学术研究专门议题委员会简报

Newsletter for the Special Topic Committee (STC) of Academic Research

1. 研究快讯[*Research Highlight*]

中国英汉语比较研究会英语教学研究分会（原中国英语教学研究会）会刊，国内第一本全英文外语教学研究类学术期刊。该刊从2016年起被ESCI数据库收录，从2017年起被Elsevier的Scopus索引收录。收录本刊的索引或全文数据库还包括：中国知网（CNKI）、EBSCO，Linguistics Abstracts Online, MLA International Bibliography等。

New Research Trends in TESOL: An introduction

Rining Tony WEI，Xuesong Andy GAO

Welcome to the *Chinese Journal of Applied Linguistics* (CJAL) special column for the 2021 Global English Education China Assembly (hereafter "the Assembly"). Organized by *China Daily* in partnership with domestic and overseas academic institutions, the Assembly is a high-level international English Language Teaching (ELT) event in China. The 2021 Assembly, held in July in Hangzhou, Zhejiang Province, China, brought together over 3,000 attendees, both on site and online (Wei & Hu, 2021). The 2022 Assembly (https://tesol. i21st.

cn/2022/) will be held again in Hangzhou this summer, providing an international platform for ELT practitioners, scholars, and researchers at home and from abroad to exchange experiences and share research outputs.

This special column features three papers authored by four TESOL researchers based in China and the USA. These papers employ different approaches, ranging from interview-based qualitative research, experimental designs, to survey-based quantitative research. They cover such topics as native speakerism, computer-assisted language learning (CALL), and code-switching.

The first paper, titled "Discourses of Chinese ELT Stakeholders on Native Speakerism" by Junshuan Liu, is a qualitative study based on interviews with 26 students, 14 teachers and eight ELT program administrators from six Chinese universities. These interviews attempt to reveal the extent to which the participants' discourses reproduce and/or resist native speakerism, a term coined by Holliday (2005). This term refers to a long-entrenched ideology in ELT in support of native English speaker teachers (henceforth NESTs), with common beliefs such as "NESTs are the best English teachers". Although native speakerism was coined by Holliday to focus on the idealization of NESTs in ELT, it can also involve the worship of (so-called) "native speaker" English and teaching approaches which emanate from the English speaking West or the "Inner Circle" countries. These elements for worshipping are called native speaker "products (teacher, language, culture and teaching methodology)" in Liu's paper. Results show that the vast majority of the participants rate native speaker products as being superior to the nonnative counterparts, suggesting that ELT in these six institutions is still affected or even dominated by native speakerism. As the participants differ in gender, academic background, professional identity and/or institutional status, and come from universities different in academic rank and geographical location, Liu infers that "native speakerism is still kicking in China's ELT".

Liu's paper has shed light on the mentality vis-à-vis native-speakerism among the above three categories of ELT stakeholders. The research reported in the third paper is part of a larger study, namely Liu's (2018) PhD dissertation project, wherein some concrete measures for the construction of a (more) democratic, equitable and ethical ELT world, which help resist native speakerism, are proposed. Space constraints preclude listing all of those measures here; giving one example may suffice. One of Liu's (2018) proposed measures is that the req-

-uriement for the Inner Circle native speaker status of potential applicants in national foreign teacher hiring policies, including the regulation issued by the State Administration of Foreign Experts Affairs in 2015, should be adjusted or removed. Indeed, such regulations perpetuate and reproduce neo-racism as well as self-discrimination especially in light of the framework of linguistic human rights (Skutnabb-Kangas, 2001) as well as poststructuralist studies on language (e.g., Pennycook, 2010) and on Global Englishes (e.g., Rose & Galloway, 2019).

The second paper, entitled "The Influence of Combining Computer-Assisted Language Learning with Instruction on Chinese College Students' L2 Pragmatic Ability" by Ying Zhang, explores the usefulness of CALL-mediated L2 pragmatic development regarding using compliment responses (CRs). Zhang argues that examining CRs (a type of speech act) represents "an excellent focus for the research of L2 pragmatics in CALL contexts". This experiment-based study utilises a pre-test/post-test design involving two groups of Chinese EFL students: a control group who only had CALL-based communication and an experimental group who had CALL-based communication paired with L2 pragmatics instruction. Two findings are particularly interesting: (1) CALL combined with L2 pragmatics instruction can help the learners produce more proper CRs and employ a variety of CR substrategies, and (2) this combined approach has a durable effect on learners' L2 pragmatic development. This study offers useful pedagogical implications; for instance, to assist students in developing their L2 pragmatic ability, EFL teachers may encourage students to create and grasp opportunities to conduct CALL-based communication with native speakers of English (e.g., via online chats).

