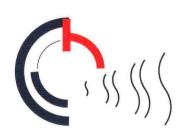# 国际视野下
学术英语听力能力需求

A Study of Listening Needs Analysis
in the Study Abroad Contexts

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前　言

　　21 世纪以来,互联网信息技术的迅速发展,以及全球的交往和交流的不断深入,大大推进了全球化和国际化进程。经济、政治、文化和教育都表现出全球化和国际化的显著特征。在高等教育方面,国际化成为一种发展趋势,各国高等教育在立足国内的基础上面向世界,进行跨国界、跨民族、跨文化的高等教育交流与合作,并将其与大学的教学工作、科研工作和社会服务功能相结合。

　　在全球化、国际化进程的诉求下,在高等教育国际化背景下,对既有专业知识又有较高英语水平,尤其是具有专业英语应用能力的复合型人才的需求在不断增加,专业人才的英语国际交际能力的重要性日益彰显。我国《国家中长期教育改革和发展规划纲要》(2010—2020 年)明确提出"适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才"的要求。无论从社会、个人发展出发,还是从学科发展角度出发,培养具有基于学科专业的学术英语能力的高素质人才是高校的重要目标。

　　由于我国高等教育在世界范围的普及,以及国家发展对于高素质专业人才的需求,选择赴海外深造的中国学生数量呈持续增长的态势。目前,中国已成为世界上最大的留学生生源国,而美国、英国、澳大利亚等以英语为母语的国家成为中国学生的热门留学目的国。在留学环境下,留学生需要具备一定的学术英语能力,方能适应并胜任留学目的国的学术学习,而具备较强的学术英语能力有利于学习者在留学目的国进行较好的交流,汲取知识并促进学业成功。其中,学术英语听力能力作为语言输入能力,在个人学术成功中扮演着不可或缺的角色。本书对在加拿大求学的中国留学生进行学术英语听力研究,旨在探究其中的问题所在及解决方案。

　　本书基于语言学理论,从实证维度出发,进行论证和研究,力图促进国家转型期社会发展教育改革及高素质人才培养。本书在编撰过程中,得到加拿大麦吉尔大学(McGill University)Carolyn Turner 教授的悉心指导,同时感谢浙江工商大学出版社给予的宝贵意见和建议!

Abbreviations

Cognitive Academic Language Learning Approach (CALLA)

Confucian Heritage Culture (CHC)

English as a lingua franca (ELF)

English language learners (ELLs)

English as a second language (ESL)

English for Academic Purposes (EAP)

English for Occupational Purposes (EOP)

English for Specific Purposes (ESP)

English language teaching (ELT)

information and communication technologies (ICT)

gross domestic product (GDP)

grade point average (GPA)

Institute for Statistics (ISU)

internationalization of higher education (IHE)

language teacher education (LTE)

long-term memory (LTM)

short-term memory (STM)

native English speaking (NES)

non-native-English-speaking (NNES)

National Science Foundation of America (NSFA)

Organization for Economic Co-operation and Development (OECD)

Oxford Libraries Information System (OLIS)

science, technology, engineering, and mathematics (STEM)

first language/native language (L1)

second language (L2)

second language acquisition (SLA)

Test of English as a Foreign Language (TOEFL)

United Nations (UN)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

World Trade Organization (WTO)

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Chapter Ⅰ Introduction

In this new millennium, the world is getting increasingly and inextricably interconnected. Specifically, the emergence and expansion of transnational corporations, increased human mobility, and the advancement of information and communication technologies (ICT) have increased the frequency of interactions between people all over the world. Globalization and internationalization have become dominant features in the world economic, political, cultural and educational spheres. Few places elude the influences of globalization and internationalization, and modern technology is accelerating the spread of innovations and practices. Complex, contradictory, and contested processes of cooperation, competition, comparison, commercialization, and commodification mark internationalization in which the global, national, and local continuously intersect (Rumbley et al., 2012; Marginson, 2011a, b; Scott, 2011).

