

## 摘要

随着全球化进程的加速，各国越来越意识到语言的重要性，纷纷出台和实施或显性或隐性的语言政策和语言规划，中国政府也不例外。《国家中长期教育改革和发展规划纲要（2010-2020年）》、《2015-2017年留学工作行动计划》等政策将非通用语种提升至重要的地位，重视非通用语种专业人才培养过程中的“教”与“学”。随着外语教育研究范式从教学法研究转变为以学习者为主体，外语学习动机研究备受关注，但是非通用语种专业人才培养中关于外语学习动机的研究明显不足。实际上，外语学习动机与语言规划和语言政策密切相关，因为学习者的语言学习和语言使用可以在微观层面上反映语言政策。同时，学习者的外语学习动机在一定程度上是对语言政策的回应。

在前期调查中，笔者发现大多数非通用语种的学习者对自己的专业知之甚少，而他们学习语言的动机受许多外部因素的综合影响。根据这一特点，本文以活动理论为理论视角，该理论强调主体可以依靠外部世界的其他事物作用于客体。本研究进一步确定第三代活动理论的三角模型作为理论指导，以中国某外国语大学的30名非通用语种学习者（来自葡萄牙语、泰语、印地语、印度尼西亚语、波斯语和斯瓦希里语专业）为研究对象，通过半结构化访谈和课堂观察相结合的研究方法，探析非通用语种学习者的学习动机及其影响因素。

研究发现非通用语种学习者的初始学习动机对整体非通用语种学习动机起到重要的维持作用，学习者信念起到中介作用。此外，本研究还发现非通用语种学习者的学习动机与主体、客体、工具、共同体、规则和分工因素相关，并提出非通用语种学习者学习动机系统模型。最后，本研究指出目前非通用语种专业建设中存在的问题，并提出相应的对策。

**关键词：**非通用语种；外语学习；动机；活动理论；三角模型

## Abstract

With the acceleration of globalization, many countries have increasingly realized the significance of language. They introduce and implement either explicit or implicit language policy and language planning. In China, policies like “National program for medium and long-term educational reform and development (2010-2020)” and “Action Plan for Studying Abroad in 2015-2017” emphasize the cultivation of qualified personnel of less commonly taught language. With the transformation of research paradigm from pedagogy to learners in the field of foreign language education, learners’ foreign language learning motivation attracts more and more attention. However, researchers have not paid much attention to less commonly taught language and its learners. In fact, learners’ foreign language learning motivation is closely linked with language planning and language policy, because their language learning and language use can reflect language policy at the micro level. Meanwhile, learners’ foreign language learning motivation is a response to language policy to some extent.

The pilot research indicates that most less commonly taught language learners know little about their program, and they are pushed by many external factors. According to these features, this thesis builds on the third generation of activity theory, namely the triangle model. Depending on 30 less commonly taught language learners who learn Portuguese, Thai language, Hindi, Indonesian, Persian or Swahili, and with the methods of semi-structured interview and class observation, this thesis tries to describe and analyze the motivation of less commonly taught language learners and its influencing factors.

This thesis reveals that the initial motivation is crucial to maintain the motivation during the learning of less commonly taught language, and learners’ beliefs function as a mediational tool. Furthermore, learners’ dynamic motivation is relevant to subject, object, tools, community, rules and division of labor, on the basis of which this thesis also presents a model of learning motivation of less commonly taught language learners. In the end, this thesis summarizes the problems existing in the construction of less commonly taught language program and puts forward some suggestions.

**Keywords:** less commonly taught language; foreign language learning; motivation; activity theory; the triangle model