

AN ANALYSIS OF ENGLISH LEARNING PROBLEMS OF LEFT-BEHIND CHILDREN
IN CHINESE MINORITY REGIONS

Approved: Yuanyuan Hu Date: December 19, 2015

Suggested content descriptor keywords:

English Learning

Left-behind Children

Chinese Minority Regions

AN ANALYSIS OF ENGLISH LEARNING PROBLEMS OF LEFT-BEHIND CHILDREN
IN CHINESE MINORITY REGIONS

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

Tingqian Zhang

2015

ACKNOWLEDGEMENTS

First and foremost I offer my sincere gratitude to my advisor, Dr. Yuanyuan Hu, who has supported me throughout my study with her patience and knowledge. I attribute this paper to her encouragement and effort. Without her professional assistance and constructive suggestions, this paper would not have been completed. My gratitude to her is beyond words.

My gratitude also goes to my classmates and friends who have encouraged me and generously offered their advice.

Finally, my special thanks go to my husband, whose diligence and persistence has set an example for me. Without his trust, support and love, this paper would not have been completed.

Abstract

AN ANALYSIS OF ENGLISH LEARNING PROBLEMS OF LEFT-BEHIND CHILDREN
IN CHINESE MINORITY REGIONS

Tingqian Zhang

Under the Supervision of Dr. Yuanyuan Hu

This paper includes a review of literature on factors affecting children's acquisition of a second language and a review of literature relating to factors affecting children's English learning in some Chinese minority regions. This paper then analyzes factors affecting Left-behind Children's English learning in Chinese minority regions. Finally, some recommendations have been made from the perspective of family, school and society respectively to address the English learning problems of Left-behind Children in some Chinese minority regions.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	i
TITLE PAGE	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	
Definitions of Terms	
Purpose of the Study	
Significance of the Study	
Methodology	
II. REVIEW OF LITERATURE	4
Definitions of Left-behind Children	
Factors Affecting Children's Acquisition of a Second Language	
Factors Affecting Children's English Learning in some Chinese Minority Regions	
Factors Affecting Left-behind Children's English Learning in Chinese Minority Regions	
III. CONCLUSIONS AND RECOMMENDATIONS	12
REFERENCES	15

Chapter I Introduction

In the past 30 years, China's reform and opening-up policy has contributed to China's economic development. However, due to the unbalanced economic development between urban and rural areas in China, a large number of rural workers rushed into big cities where they could earn higher incomes, leaving their children at home with grandparents or other relatives.

According to a report by the All-China Women's Federation (2013), it is estimated that the number of Left-behind Children in rural areas has reached as high as 61.026 million. Among these Left-behind Children, many of them live in Chinese minority regions.

English is a compulsory subject in middle schools across China. Left-behind Children from some Chinese minority regions are usually expected to take on some family responsibilities while their parents are away working in cities. They thus cannot put all their energy into study, not to mention English learning. In many cases, they have to face some striking challenges in their English learning because of the lack of family support and language environment, cultural conflict, and other relevant factors.

Therefore, this paper aims to identify the problems existing in English learning for Left-behind Children in some Chinese minority regions and provide some countermeasures to help these children to improve their English learning.

Statement of the Problem

The problems to be addressed are as follows:

- What factors affect children's acquisition of a second language?
- What factors affect children's English learning in some Chinese minority regions?
- What factors affect Left-behind Children's English learning in Chinese minority regions?

Definition of Terms

Left-behind Children: According to Ye and Murray (2005), Left-behind Children refers to those children under 18 years old whose parents have migrated for work and who are attended by someone from the older generation or others. In this paper, Left-behind Children refers to those who are under 16 years old and are left home to be taken care of by their relatives because their parent or parents left their hometown for cities as migrant workers. This paper focuses on left-behind children who live in minority regions in China.

Purpose of the Study

The purpose of the study is to analyze factors affecting Left-behind Children's English learning in Chinese minority regions. Based on the analysis of these factors, this paper will make some recommendations from the perspective of family, school and society respectively to address the English learning problems of Left-behind Children in some Chinese minority regions.

Significance of the Study

English plays an important role in the Chinese education system. For students in China, including Left-behind Children in minority regions, they are all required to study English as a foreign language. However, the current situation of English learning in minority areas is not optimistic. Especially for Left-behind Children in some Chinese minority areas, many special factors will affect their English learning. In order to help these children to perform better in English, this paper will analyze factors affecting their English learning, and provide some countermeasures from the perspective of family, school and society respectively to address the problems of their English learning.

