

Abstract

In an era of globalization characterized by diversity and mobility, China's government has formulated a series of policy, which has made the education of less commonly taught foreign languages (LCTFLs) an emerging field catching the attention of both the mass and the academia. However, most of the existing research in terms of language learners' motivation and identity at home and abroad either was conducted in the context of English learning, or focused on macro aspects like the development of LCTFL programs or the training mode, paying no attention to the interactive effects of individual LCTFL learners and the social contexts of language learning. Drawing on the model of language learner investment by Darvin & Norton (2015) and based on the data from classroom observation, in-depth interviews and questionnaires for the parents, this study explores the investment in the target languages (TLs) and English by students of three LCTFL programs from a foreign studies university in China. The results indicate that learners can be categorized as motivated investors and reluctant/indifferent investors according to their willingness to invest in TL and English learning, and both TL and English investment would be influenced by learners' perceived benefits pertaining to TL/English, learners' possession or lack of the affordances for TL/English investment, social-structural factors in the learning or employment contexts, and the affective factors related to TL/English; the results also unveil the paradoxical relationship between TL(s) and English, and the multiple roles of English in TL classroom. In conclusion, although the extent to which learners invest in either the TLs or English varies from one to another, it would be concomitantly influenced by social ideologies, symbolic capital pertaining to both TL and English learning, and learners' imagined self-identity.

Key words: less commonly taught foreign languages; language learner investment; symbolic capital; social ideologies

摘要

在当前多样性和流动性并存的全球化背景下，中国政府提出的一系列政策促成了国内非通用语种教育和相关专业的兴起，非通用语种教育作为新兴领域也备受大众和学界的关注。然而，国内外关于语言学习者动机和认同的现有研究都仅以英语学习为研究背景，或是专注于非通用语种专业发展和培养模式等宏观层面，并未关注非通用语种学习者个体与社会环境之间的相互影响。因此，本研究以 Darwin 和 Norton 于 2015 年提出的语言学习者投资框架为理论基础，并以通过课堂观察、深度访谈和家长问卷等手段收集得来的数据作为分析依据，探索中国某高校三个非通用语种专业的学生对于其目的语和英语学习的投资情况。分析结果显示学习者大致可按照他们对于目的语/英语学习的投资意愿归类为积极投资者和消极投资者，且目的语和英语投资都会受到学习者所感知的与目的语/英语相关的利益、学习者所占有或缺失的目的语/英语投资给养、学习或就业环境中的社会结构性因素以及与目的语/英语相关的情感性因素的影响；分析结果还揭示了目的语与英语之间的矛盾关系以及英语在目的语课堂中的多重作用。由此可知，学习者对于其目的语和英语的投资情况存在较大的个体差异，但总体来说都同时受到社会意识形态、符号资本和学习者对自身的想象认同三方面因素的影响。

关键词：非通用语种；语言学习者投资；符号资本；社会意识形态