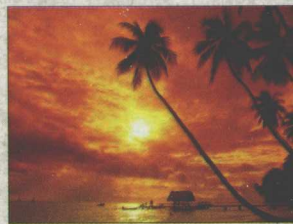


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项茂英 著

高校外语教师角色 及其专业化发展研究

Chinese FL Teachers' Roles and Their Professional Development



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前 言

该书是在本人博士论文基础上完成的,主要探讨两个问题:一是我国外语教师课堂角色现状;二是如何促进我国外语教师专业化发展。外语教学是一项复杂的系统工程,其教学效果如何取决于指导或参与该活动的各个要素是否发挥了应有的作用,这些要素包括教学大纲、教材、教师、学生、测试机制、教学条件、外部环境等,其中教师的课堂角色对外语教学质量和课堂教学效果起着至关重要的作用。国外外语教学界的专家和学者从教学法(Richards and Rogers 1986; Tudor 1993; Voller 1997)、教师信念(Richards 2001; Borg 2001, 2003, 2006)、文化差异(Cortazzi and Jin 1996a, 1998)及有效教师(Borich 1992; Harmer 2007)等角度对外语或者二语教师角色进行了大量的研究和探讨。国内外语教学界从教师信念(郑新明, 2008)、有效外语教师的特点(吴一安, 2005)、计算机辅助教学等角度对外语教师的角色进行了探索性的研究。然而,以往对外语教师角色的研究大多偏向于纯理论分析,实证研究相对缺乏,因而对外语教师的课堂教学指导缺乏针对性。本书中关于外语教师角色现状研究基于 Wright (1987), Wubbels and Levy (1993), Ehrman and Dörnyei (1998), 以及 Watkins and Biggs (2001)等关于教师课堂角色行为的理论,提出了对教师提问、讲授、指导、管理等具体教学行为(instructional behavior of teaching), 师生人际互动行为(interpersonal behavior of teaching)及教师的道德行为(moral behavior of teaching)等多维度视角探讨外语教师角色的观点。本部分采

用定量和定性相结合的研究方法,自编了英语教师角色行为调查问卷,探究外语教师实际角色行为与期待角色行为差异以及有效教师和低效教师角色行为差异。通过师生深度访谈寻找造成差异的主要原因。

基于上述研究发现的我国外语教师实际角色行为与期待角色行为存在的差异,以及有效教师和低效教师角色行为存在的差异,本书从两个方面探讨了我国外语教师应该如何促进自身专业化发展:一是外语教师应该如何以自身为资源,通过对自己教学的观察和反思实现自身专业化发展;二是如何优化我国有限的外语教师培训资源,促进教师的专业化发展。本书的观点是外语教师应该成为反思型实践者(reflective practitioner),提高自身的教学能力和研究能力,确保自身在外语教学领域的可持续发展。

本书共分10章。第1章~第3章回顾和梳理了国内外教学研究视角、语言教师角色研究方法和研究成果。第4章构建我国外语教师角色研究的理论框架。第5章构建外语教师角色调查问卷,验证问卷的信度和效度。第6章~第8章对来自浙江省4所高校的57名外语教师和855名学生进行问卷调查,同时抽取一定量的样本对教师和学生进行结构式访谈。通过数据统计和分析,探究外语教师的实际角色和期待角色存在的差异,有效外语教师和低效外语教师在教学行为方面存在的差异。通过访谈探究导致两者存在差异的原因。最后两章探讨我国外语教师应该如何以自身为资源,结合外语教师培训促进其自身专业化发展。

本书的蓝本是自己的博士论文。首先感谢我的导师束定芳教授,他的博学和智慧帮助我确定了研究方向并顺利完成了博士论文的撰写,谨以此书答谢导师的教育和指导。其次特别感谢那些为我取样的同行和朋友。他们是浙江大学的马以容副教授、杭

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由于作者水平有限,再加上时间仓促,一定有疏漏和不妥之处,敬请读者和外语教学界专家提出宝贵意见。

作者

2012 年 2 月于杭州

List of Tables

Table 3. 1	Chinese students' expectations of a good teacher	69
Table 3. 2	Part of the distinctive characteristics of language teachers	70
Table 5. 1	Name of categories, examples of role behavior and item frequencies	115
Table 5. 2	Total explained variance	120
Table 5. 3	Rotated component matrix	121
Table 5. 4	Engenvalue, variance, and cumulative of each factor	123
Table 5. 5	Name of subscales, item description, factor loading and item number	123
Table 5. 6	Entire reliability coefficient of teacher role behavior	127
Table 5. 7	Reliability coefficient of eight subscales	127
Table 6. 1	Paired-sample's statistics	136
Table 6. 2	Paired samples test	137
Table 6. 3	Selected items showing discrepancies between students' perceived and expected teacher role behaviors	139
Table 6. 4	A comparison of the most important teacher's role	147

