

TABLE OF CONTENTS

| | |
|--------------------------|------|
| ACKNOWLEDGEMENTS | ii |
| ABSTRACT IN ENGLISH..... | iv |
| บทก้าดข้อ..... | vi |
| TABLE OF CONTENTS..... | viii |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| ABBREVIATIONS | xiv |

CHAPTER ONE

| | |
|---------------------------------------|----------|
| INTRODUCTION | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Purpose of the study | 5 |
| 1.3 Significance of the study | 6 |
| 1.4 Definition of terms | 7 |
| 1.5 Organization of this thesis | 8 |

CHAPTER TWO

| | |
|---|-----------|
| LITERATURE REVIEW | 10 |
| 2.1 Languages in Chinese educational policy | 10 |
| 2.1.1 Demographics and nationhood | 12 |

| | |
|---|-----------|
| 2.1.2 Sociolinguistic norms of rural schooling | 13 |
| 2.1.3 Ethnic and social identity of language minorities | 14 |
| 2.2 Constraints on learning a post-primary language | 14 |
| 2.3 Defining success and failure in language learning | 17 |
| 2.3.1 L2 learning success and conditions | 17 |
| 2.3.2 FL learning difficulty and causal factors | 19 |
| 2.3.3 Causal factors in EFL difficulties | 20 |
| Cross-linguistic difference and distance | 20 |
| Resources and opportunities | 22 |
| Instructional pedagogy | 23 |
| Motivation and investment | 25 |
| Assessment model | 27 |
| Teacher development | 29 |
| Learner ethnicity, culture and religion | 31 |
| CHAPTER THREE | |
| METHODOLOGY | 36 |
| 3.1 The context of the problem | 36 |
| 3.2 The participants | 36 |
| 3.3 Data collection instruments, focuses and duration | 39 |
| 3.3.1 Field trips | 42 |
| 3.3.2 Interviews | 45 |
| 3.3.3 Questionnaires | 46 |
| 3.3.4 Classroom observation | 48 |
| 3.3.5 Selective, supportive and experimental teaching | 52 |

| | |
|--|-----------|
| 3.4 Reliability and validity of data | 54 |
| 3.5 Data analysis techniques | 54 |
| | |
| CHAPTER FOUR | |
| RESULTS AND DISCUSSION | 55 |
| 4.1 Causes of the FLLD | 55 |
| 4.1.1 The test-driven educational policy | 55 |
| 4.1.2 Grammar-translation instruction and rote-learning | 56 |
| 4.1.3 Limited exposure to the foreign language | 57 |
| 4.1.4 High incidence of drop-outs | 59 |
| 4.1.5 Unrealized learner potential of bilingualism | 61 |
| 4.1.6 Low motivation and increased anxiety | 62 |
| 4.1.7 Insufficient and inappropriate teacher development | 63 |
| 4.1.8 Ignorance and neglect of the Lisu culture and Christianity | 66 |
| 4.2 Students' own characterization of the FLLD | 68 |
| 4.3 The experimental teaching for teacher development | 83 |
| 4.4 Implications of the findings | 84 |
| 4.4.1 Pedagogical implications | 84 |
| 4.4.2 Institutional and socio-cultural implications | 85 |
| | |
| CHAPTER FIVE | |
| CONCLUSION AND RECOMMENDATION | 87 |
| 5.1 Major findings from the case study | 87 |
| 5.1.1 Major findings from the case study | 87 |
| 5.1.2 'Soilless rooting' under the grammar-translation method | 88 |

| | |
|---|-----|
| 5.1.3 Low motivation and minimum investment | 89 |
| 5.1.4 Inadequate and inappropriate teacher roles | 89 |
| 5.1.5 Insufficient social support | 90 |
| 5.1.6 Neglect of ethnic and intercultural awareness | 91 |
| 5.2 Limitations of this case study | 92 |
| 5.3 Recommendations for future study | 93 |
| | |
| REFERENCES | 95 |
| APPENDICES | 110 |
| RESUMÉ | 173 |

LIST OF TABLES

| | | |
|----------|--|-----|
| Table 1 | Ethnic Groups, Population and Distribution of China | 114 |
| Table 2 | Comparison of Language Typology for English, Chinese and Lisu | 117 |
| Table 3 | Instruments, Focuses and Durations..... | 118 |
| Table 4 | The Roles of the Teachers and Their Duties | 120 |
| Table 5 | EFL Classroom Observation and Evaluation | 121 |
| Table 6 | Students' Self EFL Proficiency Assessment (Chinese original) | 122 |
| Table 7 | Students' Self EFL Proficiency Assessment (English translation) | 123 |
| Table 8 | Students' Performance in Final Term English Exams (Chinese original).124 | |
| Table 9 | Students' Performance in Final Term English Exams (English translation) | 125 |
| Table 10 | Statistics of Responses to Questionnaires 1-56 (Chinese original) | 126 |
| Table 11 | Statistics of Responses to Questionnaires 1-56 (English translation) ... | 134 |
| Table 12 | Self-assessment and Recent Final-term Exam Scores for Class A | 142 |
| Table 13 | Self-assessment and Recent Final-term Test Scores for Class B | 143 |
| Table 14 | An EFL Lesson Plan Template | 145 |
| Table 15 | A Lesson Plan for Experimental Teaching | 146 |
| Table 16 | The Researcher's Journal of Field Trips and Interviews on ELLD | 149 |

LIST OF FIGURES

| | |
|--|-----|
| Figure 1. Ethnic Minority Distribution Map of China | 111 |
| Figure 2. Ethnic Minority Distribution Map of Yunnan | 112 |

ABBREVIATIONS

| | |
|-------|---|
| L1 | Mother tongue acquired during infancy and childhood |
| L2 | Second language learned mainly through schooling |
| L3 | A language learned subsequent to L2 |
| SLA | Second language acquisition |
| EFL | English as a foreign language |
| LD | Language disability |
| FL | Foreign language(s) |
| FLLD | Foreign language learning difficulty |
| EFLD | English language learning difficulty |
| ELT | English language teaching |
| TESOL | Teaching English to speakers of other languages |
| CCTV | China Central TV Station |
| YNTV | Yunnan TV Station |
| NGO | Non-governmental Organization |