# 河南师范大学

# 申报2019年河南省高等教育教学成果奖支撑材料

成 果 名 称 ： 任务型模式在大学英语听说课教学中的应用

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# 教学成果报告

## 一. 任务型语言教学的研究背景及意义

作为一种新的的语言教学方法，任务型语言教学(Task-based Language Teaching，简称为 TBLT)主要建立在二语习得的研究基础上，突出强调“做中学”(learning by doing)，注重语言交际能力，是一种新型的在语言教学形态，这种教学模式具有较强的实践意义，能够更好地展现语言应用的基本理念。任务型语言教学在国际语言教学界已有三十多年的发展历程。早在 20 世纪 80 年代起，至今已有近四十年的历史，任务型教学模式得到普遍认可，并形成了“任务年代”的新型教学模式潮流，广泛应用于二语及外语教学中，它的出现为语言教学开拓了新途径。

教育部长陈宝国 2019 年 5 月在世界高等教育发展论坛上提到，21 世纪是一个国际化的知识经济时代，是科技的竞争，更是人才的竞争。全球各个国家及地区对于复合型、应用型人才的需求持续增加，与此同时很多行业和人才也在朝着国际化型转。随着国际政治，经济，贸易等交往的深入，我们国家的发展，民族的振兴，文化的传播，国际地位的提高，都对英语专业的学生提出了更高，更严苛的标准，他们肩负着我们中国文化走出去的重任，同时也必须以外国人喜闻乐见的方式去传递，去弘扬我们的文化。然而英语专业作为培养外语人才的摇篮，肩负着为祖国发展培养一流外语人才的重任。必须让学生在校期间的整体水平有大幅度提升，能够适应时代的要求。那么，把任务型语言教学模式应用于大学英语听说课教学，其意义主要有哪些呢？我们从以下几个方面进行分析：1)优化英语专业学生的学习方式；2)发展英语专业学生的自主学习能力；3)赋予授课教师新的教学理念；4)对大学外语的生存发展意义重大。

## 二. 大学英语课堂教学现状

英语专业和大学英语的培养目标，培养方案，培养计划具有很大的差别，英语专业的培养目标主要以专业知识型人才为主，知识面要求较为深入复杂，不仅需要很强的专业知识，专业技能，而且需要较强的文化意识，能在较短时间内掌握读懂中能难度的因与文章以及书籍，能够与他人流利顺畅的沟通交流。

而大学英语更加注重大学生对英语能力的实际应用，比较基础简单，能够正常满足基本的正常的沟通交流，对西方文化稍加了解，能读懂一般的英语文章。当前情况是学习大学英语的学生在规模上和数量上有了很大提升，但是质量的提升还有待提高，与教学目标，培养方案所期望达到的理想状态还存在较大差距。大学英语教学在教学目标和课程设置方面还有待提高，一些院校主要参照国内重点院校的教育模式，还有一些院校依旧采用传统的教学模式，但这些传统教学模式往往费时费力学生进步提高的效率还较慢，所以我们建议在人才培养计划上，需要进行有针对性的革新与提升。

一些大学英语课堂还像高中式的教学模式和教学传统，依旧以教师为中心，填鸭式教学，只注重一味地传授知识，而忽视方法和对学生兴趣的激发，对学生综合能力的培养，缺少让学生主导课堂的意识，一节 45 分钟的课堂很可能有 30 分钟都是教师在给学生灌输知识，只是一味地讲单词，讲语法，讲课文，把英文翻译成中文传授学生。学生发表见解的时间比较少，从而容易培养学生的惰性心理，只是一味地听老师讲，不积极思考，也不主动参与，甚至不想听的时候直接忽视课堂。这种严重依赖教师和教材的心理，失去了应有的教学效果；在很大程度上造成了当前我们所谓的哑巴英语的局面，不敢和外国人进行对话交流，甚至在面试时，不能进行流利的自我介绍，对于面试官的问题有的学生竟然表示听不懂，甚至回答过程中语法错误比比皆是。这一现象也得到了教育部的深切关注，在最近的一系列英语课程教学基本要求等指导性文件中教育部反复强调，教师在传授语言知识的同时，必须也关注到学生的实际运用能力和交际能力，从多方面制定学习计划，全面提高学生的综合能力，积极分享和展示所学知识，享受学习过程，培养学生的自信心和交际水平，从而达到提高学生综合运用语言的能力。

## 三．任务型模式在大学英语听说课教学中的应用

### 1. 大学英语听说课程课堂任务的组成

Nunan(2004)认为任务应该具有结构性，至少包含以下四个要素：目标、输入、教学活动和任务环境。

1)目标(Goals)

Nunan(2004)指出，目标是任务和课程之间的纽带。这些目标包括交际目标、情感目标或是认知目标等，直接反映出教师和学习者的行为。课堂中教师所制定的任务往往处于特定的教学目标，目标和任务相互对应，一个复杂的任务（比如模拟练习等）可能对应多个目标。

2)输入(input)

输入指学生在完成任务过程中所涉及的口语的、书面的、视觉的数据材料，这些材料来源广泛，可能来自教师、课本或是学生自己。Hover(1986)提出输入材料的 40 种来源，包括信件（正式和非正式）、报纸摘录、图画故事、电信账户、驾驶执照、寻人启事、社会保障卡、名片、备忘录等。这些输入材料都体现了任务型教学真实性的原则，以训练学生的交流技能为目的而不是以语言教学为目的。

3) 教学活动(activities)

任务型活动的目的是巩固已学知识，让教师了解学生的掌握及运用情况。例如：在讲授“为什么”“怎么样”“什么时候”3 个特殊疑问词时，教师可以让学生进行真实情景对话的方式，在对话过程中必须使用这些疑问词。学生对话的同时，教师要关注学生词语是否使用正确，语义是否表达完整。

4)任务环境(settings)

任务环境指外语课堂上所做任务产生的和执行的环境，这里包括任务的组织形式和人际互动过程中的上下文语境。任务型语言教学属于交际性课堂，各种各样的场景都有可能，但考虑实际，如课堂规模等因素，实际上会限制任务环境的设置。我们认为，学习者在课堂上进行实际分组的不同方式，详细情况如下图所示：

## 2. 任务设计原则

结合大学英语专业学生的自身需要和实际情况，笔者认为大学英语专业课堂教学的任务设计应该遵循以下几个原则：

1)任务设计要有明确的目的性

任务型语言教学具有明确的目标指向和操作要求，比如上文提到的交际目标、社会文化目标、学习目标、语言和文化意识目标等，最大化地涉及教育过程，让学生在课堂上始终保持积极性和主动性，提高学生语言知识和技能的同时，培养其跨文化交际能力等。

2)兼顾封闭式和开放式的原则，因材施教

教师应该根据学生的水平，调整自己的教学方法。有些学生英语基础比较薄弱，教师在设计任务时有必要使用封闭式的课堂任务(closed tasks)，指任务的答案唯一或是在一定的范围之内。与练习(exercise)不同，任务可以有非语言产出，而活动只能以语言形式呈现。对基础薄弱的学生使用封闭式课堂任务，更能激发修正式交流(modified interaction)，对学生自信心和成就感的增强有所帮助，从而激发其学习的兴趣。相对来说，可以在给程度稍好一些的学生或是成绩有所提高的学生设计任务时可以使用开放式的任务(open tasks)，激发学生的发散性思维，提高学生的创新意识和创新能力。

3)任务设计是真实的且具有可执行性

学生兴趣对任务设计起着关键的作用，对教学和学习效果等方面都影响深远。任务设计如果脱离了学生的实际生活，学生学习的积极性和主动性会大大下降。因此，教师在设计任务时应该从学生的角度出发，贴合学生的生活经验、个人经历和兴趣爱好。学生完成任务的积极性和主动性大大增强，通过最大化地接触和使用真实且有意义的语言，不断获取语言和非语言的信息，提高自己的语言知识水平和交际能力。与此同时，任务设计需要具有很强的可操作性、科学性和拓展性。根据学生的年龄、认知水平和知识水平，设计学生接受度更强的任务。比如讲述《Is Work Just Another Four-letter Word?》一课时，教师在引入环节可以向学生讲述自己的工作经历，让学生发表自己的看法。同时联系自己的生活实际，比如做兼职等社会活动的经历探讨工作和学习的差异等。

4)任务设计要有阶梯性

教师在设计任务时应该由简到繁、由易到难、前后相连、层层深入。先从初级任务入手，到高级任务，再返回至初级任务、高级任务，如此往复循环，这些微型任务最终组成一个“任务链”(陕雪梅，2008：20)。这个任务链要有助于学生的语言知识水平和其他技能的提高，达到教学目的。教师必须以学生的实际情况作为出发点，考虑任务的难易程度和内容侧重。为了让学生更好地掌握所学知识，应该难度适当，既让学生能够体会到完成任务的喜悦感和成就感，也能让学生勤于思考，勇于创新，不断挑战，敢于冒险，体验任务失败的遗憾；既能诱发学生的学习动机，加强兴趣，又能挖掘学生潜力，让其成为独立的学习者。

5)任务设计要兼顾形式和意义

注重交际功能的教学方法，有利于提高学生的语法词汇意识，重视听说的教学方法需要学生有一定的语法词汇基础(特别是积极词汇的掌握)。因此，只有二者并重，学生才能进行有意义的学习。

## 3. 任务型大学英语课堂教学模式

任务型大学英语课堂教学模式由我国特定的教学背景所决定，本着以学生为核心的根本教育理念，设计出真实的教学情境，在各项任务中培养学生的语

言交际和运用能力，让学生能够在自己熟悉的情境中进行语言学习，提高交际能力。

## 3.1 概念解析

教学模式(model of teaching)，是“正确反映教学客观规律，有效指导教学实践的教学行为范型。这种教学行为范型是在一定教学思想或理论的指导下，对教师、学生、媒体互动状态和过程加以概括而形成的以系统、有序、简明的形式表达的一种结构关系”。

教学模式具体到独立的学科之中即形成学科教学模式。学科之间的差异和共性，构成了教学方法的差异和共性。英语教学模式可分为三个层次：1)宏观模式，或称语言教学模式，即英语教学过程模式；2)中观模式，即大纲设计层次模式，例如 Natural Approach，Process-Based Approach，Comprehension-Based Approach 等；3)微观模式，即课堂教学模式，例如 Plenary Approach，Interactive Approach，Compromise Approach 等。微观层面上的教学模式是将整套模式的操作程序运用到课堂教学中。

## 3.2 教学过程

课题组成员通过总结一年的教学实践经验，根据 Willis 的操作模式，结合大学英语课程的实际情况，总结出一种有所成效的教学模式，主要分为个阶段：

1)任务导入阶段(Leading-in)

2)任务前阶段(pre-task)

3)任务执行阶段(Task Processing)

4)任务后阶段(post-task)

5)任务评析阶段(analyzing)

6)任务成果阶段——课后作业(Homework)

该模式的图式如下：

## 3.3 教学效果反馈

为进一步获得大学生对大学英语课程的学习现状，发现大学生是否对任务型语言教学产生浓厚的学习兴趣、自主学习英语的能力是否有所提高，对英语的学习态度是否端正等方面情况，本课题组设计了一份关于《大学英语听说课程》的任务型教学法调查问卷(详情见附录)，发出 1780 份调查问卷，最后收回 1769 份有效问卷。调查问卷的统计结果如下：

1)任务型教学使教学内容变得生动形象

从调查表的数字分析开看，多数学生认为任务型课堂比传统的教学课堂更加生动有趣，课堂气氛变得更加活跃，英语学习更有成效。学生赞同在大学英语课堂中引入任务型语言教学模式。

2)任务型课堂教学极大地提高了学生对英语学习的兴趣、主动性和积极性

多数学生认为，任务型语言教学极大地提高了他们对英语学习的兴趣、主动性和积极性。课堂中，教师对任务的设计更加真实，以日常生活和个人经历为情景，更易引起学生的共鸣，从而增加学生对课堂任务活动的参与性。对于他们身边经常发生的情景，他们的参与感、体验感和自信心更强，完成任务时

的成就感也不言而喻。而一次次任务的成功，又增强了他们完成下一个任务的信心和渴望。

3)任务型教学有利于学生的综合发展

学生在任务型语言教学的课堂活动中，主动将语言知识和应用能力联系起来，实现了理论和实践的统一。学生在多人小组和个人活动的过程中，不断进行沟通交流，团队协作能力和交际能力都有一定程度的提高。除此之外，任务型语言教学有助于培养学生思考、决策和应变能力。涉及的活动范围广，也有利于拓宽学生的知识面。在教师的引导和启发下，每个学生都有独立思考、积极参与的机会。所以说，任务型课堂教学对于学生的全面发展有很大地促进作用。

## 四．结语

作为一种以促进学生主动发展为宗旨的新型教学模式，任务型大学英语听说课堂教学体现了外语教学从关注教法转为关注学法，从教师为中心转为学生为中心，从注重语言本身转到注重语言习得与运用的变革趋势。该模式的核心理念符合培养学生的英语实际应用能力这一教学目标。本研究在对任务型语言教学相关理论和要素进行分析、阐释的基础上，结合大学英语听说课堂的教学现状并借鉴 Willis 的任务型教学框架，尝试将任务型语言教学模式引入大学英语听说课堂教学，期望能够探索出一条行之有效的任务型大学英语听说课堂教学新模式，为促进大学英语课堂教学质量的整体提高起到积极的作用。在为期近两年年的教学实践中，课题组发现该模式在培养学生的综合语言技能和综合素质方面具有很大的优越性。

# 河南省高等教育教学改革研究与实践项目

# 鉴定证书

**项目名称：** 任务型模式在大学英语听说课教学中的应用

**完成单位：** 河南师范大学

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# 成果应用证明

河南师范大学外国语学院刘国兵老师主持完成的《任务型模式在大学英语听说课教学中的应用》于2018年3月开始在我校推广应用。该成果以任务型语言教学理论为指导，主张实施反思性教学，坚持教、学、研三位一体，以教学为基础，以科研促教学。基于任务型的英语听说课程不仅紧扣教学大纲要求，使学生打牢了语言知识基础，全面训练了学生包括听、说、读、写在内的各项语言技能，更重要的是激发了他们的学习潜能，培养了学生的语言表达能力和创造能力。将任务型语言教学理念引入英语听说课堂教学中，充分体现了“以学生为中心”的教学理念，有利于学生英语综合能力的提高。

该成果在我校取得了良好的应用效果，具有较强的推广应用价值。

安阳工学院（盖章）

2019年12月

# 成果应用证明

河南师范大学外国语学院刘国兵老师主持完成的《任务型模式在大学英语听说课教学中的应用》于 2018 年 3 月至 2019 年 6 月在我校推广应用。该成果以任务型语言教学理论为指导，将任务型语言教学理念引入大学英语听说课堂教学中，构建了适用于大学英语听说课堂教学实际的任务型语言教学模式。该教学模式倡导参与、探究、归纳和合作等学习方式，强调学生在参与、探究、合作等学习过程中建构知识体系与发展能力，充分体现了“以学生为中心”的教学理念。

实践证明，该成果符合中职学生外语学习特点，取得了良好的应用效果。该成果具有较强的推广应用价值。

广东职业技术师范学校（盖章）

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# The Production-oriented Approach to Teaching English Writing in Chinese Junior High Schools*

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***Abstract*—With the acceleration of globalization, English communicative competence has become a necessary ability in modern society. The teaching of English writing in junior high schools not only improves students' comprehensive language ability, but also lays a favorable foundation for their future English learning. Writing classes should highlight the importance of writing. But in fact, students' actual output is neglected. The writing classes exist in name only. Based on the above questions, this research attempts to apply the Production-Oriented Approach (POA) in junior high school English writing teaching which is proposed by Chinese scholar Wen Qiufang. This research aims to find the effectiveness of POA in English writing teaching of Chinese junior high schools. We adopt the experimental research approaches, using classroom observation, interviews and tests to collect research data. Taking a class of 50 students in Grade 8 of junior high school as the research subjects, the researcher carries out the production-oriented English teaching experiment for one semester. It has been found: (1) Compared with traditional English instructions, POA can improve the English writing quality and comprehensive language using ability of junior high school students. (2) Both teachers and students believe that POA can stimulate students' positive emotional experience, and students have more opportunities to use language in class. Through "enabling", the quality of students' language output has been significantly improved.**

***Index Terms*—production-oriented approach, English writing teaching, junior high schools, experimental study**

## I. Introduction

With the acceleration of globalization, English communicative competence has become a necessary ability in modern society. English writing ability is not only a component of English communicative competence, but also one of the important indicators to measure whether students can use English accurately. However, there are still some problems in junior high school English writing teaching in China.

Firstly, the teaching objectives and results are inconsistent. Some scholars such as Zhang Yaoxue (2008) believe that for a long time in junior high schools in China, English has attached more importance to reading than listening, speaking and writing, and "deaf English" and "dumb English" still exist. Therefore, communicative skills such as listening, speaking and writing must be taught.

Secondly, the teaching contents are unreasonable. The English teaching contents of junior high schools should be turned to practicality. The repetition of English teaching between junior high schools and elementary schools influences the teaching effect. Therefore, the teaching content must be re-planned according to the teaching objectives. At the same time, the current English teaching in primary, middle schools and colleges must be regarded as an orderly whole.

Thirdly, the teaching approaches are improper. Junior high school English in China tends to emphasize on knowledge imparting rather than communicative competence, which is not conducive to the cultivation of students' practical ability. Therefore, the training of practical language skills should be strengthened so that students have the communicative competence to speak and write in English.

The above three problems are exactly "why to teach", "what to teach" and "how to teach" English in junior high schools.

## II. Literature Review

### A. Theoretical System of POA

Production-Oriented Approach (POA) is a teaching theory proposed by Chinese scholar Wen Qiufang for adult foreign language learning in China. Its predecessors are "output-driven hypothesis" and "input-enabled hypothesis". It aims at the reform of English major curriculum and expands to college English teaching. In early 2014, it is revised as

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"output-driven and input-enabled hypothesis". In October of the same year, it is officially named POA at the Seventh International Symposium on English Teaching in China.

The core of POA includes three parts: teaching principles, teaching hypotheses and teacher-mediated teaching processes. Teaching principles consist of "learning-centered principle", "learning-using integrated principle", and "whole-person education principle". The teaching hypotheses include "output-driven hypothesis", "input-enabled hypothesis" and "selective learning hypothesis". Teaching processes consist of three stages. They are "motivating", "enabling" and "assessing". Teachers should play a mediate role in the whole teaching process. In one word, teaching principles are the guiding ideology of the other two parts, which determines the direction and overall objectives of the classroom teaching. Teaching hypotheses are the theoretical support of the teaching processes, which needs to be tested one by one. "Teaching processes" are the carrier of realizing "teaching principles" and testing "teaching hypotheses", and they are also the step and means of realizing POA teaching objectives.

### *B. Theoretical Studies on POA*

Under the background of "post-method era", Chinese scholars create "Production-Oriented Approach". It has developed more than 10 years, from the early output-driven hypothesis to the output-driven, input-enabled hypothesis, and then to the formation of POA system, all of which embodies the rationality and practical wisdom of researchers at home and abroad, as well as the results of many rounds of classroom action research by front-line teachers.

Based on the theory of the input hypothesis, output hypothesis, and interaction hypothesis, Wen proposes "Output-driven Hypothesis" in 2007. And it is primarily aimed at the reforms on the curriculum and teaching approaches for English majors' programs.

In 2017, Pu Shi (2017) gives an introduction of POA. Rod Ellis (2017) raises three suggestions to express his understanding of POA, that is appropriate assessment, teacher training and personal expression. Alister Cumming (2017) proposes the design and directions for research. At the same time, he puts forward three suggestions: (1) continuing teaching innovation and expanding it to other fields of education; (2) trying POA with English beginners; (3) further research on POA will make a significant contribution to the theory of second language acquisition. Charlene Polio (2017) has a reflection on POA from the perspective of pre-service teachers. He finds that pre-service teachers do not provide oral feedback as often as experienced teachers when implementing the same set of lesson plans. And they usually have students brainstorm about they already know and do not teach students to understand a text. They often ignore the final step of having students do something with the text. Paul Kei Matsuda (2017) comes up with some ideas about POA. He states that POA makes sense as a way of helping students become active language users. POA allows for teacher professionalism and agency.

Tang Yanhua (2017) analyzes the problems existing in the teaching of college English group activities, and puts forward some suggestions on college English group activities based on the POA theory. She thinks that teachers should design group activities with motivation. Teachers should serve as mediation in enabling step in order to complete the tasks and language output.

Li Lijun, Yu Han and Guo Qi (2017) review the previous researches of POA. Through the analysis of relevant researches, they find that the research of this localized teaching theory has made some achievements. At the same time, there are still some problems in current researches.

Deng Hailong (2018) compares Production-Oriented Approach with Task-based Language Teaching in three aspects: pedagogical principles, teaching hypotheses and teaching procedures.

Tang Yanhua (2018) points out the shortcomings and problems of college English teaching in minority areas. Based on the current situation of college English teaching in minority areas and combining the theoretical system of POA with its Chinese characteristics, Tang tries to analyze the feasibility of POA in college English teaching in minority areas. With the help of motivating in POA, teachers could help students revitalize their accumulated inert knowledge and effectively transform input linguistic knowledge into productive linguistic skills.

In conclusion, after more than ten years' development, POA has formed a complete theoretical basis. More and more teachers pay attention to this teaching approach and apply it to teaching practice.

### *C. Applicational Studies on POA*

Since Wen Qiufang first proposes the output-driven hypothesis in 2008, POA has formed a theoretical system more than a decade. Many teachers and researchers have carried out teaching experiments to verify its effectiveness.

Firstly, Zhang Wenjuan (2015) tries to apply POA to college English classes for the purpose of solving the problem of separation of learning and using. She presents a teaching design of a unit and mainly introduces the step of "enabling". In 2016, she makes an experiment in college English class based on POA. The teaching experiment lasts for three weeks. In the process of teaching experiment, Zhang Wenjuan clearly feels the vitality of POA to the classroom. It could stimulate students' positive emotional experience and students get more chances to use the language. The quality of students' language output has been greatly improved. In 2017, Zhang Wenjuan attempts to use POA to conduct a two-week classroom experiment on a unit teaching. The results show that there is no significant difference in the total score of the two classes. However, the "language" score of the experimental class is higher than that of the control class. And the experimental class uses more unit target language items in their compositions.

After Zhang Wenjuan, Cao Qiaozhen (2017) explores the mediating role of teachers in POA. In the "enabling" stage,

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the role of teachers' scaffolding is mainly manifested in the two dimensions of "vertical scaffolding" and "horizontal scaffolding". Taking Unit 4, Volume 2 of New Generation College English as an example, she elaborates on how to build vertical and horizontal scaffolding step by step in classroom teaching and how to adjust scaffolding for students at different levels.

Based on the previous studies, Chang Xiaoling (2017) believes that although the current compilation of foreign language textbooks has theoretical guidance, there is a lack of in-depth study of theoretical transformation and the compilation process of textbooks. This study analyzes the compiling process of New Generation College English under the guidance of POA, and puts forward "Teaching theory-Action research" Integrated Model to compile textbooks.

In order to test the effectiveness of POA, Zhang Lingli (2017) conducts a semester of teaching experiment. The findings are as follows: (1) The overall level of English in the experimental class is not significantly different from that in the control class, but the listening and writing levels are significantly improved while the reading level is significantly decreased. And there is no significant change in the translation level. (2) Students at high English level in the experimental class improve significantly. (3) Students in the experimental class hold a positive attitude towards POA, and their motivation to learn English is significantly strengthened.

As for enabling, Qiu Lin (2017) thinks it is the difficult point in the process of POA experiment. This research tentatively refines the theoretical principles of language enabling, demonstrates the basic ideas of the procedure design of language enabling step, and objectively analyzes the effect of language teaching in enabling.

Sun Shuguang (2017) proposes the process of setting the output objectives of textbooks and the predictive assessment of the appropriateness of the output objectives by teachers. When designing output objectives, teachers should first study the textbooks carefully, understand what they have now, and keep books in mind. Besides, teachers should analyze the learning and teaching situation, and know what the students need, so as to have students in mind. Finally, the objectives of assessment should be reasonable and teachers should often ask "what objectives are effective" in order to have confidence in mind.

To sum up, many teachers have put POA into practice and proved its effectiveness. Most of the students give feedback that their learning interest and motivation have increased. In addition, their ability in speaking, writing and translating have also improved a lot.

## III. Research Design

### A. Research Subjects

POA is mainly aimed at middle and advanced foreign language learners. According to European Language Common Reference Framework, target students should be at least A2 or above A2. However, the researcher believes that this approach is also suitable for junior high school students.

This research is conducted in Zhengzhou No.47 Junior High School in Henan province in China. The research subjects are mainly made up of 50 students in Grade Eight. Students in Grade Eight have a solid English foundation and they are willing to take part in different activities. These 50 students are from the same class and taught by the same English teacher——the researcher of this thesis.

### B. Research Instruments

In this thesis, three research instruments are included. They are classroom observation, interview and test.

(1) Classroom Observation

It is generally believed that classroom observation is an important source for teachers to acquire practical knowledge. It is also a basic way to collect data, analyze the effectiveness of teaching approaches and get to know the teaching and learning behavior.

In the experimental stage of this study, the researcher invites two teachers to observe the whole teaching process and conducts in-depth interviews with them after class. The two teachers are enthusiastic with 3 years' and 10 years' teaching experience respectively, willing to explore effective teaching approaches. Before the classroom observation, the researcher communicates with the observation teachers, informs them of the teaching plan, the purpose and the content of the observation. The purpose of classroom observation is to observe and assess the implementation and effect of new teaching approaches in the classroom. During the course of teaching, observers are required to record the key teaching steps or events observed in the classroom, the activities of teachers and students. At the same time, they are supposed to assess the effects of specific steps and make suggestions for improvement. After class, the author briefly reviews and discusses the situation of classroom teaching with two observers, and then conducts one-to-one semi-structured interviews with the observers.

(2) Interview

In order to fully understand the ideas of students and teachers in the process of POA implementation, the researcher uses interviews directed to teachers and students. Interviews based on students are made before and after the experiment. Interviews based on teachers are only made after the experiment.

On the one hand, interviews based on students are mainly to know about their attitudes towards writing and POA. Before the experiment, five students in the class are selected according to the examination results in high, medium and low levels for interviews. In the process of the interview, the researcher knows about students' writing obstacles and

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their attitudes towards writing. After the experiment, there are also five students taking part in this interview. They are selected based on their performance in class. The researcher aims to find the function of POA and students' feedback. On the other hand, two observers also participate in this interview. After each classroom observation, the author conducts one-to-one interviews with two teachers. The interview usually takes place on the day of teaching in the English office of Grade Eight. Interviews based on teachers are to get the problems in the implementation of POA and peer feedback. The contents of the interviews include the assessment of the teaching objectives, contents and approaches of the class, the observation of students' participation, input and harvest in learning. And then the observers give their suggestions for teaching.

(3) Pre-test and Post-test

Before the experiment, the author carries out a writing test to the 50 students. The results of this test are regarded as the pre-test data for analysis. The writing topic is "where did you go on vacation?". The required words are no less than 80 to fit students' level. The test paper is revised with clear scoring criteria and fair results by the researcher and two other experienced English teachers.

After the experiment, students are tested to check whether the new teaching approach——POA works. And the results are regarded as post-test data. Post-test is conducted at the end of this term. The writing task is to write an email to introduce the places of interest in Beijing. Students are supposed to talk about the experience during the vacation. The required words are about 80 to fit their ability. When all the work is done, the researcher invites two teachers to give marks to this class according to the same standard.

### *C. Research Procedures*

The first stage of POA is to make some preparation. It is necessary to explain the POA and give some practical examples to students before the experiment. In this way, students can fully understand and accept the POA, and get a sense of achievement in writing class. Teachers should carefully select teaching materials, which is suitable for students in Grade Eight. In addition to choosing appropriate teaching materials, teachers should also consider students' interests and hobbies and introduce topics close to their real life.

