
英语口语
互动中的重铸反馈研究

A Study of Recasts in English Oral Interactions

赵薇 著



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Zhao Wei

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LIST OF ABBREVIATIONS

CF	Corrective Feedback
SLA	Second Language Acquisition
L1	The First Language
L2	An Additional Language other than the First Language
SL	Second Language
FL	Foreign Language
IL	Interlanguage
EFL	English as a Foreign Language
ESL	English as a Second Language
IFL	Italian as a Foreign Language
NS	Native Speaker
NNS	Non-Native Speaker
FFE	Focus-on-Form Episodes

内 容 简 介

20世纪90年代以来,重铸反馈逐渐受到二语习得研究者的关注,但有关重铸效果以及重铸究竟如何在互动中发挥作用的议题仍存在争议。此外,多数研究在国外法语浸入式和二语环境下开展,在我国外语环境下开展的研究数量不多,尤其缺乏针对不同水平学生疑问句输出的研究。本书基于二语习得互动理论,采用前测—后测—延时后测的实验设计,以英语疑问句为目标结构,考察互动中的重铸反馈对不同水平中国大学生口语输出的作用。

全书共分九章。

第一章作为引言,扼要介绍了本书的研究背景、核心问题、研究目标、研究方法以及研究意义。

第二章为文献综述,梳理了国内外关于重铸反馈的研究现状,主要包括课堂与非课堂环境中的重铸研究、重铸的即时反应与延时反应研究、影响重铸效果因素的研究、以疑问句为目标结构的重铸研究等。本章依据前人研究的局限性与研究空白,提出了研究重铸对不同水平中国学生英语口语输出作用的必要性。

第三章为研究方法论,详细介绍了研究方法的设计,包括受试的选择与分组、数据来源、先导研究、数据收集与分析步骤。本章依照疑问句发展层级将受试分为低、中、高水平组,研究数据主要来源于实验干预阶段的语言交互性活动与前测、后测、延时后测三次测试,以半结构化访谈数据作为补充。

第四章到第七章汇报了各组组内与组间的研究结果与发现。第四、五、六章分别叙述了低、中、高水平组的研究结果,主要包括互动中三组学生接受的重铸数量、学生对重铸反馈持有的观念、重铸的即时反应与延时反应、测试中各组学生疑问句的输出与升级状况。第七章则比较了三组学生的组间差异与相似之处。

研究发现,各组学生对互动中接受的重铸大多持有积极观念;比起接纳(即时反应),启动输出(延时反应)对口语输出的作用更大;整体而言,重铸反馈能够提高不同水平学生疑问句输出的数量与准确性,在延时后测中尤其如此,能够促进学生发展到更高层级,从而有利于口语输出能力的长期发展。

第八章结合前人研究成果,依据二语习得相关理论,讨论并分析主要研究发现的成因。(1)提出重铸促进不同水平学生疑问句输出能力“逐级递进式”提高,形成“阶梯式习得”的发展模式。(2)启动输出这种延时效应对口语输出能力发展的促进作用以及延时后测的口语输出数据均证明了重铸对二语发展具有长期效果的观点。(3)启动输出有助于了解学生在互动中对重铸如何进行认知加工并反复自我修正,体现了学生对这种输入提供型反馈的使用,表明不仅要考察学习结果,也要注重研究习得的具体过程。

第九章为全书的结论,总结研究的主要发现并得出结论:互动中的重铸反馈对不同水平中国大学生的口语输出均能产生促进作用,这对我国高校外语教学实践具有很大的启发意义。最后指出本研究的不足,并对未来后续研究提出了建议。

ABSTRACT

Ever since the 1990s, research on recasts has attracted increasing attention of SLA researchers. Yet the studies on the effects of recasts and in what way recasts facilitate L2 learning in interactions have yielded mixed results. Compared to the abundant research in French immersion and ESL context, the number of studies conducted in the Chinese EFL context, especially the studies targeting English question forms by learners at different proficiency levels, has remained small. Therefore, based on interaction theories of SLA, this study aims to investigate the effects of recasts on oral production of Chinese EFL learners at three levels by adopting a pretest, posttest, and delayed posttest design and targeting English question forms.

This book consists of 9 chapters.

Chapter 1 presents an introduction to the background of the study, the statement of the problem, the purpose and method of the study as well as the significance of the study.

Chapter 2 gives a comprehensive review of previous studies on recasts in terms of studies on recasts in different settings, learners' immediate and delayed responses to recasts, factors influencing the effects of recasts and the studies on recasts targeting English question forms. It puts forward the necessity of this study after presenting the limitations and

research gaps of previous studies.

Chapter 3 describes the methodology adopted by the study in five parts, including selection and grouping of the participants, sources of data, information of the pilot study, data collection and data analysis procedure of the main study. The participants were assigned to lower-level, intermediate-level and higher-level group respectively based on developmental stages of English question forms. Major sources of data were interactional tasks during the treatment sessions, pretests, immediate and delayed posttests, supplemented by semi-structured interviews.

Chapter 4 through Chapter 7 present the results and findings within each group and across the three groups. Chapters 4, 5 and 6 report the findings within one group in four aspects, namely, provision of recasts for each group in the interactions, learners' perceptions of the use of recasts, their immediate and delayed responses to recasts, and learners' production and stage upgrade of question forms in three tests. Chapter 7 describes the patterns and discrepancies across the lower-level, intermediate-level and higher-level group in the above aspects. The results revealed that students in general held positive perceptions of the recasts they received. The role of primed production, learners' delayed responses to recasts, in L2 development was found to be greater than that of uptake, immediate responses to recasts. Recasts benefited learners at different levels by improving quantity and accuracy of their question production especially on delayed posttests, upgrading their developmental stages, and facilitating subsequent development of oral production.

Chapter 8 discusses the findings of the study by comparing the results of previous studies and referring to relevant SLA theories. (1) This study proposes that recasts can benefit learners at different levels by facilitating their "sequenced" acquisition of English question forms in a "step-by-step upgrading" pattern. (2) The facilitative role of primed production in

the development of oral production, together with the data collected on delayed posttests, lends support to the claim that the effects of recasts on L2 development may sustain over time. (3) Furthermore, primed production opens a window to learners' processing of recasts with repeated trials and errors in dyadic interactions, and provides evidence of learners' use of the input-providing recasts. This suggests the need of research focusing on the process of learning as well as on the outcomes of learning.

Chapter 9 is the conclusion of this book. It summarizes major findings of the study and concludes that recasts in dyadic interactions can facilitate oral production of Chinese EFL college students at different proficiency levels. The findings shed light on tertiary language teaching in the Chinese EFL context. Limitations of the study and suggestions for further research are presented in the end.

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