P-P-P model of traditional grammar teaching in the Chinese EFL context. The main study was undertaken to answer the following three research questions.

The LA Based Pedagogical Study

Three research questions were proposed:

Research Question 1:

To what extent do EFL learners perceive grammar differently after the I-I-I and the P-P-P grammar teaching treatments?

Research Question 2:

To what extent do EFL learners learn grammar differently after the I-I-I and the P-P-P teaching treatments?

Research Question 3:

In an EFL context, do EFL learners achieve different grammar learning attainments after the I-I-I and the P-P-P teaching treatments?

The Structure of the Book

The study is structured as follows:

Chapter 1 is an introduction to the research.

Chapter 2 provides a quite brief review of the EFL context in China. It firstly briefly reviews the socio-culture of English language education