

中国高等教育中影响外语教师 教学动机因素研究

马文颖 著

中国高等教育中影响 外语教师教学动机因素研究

FACTORS AFFECTING THE MOTIVATION
OF TEFL ACADEMICS IN HIGHER
EDUCATION IN CHINA

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内 容 提 要

本项研究调查了一所中国高校英语教师的教学动机。最近一些研究表明,士气低落和缺乏工作满足感成为高校英语教师的突出问题。低落的教师情绪会影响有效的教学,进而影响学生的成绩。虽然这一问题已尽人皆知,但对于影响这一问题的因素的研究是有限的。为了解决这一问题,一种连续解释的混合方法被采用,并分两个阶段在北方一所高校进行了研究。100名来自同一所大学两所不同学院的教师参加了本项研究。所有参加者均是英语教师:其中50名是英语专业教师;另外50名教师是公外教师。本项研究运用了自我决定理论和企业文化理论。研究结果表明:(1)与以前的研究相比,这所高校教师的教学动机是自动约束型动机。(2)动机水平受个人经历和胜任需求、关联需求和自治需求的影响。(3)个人经历因素和环境因素如中国文化、社会因素和组织文化在调节教师的教学动机中起到重要作用。本研究结果有助于高校领导者制定行之有效的政策。同时本研究也检验了自我决定理论在中国环境下解释动机的应用能力。

Abstract

This study investigates the motivation of English language lecturers in a Chinese university. Recent studies have shown that low morale and job dissatisfaction are significant problems identified in lecturers who teach English in universities in China. Given the importance of teaching English as a second language in China, this problem has potentially significant ramifications for the nation's future. Low staff morale is likely to be associated with less effective teaching and students' poor learning outcomes. Although the problem is acknowledged, there has been limited research to understand the underlying contributing factors. To address this, a sequential explanatory mixed methods approach was adopted and implemented in two phases at a large regional university in Northern China. The participants in the main study were 100 lecturers from two colleges at this university. All of the lecturers were responsible for teaching English as a foreign language (TEFL): 50 were teaching English majors and 50 were teaching university students whose majors were not English. The research was informed by a synthesis of self-determination theory and theories of organisational culture. The study found: 1) in contrast to previously reported studies, lecturers in this institution were in general autonomously motivated in teaching. 2) However, their level of motivation was influenced by their personal experiences and varied sense of competence, relatedness and autonomy. 3) In particular, personal experiences and contextual factors such as the influence of Chinese culture, societal context,

and organisational climate were significant in regulating lecturers' motivation to teach. The findings are significant for leaders in higher education who need to implement policies that foster effective work environments. The study has also provided insights into the capacity of self determination theory to explain motivation in a Chinese culture.

Key words: TEFL academics; teacher motivation; higher education; China; self-determination theory; competing values theory; job satisfaction; wellbeing

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List of Abbreviations

ABC	Australian Broadcasting Corporation
AI	Aspirations Index
AM	Amotivation
BPNS-W	Basic Psychological Needs Scales at Work
CCP	Chinese Communist Party
CSC	China Scholarship Council
CVF	Competing Values Framework
EM	Extrinsic Motivation
ESL	English as a Second Language
IM	Intrinsic Motivation
OC	Organisational Culture
OCAI	Organisational Culture Assessment Instrument
PRC	People's Republic of China
PRP	Performance Related Pay
RSU	Northern University
SDT	Self-Determination Theory
SET	Self Efficacy Theory
SVS	Subjective Vitality Scale
TEFL	Teaching English as a Foreign Language
WTMST-T	The Work Tasks Motivation Scale for Teachers in Teaching

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Chapter 1: Introduction

1.1 Overview

The slogan, “Education needs modernisation and modernisation needs education” (Ross, 1991, p. 67), reflects the dilemma facing China as it undergoes a rapid transition from a largely agrarian society to a modern globalised economy. Although education has always been held in high regard in China, the force of globalisation and the emergence of a new era of technology, driven by internationalisation, has accelerated the process that began with the Third Conference of the Eleventh Central Committee of the Chinese Communist Party in 1979 (Yong & Campbell, 1995). The process of modernisation depends heavily on the development of an economy that focuses on the production of goods for foreign trade. In order for China to develop such an economy and respond effectively to the forces of globalisation, the education system must develop students’ knowledge and skills to international standards (Ross, 1992). Accordingly, education has become strongly linked to the economy.

Given the situation described above, English has acquired a new status as an essential skill in China. English proficiency has become indispensable for linking international trade, science and technology (Ross, 1991). As a result, English language has become a compulsory subject in both secondary and tertiary education in China. With the exception of mother tongue studies, English is