TEACHER LEARNING IN LANGUAGE TEACHING

语言教学中的教师进修

Edited by
Donald Freeman
and
Jack C. Richards

Teacher Learning in Language Teaching

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总　序

　　近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

　　有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

　　这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

　　试举两个例证:

　　一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。(Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994)

　　作者前言:"本书旨在帮助你去学习如何更有效地进行教学。它

并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际,并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则,但是要意识到有哪些可能性。""因此本书并不是告诉你'就用这种方法',而代之以'这几种方法似乎都可行。'主要是由你自己决定用哪一种方法。"

本书共十二章,涉及教与学的关系、教学安排、课堂活动、语言技能等等方面,绝大部分章节都是先介绍该章内容,然后列出各种具体教学活动(tasks),其后是对各项活动的分析评述。例如第六章"说的技能"共有四小节,即1)为什么要说;2)交际性活动;3)语言交际与流利;4)演戏和角色扮演,每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南:《语言学习研究方法》,剑桥大学出版社,1992。(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言:"传统的语言教学研究方法不是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理,并要求教学人员接受采纳。上世纪八十年代以来情况有了变化,如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果,而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。"

本书共十章,介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章"自省方法"为例。所谓"自省",就是不仅仅着眼于课堂上的教学实践,而要更进一步去思考教学步骤。教学人员一方面审视自己的教学,一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录,以这些资料为依据进行分析研究,得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002 年 6 月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要，英语教学在国内有了进一步的发展，对英语教师的需求量日益增大。为了培养一大批高素质的英语教师，必须有组织地开展师资培训工作。在职的英语教师也必须继续充电，通过种种途径进一步提高业务水平。然而，许久以来，系统介绍英语教学法的专著极为匮乏。因此，上海外语教育出版社特地从国外知名出版社，如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著，出版了外语教学法丛书。《语言教学中的教师进修》(*Teacher Learning in Language Teaching*) 就是其中的一本。

本书是一部有关教师进修的论文集。以往出版的关于教师进修的教材和专著一般注重于教学知识和技能的传授，而本书精选的论文却从另一个角度探讨了教师的进修和提高问题。本书把教师的成长与他们的教学实践紧密结合，把教学过程看作是一个探索、思考和认知的过程，从而使教师们从中得到提高，做到教学相长。因此，本书的论文均把语言教师在从事外语教学过程中的成长作为研究对象，探讨了个人经历、社会环境、专业训练等在上述过程中的作用。

本书共分为三大部分。第一部分的 5 篇论文介绍了刚入门的外语教师的经历和成长过程。说明经历与教学能力提高的关系。第二部分的 4 篇论文着重介绍教学实践，说明教师提高教学能力的过程也就是一个认知过程和成熟的过程。本书的第三部分介绍师资教育与在职进修之间的关系，说明理论学习和正规的教育培训对于提高教学能力是很有帮助的。从另一方面来看，教师也应该在教学实践中运用和验证教学的理论。

本书的主编 D·弗里门(Donald Freeman)和 J·C·里查兹(Jack C. Richards)分别任教于美国佛蒙特州国际培训学院和新西兰奥克兰大学。对于应用语言学，外语教学以及教师培训深有研究，出版了多部学术专著。为本书供稿的 15 位论文作者分别从教于亚洲、澳大利亚、新西兰、美国和加拿大，教学经验丰富。本书中收集的各篇论文对于各级外语教师以及英语专业的研究生均有一定的参考价值。

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Preface

This book began as a conversation by the fireplace in the game room of the Ca D'Oro Hotel in São Paulo. It was July 1991 – midwinter in Brazil – and we were both speaking at the biannual convention of Brazil-TESOL. In our conversation, we recognized that the field of language teacher education had begun to change in important and dramatic ways. A shift was taking place in its rationale, as well as in the sources of theory, understanding, and justification on which the various practices of language teacher training and teacher development are based. People were beginning to ask questions about what language teachers know in order to do their work. How is language teaching learned? And what is the basis in experience and knowledge from which language teaching proceeds?

