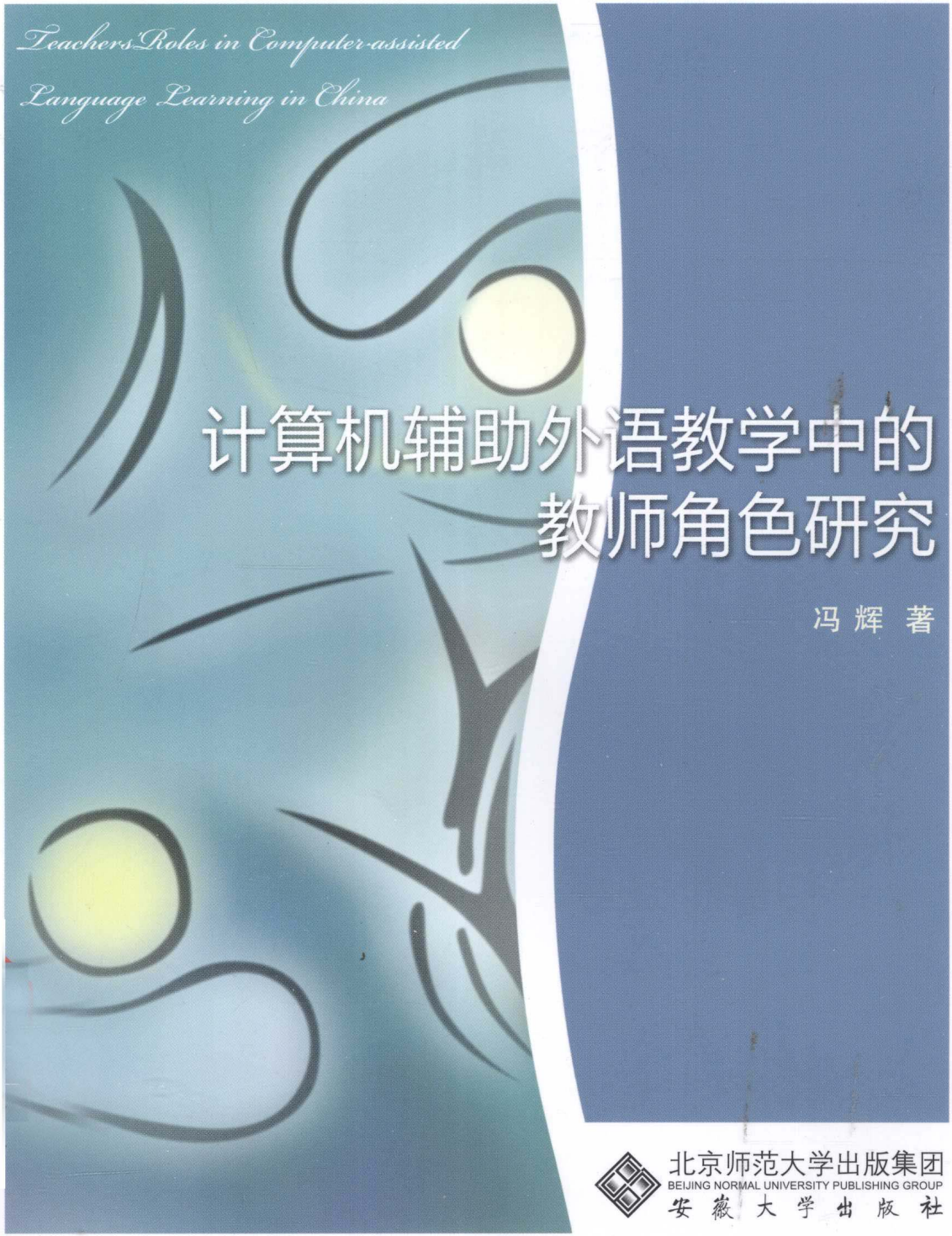

计算机辅助外语教学中的教师角色研究

冯辉 著

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Preface

我认识冯辉老师多年。最初的时候，她刚留在上海外国语大学校长办公室工作。在繁忙的行政工作之余，为了不荒废自己的专业，她又开始了艰苦的在职攻读研究生之路。从英语语言文学专业硕士到该专业博士学位的取得，她同时又经历了结婚、生子，因此，比一般教师花费了更长的时间，也付出了更多的努力。期间，在她的导师戴炜栋教授的指导下，她参与了不少科学研究工作，我们也因此结缘并逐渐熟识。