In terms of data analysis, it is commendable that the second paper uses measures (e. g. Cohen's d) of effect size, which is more important than the statistical significance level (viz. the p value) in inferential statistical procedures (cf. Larson-Hall & Plonsky, 2015; Wei, 2012; Wei et al., 2019). Although to date, only a handful of international journals in the field of applied linguistics (e.g., the eight periodicals listed in Wei et al., 2019) mandate the reporting of effect sizes, it is always advisable for authors to consider, report and/or properly interpret effect sizes in their submissions of papers utilising inferential statistical procedures (e.g., t-tests and ANOVA).

In the third paper "Chinese University Student's Attitudes Toward Chinese-English Classroom Code-Switching", Hong Liu and Rining Wei investigate students' attitudes towards

classroom code-switching (CS) between Chinese and English, and the influence of two individual difference (ID) variables on such attitudes. These two IDs on the part of the learner are learning motivation and language anxiety. Their quantitative analysis of the data from an online survey of 550 university students leads to two major findings. Firstly, the attitudes towards CS in the classroom are a mixture of positivity and negativity. On the one hand, the students consider CS helpful; on the other hand, they do not think highly of the teachers who practice CS in the classroom, believing that competent English teachers should be able to teach in full English. Secondly, the students' learning motivation and language anxiety turn out to be two statistically significant predictors for their attitudes towards classroom CS. Similar to the second paper, the third one also ends with some implications for English language learning and teaching within the classroom. For example, the teachers are advised to differentiate immediate and long-term learning needs in order to strategically utilise CS; for students whose English proficiency level is low, their learning needs tend to be more immediate; to address such needs, it may be more effective for the teachers to adopt CS more frequently.

By focusing on two psychological IDs as predictors, the third paper is a useful addition to an emerging line of research that uses psychological IDs as independent or dependent variables (cf. Dewaele, 2012). Indeed, psychological IDs remain a much less examined subcategory of IDs compared with cognitive ones (cf. Luo & Wei, 2021). When it comes to data analysis, like the second paper, the third paper also reports effect sizes, which follows the recommendations for better statistical reporting practices (Larson-Hall & Plonsky, 2015).

As pointed out by Liu (2022, this issue), China hosts the largest ELT population in the world. According to the best available data from government sources, as of 2000, the number of English learners/users in China already exceeded 390 million (Wei & Su, 2012); while more updated statistics from government sources are not readily available, there is evidence indicating that this number of English learners/users is on the rise (Zhang & Wei, 2021). China with its large ELT population provides a vast land of research opportunities for TESOL scholars and practitioners. We hope that the papers in this special column will provide useful food for thought, so as to support TESOL scholars' and practitioners' endeavour to plant their flags on many unclaimed plots of this vast land.

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Acknowledgments

特约主编
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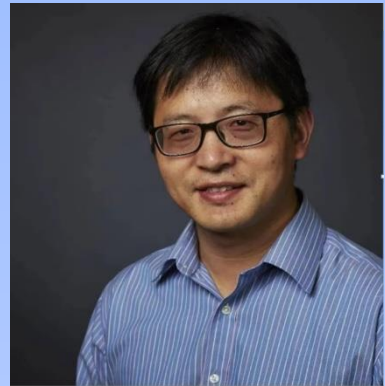
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征稿启事 | 《2022国际英语教育中国大会专刊》论文征集（Call for papers）

TESOL大会   2022-03-25 11:56

2022国际英语教育中国大会将与国际期刊*International Journal of TESOL Studies* (Online ISSN 2633-6898)，*International Journal of Computer-Assisted Language Learning and Teaching* (ISSN 2155-7098)、*International Journal of English for Academic Purposes:Research and Practice*及《中国应用语言学（英文）》合作，出版2022国际英语教育中国大会专刊/专辑/专栏。