Methodology

Primary searches were conducted in and through the library at South-Central University for Nationalities, China and Karmann Library at the University of Wisconsin-Platteville. Key search topics included “Left-behind Children”, “English learning” and “Chinese minority region.”

A brief review of the definition of Left-behind Children was conducted. A review of literature relating to factors affecting children’s acquisition of a second language was conducted. Another review of literature on factors affecting children’s English learning in some Chinese minority regions was conducted. Furthermore, a review of literature on factors affecting Left-behind Children’s English learning in Chinese minority regions was conducted. Finally, some recommendations have been made from the perspective of family, school and society respectively to address the English learning problems of Left-behind Children in some Chinese minority regions.

Chapter II Review of Literature

Definitions of Left-behind Children

With the rapid development of China's economy, more and more young rural people go to cities for work, leaving their children behind with their grandparents or other relatives in rural areas. Researchers give different definitions to these left-behind children in their studies.

According to Ye and Murray (2005), Left-behind Children refers to those children whose parents have migrated for work and are attended by someone from the older generation or others. In their definition, these children are under 18 years old. Similarly, Ye and Pan (2008) define Left-behind Children as children under 18 years old, whose parents or parent go to other places for work for over 6 months.

Other scholars such as Su (2004), Zhou (2011), D. Hu and Y. Hu (2010) argue that Left-behind Children are children below 16 years of age who are attended by other relatives, and whose parents or parent migrate to other places for work. Lin (2003) thinks Left-behind Children refers to children below 14 years of age who are separated from their parents or parent, and whose parents or parent migrate to other places for work.

From the definitions above, answers to the following questions seem essential to the definition of Left-behind Children.

- (1) How old are the children?
- (2) How long have the children been left at home?
- (3) Who migrated, Left-behind Children's mother, father or both?
- (4) Who do Left-behind Children live with?
- (5) Where do Left-behind Children live?

In this paper, Left-behind Children refers to those under 16 whose parent or parents left

their hometown for cities as migrant workers and who are left home to be taken care of by their relatives. They cannot follow their parents to study in the cities, but they remain in their hometowns for their education. Furthermore, this paper focuses on left-behind children living in minority areas in China.

Factors Affecting Children's Acquisition of a Second Language

Motivation. Motivation is an important factor affecting children's second language acquisition. In the 1950s, Gardner and Lambert (1959) conducted a study on motivation in the field of foreign language teaching and learning. Many studies conducted by scholars such as Bandura (1977), Deci and Ryan (1985), Krashen (1981), Oxford and Shearin (1994) and Ellis (1994) later prove that motivation, which explains why people behave and think as they do, is an essential factor in learning a second or foreign language,.

Gardner and MacIntyre (1993) put forward a model from the social and psychological perspective. They define motivation as personal efforts motivated by one's own desire and satisfaction in learning a second language. Dörnyei (1998) puts forward a three-dimensional structure model of learning motivation, which involves language, learner and learner situation. Trembly and Gardner (1995) put forward an extended model of learning motivation which expands its study field by adding some elements from the goal theory. William and Burden (1997) propose a social constructive model, which includes internal and external factors. Regardless of the specific model of the second language learning motivation, learning motivation is an important factor in a second or foreign language acquisition.

Age. Age has been identified as one of the most evident non-intellectual factors in second language acquisition. In Lenneberg's definition of the Critical Period Hypothesis (1967), he believes that the critical period of language acquisition ranges from two years old to adolescence.

After this critical period, learners cannot be as successful as those in the critical period in acquiring a second language.

Johnson and Newport's observation (1990) supports the critical period hypothesis in the acquisition of a second language. In their study, they believe that the ability of learning a second language began to decline when participants were six years old.

Language input. Krashen (1985) puts forward five hypotheses, including input hypothesis, acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis, and affective filter hypothesis.

Krashen (1977) points out that comprehensible language input plays an important role in second language acquisition, and that a learner can construct some internal expressions of a second language by being exposed to the comprehensible language input. In other words, learners cannot learn any language without any language input. According to Krashen (1982), learning only takes place when a learner is provided with comprehensible input. The goal of teaching a second language is to provide comprehensible input to the learner. The teacher's language use is one source of comprehensible input, which will affect the learner's language output.

