



中国英语教学优秀论文集（二）

第二届中国英语教学优秀论文评选获奖作品集

(2003. 7—2006. 6)

A Collection of Award-winning Papers on ELT in China
(July 2003–June 2006)

文秋芳 编

外语教学与研究出版社

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前言

为推动我国高等学校英语教学研究活动的开展,提高英语教师的科研水平,中国英语教学研究会于2003年3月决定,在全国范围内举行高校英语教师优秀科研论文评选活动。活动由中国英语教学研究会主办、外语教学与研究出版社协办,第一届优秀论文评奖评选了2000年7月至2003年6月在国内外杂志上发表的由中国人撰写的中文或英文的英语教学方面的论文。优秀论文集已由外语教学与研究出版社于2005年出版。

本次评选为第二届,评选工作分两步进行:先初评,后总评。初评全国分8个大区进行,由各大区研究会副会长负责。参评的论文发表于2003年7月至2006年6月期间。参选论文共有186篇,其中56篇文章进入全国总评。2009年8月,由在京的中国英语教学研究会常务理事会5名委员组成评审委员会。本次评选标准侧重于论文是否有独创性,是否着重实验研究,是否与教学有紧密的联系。评审程序是,先由个人独立评审,后汇集5人评审结果,最终依据少数服从多数的原则产生获奖名单。本次获奖的论文有27篇,获奖作者有48人,其中一等奖3篇,二等奖6篇,三等奖18篇。该评选结果在中国英语教学研究会的网站上公示了2个月,期间未收到任何表示异议的信件。2009年11月在大连召开的中国英语教学研究会2009年年会上为获奖作者颁发了证书。

本次论文评选无论从论文质量或是从参选的地区来看,都反映了我国英语教学整体的科研水平有了明显提高。我们高兴地看到,教师对实证研究愈来愈重视,做法愈来愈规范,研究的内容也越来越广泛。特别值得提出的是,英语界比较薄弱的质性研究也取得了一定的进展。

第三届优秀论文评选活动现在已经开始。凡在2006年7月至2008年12月期间发表的论文都具备参选资格。从第四届开始每两年评选一次,以便更及时地反映我国英语教学的最新研究成果。希望各位老师踊跃报名。有关申报的详细信息请见中国英语教学研究会网站,网址为: <http://www.celea.org.cn>

文秋芳
2009年12月1日

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一等奖论文

Self-identity Changes and English Learning Among Chinese Undergraduates

Gao Yihong¹, Cheng Ying¹, Zhao Yuan² & Zhou Yan³

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3. Beijing Foreign Studies University

Abstract: This quantitative study investigated Chinese college students' self-identity changes associated with English learning. The subjects were 2,278 undergraduates from 30 universities, obtained from a stratified sampling. Based on existing literature of bilinguals' identities, the self-designed questionnaire defined six categories of self-identity change: self-confidence, subtractive bilingualism, additive bilingualism, productive bilingualism, identity split, and zero change. Results showed that in the Chinese EFL context, English learning exerted influence on learners' identities, the most prominent being self-confidence. At the same time, learners' values and communication styles underwent some productive and additive changes. Sex, college major, and starting age for English learning had significant effects on certain types of self-identity change. Female students scored higher than male students on self-confidence and productive changes. Compared with natural and social science majors, English majors demonstrated more changes in self-confidence, subtractive, additive and productive changes. With self-confidence change, those who started English learning under 8 scored lower than groups of higher starting ages. With additive change, the 9-12 group scored higher than the 13-15 group. With identity split, the above 16 group scored higher than groups of lower starting ages.

Key words: English learning; self-identity; self-confidence; productive; additive

1. Introduction

1.1 Research Background

Language is not only an instrument for communication. It is related to a set of

behavioral norms and cultural values, which construct one's self-identity. After learning a new language, one's perceptions of his or her competence, communication styles and value systems may undergo some changes. In Gardner's classical social psychological model of language learning (Gardner, 1985), there is a set of "non-linguistic outcomes" where self-identity changes belonged. Previous research on learners' identity changes focused mainly on cultural identities. Lambert (1975) proposed two different types of bilingualism—"subtractive" and "additive". With subtractive bilingualism, the native language and native cultural identity are replaced by the target language and target cultural identity. With additive bilingualism, the learner's native language and native cultural identity are maintained while the target language and target cultural identity are acquired in addition. Although subtractive bilingualism in the form of complete "acculturation" has been favored by a few (e.g., Schumann, 1978), additive bilingualism has been regarded by many as an ideal kind of bilingualism. Since the 1990s, some attempts have been made to expand Gardner's classical model (e.g., Clément, Dörnyei, & Noels, 1994; Dörnyei, 1994; Tremblay & Gardner, 1995). Most of the expansions, however, were about the influencing factors rather than the outcome of language learning. There have been a few studies on learners' identity changes from a dynamic and pluralistic perspective (e.g., Norton Peirce, 1995). Meanwhile, it has been proposed that language learning motivation research should broaden its perspective by drawing on a wider range of psychological theories (Oxford & Shearin, 1994).

