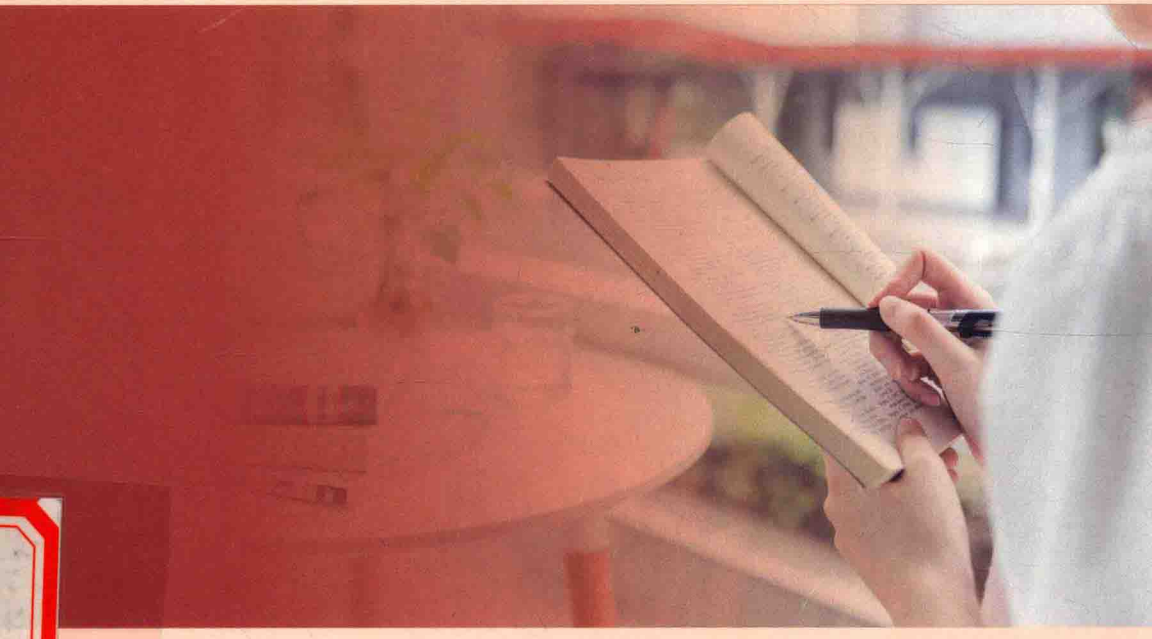
Language Learning Strategies Employed by English-major Pre-service Teachers

英语专业师范生英语学习策略研究

◎ 周超英　著



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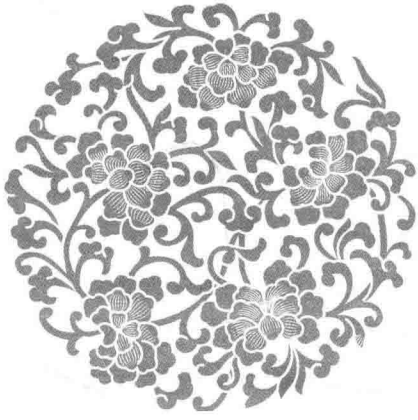

西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

图书在版编目（CIP）数据

英语专业师范生英语学习策略研究/周超英著. —西安：西安交通大学出版社，2017.12

ISBN 978-7-5693-0360-5

Ⅰ.①英… Ⅱ.①周… Ⅲ.①英语—学习方法—研究—高等师范院校 Ⅳ.①H319.3

中国版本图书馆CIP数据核字（2017）第316624号

书　　名	Language Learning Strategies Employed by English major Pre-service Teachers 英语专业师范生英语学习策略研究
著　　者	周超英
责任编辑	魏　杰　贺彦峰
出版发行	西安交通大学出版社 （西安市兴庆南路10号　邮政编码710049）
网　　址	http://www.xjtupress.com
电　　话	（029）82668357　82667874（发行中心） （029）82668315（总编办）
传　　真	（029）82668280
印　　刷	湖南省众鑫印务有限公司
开　　本	710mm×1000mm　1/16　印张 15.5　字数 251千字
版次印次	2017年12月第1版　2018年1月第1次印刷
书　　号	ISBN 978-7-5693-0360-5
定　　价	88.00元