本次大会欢迎所有参会者及外部投稿者投稿，接受词数为3000-7000字左右的学术论文、研究论文和综述文章。经双盲评审后通过的论文，将发表在*International Journal of TESOL Studies*专刊、*International Journal of Computer-Assisted Language Learning and Teaching*、*International Journal of English for Academic Purposes:Research and Practice*或《中国应用语言学（英文）》专辑/专栏上。

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英语教育研究新趋势

魏日宁 、高雪松

欢迎阅读2021年国际英语教育中国大会（以下简称"大会"）主办的《中国应用语言学（中文）》专栏。大会是由《中国日报》与英语教育国际协会在中国合作举办的一项高水平国际英语教育活动。2021年大会于7月在中国浙江省杭州市举行，线上或线下参与者达3000多位（Wei & Hu, 2021）。2022年大会（https://tesol. i21st. cn/2022/） 将于今年夏天再次在杭州举行，旨在为国内外英语教学从业者、学者和研究者提供一个交流经验和分享研究成果的国际平台。

本专栏收录了四位中美英语教育研究者撰写的三篇论文。这些论文采用了不同的研究方法，研究方法包括基于访谈的定性研究、实验设计和基于调查的定量研究，涵盖了英本主义、电脑辅助语言学习（CALL）和语码转换等主题。

刘君栓撰写的第一篇论文《中国英语教育利益相关者英本主义的话语》是一项基于访谈的质性研究。访谈对象为来自六所中国大学的26名学生、14名教师和8名英语教学项目管理者。访谈目的是揭示参与者的话语在多大程度上再现和/或抵制了英本主义。英本主义由Holliday在2005年提出，是一种根深蒂固的意识形态，支持以英语为母语的教师（以下简称NESTs），信仰"英语为母语的教师是最好的英语教师"。尽管在Holliday提出英本主义时，将其看做一种理想化情况，即英语教学的老师都是英语母语者，但英本主义也可能涉及对（所谓的）"母语"英语以及对源自西方英语国家或"内圈"国家的教学方法的崇拜。在刘的论文中，这些对英语母语者的崇拜"产物"包含"教师、语言、文化和教学方法。"结果表明，绝大多数访谈对象认为英语母语者在教师、语言、文化和教学方法方面都优于非英语母语者。这表明访谈者涉及的六所高校的英语教学仍然受到英本主义的影响，甚至被英本主义主导。基于访谈者有不同的性别、学术背景、职业身份和/或机构地位，所在大学学术级别有别，地理位置不同，刘有充分理由推断"英本主义仍在中国的英语教育中流行"。

刘的论文节选自他2018年的博士论文，阐明了上述三类英语教育利益相关者对英本主义的态度，提出了一些具体措施抵制英本主义，有助于建设一个（更）民主、公平和道德的英语教学世界。由于篇幅限制，无法在此列出所有措施，仅列举一项刘在2018年提出的建议，即调整或取消国家外教招聘政策（包括2015年中国国家外国专家局发布的规定）中对潜在求职者母语身份的要求。事实上，鉴于语言人权框架（Skutnabb-Kangas, 2001）以及在语言（如Pennycook, 2010）和全球英语（如Rose &

Galloway, 2019）背景下的后结构主义研究，这些规定延续并再现了新种族主义和自我歧视。

第二篇论文《电脑辅助语言学习（CALL）与教师授课对中国大学生语用能力的影响》由张莹撰写，探讨了CALL是否有利于回复夸赞这类二语语用能力的发展。张认为，回复夸赞（一种言语行为）是"CALL语境中二语语用学研究一个极好的关注点"。这项以实验为基础的研究采用了前测和后测设计，涉及两组学英语的中国学生：控制组只基于CALL互动，实验组结合二语语用教学和CALL互动。实验有两个特别有趣的发现：（1）CALL与二语语用教学相结合可以帮助学习者更恰当回复夸赞，并使用多种子策略回复夸赞；（2）这种结合方式对学习者的二语语用发展有持久的影响。这项研究提供了实用的教学启示，例如，为了帮助学生发展二语语用能力，英语教师可以鼓励学生创造并抓住机会与以英语为母语的人基于CALL互动（如在线聊天）。

