FLTED in China 2009 Papers Presented at the 3rd National Symposium on Foreign Language Teacher Education and Development

外语教师文化建构与教师发展 第三届全国外语教师教育与发展研讨会论文集

吴一安 张 莲 主编

外语教学与研究出版社 FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS FLTED in China 2009 Papers Presented at the 3rd National Symposium on Foreign Language Teacher Education and Development

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前 言

新世纪的第一个十年目睹了我国外语教育领域发生的许多积极变化,其中一 个令人瞩目的变化是,教师教育(含职前教育和在职专业发展)逐渐发展成为一 个重要的探究领域(field of inquiry)。在这个领域里,外语教师研究者产出了一批 有深度、有影响的研究成果,一批重大教师教育研究课题获得国家级、省部级立 项,越来越多的外语教师认同并加盟这个探究领域,越来越多的以探究教学为导 向的教师学习共同体涌现和成长,越来越多的教育教学机构负责人意识到教师在 课程改革中的重要性,各类教师教育、教师发展、教师研究、教师服务中心应运 而生,……

第三届全国外语教师教育与发展学术研讨会(2009.12,重庆)就是在这样的 背景下召开的。较之第一届(2005,北京)、第二届(2007,北京)研讨会,此次 大会汇聚了更多的外语教师教育研究者和教师,研究成果的呈现形式更加多样化, 发言质量从整体上有新的提升,会议承办工作受到与会者的普遍赞扬。值得提及 的是,在会议期间,"中国英语教学研究会教师教育与发展专业委员会"正式宣告 成立,产生了专业委员会章程和常务理事会,并召开了第一届常务理事会会议。 至此,我国的外语教师教育研究领域终于有了自己的学术团体,其意义不言自明。

本书是第三届全国外语教师教育与发展学术研讨会的论文集,全书共分三部 分:1、主旨发言(5篇)与特色发言(2篇),2、团队发言(3篇),3、分组发言(12 篇)。本次会议的主旨发言,目的在于勾画出语言教师教育研究领域的图貌,探究 该领域的重要议题(theme)。其中,Simon Borg的发言把与会者引人语言教师教 育研究的宏观领域,提出并阐释了该领域的6个重要研究议题,为教师教育研究 提供了重要导向,Jack Richards的发言则提炼出有效语言教师所具备的10种核心 专长(含实践),为语言教师教育与发展指明了方向。欧阳护华的发言就中国语言 教师发展的本土路径做了原创性探究,周燕的发言探究并论证了语言教师所特有 的知识路径(way of knowing),引人深思,王蕾的发言,基于高校教师研究者团 队和基础教育英语教师共同开展的历时行动研究,有力论证了合作行动研究在促

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进合作双方教师专业发展和基础教育课程改革方面的有效性,向教育资源的有效 利用和高等教育与基础教育的有效互动迈出了具有重要意义的一步。过伟瑜(Ora Kwo)的特色发言探讨了教师作为学习者的本质,并通过对教育的基本道德属性 的探究,激励教师承担起作为教育者的终生学习责任。Michael Evans 的特色发言 把听众带到英国,探讨了英国在新世纪教育政策的调整在教学和管理层面诱发的 问题和解决问题的关键所在。

三个团队发言出自多年来坚持英语课程改革,探索出具有本土特色课程 和教学的基层单位。首篇由浙师大RICH (Research-based learning, Integrated curriculum, Cooperative learning, Humanistic outcomes)团队奉献,他们用叙事语 言讲述了RICH 是什么,RICH 是如何在课程改革的探索性实践中培育出学习文化, 教师是如何通过教育叙事成就自身的专业发展,行政管理者又是如何支持、激励、 保障RICH 的课程改革和教师发展的,在这里我们诚邀读者体验RICH 团队的生动 话语和其中的智慧与灼见。海南师大以韩刚为首的团队发言,阐释了农村在职中 学外语教师培训的TTR (Topic-focused, Task-based, Reflection-oriented)实践原则 和互动专业发展路径,这项基于数年培训实践和实证性研究的农村中学教师教育 工程,为推动教育公平、教育资源整合和基础教育教师发展提供了理念和有效途 径。上海宝山区教师进修学院胡敏工作室的发言,阐释并提炼了她们利用公开教 学活动,培养小学英语骨干教师群体的路径和实践经验。她们的发言再次折射出 本次会议将大、中、小学外语教育教学视为不可分割的统一整体的视角。