In addition, as the teaching model is oriented by the language output of the writing course, the researcher pays special attention to the selection of teaching materials suitable for the writing topics, such as content, theme, length and literary form. At the same time, teachers should give some guidance to students' writing in time. In this way, students can have model essays to refer to, the skills to follow, the content to write, something to say and more ideas to express.

The second stage is the implementation of POA. Before the experiment, the researcher carries out a writing test to the 50 students. The results of this test are regarded as the pre-test data for analysis. At the same time, five students from this class are selected for interview. It aims to know about students in these aspects, such as reading interest, confidence, reading habits, and their understanding to POA.

After the experiment, all the students of this class are tested and the data are collected as the post-test results. Teachers focus more on the content, organization, vocabulary, language use and mechanics. The purpose is to test the effectiveness of POA in junior high schools. Subsequently, five students from this class are interviewed again. In order to test their acceptance of POA and the change of their confidence in learning English, five students are selected according to their different performances in writing class. All these data are processed by SPSS 17.0, and the results and analysis are presented in the next part.

## IV. Results and Discussions

### *A. Data Collection and Discussion of Classroom Observation*

In order to find out the effect of teaching and collect teaching feedback from multiple perspectives, the researcher invites two colleagues to attend the whole process of teaching. This thesis makes classroom observation on six dimensions: "whether the teaching objective is appropriate", "whether the teaching content meets the students' level and teaching requirements", "whether the teaching approach helps to optimize the learning effect", "whether the teaching process points to the teaching objective", "whether the students' class participation meets the learning requirements", and "whether the teaching objective is achieved". After class, the researcher uses semi-structured interviews to inquire into the six dimensions of classroom observation. At the same time, the researcher asks two colleagues to assess the "advantages" and "disadvantages" of the teaching approach, and answer the questions such as "are you willing to try this teaching approach" and "do you think POA can be implemented in our school".

(1) Positive Assessment of POA

Both teachers give positive comments on POA. Following are the characteristics of POA.

1) Teaching objectives are clear.

In the interviews, two teachers agree that "clear teaching objectives" are not only language-oriented, but also cross-cultural communication strategies. This assessment is consistent with the design of this unit's dual objectives of language and culture. Both peer teachers believe that the clear teaching objectives are closely related to the teaching model of "organizing teaching through tasks". The tasks of this unit are the main line of teaching activities and the means to achieve the dual teaching objectives of language and culture. "All teaching activities are carried out around this task".

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2) Teaching contents are focused.

In addition to the clear teaching objectives, two peer teachers use the word "focus". Teacher A believes that every step is closely linked and the teaching contents are focused through a task, some materials or activities. She observes that "students are very attentive in class, always following the task". Teacher B holds that organizing teaching through tasks makes the objectives clear and contents rich as well as focused.

3) Learning and using are integrated.

In the assessment of teaching characteristics, Teacher A thinks that teaching focuses on "using", "letting students learn language through tasks". Teacher B thinks that there are tasks in every stage and learning materials in every task.

In the teaching design of language learning and using, Teacher B especially admires that it has returned to the essence of language teaching. In her opinion, English teaching in the current middle school goes a little biased. Various teaching slogans have been put forward, such as emphasizing students' communicative competence, autonomous learning ability, cooperative learning ability and so on. Everything is advocated, but the teaching of language itself is neglected.

After classroom observation, Teacher B repeatedly mentions the essence of returning to language teaching. She believes that "your teaching attaches great importance to language, and binds language learning and using together. I think students will certainly gain a lot." From the student's point of view, she feels that "I also learn a lot".

(2) Negative Assessment of POA

Two colleagues give specific suggestions on the details of the teaching process. (1) Classes are compact, but they feel busy and tired. It is suggested that more time should be allowed for students to speak in class interaction. (2) The selection of input materials should be able to attract students' interest and at the same time meet their English level. (3) Teachers should read materials such as humanities, geography, science, astronomy and other fields so as to apply it flexibly in class.

It is worth noting that the two peer teachers have different opinions on the difficulty of teaching tasks and the openness of teaching approaches. Teacher A says, "Teachers give students staged sub-tasks, while providing students with learning materials. The tasks seem to be too simple, which may not give students enough freedom and space to play." Teacher B thinks that "providing students with materials according to their tasks and letting them learn various forms of language can promote the effect of language teaching." The different opinions of two colleagues deserve the researcher's deep consideration.

### *B. Data Collection and Discussion of Interviews*

In order to fully understand the ideas of students and teachers in the process of POA implementation, the researcher makes three interviews. Interview is used as a necessary supplementation to get more information. Interviews based on students are made before and after the experiment. Interviews based on teachers are only made after the experiment. Two teachers in Grade 8 who attend the classroom observation are interviewed through face to face in the office after class. Ten students are selected for interview after class.

Firstly, from the perspective of students, their demands and acceptance of English writing teaching are understood. Then, from the perspective of teachers, we can acquire the difficulties and problems encountered in English writing teaching, and analyze the causes of the problems and difficulties. After the interview, the materials needed should be sorted out according to the interview records immediately, and the accuracy and authenticity of the materials should be guaranteed at the same time. By comparing and analyzing the results of the three interviews, a clearer understanding of the current situation of teaching and the demands of teachers and students are known.

(1) Pre-interview

Before the experiment, according to the students' English level, the researcher selects 5 students for personal interview in order to fully understand the students' interest in writing, self-confidence, reading habits and cognitive problems, as well as the POA. In the interview, the author simply writes the record, rather than the recording tool. The purpose is to avoid making students nervous and make the interview more natural, so as to get more authentic information. The results of the students' interviews are as follows.

In the interview, 30% of the students like writing, while the other students are not interested in writing. Students who are interested in writing think writing is easy as long as you master the writing skills. They can fluently tell the major steps to write an essay. While students who are not interested in writing hold that they don't know how to express their ideas since there are so many unknown words. Half of the students have no confidence in writing and a quarter of the students are confident to writing. The reasons are similar to the first question. Most students believe that the most difficult thing in writing is that they have no idea to write. They don't know how to form a clear opinion and express it in a correct way. A certain amount of students improve their writing just by reciting the text before the exam. Only 8% of the students write down the good sentences on the notebook. 70% of the students think the current writing teaching approach is helpful, while another 30% think it is useless. Two-thirds of the students have no habit of reading after class. Few students have heard of POA, not to say to apply POA in English teaching class.

The results of students' interviews show that, only 30% of the students are interested in writing when they are interviewed before the experiment. There are still many students not so interested in English writing. The researcher finds that the main reasons for this phenomenon are as follows: On the one hand, the current writing classes are mainly to deal with the exam, and do not really fit the actual life of students. On the other hand, for some students, there are many difficulties in writing, such as language using, opinion forming and structure making, which lead to their gradual

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loss of confidence in writing. Students think that the current writing teaching approach is helpful to improve their English level, but the form is too single and it is easy to get bored. Most students tell the author that they seldom read English newspapers, magazines or novels. For one thing, they find it difficult to read. For another, they do not know which books are really suitable for them. In addition, none of the students know about POA.

The author finds that there are three main difficulties in student' writing. Firstly, students do not know much about the topic and do not form mature views. Some students' opinions are vague. Even if they have opinions, they are not sure whether the opinions are accurate because of the lack of evidence. Secondly, students' language ability is weak. Many words cannot be remembered. They don't know how to express themselves. Thirdly, the time for writing is not enough.

(2) Post-interview

The results of the students' interviews are as follows.

After a period of training, about 80% of the students increase their confidence in writing. Almost all students believe that output——input——output model is more likely to stimulate their confidence and ability in writing. Specifically, the awareness of objectives is enhanced, the use of language is more flexible, and the objectives of writing is clearer. Therefore, they actually increase the accumulation of language such as vocabulary, chunks, sentence patterns, and discourse structures, and enrich the knowledge reserve of writing. At the same time, they also give positive comments on diversification.

80% of the students like POA as a writing teaching approach. They feel that this approach can make their point of view clearer, language more accurate, and the structure of the text more logical. Their confidence in writing has also increased considerably. Students think that in writing class, the teacher's guidance is very necessary. Through POA writing teaching model, students' language expression ability has been greatly improved.

Compared with the previous writing teaching, 80% of students think POA English teaching model is more advantageous to improve students' writing ability. Because they can pay more attention to the importance of output when writing, select the input materials suitable for them, and process them mentally in order to make output more effectively. Sixty percent of the students say they would read some small English articles, but 20 percent could read them when time permits. The rest say that they have never read English articles after class.

The reasons are as follows: (1) The teaching objectives and the main line of teaching are clear. Teaching objectives run through the whole process. At the same time, the teaching content is closely related to the writing task, and more targeted. (2) There are many opportunities for practice and a strong sense of participation among students. (3) POA emphasizes learning by using, so students can learn and apply the language flexibly. While in the previous teaching, students only stay in the text of the lesson, failing to apply what is learned. (4) Learning materials are more acceptable, which is closely related to students' daily life. (5) Deeper discussions of the topic are increased. (6) The writing classes are more interesting and classroom atmosphere are more active. (7) The students make clear the direction of their efforts. Some students say that they think their English is good before. Only when they learn this unit do they realize that there is still a long way to go.

In addition to helping learners accomplish their output tasks, the ultimate goal of POA is to promote language learning. In teaching, the researcher designs various "learning by using" language activities, hoping to help students better absorb new language forms through tasks. Therefore, it is also expected to know the students' learning situation of language points through interviews. According to the feedback from the students' interviews after the experiment, 62% of the students think that the language points (including vocabulary, phrase, structure, etc.) in their compositions are effective. The reasons are as follows. (1) Languages are frequently used. Students think that the effect of learning new language projects is good because they will remember the language points when they use them frequently. (2) Consolidation exercises are increased. Many students think that the exercises designed after class play a positive role. (3) Writing tasks drive language learning. The requirements of writing tasks make students unconsciously memorize vocabulary and sentence patterns. (4) Learning materials are easy to absorb.

After the POA teaching experiment in the class, the researcher finds that through interviews with students, their interest and enthusiasm in English learning increased in the whole experimental process. Teachers and students have more interactions. Students are very active in learning. The results show that POA English teaching model can make students feel the joy of active learning, thus improving their learning ability and enhancing their confidence in English learning. In addition, with the improvement of learning initiative, students' English scores are also steadily improving, especially in writing, which also reflects the improvement of their comprehensive ability. The reason why students have improved their confidence is that they have found ways to improve, which is very helpful for English learning. Students believe that reading English books and articles after class can also help improve their writing ability. The results show that in order to improve students' writing ability, it is more effective to make students aware the learning gap at first in order to know what they lack. Students vividly feel that enabling and assessing can help to improve their writing ability. The results show that the output and meaningful use of the target language are helpful to arouse students' enthusiasm and enhance their initiative in learning English. Gradually, it is naturally to improve students' writing ability and comprehensive English ability.

From the interviews, it can be seen that students are becoming more and more familiar with input and output, and can understand the close relationship between them. Before the application of POA teaching model, there is no obvious

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concept of input and output in students' minds, let alone the relationship between them.

Owing to the lack of awareness and limited understanding of these concepts, students are often in a passive situation in their daily English learning. In fact, the input and output should not be separated, but should be closely linked to each other. However, after a semester of teaching experiment in their class, students understand that listening and speaking are input, reading and writing are output. Input and output are integrated. Output is the basic form of language communication and the ultimate goal of language learning. However, without comprehensible input, there would be no effective output.

At the very start, many students are afraid of writing essays, and even less willing to let teachers and classmates correct their compositions. And they only read the model essays that teachers provided for them after the practice of writing. However, the situation has changed. After the training of POA, students become more and more active and enthusiastic in English class. Students are more willing to open their mouths to communicate with others and express their ideas. When the composition is finished, students rush to have their teachers correct their compositions. They are no longer afraid of writing English compositions. All in all, with the help of POA teaching model, students' output ability and learning enthusiasm have been greatly improved.

The students' awareness of production has increased significantly. They can clearly realize the positive effect of input on output during the experiment. Therefore, their reading ability has also improved. At first, they are more likely to read the materials given by the teacher obediently. Later, they like reading English newspapers and magazines. Some students also read English original books. Thus, the impact of input and output is enormous.

According to the theory of POA, reading and writing are closely linked and indispensable. With frequent contact with this teaching model, students pay more attention to the use of words and expressions in their daily English reading, so that they can skillfully use them in future writings. In the process of reading, students' understanding of the articles is no longer on the surface. They can refine the main ideas of the articles and sort out the structure and logical order of the text. Through the continuous accumulation of reading, students' knowledge reserves become larger, thus laying a solid foundation for writing and oral expression. The improvement of reading level is surely to improve students' writing level. At the same time, students' knowledge and thinking are expanded with the continuous increase of extra-curricular reading, which is conducive to the improvement of students' writing ability and comprehensive English ability.

At the end of the one-semester teaching experiment on POA, everyone can clearly feel the difference in this class. In the writing class, students change from passive to active. The atmosphere in the classroom is more and more active. In addition, more and more students express their ideas freely and bravely. Students' enthusiasm for learning is getting higher and higher.

In a word, students' English learning habits have changed a lot during the implementation of POA in junior high schools. In the specific steps of motivating, enabling and assessing, this approach enables students to pay more attention to the input contents and consciously select the input materials. In the process of inputting materials and integrating information, students can connect their old and new knowledge, and express it through writing and other output forms, which makes students' English writing easier and better.

However, several students still have difficulties in English writing. Student A tells the researcher that she has poor quantity of vocabulary when she is writing. Vocabulary problems influence the level of language knowledge and communicative competence. Student B holds that the main reason is that he seldom speaks in English class which causes his poor oral English.

Are students' learning difficulties related to the new teaching approaches? After analyzing, the researcher finds that in the past, students have few opportunities to produce on their own initiative. Students who are accustomed to passive listening to the teacher show "pressure" on the sudden increase of output tasks. Student C says, "Our English teacher is very attentive in preparing lessons, and her classes are rich in content. Tasks are always there to be done. We have to concentrate our attention all the time. After several times of POA training, I learn a lot of vocabularies, sentence structures, and some cultural expressions and so on. But it is really a little nervous to speak in the class. If not, I feel good in POA class."

It can be seen that POA provides students with a lot of opportunities for language using. On the one hand, it enables students to realize their learning problems such as poor oral English and inadequate vocabulary in writing. On the other hand, it also brings some output pressures to students. For students accustomed to the traditional "knowledge imparting" classroom model, it may not be adaptive. However, for each small task, the researcher designs an enabling step. Through enabling, students can complete small tasks through teacher-mediated input. This new teaching approach not only gives students the pressure of output, but also prompts students to pay more attention and make greater investment in enabling.

The results of the teachers' interviews are as follows.

In the interview, two teachers give full affirmation to the POA teaching. They believe that the teaching objectives are clear. And there are more investments of students, more interaction feedbacks and more guidance of teachers. During the experiment, teachers teach in the process of students' learning, which stimulates students' input and participation, regulates teaching in the dynamic process of teacher-student interaction feedback, and achieves the predetermined goal step by step. It embodies the advantage of POA, which is different from the traditional teaching.

From the interview of the two teachers, the researcher gets the useful information. Firstly, there are clear teaching

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objectives in every writing class. Teacher A says, one of the highlights of teaching is that the class is task-oriented and the objectives are very clear. She affirms the teaching objectives. It is a good idea to put the task into several specific, practical and realistic steps. Secondly, the teaching is targeted. POA asks teachers to play an intermediary role in response to task needs and students' learning gap, so as to facilitate the completion of output tasks. The two peer teachers believe that teaching is very targeted and task-oriented. But every step is based on the problem and gives countermeasures. Thirdly, there are more two-way feedbacks between teachers and students. Unlike the "one-way" teaching model of textbooks, learning by using not only enables students to feel and use it immediately, but also enables teachers to timely understand the gap of students in order to provide necessary systematic guidance, so as to promote "two-way" feedback between students and teachers. Finally, there is more investment in students' language learning. Compared with the traditional teaching approaches, the application teaching rhythm of POA is more compact. In the same class time, the teaching capacity is larger, and students are required to invest more.

In conclusion, two peer teachers have high assessment of teaching design. They believe that under such a design, students can invest a lot. Teachers can aim at students' problems and then predict the effect of teaching.

### *C. Data Collection and Discussion of Language Tests*

The total score of junior high school English writing in China is 15 points. There are two main purposes of data analysis. One is to test whether there is significant difference in English writing before and after the experiment, so as to check whether POA can improve students' English writing scores. The other is to know if there are any changes in students' confidence in learning English. By analyzing the scores of pre-test and post-test, the researcher can have a better understanding of POA on the quality of students' product. The data of pre-test and post-test of the class are analyzed by SPSS 17.0 to see whether there is any significant difference.

A total of 100 samples of compositions are collected, including 50 pre-test and 50 post-test compositions. Following are the detailed steps to analyze the samples.

(1) Scoring. After collecting samples and numbering them one by one on the back of the compositions, the researcher and other two English teachers score the compositions according to ideas, language, and discourse structure. Five-point scoring system is used (one means very poor, two means poor, three means so so, four means good, five means excellent). And the scores of ideas, language and discourse structure are respectively five points.

(2) Statistical analysis. By using SPSS 17.0 statistical software and paired sample T-test, the total scores based on language, ideas and discourse structure of the 50 students' compositions are compared and analyzed before and after the experiment.

TABLE I.
PAIRED SAMPLES STATISTICS

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-test | 8.9900 | 50 | 2.79666 | .39551 |
| | Post-test | 9.6700 | 50 | 2.77123 | .39191 |

TABLE II.
PAIRED SAMPLES TEST

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pre-test – Post-test | -.68000 | 1.20695 | .17069 | -1.02301 | -.33699 | -3.984 | 49 | .000 |

From Table I, it can be seen that the mean score in the pre-test is 8.99 while in the post-test the mean score is 9.67. The gap between them is 0.68, which is much higher than that of pre-test. From Table II, it can be seen that there are significant differences in the total scores of the pre-test and post-test compositions ($t=-3.984$, $df=49$, $p<0.05$). At the same time, scores of the pre-test are significantly lower than those of the post-test. It illustrates the quality of students' compositions has improved significantly.

It indicates that compared with the pre-test, students who have been trained in the POA have made some progress in language, ideas as well as the discourse structure. This also implies the fact that after the teaching experiment is carried out, students of this class have substantially improved their English studies in both comprehensive abilities and writing capacity through the POA.

Implementing POA in junior high schools not only has a positive impact on improving students' English writing ability, but also exercises their ability of thinking. At the same time, POA can improve their ability to analyze and deal with complex problems. It can also improve the students' comprehensive language using ability, so that they can truly use what they have learned.

The experimental results show that after one semester's teaching practice, students' English proficiency under the guidance of POA has improved significantly on the whole, and the POA is feasible and effective.

The results of the experiment show that POA can improve students' English writing ability, especially the language

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and content of their compositions. This shows that in "enabling" step of POA, students can enrich the content of their compositions. Selective learning from the input materials given by teachers in writing class can help them increase their knowledge reserves, stimulate their writing inspiration and enrich the content of their compositions. In terms of language, POA can make students use the words, sentence patterns and main grammars of this unit more frequently. By providing students a communicative scene at the beginning of this class, students can remember the words of this unit easily. When they try to complete the speaking tasks in group activities, they are supposed to write the words down that they do not know how to express their ideas. And later they look up the difficult words in dictionary, which can leave a deep impression on their minds and use them correctly. By self-assessment and peer-assessment, they can realize their grammatical mistakes and correct them independently.

## V. Conclusion

### A. Research Findings

As the initial application of POA, although this study has some shortcomings, the characteristics and effects of teaching are confirmed from three perspectives: students' feedback, peer teachers' feedback and the researcher's experience as a practical teacher. (1) The teaching objectives are clear. (2) The teaching takes tasks as clues and focuses on content. (3) Language learning and using are emphasized in teaching. Through the study of this unit, most students get the knowledge of language, tourism, cultural awareness and cross-cultural communication strategies.

The first use of POA has made the researcher feel the vitality it brings to the classroom. From the feedback of students, peer teachers' assessment and the researcher's observation of students' classroom performance and output results, POA has the following advantages in language teaching.

First of all, POA can provide students with positive emotional experience. On the one hand, the motivating tasks arouse the students' learning enthusiasm. Teachers use real intercultural communication cases to create real communication situations for students. At the same time, through productive tasks with communicative value, students feel that what they have learned is very useful, which motivates their interest in learning. Colleagues observe that "students are very involved" and "always follow the teacher". On the other hand, the teacher-mediated "enabling" also reduces the anxiety of students, while allowing students to get a "sense of achievement" in the process of completing the task. Affective factors play an important role in foreign language teaching (Arnold 1999; Brown 2002a). In the process of POA teaching, students can get positive emotional experience.

Secondly, under the new teaching approach, students get more opportunities to use language, which provides a chance for students to improve their language production ability. In the implementation of POA, a big task is divided into three small tasks, each of which requires students to produce, such as introducing places of interest in their hometown, brainstorming, role-playing and so on. This greatly increases the opportunities for students to use language. On the one hand, it makes students aware of their own problems in language using. On the other hand, it also activates students' inert knowledge. After years of English learning, most students tend to have more inert knowledge and less productive ability. Therefore, creating more opportunities for language using through flexible means in the classroom can promote the transformation of students' receptive knowledge to productive knowledge.

Finally, POA can improve the quality of students' language output through "enabling". Students' language output has been greatly improved after the teacher-mediated "enabling" in this stage of teaching. It is necessary to provide suitable audio-visual and reading materials and guide students to have selective learning according to the needs of output tasks, which can help students absorb and use new language knowledge.

In addition to promoting learning, POA also contributes to English teaching. It subverts the traditional teaching habits of teachers and urges them to rethink the teaching objectives of the unit with task design as the starting point of teaching. In order to achieve the teaching objectives, teachers should give full play to their subjective initiative in choosing materials, designing teaching activities and helping students complete output tasks.

### B. Pedagogical Implications

Firstly, as a preliminary attempt to apply the POA, this study has limitations in depth. The POA is a new teaching theory. Apart from the teaching research in the process of theoretical formation, few teaching practices and textbooks can be referenced by the researcher before the experiment. Even at the beginning of the experiment, the researcher's theoretical system is not perfect. At the same time, the teaching steps of "motivating" "enabling" "assessing" of the Output-Oriented Approach completely overturn the traditional teaching mode, and each step has the space to excavate and the value of in-depth research. This research tries to have an overall view of the application of POA, so the breadth of research is greater than the depth of research.

Secondly, the teaching practice lasts for a short time, and the students' changes and learning effects that can be observed are limited. The POA needs to select the appropriate enabling materials according to the task, so the teaching input materials are not the original curriculum textbooks. Therefore, it is inconsistent with the content of the final test. Continuous adoption of new approaches may affect students' final performance. Due to the short teaching time in the experimental class, the teaching effect which can be observed is limited.

Thirdly, the teaching effect may be limited by the teaching environment. In the course of this study, although supported by the school leaders and instructors, the present English examination system in middle schools in China is a

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summative assessment, which uses a single form of assessment, emphasizes objective questions, and pays attention to difficult words, sentences and comprehension in texts. This is obviously inconsistent with the concept of POA.

Finally, this study is conducted in a junior high school English class. Students' language proficiency, cognitive ability, learning initiative, professional background, and teachers' knowledge of specific teaching situations with their own "practical knowledge" may influence the design and implementation of POA, and further affect the teaching effect of POA. To make POA play its role in junior high school English teaching, it is necessary to make the POA rooted in a broader soil and rely on more teachers to apply it in more teaching situations.

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# A Corpus-based Study of Valency Sentence Patterns of English Verbs*

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***Abstract*—Based on the COCA, this paper investigates valency sentence patterns of the English verb APPOINT from the perspective of syntactic valency. And it analyzes the dominated components of verbs with the corpus linguistic method of collocation. It has been found: (1) The verb APPOINT has seven valency sentence patterns identified in the active sentences and fifteen patterns in the passive sentences. (2) The complement types associated with the verb APPOINT include subject complement, object complement, nominal complement with or without *as*, verbal complement with an infinitive or with to-be followed by a noun or a noun phrase, prepositional complement with the preposition *to*, *by* or *for*. (3) There is regularity existing in the complements. This present study describes valency sentence patterns of verbs, taking the sentence as the smallest research unit and verbs as the core of the sentence. The research results provide a new sight for second language teaching, especially for English vocabulary teaching.**

***Index Terms*—valency theory, valency sentence pattern, corpus**

## I. Introduction

Local grammar has become a new and hot research field for corpus linguistics. It is a descriptive grammatically path for specific language use, where it uses corpus and computational linguistics methods to describe typically communicative functions or special expressions in various genres. Its purpose is to meet the need for automatic information processing of a large number of authentic texts. The emergence of local grammars on the one hand could compensate for the disadvantages of general grammar in describing the actual language. On the other hand, it provides a new research perspective of the phraseology, natural language processing and even discourse analysis (Zhang & Wei, 2017). And valency represents a local grammar which is concerned with the lexicalization of syntax, often called lexico-grammar (Richard, 2014). The concept of valency originates from the valency theory; it reflects the dominated ability of verbs, adjectives, and nouns with valency requirements on other lexical items. By describing the valency of these words, their syntactic and semantic competencies could be made a succinct description. Therefore, valency theory has become an effective research approach to the language structure (Yuan, 2010).

The previous research on valency theory is largely conducted on the basis of introspective data from the perspective of top-down and the result solely presents the number of valency of words. This causes that it is not clear about how to use the words. Reichardt (2014) adopted the methodology of fusing corpus linguistics and valency theory and he explored valency sentence patterns of verbs and interrelationship of local grammar, meaning, and translation equivalence, taking the English verb CONSIDER as an example. The reason why corpus linguistics is fused is that corpus provides authentic texts and is found to be a tool in verifying sentence pattern. The features of valency pattern and valency relationship can be determined by observing the context of different language units in large corpora (Chen, 2009), because valency sentence pattern has something in common with pattern grammar (Sinclair, 1991; Hunston & Francis, 2000) of corpus linguistics.

However, there is little research including the grammatical category of voice when studying verb valency structure. And language should be described truly and comprehensively. Therefore, this paper will investigate valency sentence patterns of verbs from the perspective of syntactic valency including the category of voice, taking the verb English APPOINT as an example. And it will analyze dominated components of verbs employed a corpus linguistic method of collocation. The results can facilitate the teaching of college English vocabulary and promote the authenticity and fluency of learners' second language.

## II. Literature Review

### A. The Principle of Valency Theory

Valency theory is a grammatical system which studies the valency of words. It is connected with the property of

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words to combine with other elements in forming phrases and sentences. It is based on dependency relations, where the concern of linguistic investigation is the sentence. And valency properties of verbs are closely related to the overall structures of a clause or sentence (Herbst, 2009), in other words, the sentence complements are dependents of the main verb of a sentence or clause. Therefore, clause forms the smallest communicative entity. And the sentence is the smallest research unit in the studies of valency theory. What's more, the verb is taken as the core in a sentence and associates with other components to constitute one sentence. This association obeys the principle of hierarchy of verb being the dominant position and the other components subordinate in the sentence (Zhi & Liu, 2000). Verbs have the power to dominate other word classes, which form the action elements. The number of valency of a verb depends on the number of its actions (Lu, 1996). Depending on how many actions a verb can occur with, generally its valency can be classified as zero-valent, monovalent, divalent, trivalent and, though very rare, tetravalent. The zero-valent verb means that it is not mandatory to associate with the action, and can express the complete meaning itself. The monovalent verbs can only dominate an action, which means that the verb cannot be followed by an object. The bivalent verb can only dominate two actions, that is, it can only associate an object. The trivalent verb can only dominate three actions, which means two objects follow the verb. Thus, the basic point of valency theory is the core of verbs. In addition, valency is not currently restricted to study verbs, but has been applied to subclasses of all word-classes, e.g. nouns or adjectives.