Table 7. 1	Sample by teaching experience	164
Table 7. 2	Classroom behaviors of effective EFL teachers	165
Table 7. 3	Categories of classroom behavior, according to desirability	166
Table 7. 4	Teachers' perceptions of effective EFL teachers	167
Table 7. 5	Reported frequency of actual classroom behaviors	168
Table 7. 6	Categories of actual behavior, by reported frequency of occurrence	169
Table 7. 7	Teachers' perceptions of their actual teaching	170
Table 7. 8	Comparison of extent of desirability and actual implementation of five classroom behaviors	172
Table 7. 9	Comparison of teachers' interview responses	173
Table 7. 10	Factors that hinder EFL teachers' implementation of desirable behaviors	173
Table 7. 11	EFL teachers' workload per week	184
Table 8. 1	Students' perceptions of effective and ineffective teacher role behaviors	199
Table 8. 2	Selections of teaching characteristics of effective and ineffective teachers	201
Table 8. 3	Selected items showing discrepancies between effective and ineffective teachers' role behaviors	202

List of Figures

Figure 3. 1	The role network	35
Figure 3. 2	The teaching environment	38
Figure 4. 1	Framework of categories of teacher's roles ...	102
Figure 9. 1	An action research cycle	225

CONTENTS

Chapter 1 Introduction	1
1.1 Background	1
1.2 Objectives of this study	9
1.3 Structure of the book	13
Chapter 2 Perspectives in the Study of Teaching	16
2.1 Behaviorist views of teaching	17
2.2 Humanistic views of teaching	20
2.3 Cognitive views of teaching	26
2.4 Constructivist views of teaching	29
Chapter 3 Approaches to Language Teacher's Roles	34
3.1 Concepts of teacher's roles	34
3.2 Factors that influence teacher's roles	37
3.3 Main approaches to the study of teacher's roles	48
Chapter 4 Theoretical Framework for the Study of Teacher's Roles	80
4.1 A holistic view on teaching	80
4.2 Eight kinds of teacher's roles	89
Chapter 5 Hypotheses and Construction of English Teacher Role Scale	105
5.1 Hypotheses	105
5.2 Construction of English teacher role scale	110

Chapter 6 Students' Perceptions of EFL Teachers' Roles	129
6.1 Research background	129
6.2 Method	132
6.3 Findings and discussions	134
Chapter 7 EFL Teachers' Perceptions of Their Roles	153
7.1 Research background	153
7.2 Research question	159
7.3 Method	160
7.4 Results	164
7.5 Discussions	174
Chapter 8 A Comparative Study of Effective and Ineffective EFL Teacher	192
8.1 Research background	192
8.2 Research method	196
8.3 Results and discussions	198
Chapter 9 Exploring Teaching through Increasing Language Teaching Awareness	213
9.1 Increase self-awareness	216
9.2 Reflective language teaching	219
9.3 Action research	223
9.4 Writing teaching journals	227
9.5 Classroom observation	231
9.6 Case analysis	235
9.7 Using videos	239
9.8 Peer coaching and mentoring	242
9.9 Team Teaching	247
9.10 Teaching portfolios	252

Chapter 10 Promoting Language Teacher's Professional	
Development through Teacher Education	258
10.1 Conceptions of teacher training, teacher education and teacher development	259
10.2 Language teacher education	261
10.3 EFL teacher education in China	270
10.4 Making EFL Teacher education more productive	278
Appendixes	288
Appendix 1 Students' Open-ended Questionnaire	288
Appendix 2 Teachers' Open-ended Questionnaire	288
Appendix 3 Effective Teachers' In-depth Interview Outline	289
Appendix 4 大学英语教学相关调查问卷(学生)	289
Appendix 5 大学英语教学相关调查问卷(教师)	292
Appendix 6 Students' Semi-structured Interview Outline	297
Appendix 7 Teachers' Semi-structured Interview Outline	297
Bibliography	298

Chapter 1

Introduction

1.1 Background

In the past 30 years, foreign language competence has gained increasing importance in China, especially after China entered the World Trade Organization in 2001 and won the opportunity to hold the 2008 Olympic Games. In particular, university graduates with high proficiency in English are in greater demand than ever. There is an impressive commitment to English language teaching (ELT) and learning from both teachers and students.