读者购书、书店添货、如发现印装质量问题，请与本社发行中心联系、调换。

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前　言

语言学习策略是影响外语学习效率的关键因素之一。对语言学习策略的研究始于20世纪70年代中期，并逐步成为应用语言学研究的热点。其研究内容主要包括外语学习者使用学习策略的趋势和特点、学习成功者和不成功者学习策略上的差异、学习策略与学习者语言水平及其他学习者个人因素的相互关系、策略培训成效等。然而，近四十年在此领域的各种研究结果也难以达到统一，人们很难总结出一套适合各类学习者、具有普遍效应的最佳学习策略，学习策略的选择受到众多学习者个人因素的制约，如性别、年龄、个性特点、英语学习喜欢度、策略意识、情感因素、人格类型、认知风格、学习动机、教育背景、语言水平、文化观念等。

目前国内对中西部英语专业师范生英语学习策略使用的大规模调查研究还很欠缺，缺少对学习者个人因素中的英语学习喜欢度、策略意识以及人格类型等因素对英语学习策略使用影响的研究，对学习者性别与语言水平对学习策略选择影响的研究还可进一步丰富。因此，本研究的主要目的是调查中西部英语专业师范生英语学习策略使用情况，回答如下问题：（1）英语专业师范生英语学习策略总体、分类和单项使用频率分别怎样？（2）学习者个人因素中的性别、英语学习喜欢度、语言水平、策略意识以及人格类型五因素对学习者英语学习策略选择有无显著性影响？如果有，其主要变化模式怎样？（3）影响学习者英语学习策略使用的主要潜在因子有哪些？这些潜在因子与以上五因素是否相关？如果相关，与哪些因子相关？（4）为什么有些英语学习策略使用频繁、有些使用不频繁？

通过整群抽样、目的抽样与便利抽样相结合的方法，问卷调查的对象确定为836名湖南、贵州、陕西三省6所师范院校英语专业师范生，访谈对象根据自愿和便利

的原则确定为 36 名，每校各 6 名。通过问卷与半结构式访谈，本研究集中调查了以上五种学习者个人因素对学习者英语学习策略使用的影响。收集到的定量数据输入 SPSS 16.0 社会科学统计软件，采用描述性统计、方差分析、事后检验、卡方检验、因子分析五种方法进行数据分析，收集到的定性数据采用内容分析法和主体分析法进行分析。研究结果显示：(1）中西部英语专业师范生英语学习策略总体和分类均为中等使用频率，单项策略使用亦以中等频率为主。(2）策略总体使用频率根据学习者个人五因素有显著性差异。四大策略类别使用分别因英语学习喜欢度、策略意识以及人格类型中的内外向维度存在显著性差异；元策略、认知策略与社会文化交互策略的使用因语言水平与人格类型中的判断—感知维度存在显著性差异；认知策略与情感策略的使用因性别存在显著性差异。个体策略使用也因这五因素具有显著性差异，但呈现不同的变化模式。(3）有六大潜在因子影响学习者外语学习策略的使用，不同因子分别与不同学习者个人因素相关联。(4）分别涌现出五大原因解释了有些策略的频繁使用和有些策略的不频繁使用。

本书共由七章组成。第 1 章为本研究的研究背景。该章分为七个小节，分别介绍了该章主要内容、中国英语教与学的基本情况、本研究的研究意义、本研究的研究目的、主要术语界定、本书的框架及该章内容小结。

