摘 要

本研究以海外汉语学习者的语言意识形态为切入点，以 Bourdieu 的语言的社会意义建构理论为基础，以 Spolsky 的语言管理理论和 Doolan 的五因素模型为分析框架，采用量化和质性相结合的混合研究方法，考察了不同社会情境之下语言意识形态的普遍特征和社会建构过程。在本研究开始时，提出了三个研究问题：（1）当代海外汉语学习者的语言意识形态具有什么样的普遍性特征？（2）海外汉语学习者的普遍性特征受到哪些因素的影响？（3）语言意识形态对学习者语言选择产生了怎样的影响？

为了回答问题（1），研究者设计了由一系列陈述构成的语言意识形态量表，收集了 142 位海外汉语学习者的反馈。通过统计发现，在五个语言意识形态的维度中，"语言作为国家"和"语言作为工具"在受访者中获得了较为普遍的认同；"语言作为个体认同"、"语言作为权利"和"语言作为全球化认同"在受访者中存在异质性。

为了回答问题（2），研究者在美国加州、泰国清迈和新加坡各进行了为期一周的田野调查和访谈。结合上述研究，第一语言作为国家认同受到了民族国家通过语言规划建构"想象共同体"的影响；第二语言作为工具的认同受到了全球化和知识经济的社会变革之下语言逐步进入社会生产成为经济要素的影响。第一语言和第二语言扮演着不同的社会功能，受访者将第一语言视为国民身份认同，将第二语言作为工具。研究者引入新自由主义理论和想象共同体理论阐释了这一现象。

为了回答问题（3），探究汉语学习者多大程度上受到政府语言管理的影响，还是受到语言意识形态的影响。研究者将质性研究中的访谈内容进行了编码，同时将学习者群体根据当地语言管理的方式和汉语作为工具的认同情况划分为四个类别，分析了具有代表性的案例特征。研究发现，政府对第二语言的管理并不如第一语言有效，第二语言选择中起到更重要作用的是个体对语言工具价值的认同。

结合当前汉语国际传播政策，建议未来拓宽汉语推广政策的立足点和切入点，关注汉语对于学习者在当地的工具价值，努力建构学习汉语能够改变个体

命运，发展汉语教育能够促进社会经济发展这一共识。未来汉语以一种更加"润物细无声"的方式走向世界。

关键词：语言意识形态，语言政策，汉语学习者

Abstract

Based on Bourdieu 's theory of social meaning construction of language, taking Spolsky 's language management theory and Doolan 's five-factor model as the analytical framework, the study examined the features of language ideology in different contexts. Three questions were intended to be covered: (1) What are the general features of the language ideology of overseas Chinese learners? (2) What factors affect the general features of overseas Chinese learners? (3) How could the language ideology affect learners' choices?

To answer question (1), I designed a language ideology scale consisting of a series of statements, and interviewed 142 overseas Chinese learners of different ages from different countries. " Language as national identity " and "language as instrument" gained more recognition among the respondents; "language as personal identity", "language as rights" and "language as global identity" were heterogeneous.

To answer question (2), I conducted one-week fieldwork each in LA, the US, Chiang Mai, Thailand, and Singapore. Through interviews, language use surveys, and online ethnography, the construction and influence of language ideology in different contexts were examined. It was found that L1 and L2 contained varied specific social meanings and functions. Respondents generally identified L1 as national identity and L2 as an instrument. As an interpretation, the theory of neoliberalism and the imaginary community were introduced.

To answer question (3), the interviewee's feedbacks were coded into several categories and groups. It was found that the government's management in L2 is not as effective as L1. Individuals' agency played a more determining role.

Based on the above findings, this study suggested that international Chinese education could pay more attention to the individuals' agency and promote the instrumental

value in local societies. Policymakers may reduce the overt discourse of cultural superiority, follow the globalization of linguistic instrumentalism, and cater to the local needs of learners.