

## 摘要

东乡族是我国甘肃省特有的少数民族之一。东乡族基础教育薄弱，大部分东乡族儿童从小通过家庭教育的方式学习、使用东乡语，直至小学阶段才开始正式学习汉语。这导致东乡族学生在其英语课堂学习中，需要借助自己并不熟练的汉语来掌握英语，学习过程中“费时低效”的现象尤为突出，表现出较明显的英语学习焦虑情绪。

本研究聚焦于东乡族本科生的英语学习焦虑问题，以现象哲学与心理场论为理论基础，将目标研究群体的英语学习焦虑与其外部学习生活环境中所面对的语言冲突之间建立联系，在社会文化视角下对目标群体的学习生活进行剖析，挖掘其产生英语学习焦虑的原因并提出调节措施。研究试图解决以下三个问题：（1）我国东乡族本科生的英语学习焦虑现状如何？（2）目标群体的英语学习焦虑现象有哪些诱发因素？上述因素与其在学习生活中所面对的语言冲突有何联系？（3）如何从外语教育规划层面调适目标群体的英语学习焦虑现象？

为回答研究问题（1），研究者采用“外语课堂焦虑量表”对兰州大学、西北师范大学、兰州交通大学、兰州理工大学、甘肃农业大学、西北民族大学、甘肃政法学院七所甘肃省主要高校的东乡族本科生施测。“外语课堂焦虑量表”的统计与分析结果发现，东乡族本科生在高校英语学习过程中存在较明显的焦虑体验。其中，“考试焦虑”占据首要方面，其次为“交际畏惧”，最后为“消极评价恐惧”；大学二年级东乡族本科生的英语学习焦虑水平显著高于大学一年级东乡族本科生，且男生的英语学习焦虑水平高于女生；与同班级的汉族同学相比，东乡族本科生的英语学习焦虑水平更高、且存在显著性差异，其英语学习焦虑感参差不齐，呈现出更大的离散程度。

为回答研究问题（2）与研究问题（3），研究者结合“外语课堂焦虑量表”的评分结果、被试的家庭所在地、个人生活经历、配合意愿等因素，选择出具有明显英语学习焦虑情绪的学生 L、学生 J 以及学生 M 为研究对象，对其学习生活进行追踪调查与梳理，形成个案研究。根据三位研究个案的学习经历，研究者从学校、社区、家庭、课余生活四个方面进行整理与对比，认为东乡族本科生的外语学习困境，主要源于目标研究群体在（1）语言环境、（2）双语教育、（3）

语言态度、(4) 身份认同四个方面的特殊体验, 这是导致东乡族外语学习者在其学习生活中出现交际畏惧、消极评价恐惧、考试焦虑等外语学习焦虑表征的重要因素。但更进一步讲, 上述四个方面的特殊体验, 归根结底又源于目标研究群体在其学习生活当中所面临的东乡语与汉语、汉语与英语以及英语与阿拉伯语之间的潜在竞争关系, 隶属于广义的语言冲突现象。因此, 要缓解东乡族本科生的外语学习焦虑心理, 其根源实际上在于如何调节目标研究群体在其学习生活中所面对的语言冲突问题。

语言规划是语言冲突的重要调节机制之一。其中, 外语教育规划作为语言规划的一个分支, 通过赋予某种非母语的语种以重要的教学地位, 从而达到利用该语种的经济价值、平衡语言权力格局、弱化语言冲突等目的。合理的外语教育政策能够利用语言冲突的“社会安全阀”作用, 充分发挥其正向功能。反之, 不恰当的外语教育政策则会导致社会中的不平衡关系放大化, 将社会关系中原本隐性存在的语言冲突凸显出来, 从而违背外语教育规划的初衷。因此, 合理的外语教育政策对语言冲突具有重要的调节作用。

研究认为, 东乡族本科生在其学习生活中所面对的语言冲突问题, 可通过(1) 探索跨境复合型人才培养模式; (2) 开发具有区域民族特色的外语教材; (3) 规划部分地区的阿拉伯语言教育; (4) 构建以素养为本位的高校外语教学评价体系四个方面予以调适。上述措施不仅能够缓解东乡族本科生的英语学习焦虑问题, 更重要的是能够充分发挥目标研究群体的语言文字与民俗文化优势, 培养信息时代与我国“一带一路”战略所需的外语服务人才。

**关键词:** 东乡族外语学习者; 外语学习焦虑; 语言冲突; 学习生活

## **Abstract**

The Dongxiang nationality is one of the indigenous ethnic groups in Gansu province. Most of its people speak Dongxiang language and begin to learn Chinese only when entering primary schools. Consequently, when exposed to English class, the Dongxiang children have to resort to their inadequate Chinese. Although they expend great efforts in learning English, the result is very low efficiency. As a result, students of Dongxiang nationality experience high level of English learning anxiety.