值得赞扬的是，第二篇论文在数据分析方面运用了效应幅度的判定（如Cohen's d），这比推断型统计方法中的统计显著性水平（即p值）更重要（详见Larson Hall & Plonsky, 2015; Wei，2012; Wei et al., 2019）。到目前为止，虽然只有少数应用语言学领域的国际期刊（如Wei等作者于2019列出的八个期刊）要求汇报效应幅度，但在使用推断型统计方法的论文中考虑、报告和/或恰当地解释效应幅度（如t检验和ANOVA）总是明智的。

在第三篇论文《中国大学生课堂中英语码转换态度研究》中，刘虹和魏日宁调查了学生对中英课堂语码转换的态度，以及两个个体差异变量（学习动机和语言焦虑）对这种态度的影响。他们对550名大学生的在线调查数据进行了定量分析，得出了两个重要结论。首先，在课堂上，学生对语码转换的态度既有积极的，也有消极的。一方面，学生认为语码转换有用处；另一方面，他们并不看好在课堂上使用语码转换的教师，认为有能力的英语教师应该能够用全英文授课。其次，学生的学习动机和语言焦虑在统计学上能显著预测他们对课堂交际态度的因素。与第二篇论文类似，第三篇论文对英语课堂学习和教学也有启示。例如，教师要区分当前和长期的学习需求，以便战略性地使用语码转换；对于英语水平较低的学生来说，他们的学习需求往往更为迫切；为了满足这些需求，教师可以增加使用语码转换的频率，提升教学效果。

第三篇论文将两个心理个体差异变量作为自变量，这是对新兴研究领域的有力补充，该研究领域既可将心理个体差异变量视作自变量也可视作因变量（详见Dewaele, 2012）。事实上，与认知个体差异相比，心理个体差异研究较少（详见Luo & Wei, 2021）。在数据分析方面，第三篇论文与第二篇论文一样也汇报了效应幅度，遵循了更好的统计汇报实践建议（Larson- Hall & Plonsky, 2015）。

正如刘在本专栏论文中指出，中国是世界上英语教育涉及人数最多的国家。根据官方数据，截至2000年，中国英语学习者/使用者数量已经超过3.9亿（Wei & Su，2012）。虽然官方最新统计数据不易获取，已有证据表明英语学习者/使用者的数量正在上升（Zhang & Wei, 2021）。拥有众多英语学习者的中国为英语教育学者和实践者提供了广阔的研究空间。我们希望本专栏中的论文能提供有益的思考，支持英语教育学者和实践者在这片广袤的土地上为许多无人踏足的领域拓荒。

参考文献（见上）

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我们衷心感谢匿名审稿人的辛勤工作和作者们的杰出贡献。我们还衷心感谢《中国应用语言学（中文）》总主编文秋芳教授对每一篇被接受论文提供了建设性的反馈，并感谢刘相东博士（常务主编）在多轮编辑中的及时反馈和耐心指导。

翻译：唐萌
一校：许文颖
二校：王婧

2. 研究动向 [*New Developments*]

Website link:
https://www.sciencedirect.com/journal/research-methods-in-applied-linguistics/about/aims-and-scope

Research Methods in Applied Linguistics (**RMAL**) is the first and only journal devoted exclusively to research methods in applied linguistics, a discipline that explores real-world language-related issues and phenomena. Core areas of applied linguistics include bilingualism and multilingualism, computer-assisted language learning, conversation analysis, corpus linguistics, critical studies, discourse analysis, forensic linguistics, identity, language assessment, language policy and planning, language and migration, literacy, pragmatics, psycholinguistics, raciolinguistics, second language acquisition, sociolinguistics, teacher education, and translation and interpreting.

According to **Dr Shaofeng Li**, Editor-in-Chief of RMAL, the development of a new scholarly journal is a sign of the evolution and vitality of a field. This journal arrives at a time of intense interest by researchers and practitioners in the methods (tools and techniques) and methodologies (approaches and perspectives) that form the foundation of our professional inquiry. We see such interest growing not just from a desire to document technical know-how, develop training programs, or offer recommendations for best practices—although those are welcome initiatives— but from a need for knowledge-building and real-world contributions, which are the primary, ultimate goals of empirical research.

