哪些个人因素阻碍与支持英语专业学生课堂交流意愿？哪些语境因素阻碍与支持英语专业学生课堂交流意愿？所有影响因素是如何互动以影响英语专业学生英语课堂交流意愿的？哪些教学改革能促进英语专业学生在英语课堂的交流意愿？

To Break the Ice: Willingness to Communicate in L2 in English Lesssons

破冰之旅

——中国高校英语课堂的二语交流意愿个案分析

张露茜 著

浙江工商大学出版社
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作者简介

张露茜，女，1983 年生，浙江瑞安人，现居杭州。浙江工商大学外国语学院英语专业讲师，博士。2005 年获浙江师范大学英语专业学士学位、2006 年获英国巴斯大学教育（英语语言教学）硕士学位，2012 年获香港教育学院英语语言教育博士学位。主要讲授“基础英语”、“英语阅读”、“高级英语视听说”等课程。研究方向为英语教育、教育测量和话语分析。已在国内外学术期刊上发表论文十余篇：如在国外书籍出版社 Springer、国外高质量期刊 *Higher Education Quarterly* 与 *Educational Studies* 等上都有论文刊登。曾获研究生发表奖，优秀目标导师、优秀班主任、教学优胜奖等。已参加国际会议多次。现主持与参与多项课题。本书由浙江工商大学外国语学院外国语言文学学科（英语语言文学重点学科）资助出版。

内容简介

在全球化影响下，中国社会对英语学习与教学投注了大量的关注。过往研究曾发现具有高交流意愿者能在二语学习中获得较好成绩。但是从教学实践反映出的问题是，许多英语专业学生似乎在英语课堂上对参加口语活动的积极性并不高。研究目的为发现阻碍与支持中国英语专业大学生课堂交流意愿的个人与语境因素。四个研究问题分别为：1. 哪些个人因素阻碍与支持英语专业学生课堂交流意愿？2. 哪些语境因素阻碍与支持英语专业学生课堂交流意愿？3. 所有影响因素是如何互动以影响英语专业学生英语课堂交流意愿的？4. 哪些教学改革能促进英语专业学生在英语课堂的交流意愿？

本书通过在个案中混合不同的研究方法，期望获得对复杂的教学环境与过程的丰富理解。研究一为发现学生的个人因素，使用了问卷调查；研究二为调查语境因素，通过进行教学资料的审阅分析，再到课堂观察，最后是教师采访取得；研究三为进一步挖掘学生对当前课堂语境因素的回馈，通过学生的叙事、刺激回想、半建构式访谈取得。研究意义即为英语专业学生提供最大化交流意愿的教学建议。研究发现英语口语水平与低焦虑能促进英语专业学生的交流意愿。但是 Wen 与 Clément(2003)的中国学生课堂交流意愿概念模型中的其他因素阻碍英语专业学生的交流意愿。三个研究的结果发现最终构建成为一个修改后的中国英语学习者课堂交流意愿金字塔模型。

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STATEMENT OF ORIGINALITY

I, ZHANG, Luxi, hereby declare that I am the sole author of the book and the material presented in this book is my original work except those indicated in the acknowledgement. I further declare that I have followed the policies and regulations on academic honesty.

Luxi, Zhang

December 2015

ABSTRACT

Under the influence of globalization in China, enormous attention is being paid to English learning and teaching. Previous research suggests that higher Willingness to Communicate (WTC) can lead to better achievement in learning a second language. However, it seems that many Bachelor of English (BE) students in Chinese universities are not likely to be actively involved in speaking activities in their English classes. Thus, the purpose of this research is to investigate what personal and contextual factors hinder and assist BE students' willingness to communicate (WTC) in English language classrooms in China. Four research questions are posed: (1) What personal factors hinder and enable individual BE students' spoken English in English classrooms? (2) What situational factors hinder and assist the students' spoken English in English language classrooms? (3) How do these factors interact to influence WTC in English language classrooms? (4) What pedagogical changes can enhance BE students' WTC in English classrooms?