限于篇幅,这里无法一一评介第三部分分组发言的稿件。但值得提及的是, 本次会议的所有分组发言都经过了严格把关,而基于发言提交的每篇论文,都是 经过两名常务理事的匿名评审,由作者再次修改后递交的。这组发言从多方面与 主旨发言、团队发言互补,涉及的主题(issue)可以粗略地归纳为:一、职前、 新手或在职英语教师教育与发展,二、教师教育课程的有效性研究,三、在职教 师的职业生存状态研究:身份认同、文化取向、幸福感、职业息倦,四、研究方法 探究:叙事探究的"事实"、价值和评价基准,五、教师发展模式建构探究,六、课 堂话语分析与教师发展探究。这组发言的特点是针对性强,提出的观点多有实证 性研究的支撑。可以说,分组发言从整体上把握了当今我国外语教师教育中的一 些焦点问题,具有多方面的启示性。

纵观第三届全国教师教育与发展学术研讨会和本书收录的内容,我们感到欣

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慰的是,外语教师教育在我国已经发展成为一个重要的探究领域,并取得了可喜的研究成果。教师教育探究领域之所以重要,是因为教师是课程改革的关键(吴 宗杰 2005),是教育振兴的希望所在,而教育振兴是民族振兴的希望(袁贵仁 2002)。经验告诉我们,我们虽然已经起步,但教师学习和发展之路还很长,且没 有终点,需要一步一个脚印地走下去。本书的出版即将迎来第四届全国教师教育 与发展学术研讨会的召开(2011.10.20-22,浙江金华)。让我们预祝第四届大会的 成功举办,预祝我国外语教师教育研究领域不断发展壮大。

致谢:本书的出版得到下列同仁和机构的帮助:全体供稿人、全体参与 匿名评审稿件工作的常务理事、外语教学与研究出版社、项目负责人段长城、 责任编辑金玲、文稿校对濮实、监艳红、施小静、肖燕、姬朝晖、张思思、 杜俊知。在此对他们致以诚挚的谢意。

> 吴一安 北京外国语大学 2011 年 7 月

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主旨发言与特色发言

Contemporary Themes in Language Teacher Education^①

University of Leeds Simon Borg

1. Introduction

In this talk I provide a contemporary overview of the field of language education (LTE). Following brief comments on the global and varied scope of LTE and its relatively recent history as a field of inquiry, I examine in turn a number of central themes highlighted in current LTE literature. They are: (1) Teacher cognition; (2) The knowledge base for LTE; (3) Knowledge about language; (4) Reflective practice; (5) The practicum; and (6) Teacher research. For each theme, I highlight key specific issues of interest but also note that strong empirical evidence in relation to these central aspects of LTE is lacking. My two general conclusions are that (a) an international cross-sector review of research in LTE would be desirable and (b) that continuing enhancements to the volume and quality of systematic programmes of research in LTE are required.

2. Overview of LTE

Before discussing key themes in current LTE research I will comment on some issues which provide a backdrop for the subsequent analysis. For the purposes of this talk, LTE covers teacher education at both pre-service and in-service levels and in relation to second and foreign language teaching generally. In reviewing literature for this talk, it was my aim to take a global view of the field and to consider LTE research from different language teaching sectors and different parts of the world.

① This talk is based on a chapter entitled Language teacher education which will appear in Simpson, J. (Ed). The Routledge Handbook of Applied Linguistics.

LTE as a Field of Enquiry

I'd like to make a distinction between LTE as field of *activity* and LTE as a field of *inquiry*. As a formal field of activity, LTE dates back perhaps one hundred years or so. It isn't a long history, but I am more concerned here with LTE as a field of inquiry. By field of inquiry I mean a field which has been theorized and which is being researched. Historically, LTE as a field of inquiry is a relatively new field, as I now explain.