近日，Elsevier出版社推出了一份名为《应用语言学研究方法》(RMAL)的新期刊，这是第一本也是唯一一本专门研究应用语言学领域研究方法的期刊。应用语言学领域探索现实世界中与语言有关的问题和现象，其核心领域包括双语和多语、电脑辅助语言学习、对话分析、语料库语言学、批判性研究、话语分析、法律语言学、身份认同、语言评估、语言政策和规划、语言和移民、读写能力、语用学、心理语言学、种族语言学、二语习得、社会语言学、教师教育、翻译和口译。RMAL主编李少锋博士认为，一个新学术期刊的诞生标志着一个领域的发展和生命力。研究人员和实践者对研究方法（工具和技术）及方法论（途径和视角）有着浓厚的兴趣，构成了RMAL的专业基础，RMAL在这个基础上应运而生。这种兴趣不断增长，不仅源于一些受欢迎的举措，如记载我们的专业技能、制定培训计划或提供最佳实践建议的愿景，更源于实证研究最基本的也是首要的目标，即对知识建设和现实世界贡献的需求。

翻译：唐萌
校对：王婧

3. 关于学术界的那些事 [*Bits about the Academia*]

NO.1关键词——文献阅读

　　"前几天看一个作家谈如何写出好文字，是一位上了年纪的很优雅的女士，面对着镜头不慌不忙的说：写好文章的诀窍就是，'first, read; and second, write'。说完之后自己对着镜头咯咯乐。

　　我想她其实指出了所有写作的一个共通的要点：没有大量阅读作为基础是很难写出好东西的，无论你写得是什么。所以我们在专栏花了好几篇的篇幅讲了如何阅读文献——跟我们很多人初入学术圈的想法不同，文献这个东西，阅读这个动作，我们作为研究者是会一直一直，一辈子都要做的事情，无论你的学术成就高到什么水平。"

<div align="right">——公众号中外商学贵哥帮</div>

<div align="right">链接：https://mp.weixin.qq.com/s/PW4aFf-tnae iNDHwkQBNw</div>

为了不再"双手摸白纸，两眼望青天"，我平时会在阅读的过程中用不同颜色突出文本，做好标记，同时会创建一个专门的文档作为读书笔记，时刻记下文章里的金句及其出处。对于特别重要的文献，我会一篇文献整理出一个对应的文档来记录里面的研究过程。

小编萌萌

原文摘录的精髓体现了"读文献破万卷，下笔才能如有神"。小编萌萌作为研一学生，分享了她的具体做法，这是为文献综述做准备的一种有效策略。

Tony老师

NO.2关键词——不完美的第一稿

　　"我们只看见了贼吃肉而没看见贼挨打，只看到了最终稿却不得而知作者此前反复修改过多少版本，只看到了被发表出来的高质量论文，却从不知道作者初次构建时的困难和艰辛。这种以结果为导向的认知偏差会让我们误以为，那些好文章的第一版就应该是让人拍案叫绝、气吞山河的。

　　对完美论文的过分追求容易导致我们在该动手时瞻前顾后，在该落笔时左思右想，在才写出来几行后就开始批评自己，写三行删五行，进而开始怀疑自己是不是块儿做学术的料……

　　而事实上，没有人天生就能写好论文，任何人的写作能力都是通过不断练习、不断行动、不断得到外界反馈、不断反思、不断根据反馈调整行动方法而习得的。"

<div align="right">——公众号刀熊说说</div>

小编文颖

不管目标是多么宏大，首先要做的是着手去做，只有行动起来才能逐渐接近自己的目标。在倦怠的时候，看到同伴的努力，总会有种被"卷"到的感觉，从而总在这种想"卷"又想"躺平"的心态中挣扎。

在写第一稿时，思路和框架很重要，这个阶段语言通顺就可。等框架整理好、内容丰富后再完善语言。同时，在写作过程中，探索了很久却没有成效时，需要及时找老师沟通一下，也许老师的指导会让自己茅塞顿开。

小编婧婧

Tony老师

如果你们的导师可以拿出TA正式发表的论文之前的"半成品"作为写作教学的例子，那么你们赚到了。