By mixing methods within a single site case study, it was expected that a rich understanding of the complexities of the pedagogical environment and process could be obtained. Questionnaires were used to survey student personal factors, then inspection of teaching documents and classroom

observations, followed by teacher interviews, were used to study the contextual factors of learning. Student narratives, stimulated recalls and semi-structured interviews were used to further elucidate student responses to contextual factors. The goal was to suggest pedagogical strategies that would maximize WTC in English language classrooms for all BE students in the case study site. It was found that peaking English proficiency and low anxiety facilitated BE students' WTC. But other factors in Wen and Clément's (2003) Chinese WTC model hindered students' WTC. Finding of three studies suggested a modified three-dimensional Chinese L2 WTC pyramid model.

Keywords: WTC, Chinese culture, BE students, English language lessons

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PREFACE

Bob Adamson

(Chair Professor of Curriculum Reform Head, Department of International Education & Lifelong Learning Director, Centre for Lifelong Learning Research & Development Hong Kong Institute of Education)

Speaking English is a challenge for many non-native speakers. The language has many awkward sounds, such as consonant clusters, to twist the tongue, and tricky stress and intonation patterns that convey different meanings.

Many English learning programmes in China offer courses in phonetics to assist students. Mastering the skills of producing spoken language takes time and effort. A few years ago, I found some wonderful textbooks produced by the People's Education Press for junior secondary school students in the early 1960s. Each passage in the textbooks that were published in 1961 had stress and intonation marks to help the students, while the syllabus (People's Education Press, 1963, in translation) for the next series of textbooks set out these aims in relation to speaking:

Junior Secondary Year 1

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• Mastering the accurate pronunciation of single and double syllabus words that conform to regular pronunciation patterns; reading all lessons aloud and reciting the passages;

• Speaking by imitating passages and using conventional conversation; understanding simple classroom language;

• Acquiring about 600 words and a few idioms;

Junior Secondary Year 2

• Reading aloud clearly and correctly; mastering stress and intonation of simple sentences; being able to recite about 80% of passages;

• Asking and answering questions relating to the passages; understanding and responding to classroom language;

• Acquiring another 600 words or so and a few idioms;

Junior Secondary Year 3

1. Reading the passages fluently with correct pronunciation and intonation; being able to recite about 70% of passages;

2. Answering questions relating to the passages; talking about familiar daily life topics; understanding the teacher's introduction to the passage; participating in conversations with the teacher about certain classroom activities;

3. Acquiring another 600 words or so and a few phrases

I cite these examples at length in order to demonstrate the enormous difficulties inherent in learning spoken English in China, particularly at a time when contact with foreigners was limited and technology was far less advanced than it is today. It took three years of study for students to become familiar with the

phonetics and suprasegmental patterns of English, and to acquire the ability to conduct simple, everyday conversations. Nowadays, the available technology and the opportunities for speaking English may have improved, but the personal challenges of producing English sounds have not become smaller.

The challenges are not limited to sound production. Like Chinese, the English language is also rich in culture, which is a double-edged sword for learners. The richness undoubtedly contributes to the beauty of the language, but the cultural content can be obscure. Some metaphors can puzzle learners in China. What does "You're batting on a sticky wicket" mean? (This was feedback from a lecturer at a UK university to a foreign student. It actually means that the argument in the student's essay was not very solid, but the student—who was unfamiliar with the game of cricket—found it very hard to understand.) Not surprisingly, learners of English hesitate to speak in public. It takes courage.

On my frequent visits to China, I am always impressed by the courageous people who talk to me in English. I find them in many walks of life—very young and very old, white-collar and blue-collar, urban and rural. English Corners in public squares and parks are amazing phenomena, as people hold animated discussions about an array of subjects. Yet I am told by many people that English standards in China are very low and the teachers of English are poor in quality. I disagree. Standards are extremely high, considering the linguistic environment, and teachers are extremely good, considering the other demands on

students' learning.

Nevertheless, speaking out is definitely a challenge in a society that values face, harmony and self-effacement. Classrooms, in particular, are highly pressured environments, and many teachers have remarked that their students seem to be "struck dumb" in English lessons. It is an area of student learning that has not been well understood in the past, but now Luxi's research enlightens us. This excellent book investigates the willingness of Chinese students to communicate in English and pinpoints the reasons that facilitate or hinder the process. Armed with the important insights contained in this book, teachers and students will be able to work together so this generation and future generations of learners can overcome the challenges in becoming effective English speakers.

Reference

People's Education Press (1963). *YingyuJiaoxueDagang* (*English Syllabus*). Beijing: People's Education Press.

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