

摘要

我国教育部、国家发展改革委和财政部于 2015 年提出了“引导部分地方普通本科高校向应用型转变”的指导意见,以推动应用型转型高校培养高素质应用型人才,服务区域社会经济发展的能力。大学英语教育作为我国高等教育中的重要组成部分,要以培养具有较强英语运用能力的本科生为教育目标,以满足社会经济发展对具有较强英语运用能力毕业生的需求。然而,目前广西应用型转型高校本科生的整体英语水平比较低,英语运用能力低下,英语学习中“重知识,轻应用”的现象较突出,造成毕业生的英语运用能力不能有效地服务于地方经济产业的发展,满足区域社会经济发展对应用型人才的需求。英语学习观念引导着学习者的学习行为,影响着学习目标、学习动机、学习策略和学习效果等。因此,应用型转型高校本科生建立起科学的合理的英语学习观念,对于提高英语运用能力是十分必要的。基于上述现象,本研究聚焦于广西应用型转型高校本科生的英语学习观念,以元认知理论和建构主义学习观为理论视角,考察研究对象的英语学习观念现状,探讨本科生不合理的英语学习观念形成的影响因素,并基于研究结果从外语教育规划视角提出帮助本科生建立合理的英语学习观念的具体途径。本研究试图解决以下三个问题:(1)广西三所应用型高校本科生的英语学习观念现状如何?(2)本科生的英语学习观念受到哪些因素的影响?(3)如何从外语教育规划视角帮助应用型高校本科生建立合理的英语学习观念?

为了回答本研究中的第一个问题,研究者采用问卷调查法对南宁学院、广西财经学院和广西民族师范学院这三所广西应用型转型试点高校本科生的英语学习观念现状进行定量研究,同时采用 SPSS 软件 17.0 对收集的数据进行统计,并分析本科生的英语学习观念现状,包括大一年级和大二年级本科生持有的英语学习观念的总体情况、大一年级和大二年级本科生的英语学习观念差异,以及大一年级不同英语水平本科生的英语学习观念差异。通过对“大学生英语学习观念调查表”的数据统计和分析发现,应用型高校本科生倾向于把英语学习看作是语言知识的学习过程,忽视语言文化对学好英语的重要性;认为形式操练策略有利于提高英语水平;母语依赖观念较强;持有以通过考试和找工作为主导的工具型学习动机;具有偏低的自我效能感。其次,大一年级和大二年级本科生在语言学习性质观念、学习策略观念和母语观念维度内存在显著性差异,并且大一年级本科

生存在着更多不合理的英语学习观念。再次，大一年级低分组本科生更加重视学习教材中的单词、语法规则和句型结构，并且频繁地使用母语进行英语阅读、翻译和写作活动；对形式操练策略观念和母语观念的赞同度较高，而对使用英语进行民族文化交流和专业知识和技能交流的能力缺乏自信心。

为了回答本研究中的第二个和第三个问题，研究者基于定量研究的结果，采用个案研究法和半结构访谈法深入挖掘本科生不合理的英语学习观念形成的影响因素。首先，本研究从大一年级低分组的被试者中筛选并确定三位个案研究对象，分别从英语学习经历、社会和家庭环境、以及大学英语学习经验三个方面探讨不合理的英语学习观念的影响因素，进而形成个案研究。其次，本研究对三所应用型高校的英语教师进行了半结构式访谈，不仅可以对本科生英语学习观念形成的影响因素加以补充和佐证，也为回答第三个问题“如何从外语教育规划视角帮助应用型高校本科生建立合理的英语学习观念”提供数据支持。定性研究结果发现，本科生所持有的不合理的英语学习观念主要受到语言教学模式、语言使用环境、语言课程设置和学习评价体系这四种因素的影响，造成应用型转型高校本科生的英语学习效率低下，以及英语运用能力偏弱的学习结果。

综上所述，本研究认为在我国“引导部分地方普通本科院校向应用型转型”的教育政策背景下，有必要从外语教育规划视角帮助本科生建立科学合理的英语学习观念，提高英语学习效率和英语运用能力。外语教育规划作为语言规划的重要范畴，强调以国家语言教育政策为指导，以外语教育过程中出现的教和学的问题为出发点，在外语教育领域内对语言的使用者、语言的教育手段和方法，以及这些方法在发展个人外语能力中进行的规划活动。英语学习观念关注学习者的英语学习现状，并且从微观层面反映了英语教学现实，为有效的外语教育规划活动提供了数据支持；那么，外语教育规划则是帮助学习者建立起合理的英语学习观念的重要途径。因此，本研究认为，应用型高校可以通过以下途径帮助本科生建立合理的英语学习观念：（1）规划衔接高中和大学阶段的英语课程，明确大学英语学习目标；（2）设计具有英语国家语言文化和我国民族文化的英语教材；（3）构建以英语运用能力为主的多样化评价体系；（4）提供相关专业知识技能的教师培训项目。基于研究结果，本研究从外语教育规划视角构建出了应用型高校本科生建立合理的英语学习观念模型图。上述外语教育规划活动能够帮助应用型转型高校本科生建立合理的英语学习观念，提高他们的英语运用能力，也可以