冯辉老师虽然不是专任教师，但是她对待教学和科研工作一如专任教师般认真负责。她踏踏实实地从最基础的研究工作做起，逐渐形成并明确了自己的专业研究方向。她注重理论与实践的结合，坚持将理论运用于实践教学，先后为本科生开设过英语听力、口语、写作和精读等课程，通过实践教学不断检验各种二语习得和英语教学理论。

本书是冯辉老师在她博士学位论文的基础上修订而成的。主要从计算机辅助语言教学和我国英语教学两个角度出发，深入探索并试图重新考虑和定义计算机辅助外语教学中的教师角色。

本研究选择了教师角色作为研究重点，在回顾了中国的外语教学尤其是英语教学的基础上，分析了现代科学技术发展对我国英语教学所带来的影响和改变，以及由这种改变而引起的英语教师角色的变化。文章以理论分析和实证研究相结合的方式，揭示了教师角色变化的不可避免性，并提出了如何教育和帮助教师尽快实现这种改变的方法。

本研究立论清楚，研究方法得当，理论阐述完整，具有说服力。根据理论分析和实证观察，本研究得出的结论合理，传递的信息具有启发性。本书结构安排妥当，叙述层次清楚，对我国计算机辅助外语教学中教师角色的探讨在理论上有

启示意义，在教学上有实用价值。

教师的角色研究是语言教学领域一个非常重要的方面，但是由于种种原因，它并没有得到足够的重视。相信冯辉老师的这一著作，既能引起读者对教师这一群体的重视，也能激发更多的学者加强对教师本身的研究工作。

最后，希望冯辉老师在干好本职工作之余能继续坚持二语习得的教学实践和研究，取得更多的学术成果。

邹申

2012 年 5 月

（作序者系上海外国语大学英语教授、博士生导师，教育部高等学校外语专业教学指导委员会英语教学分指导委员会副主任委员）

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Foreword

经济全球化和技术发展给社会带来了快速变化，外语教学领域的专家必须理解现在的社会经济技术因素及其对英语教学所产生的影响。过去的工业社会正让位于一种新的后工业经济秩序，Castells（1996）用“信息化主义”来命名这种于20世纪70年代伴随着计算机技术和电子通信进步而出现的全新的全球经济秩序。信息化主义引起了经济、社会和文化的迅猛发展。它对英语作为外语教学领域所产生的重要影响之一就是交际法在英语教学领域的统治地位（至少在理论上如此）。在新的网络社会，通过旅游、商务、科学交流和媒体等途径所带来的全球交往，引发了对一种共同语言的交际能力的关注。交际法强调功能交际，而不是要求达到似母语习得者的完美，符合新社会的要求。在这个新社会里，英语不再是专属于英美等英语国家，而是拥有许多非母语习得者。这种利用英语作为一种新的语言来进行多民族融合的趋向，在欧洲的发展最为深远。因此毫不为奇的是，欧洲的语言教学中最早出现向交际法方向的转变，其成效也尤为显著。随着这种全球资本主义新阶段的扩张和发展，英语教学专业领域也产生了新的变化。计算机辅助外语教学就是其中最为显著的变化之一。

与此同时，自20世纪60年代以来，西方基础教育与语言教学领域开始了一场从以教师为中心的教育模式向以学生为中心的模式发展的运动。在外语教学领域，人们开始认识到外语学习的主体是学习者，因此越来越强调所谓“以学习者为中心（learner-centeredness）”的教学方法。受其影响，相当一段时间以来，从学习者角度来探讨外语学习本质的文章和专著大量涌现，大有“一统外语教学天下”的趋势，而有关外语教师角色的研究却很少见到。面对这种不正常的现象，西方语言教育家 Basanta（1996:263）在英语教学研究杂志（ELT Journal）上撰文指出：“在外语教学领域，近年来并存着两种趋势：一方面，学习者地位不断