### *B. Categorization by Syntactic Function*

A categorization of valency complements by syntactic function for sentence analysis concerns the distinction between subjects and objects in traditional grammar (Richard, 2004). In valency theory the term "complement" is used. It refers to any elements that are required by the regent to form a grammatically correct phrase or clause. Example a shows the expression of components.

| | | | |
|---|---|---|---|
| a. | The president | appoints | the Council of Minster. |
| **Traditional G.** | **subject** | | **object** |
| **Valency G.** | **subject complement** | | **object complement** |

However, in order to describe valency sentence patterns of the verb succinctly, the term "complement" after the subject and the object is usually omitted. Example b shows the expression employed in this paper. More detailed description will be elaborated in the next section.

| | | | | |
|---|---|---|---|---|
| b. | She | appoints | Gabriel | the farm manager. |
| **subject** | | | **object** | **nominal complement** |

### *C. Valency Sentence Pattern*

Depending on how many complement types a verb can occur with, its valency can be described as zero-valent , monovalent, divalent, trivalent and, though very rare, tetravalent, as shown below.

| | | |
|---|---|---|
| Monovalent: | c. The teacher smiled. | <sub> |
| Divalent: | d. The workers are building the house. | <sub obj> |
| Trivalent: | e. My father bought me a book. | <sub ind obj> |
| | f. The manager appointed Mary to handle the crisis. | <sub obj verbal complement> |
| | g. She appointed Gabriel her farm manager. | <sub obj nominal complement> |
| Tetravalent: | h. We bought many apples from an old man with 2 dollars. | <<sub obj prp1 prp2> |

From the examples presented above, it is found that there are several sentence realization patterns. The terms divalent, trivalent and tetravalent solely indicate that the verb requires two, three or four complements respectively, but they do not state the required type of complements. Therefore, a trivalent sentence pattern may have different realization, which can be with a subject, an object and indirect complement (e), or with a subject, an object and verbal complement (f), or with a subject, an object and a nominal complement (f).

Nevertheless, the valency complement types presented above are not detailed and succinct enough. Therefore sub-classification based on realization forms, such as finite or non-finite clauses, is introduced in the case study. Table Ⅰ shows examples description of English sentences.

TABLE I.
DESCRIPTION OF VALENCY COMPLEMENT TYPES

| | | | |
|---|---|---|---|
| i. | We | like | making cakes. |
| Complement type | Sub | V | $Obj_{ing}$ |
| j. | Trustees | have been appointed | to administer the pension fund. |
| Complement type | Sub | be V-ed | vb-to-inf |

As can be seen the sentence (i) structure is <Sub V Objing>. This indicates the verb like is a divalent, which governs a subject complement and an object complement. Objing means that the object complement is realized with a ing-clause. The valency sentence (j) patterns is <Sub be V-ed vb-to-inf>. It means that the verb appoint has two valencies. One is subject complement. The other is verbal complement, whose realisation is a to-inf-clause. What can

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also be known from the description of be V-ed is that the verb is used in a passive sentence. This paper will present valency sentence pattern of the verb APPOINT according to the descriptive system..

### *D. Previous Studies on Valency Sentence Pattern*

Allerton (1982) presented 33 English valency sentence patterns and Fisher (1997) noted 59 German and 39 English valency sentence patterns. Richard (2014) explored the interrelationship of local grammar, meaning, and translation equivalence, using a case study of the English verb CONSIDER, and compared in a monolingual study with its near-synonyms BELIEVE, FEEL and THINK, and in a contrastive analysis with their German translation equivalents.

In recent years, some China scholars (Zhen & Yang, 2015, 2016; Liu & Du, 2017; Zhang, 2018) have applied valency theory to describe sentence valency patterns of English verbs, which makes the language description more concise and more conducive to learners' learning. Zhen and Yang (2015) attempted to develop a set of corpus-driven descriptive system of valency pattern of verbs, in which it not only retained the specific words and part of speech of pattern grammar, but also included the syntactic function of valency grammar. And analytical methods of corpus linguistics research were employed, for instance, collocation, semantic preference and semantic sequence. Taking the verb CONSIDER as an example, they used this descriptive system to analyze characteristics of verb valency in Chinese Learners' English Corpus (CLEC). Zhen and Yang (2016) explored the main linguistic ideas of valency pattern and collovalency and their application value in English vocabulary teaching, highlighting the co-selection of lexis, structure and meaning. Then they introduced the methods to apply valency pattern and collovalency to teaching. Taking CONSIDER as an example, Zhen (2016) analyzed its valency patterns and translation equivalents in the English-Chinese parallel corpus to attempt to find the ideal translation unit. In addition, the valency pattern actually was restricted by its syntactic structure, which could distinguish its sense and influenced its translation equivalents. Based on this, he drew a conclusion that the words and their valency pattern constituted the ideal translation unit. And he (2017) also took the verb CONSIDER as an example and investigated how lexical meaning and its grammatical structures were from the perspective of valency pattern. Liu & Du (2017) added the category of voice to the descriptive system and described valency patterns of the verb APPOINT appearing in the active sentences, passive sentences and others in BNC. Finally they analyzed the features of collocates and explored the relation among collocates, meaning and structure. Taking the verbs PROVIDE, HAPPEN, and LACK as examples, Zhang (2018) compared the features of these words' valency patterns and explored semantic and syntactic characteristics of node words, which were on the basis of Corpus of Contemporary American English and Ten-thousand English Compositions of Chinese Learners (TECCL).

## III. Research Design

### *A. Research Questions*

Based on the purpose of the research, the paper aims to answer the following three questions:

(1) What valency sentence patterns does the English verb APPOINT have in active and passive sentences?

(2) What are the characteristics of these sentence valency patterns?

(3) What features do dependent constitutes of the English verb APPOINT indicate?

### *B. Research Instruments*

In this study, AntConc 3.2.1 is employed as an auxiliary tool for analysis of collocation. AntConc is developed by Laurence Anthony of Waseda University in Japan. AntConc 3.2.1 was released on January 23, 2007, which is a revised version of the previous one. What's more, it is useful software in the research of corpus linguistics. It includes a powerful set of tools that are Concordance, Concordance Plot, File View, Clusters/N-Grams, Collocates, Word List and Keyword List. In the study, the function Concordance is primarily adopted.

### *C. Research Procedures*

The first step is data collection. [appoint] is typed in the blank of interface of search of COCA and 300 samples can be extracted manually and randomly. Secondly, it is data analysis of samples. The author analyzes each concordance line and describe each valency sentence pattern of the verb APPOINT. However, some sentences, which are declarative sentences with interrogative, ellipsis, and attributive clauses, will be processed. For example, the clause "what John was appointed as" is rewritten into "John was appointed as what"; the attributive clause "Taskopruzade's father, who was appointed kadi of Aleppo by Selim I" is rewritten into "Taskopruzade's father was appointed kadi of Aleppo by Selim I". This helps to classify valency sentence patterns of the verb APPOINT. And the next step is to analyze the collocates of the verb APPOINT with the AntConc, by setting the span as 5L to 5R. And then characteristics of collocates will be summarized. Finally, the verbs ASSIGN and NOMINATE, near-synonyms of the verb APPOINT, are searched and 200 concordance lines of each verb are drawn. Valency sentence patterns of the two words are proposed and a comparison of identical sentence valency patterns of the three words is undertaken.

## IV. Results and Discussions

The study retrieved the key word—APPOINT in the online corpus COCA, and selected 300 samples randomly, where the verb APPOINT is the predicate. And valency sentence patterns of the verb APPOINT in the active and

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passive sentences are described in the following part. And the feature of each complement of the verb APPOINT is analyzed. Finally, the overall feature of complements associated with the verb APPOINT is summarized.

### *A. Valency Sentence Patterns of APPOINT in the Active Sentences*

Table Ⅱ demonstrates seven valency sentence patterns identified for the verb APPOINT in the active sentences on the basis of the valency complement types mentioned in chapter three. In addition, the table contains respective frequency, percentage and example

TABLE II.
VALENCY SENTENCE PATTERNS OF APPOINT IN THE ACTIVE SENTENCES

| Valency sentence pattern | Frequency | Proportion | Example |
|---|---|---|---|
| Divalent | | | |
| Sub V Obj | 67 | 22.33% | In 2001 President George W. Bush / appointed / James Rogan. |
| Trivalent | | | |
| Sub V Obj vb-to-inf | 36 | 12% | The state of Texas / appointed / an attorney / to represent Ricky Eugene Kerr. |
| Sub V Obj to N | 17 | 5.67% | Republican President Dwight D. Eisenhower / appointed / both Brennan and Warren / to the court. |
| Sub V Obj nom-as | 16 | 5.33% | Deputy Attorney General Rod Rosenstein / appointed / Robert Mueller / as special counsel. |
| Sub V Obj nom | 12 | 4% | Rocky Mountain Internet Inc. / appointed / Melinda Schild / vice president of human resources. |
| Sub V Obj vb-to-be-nom | 5 | 1.67% | Aristide / had appointed / Guy Malary / to be his minister of justice. |
| Tetravalent | | | |
| Sub V Obj nom-as vb-to-inf | 2 | 0.67% | Absent owners / could appoint / willing kinsmen / as trustees / to oversee their lands and trees. |

From the table Ⅱ, we can directly see each valency sentence pattern of the verb APPOINT and respective frequency of occurrence and proportion in the three hundred concordance lines. As can be seen from the data in table Ⅱ, the verb APPOINT in the active sentences has seven valency sentence patterns, including a divalent sentence pattern, five trivalent sentence patterns and one tetravalent sentence pattern. And the divalent pattern accounts for 22.33%; the trivalent pattern is 28.67%; the tetravalent pattern is 0.67%. The data shows that the verb APPOINT in the active sentence is usually used in the trivalent and divalent pattern and rarely in the tetravalent pattern, which means that the verb APPOINT generally associates three or two complements in the actual use. Therefore, the tetravalent pattern of APPOINT will be excluded in the detailed analysis because of too low frequency of use. The data also suggests that in the active sentences, the highest frequency of occurrence is <Sub V Obj>, followed by <Sub V Obj vb-to-inf>; three trivalent valency sentence patterns, <Sub V Obj to N>, <Sub V Obj nom-as> and <Sub V Obj nom>, virtually have the same frequency of use. What's more, the low frequency of <Sub V Obj vb-to-be-nom> and <Sub V Obj as nom vb-to-inf> implies uncommon usage. The following section will describe high-frequency valency sentence patterns.

(1) The Divalent Sentence Pattern in the Active Sentences

In the divalent structure the verb APPOINT associates a subject and an object complement, whose valency sentence pattern is described as Sub V Obj. Sub stands for subject complement and Obj is short for object complement. From the table above, it is found that the verb APPOINT solely has a divalent sentence pattern, which occurs most frequently and accounts for 43.22% in the active sentences. Therefore, English teachers should remind the students of paying more attention to the bivalent sentence pattern of the verb APPOINT in the second language vocabulary teaching. Except this, it is also found that there are significant features of dominant complements of the verb APPOINT in the bivalent sentence pattern.

Firstly, the feature of the subject complement is analyzed. After retrieving the note word APPOINT among the sixty seven concordance lines with AntConc, the result indicates that the subject complement primarily can be divided into five types, which are a personal pronoun, a position, a person's name, a position plus a person's name and others by frequency. By further calculations and analysis, the following data and rules are obtained. The personal pronoun occurs twenty one times, of which the highest-frequency pronoun *he* appears fourteen times. The second type is a noun meaning position, which is fifteen times. The position mainly constitutes state or government cadres, such as president, governor and mayor. And the word president occurs six times and governor and mayor are both three times in the divalent sentence pattern. And then the person's name appears eleven times. And the author finds that the person is almost prominent and possesses status and power, for instance, Donald Trump (the present president of the United States) and Guillaume Soro (the prime minister and president of the National Assembly of Cote d'Ivoire). The fourth type is the noun including a position plus a person's name, whose frequency of occurrence is low. It appears five times in total and shares the feature mentioned above. The last type is the noun that seems to have certain power. The word *court* and *board* occur five and three times respectively; the government sector also appears five times like State Legislate and Immigration Department.

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From the detailed analysis, the personal pronoun *he* is usually as the subject complement of the verb APPOINT in the divalent sentence pattern. And it can be seen that each type of the subject complement seems to have power except the first type the personal pronoun. Therefore, there is a hypothesis that the highest-frequency personal pronoun *he* should replace someone with status and power. To sum up, the subject complement in the divalent sentence pattern of the verb APPOINT is either a personal pronoun or a noun which possesses power.

Then it is found that the object complement has a significant characteristic. It is primarily a noun of profession or position. The profession occurs twenty times nearly accounting for one third. And it is made up of two kinds of occupation. One is judge appearing eleven times, the other is lawyer occurring four times. And the noun of position appears ten times. It is generally a government cadre, official or a company leader such as prime minster, auditor general, officer, manager. What's more, the person's name as the object complement occurs eight times. The person is usually prominent, like Dr. Shannon Hader who was the director of the HIV/AIDS administration at Washington's Department of Health, Zoe Baird who was an American lawyer and the president of the Markle Foundation. Another type of the object complement refers to a person or a group of members, like the member, committee, board, which has six occurrences. Finally, the personal pronoun can be the object complement in the valency sentence pattern <Sub V Obj>. However, there is an exception that the time "the twenty second day" is also the object complement of the verb APPOINT, which is different from all kinds noted above. Then the meaning of the verb APPOINT in this sentence are likely not to be same as others. Generally the verb APPOINT refers to choosing someone for a position or a job, while its meaning is to arrange or decide a time for something to happen in the sentence "Johnson appointed the 22nd day". There is a hypothesis that it seems to determine the meaning of a polysemy through certain dominant complement. In summary, the profession and position are mainly as the object complement of the verb APPOINT in the valency sentence pattern <Sub V Obj>.

(2) The Trivalent Sentence Patterns in the Active Sentences

From the data of table Ⅱ, it can be calculated that the trivalent sentence pattern occurs totally eighty six times and accounts for 55.48% in the active sentences. This reflects that the verb APPOINT often associates three complements when used in the active sentences. In addition, it can be clearly seen that the verb APPOINT has five trivalent sentence patterns, which are <Sub V Obj vb-to-inf>, <Sub V Obj to N>, <Sub V Obj nom-as>, <Sub V Obj nom> and <Sub V Obj vb-to-be-nom> by frequency. The reference of Sub and Obj has been explained. Then the rest need to be expounded. *vb-to-inf* means a verbal complement with an infinitive; *vb-to-be-nom* stands for a verbal complement with to-be followed by a noun or a nominal phrase; *to N* refers to a noun or noun phrase with the preposition to; *nom-as* refers to a nominal complement with the word *as*; *nom* is short for nominal complement. The complements in the trivalent sentence pattern of the verb APPOINT has a significant regularity as well. Each valency sentence pattern is analyzed in detail in the following section, but the last trivalent sentence pattern <Sub V Obj vb-to-be-nom> is excluded because of low frequency of occurrence.

<Sub V Obj vb-to-inf> is the highest-frequency trivalent sentence pattern of the verb APPOINT in the active sentences. As can be seen, its realization includes a subject complement, an object complement and a verbal complement with an infinitive. The subject complement in the valency sentence pattern shares the features with that of the divalent sentence pattern. Similarly, it is primarily a personal pronoun, a position or profession, a person's name, a position plus a person's name, or a state apparatus. The top three are the personal pronoun, the person's name and the position plus a person's name. The person possesses power, which may be a state, government cadre or a company leader, like Sonny Perdue who served as the 81st governor of Georgia from 2003 to 2011.

The object complement is primarily a committee or an occupation. The committee occurs nine times and accounts for 45%. And it is noted that the committee sometimes has a premodifier, for instance, mediating committee and faculty committee. Thus, the word *committee* or the phrase including the head *committee* is the object complement. The second kind of the object complement is a noun of profession appearing eight times. The profession is mainly the attorney. There are five occurrences of the person's name and four times of the post plus a person's name. The person is also important and well-known, like Paul Wolfwitz who was the president of the World Bank, United States Ambassador to Indonesia, US Deputy Secretary of Defence, and a dean of the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University.

At last, the feature of the verb in the verbal complement is analyzed. It is found that the verb meaning that one is in charge of something accounts for one quarter in the valency sentence pattern. It can be the following words: *head*, *serve as*, *chair*, *run*. And the verb *represent* occurs three times. Except this, the verb can be the synonyms of the words *investigate* and *monitor*.

Seventeen occurrences of the trivalent sentence pattern <Sub V Obj to N> are found. It is realized by a subject complement, an object complement and a prepositional complement with the preposition *to*. The subject complement is primarily divided into three kinds by frequency: a personal pronoun, a post plus a person's name and a person's name. Its feature is very similar with the subject complement of last trivalent sentence pattern <Sub V Obj vb-to-inf>. The object complement is mostly a person's name and a position. And both features are the same as what has been discussed above. The preposition *to* is followed by a noun or a noun phrase, which is *court*, *board*, or a government agency like the deliberative body and cabinet.

The trivalent sentence pattern <Sub V Obj nom-as> is realized by a subject complement, an object complement and a

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nominal complement with *as*. It is similar to the next trivalent sentence pattern <Sub V Obj nom>. Quirk et al. (1985) and Fischer (1997) states that nominal complement can occur either with *as* or without *as*, which suggests they are variations of the same valency sentence pattern. Therefore, the feature of complements in <Sub V Obj nom> is not analyzed in detail.

The question that arises is how to classify the word *as*. Does it belong to the part of speech preposition? Prepositions can be anaphorised with a paraphrase which is made up of the preposition plus a proper pronoun, as shown in example k.

k. The general manager is thinking [of various influencing factors].

Anaphoristion He is thinking [of it].

While, the nominal complement can be anaphorised with *as such* (Reichardt, 2014: 180). If the word *as* functions as a preposition, it is questionable for completion with a noun phrase, which is exemplified as follows.

m. Trump appointed a man <u>as one of his advisers.</u>

Anaphorisation : as him(?) as it (?) -(?) Prepositional complement
as such - Nominal complement

In the example m, if underlined part is identified through anaphorisation with as him or as it, it doesn't make sense. It suggests that as does not belong to preposition, but is a part of the nominal complement. Altman and Hahnemann (2010) make a claim that only particles which govern a case are classified as preposition in the analysis of German. The particle *as* represents a transposition to explain changes in the syntactic category of words in a sentence. Actually the nominal complement with *as* is also as predicative complement. Nevertheless, Reichardt (2014) proposes that it should categorise the structure under the sub-pattern <Sub V Obj nom-as>, since the structure solely occurs with verbs which govern a nominal complement.

The subject complement has a little difference with those in other valency sentence patterns mentioned above. Besides a person's name and a position plus a person's name, the subject complement contains a name of company as well. The object complement primarily includes a person's name and a personal pronoun. Seven occurrences of person's name accounts for 43.75%. The personal pronoun occurs five times accounting for 33.33%. The feature of the nominal complement is similar to that of the object complement in the divalent sentence pattern. It is made up of a noun of post or profession.

After analyzing the frequency and feature of each complement, this paper explores the characteristic of same type of dominant components of the verb APPOINT in the active sentences from the whole, which are the subject, object and nominal complement. To summarize, in the active sentences the subject complement of the verb APPOINT can be a personal pronoun, a person's name, a position, a position plus a person's name, a state or government organization, a name of company, the word *court* or a committee by possibility. Statistical results are presented below. The most frequent is the personal pronoun, which occurs thirty three times. And the personal pronoun *he* has nineteen occurrences and accounts for 57.58%. The second highest-frequency is the person's name, whose occurrence is twenty nine. It has been discussed that the person is well-known and possesses power and status. The next is the noun of position as a subject complement, of which the word *president* occurs ten times and accounts for 47.62%; the word *mayor* appears five times. Sixteen occurrences of a position plus a person's name are found. And the position is primarily made up of president (seven times) and governor (five times). In addition, a state or government organization can be a subject complement, which occurs sixteen times. Except those mentioned above, nine occurrences of a company's name, seven occurrences of the word court and six occurrences of a committee are found in the position of the subject complement of the verb APPOINT in the active sentences.

The object complement can be a position, a profession, a person's name, a personal pronoun, a member or a committee from the analysis of the whole. The highest-frequency of use is the position, which is used thirty one times. And then the occupation occurs twenty eight times, of which the judge accounts for 46.43% and the lawyer is 25%. And twenty eight occurrences include person's names. The personal pronoun occurs eighteen times and the member and committee appear seventeen times. However, different valency sentence patterns have difference preference for the types. The first two valency sentence patterns, the divalent sentence pattern <Sub V Obj> and the trivalent sentence pattern <Sub V Obj vb-to-inf>, have similar preference, whose object complement is generally a profession, a person's name or a committee. And it is easy to see that the last two trivalent sentence patterns have same types of the object complement. It is a person's name or a personal pronoun. Likewise, the feature of the nominal complement between two valency sentence patterns is common, which is a position or a profession. What's more, it is similar to that of the object complement in the divalent sentence pattern.

### *B. Valency Sentence Patterns of APPOINT in the Passive Sentences*

There are a large number of valency sentence patterns of the verb APPOINT in the passive sentences. Table Ⅲ shows specific valency sentence patterns identified for the verb APPOINT in the passive sentences. And the structure, frequency, proportion and example of each valency sentence pattern are presented as well.

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TABLE Ⅲ.
VALENCY SENTENCE PATTERNS OF APPOINT IN THE PASSIVE SENTENCES

| Valency sentence pattern | Frequency | Proportion | Example |
|---|---|---|---|
| Monovalent | | | |
| Sub be V-ed | 24 | 8% | David Olsen / was appointed. |
| Divalent | | | |
| Sub be V-ed nom | 36 | 12% | Williams / is appointed / chief of the Los Angeles Police Department. |
| Sub be V-ed by N | 24 | 8% | Police chiefs / are appointed / by mayors. |
| Sub be V-ed to N | 24 | 8% | Dennis Monbarren / was appointed / to the new position of Sunday editor. |
| Sub be V-ed vb-to-inf | 12 | 4% | Lee Brown / is appointed / to serve as the director of the Office of National Drug Control Policy. |
| Sub be V-ed nom-as | 4 | 1.33% | The 13 Republican members of the House Judiciary Committee / have been appointed / as managers of the Senate's impeachment tria. |
| Sub be V-ed vb-to-be-nom | 2 | 0.67% | I / was appointed / to be Mr. McVeigh's lawyer. |
| Trivalent | | | |
| Sub be V-ed to N by N | 5 | 1.67% | Brandeis / was appointed / to the U.S. Supreme Court / by President Woodrow Wilson in 1916. |
| Sub be V-ed by N to N | 2 | 0.67% | Spahn / was appointed / by Mr. Obama / to a presidential committee on the arts. |
| Sub be V-ed by N vb-to-inf | 3 | 1% | I / was appointed / by the court / to represent a lady. |
| Sub be V-ed nom to N | 3 | 1% | Mike Masaoka of the JACL / was appointed / consultant / to the President's Committee. |
| Sub be V-ed nom by N | 2 | 0.67% | She / had been appointed / an ambassador of culture by / the Dominican Republic. |
| Sub be V-ed nom-as vb-to-inf | 2 | 0.67% | He / was appointed / as the first biologist / to head the agency. |
| Sub be V-ed nom-as to N | 1 | 0.33% | He / has been appointed / as the ambassador / to London. |
| Sub be V-ed to N nom-as | 1 | 0.33% | He / was appointed / to his third five-year term / as dean of the Yale School of Architecture. |

From the table Ⅲ, it can be seen that there are plenty of valency sentence patterns of the verb APPOINT in the passive sentences. Even the number of the valency sentence pattern in the passive sentences is roughly as twice as that in the active sentences. However, five valency sentence patterns in the passive sentences are frequently employed, which are <Sub be V-ed>, <Sub be V-ed nom>, <Sub be V-ed by N>, <Sub be V-ed to N>, <Sub be V-ed vb-to-inf>. Especially all of the trivalent sentence patterns are rarely used. Eight trivalent sentence patterns were solely found in nineteen concordance lines in total, of which the most frequent one, <Sub be V-ed to N by N>, occurs five times. Therefore, these trivalent sentence patterns are presented in the table Ⅲ but not analyzed in detailed further. The following section will analyze the five most frequent valency sentence patterns. And it is noted that four out of five most valency sentence patterns are divalent, which indicates that the verb APPOINT usually associates two complements in the passive sentences.

In addition, this following part also discusses the complements of the patterns of the verb APPOINT in the passive sentences. The complements of the verb APPOINT includes the subject complement, *to N*, *by N*, *vb-to-inf*, *nom*, *nom-as*. Each complement has been interpreted but *by N*, which means a noun or noun phrase after the preposition *by* often happening in the passive sentences. It is actually a part of grammatical structure. This paper aims to describe the valency patterns of the verb APPOINT in the sentences based on the corpus, so the frequency of occurrences should be an indicator. *By N* associating the key word occurs thirty six times. In addition, the noun after the preposition *by* is equivalent of the subject complement in the active sentences, and they are the same semantically. Thus, it is described in the valency sentence patterns.

And from the specific trivalent sentence patterns presented in table Ⅲ, it can be found that except the subject complement, the complement type of the verb APPOINT has a flexible position and can combine with other. The first trivalent sentence pattern <Sub be V-ed to N by N> includes *to N* and *by N*. After their position being exchanged, a new trivalent sentence pattern <Sub be V-ed by N to N> is generated. The combination of *nom-as* and *to N* forms <Sub be V-ed nom-as to N> and <Sub be V-ed to N nom-as>. And <Sub be V-ed nom-as vb-to-inf> is made up of a nominal complement with the word *as* and a verbal complement with an infinitive. The combinations of *vb-to-inf* and *by N*, *by N* and *nom*, *nom* and *to N* forms the trivalent sentence patterns <Sub be V-ed by N vb-to-inf>, <Sub be V-ed nom by N> and <Sub be V-ed nom to N> respectively. This rule can be paid more attention in the actual use.

(1) The Monovalent Sentence Pattern in the Passive Sentences

The verb APPOINT solely has the monovalent sentence pattern <Sub be V-ed>. It occurs twenty four times and accounts for 16.55% of all valency sentence patterns in the passive sentences. It is used relatively frequently. The

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subject complement almost includes all kinds mentioned above. It can be a person's name, a profession, a member or committee, a position, a personal pronoun or a position plus a person's name. However, none of them is significantly high frequency. Their frequency is in the range of two to five. And there is an exception that "the dwellings" is also as the subject complement of the verb APPOINT, which is different from others. It has been mentioned two meanings of the verb APPOINT. It refers to choosing someone for a position or a job or arranging or deciding a time for something to happen. Obviously, the two meanings of the verb APPOINT are unreasonable in the sentence "The dwellings were well appointed.". The verb APPOINT has the similar meaning with the verb FURNISH there. It means that furniture and equipment are provided when you rent a room or house. This example further confirms the hypothesis that it seems to determine the meaning of a polysemy through certain dominant complement.

(2) The Divalent Sentence Patterns in the Passive Sentences

From the data of table Ⅲ, there are six divalent sentence patterns of the verb APPOINT in the passive sentences, which occurs one hundred and two times and accounts for 70.34%. This suggests that the verb APPOINT usually associates two complements when used in the passive sentences. It can be directly seen that the most frequent valency sentence pattern is the divalent sentence pattern <Sub be V-ed nom>. And the two divalent sentence patterns <Sub be V-ed by N> and <Sub be V-ed to N> are as frequent as the monovalent sentence pattern, which are the second place. The third place is <Sub be V-ed vb-to-inf>, whose frequency is half of the second. The rest two valency sentence patterns are excluded in the following analysis because of low frequency.

The highest-frequency valency sentence pattern <Sub be V-ed nom> is realized by a subject and a nominal complement. The subject complement primarily can be a person's name or a personal pronoun, of which both occur thirty three times and account for 91.67%. Specifically, there are twenty one occurrence of the person's name and twelve occurrences of the personal pronoun. The nominal complement is largely a position, which occurs twenty eight times in thirty concordance lines. And the position is generally the leader of the government department, institute or company, like the chief of Police Department, the director of the Institute of Jewish Studies, the advertising development director. And the rank of certain occupation is as the nominal complement as well, such as bishop that is a clergyman of high rank in the Roman Catholic, Anglican, and Orthodox churches. Compared with the feature of the complements of the trivalent sentence pattern <Sub V Obj nom> in the active sentence, it is found that the feature of the two nominal complements is similar. In addition, there is similar characteristic between the subject complement of <Sub be V-ed nom> and the object complement of <Sub V Obj nom>. This rule should be predictable, because they belong to the same semantic role.