According to the input hypothesis, the teacher should put emphasis on language meanings rather than language forms. Meanwhile, the teacher ought to create a learning environment where learners are given the opportunity to be exposed to comprehensible language input.

Attitude. According to Jung (1971), an attitude is "readiness of the psyche to act or react in a certain way" (p. 87). Baker (1992) believes that an attitude is "a hypothetical construct used to explain the direction and persistence of human behavior" (p. 10). Regardless of the definition

of attitude, it is certain that attitude can be used to predict a person's behavior.

Wang (2006) points out that learners' emotional factor has a much stronger effect on language than the other factors. Thus, the learners' attitudes towards a second language are more likely to affect their learning outcomes and behaviors. Ellis (1999) points out that "learners with positive attitudes who experience success will reinforce these attitudes, but learners' negative attitudes may be strengthened by lack of success" (p. 198-199).

Factors Affecting Children's English Learning in some Chinese Minority Regions

In the course of language learning, some factors like motivation, age, language input and attitude will affect children's acquisition of a second language. But for the children in some Chinese minority regions, in addition to their native language, they have to study Mandarin and English. In such a trilingual environment, there are some special factors affecting their English learning.

Educational conditions. Compared with cities, minority regions are lack of hardware facilities. Guang and Ou (2007) point out that many schools in some Chinese minority regions are lack of multi-functional classrooms and language labs to support their education due to limited budget. In some poor minority regions, basic teaching facilities like tape recorders, TV sets and projectors are not available. While schools in cities are using the multimedia in language teaching, schools in minority regions are still mainly relying on chalk and textbooks to teach their students. To some extent, such poor educational conditions will lower students' English learning efficiency in minority regions.

As we know, a teacher plays an important role in the process of cultivating students' ability of language learning. An English teacher with good pronunciation will help students to learn English well. However, Qu (2014) points out that most outstanding teachers in minority

regions choose schools where they can get a good salary and good welfare. This leads to the lack of excellent English teachers with good pronunciation in minority regions. Most English teachers left in these areas cannot organize a whole English class in English. Moreover, according to Wei and Sun (2013), in some Chinese rural minority areas, English teachers' teaching methods are outdated, and they usually do not lay emphasis on the cultivation of students' personality. These unfavorable educational conditions will have negative effects on ethnic minority students' interests in English learning.

Cultural conflict. Li (2003) points out that language is a means of cultural expression, and different languages represent different cultures. Language is an important communication tool to exchange knowledge and cultures among people and nations. Meanwhile, language helps people from different regions to keep their ethnic identity.

China has 56 ethnic groups officially recognized by the central government. People in minority regions have different religious beliefs and values, and their native languages reflect some distinctive cultural features of their own. For students in these regions, they are maybe reluctant to embrace foreign cultures while learning a foreign language.

As a foreign language, English transmits a new culture to minority students, which will further challenge their cultural identity. For Han students, they will meet with two different cultures while they are learning English, whereas ethnic minority students have to face three different cultures. Ye (2013) states that when minority students study a new language, they will meet a new culture which will influence their cultural and ethnic identity. He also uses some examples from various ethnic groups in China to illustrate that students from different minority regions have different understandings of English culture while learning English.

He (2011) acknowledges that the attitude towards a foreign language will affect minority students' native language and their cultural and ethnic identity, which will further influence their second language learning. Some researchers like Wei (2013) and Yang and Wu (2012) focus on studying the influence of some minority cultures on minority students' English learning. They point out that a teacher can incorporate the minority cultures into English learning.

Language environment. A good language environment is an important factor in English learning. However, children from some minority regions speak their native language since their childhood, which will influence children's learning English. Zhou (2013) investigates many students from Yi ethnic group in Yunnan province on their English learning. She finds out that many students have to switch among their minority language, Mandarin and English in their mind, and that they find it very difficult to learn English well in such a trilingual environment.

The lack of English communication environment in some minority regions also will affect students' English learning. Xue (2005) points out that when people communicate in a foreign language, the biggest difficulty in communication is listening and speaking. According to Yang and Shen (2008), compared with Han students, minority students do not have access to a natural language environment, and they have more difficulty in English listening and speaking.

In addition, Guan and Ou (2007) point out that due to the lack of English teachers, a class in some minority regions is usually very large with more than 50 students. The class is so large that communication activities in English are very difficult to work well. In such conditions, many students do not have enough opportunities to practice their oral English in class.