To a certain extent, these questions were – and are – the professional equivalent of asking about the emperor's new clothes. As we discuss in the Prologue, language teacher education is outgrowing the "unexamined stories" that have been the basis of its operation. It has been based either on plain assertion – "This works, believe me!" – or on disciplinary knowledge from beyond the realm of language teaching itself. In fact, as we talked, we began to identify a small and emerging community of researchers and practitioners who were working to understand teacher learning in language teaching as a phenomenon in its own right.

Thus this book came about. It is the first formal collection of research on teacher learning in the field of language teaching. The work of colleagues in Hong Kong(China), Australia, Canada, Spain, the United Kingdom, and the United States assembled here – all of it original research – establishes an initial knowledge base for this endeavor. Drawing from the broad traditions of qualitative, hermeneutic research, and the past three decades of work in teacher cognition, this volume is meant to start a conversation. We believe that the field of language teaching will be considerably enriched by deeper and closer examinations of how language teachers come to know what they know and do what they do in their work. The research in this book is an important and worthwhile step toward that end.

We would like to thank our fellow researchers from around the world who contributed to this effort, as well as our colleagues and graduate

students at our respective institutions – the School for International Training and the City University of Hong Kong – for their support in bringing this project to fruition. The editorial staff at Cambridge University Press, in particular Mary Vaughn and Olive Collen, played an integral part in the project, and we thank them for their professionalism and support.

However, the real measure of a project like this one is the degree to which it fosters further inquiry, debate, and discussions, like the one at the Hotel Ca D'Oro that launched it. We trust that this book will provide a point of departure for interaction and dialogue among practitioners, researchers, and teacher educators around the world who share an interest in and a concern for the issues of teacher learning in language teaching and the need to better understand how language teachers do their work.

Donald Freeman
Jack C. Richards

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Prologue: A look at uncritical stories

This book examines the process of learning to teach a second or foreign language, through descriptive accounts of the experiences of teachers. It contains sixteen original chapters which present different perspectives on how teachers and student teachers respond to teaching and to the experiences that are provided as part of their professional development. The book thus illuminates the nature of learning to teach second or foreign languages through research-based accounts of how teacher education programs and the experience of teaching shape the knowledge, thinking, and practice of language teachers. We do not limit "second language" to English, since we believe that learning to teach any language shares certain fundamental characteristics.

Like most work of this nature, this book makes an argument. Our point is a basic one, namely, that in order to better understand language teaching, we need to know more about language teachers: what they do, how they think, what they know, and how they learn. Specifically, we need to understand more about how language teachers conceive of what they do: what they know about language teaching, how they think about their classroom practice, and how that knowledge and those thinking processes are learned through formal teacher education and informal experience on the job. Although it should be common sense to examine the teacher as pivotal in the enterprise of teaching and learning, to date questions such as these have been largely overlooked both in general educational research and in the field of language teaching. Thus the argument we make is set against a backdrop that takes a great deal for granted in language teaching – about teachers, their learning, and the cognitive side of teaching.

Although people have been learning to teach languages for a long time, very little attention has been paid to understanding how those learning processes actually unfold or the knowledge and experience that underlie them. Most of what is done in language teaching and in language teacher education is based on conventions that define disciplinary knowledge from linguistics, psychology, and various other fields as the foundation for what language teachers should know and therefore what they should do in their classrooms (see Freeman 1994). These academic traditions spring more from the need to articulate a professional identity for language teachers than from any solid, inquiry-derived understand-

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ing of what people need to know in order to teach languages or how
they learn to do what they do as language teachers in classrooms.

