

摘要

本研究旨在探讨上海外国语大学巴基斯坦学生学习汉语的语言学习愿景。本研究考察巴基斯坦学生的二语愿景对他们的二语学习动机的影响，即二语动机自我系统（由 Dörnyei 于 2005 年首次提出的二语学习动机结构）。最后，为了验证他们的二语动机自我系统，本研究对他们的二语学习动机评估进行深度探究。

本研究具有探索性性质，因此，本研究采用个案研究方法，以质性研究为主要的研究方法。本研究对一组巴基斯坦学生进行焦点团体访谈，并进一步对七名学生进行深度访谈，结合课堂观察、交际互动和现场笔记收集多元化数据。本研究主要通过采用有目的性和方便性的抽样方法来获取数据，并使用主题分析法作为分析数据的主要程序，因为使用主题分析法较为符合探究人们的看法、观点与实践行为。

研究发现，巴基斯坦学生学习汉语最显著的愿景包括：得到一份有前途的工作、成为一名翻译、从事贸易或商务行业、出国旅游和成为中国和巴基斯坦的语言文化沟通的桥梁。Dörnyei (2005) 认为，二语愿景影响学生的二语自我动机系统，本研究发现组成二语愿景的内部因素与外部因素也一样影响二语自我动机系统。其次，研究发现，在本研究的语境下二语学习体验是起了重要影响的因素。此外，对巴基斯坦学生学习态度、学习成绩的正式和非正式评估显示出他们学习动机的表现。由此可见，对于在本研究的上海外国语大学环境下巴基斯坦学生学习汉语，二语自我动机系统理论取得了一定的实证。从理论上讲，本研究发现，我们可以控制内部和外部因素，创造二语学习的愿景，从而提高学习者的二语学习体验。实践中二语学习动机是一个动态的过程，它在本质上是不稳定的，所以它的影响在不同的语境中表现不一。在教学方面，本研究实证了课堂教学情境对二语学习动机的重要作用。

关键词：二语学习动机，学习愿景，自我动机系统，内部动机，工具性动机

Abstract

This study aims at exploring the Pakistani students' visions for learning Chinese at Shanghai International Studies University (SISU), PR China. Moreover, it finds out the potential factors that create the Pakistani student's visions for learning Chinese as a second language. Besides, it also investigates the Pakistani students' Chinese language learning motivation in the light of Dörnyei's theory of the L2 Motivational Self System (2005). Furthermore, it demonstrates a formal and informal procedure to assess their Chinese language learning motivation.

The novelty of this study lies in the fact that it uses Chinese as a second language. The basic assumption is that more than 70% of all the empirical studies have used English as the second language and conducted in those contexts where English is used as a second language (Dörnyei & Al-Hoorie, 2017). Secondly, most of the research studies have used quantitative approach employing questionnaire to tap various factors, have tried to validate the theory but have not explored L2 learners' visions for learning a second language. However, the current study uses qualitative approach thoroughly to explore the Pakistani students' visions for learning Chinese as a second language. It does not validate the theory rather it investigates it in the context of China. Moreover, it also explains the factors that create and develop the Pakistani students' visions for learning Chinese.

This explorative study uses the qualitative approach as the research methodology and employs case study research design as it describes and explains about a group of Pakistani students learning Chinese at Shanghai International Studies University, Shanghai PR China. The data has been collected through semi structured interviews, the on-going class observations, social interactions and field notes. This study uses snowball, convenient and purposeful sampling technique to collect data. It employs thematic analysis as the procedure to analyze the data.

The findings of this research show that the Pakistani students have two kinds of visions for learning Chinese as a second language. These are personal and community visions. The personal visions are related to the goals or dreams of their life, the selection of the profession and personal development. For example, some Pakistani students dream to get a promising employment in Chinese context or want to become

a Chinese translator or an interpreter or wish to start a trading business in China, or look forward to travel in China. The community visions are related to acting as a shared platform or serve as an interface between two countries or between the two cultures. For instance, some Pakistani students are learning Chinese to become a communication bridge between China and Pakistan or serve a cultural link between the people of China and Pakistan.

Further the findings show that there are some internal and external factors that create the Pakistani students' visions for learning Chinese. These factors are the scope and significance of Chinese language, CPEC, the social-economic context, the family and the relatives, institute and the teacher, media, personal interest to learn a new language or self-motivation, travelling opportunity, the foreign scholarship and the interest in the ancient cultures.

Moreover, the findings demonstrate that these factors not only create the Pakistani students' visions for learning Chinese but also affect their Chinese Motivational Self System. Thus the influence of these factors is dynamic in nature. Moreover, it also describes that their ideal Chinese self, the ought to Chinese self and Chinese learning experience is affected by their vision. However, Chinese language experience is the most influential component of the theory that has reverse action affecting the Pakistani students' vision for learning Chinese.

Furthermore, the findings show that Chinese language learning motivation can be assessed using formal and informal procedure. The formal procedure describes the classroom tests and HSK results. While the informal procedure narrates the participation in the co-curricular activities, the cross-cultural language competitions, the use of Chinese language in social groups, interactions with the locals and the planning before the start of learning Chinese language.

Thus, it can be concluded that L2 learner has a definite vision for learning a second language and it affects L2 learner's motivation. Moreover, there are some internal and external factors that create L2 learner's vision for learning a second language and later they still influence L2 learner's motivation during L2 learning experience. Lastly, the motivated learner can be assessed formally and informally. Theoretically, contextually and methodologically this research is very significant. It implies that L2

learner's vision can be created or developed or diminished and those factors that create his vision can be controlled. L2 motivation is a dynamic process and it is not stable in nature so its affect can't remain same in all the contexts. Finally, qualitative methodology is more solid, feasible and scientific approach to study and explore the cognitive processes of L2 learners.

Key words: Vision, personal vision, community vision, L2 motivation, Chinese as a second language, internal factors, external factors, formal and informal assessment