The realization of the divalent sentence pattern <Sub be V-ed by N> is a subject complement and a prepositional complement with the preposition *by*. Twenty four occurrences of the structure are found. The subject complement can be the following types: a member or committee, a position, a personal pronoun, a person's name or a profession. Their frequency ranges three to six. The noun after the preposition *by* is mainly a position, which occurs fourteen times and accounts for 58.33%. And half of the positions are the president. In addition, there are four occurrences of a person's name.

The divalent sentence pattern of the verb APPOINT in the passive sentences corresponds to its structure <Sub V Obj> in the active sentences. Thus, the subject complement of <Sub be V-ed by N> and the object complement of <Sub V Obj> share same semantic roles, so they have similar feature. The result shows that both of them include a profession, a position, a person's name or a member or committee. However, the frequency of occurrence of each type varies. And the noun of <Sub be V-ed by N> and the subject complement of <Sub V Obj> share same semantic role, but have a difference. The noun after the preposition is solely a position or a person's name, whereas the subject complement of <Sub V Obj> can be a personal pronoun, a position, a person's name, the word *court* or a government sector. The most frequent occurrence is the personal pronoun, followed by the position and the person's name. However, it has been discussed that each type of the subject complement of <Sub V Obj> seems to have power except the personal pronoun. It can be inferred that the personal pronoun he should replace someone with status and power or certain position mentioned before the sentence. Therefore, the noun of <Sub be V-ed by N> and the subject complement of <Sub V Obj> share the feature.

The divalent sentence pattern <Sub be V-ed to N> occurs also twenty four times. Its realization is a subject complement and a prepositional complement with the preposition *to*. The subject complement is mostly a person's name, which occurs eleven times and approximately accounts for half. The profession and the personal pronoun can be as the subject complement. With regard to the noun after the preposition *to*, one thirds is the word *position* and *post*; a quarter is a committee.

<Sub be V-ed vb-to-inf> is realized by a subject complement and a verbal complement with an infinitive. Its frequency of use is a little low. The structure is only found in twelve concordance lines. The subject complement is a person's name or a profession, which occurs five and four times respectively. And the profession is the lawyer. As for the verb in the verbal complement, it is generally the following verbs or their synonyms: *represent*, *lead*, *serve as* and *investigate*.

After discussing the frequency and feature of the relatively high-frequency valency sentence patterns of the verb APPOINT in the passive sentences, this section continues to explore the overall feature of the subject complement, the noun after the preposition by and nominal complement existing in the passive sentences. The rest complements, which

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are the noun after the preposition *to* and the verbal complement, will be analyzed combining with those occurring in the active sentences in the next section.

The subject complement is a person's name frequently. It occurs fifty three times and accounts for more than one third. The second type is a personal pronoun, which is observed as the subject complement of the verb APPOINT in thirty one concordance lines. The subject complement can be also the following three types occasionally: a profession, a position or a member or committee, whose frequency is fourteen, twelve and ten respectively. The prepositional complement *by N* occurs thirty times in various valency sentence patterns of the verb APPOINT. And half of it is a position. Except this, it can be a person's name, a position plus a person's name or the word *court*. Finally, fifty one occurrences of the nominal complement appearing in the passive sentences are found. And there are thirty five concordance lines in which a position is as the nominal complement of the verb APPOINT.

### *C. The Overall Feature of Complements of the Verb APPOINT*

From the data in table Ⅱ and table Ⅲ, it can be seen that the relatively most frequent valency sentence patterns of the verb APPOINT are Sub V Obj (22.33%), Sub V Obj vb-to-inf (12%), Sub be V-ed nom (12%), Sub be V-ed (8%), Sub be V-ed by N (8%) and Sub be V-ed to N (8%). And the verb APPOINT is almost evenly used in the active and passive sentences by calculating. There is no preference for active or passive voice according to the present data.

This section discusses the overall feature of common complements of the APPOINT occurring in the active and passive sentences, which are the subject, nominal, verbal complement and the prepositional complement with the preposition *to*. However, the subject complements cannot merge in active and passive sentences because of different semantic roles. The subject complement occurring in the active sentences includes a great number of types: a personal pronoun, a person's name, a position, a position plus a person's name, a state or government organization, a name of company, the word *court* or a committee. The subject complement existing in the passive sentences is primarily a person's name, which occurs fifty three times and accounts for over one third. The second type is a personal noun, which is found as the subject complement in thirty one concordance lines in the passive sentences. The subject complement can be a profession, a position, a member or committee as well. Actually, the subject complement in the passive sentences equals the object complement in the active sentences semantically. The feature of the object complement appearing in the active sentences has been analyzed above.

The nominal complement of the verb APPOINT is found in eighty four concordance lines. By analyzing and calculating, the result shows that it is largely a position, which occurs fifty one times and accounts for 60.71%. And the position is generally the leader of the government department, institute or company. What's more, ten occurrences of profession are found as the nominal complement of the verb APPOINT, which is primarily the lawyer. This rule is not affected by the voice, which means that the feature of nominal complement is consistent in the active and passive voice.

In the prepositional complement the noun after the preposition *to* is the word *post* or *position*, or a board or committee relatively frequently. And it can be the word *court*, which occurs six times. Sometimes it can be a government department or a profession. Except those, the word *bench* occurs three times after the preposition *to*; the word *term* is found in two concordance lines. Occasionally, it can be someplace.

The overall feature of the verb in the verbal complement is the same as what it has been discussed above. The verbs, such as *head*, *run* and *serve as*, occur most frequently. They share the meaning that one is in charge of something. The verb represent appears frequently as well. In addition, the verb can be the synonyms of the words *investigate* and *monitor*.

## V. Conclusion

### *A. Research Findings*

This paper investigated valency sentence patterns of verbs from the perspective of syntactic valency including the category of voice, taking the verb English APPOINT as an example. And it analyzed dominated components of verbs with a corpus linguistic method of collocation. And it also explored if the valency sentence pattern is an indicator of substitution for near-synonym.

The results show that the verb APPOINT has twenty two identified valency sentence patterns totally in the active and passive sentences. The relatively most frequent valency sentence patterns of the verb APPOINT are <Sub V Obj> (22.33%), <Sub V Obj vb-to-inf> (12%), <Sub be V-ed nom> (12%), <Sub be V-ed> (8%), <Sub be V-ed by N> (8%) and <Sub be V-ed to N> (8%). Overall, the data do not suggest that the verb APPOINT has a preference for active or passive voice.

And there is regularity existing in each complement. The subject complement occurring in the active sentences can be a personal pronoun, a person's name, a position, a position plus a person's name, a state or government organization, a name of company, the word *court* or a committee. The object complement in the active sentences can be a position, a profession, a person's name, a personal pronoun, a member or a committee by frequency. The subject complement existing in the passive sentences is primarily a person's name, followed by a personal noun. Sometimes, the subject complement can be a profession, a position, a member or committee. The nominal complement of the verb APPOINT is largely a position, which is generally the leader of the government department, institute or company. It can be a profession as well, which is primarily the lawyer. The noun after the preposition *by* is generally a position, which

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accounts for a half. It can be a person's name, a position plus a person's name or the word court as well. The noun after the preposition *to* is the word post or position, or a board or committee relatively frequently. Except those, it can be a government department, a profession or the words court or bench. In the verbal complement, the verbs, such as *head*, *run* and *serve as*, occur most frequently. They share the meaning that one is in charge of something. The verb represent appears frequently as well. In addition, the verb can be the synonyms of the words *investigate* and *monitor*. It finds there is a relation among collocates, meaning and structure through the detailed analysis.

### *B. Pedagogical Implications*

English belongs to the Indo-European language family, while Chinese belongs to the Sino-Tibetan language family. English learners, whose native language is Chinese, often misuse some words and grammatical structures due to differences of two languages. And English teachers explain words and structures by quoting some examples from dictionary and learners just memorize them by rote. Thus, it causes that there appears to be many mistakes in the actual use and learners lost interested in the English learning. This paper describes the valency sentence pattern of verbs and analyzes the features of the associated complements, which help students grasp the correct usage of the verb, reduce the use of inappropriate collocation and express clearly with complete sentences. Therefore, English teachers can focus on the sentences when teaching new words. Teachers can summarize the valency sentence patterns of certain word by collecting the authentic texts in the corpus and explains the features of associated complements. Learners will have a good command of complete expression of a word in a sentence and they gradually become interested in the language learning.

If English teacher summarizes the valency sentence patterns of every word, it will take a great amount of time and effort. Therefore, it is convenient to compile a dictionary about valency sentence patterns. And the valency sentence pattern constructs logical expressions, which can be as a framework and applied in the computational linguistics. If it is applied successfully, the valency sentence pattern of certain word will be retrieved and extracted from the corpus. And nowadays, there are a number of online corpora, which are updated every few years. This will be more convenient and provide latest texts.

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外语教育技术研究

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# 中外学者学术论文局部语法型式评价取向研究*

## ——语料库语言学视角

河南师范大学 刘国兵 王凡瑜

摘 要: 评价局部语法结合评价理论和局部语法,研究语法型式的评价意义。型式语法作为语料库驱动方法下第一部描写性语法,用全新的视角研究语言。文章将评价局部语法和型式语法相结合,对中西方商学学术论文中的局部语法型式( it v-link ADJ that/to-inf) 进行检索,并分析其评价意义,旨在总结两种型式在中西方商学学术文本中评价取向的异同。研究发现,西方学者在商学学术文本中具有表达"可能性""必要性"和"合意性"的评价取向,而中国学者具有表达"必要性""可能性"和"困难性"的评价取向。

关键词: 局部语法; 评价理论; 评价局部语法; 型式语法; 学术论文
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## 1 引言

局部语法( Local Grammar) 用来描写语言更加全面、深入,其理论源于 Firth 的受限语言说和 Harris 的子语言说。Firth ( 1968: 112) 以语境论为依托,提出受限语言( Restricted Language) 的概念,即具有特定词汇、句法结构、语言特色及写作目的的语言,并对科学、技术、政治、翻译、教学等领域的语篇进行分析( 卫乃兴, 2016: 269) 。Harris( 1968: 155; 1988: 278) 认为,"子语言是指具有特定专业内容,包含有限范围词汇,并且形成封闭子集的句子,语法结构横切于整体语言语法而非包括其内"。学术英语本质上是一种受限语言或子语言( 卫乃兴, 2016: 270) ,其包含特定的术语、句法结构和意义,还可能涉及专业公式、图表和元语言,且其撰写者具有一定的学科背景知识。近年来中外学者以评价局部语法和型式语法为理论前提对学术英语做了一些研究。Hyland( 1999) 从 7 本主流期刊中抽取 8 个学科( 微生物学、物理学、市场学、应用语言学、哲学、社会学、机械工程学和电子工程学) 共计 56 篇学术论文进行分析; Groom( 2005) 研究了两个学科( 历史和文学批评) 的学术论文和书评; Charles( 2006) 对比分析了政治/国际关系( 社会科学) 和材料科学( 自然科学) 两个学科学术文本中引述句( 引出间接引语的主句) 使用方面的差别。张乐、卫乃兴( 2013) 以上海交通大学 JDEST 语料库中学术英语为语料( 包含 40 多个学科领域) ,分析其中的篇章性句干。除此之外,还有生物医学学术语篇( Allen, 2005) 、医学学术语篇( 张继东、黄雅婷, 2014) 、社会科学学术语篇( 刘萍等, 2014; 张继东、席龙井, 2016) 、法律学术语篇( 张磊、卫乃兴, 2017) 等方面的研究。通过梳理以上文献发现,国内外学界对于商学学术语篇的研究相对较少。本研究以评价局部语法和型式语法为理论框架,重点探讨商学学术文本中中西方学者的评价取向。

## 2 文献综述

### 2.1 评价局部语法

计算语言学家在利用普通语法处理文本信息时发现,自然语言中存在一些复杂且特殊的组合( 比如习语) 往往难以描写( 卫乃兴, 2017: 10) 。Gross( 1993) 为了处理语言中的习语( Idiomatic Expression) 和数值信息( Numerical Information) 等"外围语言"( Peripheral Language) 提出一种专门语法,即"局部语法"( Local Grammar) 。习语之间往往具有高度的语义等价性( Semantic Equivalence) ,Gross 利用有限自动机( Finite Automata) 的形式构建局部语法的概念,以此捕捉这种等价性,解决了计算语言学处理习语的窘境。局部语法是一种线性语法体系,聚焦于语言的功能和意义



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(Gross, 1993; Hunston & Sinclair, 2000)。相比普通语法(Universal Grammar)描写对象为整个语言系统,局部语法更具针对性地对语言部分功能进行描写,这种方式很大程度上增强了对语法型式、意义和功能描写的简洁性、准确性以及实用性(Hunston & Sinclair, 2000)。近些年来,学界对局部语法展开了系列研究,具有代表性的有: 评价局部语法(Local Grammar of Evaluation)(Hunston & Sinclair, 2000)、定义局部语法(Local Grammar of Definition)(Barnbrook, 2002)、因果局部语法(Local grammar of Cause and Effect)(Allen, 2005)、情感局部语法(Local Grammar of Affect)(Bednarek, 2008)、变动局部语法(Local Grammar of Movement)(Sui, 2015)、言语行为局部语法(Local Grammar of Speech Acts)(Su, 2017a)、致谢局部语法(Local Grammar of Thanking)(Su, 2017b)、致歉局部语法(Local Grammar of Apology)(Su & Wei, 2018)等。其中评价局部语法的研究较多,其主要理念是将评价理论融入局部语法中。评价模型(Appraisal Model)是系统功能语言学的新发展,最早由澳大利亚悉尼大学语言学家 Martin 提出。随后在其研究中提出评价体系(Appraisal System)的分类,即态度(Attitude)、介入(Engagement)和级差(Graduation)三个系统(Martin, 2000)。态度之下有三个子系统,即情感(Affect)、评判(Judgment)和鉴赏(Appreciation)。为了构建一个较为完整的评价局部语法,本研究所涉及的评价局部语法包含这三个子系统。

### 2.2 型式语法

"型式"这一概念最早由英国语言学家 Hornby (1954)提出。随后 Sinclair(1991)用语料库的方法丰富和发展了型式语法理论。他通过观察大量语料发现,词的不同语义可以通过与其共现的句法形式来区分,由此提出意义与句法结构相互关联的研究方法。Francis(1993)继承和发展了 Sinclair 的主张,其理论观点体现于《柯林斯 COBUILD 语法句型 1: 动词》以及《柯林斯 COBUILD 语法句型 2: 名词与形容词》这两部著作中。Francis 发现,词语与语法结构之间其实是一种相互选择的关系,即同一型式中的词汇具有某些相似或相同特征,不同语法型式可以用来区分一个单词不同的语义项。Hunston & Francis(2000)正式提出型式语法的定义及其理论内容,并以此为理论支撑对动词、名词和形容词的高频搭配进行研究,同时概括出各类词汇具有的词汇—语法型式。这标志着型式语法作为新的语法模式正式得以确立(王勇, 2008:258)。型式语法不仅颠覆了传统语言观,而且给语言研究特别是语言描写提供了一个全新的视角(陈功、梁茂成, 2017:17),它尤其主张词汇和语法不可分割。使用型式语法对语言进行描写时,为了保持简洁性与一致性,通常只保留词性这一语法范畴,比如型式 V it Adj that 和 N v-link Adj to-inf 等。

评价体系中对态度意义的分类为评价局部语法的构建提供了基础,而语法模式因为有助于识别单一意义单位可作为局部语法研究的良好工具。此外,型式语法与局部语法同属于描写性语法。评价局部语法与型式语法相互融合,从理论层面来说是一种新的尝试。本文将型式语法、评价理论与局部语法相结合,对中西方商学学术文本中 it v-link ADJ that 和 it v-link ADJ to-inf 两个局部语法型式的频数特点、评价意义及共现搭配进行分析,旨在探讨中西方学者商学学术文本评价取向的异同。

## 3 研究设计

### 3.1 语料库

本文所用语料库为自建商学学术论文可比语料库(Academic Research Essays of Business, 简称 AREB),包含西方学者文本和中国学者文本(AREB West 和 AREB China)两个子库。西方学者论文来源于国际高影响因子商学英文期刊中的 50 篇学术论文(影响因子 3.129 ~ 4.495),库容为 434,538 个词。中国学者学术论文子库由中国学者发表在英文商学期刊(影响因子 1.800 ~ 4.461)上的 50 篇学术论文组成,库容为 430,435 个词。语料收集年份均为 2015 年至 2017 年。采用 TreeTagger 分别对两个子库进行词性赋码。

### 3.2 分析框架

Groom(2005)结合 Francis *et al.* (1998)和 Bednarek (2006)的研究,将评价意义分为七类,即"充分性、合意性、困难、可预料性、重要性、确定性和可能性"。本研究根据 Groom(2005)研究中的分类方式,提出 it v-link ADJ that/to-inf 的评价语义分类,其定义及语言实例如表 1 所示。表中实例均来自 AREB。

### 3.3 研究方法

本研究利用 PatternBuilder 内置的 TreeTagger 赋码集配置文件来编写 it v-link ADJ that 和 it v-link ADJ to-inf 两个评价局部语法型式的正则表达式,之后使用 AntConc 3.5.2 对 AREB West 和 AREB China 两个语



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料库进行检索,对检索结果进行归纳分析,得出两个评价型式在各个评价语义中的频数、频率分布特点及典型共现搭配。

表1 评价语义的分类

| 评价语义 | 定义及实例 |
|---|---|
| 可能性 (possibility) | 动作或事物具有一定的似然性。 |
| | 例: It is ***likely*** to remain as a niche technology. |
| 确定性 (certainty) | 动作或事物明确或一定具有的特性。 |
| | 例: It is ***clear*** that the predictability of the Z-puzzle can be high or low. |
| 必要性 (necessity) | 动作或事物发生的必要程度。 |
| | 例: It is ***necessary*** to engage with people at a qualitative level. |
| 困难性 (difficulty) | 动作或事物开展的难易程度。 |
| | 例: It would be ***difficult*** to get them together. |
| 合意性 (desirability) | 动作或事物的益处和害处或评价者的态度。 |
| | 例: It can be ***optimal*** to convert a convertible bond. |
| 合理性 (reasonability) | 动作或事物的发生是否符合常理或法律。 |
| | 例: It is ***reasonable*** to group them as a region. |
| 充分性 (sufficiency) | 动作或事物是否具有充分的条件成立。 |
| | 例: It is ***sufficient*** to make the positive coefficient for higher novelty. |
| 可预测性 (predictability) | 动作或事物是否符合预期。 |
| | 例: It will be ***interesting*** to investigate their growth and change dynamic. |

## 4 结果分析

表2是 it v-link ADJ that 和 it v-link ADJ to-inf 两个语法型式的统计数据,该组数据客观地反映了商学学术文本评价取向特征。观察数据可以发现,使用 it v-link ADJ that 型式时,西方商学学者更倾向于表达"可能性"(52.63%)、"确定性"(21.05%)和"必要性"(13.16%);而中国学者倾向于表达"可能性"(48.88%)、"确定性"(26.83%)和"必要性"(12.20%);针对 it v-link ADJ to-inf 型式,西方学者主要表达"必要性"(34.00%)、"可能性"(20.00%)和"合意性"(20.00%);中国学者更偏向于表达"必要性"(30.93%)、"困难性"(25.77%)和"合意性"(14.43%)。总体来看,西方学者主要侧重于承担"可能性""必要性"和"合意性"的评价取向,中国学者则呈现出"必要性""可能性"以及"困难性"的评价趋势。商学学术语篇主要关注企业内部的经营与管理,旨在研究如何提高公司效益。中西方学者在商学学术文本中会针对企业在经营管理中可能遇到的问题提出必要的解决方案,但二者不同的是,接下来西方学者会分析与查找解决方案可行与否的相关因素,中国学者则更侧重于表达实施方案存在的困难性。

表2 It v-link ADJ that/to-inf 型式评价取向分布

| 评价取向 | It v-link ADJ that | | | | It v-link ADJ to-inf | | | |
|---|---|---|---|---|---|---|---|---|
| | 西方学者 | | 中国学者 | | 西方学者 | | 中国学者 | |
| | 频数 | 频率(%) | 频数 | 频率(%) | 频数 | 频率(%) | 频数 | 频率(%) |
| 必要性 | 5 | 13.16 | 5 | 12.20 | 34 | 34.00 | 30 | 30.93 |
| 困难性 | 0 | 0 | 1 | 2.44 | 11 | 11.00 | 25 | 25.77 |
| 可预测性 | 3 | 7.89 | 2 | 4.88 | 3 | 3.00 | 10 | 10.31 |
| 确定性 | 8 | 21.05 | 11 | 26.83 | 0 | 0 | 2 | 2.06 |
| 充分性 | 0 | 0 | 0 | 0 | 3 | 3.00 | 1 | 1.03 |
| 合理性 | 2 | 5.26 | 2 | 4.88 | 9 | 9.00 | 6 | 6.19 |
| 可能性 | 20 | 52.63 | 20 | 48.88 | 20 | 20.00 | 9 | 9.28 |
| 合意性 | 0 | 0 | 0 | 0 | 20 | 20.00 | 14 | 14.43 |
| 总计 | 38 | 100 | 41 | 100 | 100 | 100 | 97 | 100 |

### 4.1 必要性与困难性

"必要性"这一评价取向,用于描述话语主体或写作主体认为被评价事物存在的必要程度,也可指对前后文本内容必要性或相关性的评价。检索结果中表达"必要性"评价语义的词有 important、necessary、critical、crucial、imperative、trivial、essential 等。观察表2可知,中西方学者在表达"必要性"时,语义倾向较为明显——两组学者均倾向于使用"必要性"这一语义,以指出企业经营管理中需要关注的事物。例如:

(1) It is **important** that all actors in the triangle understand the motives of the platform provider and its value proposition.

此外,语法型式 it v-link ADJ to-inf 的使用频率比 it v-link ADJ that 高,这说明中西方学者更倾向于使用 it v-link ADJ to-inf 这一型式表达"必要性"。如 it is important that/to、it is necessary to 出现的频率较高,可作为商学文本中表达必要性的常见型式。索引行参阅图1❶。

❶ 限于篇幅,下文中其他索引行略。



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| | | |
|---|---|---|
| … option transaction costs apply. While | **it is important to** | recognize that frictions need not … |
| … benefits. In considering these results, | **it is important to** | acknowledge that due to survey… |
| … GSCM practices, we believe that | **it is important to** | clarify the role of Guanxi |
| … stage of goal pursuit. Second, | **it is important to** | note that our theory does… |
| … easily defined or isolated. Therefore, | **it is necessary to** | engage with people at a … |
| … and customers. They conclude that | **it is necessary to** | focus on a combination … |
| … manage the debt risk efficiently, | **it is necessary to** | consider the relationship of debt… |
| … may be perceived as risky, | **it is important that** | all actors in the triangle… |
| Moreover, when asking for help, | **it is important that** | employees are careful not to… |
| … experience in the host country, | **it is important that** | managers not cling to imitative… |

图 1 “必要性”常用型式索引行示例

其次是“困难性”，即动作或事物开展的难易程度，是对事物可知性的认识（张继东、席龙井，2016: 43）。索引行中描述“困难性”的形容词有 difficult、hard、easy、simplistic 等。观察表 2 可知，中西方学者几乎只通过语法型式 it v-link ADJ to-inf 表达“困难性”这一评价语义，唯一出现在 it v-link ADJ that 型式中表示“困难性”的形容词是 puzzling。Hunston（2008: 272）指出语言使用者通过不同的语法型式表达不同的情态意义，如困难程度等，由此提出类情态短语（Modal-like Expression）这一概念，在其后的研究中（Hunston，2011），她将其定义为“传统情态助词外表达情态意义的短语”。类情态短语通常作为一个整体，暗指情态意义。刘兴兵（2014: 72）认为“类情态短语以及与其高频共现的词语是情感或评价性语言研究的一个重要方面”。类情态短语出现的频率较高，其标志为不定式 to。

统计索引行发现，语法型式“It is difficult to”“It is hard to”“It is not easy to”“It is easier to”出现频率较高，中西方商学学者利用这些型式以表达商业行为的难易程度，并对其做出积极或消极的评价。但型式“It is difficult that”“It is easy that”并未在语料库中出现。例如:

（2）**It is hard to** find comfort in such an outlook, perhaps because the perspective one takes on the driving forces of innovation carries large stakes for our major technology shifts.

（3）**It is not easy to** extrude other manufactures in an unfavorable situation for exports, for single enterprises should first have enough confidence on their own capability.

除此之外，中国学者“困难性”的评价语义占比（18.84%）❶明显高于西方学者（7.97%），且差异显著（$P = 0.01 < 0.05$），这说明中国学者较西方学者而言，论文中更倾向于表达行为的困难程度。这与中西方商学学科发展程度有关。西方自由经济起步较早，已基本形成一套与西方经济发展相契合的商学学科研究模式，国际知名的商学院均来自西方国家。而中国的商学研究起步相对较晚，目前处于追赶阶段。因此，中国学者学术研究中会碰到更多困难，故而“困难性”的评价语义会占比较高。

### 4.2 可预测性与确定性

“可预测性”即评价者对被评价事物是否符合预期进行评价。可预测性可被表示为“惊奇”（Surprising）和“有趣”（Interesting）（张继东、席龙井，2016: 44）。Hyland（2005: 180）指出，态度标记语（Attitude Markers）用来表达作者的情感态度（比如惊奇等），以拉近与读者的距离，增加其观点的接受程度。学术语篇中的立场标记语有利于作者与读者开展人际协商和平衡研究重要性、原创性和合理性的修辞选择（Hyland & Jiang，2016; 钱家骏、穆从军，2017）。

检索后发现，“可预测性”分为“惊奇”“自然”“趣味”三个方面。表示“惊奇”的形容词有 surprising、strange、odd、curious 等，“自然”类: natural、normal、common、commonplace、usual、conventional、particular 等，“趣味”类: interesting、intriguing、appealing 等。观察表 2 数据可知，中国学者“可预测性”的使用频率（8.70%）高于西方学者（4.35%），这说明中国学者更倾向于通过“可预测性”评价商业措施的实施是否合乎期望。例如:

（4）It is not entirely **surprising** that reviews and ratings have become important in identifying desirable customers and suppliers.

（5）It is **natural** that we examine the effect of these messages on attitude ambivalence.

（6）It is more **appealing** to embrace a fling brand which offers short-term rewards.

进一步分析索引行发现，型式 it v-link ADJ to-inf 表达“可预测性”时，常与 know、investigate、see、examine、note 等表示推断行为的动词搭配，用来叙述研究结果如何生效，例如:

（7）It will be **interesting** to **investigate** their growth and change dynamic and how to succeed long term.

❶ 计算方法为:（中国学者使用两个型式表达困难性的频数之和，值为 26）/（中国学者使用两个型式表达所有评价取向的频率之和，值为 138））* 100%，结果保留两位小数，即为 18.84%。下文计算方法相同。



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(8) It is **interesting** to **note** that the unbalanced distribution of cases among categories may be interpreted positively in the light of these results.

"确定性"即评价事物或行为是否一定发生。通过检索语料发现,"确定性"包含"明显"和"正确"两种语义。索引行中表达"明显"评价取向的词有 obvious、apparent、evident 等;表达"正确"语义的词有 clear、true、undeniable、accurate、inaccurate 等。Hyland(2004:169)指出,"强化语(Boosters)如 it is clear that,用来加强言外行为的力度,强调作者陈述的肯定性以及断言的信息,同时封闭其他观点"。由表 2 可知,中西方商学学者倾向于通过语法型式 it v-link ADJ that 表达"确定性",而不用 it v-link ADJ to-inf 这一型式。此外,"确定性"在八种评价语义中所占比率较高,并且中国学者占比(9.42%)要高于西方学者(5.80%)。这可能源于商业经营与企业发展需要遵循一定的市场规律,按照这些规律,有些商业行为一定会发生。通过检索语料发现,中西方商学文本中"It is clear that"和"It is true that"这两个局部语法型式经常与 while、although、however、none the less、though、yet 等表示让步意义的词语共现。Hyland & Tse(2004:168)认为,语篇结构中,过渡语(Transitions)和内指语(Endophoric Markers)等引导类元话语主要用于标记语篇内部的组织结构,强调语篇信息,增强语篇可读性等。袁邦株、徐润英(2010:35)认为,这是作者规避对文章内容质疑与反对的一种方式,体现对学术领域多种声音的承认与尊重,以此说服社团成员接受自己提出的新观点。秦枫、陈坚林(2013:58)也指出"使用有让步意义词语可以突出中心观点并为友好协商各种声音做好铺垫。"以下为来自语料库的实例:

(9) **Although** it is **clear** that managers must consider generational differences, we advise them not to focus on extremes.

