

饶振辉 ⊙ 著

Individual Differences and Cultural Factors

in English Learning Strategies

英语学习策略中的 个体差异与文化因素

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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图书在版编目 (CIP) 数据

英语学习策略中的个体差异与文化因素 / 饶振辉著.

—上海: 上海外语教育出版社.2007 (2008重印)

ISBN 978-7-5446-0480-2

I. 英… II. 饶… III. 大学生—英语—学习方法—研究

IV. H319.3

中国版本图书馆CIP数据核字 (2007) 第057484号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 梁泉胜

印 刷: 上海外语教育出版社印刷厂
经 销: 新华书店上海发行所
开 本: 890×1240 1/32 印张 11 字数 378千字
版 次: 2007 年 6 月第 1 版 2008 年 4 月第 2 次印刷
印 数: 1 100 册

书 号: ISBN 978-7-5446-0480-2 / H · 0195

定 价: 19.00 元

本版图书如有印装质量问题, 可向本社调换

前 言

自上世纪 70 年代以来,第二语言学习研究的重点已从专门寻求最佳教学法转移到对多变量的研究上。应用语言学家们的研究兴趣也从研究“教师”转移到了研究“学生”。受这一研究重点转移的影响,我国不少学者开始了对英语学习策略的研究。这些研究不仅调查了我国英语学习者使用学习策略的趋势和特点,探究了英语学习策略与英语学习成绩之间的关系,而且还分析了英语学习成功者与不成功者在学习策略上的差异以及研究了如何将成功英语学习者使用的学习策略传授给学习不成功者。然而近三十年来在此领域的各种研究结果相差甚远,有的甚至相互矛盾。人们很难总结出一套适合于各类人群、具有普遍效应的最佳学习策略。研究者们发现,学习策略的选择受到众多因素的制约,如文化观念、教育背景、学习环境、年龄、性别、学习动机、学习成绩、个性特点、认知风格和情感因素等。本书正是在这样一种研究背景之下撰写而成的。

从广义上说,学习策略是学习者用来获取、储存、提取和使用信息的方法和步骤。在语言习得中,策略是指学习者用来提高其目的语语言能力的各项活动。这些活动不仅和学习者的认知能力有着不可分割的联系,而且与学习者在语言习得过程中的各种社会心理因素息息相关。从认知的角度看,语言学习被认为是一种获取和储存信息的活动。学习者具有对语言信息进行处理的能力,他们对输入的语言信息能进行积极的梳理,并能运用已有的知识体系来理解这些输入的信息。语言学习策略的合理使用正好可用来促进这一语言学习活动,从而达到提高语言学习效率的目的。从社会心理学的角度看,学习者的文化和教育背景对他们的语言学习行为起着重大影

响。不同文化、教育背景的学生具有不同的文化价值和教育观念,而这一切又直接影响到学习者对语言学习策略的选择。本书运用以上的认知和社会心理学理论的原理来对我国非英语专业大学生使用的英语学习策略展开调查。

调查的对象为 217 名非英语专业的大学生。通过采用定量研究与定性研究相结合的方法,本研究集中调查了这些被试英语学习策略中的个体差异与文化因素。鉴于目前研究外语学习者个体差异的变量繁多,本研究主要探究学习者的八种因素对英语学习策略使用的影响。这八种因素是:学习兴趣、学习动机、英语水平、所学专业、性别、进入大学前所就读的中学类别、自我评估的英语水平和每周课外学习英语的时间。通过对所获的调查数据所进行的统计分析我们发现:除去自我评估的英语水平和每周课外学习英语的时间这两种变量外,其余六种变量均与学生使用的英语学习策略呈现显著性相关关系。除此以外,本研究还分析和总结了这些被试使用英语学习策略的总体趋势和特征。研究结果表明:这些学生英语学习策略的使用与我国传统文化和教育中的四种因素有关:(1)文化价值和观念;(2)我国传统的教育模式;(3)英语作为外语教学的背景;(4)我国的社会环境。

本书共由八章组成。第一章介绍了英语学习策略研究的背景。作者首先回顾了近二、三十年来在二语习得领域里有关学习者个体差异研究的趋势,概述了语言学习策略研究的发展历程,然后提出了本次研究的基本假设以及研究意义。

第二章较全面地综述了有关语言学习策略研究的文献。该章分为四部分。第一部分综述了研究者们对语言学习策略所下的定义以及对语言学习策略所进行的分类,进而提出了本书所用的语言学习策略定义和分类框架。第二部分探究了语言学习策略与语言学习之间的关系,重点放在讨论“优秀语言学习者”所使用的学习策略和学习策略与第二语言学习成绩之间的关系。第三部分主要概述了一些有关听、说、读、写和词汇学习策略的实证研究,力求为本次英语学习策略的研究提