In light of humanistic psychology, particularly Fromm's "productive orientation" (Fromm, 1948), Maslow's theory of basic human needs (Maslow, 1957) and its expansion (Xu, 1988, 1999), Gao (2001, 2002) proposed "productive bilingualism" as an alternative to subtractive and additive bilingualism. With productive bilingualism, the command of the target language and that of the native language positively reinforce each other; deeper understanding and appreciation of the target culture goes hand in hand with deeper understanding and appreciation of the native culture. Such language learners have a "productive orientation" in language learning (Fromm, 1948); they are motivated by self-actualization needs (Maslow, 1957). As an ideal type of bilingualism, productive bilingualism is

symbolized as “ $1+1>2$ ”, while subtractive bilingualism and additive bilingualism are symbolized as “ $1-1=1$ ” and “ $1+1=1$ ” respectively. The empirical basis of productive bilingualism consisted of interviews with some recognized “best foreign language learners”, mostly professors, researchers and translators. So far no quantitative research on productive bilingualism or learners’ self-identity changes in general has been conducted among ordinary learners. It remains to be examined what kind of identity changes Chinese college (university) students have undergone after learning English, and whether “productive bilingualism” exists among them.

1.2 Research Questions

This paper presents part of a research project on Chinese college students’ English learning motivation and self-identity changes. This part of the study was intended to explore learners’ self-identity changes associated with English learning. There were two specific research questions:

1. Have English learners undergone self-identity changes after learning English? What types of changes have they undergone?
2. Do learners’ self-identity changes differ with regard to their sex, college major, and starting age of English learning?

2. Method

2.1 Subjects

Subjects of the study were 2,278 undergraduates at 30 universities from 29 provinces, autonomous regions and municipalities across the mainland of China. A stratified sampling was performed according to the ratio of school types and corresponding numbers of students, as issued by the Chinese Ministry of Education in the spring of 2002 (Table 1). The distribution of subjects’ demographic features is presented in Table 2 and 3.

Table 1: Sampling Stratification

Type of University	Number of universities (% among all universities)	Number of sampled universities (% among all sampled universities)	Number of undergrads (% among all undergrads)	Number of sampled students among all sampled students	Sampling method	Number of students sampled in different majors
Comprehensive U.	81 (13.57%)	4 (13.33%)	1,123,038 (21.55%)	540 (21.7%)	45(students) × 3(majors) × 4(universities)	Arts 180 Sciences 180 English 180
U. of Foreign Languages	11 (1.84%)	1 (3.33%)	52,479 (1%)	40 (1.6%)		English 40
Normal U.	109 (18.26%)	5 (16.67%)	50,309 (18.23%)	450 (18.45%)	30(students) × 3(majors) × 5(universities)	Arts 150 Sciences 150 English 150
U. of Science & Technology/ Medical U.	255 (42.71%)	13 (43.33%)	2,235,511 (42.89%)	1,040 (41.9%)	80(students) × 13(universities)	Sciences 1,040
Agriculture/ Forestry U.	41 (6.87%)	2 (6.67%)	357,541 (6.86%)	160 (6.5%)	80(students) × 2(universities)	Sciences 160
U. of Finance/ Law/Ethnic Studies/Arts	100 (16.75%)	5 (16.67%)	493,128 (9.46%)	250 (10%)	50(students) × 5(universities)	Arts 250
Total	597	30	5,212,006	2,480		Sciences 1,530 Arts 580 English 370

Table 2: Distribution of Subjects' Age, Sex, College Year and Major

	Age				Sex		College Year				Major		
	<17	18-22	23-29	>30	M	F	1st	2nd	3rd	4th	Sci.	Arts	Eng.
No. of cases	6	2,060	208	1	1,100	1,163	830	745	513	185	1,247	565	404
%	0.3	90.5	9.1	0	48.6	51.4	36.5	32.8	22.6	8.1	56.3	25.5	18.2