The nations all over the globe are aware of the importance of higher education being the key engine of human resource development and ultimately their future economic competitiveness. Globalization and internationalization have been transforming knowledge production processes, universities and the academic profession. Besides, knowledge production becomes a global rather than a national enterprise. The educational institutions at tertiary level are active participants and leaders in this globalized "industry" and take a huge stake in training the next generation to develop intercultural awareness and become global citizens. Therefore, the educational institutions at tertiary level re-conceptualize the kind of knowledge and mindsets and equip their students with intercultural knowledge, intercultural mindsets, and intercultural communication skills to enable the students to be internationally competitive. Many tertiary institutions have started to develop or have already developed strategic plans to internationalize their education, and to create world-class

universities. The forces of the internationalization of higher education (IHE) have given rise to unprecedented mobility of students, academics and programs, the privatization and marketization of institutions of higher education, and the emergence of new forms of transnational knowledge production. The potential of the academic diasporas to contribute to the revitalization and internationalization of education at tertiary level has been widely accepted.

During the proceeding of IHE, English is becoming the language of higher education par excellence worldwide (Brumfit, 2004; Doiz et al., 2012). Speakers of English as a lingua franca (ELF) represent the largest contemporary group of English users around the world. The emergence of English as the putative international language of communication can be interpreted as "happenstance rather than planning" (Brumfit, 2004), "a cumulative effect of myriad decisions by editors, teachers, students, parents, writers, publishers, translators, officials, scholarly associations, corporations, schools, and so on, with an equally wide array of motives" (Montgomery, 2004). English's dominance as a language of scientific communication and the dual function of IHE as teaching and research institutions is arguably a strong force in the genesis of English as a medium of instruction (Earls, 2016). Consequently, higher education institutions might be seen to react to such interest in the form of greater provision of English-medium education. This in turn has contributed to the growth of English medium education worldwide (Coleman, 2006; Wilkinson et al., 2006).

School learning and performance are influenced by complex social, economic, historical and cultural factors including language (Amedeker, 1998; Anamuah-Mensah et al., 2007). Difficulties in English speaking, writing, listening and reading are the factors that limit the academic performance of international students. The lack of English proficiency, especially the lack of academic English proficiency has been noted to be a major casual factor for the low abilities or potentials for academic success and careers requiring advanced level science skills (Sutman, 1993). Therefore, an increasing number of studies have been conducted to improve the academic English proficiency among international students from various perspectives.

1. 1 An Introduction to the Book and the Context

The trends and phenomena of globalization, internationalization, and IHE are presented in this book. In a context of globalization and internationalization in the new century, with the emergence and expansion of high technology, economic transformation and international competitions, there have been numerous educational reforms and initiatives triggering the IHE in the world. The motivations and rationales of IHE are not only societal and economical, but also socio-cultural and political. Besides, various forms are set up with the involvement of students and scholars to enhance the IHE, ranging from short-term study abroad to international degree-seeking programs, from globalized curricula adaptation to transnational educational cooperation. Efforts to monitor international initiatives and ensure quality are integral to the international higher education environment.

To meet the challenges of IHE and to become internationally competitive and well-qualified for the professional careers, students and scholars choose academic mobility in foreign countries where English is the medium of instruction. This book presents the status of academic mobility both inbound and outbound in the world, not only based on statistics but also from the perspectives of the motivations and rationales. In addition, Chinese students studying abroad, accounting for a large proportion of international students outbound, are investigated. Chinese students are faced with an array of challenges when studying abroad, especially the difficulties in English language proficiency. The lack of English proficiency, especially academic English proficiency, has become one of the outstanding difficulties for international students. It is well noted that the lack of academic English proficiency is critical and has a great impact on one's academic success as language is the most important mediation tool for learning (Earls, 2016). Therefore, literature and research are abundant concerning analysis, pedagogies and practice to improve English proficiency and enable students' academic discourse socialization abroad.

Among the four micro-skills of English competence, namely, listening, reading, speaking and writing, listening and reading are linguistic input via which learners acquire and exchange information. It is found that listening and

reading are fundamental core skills required for successful second language (L2) acquisition (Cubillos et al., 2008). Academic English listening proficiency is regarded to be critical and vital especially when students and scholars have to be exposed to lectures to acquire knowledge and communicate with others to exchange information in the academic settings. It is also widely agreed that in the field of second language acquisition (SLA) that linguistic input is required by the learner to build, process, and internalize the structure of the second language (Pica, 2003). The study of Chinese students' academic listening, however, is still scare.

A study was conducted to identify the academic listening needs of Chinese students studying at an English-medium university in Canada, aiming at discovering Chinese students' perceptions towards English listening needs in order to achieve academic success at an English-medium university. This study was based on the theoretical framework of "learner-centered" teaching and attempted to fill in the gap of research into Chinese students' academic listening and listening needs.