Volume of Research in LTE

Richards & Nunan (1990) noted that the field of teacher education was a relatively unexplored one in both second and foreign language teaching; they also noted that only few of the LTE articles published in the twenty years before 1990 were data-based. Since 1990 there has been a sharp increase in the volume of research on LTE. But relatively speaking, the volume of the research which is available to us is still modest. There is probably much research taking place which is not published in English and which therefore does not attract international attention. This is perhaps the case in China, where I am aware that there is great interest in LTE research; one of the challenges for you is to disseminate this work more widely so that it can have a broader impact on the field. The point I want to make here, though is that, as a field of inquiry, LTE is still a relatively new area. There is still so much that we don't know about the processes of LTE.

Another indicator of the status of LTE research comes from an analysis of current journals. I examined the contents pages of six well-known applied linguistics journals for the period 2005-2009. Roughly nine percent of the articles were related to teacher education. I would not say this is a very high percentage, though clearly much progress has been made in the last 20 years. I must stress here that when I say that research on LTE remains limited I am referring specifically to empirical outputs. Of course, a large volume of valuable material on LTE exists which is anecdotal, based on the writer's experience and opinions. I am not suggesting that this work has no value for us as a field. We do, however, need to achieve a greater balance between anecdotal and empirical work in our field, and to do so we need more LTE research.

3. Six Themes in LTE

I will now move on to discuss six themes central to the LTE today: teacher cognition, the knowledge base for LTE, KAL (knowledge about language), reflective practice, the practicum, and teacher research.

(1) Teacher Cognition

Teacher cognition is a field of enquiry which focuses on what teachers think, know and believe (Borg, 2006). It has become an established area of inquiry in the last fifteen years. Karen Johnson acknowledged the importance of teacher cognition research in the following way. She said that "many factors have advanced the field's understanding of L2 teachers' work, but none is more significant than the emergence of a substantial body of research now referred to as teacher cognition" (Johnson, 2006, p. 235). As a result of teacher cognition research, there are a number of issues which we can take for granted today in LTE. One, for example, is that how and what teachers learn is shaped by their prior experience, knowledge and beliefs. Another established point to emerge from teacher cognition research is that what teachers do is shaped by interactions between cognitions and context. It is now clear too that teacher education initiatives will be more effective when they take account of teachers' cognitions. Of course, although teacher cognition research is well-established and has contributed greatly to our understandings of LTE, there is still much more work to be done in this area.

(2) The Knowledge Base for LTE

The knowledge base for language teaching refers to what language teachers need to know. Decisions about the knowledge base are central to the content of teacher education programmes, as such content will reflect views about what teachers need to know. Traditionally, the knowledge base of language teaching has been divided into two separate domains—knowledge of language and knowledge of teaching. Current thinking in the field, however, conceptualizes the knowledge base for LTE in much more complex terms. Richards (1998), for example, proposes a scheme made up of six types of knowledge (theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision-making skills, and contextual knowledge). One feature of such contemporary typologies is the inclusion of knowledge which is internal to and created by teachers (e.g. personal theories and beliefs). This contrasts with views of the knowledge base for teaching which see it exclusively in terms of external knowledge which teachers must acquire and then apply.

Current views of the knowledge base for LTE thus acknowledge that:

- Teacher knowledge is not just a simple matter of language and methodology.
- It is multi-faceted and integrated. This is a key contemporary concept in LTE and it suggests that, in working with teachers, keeping knowledge of language and knowledge of methodology separate may not be the most productive way to proceed. Teachers need to utilize their knowledge of language and their knowledge of methodology in an integrated way. So the challenge for us is what can we do to prepare teachers for that challenge?
- Both external and internal knowledge inform the knowledge base for LTE. External knowledge is knowledge generated externally by others, not by teachers themselves. Academics doing research generate the external knowledge which teachers may encounter. It is recognized today, though, that teachers also generate knowledge themselves. Acknowledging this knowledge and supporting its development are important facets in contemporary approaches to LTE. Thus not only have we moved away from the simple dichotomy between the language and methodology but also from the view that the knowledge base for LTE is a purely external one.

