



外语·文化·教学论丛

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from the Perspective of *L2 Motivational Self System*

“二语动机自我系统”视角下的 中国英语学习者学习动机研究

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影响二语习得(包括外语学习)的因素非常多,二语习得的过程也异常复杂,因此二语习得研究长期以来是一个广阔而活跃的研究领域,吸引了众多的研究者。而在研究的某一阶段,总会有几个热点问题和热门理论成为学界关注的焦点。

例如,国际著名二语习得研究专家 Rod Ellis 在其专著《二语习得研究》的第一版中专辟一章(第 12 章)讨论二语习得中的学习策略问题,并得出结论认为,“学习策略研究对语言教学和解释二语学习中的个体差异都具有相当广阔的前景”(Ellis, 1994: 558)。紧跟二语习得研究的这一国际潮流和趋势,国内的中国学生外语学习策略研究也应运而生,仅在英语学习策略研究方面,代表性成果就有文秋芳(1996),吴本虎(2002),文秋芳、王立非主编(2003),文秋芳、王立非主编(2004)等。

然而 14 年后,在《二语习得研究》的第二版中, Ellis (2008: 719) 却认为,“学习策略近年来成了一座金矿,许多研究者趋之若鹜,前往淘金,而且仍有一些研究者在做此类研究(如见 Cohen & Macaro eds., 2008; Griffiths ed., 2008)。但是,其结果至今有些令人失望”。究其原因,他认为,主要是由于学习策略缺乏一个足够严密的定义,无法可靠地区分什么样的学习行为是学习策略,而什么样的学习行为又不是学习策略,也没有一种可靠的方法来准确衡量学习策略。而且,对于学习策略与二语习得心理语言学过程的关系究竟如何等的研究也缺乏任何理论解释。

Dörnyei (2005) 注意到,在普通教育学研究领域,尽管学习策略研究在 20 世纪 80 年代十分流行,但到了 90 年代数量却急剧下降。研究者关注的焦点从学习策略转向另一个与之相联系的概念——自我调控(self-regulation),即学习者在自己的学习过程中监控自己的学习,调整采用的学习策略,使自己成为学习过程中的积极参与者和调控者的能力。Dörnyei 认为,二语习得研究者也应该顺应这一研究取向的转变。而且,由于自我调控研究的重点从二语习得的产

物(即让学习者掌握学习策略)转向二语习得的全过程,因此研究的视野也更为开阔。在这一思想指导下, Tseng, Dörnyei & Schmit (2006) 研发了一套用于词汇学习的实际环境中衡量学生自我调控能力的研究工具, 其中的测评项目力求反映学生学习的一般趋势和倾向, 而不是具体的学习行为。该工具主要测评学习者在学习过程中如下五个方面的自我调控能力: 1) 承诺控制, 即坚持或提高对原定学习目标承诺的管控; 2) 元认知控制, 即对自己学习注意力的监测和控制; 3) 厌腻控制, 即在学习中对克服厌倦思想、扩展兴趣的调控; 4) 情感控制, 即对学习产生干扰的状态或情绪的管控; 5) 环境控制, 即消除对学习产生负面影响的环境因素的调控。他们的验证性研究和因子分析支持这一自我调控研究的理论模型。据此, 他们提出如下观点: 教学的真正目标是帮助学习者实现自我调节、自我管控, 而不是简单地帮助他们学会一些具体的学习策略。因此, 与传统的学习策略训练相比, 基于自我调控的研究可以为提高学习者的学习效率和学习效果提供一种更令人满意的方法。但是, Ellis (2008: 720) 不无遗憾地说, “迄今为止, 还没有人开展研究来检验这一观点”。

在最近几年中, 国外此类实证研究显著增多, 仅在 2012 年, 便有 Cai & Zhu (2012)、Lamb (2012)、Lanvers (2012)、Magid & Chan (2012)、Papi & Teimouri (2012) 等相关研究成果发表。而在国内, 除了个别介绍性文章简单提及国外的相关研究(如高一虹、周燕, 2009)和博士论文(许宏晨, 2009)之外, 尚无较为全面系统的实证性研究专著。刘凤阁博士现在呈献给学界的这部著作及时填补了国内这一研究领域专著

的空白, 因此是值得庆贺的。

Dörnyei 提出的学习动机自我调控理论的名称为“二语动机自我系统(L2 Motivational Self System)”。该名称无论是英语原名还是汉语译名, 听起来似乎都有些拗口, 含义也较为晦涩, 但该理论的目的和基本假设都很清楚。其中一个主要的基本理论假设是, 那些在学习过程中能够做到排除其他干扰和诱惑、提升学习动机、保持学习动力、专注于学习任务的学生, 应该比那些不善于在这些方面做自我调控的学生要学得好。由此可见, 学习者的自我调控, 既包括了对自己的学习态度、学习动机、学习兴趣、学习积极性等学习状态的调控, 也包括了对自己学习行为及其背后的目的、理想与信念的反思。所谓的“动机自我系统”便是指在学习的某一阶段, 学习者对自己的学习所持的一种信念和态度。