得到提升;另一方面,教师地位则在不断下降。"其实,强调"以学习者为中心"并不排斥教师的作用,教师的角色应该说更有"挑战性"了(Arnold,2000)。同样,尽管教育界希望看到学习者自主学习(learner autonomy)的实现,但是这也并不意味着学习过程中就不需要教师了。这可以从一些关于教师发展的著说(Richards and Freeman,1996; Woods,1996)和二语习得研究领域强调对教师是学习过程中积极的参与者或是发起者的量化研究中一见端倪。

随着计算机辅助外语教学在全球的普及(Fidelman, 1998),我国的英语教学也开始面临挑战。然而,对于我国计算机辅助英语教学中教师角色的研究非常有限。而本研究就试图重新考虑并定义计算机辅助外语教学中的教师角色。

本书共有六个章节。第一章是导论部分,主要介绍选题的依据,也讨论了以下一些问题,即为什么关注教师,教师角色和计算机辅助外语教学的定义,研究的目的等等。第二章和第三章则主要介绍了这项研究的背景。本部分首先比较详尽地描述了计算机辅助外语教学(包括其历史、发展和对英语教学的影响),然后回顾了我国英语教学三方面的情况——除了概要介绍我国传统的英语教学外,还解释了目前我国英语教学中计算机辅助教学发展的趋势(包括原因、目的以及一些实例),以及这种改变带来的优缺点。这样,语言教师就和我国的计算机辅助外语教学联系在了一起,从而解释了教师在这种新的外语学习方法中势必要更好地扮演其角色。第四章首先简要介绍了我国传统英语教学中教师的角色,然后着重分析了我国计算机辅助外语教学中教师角色的转变。文章引用一项实际调查研究的结果以评价这种转变后的角色,并为第五章作了铺垫。第五章主要论述教师角色研究的结果对外语教师教育和发展的有关启示,包括教师角色转变后所应做的一些调整,对计算机辅助外语教学和学习者自主性关系的理解,以及支持教师角色转变的重要性等等。文章指出教师是计算机辅助外语教学中不可或缺的一部分,因此他们必须通过训练才能具备成为学习过程的管理者和促进者的能力。第六章是结论部分,对本研究主要观点和研究结果进行了总结,同时也指出了本课题有待进一步研究的领域和方向。

本书的问世得益于许多人的帮助。本书是在博士论文的基础上修改完成的,因此首先要感谢我的导师上海外国语大学戴炜栋教授。正是他的谆谆教导,使我学会了如何进行学术探索,而先生谦和的为人、严谨的治学也使我受益终生,并始终是我学习的楷模。另一位令人尊敬的长者——复旦大学陆国强教授虽然已经驾鹤西去,但是我至今依然清晰地记得他对我的鼓励和帮助。他是我博士论文答辩的评委之一,每次去他家拜访,他都会敦促我尽早把博士论文修订出版,并为此提供了许多建设性的意见。相信此书的问世也一定会让在天国的

他感到欣慰的。此外,那些在我的学习和工作中给了很多帮助的人,包括邹申教授、张雪梅教授以及我的师弟韦晓保等都对本书的写作提出了很好的建议。

本书在出版过程中得到了安徽大学出版社的大力支持,该书的编审人员仔细审阅了全稿,并提出了宝贵的建议;在我收集论文数据的过程中,上海外国语大学的同事们和同学们给予了无私的帮助,在此一并对他们表示衷心的感谢;感谢我的家人对我研究工作的支持。