1.2　Objectives of the Book

With knowledge economy becoming the driving force of development in the twenty-first century, higher education in society has produced highly educated personnel for the new economy and created new knowledge to drive economic growth. In the context of globalization and internationalization, higher education is not national any more, but has become globalized and internationalized instead. During the course of internationalizing higher education, the use of a foreign language is being accelerated, such as English, as the medium of instruction. This also raises a question as to whether learning in a foreign language affects academic performance or even has an impact on academic success in the study abroad contexts.

This book explores the new and prevailing trends and phenomena of globalization and internationalization, especially in the academic contexts. The definitions of "globalization" and "internationalization" are related but different. The book clarifies the relationship between the two concepts and explores the differences between them. In the context of globalization and internationalization, at tertiary level, the real process of internationalization is

taking place, which brings frequent exchange of resources and prompts the cooperation of academic research. IHE takes on an array of patterns, of which academic mobility is an important pattern keeping on upward tendency based on statistical analysis. One of the purposes of the book is to study academic mobility from the perspectives of motivations and rationales, which provides an insight into the international students' academic mobility. These motivations and rationales are out of political, economic, academic and socio-cultural reasons. The book also attempts to identify the challenges and difficulties international students and scholars encounter when studying abroad. Both academic and non-academic challenges are involved during the process of academic mobility. One of the outstanding challenges is the lack of foreign language proficiency, especially that of academic language proficiency. Specifically, the deficiency of academic English proficiency has become a barrier for international students since English has become the most important and dominant language used in the educational institutions where international students are studying.

In addition, this book analyzes the relationship between academic English proficiency and academic success. Though there is an inconsistent relationship among the studies due to various factors including the questioning of the standardized language tests, the rationality of grade point average (GPA) being the indicator of academic success, research methods and so on, a growing body of research and practice has been conducted on the acculturation of international students in English-speaking academic settings.

Finally, a study of students' academic listening needs was conducted from the perspective of Chinese students studying at an English-medium university in Canada. The study is based on the theoretical framework of "learner-centered" teaching and aims at: discovering Chinese students' perceptions towards English listening needs in order to achieve academic success at an English-medium university; examining factors to help Chinese students meet academic demands; offering insights into syllabus and curriculum design for language training programs for Chinese students wishing to pursue studies in English academic contexts at the tertiary level; and providing English-medium universities with useful information to support Chinese students linguistically.

1.3 Outline of the Book

The book is composed of seven chapters. Chapter Ⅰ gives an introduction to the book, including the context and background, objectives, and the outline. Chapter Ⅱ conceptualizes globalization and internationalization, differentiates between globalization and internationalization, and discusses the context of globalization. It shows the background against which the world is getting globalized and internationalized. Globalization and internationalization are related but are not the same. Globalization is the "catalyst" while "internationalization" is a response in a proactive way (Knight, 1999). The concept of IHE, motivations and rationales for IHE and academic mobility, and one pattern of IHE, are presented in Chapter Ⅲ. The trends of globalization and internationalization are inevitable and have brought a tremendous impact on education at tertiary level. This new era has seen more frequent academic mobility according to statistics from the United Nations Educational, Scientific and Cultural Organization (UNESCO). Meanwhile, international students encounter assorted and unexpected challenges while studying abroad, both academic and non-academic. Chapter Ⅳ reviews the history of Chinese academic mobility, Chinese academic returnees, and specific difficulties Chinese students are faced with when studying abroad. The challenges Chinese students meet are both academic and non-academic. Of the academic challenges, the lack of foreign language proficiency remains to be an outstanding one. Chapter Ⅴ focuses on academic English proficiency, academic achievement and the relationship between them. In this chapter, the concepts of English for Academic Purposes (EAP) and academic achievement are clarified while the correlation between them is argued. The research concerning pedagogies and practice devoted to improve academic English proficiency are stated. Chapter Ⅵ explores the academic English listening needs in the study abroad contexts. In this chapter, some Chinese students studying in Canada were randomly chosen as questionnaire participants and follow-up interviews were conducted among some of the Chinese students to explore the academic English listening needs of international students. The results of the qualitative research suggest that non-native English speaking (NNES) students need to be not only linguistically competent but also socio-culturally adjusted to new