(10) **While** it is **clear** that debt power is produced by the motivation of public and collective interests, it is not the private power of someone but the public power essentially.

### 4.3 充分性与合理性

中西方学者利用"充分性"这一语义,表达各项政策是否能够有效应对经济形势的变化。语法型式 it v-link ADJ that 没有涉及到充分性这一评价语义。由表 2 计算可知,中、西方两组学者在表达"充分性"这一评价语义时分别占 1.03% 和 3.00%,二者差异不大,且频率均较低。张乐、卫乃兴(2013:11)指出"非人称名词主语较多出现在研究程序固定且评判标准清晰的硬科学文章中,以此增加其研究过程及结果的客观性。"商学作为软科学,所以 it v-link ADJ that/to-inf 这两个评价型式的总体频数不高。进一步观察索引行发现,语法型式 it v-link ADJ to-inf 表示"充分性"时常与 sufficient、enough 等形容词搭配,这与张继东、席龙井(2016:42)的研究结果相吻合。此外,索引行显示,it v-link ADJ to-inf 型式在表达"充分性"时与 focus on 和 reflect 等共现,用来表示值得引起注意的内容。例如:

(11) It is still **enough** to **reflect** the different influences of export in industries of various scale characteristics on overcapacity.

(12) It is **sufficient** to **focus on** any CEO turnover event, not necessarily moves between acquiring firms.

"合理性"即评价者认为被评价对象是合理还是不合理,合法还是不合法。在索引行中发现表示"合理性"的词有 reasonable、fair、appropriate、rational、illegal、unlawful、justifiable 等。表 2 数据显示,中西方学者在表达"合理性"方面差别不大,分别占比 5.80%、7.97%。检索索引行,例如:

(13) It is **reasonable** to conclude that smoking at age 18 can be legitimately excluded from the wage function.

(14) It is **appropriate** that social responsibility of the debt should play a part in the constraint and punishment.

进一步观察索引行发现,局部语法型式 it v-link ADJ that 前常跟表示"因此"意义的连词或具有连接功能的词组,如 thus、therefore、accordingly、so、in this case 等。这说明,在评价行为和事物之前,学者往往会对某一现象进行解释说明,由此得出做某件事情的合理性和合法性。例如:

(15) They found in their calculations that the concentration of Chinese manufacturing industry between 2002 and 2007 was less than that of the US companies, **so** it is **rational** to classify the metals, equipment manufacturing and machinery sectors as competition industries.

### 4.4 可能性与合意性

"可能性"即评价主体对事物或行为发生的可能进行评价。表达这一评价语义的词包括 possible、impossible、likely、unlikely 等。中西方学者表达"可能性"语义的频率较高,而且西方学者的语义倾向(占比 28.99%)比中国学者(占比 21.01%)更为明显。这体



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现出西方学者严谨的科学态度。除此之外,表达"可能性"时使用型式 it v-link ADJ that 的频率(50.63%)高于 it v-link ADJ to-inf(14.72%)。进一步观察索引行可知,商学语篇中 it is likely to/that、it is/seems unlikely to、it is possible/impossible to、it is/becomes possible that 等语法型式出现的频率较高,可视作表达"可能性"的常用型式。其中 likely、possible 等词属于模糊限制语。Hyland(2005)认为,模糊限制语是作者规避承诺的一种手段。文本中仅以意见方式,而非既定认可的事实呈现信息。此外,模糊限制语在一定程度上可以避免面子威胁,对社团成员显示出礼貌和尊重(张继东、席龙井,2016:44)。王健刚、孙凤兰(2018:66)也认为:"学术英语中合理使用模糊限制语既是讲话人语用能力的重要体现,也是科研人员准确表达学术观点,成功进行学术交流的重要手段。"例如:

(16) It is **unlikely** that there will be a unique solution.

(17) It becomes **possible** to measure the distribution patterns of smartphone users factors in the real world.

"合意性"即对已发生事物或行为的利弊进行评价,反映隐藏于话语之下的价值体系(张继东、席龙井,2016:43)。观察表 2 可知,中西方学者均未使用 it v-link ADJ that 型式,而是通过 it v-link ADJ to-inf 表达"合意性"。索引行中表示"合意性"的词有 better、optimal、worthwhile、useful、beneficial、helpful、effective、ideal、remiss、unwise、desirable、insightful、revealing 等。此外,西方学者"合意性"的评价取向(占比 14.49%)较中国学者(10.14%)更加明显。西方学者对"合意性"的表达体现出其追求学术过程和研究成果并想得到同行认可的学术目标,因为新的理论需要确定其探索是否符合本学科领域的广泛认同及学术规范(张磊、卫乃兴,2017:17)。进一步观察索引行发现,中西方学者常常借助情态动词表达"合意性",尤其是情态模糊语(如 would、might 等),以缓和语气,避免偏激的评价观点。例如:

(18) It **would** be **unwise** to expect the adoption of QIMs to expect the adoption of QIMs to instantaneously impact product innovation performance.

## 5 结论

本研究基于语料库驱动的方法,将评价局部语法和型式语法相结合,对商学学术语篇中 it v-link ADJ that 和 it v-link ADJ to-inf 两个局部语法型式的评价语义做了分类统计和详细分析,得出以下结论:首先,西方学者在商学学术文本中通常表达"可能性""必要性"和"合意性"的评价取向,而中国学者倾向于表达"必要性""可能性"和"困难性"的评价取向。而且,中西方学者表达"困难性"时差异较大,这说明同一学科背景下不同语言使用者的价值观以及知识观之间存在重要差异。

其次,中西方商学学者使用两个型式表达不同的语义倾向:使用 it v-link ADJ to-inf 型式表达"充分性""合理性""困难性""必要性""合意性"的评价语义,而使用 it v-link ADJ that 型式来表达"确定性"和"可能性"。其中不同于西方学者的是,中国学者常用 it v-link ADJ to-inf 型式表达"可预测性"。这说明两组学者在型式用法上存在差异。研究还发现了表达评价语义时的常用型式:表达"必要性"时,常用 it is important that/to、it is necessary to;表达"困难性"时,常用型式为 it is difficult/hard/not easy/easier to;表达"可能性"时,常用 it is likely to/that、it is/seems unlikely to、it is possible/impossible to、it is/becomes possible that 等。

本文对中西方学者商学学术语篇评价取向的分析,为评价理论研究提供一个崭新的学术视角。今后的研究可从探索不同水平英语学习者评价取向的异同入手。此外,本文为学术英语写作教学提供一定借鉴意义,例如教师可引导学生运用本研究中表达评价语义的常用型式进行学术写作等。 □

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## A Contrastive Study of Evaluative Orientations in the Local Grammar and Pattern Grammar of Academic Articles Between Western and Chinese Scholars —From the Corpus Linguistics Perspective

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**Abstract:** Local grammar of evaluation combines appraisal theory with local grammar to investigate the evaluative meanings of grammatical patterns. Pattern grammar, as the first descriptive grammar under the guidance of corpus-driven method, studies languages from a new perspective. This paper, based on local grammar of evaluation and pattern grammar, aimed to summarize evaluation orientations of Chinese and Western business academic articles through analyzing the evaluative meanings of it v-link ADJ that/to-inf. The results revealed that Western researchers prefered to express possibility, necessity and desirability, and the Chinese researchers tended to express necessity, possibility and difficulty.

**Key words:** Local Grammar; Appraisal Theory; Local Grammar of Evaluation; Pattern Grammar; Academic Articles

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## Constructing a Big Data-Based System for Cultivating and Assessing English Reading Literacy

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**Abstract:** In the context of informationalized education, in order to effectively cultivate students' English reading literacy, it is necessary to establish big data-based English reading literary standards and a big data-based system for developing and assessing English reading literacy. Most of the existing requirements or standards for English reading literacy are developed based on experience and judgement rather than on experimental data. This paper discusses the advantages of using on-line reading platforms and big data on students' actual reading behaviors and gains in reading literacy, which help to provide theoretical and practical support for the construction of English reading literacy standards and a system for developing and assessing students' English reading literacy.

**Key words:** Big Data; English Reading Literacy; Cultivation and Assessment of Reading Literacy

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# Study of the Correlation among Junior High Students' English Learning Motivation, Attitudes and Achievements—From the Perspective of Attribution Theory*

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***Abstract*—The learning motivation and learning attitude are both one's invisible factors, which can have an impact on the achievements of English learners directly or indirectly. According to the attribution theory, a proper way of attribution will play an active role in arousing the students' motivation of learning English and forming a better attitude towards learning. This research aims to analyze the correlation among the junior high students' motivation, attitudes towards learning English and achievements from the perspective of attribution theory. Through the questionnaire, classroom observation and the interview, the researcher mainly investigates the correlation among the English learning motivation, attitudes and achievements of the 112 junior high students of the two classes in Xinxiang, Henan province of China. Furthermore, the researcher also conducts an interview with three teachers in order to have a good knowledge of the correlation among the learning motivation, attitudes and the achievements. It has been found: (1)There is a positive correlation among the achievements, the motivation and attitudes towards learning English of junior high students. (2)There are four main factors which have a significant influence on the learning motivation and attitudes towards English learning of junior high students: school circumstances, classroom atmosphere, teachers and home environment. (3)In order to enhance the academic achievements of the junior high students, the strategies to motivate the students to learn English and improve their attitudes should be put forward and paid more attention to from the aspects of the school, the class, teachers and their parents.**

***Index Terms*—motivation, achievements, correlation, attribution theory**

## I. Introduction

With the development of society and the enhancement of the economy in China, it is of profound significance for students to learn English well. To some extent, to learn the foreign language well is closely related to the non-intelligence factors, among which motivation plays an important part in English learning. Motivation is one of the most powerful factors which influences on English learning. However, in fact, the role which motivation plays in English learning is often ignored. Because of improper motivation or the lack of motivation, the prospective effects of learning English cannot be reached. At the same time, the students' attitudes towards learning should also be paid more attentions to because it plays an important part in the English learning. And the attitude towards English is a motivating factor of learning English. Therefore, it is imperative that researches on motivation should be conducted, which also conforms to the spirit of English Curriculum Standards of Compulsory Education issued by the ministry of education of China in 2011.

In general, a strong motivation of learning English and a correct attitude can help students obtain excellent achievements. However, in fact, some of the junior high students hold a wrong way of attribution, which in return, will have a negative effect on the students' motivation and attitudes towards English learning. That is to say, the way of attribution is also very important and they are interactive with each other. Therefore, we will conduct a research on the correlation among the junior high students' motivation, attitudes towards learning English and the achievements from the perspective of attribution theory. Based on the analyses of the research results, the researchers aims to have a good understanding of the junior high students, their motivation and attitudes towards learning English. And it will help the English teachers have a good design of lessons according to the current situations of the junior high students to further arouse the students' motivation and correct their attitudes towards learning English. Finally, all these can contribute to the excellent achievements of students.

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## II. Literature Review

### A. Motivation

Motivation is an inside agent and force to motivate people to take actions. It plays a significant role in the English learning for the learners. If the students possess a strong motivation when they are studying English, their learning effects will be more satisfactory than those with no motivation of learning English. As Jia (2007) says in his research, the foreign language learners should firstly have the motivation to learn the foreign language and only so can a kind of driving force be produced. Naturally, the learners will take actions to learn the foreign language.

Different scholars have different understandings about the concept "motivation". As Ball (1982) points out, motivation is a way to expound how people are aroused by an event, how they guide their behaviors towards the event and how they maintain the behavior. Gardner (1985a) believes that motivation is the combination of effort, desire to realize the goal of learning the language and favorable attitudes towards learning the language. Besides, there are other factors, such as attitudes towards the learning situations and the integrativeness which can have an effect on these attributes. Dornyei (1994a) holds that motivation is a many-sided concept which can be influenced by the three levels, i.e., language level, learner level and learning situation level.

All in all, different scholars have different opinions on the understanding of motivation from different aspects. We agree with the viewpoints put forward by Ball(1982) and Gardner(1985a). Motivation is an inner factor of a person. It can help to motivate someone to take actions to do something by the words or deeds from others and then maintain the behavior. During the process, the favorable attitudes should not be ignored. And it can be considered as one of the important components of motivation.

Besides, there are many scholars conducting researches on motivation. Gardner makes a clear differentiation between instrumental and integrative motivations. Instrumental motivation refers to a number of factors related to motivation coming from the external goals such as financial rewards, gaining promotion, passing exams or furthering a career. And integrative motivation occurs in the following situation that the reason for which the learners learn a foreign language is that they want to identify with the culture of people who speak that language (Williams & Burden, 1997, p.116). From the perspective of the purpose of measurement, Gardner and his associates define motivation as the combination of desire to learn the language, motivational intensity and attitudes towards language learning in a slightly different way. They are measured by the Attitude/Motivation Test Battery (Gardner 1985a, p.177-184). Gardner (1985a) proposes a socio-educational model of language learning which consists of the following parts, and they are the learners' attitudes towards the learning situation, their integrativeness, their cultural beliefs and their motivation. Gardner and Tremblay (1994a & 1994b) not only sustain that motivation is a dynamic process in which a great number of other variables play a role, but also believe that their model is far from being limited and it can adapt to the broader views. In order to understand the different parts involved in the motivation of learning the second language, Dornyei (1994b) puts forward a three-level classification, which includes language level, learner level and learning situation level. Vijchulata and Lee (1985) conduct a survey of students' motivation of learning English. The subjects are 1000 undergraduates from University Pertanian Malaysia (UPM for short) and they adopt questionnaires and SPSS to find out if the students in UPM are motivated in learning English and if so, what causes them to be motivated, and whether such motivation facilitates their learning process. Martin (2003) not only studies the students' motivation scale, but also the correlation among motivation and achievement, literacy and numeracy.

On the basis of the above studies, the previous researchers mainly analyze the English learning motivation from the perspectives of classifications, models and the measures of the motivation. Besides, other researchers make a research on the correlation between motivation and other factors, such as achievement, literacy and numeracy. And they usually study the English learning motivation in a quantitative way and their subjects are mainly undergraduates.

### B. Attitude

Attitude is a kind of psychological phenomenon with tendentiousness. In other words, it is a kind of psychological disposition. It plays an important role in the subjective feelings and behaviors in our real lives (Tao, 2001, p. 121). Attitude plays a significant role in the learning context, which can enhance the learners' motivation of learning. Zhu (1979) first puts forward the preparation for the learning attitude in the aspect of psychological preparation for learning. He not only emphasizes that children should be fostered to have a deep love for learning and hold a serious and correct attitude towards learning, but also points that the positive attitude towards learning should be fostered continuously for a long term. Gardner (1985b) considers that learning motivation is composed of the desire to succeed, learning attitudes and degree of effort. In other words, learning attitude is closely related with learning motivation and the learning attitude is restricted by learning motivation. It is a significant factor which has a profound influence on the learning achievements.

It is obvious that there are many kinds of explanations about the attitudes. We have the same opinion with the scholar abroad Gardner and the scholar at home Tao Deqing. Learning attitudes and learning motivation are closely related with each other and both of them can contribute to the achievements of the learners. Besides, the attitude can be regarded as the invisible and internal reflection and assessment on the object. A person will develop a behavior tendency based on this reflection and assessment. And the attitude is formed once the tendency is stable.

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### *C. Attribution Theory*

Fritz Heider first puts forward attribution theory in *Interpersonal Relation Psychology* published in 1958. In his opinion, the causes of individual's behaviors mainly lie in the two aspects which include the individuals themselves and the environment. The individual causes mainly include behavior habits, mentality, emotion, motivation, attitude and so on. While the environmental causes mainly refer to the objective and external factors which are uncontrollable. Weiner (1979) develops the theory, which will be used to expound how students treat the causality of their success and failures towards their own behaviors, learning results or other aspects. And thus he referred to it as attribution theory.

According to the previous researches, students often attribute their success and failure to the following four major causes: a person's effort, the difficulty of the task, luck, and a person's ability. Besides the above four causes, there are other causes, such as illness, mood, fatigue, and bias on the part of the person evaluating performance. It is obvious that one's effort and ability belong to the internal attribution. In other words, they are factors which arise from our insides. Luck and the difficulty of the task are considered as external factors.

Weiner (1979) makes a classification and believes it can be subdivided into the following three dimensions: locus of control, stability, and controllability. As for the locus of control, there are two types: internal and external. The students who possess internal locus of control consider that they are responsible for their own behavior and their own ability and effort, while the students who hold external locus of control think that their performance mainly comes from luck, the difficulty of the task, or other circumstances beyond their control. For the stability, he holds that causes can be either stable or unstable. There are a lot of stable causes, such as effort, ability and the difficulty of the task. And the unstable causes refer to mood and luck. For the controllability, he believes that some causes of success and failure can be controlled by the individual, such as effort and bias, while other causes are often regarded as uncontrollable, such as the ability, mood and luck.

## III. Research Design

### *A. Research Subjects*

In this study, the subjects are 112 students from the two classes of a High School in Henan, China. They are all in Grade Seven and they are in Class A and Class B. Their ages range from 12 to 14. This school is a top school in Henan and the students are of a high level. There are 102 students who filled the research questionnaires are not valid. Among these 100 students, 6 students are chosen to have interviews to answer the open questions. Three of them are high English achievers and the other three are low English achievers. Afterwards, in order to know much more about the junior high students' motivation, attitudes towards learning as well as their ways of attribution, the researcher conducts an interview with three teachers who teach the two classes. They are the teachers who teach different subjects, ie., two for Chinese and one for art, among whom the Chinese teacher is the class adviser of Class A and the art teacher is the class adviser of Class B.

### *B. Research Instruments*

Attribution, motivation and attitudes are one's intrinsic factors, which cannot be observed directly. However, they can be shown from other aspects, such as behaviors, speeches and so on. Therefore, this study mainly takes the following three research instruments.

The first one is questionnaire. The researcher adopts two questionnaires in this study. The first one is about English learning motivation and attitudes of the junior high students. It mainly takes Qin Xiaoqing's questionnaire of English learning motivation and Tao Deqing's questionnaire of learning attitudes, based on which the researcher makes a few adjustments according to the actual situations of the students in two classes. There are two parts in this questionnaire, which includes 27 items in total. The first part is the items from 1 to 10 and they are to measure the junior high students' motivation. And the second part is the items from 11 to 27 and they are to measure the students' learning attitudes. Each item has 5 choices and they are A, B, C, D and E. To measure each student's questionnaire better, each item stands for 1 score, 2 scores, 3 scores, 4 scores and 5 scores respectively. The second one is about attribution, which aims to measure the students' opinions on success and failure. Based on the Multidimensional Multi-attributional Causality Scale (MMCS) and Lefcourt's (1978) research, the researchers designed the questionnaire.

The second one is interview. After conducting the questionnaire, the researcher conducts an interview with the 3 high English achievers and the 3 low English achievers of the two classes in terms of the final examination. The objectives of the interview is to have a better understanding of the factors which have an effect on the English learning motivation and attitudes of the junior high students.

In order to make a further research on the students' motivation, attitudes and how the students treat their success and failure in the classes or in the examination, the researches not only conduct an interview with the students of high English achievers and the low ones but also has an interview with three teachers. They have a good knowledge of their own classroom situations and their own students.

The third one is classroom observation. From the first day of September in 2016, as an MA candidate, one of the researchers began the classroom observations. The researcher learns how to teach, how to manage the class and how to communicate with different kinds of students from their classes. At that time, the researcher finds that only a few students answer questions or take part in the classroom activities during the class. Later, the researcher obtains an

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opportunity to give lessons to the two classes for a term. During the period of giving the classes, the researcher finds that the students in Class A do not often answer the questions actively in class and they are unwilling to participate in the group work. Besides, the students are not familiar with the teacher and their relationship is not quite harmonious, which may reduce the students' motivation of learning English, while in Class B, there is a harmonious relationship between students and the teacher. They listen to the teacher carefully in class and they are ready to answer the questions that the teacher puts forward. Besides, they always take part in the classroom activities actively and discuss in their groups. They hold positive attitudes towards learning English.

### *C. Research Procedures*

Firstly, the questionnaires about the motivation and attitudes towards learning English are delivered. And then the questionnaires about attribution are delivered after the final examination. It takes the students 20 minutes to hand over, fill in and recover the questionnaires. Before carrying out the questionnaires, the researcher tells students clearly that the results of the questionnaires have no relations with their term achievements and the researcher will keep the results secret. The students are informed that the results are only used to research. In this way, the students can fill in the questionnaires carefully according to their own situations.

According to the results of the final examination, the students with the results above 110 (total score is 150)are classified as the high English achievers. And the students with the results below 90 are classified as the low English achievers. And then with the help of SPSS, the researcher makes a detailed analysis of the results of the questionnaire to have a good knowledge of the correlation among the achievement, the motivation and attitudes towards learning English.

## IV. Results and Discussions

### *A. Achievement, Motivation and Attitudes towards Learning English*

According to the analysis of the questionnaire about the motivation and attitudes towards learning English, the researchers come to a conclusion that there is a positive correlation among the achievement, the motivation and attitudes towards learning English. That is to say, the high English achievers have a strong motivation of learning English and they hold positive attitudes towards English learning. But in general, the low English achievers have a weak motivation. Besides, they do not have a good understanding of the basic knowledge of English, which may make them hold negative attitudes towards English.

(1) The Correlation Among the Motivation, Attitudes and the Achievements

According to the analysis of the questionnaire, the researcher find that the students who have high English achievements in final examination gain good results of the questionnaire, while the students who have low English achievements gain relatively bad results of the questionnaire.

Table I.
Correlation Between The Results Of Questionnaire And Achievements Of Students

| | | The result of final exam | The result of questionnaires |
|---|---|---|---|
| The result of final exam | Pearson Correlation | 1 | .706** |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| The result of questionnaires | Pearson Correlation | .706** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 100 | 100 |

**. Correlation is significant at the 0.01 level (2-tailed).

As is shown in table I, there is a correlation between the achievements and the results of the questionnaires. The Pearson correlation is 0.706, which manifests that there is a positive correlation between the achievements and the results of the questionnaires. Concretely, it indicates that the greater motivation the students have, the better attitudes the students hold, thus their achievements will be better, and vice versa. Furthermore, there is an interrelationship among them. The students with a strong motivation and correct attitudes towards English learning will gain high achievements, which will in return help them strengthen their motivation and attitudes further. On the contrary, if the students have a relatively weak motivation of learning English and wrong attitudes towards English learning, there will be a situation that unsatisfactory results will be achieved and thus their English learning motivation will be reduced.

This conclusion is consistent with the one concluded before and it lays stress on the effect which the motivation and attitudes have on the English learning. Therefore, teachers should adopt all kinds of effective ways and take steps to arouse the students' motivation and guide them to have correct attitudes towards English learning. In class, the teacher should give lectures with smile all the time, and the teacher should be equal to all the students, which may build a harmonious atmosphere and close relationship with the students. All the above behaviors will help the students arouse interests in English. The teacher can also lead the students to do the warming up exercises before class, which will help the students keep a very high enthusiasm during the whole class time. More importantly, when someone makes a

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mistake in the class, the teacher should not punish them. On the contrary, teachers should encourage them to think it over and then try it again. All of these will help students enhance their motivation to learn English well.

However, we also finds that there are some students with low English achievements who gain better results of the questionnaires. It indicates that these students have great motivation of learning English well, but their achievements in the final examination are not very satisfactory. Through the long period of the classroom observation, the researchers come to know that most of these students without a good command of English knowledge on the text. The accumulation of the English knowledge is very important for their English learning. If there is no such basis, even though they have a strong motivation, their achievements will not be satisfactory. Gradually, they will lose confidence and have no motivation of learning English if they do not have the sense of achievement in English. Therefore, the teachers should pay more attention to the low English achievers. They are willing to take part in the classroom activities and they also want to learn English very well. In order to make the low achievers keep up with the general paces, teacher can slow down the speed of speaking to make sure that these students can understand what he or she says. Besides, when the teacher gives an assignment to the students, he or she had better adopt the way of layering according to the quantity and difficulty. In this way, it can help the low achievers gain more in each class according to their own actual ability. Gradually they will recover the sense of achievement and thus improve their motivation of learning English.

(2)Correlation Among the Motivation, Attitudes and the Achievements of the High English Achievers

In this study, the researchers choose the students whose achievements are above 110 to be the high achievers. From table II, it shows that there is a positive correlation among the achievement, the motivation and attitudes towards the high English achievers. The Pearson correlation is 0.578, and it is significant at the 0.01 level. We can conclude that the students who get high achievements in the final examination have a strong English learning motivation. And they possess the correct attitudes towards learning. All these high achievers are willing to have the English lessons and they are very active during the class. With the help of the classroom observation and the interview, the researchers find that these students can preview the lessons before class, listen to the teacher carefully and take notes in class, and then recite the words and texts after class. That is to say, they develop a very good habit of learning English. Besides, their attitudes towards learning English are positive and correct. When the teacher puts forward a question, they will think it over and answer it actively. Besides, at the beginning of the term, the researcher guides all of the students of the two classes to practice calligraphy. After a period of time, these students have improved a lot and they insist on doing it from then on. Furthermore, they try to set up their goals during their learning. All these can contribute to motivate them to learn English well.

TABLE II.
CORRELATION BETWEEN THE RESULTS OF HIGH ACHIEVERS' QUESTIONNAIRE

| | | The result of questionnaires | The result of final exam |
|---|---|---|---|
| The result of questionnaires | Pearson Correlation | 1 | .578** |
| | Sig. (2-tailed) | | .000 |
| | N | 33 | 33 |
| The result of final exam | Pearson Correlation | .578** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 33 | 33 |

**. Correlation is significant at the 0.01 level (2-tailed).

(3) The Correlation Among the Motivation, Attitudes and the Achievements of the Low English Achievers

In this study, the researcher chooses the students whose achievements are below 90 to be the low achievers. From table III, it shows that there is a positive correlation among the achievement, the motivation and attitudes of the low English achievers. The Pearson correlation is 0.720 at the 0.01 level. On the one hand, it shows that the students with low achievements have weak motivation and they do not take the English learning seriously. In the class, most of these students do not listen to the teacher, even some of them do not take their English books. When doing the pair work or the group work, they are reluctant to discuss with their partners. Besides, their homework is always a mess. In other words, they do not have a correct attitude towards English learning. All these can only lead to a bad result, which will reduce their motivation in return. On the other hand, it also indicates that even though these students have low achievements, some of them possess the motivation of learning English well. Their motivation is just a little lower than that of the high achievers. Therefore, teachers should be aware that they should try to improve the students' English. Only in this way can their motivation be aroused. And gradually their good attitudes can be fostered. Therefore, the researcher often pays more attention to the low achievers. Each time they make few progresses in any aspect, the researcher will praise them in time before the students in class. And then the researcher will encourage them to continue to do it in future. All these can help them develop their interest in learning English. Additionally, the researcher is willing to make full use of the leisure time to help these students learn English, which is helpful for them to catch up with others.

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TABLE III.
CORRELATION BETWEEN THE RESULTS OF LOW ACHIEVERS

| | | The result of final exam | The result of questionnaires |
|---|---|---|---|
| The result of final exam | Pearson Correlation | 1 | .720** |
| | Sig. (2-tailed) | | .000 |
| | N | 23 | 23 |
| The result of questionnaires | Pearson Correlation | .720** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 23 | 23 |

**. Correlation is significant at the 0.01 level (2-tailed).

### *B. Factors Affecting the Motivation and Attitudes towards Learning English of Junior High Students*

There are many factors that have an influence on the motivation and attitudes towards learning English of the junior high students. On the basis of the previous research and the interview delivered by some of the students and the three teachers, the researchers hold that there are four factors which have great effects on the students' learning motivation and attitudes: school circumstances, classroom atmosphere, teachers and home environment. In the following part, the four parts will be discussed in details.