由于作者能力有限,此次又属独立著书,书中难免存在疏漏和不足之处,望读者不吝指正。

冯辉
上海外国语大学

List of Abbreviations

FLT	Foreign Language Teaching
ELT	English Language Teaching
CALL	Computer-assisted Language Learning
SLA	Second Language Acquisition
WWW	World Wide Web
CAI	Computer-aided Instruction
CAL	Computer-assisted Learning
CALI	Computer-assisted Language Instruction
CALT	Computer-assisted Language Teaching
CALT	Computer-assisted Language Testing or Computer Adaptive Learning Testing
CAT	Computer-adaptive Testing
CAT	Computer-assisted Teaching
CBT	Computer-based Training
CMC	Computer-mediated Communication
CMI	Computer-mediated Instruction
ICALL	Intelligent Computer-assisted Language Learning
TELL	Technology Enhanced Language Learning
WELL	Web Enhanced Language Learning
PLATO	Programmed Logic/Learning for Automated Teaching Operations
CBIS	Computer-based Instruction Materials
SALC	Self-access Learning Center

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Chapter 1

Introduction

1.1 Why Focus on the Teacher

My interest in studying the roles of the teacher in the foreign language teaching (FLT hereafter) processes mainly stems from the following reasons. The first was my own experience in English language teaching (ELT hereafter). I have been teaching English for approximately 20 years. Several years ago, I was invited by one of the colleagues to compile a teaching material for an online oral lesson. After finishing all the scripts, I was asked to teach part of that lesson, the experience of which inspired me to think about the role of the teacher played in the teaching process. Since the course was taught through the Internet, teachers and students are not able to meet face-to-face. Teachers can only identify the students according to the code they registered for the course. The teachers can neither supervise physically what the students are doing nor organize certain activities such as group discussion in a normal way during class. Therefore, they can hardly fulfill the roles they usually play in common classroom, for example, demonstration, administration and supervision. It seems that the importance of teachers is somehow weakened. Besides, teachers do not feel at ease while teaching online because what they hear is the sound from an unknown face and what they see are the words which appeared on the screen. They can hardly see the physical response from the students during the teaching process. Neither could they get successful results from this way of teaching the language. So I myself am always wondering how teachers can adjust their roles in order to fit in with the situation. For we all know that with the development of science and technology,

computer-assisted language learning/teaching (CALL hereafter) is becoming the trend and we couldn't just neglect it.

My conference experiences to Taiwan in 2004 and 2005 further enhanced my pursuit in this aspect. I noticed surprisingly that most of the universities and colleges there were using the modern multimedia technology to teach English and most of the language teachers there were either studying or practicing this kind of new methodology. While in mainland China, as far as I know, we just made the first step in CALL at that time. Even now many language teachers here have no clear idea of what CALL is and for various reasons, they just don't want to practice it themselves. But it is the trend for the future and you just can't afford to avoid it. Therefore, I think the best way to solve this problem is to look into the teaching process, work out a better way to fulfill the roles of the teacher and train the language teachers in order to keep abreast of the times.

Another reason of this interest has been from my working experience as a secretary of the National FLT Advisory Board under the Ministry of Education. The chances to talk with its members, to participate in the meetings or seminars, to organize and administrate certain programs, etc. not only provide me with the first-hand information about what's going on in the ELT circle of China, but also inspire me to ponder over some questions in ELT in China. I'm no longer a frog in a well. And I try to relate my interest of research with certain popular topics under the consideration of the ELT experts in China.

Let's consider one concrete example. On January 2, 2004, the Ministry of Education issued a new "Course Requirements for College English Teaching", in which it was stated that "the new teaching model should be based on modern information technology, especially the network so as to make ELT develop in a way of personalized and active learning without restriction of time and places." (The Higher Education Department of the Ministry of Education, 2004:6) Besides, it is also pointed out that "the colleges and universities should, in accordance with one's own specific conditions and learning situations, design a multimedia audio-video teaching model which is based on personal computers or the net. Those leading ones can even teach courses via audio-video means directly through the Internet, including the drills. While for the reading and writing courses, either they are taught in classroom, or via computers." (The Higher Education Department of the Ministry of Education, 2004:6-7) In order to bring about a great advance in reform of the teaching models, the new "Course Requirements" again suggests that the credits the college students

get for English courses via computer learning should be up to 30% ~ 50% of the credits required. All this is a clear indication that computer-assisted ELT is unavoidable.

