

大学英语阅读 课堂动机教学策略实证研究

MOTIVATING LANGUAGE LEARNERS:
A READING CLASSROOM-ORIENTED INVESTIGATION

徐智鑫 © 著



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Motivating Language Learners: A Reading
Classroom-oriented Investigation

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·北京·

内 容 简 介

本书以动机教学策略为理论基础,以大学英语阅读课堂为研究对象,以后实证主义为典范,采用定量和定性研究的方法,通过问卷、访谈和课堂观察,探究大学英语阅读课堂中动机教学策略的运用频度,教师和学生对动机教学策略的认知程度、差异及其原因、存在的主要问题,并针对上述问题提出了能够有效激发学生英语学习动机、提高教学效果的几种教学策略。

本书可供大学英语教师及对学习动机研究感兴趣的研究人员参考。

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前 言^①

动机是外语学习成败的重要因素之一,目前国内很多学者都研究论述了大学生英语学习动机的内部结构,并为大学英语教学提供了参考依据。但是动机结构的组成要素不等同于能够激发学生学习动机的教学因素,因此仅仅了解学生语言学习动机的结构并不能有效指导教师在课堂上采用适当的教学策略来提高学生的语言学习动机。20世纪90年代后期以来,Dörnyei及诸多学者开始着眼于动机教学策略的理论研究及其在外语课堂教学中的应用情况。因此,本书以Dörnyei(2001)的动机教学策略作为研究理论基础,采用综合问卷、访谈和课堂观察三种研究方法,比较系统地研究论证了能切实有效激发我国非英语专业大学生英语学习动机的阅读课堂教学策略。

本书共分八章。第一章对语言学习动机和动机教学策略进行初步探讨,在简要回顾中外学者对动机教学策略研究和我国大学英语阅读课堂实践的基础上,提出笔者对我国大学英语阅读课堂动机教学策略的见解,由此阐明了本研究的必要性及理论价值和教学价值所在。第二章综述了外语学习动机和动机教学策略理论发展以

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及我国大学生英语阅读机制对大学英语阅读课堂中动机教学策略的影响。第三章详细介绍了国内外外语学习动机和课堂动机教学策略的实证研究,说明了本研究与前人研究的相似和不同之处。第四章阐述了本书的研究典范,介绍了用于本研究的问卷、访谈和课堂观察的研究设计。第五章讨论了我国非英语专业大学生英语学习动机结构、对英语阅读课堂动机策略的认知程度和教师动机策略的课堂运用频度,以及教师课堂动机策略的使用与学生英语学习动机和课堂行为之间的关系。第六章讨论了大学英语教师对阅读课堂动机策略使用的反思。第七章小结了教师课堂动机策略的使用情况以及其对学生英语学习动机和课堂行为的影响。第八章回顾了研究背景和主要发现,提出本研究在理论和教学上的意义所在,同时指出了本研究存在的局限性,最后就今后研究的方法和领域提出了建议。

由于受时间和水平的限制,笔者的写作愿望未必完全在书中得到体现,论述中很可能有不足之处、不妥之处,欢迎读者和专家批评指正。

徐智鑫

2011年11月

Abstract

The aim of this book is to investigate motivational teaching practice suited to English reading-oriented classrooms to develop non-English-major undergraduates' motivation for English-language learning in China.

It is theoretically believed that teachers' use of motivational teaching practice in reading-oriented classrooms can contribute to the promotion of students' motivation for English-language learning. To investigate how motivational teaching practice was used to motivate non-English-major undergraduates at tertiary level in China, one questionnaire was administered to 376 non-English-major students; one interview was carried out with 18 language teachers and classroom observation was conducted in 18 English reading-oriented lessons.

The findings suggested that non-English-major undergraduates demonstrated four types of motivational orientations for learning English and had diverse attitudes towards English reading-oriented classes. Students reported their preferences for almost all the teach-

ing strategies and activities which are grounded in theoretical considerations. The teaching practice in English reading-oriented classrooms, however, was semi-motivational, that is, language teachers established a semi-motivational classroom environment and conducted limited and traditional reading activities in the classrooms. This study also examined the link between the teachers' motivational teaching practice and their students' English learning motivation. The results indicated that the language teachers' motivational practice was linked to increased levels of both students' motivated behaviour in reading-oriented classrooms and their motivational state in general.

Keywords: non-English-major undergraduates, English reading-oriented classrooms, learner motivation, motivational teaching practice

致 谢

本书是在我博士论文的基础上修改而成的。论文得以完成并最终出书,要感谢一路走来给予我帮助的老师、同学和朋友。

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由于才学所限,本书还存在某些疏漏与遗憾,这是我对寄厚望于我的师友和亲人们的愧疚,惟愿这份愧疚能在今后的工作和研究中以加倍努力而补偿。

徐智鑫

2011 年于南京

Acronyms

The following acronyms are used in the book.

AERA; American Educational Research Association

CET; College English Test

CETC; College English Teaching Curriculum

EFL; *Learning* English as a foreign language

ESRC; Economic and Social Research Council

L2; Second/foreign language learning

KMO; Kaiser-Meyer-Olkin test

PCA; principal component analysis

SPSS; *Statistic Package of Social Science for Windows*

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