(1) School Circumstances

Environment is one of the important extrinsic factors which has a great impact on the learning. The circumstances of school, such as school tradition construction and school administration, will affect the students' emotion, learning motivation and attitudes, especially for the junior students. Williams and Robert (1997, p. 199) points that it is very necessary for the students to create and maintain a better and strong learning atmosphere, which can contribute to obtaining high achievements. With the help of the interview of the three high English achievers, the researcher finds that they are all satisfied with the school circumstances. The school attaches great importance to the culture building. According to the work arrangement, many extracurricular activities about English are held, such as English Culture Festival, English Speech Contest, English Calligraphy Competition and so on. The researcher also comes to know that the high English achievers are willing to take an active part in these activities. They think that these activities can help to improve their English and their oral English which, to some extent, can motivate them to learn English. Besides, it can help the students develop a good habit of learning English. Thus, their correct and positive attitudes towards learning English will be formed. However, by conducting the interview with the three low achievers, the researcher comes to know that these students are not interested in these extracurricular activities and they are reluctant to take part in them. They think that their English is so poor that they do not have the ability to do well in these activities. As a result, they are reluctant to spend time on the English learning, which may bring them an unsatisfactory result. Furthermore, it will reduce their motivation of learning English.

(2) Classroom Atmosphere

From the classroom observation and the interview with the students and teachers, it can be seen that the factor affecting the motivation and attitudes mainly comes from the English classes. For most of the junior high students, the classroom teaching is their main source of learning English. Therefore, the atmosphere, the classroom discipline and their classmates are very important for their learning. Another class has a relatively good learning atmosphere. The class adviser does well in elaborating their class culture. Many pictures are put up on the walls of their classroom and they are used to motivate the students to concentrate on their learning. And there are teacher's words and the best wishes for the students' learning on the blackboard at the back of their classroom. Beside the blackboard, the learning goals made by the students themselves are posted. All in all, in this way, the whole class has a good learning atmosphere. And the students will learn from each other and then study hard. In other words, it will help improve the junior high students' learning motivation and it also helps them to possess a correct attitude towards their own learning. Besides, their classroom discipline is wonderful. Thus most of them can listen to the researcher carefully. All these aspects create such a condition that there is a great atmosphere for the students themselves to learn English well. More importantly, there is such a phenomenon in Class B that the high achievers help the low achievers and their seats in the classroom are arranged according to this principle. In this way, the high achievers can be regarded as the examples of their members. At the same time, there is a competition among these groups and everyone will have a competitor. Therefore, to defeat their competitors, most of the students in Class B are willing to learn English. However, in Class A, their classroom discipline is not ideal and many of the students talks with each other in the class and do something that has nothing to do with English learning. In this atmosphere, many students cannot listen to the teacher carefully, which brings them the quite unsatisfactory achievements. Moreover, according to the interview with the low English achievers, these students argue that when other students do not listen to the class or talk with each other, they will be influenced and they are not able to listen carefully. Besides, most of them do not have a correct attitude towards learning. Therefore, their achievements will not be satisfactory. In return, their motivation of learning will be reduced. Therefore, the researcher concludes that the classroom atmosphere is essential.

(3) Teachers

Besides the factors discussed above, the teacher also plays a very important role in strengthening the students'

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motivation and attitudes towards learning English. The harmonious relationship between the teacher and the students can help to arouse their motivation of learning English. And the inculcation from the teacher is helpful to correct their attitudes towards the English learning. According to the classroom observation and the interview with the students and teachers, the researcher finds that the students who receive more help and guidance from the teacher in class and/or after class can get higher achievements. At the beginning, the researcher realizes that the subject representative of English has lower confidence in speaking English. Later, the researcher often has a talk with him and encourages him to read more and speak more. Besides, the researcher often pays more attention to him and his homework, to some extent, give him much encouragement and confidence. Furthermore, it not only helps him arouse the motivation of learning English but also helps him possess a positive attitude towards learning English. And he is encouraged to ask the researcher for help when he meets some difficulties. From then on, he is getting improvement little by little. And he achieves high scores of 118 in the final examination. By paying the visit to his home, his mother tells the researcher that he is very willing to learn English and his interests in learning English are improved greatly from the beginning of junior middle school. In addition, he can finish his homework on time and does it carefully. In the interview, the researcher knows that most of the students like learning English owing to the harmonious relationship between teachers and students. According to the arrangement of the school, the researcher pays visits to many students' homes. By the visits to their parents, the researcher comes to know that there is a great impact which the researcher has on the students' English learning. The students argue that the researcher is patient to give the lessons and always help them resolve the difficulties, which enhances their confidence and motivation of learning English. Furthermore, some of them also set the researcher as their example and thus have transformed their attitudes towards the English learning. It will help to get high achievements.

(4) Home Environments

The home environment is another important factor that cannot be ignored, which is closely related to the students' learning and growth process. According to the scientific research, the economic situation of the family, their parents' degree of education and their occupation can all influence the students' academic achievements and attitudes towards learning English. With the help of the interview, the researcher comes to know that most of the parents are busy in working and the children live with their grandparents. For that reason, some of their grandparents cannot give any guidance on their study. From the interview with the teachers, especially for the class advisers, the researcher finds that some parents of the high English achievers often call the advisers up to ask about the situations of their children and talk about their learning with the teacher. It is obvious that these parents attach great importance to the learning of their children. And as a result, their children can achieve satisfactory achievements because of their parents' attitudes towards their learning which can have a great influence on them, while the parents whose children are low achievers in learning English seldom talk with the teacher and they do not take care of their learning situations. To some extent, it will further reduce their motivation of learning. However, there is an exception that although some of the parents whose children get low English achievements also pay more attention to the situations of their children, their children's achievements are not satisfactory because they lack the basis of English learning. Some of the students are taken care of by their mothers or fathers. And in general, their mothers or fathers are responsible and considerable. Every night when their children finish their homework, they will help them check it carefully. Also, they often ask their children about the learning situations in school. They are willing to work with the teacher to help their children finish the homework and learning tasks. By paying the home visit, the researcher finds that these parents pay more attention to their children's learning. To some extent, the parents' attitudes towards learning can influence their children directly or indirectly, which will guide their children to hold a correct attitude towards learning. Thus their achievements will be improved. The researcher also finds that the students with low achievements pay no attention to the English learning. And their parents do not care about their learning situations, either. They do not ask about their marks, homework or learning tasks. Gradually, such attitudes of the parents will lead to a negative attitude of their children and their motivation of learning will be reduced.

### *C. The Strategies to Improve the Junior High Students' Motivation and Attitudes towards English Learning*

Based on the above discussion, it is obvious that the strong motivation and positive attitude towards learning are very important to the students' achievements. Therefore, to improve the junior high students' motivation and attitudes of English learning is the first thing to do.

Firstly, the school should help the students build good learning circumstances by holding all kinds of extracurricular activities about English learning, which can not only help them learn English in a relaxing way but also increase their motivation of learning. These activities can be English Culture Festival, English Speech Contest, English Calligraphy Competition and so on. Most of the students will be actively involved in these activities. Through these activities, it will help the students establish a better atmosphere to learn English well. To be able to take part in them, the students will study hard to learn English well to improve their English and enhance their oral English. Bit by bit, their motivation of learning English will be aroused and increased.

Secondly, the English class is the main source for the students to learn English and the classroom is the important place for the students to study. Therefore, the classroom atmosphere should be paid more attention to. The adviser of the class should help the students build a strong learning atmosphere from the perspective of class culture and classroom discipline. In this way, it will help the students develop such a habit that they should possess a correct attitude towards learning and try their best to study hard as soon as they come into the classroom. Generally speaking, the classroom

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discipline plays an important role in their learning effects. If there is a better classroom discipline, the students' learning effects will be increased. And the better and stronger class culture can arouse the students' motivation of learning and maintain a correct attitude towards learning.

Thirdly, the relationship between the teacher and students should be harmonious and equal. The words and deeds of the teachers can have a great influence on the students' learning. Besides, the teacher should try to motivate the students at the beginning of the class in order to arouse the students' interest in learning English and maintain the motivation in the whole class. The teacher can take advantage of the several minutes before the class to guide the students to listen to an English song, do a role play, play a game or have a free talk, in order to motivate the students. In this way, it can help the students maintain a better condition that they may concentrate on their learning in the whole class. And during the class, the teacher can do some activities to encourage students to take part in and the Task-based Language Teaching approach can be used. The teacher can arrange some tasks which are related to the real life in class and it will help to guide everyone to participate in. Thus it can arouse the students' interest and motivation to learn English. More importantly, the teacher should treat the students in an equal and friendly way, which will have a significant effect on increasing the students' motivation and correcting their learning attitudes. Furthermore, the teacher should try to find out students' merits or their improvements to encourage and praise them in time, which will give them much more encouragement and motivation of learning English. Besides, more patients should be given to the students, especially to the low achievers. All these can help to arouse the students' motivation and hold a positive and correct attitude towards learning.

Last but not least, parents should cooperate with school teachers to help students achieve high achievements. The attitudes of the parents towards English learning will have a great influence on the students' motivation of learning. Therefore, the parents should pay more attention to the situations of their children's learning. And they can often ask about their learning situations and help them finish their homework every day. Besides, they should give their children more encouragement in the process of learning. All these aspects can help the students correct their attitudes towards learning and arouse them to study hard.

## V. Conclusion

### A. *Research Findings*

This research adopts questionnaire, interview and classroom observation to study the research questions in details. And the conclusions are as below:

(1) There is a positive correlation among the achievements, the motivation and attitudes towards learning English of junior high students. In other words, they are interactional and primitive mutually for the English learners. The students with a strong learning motivation and correct attitudes towards learning English will taste and experience the pleasure of studying in the process of learning English. And later they will be more interested in learning English and work hard. Obviously, their achievements will be better, which can bring them a sense of achievement. In return, this pleasure of learning and the sense of achievement can not only help to further enhance the junior high students' motivation of learning English, but also play an important role in maintaining the correct and positive attitudes towards learning English.

(2) School circumstances, classroom atmosphere, teachers and home environment are the four main factors affecting the motivation and attitudes, which can help the students hold a correct way of attribution. The correct and proper attribution is not only helpful to arouse the motivation of learning English but also, in return, can help them maintain a correct attitude towards learning English. All these aspects can help to bring excellent achievements, which can make them possess the strong motivation of learning and hold a positive attitude towards the English learning. And it will assist them to have a proper and better way of attribution.

(3) The following ways to improve the motivation and attitudes should be paid more attention to. Firstly, it is very important for the school to establish stronger and better circumstances of studying by holding different kinds of activities, which not only offers a precious opportunity for the students to practice their oral English but also arouses their motivation of learning English. Secondly, the class culture and classroom atmosphere should not be ignored. The stronger their classroom atmosphere is, the stronger motivation the students have. Thirdly, the teachers play a significant role in the process of English learning. Their words and behaviors can affect the students a lot. Last but not least, the parents should cooperate with the teachers and pay much more attentions to their learning. The students and teachers should attach importance to these four aspects. Therefore, in order to motivate the junior high students to learn well and thus to achieve high scores, the above aspects should be taken seriously.

### B. *Pedagogical Implications*

In order to be beneficial to the future teaching of the teachers, the researcher concludes the following three pedagogical implications on the basis of the above research findings.

(1) To arouse the students' motivation and correct their attitudes towards the English learning

According to the conclusion, the strong motivation and correct attitudes towards learning can bring excellent achievements. It is obvious that to arouse the students' motivation and correct their attitudes is important. The teachers should have a good knowledge of the basic situations of each student and take the corresponding actions to enhance the

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students' interests in learning. It will help to maintain the students' interests in learning English. Thus it can not only arouse their motivation of learning but also correct their attitudes of learning English.

(2) To pay more attention to the four main factors

The school circumstances, the classroom atmosphere, the teacher and the home environment will affect the students' learning effects directly or indirectly. Firstly, the school should think highly of the school tradition construction and holds some activities to offer an opportunity for every student to take part in them. Secondly, the teachers should also pay more attention to the classroom culture and atmosphere in the class. Besides, the teachers should better the class discipline. Thirdly, the teachers should be patient with the students and give them more encouragement and praise. And they should try to build a harmonious relationship with the students.

(3) To guide the students to have a correct and positive way of attribution

As a teacher, he or she should guide the students to have a correct and positive way of attribution to their learning behaviors and learning effects. The teachers should have a great knowledge of the way of attribution of each student. For the low English achievers, the teachers should guide them to attribute the low marks to the extrinsic factors and then help them create a chance to obtain the success, which will help them build the confidence in learning well and possess a reasonable attribution. However, for the high English achievers, the teachers should guide them to attribute the high marks to the intrinsic factors and help them realize that hard work can bring success. Furthermore, they should ask the students to believe that they are able to achieve success. Thus their motivation of learning English will be enhanced.

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# 基于 CiteSpace 的国内语料库翻译学研究知识图谱分析

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**摘 要**:以近 20 年(1998-2017 年)CNKI 数据库检索的 1 916 篇语料库翻译学文献为数据来源,借助文献计量软件 CiteSpaceⅢ对语料库翻译学研究走势、发文机构、研究作者、研究热点、研究时区以及高被引文献 6 个方面进行系统分析,在此基础上绘制语料库翻译学研究知识图谱.结果显示:1)从外部特征来看,近 20 年国内语料库翻译学的发文量整体呈波浪式发展趋势,具体可划分为低缓期、爆发期和持续期 3 个发展阶段;发文机构主要集中于外语类院校或非外语类院校的外国语学院,其中上海交通大学和北京外国语大学成就最为突出;研究者合作团队以单核心模式发展,王克非、胡开宝、刘泽权等学者对该学科发展贡献巨大.2)从内部特征来看,近 20 年国内语料库翻译学的研究热点集中于译学语料库建设、翻译语言特征、译者风格和翻译教学 4 个方面的研究;在近 20 年的发展过程中,语料库翻译学以机器翻译为出发点,经历了研究领域扩大化、研究主题多样化和研究内容深入化的过程;在高被引文献中,评介类文献具有较多施引文献.

**关键词**:语料库翻译学;CiteSpaceⅢ;可视化分析

**中图分类号**:TP391;H08 **文献标志码**:A

科学知识图谱是随着信息社会的发展而新兴的一个交叉研究领域,能够对知识单元或群体之间的网络结构及其互动、衍化等复杂关系予以描述或表达.它是显示某一特定的学科相关知识的结构关系和发展进程的一种图形,并以可视化的方式清晰直观地反映序列化的知识谱系[1].在当前大数据的时代背景下,传统的对于学术个体静态的关注,已不能适应科技高速发展的需求,采用学术关联的方式来研究结构复杂的大科学系统已是大势所趋[2].作为一种崭新的研究方法,科学知识图谱受到各类研究者的关注[3],被广泛应用到情报学、教育学、医学、体育学等学科领域.不过,在语言研究领域中,知识图谱的优越性还未完全体现出来,尤其是在语言研究的交叉学科中,知识图谱更鲜为专家学者所用.鉴于此,本文选取在新时代背景下占据重要地位的语料库翻译学为研究对象,对其进行可视化分析,旨在揭示该学科在我国发展的前沿热点及其动态变化.

语料库翻译学是在语料库语言学和描写性译学的双重影响下发展起来的一门交叉学科.描写性译学研究为语料库翻译学的产生和发展奠定了坚实的理论基础,语料库语言学则为其研究提供了方法论支撑.Laviosa[4]将其定义为一种连贯且综合的研究范式,涉及翻译理论、描写及实践等问题,已成为描写性译学研究的新范式.1993 年,英国曼彻斯特大学 Mona Baker 教授在 *Corpus Linguistics and Translation Studies: Implications and Applications* 一文中指出了语料库在译学研究中的应用及其意义[5],于是利用语料库方法进行翻译研究开始进入学者们的研究视野.此后 Mona Baker 又于 1996 年发表了题为 *Corpus-based Translation Studies: The Challenges that Lie Ahead* 的论文[6].此文的发表,标志着语料库翻译学作为一门学科,开始正式登上历史舞台.随后,国内专家学者也开始致力于语料库翻译学的研究,语料库翻译学逐渐成为国内翻译学和语料库语言学的研究热点,引起了专家学者的广泛关注.也就是说,语料库翻译学在国内发展起来是近 20 年的事情,因此,本文以近 20 年(1998-2017 年)为时间节点,借助当前绘制科学知识图谱最流行的计量工具 CiteSpaceⅢ对国内语料库翻译学进行全景式扫描,研究应用流程如图 1 所示.

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图 1 研究应用流程

本文以 CNKI 为数据平台,对来源于 SCI、EI、CSSCI 等源期刊及其他期刊的数据通过词检索、期刊检索、学科检索、作者检索和机构检索等方式进行条件性筛选,然后将筛选整理结果保存为文本数据格式,以供进一步研究使用.数据准备工作就绪后,进入 CiteSpace 运行阶段,这一阶段主要包括一系列的功能选择,即阈值选择、时区选择、剪枝选择、功能选择.其中,阈值选择、时区选择和剪枝选择是保证图谱效果的基础设定工作,功能选择则最终决定图谱显示的主要内容.当人工完成这些选择,按下运行按钮,软件后台进行矩阵创建、降维和聚类的过程,随后软件运行窗口显示数据筛选和运行情况,进入可视化阶段.在可视化阶段中,如对生成的图谱满意,则对其加以解读,如不满意则重新进行功能选择,直到图谱效果达到预期效果为止.

## 1 研究设计

### 1.1 数据来源

以中国知网(CNKI)作为数据平台,SCI、EI、CSSCI 等来源期刊为依托,在 CNKI 数据库的高级检索中

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设置“语料库”&“翻译”为关键词，检索时间为 1998－2017 年，数据库检索下载日期为 2017 年 7 月 1 日，经过数据处理和人工筛查，共返回有效检索结果 1 916 篇文献作为本研究的数据来源.同时，从样本文献中提取除摘要以外的全部信息并保存为 TXT 纯文本格式，文件名设置为“download_yuliaokufanyixue.txt”，以便于数据的整合与分析.

### 1.2　研究方法

本研究借助美国德雷赛尔大学(Drexel University)信息科学与技术学院陈超美教授开发的应用于科学文献显示和识别科学发展热点动态的可视化应用软件 CiteSpaceⅢ，用以研究近 20 年语料库翻译学在国内的发展动态与研究前沿.具体方法为：在 Java 平台上安装并运行 Cite SpaceⅢ，对在 CNKI 上保存的 TXT 文本格式数据进行一系列操作.将年份切片设置为 1 年，阈值为 50，对发文量(Posting Quantity)、发文机构(Institution)、作者(Author)、关键词(Keyword)等生成图谱，并借助 Microsoft Office Excel 软件对数据进行整理和解读.本文拟回答以下研究问题：

(1)从外部特征(包括研究趋势、发文机构和研究作者)来看，语料库翻译学近 20 年的发展有何特点？

(2)从内部特征(包括研究热点、研究时区和高被引文献)来看，语料库翻译学近 20 年的发展有何特点？

## 2　结果与分析

### 2.1　国内语料库翻译学研究的外部特征

#### 2.1.1　发文量的时间分布

对某一领域的发文量进行历时性分析能够揭示该研究领域的发展特点及趋势.为了研究语料库翻译学发文量的时间分布，本文借助 CiteSpaceⅢ将期刊高级检索的主题词设置为“语料库”&“翻译”，对 1998－2017 年间发表的 1 916 篇相关文章按年进行统计分析生成国内语料库翻译学研究文献数量走势图(图 2).

图 2　国内语料库翻译学研究文献数量走势图

由图 2 可以看出，我国语料库翻译学研究的发文量自 1998 年至 2017 年整体呈波浪式增长.邱均平认为，科学文献增长模式的不同归根于增长过程和速度的不同[7].基于此，根据增长速度的不同，语料库翻译学在 1998－2017 年的发展可以划分为 3 个阶段：低缓期(1998－2006 年)，爆发期(2007－2015 年)与持续期(2016－2017 年).低缓期(1998－2006 年)的发文量基数小，增速缓.9 年间发文量共计 127 篇，年均发文量约 14 篇.爆发期(2007－2015 年)在低缓期发展的基础上增幅迅速加大，并于 2015 年达到峰值.整个爆发期的发文量为 1 428 篇，年均发文量约 179 篇，从这个意义上来讲，2007－2015 年是语料库翻译学研究走向繁荣的一个关键期.该时期的研究为语料库翻译学的深入发展奠定了坚实的基础，同时也提供了更多的研究切入点.2016－2017 年语料库翻译学进入持续发展阶段，呈现稳中求进的发展态势，年均发文量约 180 篇.需指明的是，2017 年出现的下降趋势是由于数据不全导致发文量数量偏低，不过即使是在这种情况下，语料库翻译学的年均发文量与前期相比仍在较高水平上，这在一定程度上说明了语料库翻译学目前已经受到了国内学者的充分关注.国内语料库翻译学发文量呈现良好的增长态势，究其原因，一方面归功于语料库的开发.语料库翻译学研究的开展以双语计算机语料库为前提，而平行语料库、双语语料库和可比语料库等多种适用于翻译研究的语料库的不断开发与投入使用为语料库翻译学研究提供了前提条件；另一方面是由于研究切入点的多元化.语料库翻译学无论在理论层面还是在实践层面都具有广阔的研究前景，这使得该学科的研究切入点日趋多元化和深入化[8].

#### 2.1.2　发文机构分布

在 CiteSpaceⅢ中的网络节点选择机构(institution)，生成语料库翻译学领域发文高产机构网络知识图

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谱,如图 3 所示.

图 3 语料库翻译学研究机构图谱

由图 3 可知,语料库翻译学高产机构图谱 Nodes(节点数)=255,Links(连线数)=32,Density(网络密度)=0.001.图中圆形节点代表研究机构,圆圈直径的大小以及字号大小与其出现的频数呈正相关关系,节点圆圈直径和字号越大,则其所代表的机构发文量也就越多[9].节点间的连线代表机构之间的合作关系,线条的粗细与机构之间的合作发文量也呈正相关关系,两个机构之间的线条越粗,则两个机构之间的合作发文量越多.基于此可知,我国进行语料库翻译学研究的机构共有 255 个,其中节点显著性较强的有上海交通大学外国语学院和北京外国语大学中国外语教育研究中心.整理知识图谱中节点度最大的前 10 个机构名称及其相关信息,如表 1 所示.

表 1 语料库翻译学发文机构前 10 位

| 排名 | 机构 | 地区 | 发文量 | 发文起始年份 |
|---|---|---|---|---|
| 1 | 上海交通大学外国语学院 | 华东 | 51 | 2003 |
| 2 | 北京外国语大学中国外语教育研究中心 | 华北 | 41 | 2002 |
| 3 | 江苏大学外国语学院 | 华东 | 16 | 2005 |
| 4 | 天津科技大学外国语学院 | 华北 | 15 | 2007 |
| 5 | 南京大学外国语学院 | 华东 | 11 | 2003 |
| 6 | 南华大学外国语学院 | 华中 | 11 | 2011 |
| 7 | 香港理工大学 | — | 11 | 2010 |
| 8 | 上海外国语大学 | 华东 | 10 | 2007 |
| 9 | 江西理工大学外语外贸学院 | 华东 | 10 | 2008 |
| 10 | 北京航空航天大学外国语学院 | 华北 | 9 | 2010 |

从研究机构的性质来看,国内对语料库翻译学研究做出突出贡献的机构多为外语类院校或非外语类院校的外国语学院.其中,外语类院校有北京外国语大学和上海外国语大学,作为国内知名度较高的两所外国语大学,这两所高校不仅在语料库翻译学方面颇有建树,在其他与外语相关的研究领域中也占有重要地位,是国内外语类研究的主力军.在非外语类院校的研究中,上海交通大学外国语学院的研究成果最为显著,江苏大学外国语学院、天津科技大学外国语学院、南京大学外国语学院、南华大学外国语学院等也取得了一定

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的成果.另外，香港理工大学虽然是一所理工类院校，但由于其特殊的语言背景及其文化原因，也致力于语料库翻译学的研究并推动了该学科的发展.

从研究机构的地域分布来看，语料库翻译学的高产机构主要集中在华东和华北地区，华东地区以上海为中心向四周扩散，华北地区以北京为中心向四周扩散.这两个地区之所以能在学科研究中成果硕丰，与当地的人才聚集有一定关系.北京是全国政治经济文化中心，上海是国际化大都市，两地吸引了大量优秀人才齐聚于此，促进了科研工作的快速发展.

从研究机构的发文起始年份和发文量来看，北京外国语大学中国外语教育研究中心最先在语料库翻译学领域有所建树，发文量也处于同类研究机构前列.在其之后，上海交通大学外国语学院也相继产出成果，并成为目前该领域发文量最多的机构.随后南京大学外国语学院、江苏大学外国语学院、上海外国语大学、江西理工大学外语外贸学院、北京航空航天大学外国语学院等高校或院系也纷纷开始进行语料库翻译学研究，语料库翻译学的研究热度逐渐增强.

从研究机构之间的合作量来看，各机构之间的合作力度有待提高.图 3 所示，在进行语料库翻译学研究的 255 个机构中，代表各机构之间合作关系的连线仅有 32 条.由此可见，各机构之间的合作力度有待加强，即使是研究成果较多的上海交通大学和北京外国语大学，它们的中心度也没有被完全凸显出来.这可能是由于语料库翻译学相对来说是一门新兴学科，它的进一步发展壮大，需要留有充足的时间来保证各机构之间的合作.不过，与其他学科一样，国内语料库翻译学研究要想实现全面发展，在国际研究界占有一席之地，学界必须加强各研究机构之间的合作关系，以此来保证研究的广度和深度.

### 2.1.3　研究作者分布

研究者对学科的发展演进意义重大，是推动学科发展的内生力量[10].对作者和科研团队进行分析，有助于了解国内语料库翻译学研究作者之间的合作与科研团队之间的合作关系，对语料库翻译学科研活动予以管理与引导，进而推动该领域研究在我国得以均衡快速发展.通过 CiteSpace Ⅲ 软件的网络节点选择作者，生成语料库翻译学研究的作者合作图谱(图 4).

图 4　语料库翻译学作者合作图谱

科学产出与科学家之间的合作频次紧密相关，并且科学家的高产出率与合作的高水平呈正比例关系[11].图 4 中所示 Nodes(节点)=205，Links(连线)=75，Density(密度)=0.003 6.节点代表作者，节点越大，则其所代表的作者发文量越大.节点之间的连线代表作者之间的合作关系，连线的粗细程度与作者之间的合作次数呈正相关.我国语料库翻译学研究领域核心作者共现知识网络密度较低，表明作者之间的合作程度较低，仅形成了几个较有影响的合作团队，如王克非团队、胡开宝团队、刘泽权团队等.其中，以王克非团队规模最为壮大，其团队成员主要有黄立波、胡显耀和秦洪武等人.

通过进一步研究发现，该领域高产作者以单核心模式发展，未出现双核心或多核心模式.而单核心模式

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的团队合作过分依赖于核心人物,网络牢固性较差,不利于学科的发展和进步,甚至会出现研究停滞的情况.因此,语料库翻译学领域应致力于双核心和多核心团队的创建.为进一步了解核心作者的发文情况,特整理出发文量排名前 10 位核心作者的信息,如表 2 所示.