供多方位、多视角的洞察力。该章的最后一部分剖析了影响学习者语言学习策略的各种因素。

第三章提出了本次研究的理论基础。本章在简述了一些二语习得中有关语言学习策略研究的理论框架后,着重介绍了与本次研究有关的三种理论模式,即,Anderson (1980,1983) 所提出的“思维适应控制模式”(The Adaptive Control of Thought);Biggs (1993) 所提出的“学生处理学习方法模式”(Student Approaches to Learning) 以及 Gardner (1985) 所提出的“社会教育模式”(Social-educational Model)。前两种模式属于认知心理学中的信息处理范畴,而后者则是在社会心理学原理的基础上提出来的。

第四章系统地介绍了本次调查所采用的研究方法。这章由五部分构成。第一部分描述了本次研究的研究目的和研究问题。第二部分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。第三部分陈述了一项旨在为修改本次研究中所采用的调查问卷而进行的前期研究,而第四部分则重点介绍了本次研究所采用的研究方法。该调查研究分两步进行。第一步是定量研究,涉及 217 名被试,所采用的调查工具是修改后的《语言学习策略问卷》和全国大学英语四级考试成绩。第二步是定性研究,涉及 12 名被试,所采用的调查工具是写日记和面谈。本章的最后一个部分涉及与本次研究有关的一些伦理道德问题。

第五章描述了本次研究中的被试所处的文化氛围和教育环境,其目的是为了帮助读者了解他们的文化和教育背景,以便于更好地探究他们英语学习策略使用的特征。该章首先讨论了中国传统文化价值和教育模式对学生英语学习方法的影响,然后回顾了中国英语教学的发展史,尤其是展示了近二、三十年来我国高等院校英语教学与研究的状态。

第六章集中报告了本次研究中的调查结果。所报告的结果以定量研究的数据为主,而定性研究的数据则是用来说明和补充定量研究的

结果,以取得相互印证、进一步加强的效果。所有的数据都是从使用语言学习策略的三个层面来进行归类的,即,总体英语学习策略的使用;分类英语学习策略的使用和单项英语学习策略的使用。对此类数据的分析归纳为作者全面探究这些英语学习者学习策略中的个体差异和文化因素提供了大量的佐证。

第七章对影响这些英语学习者学习策略选择的因素进行了讨论。讨论以前一章所获得的调查数据作为依据,以本次研究中所采用的三个理论模式的原理为指导,在结合前人研究成果的基础上,从以下三个方面来一一展开:(1)导致学习者英语学习策略产生个体差异的各种因素;(2)影响这些学生英语学习策略选择的文化价值与观念;(3)影响这些学生英语学习策略选择的传统教育模式。

本书的最后一章总结了本次研究的成果,并从所取得的研究成果中推导出了对未来二语习得理论研究的启示,同时也对未来的语言学习策略的培训提出了一些建设性建议。

本书是作者在其博士学位论文的基础上撰写而成的。该研究项目得到澳大利亚政府“海外留学生研究生奖学金”的资助。作者的导师 Jenny Barnett 博士和副导师 Jill Burton 副教授对本研究进行了精心指导,上海外语教育出版社的诸位编辑对本书的出版给予了极大的勉励和支持,在此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

2007 年 1 月

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GLOSSARY

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ACT	Adapted Control of Thought	Figure 3.1: The 3P model
ANOVA	Analysis of Variation	Figure 3.2: The social-educational model
AFF	Affective	Figure 3.3: The 3P model of teaching and learning
CET	College English Test	to incorporate perspective
COG	Cognitive	(1993) social-educational model
COM	Compensation	(1980, 1983) ACT model
EFL	English as a Foreign Language	Figure 6.1: Relationship between proficiency
ESL	English as a Second Language	Figure 6.2: Examined
IELTS	International English Language Testing System	as positive; item 8, Associate word with
L1	first language	known word sound
L2	second language	Figure 6.3: Example of regular (staircase) as
LLS	Language Learning Strategies	positive; item 10, before
MEM	Memory	writing in English
META	Metacognitive	Figure 6.4: Non-staircase variation-chance
SAL	Student Approaches to Learning	mixed; item 10, before
SEDC	the State Education Development Commission	Figure 6.5: 1/4
SILL	Strategy Inventory for Language Learning	Figure 6.6: 1/4
SOC	Social	Watch TV shows and films in English
TESOL	Teaching of English to Speakers of Other Languages	Figure 6.6: 1/4
TOEFL	Test of English as a Foreign Language	Continue teaching even though

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