The metaphor of uncritical stories

To cast this argument in terms of a metaphor, the professional literature
of language teaching is stocked with stories of classroom methodologies,
of good curricula, of effective practices, of worthwhile programs, and
so on. While these stories provide informative and sometimes entertain-
ing accounts of language teaching, they typically offer little examination
of the characters or settings in which they transpire, or even a careful
examination of how the accounts themselves are put together. Thus we
operate in our various roles – as teachers, teacher educators, research-
ers, curriculum developers, policy makers, and so on – in a landscape
of uncritical assumptions and myths about language teaching and lan-
guage teachers. Although there have been calls to establish a research
base in language teaching and language teacher education [Freeman
(1989); Freeman and Richards (1993); Richards and Nunan (1990)],
there has been little progress until the work reported here. The fifteen
research studies that make up this book inaugurate a domain of edu-
cational inquiry into how people learn to teach languages. The out-
comes of such research will serve several purposes. They can provide a
more rational foundation for language teacher education and can help
to shape more effective practices. Most important, however, these stud-
ies, and the others that will no doubt follow in this domain of research,
can enlighten our understanding of language teachers' mental lives and
how they conceive their classroom teaching.

An overview of the volume

In planning this book, we invited the contributors to provide research-
based accounts of the phenomenon of teacher education, focusing on
the process from the viewpoint of the teacher or student teacher rather
than that of the teacher educator. We asked for chapters which cap-
tured, in as much detail as possible, the thinking processes, learning,
problem solving, and theorizing in which people engage as they learn
to teach, and which we believe are at the heart of the process of teacher
education. In so doing, the contributors have provided multiple per-
spectives on the process of becoming second language teachers using a
variety of data sources and approaches to data gathering and analysis
(see Chapter 16). Teacher development is studied in a variety of con-
texts and locations—both pre-service and in-service and in second lan-
guage as well as foreign language settings—and at different levels, using

teachers' written or verbal accounts of their thinking, interviews, stimulated-recall, autobiographies, narratives, case studies, and observational data.

The chapters are grouped into three sections. In Section I, five chapters describe the beginning stages of teacher learning. In the first chapter, Kathleen Bailey and her colleagues describe their use of language learning autobiographies as a medium for examining their own professional development. They show how writing about past experiences of teaching and learning can serve as a powerful stimulus for further learning, revealing implicit assumptions and beliefs about the nature of teaching. In the second chapter, Karen Johnson examines the experience of a student teacher during a teaching practicum, and shows how this experience shapes the teacher's understanding of herself as a teacher, of second language teaching, and of the practicum itself. The gap between her vision of teaching and the practical realities of the classroom create a tension which interferes with her perception of what her students were learning. Gloria Gutiérrez Almarza, in Chapter 3, focuses on the relationship between student teachers' background knowledge and the knowledge they receive in teacher education courses, and explores how these sources of knowledge interact during teaching practice. Anné Knezevic and Mary Scholl describe their experience of collaborative teaching in a graduate Spanish course, and show how collaborative learning, teaching, and reflection shaped their understanding both of themselves and of teaching. In the last chapter in Section I, Amy Tsui provides a case study of how a teacher tried to introduce a process-based approach to the teaching of writing in her secondary school class. Tsui describes the problems created for the teacher and the decisions she made to resolve them, and shows how the teacher's understanding of the writing process itself changed as she took her students through a process-writing curriculum.

In Section II we focus on the practice of teaching itself, and on the cognitive processes that teachers engage in as they develop expertise in teaching. Patrick Moran examines the role that models of teaching can play in a self-directed process of learning to teach, and suggests that they serve as temporary learning strategies as teachers create their own personal teaching paradigms. Anne Burns examines six experienced Australian teachers who were confronted with a new teaching situation: teaching beginning adult learners. She examines how their preexisting beliefs affected their classroom practices and how subsequent changes in their beliefs occurred. She describes the interactions among institutionally derived beliefs, personal beliefs and thinking, and the process of instruction itself, and shows how top-down and bottom-up processes interact in a process she refers to as "intercontextuality." The third chapter in Section II, by Polly Ulichny, examines a segment of a lesson

to clarify the contribution of context and personal interpretation in the teacher's resolution of a teaching incident. Her chapter shows how analysis of the discourse of teaching can provide insight into the teacher's cognitive processes. In the final chapter in this section, Deborah Binnie Smith examines a group of secondary ESL teachers in Canada, the instructional decisions they make, and the factors that influence those decisions, showing that teacher decisions are not isolated or arbitrary but part of a complex, interrelated process which is informed by beliefs, perceptions, experience, and context.