The present research focuses on English learning anxiety among Dongxiang undergraduates. With Psychological field theory and Phenomenology as the theoretical basis, the research aims to establish linkages between target group's English learning anxiety and the language conflict that confronts them in their external Learning-life environment. To ascertain the causes of English learning anxiety and accordingly put forward regulating measures, a study on target group's Learning-life is conducted from social cultural perspective. The research mainly deals with the following three questions: (1) What is the present condition of English learning anxiety among Dongxiang undergraduates? (2) What are the contributing factors to target group's English learning anxiety and how do these factors relate to the language conflict facing the target group? (3) What role can Foreign Language Education Planning play in relieving such anxieties?

With both qualitative and quantitative method, this study tested the subjects from 7 major Universities of Gansu Province with "Foreign Language Classroom Anxiety Table" (FLCAT), including Lanzhou University, Northwest Normal University, Lanzhou Jiaotong University, Lanzhou University of Technology, Gansu Agricultural University, Northwest Minzu University and Gansu Institute of Political Science and Law. The results are used, together with other factors such as residence, life experience and cooperation, as criteria for picking out candidates among others for this study. Finally Students L, J and M are taken as the cases.

Statistical analysis on the FLCAS showed that Dongxiang undergraduates

apparently suffered from English learning anxieties, among which “test anxiety” took up the highest proportion, followed by “communication apprehension” and “fear of negative evaluation” respectively; the sophomores’ anxiety level was significantly higher than that of the freshman, and the male students were higher than females; compared with the students of Han nationality from the same class, Dongxiang students’ anxiety level is higher, and their anxieties were significantly different between themselves, showing a greater degree of dispersion.

Based on the three case studies of learning experiences, the researcher sorted and contrasted the data from four aspects: schooling, community, family and leisure time life, and found that the English learning anxieties of Dongxiang undergraduates mainly resulted from their unique learning experiences in four aspects, namely (1) language environment, (2) bilingual education, (3) language attitude and (4) cultural identity. And further, the four aspects above were originated in three potential polarities of languages, i.e. the polarity in Dongxiang language and Chinese, Chinese and English, English and Arabic. These competitions of languages could constantly occur in target group’s Learning-lives, and could be regarded as a kind of language conflict in general sense. Therefore, the key to relieve the English learning anxiety of Dongxiang undergraduates is to mediate the language conflict in their Learning-lives.

As a key adjustment mechanism to language conflicts, language planning has many branches. Among them, Foreign Language Education Planning is the one that puts importance upon a non-native language to realize the language’s economic value, balance the influential power of different languages, mitigate the language conflicts, etc. A reasonable foreign language education policy can give full play to the positive function of “Social Safety Valve” when languages are in conflict. Conversely, inappropriate policy will enlarge the social imbalance, and highlight the hidden language conflicts, thus violating the original intention of foreign language education planning. Therefore, a reasonable foreign language education policy plays an important role in adjusting language conflicts.

This study suggests that the language conflicts in Dongxiang undergraduates’ Learning-lives could be relieved through (1) exploring the cultivation mode of

inter-disciplinary talents with regional characteristics, (2) developing foreign language textbooks with regional cultural characteristics, (3) regulating Arabic language education in certain areas of China, (4) establishing a Key Competency based foreign language teaching and evaluation system. Measures above could not only relieve the English learning anxieties among Dongxiang undergraduates, more importantly, they could give full play to target groups' mother tongue language and its cultural advantages, cultivating foreign language talents required by both the information era and the "One Belt and One Road" Initiative.

**Keywords:** Foreign language learners of Dongxiang ethnic group; English learning anxiety; Language conflict; Learning-life