二语动机自我系统理论是在经典动机理论(如见 Gardner & Lambert, 1972; Gardner, 1985)的基础上, 结合教育心理学中的认知理论而发展起来的, 反映了二语习得研究从行为到认知、从产物到过程的研究范式转变这一发展总体趋势。二语动机自我系统包括如下三个主要组成部分: 1) 理想二语自我(Ideal L2 Self), 即学习者自己想达到的理想二语水平, 理想二语自我定位越高, 二语学习动力越足; 2) 应

该二语自我 (Ought-to L2 Self), 即学习者认为自己应该达到的二语水平, 这较多地受具体外在因素的影响, 如家长、老师、老板的期望和作为子女、学生、员工的责任与职责等; 3) 二语学习经验 (Second Language Learning Experience), 这与学习者对二语学习的态度有关, 并受与学习环境和学习经历相联系的具体因素的影响。

在本书中, 刘凤阁博士主要做了相互关联的如下两大方面的实证研究: 1) 问卷调查研究; 2) 教学干预准实验研究。

在问卷调查研究部分, 他首先在归纳总结国外相关研究的基础上, 结合自己对中国英语学习者二语动机自我系统的前期调查研究, 提出了一个中国英语学习者二语动机自我系统理论模型。然后, 他将该模型作为一个待检验的理论假设, 设计了两份调查问卷, 选取了中小学生、大学本科和研究生英语专业与非英语专业共五个不同层次类型的中国英语学习者作为调查对象, 进行了较大规模的调查实证研究, 验证了该理论模型, 同时也发现了不同水平层次和类型的中国英语学习者二语动机自我系统中的一些不同特点。

在问卷调查研究的基础上, 他进一步尝试将二语动机自我系统理论应用于大学英语教学实践。为此, 他选取了大学一年级非英语专业学生作为研究对象, 进行了以提升“二语自我”为目的的教学干预准实验研究, 探讨了通过提升“二语自我”来提高中国英语学习者学习动机和学习成绩的可行性。研究结果表明, 提升学习者“理想二语自我”和“应该二语自我”的教学干预, 可以有效激发学习者的英语学习动机, 提高英语学习成绩。

综观全书, 我觉得其最大亮点是选题新颖, 研究问题明确, 结构严谨, 分析细致, 数据充分, 结论可信。本书提出的中国英语学习者二语动机自我系统理论模型和验证方法, 既综合采纳了国外相关研究所提及的合理要素, 又充分考虑到中国英语学习者的特点; 本书调查研究和准实验研究的研究设计和得出的结论, 对二语动机自我系统理论作出了有益的补充和完善。我相信, 本书在推动我国外语界运用二语动机自我系统理论开展二语习得研究方面, 可以发挥很好的开拓和示范作用。

许余龙

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2012年12月26日

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Abstract

From the perspective of Dörnyei's *L2 Motivational Self System (L2MSS)*, which is the latest L2 motivation research model, the present book includes two interrelated studies: an empirical survey study and a teaching quasi-experimental study.

The research objectives of the empirical survey are 1) to evaluate the validity of *L2MSS* in the L2 motivation research among learners of English in China; 2) to test whether it is better to study L2 motivation of learners in China in the framework of *L2MSS* than in traditional L2 motivation research model; 3) to investigate the parameters of the components of *L2MSS* among learners at various L2 proficiency levels in order to search for some pattern, if any.

To achieve the research objectives of the empirical survey, the following specific research questions are to be addressed: 1) Compared with *Integrativeness*, does *Ideal L2 Self* have more prominent correlational relationships with learners' *L2 Learning Motivation*? 2) Are *Instrumentality-promotion* and *Instrumentality-prevention* two distinct constructs in terms of what they represent? 3) Among the three components of *L2MSS*, which can best predict *L2 Learning Motivation* of the students at different L2 proficiency levels? 4) Can *L2MSS* be validated empirically in L2 motivation research among English learners in China? 5) What is the pattern, if any, shown through the parameters of the three internal components of *L2MSS* across various L2 proficiency level learners? 6) Are there significant differences in *Ideal L2 Self*, *Ought-to L2 Self* among high-, mid- and low-level L2 proficiency sub-groups? 7) In high-, mid- and low-level L2 proficiency sub-groups, do the self dimension (*Ideal L2 Self* and *Ought-to L2 Self*) and *Second Language Learning Experience* play different roles in their contributions to *L2 Learning Motivation*?

The results of the survey study show that in the context of L2 learning among Chinese students, *Ideal L2 Self* has more prominent correlational relationships with *L2 Learning Motivation* than *Integrativeness* does; the traditional *Instrumentality* can indeed be divided

into *Instrumentality-promotion* and *Instrumentality-prevention* and they are distinct constructs in terms of what they represent. Structural equation modeling analysis also proves that Dörnyei's *L2MSS* can be validated empirically among learners of English at different proficiency levels in China. The results above are consistent with some earlier similar studies (e.g. Taguchi et al., 2009; Csizer & Kormos, 2009; Ryan, 2009; Dörnyei & Ushioda, 2009), which shows the generalizability of *L2MSS* in different cultural contexts.