(3) Knowledge About Language

Knowledge about language is of course part of the knowledge base. Stephen Andrews is perhaps the researcher most associated with recent work on teachers' language awareness. He says that "the possession of an adequate level of TLA is an essential attribute of any competent L2 teacher" (Andrews, 2007, p. ix) and this raises numerous questions for us as language teacher educators. For most of these questions we currently do not have adequate answers:

- What kinds of KAL do teachers need? What precisely do they need to know about language?
- How best might this knowledge be acquired? Traditionally, knowledge about language has been taught through courses on linguistics. The goal of such courses very often is to equip teachers with sound linguistic knowledge of English. I think there are increasingly questions about whether such courses are the best way to help teachers develop the knowledge about language which they can use productively in the classroom.
- How can the theoretical and procedural dimensions of KAL be integrated? The theoretical dimension of knowledge about language is what teachers know about the language. But there is also a procedural dimension to KAL—how to teach the language. In teaching language, the teacher draws on theoretical and procedural knowledge in an integrated manner. How can we support the development of such integrated knowledge through LTE?
- How do teachers use KAL? What precisely do teachers do with their knowledge about language?

More recently, James Lantolf, has commented on the development of knowledge about language in the context of FLTE in North America. His view is that there is not enough space dedicated to developing language awareness in pre-service programmes for FLT and he suggests that "foreign language teacher education programme need to (re) invest in courses designed to enhance the depth and breadth of explicit knowledge of the target language (TL) of their graduates" (Lantolf, 2009, p. 70).

(4) Reflective Practice

Reflective practice is another contemporary theme in LTE. It is widely discussed (in education generally as well as in LTE) and the general disposition towards reflective practice seems to be a positive one. There is a general acceptance of the view that by reflecting on experience teachers can grow professionally. For example, Farrell (2008a, p. 1) states that "the use of the reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences". This is the general assumption for much activity in reflective practice in LTE. Burton (2009, p. 300) also says that "most teacher educators would argue that reflection is an essential tool in professional development". I do think we can argue with the proposition that reflective practice has the potential to support teacher development. In practice, though, reflection in LTE merits more critical analysis than it is often awarded.

One particular point that deserves closer attention relates to the evidence that exists to support claims about the value of reflective practice in LTE (see also Akbari, 2007). I would argue that there is in fact limited empirical evidence of this kind and that reflective practice is an issue where publications based on opinions or experience or anecdotes have been very influential. We do, however, need more research which documents reflective practice in LTE. In particular, we need evidence of how teachers respond to the challenges that being asked to reflect creates for them. I have encountered many situations where teachers are frustrated because they are told to go away and reflect but they haven't really grasped what it is they are expected to do. So one fundamental problem with reflective practice in LTE is that very often teachers are not being given enough support in understanding what the concept itself means. Teachers are told to write journals about their teaching. But unless teachers understand what it is they are being asked to do and why the exercise may not be a particularly productive one for them. There are also many contexts where there are severe constraints on the extent to which teachers can reflect. Teachers are often extremely busy, their main tasks are teaching, planning, and marking students' work, and there is rarely little time for anything else. So asking them to reflect raises the question as to when precisely that activity is meant to take place.

Another issue related to reflective practice concerns the extent to which it should be a voluntary or compulsory activity. There's an interesting tension here because many definitions of professional development include the word "voluntary", and so the idea of enforced reflection raises interesting questions. Such questions are studied in A'Dhahab (2009). She examined what precisely teachers were doing with the reflection sheets that administrators had provided and which teachers had to complete after their lessons. The analysis of teachers' comments showed that they were simply fulfilling the administrative requirement to fill in the box, and writing comments such as "the lesson went well" or "students enjoyed the lesson". The researcher concluded that her analysis "raises serious questions about how precisely teachers are benefiting from the current system of reflective writing. There is a sense perhaps in which for most teachers it is an administrative requirement more than a tool for professional development" (A'Dhahab, 2009, p. 11).

I sense that this is the reality that reflective practice currently represents for many language teachers around the world—it is something they are required to do, without a clear understanding of why and how, and in contexts where the conditions may not support reflection. There is a need for more LTE research into how reflection operates in such contexts, and in others where more success is evident.

(5) The Practicum

The practicum is an established part of most pre-service language teacher education programmes, and it involves sending student teachers into schools for short or long periods. The basic idea behind the practicum is that teachers will learn through experience of being in a classroom observing more experienced teachers and teaching themselves. If we look at the LTE literature a number of points in relation to the practicum can be made:

- There is much literature about supervising student teachers on the practicum.
- Numerous claims are made about effective supervision of the practicum; for example, the view that supervisors should be non-directive is a common one.