

英语作为第二语言或外语 语境下的阅读动机和思维 素养研究

许恒◎著

MOTIVATION TO READ AND THOUGHTFUL
LITERACY IN AN ENGLISH AS A SECOND
OR FOREIGN LANGUAGE CONTEXT



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恒

毕业于美国明尼苏达州大学，获教育学博士学位。在暨南大学中国语言文学博士后流动站完成了为期6年的研究工作，现为暨南大学外国语学院讲师。发表了关于二语习得的学术论文1篇，并主持1项广东省哲学社科『十三五』规划学科共建项目。

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“When I let go of what I am, I become what I might be.”

Lao Tzu

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Dedication

*“The book to read is not the one which thinks for you,
but the one which makes you think”*

James McCosh

To people who are reading and who will read.

Abstract

Traditionally, English reading has been thought of as an approach used to acquire language proficiency rather than as a way to understand information and elicit thoughtfulness. Although a positive correlation has been found between motivation and engagement, no study has yet been undertaken to discover the relationship between motivation and Thoughtful Literacy often referred to as “depth of reading” in an English as second or foreign language (L2) context. This research study is the first academic inquiry to address the predictive power of reading motivation with respect to Thoughtful Literacy in Chinese L2 learners at the collegiate level. This research project is also one of a very few L2 acquisition studies that addresses the issue of depth of reading. The study utilized quantitative methods by which reading motivation and Thoughtful Literacy were quantified using data gathered from responses to two questionnaires administered to the project’s subjects. Multiple regression analyses were conducted to establish a model and identify the relationships between motivational variables and the inclination of L2 readers to respond thoughtfully to an English text. The multiple regression model included four predictors: the Intrinsic Value of English Reading, the Importance of English Reading, the Self-Efficacy of English Reading and the Extrinsic Value of English Reading. Intrinsic Value of English Reading was also found to have more predictive power on Higher

Order Comprehension than Text-Based Reading while Extrinsic Value of English Reading was found to have more predictive power on Text-Based Reading than Higher Order Comprehension. The results of the study revealed that the different motivation constructs have impact on different levels of reading comprehension. Intrinsic Value and Importance of English Reading were also found to be the two most significant predictors of the four included in the model. These findings might subsequently encourage L2 educators to reevaluate instructional practices to enable them to more effectively inspire and motivate their L2 students.

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Chapter 1 Introduction

In China, within the field of English Language Teaching (ELT), academic interest in how Chinese learn is rising. One of reasons is, with the recent rapid economic development in China, more Chinese are studying at Western universities because their families can now afford the expense of studying abroad. China has become the single greatest source of international students in the U. S.. According to the Open Doors 2011 report on college demographics for international students, 157,558 students came from China (an increase of 23 percent from the previous year) to attend a U. S. college for the 2010 – 2011 school year. Many Western universities are involved in helping Chinese students achieve their academic goals, including improving their English language proficiency.

Currently, English is the most widely learned foreign language in China. It is considered a way to enable China to join the trend toward globalization and to strengthen its economy. It is estimated that there were 200 – 300 million Chinese students studying English (Yang, 2006). Undoubtedly, China has the largest population of English as second or foreign language (L2) learners. It is crucial for educators and institutions to understand Chinese students and their learning processes in order to provide more efficient assistance.

Although L2 literacy in China consists of four important language skills: reading, writing, listening and speaking, the teaching of English