Table 3: Distribution of Subjects' Family Background, Starting Age of English Learning, and English Proficiency¹

	Family Background			Starting Age of English Learning				English Proficiency			
	Country	Town	City	< 8	9-12	13-15	>16	<Band 4	Band 4	Band 6/Band 4 for Eng. major	Band 8 for Eng. major
No. of cases	833	921	484	80	705	1,425	54	1,410	428	399	19
%	37.2	41.2	21.6	3.5	31.1	62.9	2.4	62.5	19.0	17.7	0.8

Missing values have been omitted.

2.2 Instrument

A questionnaire in Chinese was designed, which included 24 statements on self-identity changes, measured by a 5-point Likert scale (1=strongly disagree; 5=strongly agree). The design of the items was based on existing bilingual theories and concepts, supplemented by student feedback to an open question issued in four

1. Band 4, Band 6 and Band 8 are levels of a national English proficiency test in the mainland of China. According to *Guidelines for the Teaching of College English* issued by China's Ministry of Education (2000), all university students are required to pass College English Band 4. On job markets, a Band 6 certificate is preferred by many foreign enterprises. The band levels set for English majors are higher than those for non-English majors.

universities in different provinces. There were altogether six types of self-identity changes, each of which contained four items.

1. *Self-confidence change*—change in the perception of one's own competence. "I feel terrific when I find my command of English is better than that of others"; "English learning has a great impact on my self-confidence"; "when I have difficulties in English learning, I begin to doubt my own ability"; "whenever I have overcome a difficulty in English learning, I can feel my own growth".
2. *Additive change*—the co-existence of two sets of languages, behavioral patterns and values, each specified for particular contexts. "I can easily switch between Chinese and English according to situational needs"; "I am relatively confident when speaking in English, and relatively modest when speaking in Chinese"; "I prefer to listen to the original English dialogue when watching English movies, just as I enjoy the original Chinese dialogue when watching Chinese movies"; "I have an English name in addition to my Chinese name. They are used in different situations".
3. *Subtractive change*—the native language and native cultural identity are replaced by the target language and target cultural identity. "With the improvement of my English proficiency, I feel my Chinese is becoming less idiomatic"; "after learning English, I feel my behaviors have become somewhat westernized"; "after learning English, I feel repugnant about some Chinese conventions"; "after learning English, I begin to reject some traditional Chinese ideas".
4. *Productive change*—the command of the target language and that of the native language positively reinforce each other. "With the improvement of my English proficiency, I can better appreciate the subtleties in Chinese"; "after learning English, I find myself more sensitive to changes in the outside world"; "after learning English, I have become more understanding and can better communicate with others"; "as my ability of appreciating English literature and art increases, I have become more interested in Chinese literature and arts".

5. *Split change*—the struggle between the languages and cultures gives rise to identity conflict. “I feel weird when my speech in Chinese is subconsciously mixed with English words”; “I feel a painful split when I switch between English and Chinese behavioral patterns”; “when parting with foreign friends, I’m frequently confused as to whether I should shake hands or hug and kiss”; “after learning English, I’m often caught between contradicting values and beliefs”.
6. *Zero change*—absence of self-identity change. “No matter which language is used for expression, I remain to be myself”; “I’ve not felt any change in myself after learning English”; “an instrument is an instrument. It’s impossible for me to change into another person after learning a language”; “for me, it’s meaningless to talk about personal changes after learning English”.

In the above-mentioned categories, “zero change” was a category used for comparison; “self-confidence change” was independent of cultural identity changes. The other four categories were cultural identity changes, among which “split change” might be viewed as an intermediate phase. In order to avoid cognitive dissonance, learners experiencing split change might develop other types of identity changes afterward.

Five pilot studies were carried out in three universities in Beijing, and the items were adjusted accordingly. The resulting version of the questionnaire was formally administrated between March and May 2002. Altogether 2,473 copies were issued and 2,278 valid copies were collected, amounting to a valid return rate of 92.1%. Cronbach α was calculated; the reliability for the entire questionnaire was 0.84, and that for the identity change section was 0.65.

Data analysis, performed with SPSS 10.0, consisted of two parts. First, descriptive statistics for various categories of self-identity change were calculated. Second, MANOVA was carried out to examine if demographic features had significant effects on self-identity changes.