表 2 语料库翻译学核心作者

| 序号 | 作者 | 发文量 | 发文起始年份 | 单位 | 研究方向 |
|---|---|---|---|---|---|
| 1 | 王克非 | 26 | 2004 | 北京外国语大学 | 语库翻译学 |
| 2 | 胡开宝 | 18 | 2009 | 上海交通大学 | 语料库翻译学 |
| 3 | 刘泽权 | 15 | 2008 | 河南大学 | 语料库语言学、翻译学 |
| 4 | 戴光荣 | 13 | 2010 | 福建工程学院 | 语料库语言学、语料库翻译学 |
| 5 | 戈玲玲 | 12 | 2011 | 南华大学 | 语料库语言学、翻译学 |
| 6 | 黄立波 | 11 | 2008 | 西安外国语大学 | 语料库翻译学 |
| 7 | 陈建生 | 11 | 2010 | 天津科技大学 | 语料库语言学 |
| 8 | 余军 | 9 | 2010 | 厦门理工学院 | 翻译学、语料库翻译学 |
| 9 | 刘芳 | 9 | 2014 | 天津工业大学 | 翻译学、语料库翻译学 |
| 10 | 韩江洪 | 8 | 2015 | 南京大学 | 翻译学 |

由表 2 可知,王克非从 2004 年始就致力于语料库翻译学的研究,至今已发表相关论文 26 篇,无论是从发文起始年份还是从发文量上来说,王克非均在该领域独树一帜,是国内语料库翻译学研究的领军人物,为该学科的发展做出了杰出贡献.此后,胡开宝、刘泽权、戴光荣等纷纷进军语料库翻译学领域,语料库翻译学的研究队伍逐渐壮大,呈现出遍地开花的局面.通过观察发文量前 10 位核心作者的研究方向,发现他们的研究方向均涉足翻译学和语料库语言学两个领域.由此可知,语料库翻译学这一学科与翻译学和语料库语言学的关系十分密切,具有语料库语言学和翻译学研究背景的学者更易于在语料库翻译学领域大显身手.

语料库翻译学虽然属于翻译学的研究范畴,但在研究的过程中也融合了语言学、文学、教育学、心理学、社会学、计算机科学等不同学科的知识,是一门综合性的交叉学科.跨学科的性质拓宽了语料库翻译学的研究思路,为该学科的发展壮大打下了坚实的基础.需要注意的是,也正是由于交叉学科的性质,语料库翻译学对其研究者提出了更高的要求,要求他们必须掌握多种学科知识,才能更好地进行语料库翻译学研究.

### 2.2 国内语料库翻译学研究的内部特征

#### 2.2.1 研究热点

关键词是对文章核心思想的提炼和升华.如果某个关键词在一个研究领域的文献中反复出现,则该关键词所表征的主题内容就是该领域的研究热点[12].其复现的频率越高,表明该关键词所表征的课题研究热度越高.运用 CiteSpace III 设定关键词,选择最小生成树法.对国内语料库翻译学研究文献关键词进行统计分析,生成国内语料库翻译学研究的共现知识图谱,详细情况见图 5.

图 5 中每个圆圈即节点代表一个关键词,某一关键词出现的频次越高,则圆圈的直径以及节点与标注词的字体就越大,其在该领域的研究热度也就越高.网络中共有节点 358 个,连线 599 条,网络密度为 0.009 4.基于以上描述从图 5 中可以发现,在国内语料库翻译学研究中,节点度值最高的关键词是“语料库”,由此可见语料库之于语料库翻译学研究的意义.正如 Kenny 所说,语料库为专家学者进行翻译研究提供了一个新的视角[13].除“语料库”一词外,图谱中其他网络节点的节点度中心性存在较大的差异性,但总的来说可以分为以下 4 个知识群.

知识群 1:译学语料库建设研究.语料库建设是任何基于语料库研究的开端.语料库搜集的语料及方式影响甚至决定着研究进展的顺利与否,因此译学语料库建设是语料库翻译学研究得以进行的基础和保障.从形式上来说,因研究目的不同,常用的译学语料库有平行语料库、可比语料库和类比语料库等.在语料库的创建过程中,语料对齐技术引起专家学者的关注与讨论,是译学语料库建设研究的重点和难点所在.从内容上来说,国内语料库翻译学界所建的语料库大多以文学文本为语料来源,如《红楼梦》和莎士比亚戏剧等.

知识群 2:翻译语言特征研究.在译学语料库的协助下,翻译学家探讨了翻译语言特征这一问题,对译本

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中的语言特征进行分析，如对翻译共性的研究，包括显化、隐化和范化，其中对显化现象的研究尤为突出.除此之外还有对语义韵的研究以及其他语言特征的研究等.这些基于语料库对翻译语言特征的研究有利于研究者发现翻译的规律，对翻译学习有一定的指导作用.

图 5　国内语料库翻译学关键词共现图谱

知识群 3：译者风格研究.不同的译者具有不同的翻译风格，对译者风格的研究不仅能加深对原文的理解，而且通过对两个或两个以上译者的译文进行对比分析，对某译者常用的翻译策略及动因的探究也大有裨益.基于语料库的译者风格研究通常以某一语言单位，如词汇、句子等为着眼点，以此为基础来体现译者风格.

知识群 4：翻译教学研究.在语料库应用于翻译教学研究之前，翻译教学的主观性相对较强，往往以教师个人经验为基准授课，翻译成果的准确性和科学性不能保证.借助语料库的翻译教学以大量真实的语言文本为基础，学生能更加主动地去理解文本出现的语境及译者使用的翻译策略，如借助语料库驱动的配价结构描写体系和语料库语言学分析手段，全面清晰观察与分析 APPOINT 的用法，使翻译用词更加准确[14].

综上所述，语料库翻译学的研究热点涉及译学语料库的创建、翻译语言特征、译者风格以及翻译教学的研究等方面.进一步分析可以发现，这些研究热点融合了计算机科学、文学、语言学以及教育学的知识，说明语料库翻译学与诸多其他学科联系紧密，这也正是语料库翻译学能够保持其蓬勃发展的生命力所在.

### 2.2.2　研究时区分析

为了深入了解近 20 年国内语料库翻译学研究热点的变化情况，运行 CitespaceIII，将网络节点设置为 Keyword，显示类型设置为“time zone”，对 1998 年以来语料库翻译学研究热点的时区分布进行可视化分析，生成的知识图谱如图 6 所示.时区分布图谱由时区的条形区域组成，以年为分割线呈现了研究热点的历时性演变.

总体上来看，时区图谱中热点词的密度随时间的推进在一定限度内不断增大，前沿热点之间联系紧密，再现了语料库翻译学研究切入点的多元化过程.结合近 20 年语料库翻译学在国内发展的 3 个阶段，即低缓期(1998－2006 年)，爆发期(2007－2015 年)与持续期(2016－2017 年)，国内语料库翻译学发展的时区特征见图 7.

低缓期的重点工作是译学语料库创建及相关技术问题.语料库技术是创建语料库的基础工作，影响甚至决定着研究结果的效度和信度.因此，在研究初期，学者们最先对语料库基础技术予以探索，如自然语言处理、句子对齐、数据挖掘及存储、语料标注、跨语言信息检索、词语对齐等.在语料库技术日趋成熟的基础之上，一系列研究成果相继问世，主要包括机器翻译、英文词典、译文模板、在线语料库、在线词典、电子词典等，另外，一些基于语料库的书面语自动评价模型的创建[15－16]也能促使翻译教学和翻译研究得以进一步发展.

爆发期的研究热点开始转向基于语料库的翻译研究.从宏观上来看，译者风格和翻译策略研究所受关注度较高.其中，译者风格研究往往是对某篇经典文学作品的几篇译文进行分析、比较，以此揭示不同译者的翻

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译风格,如 Yu Ching-hua 对《老人与海》的余光中译本和张霭玲译本的译者风格研究[17]、刘泽权基于《红楼梦》中英文平行语料库对 David Hawkes 和 John Minford、杨宪益夫妇以及 Bencraft Jolyd 译本的报道动词译者风格研究等.翻译策略研究是在译者风格的研究基础之上对不同译者在面对同一种语言现象时所采用的翻译方法的比较.从微观上来看,语义韵、翻译语言特征、人称代词、模糊限定语等具体的译文语言研究热度渐高.此外,爆发期还注重文化层面的翻译研究,如汉语的译出、语言接触研究等.

图 6 国内语料库翻译学时区图谱

图 7 国内语料库翻译学时区特征

持续期语料库翻译学的研究侧重服务于国家的经济、政治和文化,商务合同翻译、外宣翻译以及其他顺应跨文化交际的翻译研究开始增多,这是由于随着经济全球化的进展以及中国"一带一路"项目的启动,中国与世界各国的联系需要翻译工作的深入发展为其扫除障碍,更好地促进合作共赢局面的形成.

语料库翻译学在近 20 年的发展中经历了研究领域扩大化、研究主题多样化和研究内容深入化的过程,概括来说,其发展变化的特点如下:1)译学语料库的创建工作持续进行,语料库类型实现多样化,建库技术也日臻成熟;2)基于语料库的翻译语言特征是该领域研究的重要内容,其中对显化的研究尤为突出;3)翻译成果与日常生活的关联越来越密切,如人工智能、公示语、字幕翻译等;4)基于语料库的口译研究有所发展但程度不高.

### 2.2.3 高被引文献分析

引文分析是通过数学和统计学方法分析期刊、论文及作者的引用与被引用的情况,以便揭示其数量特征和内在规律的一种文献计量方法[18].高被引文献是指在某个统计时间段内,被引用次数排在某一研究领域前列的论文,在一定程度上代表了学科的研究进展,具有重要的研究意义[19].利用 CitespaceIII 对文献进行高被引分析,并将数据导入 Microsoft Office Excel 中,被引频数最高的前 10 篇文献相关信息如表 3 所示.

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为了进一步揭示高被引文献的研究内容，分别对表 3 中所列 10 篇文献的摘要、关键词以及研究路径进行分析并加以归类，发现评介类文献 5 篇(1、3、5、8、9)(前面括号中的数字为文献在表 3 中的序号)、翻译语言特征研究 2 篇(4、10)、翻译策略研究 1 篇(2)；译学语料库建设 1 篇(6)、译者风格研究 1 篇(7).从高被引文献前 10 位的文献类型来看，评介类文献占其中的 50%，由此可以推断，当前国内语料库翻译学的研究尚未完全成熟，还需要通过不断引介促使学科发展.

表 3　高被引文献前 10 位

| 序号 | 文献名称 | 作者 | 发表期刊 | 发表年份 | 被引次数 |
|---|---|---|---|---|---|
| 1 | 语料库与翻译研究 | 廖七一 | 外语教学与研究 | 2000 | 208 |
| 2 | 澳门公共牌示语言及其翻译研究 | 张美芳 | 上海翻译 | 2006 | 180 |
| 3 | 利用语料库调查译者的文体——贝克研究新法评介 | 张美芳 | 解放军外国语学院学报 | 2002 | 131 |
| 4 | 基于语料库的翻译汉语词汇特征研究 | 王克非，胡显耀 | 中国翻译 | 2008 | 127 |
| 5 | 双语库：翻译研究新途径 | 柯飞 | 外语与外语教学 | 2002 | 109 |
| 6 | 汉英双语语料库自动对齐研究 | 王斌 | 中国科学院研究生院 | 1999 | 107 |
| 7 | 基于语料库的莎剧《哈姆雷特》汉译文本中显化现象及其动因研究 | 胡开宝，朱一凡 | 外语研究 | 2008 | 104 |
| 8 | 关于翻译共性的研究 | 吴昂，黄立波 | 外语教学与研究 | 2006 | 103 |
| 9 | 语料库翻译学十五年 | 王克非，黄立波 | 中国外语 | 2008 | 96 |
| 10 | 英汉翻译中人称代词主语的显化——基于语料库的考察 | 黄立波 | 外语教学与研究 | 2008 | 93 |

在上述 10 个高被引文献中，廖七一于 2000 年发表的“语料库与翻译研究”一文被引频数最高.该文主要探讨了平行语料库、多语语料库和可比语料库对翻译研究和翻译教学的促进性意义，是国内第一篇评介语料库翻译学的论文[20].不过，文献引用具有一定的复杂性，仅从高被引文献内容以及被引频次上分析高被引文献带有一定的片面性.引文类型识别从引文动机和引文内容为出发点进而揭示施引文献和被引文献之间的关系，是对传统引文分析方法的补充和发展[21].Teufel 于 1999 年在爱丁堡大学完成的博士论文首先开始了引文类型识别的研究[22]，此后 Nanba，Pham，Le，Sandor 和 Teufel 分别对引文类型进行研究，并提出了不同的定义引文类型的标准.其中，Sandor 的分类标准综合考虑引用动机、引用功能和观点倾向等多方面因素，将引文类型分为 4 类：(1)用于帮助读者理解背景知识(背景知识类)；(2)以被引文献为基础进行研究(基础类)；(3)用于两个或两个以上文献的比较(比较类)；(4)评价被引文献(评价类).

基于 Sandor 提出的 4 种引文类型，本文对被引频数最高的“语料库与翻译研究”一文的 208 篇施引文献进行引文类型分析.通过对施引文献引文内容和引文上下文的双重考察，发现“语料库与翻译研究”一文引文类型中有背景知识类 121 篇，约占全部施引文献的 58%；基础类 58 篇，约占全部施引文献的 28%；比较类 15 篇，约占全部施引文献的 7%；评价类 14 篇，约占全部施引文献的 7%.由以上数据可知，施引文献引用该文大多数情况下是为了帮助读者理解背景知识或以此文为基础进行研究，比较类和评价类施引文献占全部施引文献的比重较少，施引文献引文类型出现上述比重差异可能由该文献的性质所决定.承上所述，此文是国内第一篇评介语料库翻译学的文章，其中的观点具有新颖性并有待深入研究，因此引文重点用来普及背景知识或以此文为基础开展研究，同时也正是因为该学科发展的不完善性和不成熟性，引文中很少用其来进行比较和评价.总之，文献的被引次数与其质量和内容的前沿性密切相关，而施引文献的引文类型又与该文的性质存在一定的联系.因此在分析高被引文献时，应尽可能梳理清这些关系以使研究有更高的深度.

## 3　结束语

本文借助文献计量学工具 CiteSpaceⅢ探讨了 1998－2017 我国语料库翻译学研究的外部特征和内部特征，包括对语料库翻译学研究走势、发文机构、研究作者、研究热点、研究时区以及高被引文献的分析.虽然近 20 年国内语料库翻译学研究获得了长足发展，但与国际语料库翻译学的研究相比，其起步时间较晚，在研究广度和研究深度上都存在不同程度的欠缺，如基于语料库的口译研究、应用文体翻译研究以及翻译认知研究

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等发展尚不成熟.语料库翻译学是一门极具研究潜力的学科,其交叉学科的性质使其具有多元化的研究切入点,有待于专家学者的深入挖掘和探讨.

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# Emerging trends in corpus-based translation studies in China: A scientometric analysis in citeSpace


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**Abstract**: By employing the 1 916 articles of recent 20 years (1998-2017) belonged to the field of corpus translation studies in CNKI as data source, the thesis systematically analyzed the research trends, institutions, authors, hot topics, time zones and highly cited documents and drew the knowledge graph of corpus translation studies based on the above-mentioned 6 aspects with the assistance of bibliometric software CiteSpaceⅢ. The results are as follows: 1) from the view of exterior characteristics of corpus translation studies, the number of published papers about this subject in our nation has developed wavily in recent 20 years and it can be further divided into low speed development period, outbreak development period and continuous development period; the institutions of published papers are mainly remained to be foreign language universities or schools of non-foreign language universities and in these institutions, Shanghai Jiao Tong University and Beijing Foreign Studies University mostly contributed to the development of corpus translation studies; the collaborative teams of researchers developed in single core pattern and Wang Kefei, Hu Kaibao, Liu Zequan are the main researchers of corpus translation studies. 2) from the view of interior characteristics of corpus translation studies, the hot topics in recently 20 years mainly focus on translation corpus construction, characteristics of translated language, translator style and translation teaching; with machine translation being the starting point, research fields, themes and contents of corpus translation studies have been enlarged; review articles have more citing documents in highly cited documents than others.



**Keywords**: corpus translation studies; CiteSpaceⅢ; visual analysis

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# 二语动机研究新进展：定向动机流的理论建构及应用路径*

【提　要】定向动机流是在目标设定理论和流体理论基础上提出的最新动机理论，是激励和支持长期二语学习的动机驱动力。该理论包含五个方面的基本内容：目标或愿景定向性、启动、促成性结构、积极的情感负载及最终阶段。本文主要从定向动机流的理论建构与应用路径两个方面对其进行全面介绍。

【关键词】外语教学动机，定向动机流，愿景，动态系统
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## 1. 引言

动机是二语学习中最重要的因素之一，已经成为二语习得研究的重要领域。传统的动机研究与个体行为分离，建立的动机结构都有其有限的时间节点（Dörnyei & Kubanyiova 2014; Dörnyei, Ibrahim & Muir 2015）。多数研究没有对持续的、目标导向的动机现象进行理论化探索。定向动机流(Directed Motivational Currents,缩写为 DMCs)由匈牙利著名教育家 Zoltán Dörnyei 提出，指的是行为个体朝着终极目标努力过程中表现出的动机结构（Dörnyei，Henry & Muir 2016）。定向动机流采取复杂的动态体系视角，将目标与长期动机行为过程联系起来，重点考察如何能够在实现目标的动态过程中持续增强动机能量。这种结构在个体与群体动机层面均具有重要的实践意义。Dörnyei 近些年发表了一系列论文（如 Dörnyei, Muir & Ibrahim 2014; Dörnyei et al. 2016；Dörnyei, et al. 2015）介绍与探讨定向动机流理论，在二语习得领域引起很大反响。本文参考 Dörnyei et al. (2016) 的框架，重点从定向动机流的理论建构与应用路径两个方面对其进行详细探讨。

## 2. 定向动机流的理论基础

作为动机研究领域较新的理论，定向动机流理论是基于已有动机理论之上提出的。过去几十年来，虽然动机研究没有把定向动机流这一现象纳入考察范围，但很多主流动机理论都为定向动机流的提出奠定了理论基础。

### 2.1　目标设定理论

目标设定理论(Goal Setting Theory)是指设定目标以引发个体行为，当个体认可目标的重要性和可实现性时，就会出现持续的、高水平的实现目标的行为(Locke & Latham 1990；Locke 1996)。借鉴心理学的可能自我理论（Markus & Nurius1986），Dörnyei（2005, 2009）在“可能的自我”概念基础上提出二语动机自我系统理论，其中理想二语自我为第二语言教育提供了一个愿景框架。在此基础上，定向动机流的愿景着重强调设定未来目标的有形图像，以增强学习者对目标的感知并忽略学习环境中的干扰因素，从而保持对目标的专注。定向动机流中的目标设定不是为了追求奖励或认可（即外在动机），而是纯粹由于享受任务本身，是自觉的、个人真正拥有的、自我和谐的目标。Sheldon & Elliot（1998, 1999）、Sheldon & Houser-Marko（2001）对此做了进一步的阐释，认为一个人不仅有动力和决心去追求持久的兴趣以及那些属于更深层次的目标，而且会以生成幸福感和产生深度满足感的方式来维持这种动力。在追求这种目标的动机流过程中，学习者会持续关注以目标为导向的活动，不断自我协调并实现自己的目标。随着他们的自我效能感以及行为控制能力的增长，自我激励水平也会不断提高。

### 2.2　流体理论

* 本文系河南省高等教育教学改革研究与实践项目（项目号：2017SJGLX278）的阶段性成果。

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当动机、认知和情感与目标任务完全一致时，时间与外在的影响都会消失，学习者在这个时刻完全专注于正在执行的任务，这是 Csikszentmihalyi (1990) 所阐述的流体理论 (Flow Theory) 的核心。定向动机流中强大的动机驱动力与其相类似，即忽略外部世界的干扰而高度关注他们自己的目标。

已有动态系统研究认为，个体行为在多个因素动态交互的环境中出现，高度复杂的干扰使得个体行为结果不可预测 (见 Dörnyei 2009; Dörnyei, MacIntyre & Henry 2014; Larsen-Freeman & Cameron 2008; Van Geert 2008; Verspoor, de Bot & Lowie 2011)。流体理论只关注一次性的短期任务，二语动机自我系统也未突破工具型的传统动机研究模式。而定向动机流这一概念的提出，使得动机研究往前迈进了一大步。该理论把目标导向下长期持续的动机行为作为研究重点，为流体理论的传统概念赋予时间、结构和定向性特征。定向动机流产出过程中，随着目标导向下动机行为的进展，个体目标从一个子目标到下一个子目标，其动机行为便进入自我更新模式。定向动机流将目标导向的愿景与自我推动的行为结构相结合，因此与其他同类动机相比更加强大。尤其是在二语学习这种不稳定的环境下，定向动机流能够沿着目标导向的动机行为路径，调节多种因素参度并有效排除分散学习者注意力的干扰因素，能够较好地在复杂世界中发挥作用。

除了上述目标设定理论与流体理论以外，动态系统理论 (Dynamic Systems Theory)、自我决定理论 (Self-Determination Theory) 和计划行为理论 (Planned Behavior Theory) 也为定向动机流的提出奠定了一定的理论基础，并且使定向动机流在二语动机研究中的定位更加明确。

## 3. 定向动机流的基本内容

在吸收心理学、教育学和二语动机等领域主要理论的基础上，Dörnyei et al. (2015) 对定向动机流进行了明确的定义：定向动机流是指激励人们在长期追求自己目标或愿景过程中获得的、能够引起高效学习效果的动机。它主要包括五个维度，即目标/愿景定向性、启动、促成性结构、积极的情感负载及最终阶段。

### 3.1 目标/愿景定向性

目标/愿景定向性 (Goal/Vision Orientedness) 是指学习者能够利用大部分的时间和精力努力向明确的目标或愿景前进。目标是产生定向动机流的前提条件，它可以系统地引导学习者行为，使其远离占用学习者时间的无关活动，增强目标实现的可能性。定向动机流的定向性特征体现在其最终目标/愿景和一系列近端子目标上。

愿景是添加了相关的有形景象的目标。正如 Levin (2000) 所说，愿景通过幻想的目标场景，使学习者能够将自己穿越到未来时空，并提前体验成功的感觉，它是最高级别的动力之一。定向动机流的目标或愿景属于个体深度意识范畴，由个体持有的信念生成，而不是来自内部或外部的义务与责任。所以个体对目标愿景的幻想和对目标的所属感是至关重要的，这不仅能有效激发学习者的动机，而且有利于形成并维持更加持久的动机结构。学习者对既定目标的幻想程度和所属感对定向动机流的强度起着决定性作用，幻想程度和所属感越高，动机流强度越高 (Henry, Davydenko & Dörnyei 2015)。

人类行为由预先设定的目标引发，目标决定行为，也决定最终成就的大小，且近端子目标尤其重要 (Dörnyei 2001)。在语言学习中，近端子目标不仅可以持续激发学习者的动机，而且可以有效评估学习者学习进度。与近端子目标相比，最终目标在这方面的有效性大为逊色。生成定向动机流的学习者，未来愿景将成为他们自身的一部分，学习之外的其他方面都变得无足轻重。个人所有的努力都是为了实现一个个近端子目标而进行的，理想自我也开始慢慢地在学习中发挥作用，逐渐成为学习者积极自我概念中非常稳定的成分。

### 3.2 启动

定向动机流的成功启动 (The Launch of a DMC) 依赖于两个关键因素：必要条件 (语境、个人和时间) 的一致性以及特定触发刺激的有效性。必要条件的准确到位是触发刺激的必要基础，同时，触发刺激也在很大程度上决定动机流的强度。

Larsen-Freeman (2015: 15) 强调，动态系统对初始条件表现出一定程度的“敏感依赖”，一个似乎很小的因素便可能阻碍定向动机流的启动。首先，清晰的目标/愿景为整个动态行为过程提供方向。只有当个体感觉到对过程及其结果具有控制权，并相信自己具备足够的能力去实现目标，这时候才能产生定向动机流，这在心理学上被称为感

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知行为控制（Ajzen 1991）。但是启动定向动机流，重要的不仅是个体相信自己的能力与目标难度相匹配，而且需要个体实时调整自己的精神状态，以长期维持目标带来的挑战与自身能力之间的平衡。

此外，在个人及环境条件到位的情况下，仍然需要一个具体的刺激来触发定向动机流。触发刺激可以是多种多样的，例如期待已久的行动机会、来自外部的号召或者对挑战个人自我形象事件的反抗等。在定向动机流产出的初始阶段，只有定期、反复触发的刺激才能保证目标不被生活中的其他干扰所掩盖（Dörnyei & Kubanyiova 2014）。直到最终目标/愿景获得"持久的显著性"，从而成为自动的行为调节器，定向动机流的功能得以彻底完成。在这一过程中，即使目标暂时被各种生活琐事所干扰，定向动机流的自动调节功能也会重新把行动带回到实现目标的路径上来。总而言之，对于已经产生定向动机流的学习者来说，动机并不是始终坚持最终目标，而是不可避免地被干扰、中断之后重新触发。这一过程包含间歇性的成分，但学习者最终会实现具有高效触发机制的长期激励目标。

### 3.3　促成性结构

促成性结构（Facilitative Structure）在保持动机流流动方面具有积极的促成作用，能够为个体提供明确的实现目标的途径。常海潮（2017）认为高校英语专业学生学习动机变化主要体现在愿景/目标定向性和促成性结构这两个维度上。促成性结构代表了外语学习动机的行为范畴，强调动机和行为路径的结合。传统动机结构将行为与个体内部动机区分开，它不包含综合的行为维度，但定向动机流不是这样。定向动机流的结构包含两个具有代表性的组成部分：一是为了实现目标的一组循环行为过程，它不受意志控制；二是定期进行进度检查，由子目标来提供肯定反馈的过程。

定向动机流具有自我推进和自我支持的特性，也就是说，促成性结构一旦形成，其行为过程便会进入一种"动机自动驾驶"（Motivational Autopilot）模式，动机行为进而内化为定向动机流的一个组成部分。在这个过程中，每个步骤都是在没有意志控制的情况下进行的。学习者动机、认知和情感等个体特征完全被融入实现目标的任务之中，不再受时间、环境等外在因素的影响，这种无意识的自我调节使学习者处于一种最佳注意状态。

一系列近端子目标不仅对维持定向动机流的目标导向性至关重要，而且它们还构成了实现最终目标的结构路径。子目标为定向动机流提供进度检查，即学习者在每个子目标完成时获得的积极反馈和从进步中生成的幸福感，这两种因素是触发并传导动机的主要驱动力之一，它们的出现有利于产生并维持长期持续的定向动机流能量结构。消极的、模棱两可的反馈有损于学习者自我效能（Mill, Pajares & Herron 2007），也有损于理想自我（Dörnyei 2005；2009）。而积极的肯定反馈是我们在定向动机流方面发现的主要反馈类型。学习者个体朝着目标进步的真实感觉又会触发他们追求下一个子目标的动机，进而形成一种强大的进度检查机制。因此，在二语学习过程中，教师应将长期二语学习过程分为一系列子目标，并对学生的评估重点放在肯定反馈上，每个学习目标的完成都给予肯定标记。这就使语言学习变得"可见"，并会有效促进学习者进行下一步的学习。

### 3.4　积极的情感负载

积极的情感负载（Positive Emotional Loading）指外语学习者的情绪特征，即享受执行目标任务，追求与理想自我高度相关且在情感上满足的目标，这也是以往动机理论关注的焦点。定向动机流的情感维度包含幸福（Eudemonia）和真实性（Authenticity）两个方面（Ryan & Deci 2001；Ryff 2013）。

幸福体验与学习动机具有互惠效应。学习的成就可以带给个人强烈的快乐、兴奋和满足等积极情感，而这种感觉又促使学习者进一步追求自己的目标。正如 Buck（2005：198）所说："情感蕴含认知，认知蕴含动机，动机又蕴含着情感，如此循环往复"。Vannini 和 Burgess（2009）也认为，衡量真实性或幸福程度的标准在于个体行为与自我概念之间的一致程度，包括一个人的基本价值观、信念和身份的一致性。定向动机流中的幸福不是每天"有趣"活动所带来的暂时的快乐感觉，而是源于个人真正理解并实现理想自我的感觉。能够产生真实幸福感的活动是以发展个人才能或提升个人生活品质为目的的活动。人们在完成符合理想自我形象的任务时感觉最真实。在语言学习环境下的定向动机流中，理想二语自我可以成为学习者自我概念的一个永久性部分，个人幸福感也会在实现理想二语自我的过程中产生。