The chapters in the third section of the book examine the relationships between teacher education and teacher learning. In Chapter 10, Donald Freeman describes how a group of teachers in an in-service master's program integrate new ideas into their thinking about classroom practices. His analysis traces the ways in which the teachers reconstruct their classroom practice, using professional discourse to rename their experiences and thus to assign new or different meanings to their actions. In Chapter 11, Jack Richards, Belinda Ho, and Karen Giblin describe a group of teachers in an initial training course, and show how their individual conceptions of teaching lead to different concerns within lessons as well as to different perceptions of what makes those lessons more or less successful. They also demonstrate that what trainees learn from a program is not simply a mirror image of the program's content. In Chapter 12, Francis Bailey describes a collaborative approach to the methods class in a graduate teacher education program. He analyzes discourse sequences from interactions within small group discussions, which reveal how the instructor capitalizes on the heterogeneity of the group to achieve shared dialog among the participants. In the next chapter Michael Wallace examines the role of the professional project within teacher education and, by following the use of such projects in a B.Ed. program, raises questions concerning the nature of action research and its appropriateness within certain types of teacher education programs. Ora Kwo, in Chapter 14, describes how student teachers reflect on their learning in a methods course, and how they develop as teachers during their teaching practice. She attributes differences in the teachers' responses to the program to differences in cognitive styles. In the final chapter of this section, Martha Pennington describes a collaborative action research project for secondary school teachers, and focuses on how they respond to innovation in the teaching of writing, documenting the different responses of individual teachers to the program and exploring barriers to the acceptance of innovation.

In the closing chapter of the book, Donald Freeman reviews the field of teacher cognition and teacher learning within which the research in learning to teach second languages is emerging. He places this work in the context of general educational research, tracing its antecedents both

in current educational research and in research in second language teaching. He then examines the central conceptual issues facing such work and the kinds of research methodologies exemplified in the studies reported in this book. The chapter provides both a review of the issues explored in the individual chapters as well as a framework for this new area of research.

Next steps

The chapters in this book thus represent a variety of perspectives on second and foreign language teacher development and education, and reflect different theoretical assumptions and research methodologies. However, they share a common point of view, namely, that understanding teachers' conceptualizations of teaching, their beliefs, thinking, and decision making can help us better understand the nature of language teacher education and hence better prepare us for our roles as teacher educators. Further, this collection contributes to a small but expanding research base in second language teacher learning, education, and professional development. The contributions exemplify not only the range of issues but also the useful variety of approaches to data collection in such research.

Seen as a whole, then, this book shows how second language teachers incorporate and make use of the theoretical ideas and theories as well as the pedagogical principles they acquire during professional education. This process of reconstruction, access, and use is not haphazard but is shaped by experience, previous knowledge, personal beliefs, and responses to both macro- and micro-level contextual factors in their classrooms, schools, and communities. Among the conclusions which emerge from material presented here are the following:

- In order to understand the nature of second language teacher education, we need to work with teachers to understand how they conceptualize and make use of their experiences, both in formal professional education and in their classrooms.
- The models of teaching and teaching methods we provide to teachers may be useful as heuristics, but they can serve only as temporary guideposts as teachers evolve their own goals and self-awareness.
- The professional discourse of second language teaching provides particular schemata and metaphors which influence how teachers describe and interpret their teaching experiences. This, in turn, shapes what they do.
- Learning to teach involves the development of theories and interpretive skills which enable teachers to resolve specific teaching incidents, creating their own working theories of teaching in the process.