第 2 章为文献综述，该章分为六小节。第一节介绍该章主要内容。第二节阐述与语言学习策略紧密相关的理论，包括认知学习理论与社会认知学习理论。第三节综述了研究者们对语言学习策略所下的定义，提出了本研究中语言学习策略的定义，进而提出了语言学习策略的特征。第四节从功能、目的、学习环境以及语言技能这几方面出发，详细介绍了语言学习策略分类系统，指出本研究中语言学习策略分类遵循 Oxford（2011）的四分类法，即：元策略（Metastrategies）、认知策略（Cognitive strategies）、情感策略（Affective strategies）与社会文化交互策略（Sociocultural-interactive strategies）。第五节综述了国内外语言学习策略相关研究。最后一节对该章的主要内容进行了小结。

第 3 章系统介绍了本次调查研究所采用的研究方法，由九节构成。第一节介绍该章主要内容。第二节概述了二语习得研究中常用的一些研究方法，并分析了各种研究方法的利弊，指出本研究采用问卷和半结构式访谈相结合的方法，定量研究与

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定性研究相结合来进行本次调查研究。第三节阐明了本研究所用的理论框架以及本研究所选用的影响语言学习策略的因素，即性别、英语学习喜欢度、语言水平、策略意识以及人格类型，并阐明了选择以上因素的缘由。第四节提出了本研究的研究问题。第五节从抽样方法和特征两方面对本研究受试者进行了详细阐述。第六节详细介绍本研究的研究工具，具体有：背景信息问卷、语言学习策略问卷、策略意识问卷、人格类型问卷、语言水平测试、半结构式访谈。第七节阐述了数据收集过程。第一阶段是定量研究，对 836 名中西部英语专业师范生进行了问卷调查；第二阶段是定性研究，抽取其中 36 名进行了半结构式访谈。第八节指出如何进行数据分析。最后一节对该章内容进行小结。

第 4 章报告了第一阶段定量研究的调查结果，由五小节构成。第一节介绍该章主要内容。第二节报告了中西部英语专业师范生英语学习策略使用的频率，分别从学习策略的总体使用、分类使用和单项使用三个层面进行了描述。第三节分别报告了受试者在总体、分类、单项三个不同层面的英语学习策略使用的变化，显示了受试者学习策略的使用与影响学习策略五因素的关系，依次是性别、英语学习喜欢度、语言水平、策略意识以及人格类型五因素的变化。第四节报告了因子分析的结果，发现了与五因素密切相关的因子。最后一节对该章内容进行小结。

第 5 章报告了第二阶段定性研究的结果，由四节构成。第一节介绍该章主要内容。第二节总结了受试者频繁使用的部分策略及其被频繁使用的原因。第三节总结了受试者很少使用的部分策略及其很少被使用的原因。最后一节对该章内容进行小结。

第 6 章为研究结果总结与讨论，由六节构成。第一节介绍该章主要内容。第二节分别对四个研究问题的研究结果进行了总结。第三节对研究结果进行了讨论，讨论内容依次为语言学习策略的总体与分类使用以及与五因素分别有关的语言学习策略使用。第四节针对研究结果提出教育启示。第五节指出了本研究的局限，并从所取得的研究成果中推导出了对未来二语习得研究的启示，同时也对未来的语言学习策略研究提出了建设性建议。最后一节为对本研究内容的总结。

本书是作者在其博士学位论文的基础上撰写而成的。作者的导师 Channarong Intaraprasert 在泰国苏南拉里理工大学（Suranaree University of Technology）对本研究进行了精心指导，作者的家人对本著作的完成做出了很大的支持，出版社的编辑对

本书的出版给予了极大的鼓励和支持，再次一并致以衷心的感谢。本书的读者对象为应用语言学研究人员、外语教师、英语专业的研究生、其他有关专业研究人员及对学习策略感兴趣的广大英语爱好者。

作　者

2017 年 6 月

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CHAPTER 1

Introduction

1.1 Introduction

This chapter provides the background to the study, which has been designed to investigate language learning strategies (LLSs) employed by English-major pre-service teachers in the midwest of China. As an introductory part, this chapter aims to provide an overall picture of the present investigation. It starts off with the introduction of the study. This is followed by English teaching and learning in China, significance of the study, research objectives, and some operational definitions of key terms in the study. Finally, the outline of the book and a summary are presented.