The most significant change in ELT in China is the rise in the number of teachers and learners. By the 1990s there were well over 57 million school and university students studying English (see Cortazzi & Jin, 1996b) or more conservative estimates of around 200 million users of English (Zhao & Campbell, 1995). In the Second China International Conference on Foreign Language Teaching in 2006, it was revealed that the number of English learners in schools and universities went

beyond 100 millions. There are now more teachers and learners of English as a foreign language in China than in any other country. Just as Braine (2005) states "China is a powerhouse in terms of English language teaching" (p. xvii). With the increasing enrollment of university students, noticeable changes occur in an increased size of classes, with students diverse in their experiences, ages and social-economic status. At the same time, teachers with different education backgrounds and training experiences have been employed in order to meet the increasing enrollment of students. With the peculiar history of English teaching development in China, the educational background of English teachers in the universities of China has also experienced its developmental stages. After the 1960s, a lot of teachers used to teach Russian had to switch to teach English when Russian was no longer learnt. During the 1980s many English majors took the position of English as Foreign language Learning (EFL) teachers when they graduated. After 1990s more postgraduates of English majors have begun to work in the universities as teachers of English. Compared to about 28,000 English teachers at tertiary level in 1995 (Maley, 1995), it is estimated that at present there are approximately 60,000 university English teachers in China (Zhang, 2010).

In the school staff room or on the school bus, it sometimes can be heard that students need a strict, disciplined environment in which to learn. Some teachers believe that students will not engage in learning activities themselves if teachers do not control their work. If there is too much freedom in class, students will be distracted from the real work, and a cozy atmosphere will not

promote student outcomes. Other teachers, however, advocate student responsibility for their learning and a pleasant classroom atmosphere for promoting student outcomes. Those teachers are convinced that if students like the lessons and if there is a pleasant atmosphere, they will be stimulated to study, which is an important prerequisite for learning, and consequently they will thrive. It is more important to reward students for their efforts and well-done performances than it is to correct their mistakes. So teachers' opinions about what is the best way in which to relate to students vary markedly and they consequently behave differently in the classroom.

There are many factors that influence how teachers approach their work and which strategies they employ to achieve their goals. As we know, the learning of a foreign language is a complex process, involving a seemingly infinite number of variables (e.g. learner's personality, learning styles and strategies, affection, learning culture). As a foreign language teacher, with eyes wide open to the total picture, he or she needs to form an integrated understanding of the many aspects of the process of foreign language learning. For example, in order to teach effectively and play appropriate roles in foreign language education, a teacher should be able to give answers to such questions as: who are the learners? What sort of personalities do they have? What kind of strategies and styles do the learners use? Why are the learners attempting to acquire the foreign language? The teacher's understanding of learners and of how the learner learns will determine his or her philosophy of education and the roles he or she plays in the classroom.

The contexts in which teachers work also have an important influence on teaching, since different teaching settings involve teachers in different kinds of roles. For example, in some institutions teachers are fairly autonomous and are free to make decisions concerning course goals, materials, teaching methods, and assessment procedures. In other settings these kinds of decisions are made by a supervisor or program director, and the teacher is seen primarily as someone who carries out decisions that have been made by others. Even in situations where teachers have primary responsibility for how they teach, they may assume very different roles within their own classrooms. Some teachers see their role primarily in managerial and organizational terms. They spend a considerable amount of time planning their lessons, monitoring their teaching, and managing student learning and behavior to ensure that their goals are accomplished. Others see their role more as a facilitator, and believe that teachers should step away from the roles of controller or instructor and help students, with teachers' guidance, find their own pathways to success in language learning.

Numerous studies have been done on the roles teachers play both at home and abroad, prominent among these are pedagogical approach (Richards & Rodgers, 1986; Widdowson, 1987; Tudor, 1993; Voller, 1997; Harmer, 2007), the approach of teaching style (Ehrman & Dörnyei, 1998; Katz, 1996), cultural approach (Cortazzi & Jin, 1996a; Pratt, 1991; Holmes, 2005; Watkins & Biggs, 2001; Zhang, 2006), the approach of effective teaching (Borich, 1992; Ericksen, 1984),

and the approach of teacher belief (Woods, 1996; Borg, 2001, 2003, 2006; Farrell, 2010; Burns & Richards, 2009). Teachers express their roles through their behaviors and many different and complex factors influence the roles that teachers adopt in the classroom (Barnes, 1976; Wright, 1987; Richards & Lockhart, 2000). Teachers play different roles when using different approaches and methods in language teaching (Richards & Rodgers, 1986). Teachers may need to perform a variety of roles, separately or simultaneously. Littlewood (1981: 92) declares that “the concept of the teacher as ‘instructor’ is inadequate to describe his overall function. In a broad sense, he is a ‘facilitator’ of learning”. Harmer (2007) echoes that the teacher’s behavior for different types of activity will be different and the role of the teacher will depend to a large extent on the function the teacher performs in different activities.

Concerned with teacher’s role, although there are very few systemic and empirical research at present on English language teaching in China, English teachers and educators do care about the roles they play in class. In traditional English language teaching in China, the teacher almost dominates the class who sees knowledge transmission as his or her main responsibility and expects students to listen and memorize information rather than construct knowledge in their own way. English teaching in China is described as “teacher-dominated”, “textbook-oriented”, or “focused on drills and practice”. With the reform of English language teaching in China, much attention has been paid to the students. It is believed that the students should be the center of classroom activities and they should not be the passive recipients