Finally, the interest comes from what seemed to me an implicit neglect and disregard for the roles teachers play in the learning experiences of students in the field of FLT. Within both general education and second/foreign language teaching field since the 1960s, there has been a movement away from teacher-dominated modes of learning to more learner-centered approaches. In fact, under the influence of this movement, of unquestionable importance language learning has been the development in recent years of learner-centered models of education (Arnold, 2000). At one time, there was a push to make language teaching a scientific endeavor, this disregard was explicit. When discussing the importance of linguistic analysis in preparing teaching materials, Fries (1945) commented:

> It is true that many good practical teachers have, out of their experience, often hit upon many of the special difficulties and some of the other important matters of learning a foreign language that would be revealed by scientific analysis. Usually, however, such good results from practical experience along are achieved by chance; are not related to any principle and are thus unsystematic and uneven. (Fries, 1945:5)

In a provocative article, Basanta (1996:263) states, "In recent years two parallel processes have been at work, with the role of the learner being steadily upgraded, and that of the teacher moving in the opposite direction." This can be seen from the fact that while books and articles concerned with the learner are in abundance, there is still little research on what the teacher brings to the process of second language education. However, this "learner-centeredness" movement does not deny the importance of the teacher, nor imply that there is no role for the teacher in a learner-centered classroom, quite to the contrary, it led to a reexamination of traditional teachers' roles, for even the so-called innovative methods still require teachers to bring into full play their particular roles in the classroom in order to facilitate the language learning processes. Similarly, learner autonomy is a welcome goal for education, though it does not mean the absence of the teacher in the learning process. For language teachers, "there is a new, more evolved role which can be, if in some ways more challenging, also more exciting and fulfilling." (Arnold, 2000). There are also clear signs today that the importance of the teachers' roles in the language learning processes has not diminished. This can be seen in some of the

publications on teacher development (Richards and Freeman, 1996; Woods, 1996) and the emphasis in current second language acquisition (SLA hereafter) studies on *qualitative research in which teachers are active participants or initiators* (Bailey and Nunan, 1995).

The feeling that teacher are neglected can also be recognized in the methods and teacher-training methods through the years followed which downplayed the role of the teacher. A glance through the history of FLT gives us an interesting picture of how varied the theoretical claims have been on the best way to teach a foreign language. As various claims have come and gone, Brown (2002) has this to say:

> ... so have language teaching methods waxed and waned in popularity. Teaching methods are the application of theoretical findings and positions. It is no surprise that in a field as young and dynamic as second language teaching there have been a variety of such applications, some in total philosophical opposition to others. (Brown, 2002: 14)

According to Brown, these "changing winds and shifting sands" can be seen as a cyclical pattern in which a new paradigm of teaching methodology emerges about every century, with each new method breaking from the old but at the same time taking with it some of the positive aspects of the previous paradigm. All those methods usually prescribe the teacher to follow certain teaching method, not to meddle with the "what" and "how" of the teaching, let alone the "why", thus downplaying the role of the teacher. Although this attitude has been changing over the years, and textbooks now often invite the teacher to adapt and choose or resequence, there is still relatively little research on what the foreign language teacher bring to the process of FLT. Just as Larsen-Freeman (1991) has noticed, there has not developed a theory of second language teaching. Teachers' role has remained a relatively peripheral component of language teaching research through the years, and of current theories of classroom SLA.

The interest in language teaching theory and research is based on the perception and observation, on the part of teachers and learners themselves, including both foreign language learning successes and foreign language learning failures. According to Woods (1996), these successes and failures occur at three different levels: at the level of the individual learner, at the level of the lesson and at the level of a course. At the level of the individual learner, most language teachers have the experience that some learners seem to learn very efficiently and reach a high level of ability in foreign language, while others seem only to achieve a very high level of frustration. At the

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