Factors Affecting Left-behind Children's English Learning in Chinese Minority Regions

For children in some Chinese minority regions, educational conditions, cultural conflict and language environment are three major factors affecting their English learning. In addition to

these factors mentioned above, there are some other factors that affect Left-behind Children in Chinese minority regions.

Family factors. Family education plays an important part in one's life. Burstall (1975) points out that one's family education is one of the most important factors that will affect one's achievement in a foreign language. A sound and effective family education is essential for a person's second language acquisition.

Han (2013)'s study on the family factor affecting Left-behind Children's education in some Guizhou minority regions shows that most guardians of Left-behind Children have no education background. Thus, most of them even have no idea what English is, and of course cannot tutor these children in their English learning.

In addition, according to Jiang and Wu's (2012) study, parents in some minority regions do not have enough time or energy to care about Left-behind Children's education. Meanwhile, Zhang and Wu (2008) state that parents in minority regions often put children's education in the second place, and that the money they earned is not enough to support their children's education. They think it is no use learning English, and what their children need to do is to work for a living after graduation from the middle school. Under such circumstances, these children cannot engage themselves in English learning, and they may gradually lose their confidence and interest in learning English.

Identity. For Left-behind Children in minority regions, their family identity will influence their language learning to some extent. She and Luo (2008) point out that the Left-behind Children's self identity will be affected due to the lack of parental care in their life, and they do not have a clear idea what family is. This will further influence their attitudes towards language learning.

In addition, Left-behind Children in minority regions will have some social identity problems while learning a foreign language. Liu, Yan and Hu (2015) explore the social identity of Left-behind Children and point out that these children have more social identity problems, which will further affect their attitude towards language learning.

Social factors. Huang and Jiang (2008) believe that social factors will also affect Left-behind Children's English learning in some minority regions. According to their study, the imbalance of economic and social development eventually leads to the imbalance of English education among different areas.

Yang and Shen (2008) point out that due to inconvenient geographical location, transportation, information exchange and regional autonomy management in minority areas, people in rural minority regions fail to realize the importance of learning English as a second language. Yang and Tan (2013) also state that because of poor economic conditions and production mode in some rural minority areas, requirements for the English education quality are far less than the ones for the other areas.

In addition, Yang (2010) points out that the social support system for rural minority Left-behind Children is still not sufficient for their education. Gao and Yang (2015) state that the English teaching condition cannot be improved without the financial support from the local government in some poor rural minority areas. They suggest that the local government in these regions should put much more effort into human resources and financial resources in education.

Chapter III Conclusions and Recommendations

Conclusions

Based on the above review of literature, we can see that some factors like motivation, age, language input and attitude will affect children's acquisition of a second language. But for children in some Chinese minority regions, some special factors like educational conditions, cultural conflict and language environment have an impact on their English learning.

Furthermore, some factors like family factors, identity and social factors will have a greater influence on Left-behind Children's English learning in Chinese minority regions.

For the Left-behind Children in Chinese minority regions, they cannot get enough financial support or parental support from their family to receive high quality English education. Unfavorable educational conditions in some minority regions will also influence these students' interests in learning English. These children will meet with some cultural conflicts, which will challenge their ethnic cultural identity while learning English. Furthermore, the imbalance of economic and social development in China has a negative effect on these children's attitude towards English learning. Thus, more attention should be paid to the Left-behind Children's English learning, and effective measures should be taken to improve these children's English level.

Recommendations

This paper will provide some countermeasures from the perspective of family, school and society respectively to address the English learning problems of Left-behind Children in some Chinese minority regions.

Family aspect. The family is the basic unit in human society, which plays an important role in children's life. Migrant parents should try their best to spend much more time with their

children. As the law that guarantees equal educational opportunities for all children has been carried out by the Chinese government, more and more Chinese migrant parents can take their children along with them and live by their side.

Alternatively, migrant parents can communicate with their children via mobile phones to discuss what happened in their daily life. In this way, the bonds of affection between parents and children will be strengthened. Under correct guidance from parents, the learning problems of children left behind in some minority regions can be reduced to a certain extent.

School aspect. Considering the limitation of the family education for children left behind in some Chinese minority regions, schools should make strenuous efforts to help them to overcome culture shock in English learning.

Schools should try their best to attract more excellent teachers to devote themselves to working in minority rural areas, and provide minority English teachers with more opportunities to improve their teaching methods. For example, schools can encourage these minority English teachers to participate in different kinds of professional seminars and workshops, which will provide a good opportunity for minority English teachers from different regions to exchange their ideas and learn from each other.