促进应用型高校人才培养目标的实现, 满足国家及区域社会经济发展对高素质应用型人才的需求。

关键词: 应用型转型高校; 广西高校本科生; 英语学习观念; 英语运用能力

Abstract

The Ministry of Education, the National Development and Reform Commission and the Ministry of Finance put forward the guidance in 2015 that it is of great importance to turn some local general undergraduate colleges and universities into application-oriented universities, aiming to train high-quality talents with practical competence and facilitate regional economic development. College English is an essential part of Chinese higher education system, with the purpose of cultivating students' communicative English to meet the needs of social and economic development. However, undergraduates in application-oriented colleges and universities in Guangxi at present have relatively lower learning efficiency, and fail to use English to express themselves freely. English learning beliefs have great effects on students' learning objectives, learning motivations, learning strategies and even learning results. Therefore, establishing realistic English learning beliefs is especially important for learners to improve their English communicative competence.

On the basis of the above English learning problems, the present research focuses on English learning beliefs among undergraduates in application-oriented universities in Guangxi. With Metacognitive Theory and Constructivist View of Learning as the theoretical basis, the research tries to find out what English learning beliefs undergraduates have and the causes of their unrealistic English learning beliefs. Based on the results, the research also puts forward ways to help undergraduates build realistic English learning beliefs from the perspective of foreign language education planning. The research deals with the following three questions: (1) What is the overall situation of English learning beliefs held by undergraduates in application-oriented universities in Guangxi? (2) What are the contributing factors to the targeted learners' unrealistic English learning beliefs? (3) How to help the targeted learners establish realistic English learning beliefs from the perspective of foreign language education planning?

A quantitative method is adopted to find answers to the first question. The undergraduates from Nanning University, Guangxi University of Finance and

Economics, as well as Guangxi Normal University for Nationalities are chosen as research targets and tested with “English Learning Beliefs Questionnaire for College Students” adapted from Horwitz’s “Beliefs about Language Learning Inventory”, Wen Qiufang’s “English Learning Situation Questionnaire” and Liang Yusong’s “Academic Self-Efficacy Scale”. SPSS 17.0 is used as data analysis device and the results show that: (1) undergraduates tend to regard English learning as a process of learning vocabulary and grammar, ignoring the importance of learning language culture. Undergraduates believe that memorizing words and doing a great deal of exercises can improve their English, and also prefer to use mother tongue in English learning process. Undergraduates’ English learning is mainly motivated by passing exams and finding jobs and they have low self-efficacy. (2) There are significant differences between freshmen and sophomores in the belief of nature of language learning, the belief of learning strategies and the belief of mother tongue. Compared with sophomores, the freshmen have more unrealistic English learning beliefs. (3) Low score groups of freshmen spend plenty of time learning words, grammar and sentence patterns in the textbooks, and use their mother tongue in reading, writing and translating activities. However, they believe that they aren’t able to use English to communicate with others about both ethnic culture and knowledge and skills of their majors.

A qualitative method is used to answer the second and third questions. First, based on the quantitative results, the research chooses three freshmen as case study objects and explores the contributing factors of their English learning beliefs from the following three aspects: previous learning experiences, social environment and family life, and college English learning experience. Second, semi-structured interview is also used to find contributing factors of undergraduates’ English learning beliefs from teachers’ perspectives and to provide data support for the third question. Findings reveal that language teaching model, language environment, curriculum setting and evaluation methods are the four contributing factors. Based on the above findings, we believe that it is urgent to help undergraduates establish realistic English learning beliefs from the perspective of foreign language education planning.

Foreign language education planning as a field of language planning, emphasizes the role of language education policy made by the government playing in solving problems appearing during foreign language teaching and learning process. As English learning beliefs mirror learning situations and teaching reality, foreign language education planning is effective in helping learners establish realistic English learning beliefs. The research suggests that there are mainly four ways to help undergraduates in application-oriented universities in Guangxi establish realistic English learning beliefs: (1) to set up college English curriculum more connected with that of high school, making college English learning objectives clear and specific; (2) to develop English textbooks with both ethnic culture and foreign culture; (3) to establish a diverse evaluation system mainly based on undergraduates' communicative competence; (4) to provide teachers with professional skill training programs. Based on the findings, the research also designs a model to help undergraduates establish realistic English learning beliefs. These measures are not only effective in helping undergraduates establish realistic English learning beliefs and improving their communicative competence, but also in meeting the demands of regional social and economic development for talents with practical competence.

Key words: application-oriented universities; undergraduates in application-oriented universities in Guangxi; English learning beliefs; practical English competence