Since the 1960s the focus of research in second language acquisition has shifted from teaching to learning, and language learners have become the center of language teaching and learning (Feng, 2010). More and more researchers have initiated studies on the learners, paying more attention to individual differences in second language acquisition (Rao, 2008). In the field of secnd language (L2) acquisition, LLSs have been considered the key variable in the study of individual differences (Skehan, 1989; Oxford, 1990; Dörnyei, 2005). Ellis (1994) outlines a theoretical framework for investigating individual learner differences in L2 acquisition. This framework casts light on how individual learner differences, LLSs and language learning outcomes interact with each other and also highlights the role of LLSs in L2 acquisition as one of the individual learner variables.

Oxford (1990, p.1) states that strategies are "especially important for language

learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate strategies result in improved proficiency and greater self-confidence". He also claims that learning strategies are one of the main factors determining how and how well learners learn a L2 (Oxford, 2001). According to Chang, Liu and Lee (2007), researchers believe that language learning strategies play significant roles in L2/FL learning, due to the fact that LLSs can help learners to facilitate the acquisition, storage, retrieval or use of information and increase self-confidence.

Initiated in the middle of the 1970s, the research on LLSs opened up a research agenda which has led the researchers and teachers to explore the complexity of students' interaction with their language study, and an agenda which has made the researchers and teachers appreciate the individuality of each learner, and of their interaction with language study (Tudor, 2001). According to Chamot (2005), language learning strategy research has enriched the L2 acquisition literature by providing insights into the metacognitive, cognitive, social and affective processes involved in L2 learning. As Ellis (2008) states, the study of LLSs have been motivated by both the wish to contribute to L2 acquisition theory by specifying the contribution that learners can make to L2 learning and by the applied purpose of providing a research-informed basis for helping learners to learn more efficiently through identifying learning strategies that "work" and training them to make use of these.

Language learning strategy research began in China in the mid-1980s. Chinese researchers have done some studies on LLSs and have made some achievements (e.g. Wen, 1995; Yang, 1999; Zhang, 2004; Chang, Liu & Lee, 2007; Yang, 2007; Wu, 2008; Yu & Wang, 2009; Zhou, 2010). However, according to Ni (2008), there are still some problems on language learning strategy research in China nowadays. By reviewing the previous literature, the researcher of the present study has found some typical problems on language learning strategy research in China, which mainly exist in the participants, research variables, and research instruments of the investigations. Therefore, the researcher tries to conduct the present study in order to fill in some research gaps to shed some light on the research of LLSs in China.

1.2 English Teaching and Learning in China

With the rapid development of the global economy and Chinese society, language educators have realized that English is no longer a course of liberal arts, but an important tool for cultural exchange and international communication (Liu, 2008). English has been a priority and compulsory course in Chinese schools for the last few decades. Since 2001, a new "English Curriculum and Pedagogy Standards (Ministry of Education, 2001)" has been developed in order to develop learners' ability to use English in their daily lives, cultivate learners' autonomy, encourage interactive classroom participation, and develop communicative competence. In the standards, LLSs have been treated as one of the crucial factors that affect the EFL learning process and its speed because they are actions and measures that learners take in order to learn a language effectively (Yu & Wang, 2009).

According to Nunan (2001), the teacher's role is to stimulate students' interest in learning, help them build up confidence to overcome learning obstacles, and cultivate their learning autonomy. However, most English teachers in Chinese universities fail to act such roles in English teaching in the teacher-centered classes, as Paine (1992) puts forward that Chinese lessons are dominated by teacher-talk in an expository and explanatory format whilst students are audience. According to Rao (2008), the reasons may be that on one hand, teachers in China are not free to teach whatever they want in the classroom, since all the textbooks and teaching materials are nationally uniform, and teachers are expected to cover the curriculum developed by the government; on the other hand, most teachers in Chinese universities feel it difficult and awkward to teach English in the communicative way and still adhere to the traditional methods and technologies, as these teachers are indigenous Chinese and are trained basically in home institutions where there are only a few native speakers of English, and only a minority of teachers have an opportunity to study in English-speaking countries. In such a condition, there may exist great difficulties for teachers to help students have appropriate LLSs learning English in or outside of class.