### 3.5　最终阶段

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定向动机流的终结（The Final Stage of a DMC）不代表个体语言学习过程的结束。语言学习通常是一个持续终身的过程，定向动机流只是语言学习过程中的一个阶段。即使它可以存在较长时间，但持续时间仍然有限。当学习者实现了某一个具体目标时，动机流可能会突然消散。二语学习过程中发现与识别定向动机流终点尤为重要。从教学的角度来看，当定向动机流开始消散时，如果学习者没有得到必要的指导或者不能以有效的方式完成定向动机流的过渡，那么动机能量的损失可能对他们的整个语言学习效果产生持久的负面影响。发现与识别定向动机流结束的关键标志，能够帮助我们探索与发现解决动机流消散问题的最佳方案。因此，我们可以从以下两个方面加以关注。

首先，子目标与最终愿景之间不协调，有时即使所有子目标都得以完成，但最终愿景难以实现，这种不协调可能会导致动机结构的自我否定和近端子目标的自动更新停止作用，定向动机流也随之崩溃。其次，定向动机流即将结束的另一个关键指标是最终目标/愿景在学习中失去主导地位。在整个定向动机流过程中，强大的最终愿景能够抵御其它相互竞争的自我概念的挑战，并且在实践中将其与潜在的干扰因素隔离开。最终愿景强度的减弱会大大降低其抵御挑战的能力，因此个体需要努力调节情绪和自身行为去维护最终愿景。这个过程中，巨大的能量消耗导致强烈的疲劳感、内疚感和沮丧感产生，学习者对最终愿景的消极评估会导致他们越来越抵制实现最终愿景的任务。这种情况下，若外部环境没有对学习者进行积极的干预引导，定向动机流此时便有可能戛然而止。

学习者通常倾向于排斥一些需要投入高水平主观努力的任务，所以当定向动机流开始消散时，教师应发挥积极的引导作用。教师可以利用学生在经历定向动机流过程中的积极情绪，实时给予他们积极的反馈，以此来促使学习者继续努力追求更高一步的目标。同时，教师也可以引导学生从单纯的兴趣转向追求其他目标，使他们的积极情感快速代替之前的消极情感，最终来帮助学习者完成定向动机流的过渡。

上述五个维度既是定向动机流的主要构成要素，也是个体生成和维持定向动机流不可或缺的部分，每个维度都对定向动机流的生成起着至关重要的作用。首先，积极的情感负载是定向动机流生成和持续的情感基础，目标和愿景定向性是定向动机流启动的前提条件，也是维持定向动机流的动力因素。其次，作为维持定向动机流的关键因素，在一系列子目标作用下促成性结构的生成也是定向动机流区别于普通动机现象的最显著特征。最后，每个定向动机流过程都会经历其最终阶段，采取有效的方法应对最终阶段并完成定向动机流之间的过渡对长期持续的二语学习有强烈的推进作用。在定向动机流过程中，五个维度相辅相成，缺一不可，任何一个维度的缺失都对定向动机流产生影响。

## 4. 定向动机流的应用路径

在外语教学中应用定向动机流是一个全新的尝试。定向动机流超越了年龄、性别和国籍等界限，是个体在学习过程中出现的普遍动机现象（Muir 2016），它对于研究整体外语学习动机过程具有重要参考价值。下面笔者主要从应用框架及实践过程两个方面进行探讨。

### 4.1 应用框架

Dörnyei et al.（2014）指出，定向动机流从启动到结束，它贯穿于整个学习过程的始末。因此，一定程度上，也可以把定向动机流看作是一个完整的项目实施过程。Dörnyei et al.（2016）认为，定向动机流可以在一个组级水平上以集体项目的形式运行，他们提出了可在二语课堂上生成集体定向动机流的七个框架。尽管每一个框架都由相同的元素组成，但是不同框架强调的关键元素不同。每个框架都可以被理解为拥有定向动机流共同核心结构的变体。

首先是聚焦最终成果（All Eyes on the Final Product），这一变体在教学环境中最为常见，它关注的焦点是学习者要实现一个明确的目标。其最终成果可以作为引擎，用来驱动整个学习过程。之后通过学生完成的最终产品以及高质量的任务，来进一步增强学生的学习动机以及完成整个学习过程的动力。其次，该项目的完成需要一个具体的实施框架，以确保学生在实现目标的进程中有条不紊地执行任务，且不遗忘任何关键元素。第三，指定项目角色与制定群体规范是项目实施的前提条件。完成这两项工作后，在项目实施过程中遇到干扰或潜在干扰时，可以迅速有效地加以处理。

其次是分步法（Step by Step）。该框架遵循一

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个高效的组织结构原则并设置清晰的目标路径，以确保学习者可以长时间地坚持实现目标。最终目标具有高度的可信度，这是实施此项目的关键，学生需要“相信”并愿意付出时间和精力去完成任务。学生沿着明确的道路一步一步走，每一项任务的完成都标志着个体的进步，并由此获得外部的奖励，之后触发执行下一步任务的动机。如此循环往复，直到实现最终目标。另外，在这个具有高度包容性的结构中，学生可以根据自己的实际情况自由地调整路径，制定高度个性化的学习方案。

第三是重要问题（The Big Issue），该框架通常由一个强大且具有开放性的问题引发，旨在引起学生强烈的关注并授权学生寻找解决方案，以此激发他们的内在动机。正如 Larmer & Mergendoller（2010）所说，一个高质量的动机驱动问题能够以自然清晰、引人注目的语言凸显项目的核心内容，这会带给学生一种挑战感，并直接过渡到学习的核心。真实的主题和灵活的最终目标是这个项目的关键特征。也就是说，项目所基于的具体内容或主要问题应该是真实的，最好来自学生群体，譬如与学生生活相关的实际问题。在确定主题之后，还有重要一步，就是要选择一个明确的项目目标，并且要通过详细设定每个子目标这一方式来形成实现最终项目目标的结构路径。

第四是展示真实自我（That's Me）。该框架以学生真实性学习为重点，学习者以及学习者小组和项目之间建立紧密联系。该项目的关键是选择高度个性化的真实主题。如果学生体验到自己与世界的联系，他们将有更强动力去参与项目，成员之间也会建立强有力的联系，由此产生远远超过旨在实现传统目标的集体凝聚力。该框架应具有灵活的目标设定，最终目标随着项目的进展而逐渐明确，而不是提前产生。此外，具有真实社会意义的项目成果展示至关重要，这是对学生学习成就给予认可的表现。

第五是探究性活动（Detective Work），该框架是以问题导向学习（Problem Based Learning）（Amador，Miles & Peters 2006）为原则建构的，其目的是使学生能够更有效地在课堂知识和现实生活之间建立联系，并产生学习的强烈动机。该框架的实施同样需要条件。首先，它需要一个有趣、真实且足以让学习者产生持续学习动机的问题和一系列能够帮助并促使学生进步的子问题。另外，探究性活动需要高水平的团队合作以及明确的任务分配，相关的任务角色可以包括信息提供者、协调员、评估者或记录员等（Dornyei & Murphey 2003）。语言实践可以成为项目的组成部分，学生可以选择二语学习中遇到的问题，通过集体努力和外部指导来寻求解决方案。

第六是续写故事（Story Sequels）。这个框架的主要内容是根据故事展开的纵向结构为项目创建时间轴，由于故事情节的进展而引发学生兴趣并触发学习动机。由于吸引人的叙事是项目成功的关键，因此教师需要基于学生兴趣选择项目内容或主题，并且要在整个项目实施过程中实时为学生提供帮助。教师也可以根据学生的二语能力和叙事的难易程度，预先提供学生所需的二语材料并合理规划故事情节，以充分调动学生的参与积极性，由此激发他们的学习动机。

最后是出国学习（Study Abroad）。它由两部分组成：初始准备和二语环境。最终目标会触发初始准备的动机。当学生处于二语环境中时，初始准备时积聚的能量会立即被利用并有效地推动所有后续活动。但如果最终目标长时间缺少系列子目标结构的支持，则最初释放的动机能量会被浪费。出国学习项目实施时间越短，就越能较好地完成对最终目标和子目标的合理规划，进而越能确保达成出国学习项目的最终目标。近些年来，社会上陆续出现三至八周的短期出国学习项目（Badstubner & Ecke 2009），这种短期项目增加了二语环境过程中体验定向动机流的可能性。

虽然上述七个框架的侧重点有所不同，但是每个框架都包含定向动机流的重要维度，每个都可以在不同情境下的实际教学中得到应用。目前只有 Muir（2016）对以上七个项目框架中的“聚焦最终成果”进行了实证研究。结果表明，学习者在语言学习和其他关键技能方面都有了显著提升，证明了此框架在创建集体定向动机流方面非常成功。每个项目框架都有其特点，未来研究需继续验证其他七个项目框架的有效性，并探究不同框架应用于二语学习的具体适用情境和阶段。

### 4.2　实践过程

在语言学习的情境中，学习者群体对个体以及集体的未来可以拥有共同的愿景，并且由于“允许设定与控制错综复杂的路径”（Muir & Dörnyei 2013：369）。语言课堂为创建集体定向动机流提供

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了理想的环境与条件，外语教师不妨在教学中加以尝试。为了使定向动机流的应用路径更为清晰，本文通过对3.1所述七个框架和王晓璐、杨连瑞、闫海娟（2017）所构建的定向动机流概念结构模型的理解和分析，整理出定向动机流应用路径的结构模型（见图1）。

图1 定向动机流应用路径的结构模型

如图1所示，定向动机流生成的每个环节都需要外界环境的有效干预。首先，生成定向动机流需要积极的情感基础，拥有积极的情感状态是学习者进行语言学习的情感基础。个人对他人的认知以及情绪的“感染”在群体动机能量出现和传染过程中发挥重要作用（Barsade 2002）。由于情绪传染会产生蝴蝶效应，目标任务或活动产生的积极情绪可以感染整个集体，进而对集体动机产生积极影响。为了触发这种可以引起集体感染的积极动机，在整个教学过程中，外语教师自己首先要树立明确具体的目标，保持积极乐观的情绪，积极与学生互动，建立良好的师生关系。要着重鼓励学生分享自己的目标，使所有参与的学生被同一个目标“感染”并拥有一个共同的愿景，从而为集体定向动机流的形成奠定情感基础。

其次，伴随着学生积极的情感状态，教师要根据学生的具体情况有目的地选择不同的动机触发方式。触发方式有两种，积极的外部刺激和消极的外部刺激。一方面，教师可以对学生的学习成果提供积极反馈并提出表扬，选择与学生生活密切相关并且真实的重要问题，引发他们的兴趣，或者根据学生自己的兴趣爱好选择学习内容，以此来触发他们的学习动机。另一方面，消极的外部刺激也可以有效触发学生的学习动机。考试成绩的不理想、考试的巨大压力和教师在合适的情境下对学生的批评指导等都可以成为有效的动机刺激。

学生的动机在某一活动中被触发后，教师要向学生强调语言学习目标的重要性。学生知识面尚很狭窄，教师要开拓他们的视野，引导和鼓励学生设定清晰的个人目标/愿景。Dörnyei & Kubanyiova（2014）设计了一个包含六个阶段的愿景培训方法，即设定愿景、巩固愿景、强化愿景、把愿景转化为行动、保持愿景之活力、实现愿景，以充分发挥愿景的作用。同时教师还要鼓励学生在构建理想二语自我与现实二语自我的基础上形成可实现的愿景，使学生在追求目标的道路上也能够不断体验到幸福和与满足。

再者，在实现愿景的过程中，教师需要帮助学生把课堂知识与他们个人目标/愿景相关的“真实世界”结合起来，让二者之间建立联系。譬如在布置写作任务时，教师可以要求学生专门思考写作主题如何与他们的生活相关，这种干预方式能够让学生找到学习目标与现实生活之间的关联，增加学习主题的实际效用价值，进而更加有效地触发学生的动机。Murphy（2011）对自主语言学习者的研究表明，只有当学习者感到自己是学习过程的主人和真正支配者，学习才能成为真正意义上的自主学习，动机恰恰与自主性密切相关（Murray, Gao & Lamb 2011），二者是“两位一体的关系”（Van Lier 2007：48）。教师要根据学习目标合理设

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计教学活动，鼓励学习者积极参与到学习活动中去，允许学生“以自己的方式”参与教学活动（常海潮 2016），充分调动他们的情感因素。学习过程中，要允许学习者充分表达自己的见解，真正成为学习过程的拥有者，并全身心投入自己设定的目标中。

此外，外语教师还可以根据学习者的认知水平，基于不同层次的教学任务构建动机系统。教学过程中，有针对性地选择难度适当的教学材料，并辅以各种教学活动，以持续促发学习者的学习动机。同时，教师要向学生强调设定短期目标的重要性，鼓励学习者在实现愿景的过程中为自己设定具体的子目标和明确的进度检查点，让学生学会思考和记录目标进度。教师也要对学生的进步提供详细的肯定反馈，使其成为完成子目标的有效支架（Lantolf & Thorne 2006），不断促成后续子目标的完成并形成实现最终目标的行为路径。由此以来，学生在学习过程中逐步养成科学的学习习惯，并把其内化为自身行为的一部分，生成动机自动驾驶仪，使动机流能够自动运行。

最后，定向动机流的结束并不是二语学习的结束。当定向动机流开始减弱时，教师要引导学生科学评价定向动机流期间形成的行为习惯是否有效，有效的行为习惯可以继续应用于之后的学习活动中，并对其提供积极反馈。相反，如果行为无效，教师就要帮助学生快速转换到以另一个目标为导向的动机流中，完成定向动机流之间的过渡。

## 5. 结语

定向动机流代表着二语动机领域发展的最新动向，它汲取了以往二语动机理论的精华，使得外语学习动机成为一个多维度、跨学科、多层次的完整系统，为外语学习动机研究提供了全新视角，具有重要理论意义和应用价值。迄今为止，该领域多数研究聚焦在对个体定向动机流的定性观察，而对语言学习环境下的集体定向动机流研究还远远不够。虽然 Muir（2016）的研究证明，语言教室中的集体定向动机流不仅能够提高学生的学习动机，而且能够为学生实现目标创造有效的学习途径。但能否在不同环境以及不同学生群体中成功地生成定向动机流，这有待学者们进一步探索。相信随着国内外学者对定向动机流研究的不断深入，对该理论的认识也会逐步加深。

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# Abstract of Major Papers in This Issue

**On translation and communication ways for Chinese literature going global----A case study on successful overseas translation and communication of *Decoded*(Teng Mei & Zuo Liting, p22)**

The translation and communication of Chinese literature is one of the key factors for Chinese culture going global, in the process of which translation and communication ways play an important role. Translated versions of Mai Jia's works have obtained good effects overseas, which is of great research value. This research makes a case study on the successful translation and communication of *Decoded* overseas, by analyzing its translation and communication ways in two aspects, namely, publishing and publicity, expecting that some light could be shed upon international communications of Chinese literature.

**Conceptual conversion in Shapiro's English translation of ballads from the perspective of Prototype Thinking(Ren Dongsheng & Zhan Rongrong, p28)**

Translation is a process of categorization in which the target text is based on prototype. The degree of family resemblance between the prototype of target language and the translation texts is a key element to explore a translator's cognition and experience. Moreover, translator's selection of translation approaches can reflect his or her recognition and orientation about a certain category. With many prototypical properties, ballads are good research objects for the study of translator's thinking ability and psychological activity. This paper probes into Shapiro's English translation of ballads from his English version of four Chinese contemporary novels from the perspective of prototype thinking. It is found that Shapiro employs four flexible conceptual conversions to bridge the gap between English and Chinese ways of thinking, i.e, structural adjustment, musical representation, narrative modification and intentional transmission. These strategies are of reference value to ballads translation.

**A comparison of the rhetoric function of citation in the introduction of English and Chinese research articles (Yang Jianxin & Li Pingyan, p38)**

This paper compares the rhetoric function of citation in terms of author stance, text integration and author integration in the introduction of Chinese and English research articles. The results show that English outweighs Chinese in the citation density and the amount of overall citation. As to author stance, text integration and author integration, both Chinese and English research articles tend to adopt acknowledgement, text assimilation and author non-integration. Chinese research articles use more author integration than English ones to make the cited author salient. Chinese research articles tend to endorse previous studies and adopt the author non-intergration and information non-intergration to justify the present study.

**Intercultural communicative competence and college English teaching reform(Li Qingping, p63)**

Globalization of the world economy has led to an increasingly urgent demand for intercultural communicative competence (ICC) by its practitioners. As a result, the higher education system is integrating ICC into its general goals, especially the goal of foreign language teaching. The construct of ICC, however, has been very difficult to define. To provide better guidance for educational practice, especially ELT practice, this empirical study was conducted among Chinese business people who have participated in international business activities to investigate the constituent components of ICC, as perceived by people from the Chinese cultural background. It has found that ICC is composed of linguistic competence, sociolinguistic competence, cultural competence, strategic competence, non-verbal communication competence and knowledge of international norms. These findings were discussed in terms of ELT reform in curriculum design, pedagogical practices and content selection.

**The new development of L2 motivation research: The theoretical construction and application route of the Directed Motivational Currents(Liu Guobing & Xu Wenhan, p70)**

Based on the Goal Setting Theory and Flow Theory, the theory of Directed Motivational Currents (DMCs) is initiated as motivational driving forces, which are capable of initiating and sustaining long-term L2 learning. Five key elements have been concluded in this theory: goal/vision orientedness, launching of a DMC, facilitative structure, positive emotional loading and the final stage of a DMC. This paper introduces DMCs in terms of its theoretical construction and application route comprehensively.

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# 语料库语言学与外语教学

## Corpus Linguistics and Foreign Language Teaching

刘国兵 著

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# 证　书

根据中共河南省委关于设立社会科学优秀成果省级奖的决定，经评定，右列成果获 2017年度河南省社会科学优秀成果。特发此证，以资鼓励。

河南省社会科学优秀成果评奖委员会

2018 年 12 月

成果名称：基于衔接特征的英语学习者书面语语篇连贯自动评价研究

成果形式：著作

获奖等级：贰等奖

主要作者：刘国兵

证书编号：2017-081

经河南省教育厅人文社会科学研究优秀成果奖评审委员会评定，右列成果被评为2017年度人文社会科学研究优秀成果。

二〇一八年七月

证书编号：2017-C-3082

成果名称：大学英语学习者书面语语篇连贯自动评价模型的创建

成果形式：论文

奖励级别：三等奖

所在单位：河南师范大学

完成人：刘国兵

河南省“翻译河南”优秀成果

# 奖励证书

经评审，右列项目入选2017年度河南省“翻译河南”优秀成果，特发此证，以资鼓励。

河南省人民政府外事侨务办公室

2018年3月1日

项目名称：

On the Translation Approaches of Henan Cuisine

——Based on German Functionalist Theories

项目类型：　论文

获奖等级：　一等奖

获奖者：　刘国兵　宋双方

证书编号：豫外翻奖证字〔2017〕D005号

经河南省教育厅人文社会科学研究优秀成果奖评审委员会评定，右列成果被评为2018年度人文社会科学研究优秀成果。

河南省教育厅

二〇一九年四月

证书编号：2018-C-3165

成果名称：基于CiteSpace的国内语料库翻译学研究知识图谱分析

成果形式：论文

奖励级别：三等奖

所在单位：河南师范大学

完成人：刘国兵 常芳玲

# 河南省教育厅办公室文件

教办社科〔2018〕905号

## 河南省教育厅办公室
## 关于公布河南省高校科技创新人才
## 支持计划（人文社科类）结项情况的通知

各有关高等学校:

省教育厅对近期申请结项的河南省高校科技创新人才支持计划（人文社科类）成果进行了审核验收，共受理申请13项，全部审核通过。

本次申请延期的创新人才，要严格按照结项要求，尽快完成研究任务，按期（两年内）再次申请结项验收。各高校社科研究管理部门要切实加强创新人才的中后期管理，督促本校创新人才按期、保质完成研究任务。

附件：河南省高校科技创新人才支持计划（人文社科类）结项情况

2018 年 12 月 12 日

附　件

# 河南省高校科技创新人才支持计划（人文社科类）结 项 情 况

| 序号 | 姓　名 | 所在单位 | 所属年度 | 审核结果 |
|---|---|---|---|---|
| 1 | 王　东 | 郑州大学 | 2011 | 准予结项 |
| 2 | 代志明 | 郑州轻工业学院 | 2013 | 准予结项 |
| 3 | 张　红 | 河南大学 | 2013 | 准予结项 |
| 4 | 武艳敏 | 郑州大学 | 2013 | 准予结项 |
| 5 | 张　雷 | 商丘师范学院 | 2014 | 准予结项 |
| 6 | 王利宾 | 河南警察学院 | 2014 | 准予结项 |
| 7 | 展　龙 | 河南大学 | 2014 | 准予结项 |
| 8 | 肖开红 | 河南工业大学 | 2014 | 准予结项 |
| 9 | 刘继刚 | 河南科技大学 | 2014 | 准予结项 |
| 10 | 刘国兵 | 河南师范大学 | 2014 | 准予结项 |
| 11 | 刘　科 | 河南师范大学 | 2014 | 准予结项 |
| 12 | 陈宗花 | 河南大学 | 2014 | 准予结项 |
| 13 | 任红敏 | 安阳师范学院 | 2014 | 准予结项 |

河南省教育厅办公室　　主动公开　　2018年12月12日印发

# 证　　书

刘国兵 同志：

被认定为河南省中等职业教育师资培训专家库成员，特发此证。

河南省教育厅

二〇一五年八月

# 荣誉证书

刘国兵同志

经个人申请、单位推荐和专家评审，

被评为河南省教师教育专家。

河南省教育厅

二〇一五年十月

文件编号：教师〔2015〕890号

# 荣誉证书

授予刘国兵同志第20届“河南青年五四奖章”荣誉称号。

共青团河南省委　河南省人力资源和社会保障厅　河南省青年联合会

二〇一六年四月

# 荣誉证书

刘国兵 同志：

被评为河南省师德先进个人

河南省人力资源和社会保障厅　　河南省教育厅

二〇一六年九月

# 证　书

**刘国兵** 同志，经培训考核，入选首批“河南省高级翻译人才库”，任期三年。

河南省人民政府
外事侨务办公室
2017年12月20日

全国教育专业学位研究生教育指导委员会

NATIONAL COUNCIL FOR PROFESSIONAL DEGREES IN EDUCATION

刘国兵：

被评为全国第六届教育硕士优秀教师。

特发此证，以资鼓励。

全国教育专业学位研究生教育指导委员会

二零一八年一月十九日

全国教育专业学位研究生教育指导委员会

1100000138337

Uchallenge

证书编号：SAES190041C14570002C

# 获奖证书

# CERTIFICATE

## 2019 "外研社·国才杯" 全国英语演讲大赛

2019 "FLTRP·ETIC CUP" ENGLISH PUBLIC SPEAKING CONTEST

河南师范大学 学校 王鑫冉 同学

获得2019 "外研社·国才杯" 全国英语演讲大赛校级初赛 一等奖 。

This is to certify that Mr./Ms. Wang Xinran from Henan Normal University is the winner of the First Prize Award in the Preliminary Round of the 2019 "FLTRP·ETIC Cup" English Public Speaking Contest.

外语教学与研究出版社

北京外研在线数字科技有限公司

教育部高等学校大学外语教学指导委员会

教育部高等学校英语专业教学指导分委员会

中国外语与教育研究中心

编号：ECTHNS2018002035

# 首届"讲好河南故事"英语大赛

## 三等奖

李锦涵 同学，你的作品在2018年10月8日-2019年01月16日首届全省大学生"讲好河南故事"英语大赛中荣获三等奖。

2019年4月17日

河南省教育厅　　中共河南省委外事工作委员会办公室　　河南省人民政府新闻办公室　　河南省翻译协会

郑州大学 河南大学 河南师范大学 华北水利水电大学 河南师范大学新联学院 郑州西亚斯学院 郑州轻工业大学 河南经贸职业学院 河南广济瑞达教育咨询有限公司

（排名）

CHINADAILY 21

CQ2303537

# CERTIFICATE

This is to certify that

Wang Xinran

won the

First prize

at the 24th China Daily "21st Century-Coca-Cola Cup"

National English Speaking Competition

Campus qualifying contest at Henan Normal University

The 24th China Daily "21st Century-Coca-Cola Cup"

National English Speaking Competition Organizing Committee

第二十四届中国日报社"21世纪·可口可乐杯"

全国英语演讲比赛

# 荣誉证书

王鑫然同学

在第二十四届中国日报社"21世纪·可口可乐杯"

全国英语演讲比赛

河南师范大学（学校名称）

校园选拔赛中表现优异，荣获

一等奖

2018年10月30日

Uchallenge

证书编号：SAES190000C00000993B

# 获奖证书

CERTIFICATE

## 2019“外研社·国才杯”全国英语演讲大赛

2019 "FLTRP · ETIC CUP" ENGLISH PUBLIC SPEAKING CONTEST

孙梦琪 同学

获得2019"外研社·国才杯"全国英语演讲大赛省级复赛（ 河南 赛区） 二 等 奖。该选手所在学校为 河南师范 大学/学院，指导教师为 陈晨 。

This is to certify that Mr./Ms. _____ is the winner of the _____ Award in the _____ Provincial Final of 2019 "FLTRP · ETIC Cup" English Public Speaking Contest. The winner is a registered student at _____ and coached by Mr./Ms. _____.

外语教学与研究出版社
北京外研在线数字科技有限公司
教育部高等学校大学外语教学指导委员会
教育部高等学校英语专业教学指导分委员会
中国外语与教育研究中心
中国外语测评中心

2019 年 月 日

# 荣誉证书

冯　亚 同学：

在河南师范大学“卓越杯”教学技能大赛之教学演讲赛中表现突出，荣获 二等奖 称号。

特发此证，以资鼓励。

共青团河南师范大学委员会　　河南师范大学学生会

二零一八年五月

The 20th FLTRP Cup

# 第二十届“外研社杯”全国大学生英语辩论赛

The 20th 'FLTRP CUP' National English Debating Competition

## 荣誉证书

*Certificate*

河南师范大学

在第二十届“外研社杯”全国大学生英语辩论赛全国总决赛

中获得 三等奖

参赛辩手为 翟志敏 和 李静

指导教师为 陈晨 .

*This certificate is awarded to*

Henan Normal University

*for winning the* Third Prize *in the 20th 'FLTRP CUP' Nationals.*

*The debaters are* Zhai Zhimin *and* Li Jing

*and the tutor is* Chen Chen .

中国共产主义青年团中央委员会学校部
Central Committee of the Chinese Communist Youth League

中华全国学生联合会秘书处
All-China Students' Federation

北京外国语大学
Beijing Foreign Studies University

外语教学与研究出版社
Foreign Language Teaching and Research Press

颁发日期：2017 年 5月23日

*Presented at the date of May 23rd, 2017*

No. AETPC170003

CHINADAILY 21

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# CERTIFICATE

This is to certify that

Li Jing

won the

Second Prize

at the 22nd China Daily "21st Century · Coca-Cola Cup"

National English Speaking Competition

Henan Regional Final

The 22nd China Daily "21st Century · Coca-Cola Cup"

National English Speaking Competition Organizing Committee

第二十二届中国日报社"21世纪·可口可乐杯"

全国英语演讲比赛

# 荣誉证书

李静 同学

在第二十二届中国日报社"21世纪·可口可乐杯"

全国英语演讲比赛

河南 省（市/自治区）

决赛中表现优异，荣获

二等 奖

中国日报社 二十一世纪英文报

第二十二届中国日报社"21世纪·可口可乐杯"

全国英语演讲比赛组委会

2010年12月18日

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# 刘国兵

河南师范大学 - 副教授

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刘国兵，男，校聘教授，硕士生导师，毕业于北京外国语大学，获博士学位。河南师范大学语料库应用研发中心学术带头人，河南省外事翻译语料库研究中心学术带头人。研究方向为语料库语言学、应用语言学及翻译。中国语料库语言学研究会常务理事，全国中学通用教材《英语》（新标准，初一至高三必修）CD-ROM核心编委。河南省英语教学技能大赛一等奖获得... 查看全部

主讲课程 1　讨论 32

综合英语

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# 综合英语

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开课时间：2019年09月02日 ~ 2019年12月31日 当前开课已结束

学时安排：每周1-2小时

已有2296人参加

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课程团队

河南师范大学

11位授课老师

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