The most important finding in the survey study, however, is that learners' L2 proficiency level is an important factor to be considered when we examine the power of the three internal components of *L2MSS* in their contributions to *L2 Learning Motivation*. Specifically, for lower-level L2 proficiency learners, the best predictor of *L2 Learning Motivation* is *Second Language Learning Experience*; but for higher-level L2 proficiency learners, *Ideal L2 Self* is the best predictor. Further analysis of the survey results helps to surface a pattern: with the increase of learners' L2 proficiency, the self dimension (*Ideal L2 Self* and *Ought-to L2 Self*, especially the former) plays an increasingly important role in its contributions to *L2 Learning Motivation* while *Second Language Learning Experience* plays a less and less important role.

The findings in the empirical survey have enlightened the author to carry out the research further through a teaching interventional quasi-experiment.

The significance of such a quasi-experiment design lies in both research method and L2 pedagogy itself. Till now, to the best of my knowledge, the research methods under the umbrella of *L2MSS* research in the related literature (including the survey in Chapter 4 of this book) are mainly psychometric researches. Strictly speaking, the psychometric researches cannot guarantee the relation between L2-self dimension (*Ideal L2 Self* and *Ought-to L2 Self*) and *L2 Learning Motivation*/L2 achievements is causal relationship. But, in the present quasi-experiment, the self-based L2 motivation intervention is explicitly designed as the causal factor and L2 motivation/L2 achievement is the outcome variable. So the quasi-experiment design is meaningful in terms of research method. The significance of this quasi-experiment in terms of in L2 pedagogy is more obvious, because the self-based L2 motivation intervention provides us with a new tool for increasing students' *L2 Learning Motivation* and their L2 achievements.

The quasi-experimental study addresses the following specific questions: 1) Can the instructional intervention on students' future-oriented L2 self improve their L2 motivation significantly? 2) Can the instructional intervention on students' future-oriented L2 self improve their L2 achievements significantly? 3) If the self-based interventional treatment is

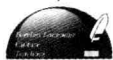
effective for improving the L2 motivation, then is it more effective in the high- or low-level L2 proficiency sub-groups or equally effective? 4) If the self-based interventional treatment is effective for improving the L2 proficiency, then is it more effective in the high- or low-level L2 proficiency sub-groups or equally effective? 5) Does the self-based interventional treatment have time-lag effects on the L2 proficiency outcome?

Results of the quasi-experiment show that the self-based motivational intervention in L2 teaching can both enhance *L2 Learning Motivation* and increase their L2 proficiency level significantly. More specifically, the self-based interventional treatment can be effective for improving the L2 motivation in both the high- and low-level L2 proficiency sub-groups. And the treatment is more effective on improving the L2 motivation among the high-level L2 proficiency sub-group. The effect of the treatment on L2 proficiency is a little complex. In the relatively short term, the treatment is statistically significant in improving L2 proficiency for the low-level L2 proficiency sub-group, but not for the high-level L2 proficiency sub-group, whereas in the relatively long term, the treatment is influential in improving L2 proficiency for both the low- and high-level L2 proficiency sub-groups. In other words, the self-based interventional treatment has “time-lag effects”, which means that the effect of the self-based interventional treatment on the L2 proficiency may not be significantly obvious for higher-level L2 proficiency sub-group in the short term. Instead it will emerge in the long run.

Key Words: SLA; L2 Learning Motivation; L2 Motivational Self System; Self-based interventional treatment; Ideal L2 Self; Ought-to L2 Self; Second Language Learning Experience

List of Acronyms

<i>ANOVA</i>	Analysis of Variance
<i>CET</i>	College English Test for non-English major undergraduates
<i>CFAs</i>	Confirmatory Factor Analysis
<i>EA</i>	English Learning Anxiety
<i>EFL</i>	English as a Foreign Language
<i>ELQPM</i>	English Learning Questionnaire for Primary and Middle School Students
<i>ELQUP</i>	English Learning Questionnaire for Undergraduates and Postgraduates
<i>FAMI</i>	Family Influence
<i>HCG</i>	High-level L2 proficiency sub-group in the control group
<i>HEG</i>	High-level L2 proficiency sub-group in the experimental group
<i>IL2S</i>	Ideal L2 Self
<i>INTEG</i>	Integrativeness
<i>IPO</i>	International Posture
<i>IPRE</i>	Instrumentality-prevention
<i>IPRO</i>	Instrumentality-promotion
<i>LCG</i>	Low-level L2 proficiency sub-group in the control group
<i>LEG</i>	Low-level L2 proficiency sub-group in the experimental group
<i>L2M</i>	L2 Learning Motivation
<i>L2MSQ</i>	L2 Motivational Self Questionnaire
<i>L2MSS</i>	L2 Motivational Self System
<i>MILI</i>	Milieu
<i>OL2S</i>	Ought-to L2 Self
<i>SCO</i>	Self-confidence
<i>SLLE</i>	Second Language Learning Experience
<i>SBIT</i>	Self-based Interventional Treatment



<i>SLA</i>	Second Language Acquisition
<i>SEM</i>	Structural Equation Modeling
<i>TEM</i>	Test for English Majors

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