What's more, schools can encourage teachers to select suitable teaching materials for Left-behind Children in minority areas. For example, teachers can incorporate ethnic minority cultures into these teaching materials. If applicable, schools can organize teachers to compile an English textbook suitable for their students.

Finally, schools should invest more money into teaching facilities so that English teachers in minority regions can utilize advanced teaching facilities to create a better English learning environment for their students. A favorable English learning environment may

encourage Left-behind Children to devote much more time to learning English.

Social aspect. The local government should put much more efforts into improving the teaching conditions in schools. For example, the government can provide English teachers with more opportunities to go to universities for further study and training.

The government can also encourage social forces like some enterprises to participate in running schools. With the financial support from some social forces, English teaching conditions and Left-behind Children's living conditions may be improved to a certain extent.

Furthermore, the government should take measures to promote fairness in education. For example, laws and regulations should be improved to protect the rights and interests of Left-behind Children in ethnic rural areas so that these children can enjoy the same education conditions as those in cities, and perform better in English learning.

In conclusion, with the joint effort made by families, schools and the society, English learning problems of Left-behind Children in some Chinese minority regions can be reduced, and these children will have better performance in English learning.

References

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- Burstall, C. (1975). Factors affecting foreign-language learning: A consideration of some relevant research findings. *Language Teaching and Linguistics Abstracts*, 8, 105-125.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1999). *The study of second language acquisition*. Shanghai: Shanghai Foreign Language Education Press.
- Gao, Y., & Yang, Z. D. (2015). 少数民族地区农村留守儿童教育问题及对策——以贵州省安龙县毛草坪小学为例 [Problems and solutions in Left-behind Children's education in minority rural areas: A case study of Maocaoping Primary School in Guizhou province]. *Modern Education Science*, 1, 59-64.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194.
- Guan, Z. H., & Ou, Y. F. (2007). 影响农村学生英语学习的因素分析 [An analysis of factors affecting students' English learning in Chinese rural areas]. *Agricultural Archaeology*, 3,

377-378.

- Han, J. W. (2013). 少数民族留守儿童教育问题研究——以贵州省荔波县红坭村为个案 [An analysis of minority Left-behind Children's education problems: A case study of Left-behind Children in Hongni village] (Unpublished master's thesis). Minzu University of China, 2013.
- He, J. X. (2011). 西双版纳少数民族初中生英语学习的现状、原因与对策 [The current situation, problems and solutions in English education for minority middle school students in Xishuangbanna], *Journal of Simao Teachers' College*, 27(3), 114-117.
- Hu, D., & Hu, Y. C. (2010). 农村留守儿童英语教育的现状与思考 [An analysis of the status quo in English education for the rural Left-behind Children]. *Modern Education Science*, 1, 59-60.
- Huang, H. W., & Jiang, X. Y. (2008). 留守儿童英语学习的状况及对策分析 [Problems and solutions in the Left-behind Children's English learning]. *Examination Weekly*, 24, 83-84.
- Jiang, F. P., & Wu, W. (2012). 关于朝鲜族留守儿童学习习惯的调查研究 [An investigation on the learning habit of Korean Left-behind Children in China]. *Modern Primary and Secondary Education*, 11, 62-65.
- Johnson, J., & Newport, E. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of ESL. *Cognitive Psychology*, 21, 60-99.
- Jung, C. (1971). *Psychological types*. New Jersey: Princeton University Press.
- Krashen, S. D. (1977). Some issues relating to the Monitor Model. In H. Brown, C. Yorio, & R. Crymes (Ed.), *On TESOL '77* (p.144-158). Washington, DC: TESOL.

- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Lenneberg, E. H. (1967). *The biological foundations of language*. New York: Wiley & Sons.
- Li, L. Y. (2003). 中西文化差异对语言表达的影响 [The influences made by the differences between Chinese culture and Western culture on linguistic expression]. *Journal of Liaoning Technical University*, 5(2), 77-78.
- Lin, H. (2003). 福建省“留守孩”教育现状的调查 [Investigation of the present situation about education of Left-behind Children in Fujian]. *Journal of Fujian Normal University*, 120(3), 132-134.
- Liu, X. H., Yan, L. S., & Hu, Y. Q. (2015). 农村留守儿童的社会认同状况及其对健康危险行为的影响 [Research on the social identity of rural Left-behind Children and its influence on health risk behavior]. *Chinese Journal of Child Health Care*, 23(9), 931-933.
- Murray, J. & Ye, J. Z. (2005). *关爱留守儿童：行动与对策* [Care for Left-behind Children: Action and strategies]. Beijing: Social Sciences Academic Press.
- Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78(1), 12-28.
- Qu, X. H. (2014). 激励机制下的少数民族地区英语师资队伍建设研究 [A study on the English teaching staff construction in minority regions under the incentive system]. *Heilongjiang National Series*, 141(4), 169-172.