Hu (2002) describes Chinese learners' learning strategies in relation to reception,

repetition, review and reproduction. According to Jiang and Smith (2009), Chinese learners are viewed as passive receivers of knowledge that they expect to be passed on by teachers; they hold repetition to be the necessary means to acquire knowledge and understanding, consider review as a key step for consolidating old knowledge, and reproduce textual knowledge as required by teachers or tests. Besides the English class time, most of the Chinese university students spend a lot of time studying English outside the classroom in order to pass all the curriculum English exams and the national English proficiency tests. However, the passing rate of each national proficiency test is not high when the results are announced each time. Most of the students cannot get good marks in the tests. This indicates that their English proficiency is still not high to reach the goal set by the new "English Curriculum and Pedagogy Standards" (Ministry of Education, 2001).

The tertiary-level English learners in China are usually divided into English majors and non-English majors. English majors are highly expected to learn English well to reach the goal set by National Teaching Syllabus for English Majors in Higher Education in China (English Team, Steering Committee for Foreign Language Teaching in Higher Education, 2000): the students with high language proficiency should possess basic knowledge, broad knowledge, and major knowledge of English language, with competence to learn English well.

Among the English majors, there are pre-service teachers and non-pre-service teachers. English-major pre-service teachers study in Normal Universities. They are trained to be English teachers after graduation. There are also non-pre-service teachers majoring in English in Normal Universities and the other universities. Their fields can be English translation, English literature, business English, and so on. For English-major pre-service teachers, they are students now and will become English teachers in the future. Therefore, it is important to have high English language proficiency and good English teaching methods for their future career, and also it is important for them to improve their English by employing LLSs, since strategies play major roles in their English learning.

1.3 Significance of the Study

The present study is of great importance and will contribute to the research in the

field of language learning strategies in China theoretically and pedagogically.

Theoretically, the present study could fill in some research gaps in the field of language learning strategy use in China, since there are no previous studies on language learning strategy use employed by English-major pre-service teachers in Midwest China in terms of gender, enjoyment of learning English, language proficiency, strategy awareness, and personality types: extroversion-introversion scale and judging-perceiving scale, which contributes to research on LLSs in China and similar educational settings worldwide, and thus contributes to second language acquisition (SLA) theory, which is specified as follows:

First, to date, few English-majors pre-service teachers have been investigated in language learning strategy studies, except that Tercanlioglu (2004) carries out research on 184 third-year English-major pre-service teachers in School of Education of Atatürk University in Turkey, and Gu (2008) investigates strategy use by 139 freshman English-major pre-service teachers in Zhoukou Normal University in China. Among the empirical studies, no research has been conducted to explore language learning strategy employment among a large group of English-major pre-service teachers in Midwest China. Consequently, the present study will fill in the gap in research works on LLSs in China.

Second, some variables are still seldom investigated. There are only a few studies on the effects of enjoyment of English learning on learners' language learning strategy use (e.g. Mochizuki, 1999; Wong & Nunan, 2011). Very few studies investigate the effects of strategy awareness on strategy use (e.g. Lee & Oxford, 2008). Although a few studies have examined the effects of personality types on learners' strategy choice (e.g. Ehrman & Oxford, 1989; Li & Qin, 2006), no previous research has just focused on extroversion-introversion scale and judging-perceiving scale.

Third, with regard to the research instruments, most researchers just adopt Oxford's (1990) SILL (Version 7.0). According to Bremner (1999), although the SILL (Oxford, 1990) is considered to be the most widely used and influential tool for the assessment of language learning strategy use, it is imperative to be adapted to suit the target group of learners in the Chinese context, as is because different cultural and educational contexts will affect the use of LLSs (Rao, 2008), and the SILL by Oxford (1990) is not updated, without such new items as strategies use concerned

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