- She, L., & Luo, G. F. (2008). 家庭自我认同意识理论：留守儿童问题研究的新视角 [Family identity theory: A new research perspective on Left-behind Children]. *Journal of Henan University*, 1, 22-26.
- Su, Y. X. (2004). 农村留守儿童的心理健研究 [Survey on Left-behind Children's psychological well-being]. Retrieved from <http://www.docin.com/p-629692723.html>
- The All-China Women's Federation. (2013, May 10). 我国农村留守儿童、城乡流动儿童状况研究报告 [A report on rural Left-behind Children and urban-rural Migrant Children in China]. Retrieved from <http://acwf.people.com.cn/n/2013/0510/c99013-21437965.html>.
- Trembly, P. F., & Gardner, R. C. (1995). Expanding the motivation construct in language learning. *Modern Language Journal*, 79(5), 505-520.
- Wang, L. Q. (2006). 态度与外语学习 [Attitudes and foreign language learning]. *Journal of Hetao University*, 3(1), 50-54.
- Wei, J. (2013). 侗语发展的危机思考与侗汉双语教育 [Some thoughts on the crisis of Dong language development and the Dong-Chinese bilingual education]. *Science & Technology Information*, 4, 210.
- Wei, Q. W., & Sun X. (2013). 少数民族地区优秀中学英语教师的定位 [The definition of outstanding high school English teachers in ethnic group areas]. *Journal of the Qiannan Normal College for Nationalities*, 5, 71-74.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Xue, L. (2005). 民族地区大学生英语听说能力提高对策探讨 [A Probe into Countermeasures of Improving the English Listening and Speaking Ability for the College Students in

- Ethnic Areas]. *Guizhou Ethnic Studies*, 25(4), 184-187.
- Yang, H. L., & Wu, X. Y. (2012). 少数民族地区英语教学改革与文化冲突研究 [A study on English teaching reform and cultural clashes in ethnic minority regions]. *Journal of Lanzhou Jiaotong University*, 31(5), 145-148.
- Yang, L., & Shen, H. Y. (2008). 少数民族学生英语学习问题分析研究 [A study on problems of minority students in English learning]. *Journal of Kunming University of Science and Technology*, 8(4), 99-102.
- Yang, Y., & Tan, L. (2013). 浅析农村留守儿童学习现状及其影响因素 [An analysis of the current situation and affecting factors of the Left-behind Children in rural areas]. *Education Teaching Forum*, 5, 179-180.
- Yang, Z. (2010). 贵州农村少数民族留守儿童社会支持系统研究 [A study on the social support system for the minority rural Left-behind Children in Guizhou]. *Journal of Guizhou University for Nationalities*, 5, 56-60.
- Ye, J. Z., & Pan, L. (2008). 别样童年, 中国农村留守儿童 [The different childhood: The Left-behind Children in Chinese rural areas]. Beijing: Social Sciences Academic Press.
- Ye, X. J. (2013). 少数民族地区基础英语教学的文化冲突与突围 [An analysis of the cultural conflict in English education in minority regions]. *Journal of Leshan Normal University*, 28(2), 133-136.
- Zhang, J. H., Wu, F. W. (2008). 中国农村教育平等问题研究 [A study on education equality in Chinese rural areas]. Shanghai: Shanghai University of Finance & Economics Press.
- Zhou, H. P. (2011). 农村留守儿童概念界定与相关对策思考 [Defining rural children left at home and thinking of the related counter-measures]. *Journal of Anqing Teachers College*,

30(9), 92-96.

Zhou, L. (2013). 彝族地区少数民族初中生英语学习的特殊困难及成因 [Special difficulties and causes of minority students in their English learning: A case study of Yi Nationality in Yunnan]. *Journal of Chuxiong Normal University*, 28(11), 76-82.