

商务英语教师的 表现性评估行为 与第二语言的习得观念

BUSINESS ENGLISH TEACHERS'
PERFORMANCE ASSESSMENT
PRACTICES AND THEIR SECOND
LANGUAGE ACQUISITION APPROACHES

王艳艳 著



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前 言

本书是作者三年博士生涯的心血结晶,主要探讨教师的表现性评价行为和英语教师的二语习得倾向,旨在帮助教育研究者、教育专业学生、在职教师尤其是英语教师了解二语习得的基本理论,把握国外最新表现性评价的理念,描述其框架和实施方法。

在传统的学生评价中,教师已习惯于对学生的知识和技能进行量化考核,通常会把基础知识和基本技能从课程中剥离出来。表现性评价正是在对传统教育评价批判的基础上建立起来的。它是国外新近提倡的一种评价复杂学习的方法,对我国当前课程改革中遇到的评价问题不无启发和借鉴意义。就教师而言,在表现性评价中,可以发现学生有待解决的问题、了解学生在某一方面的努力和进步、挖掘学生的个性特长、明确学生发展的需求,以便调整教学,给学生适合的帮助。对学生自身而言,表现性评价还是相互合作、共同研究、学习借鉴的过程。

更确切地说,表现性评价是通过学生完成具有一定真实性的任务来表现学生学业成就的评价,因此它是教师对学生学习过程的一种评价。这种评价虽然是教师主观行为的一种体现,但如果准确地建立在学生客观表现的基础上,注重学生学习过程的评价,关注活动过程、被评价者的进步状况和努力程度,这种评价也可以被认为是一种客观的评价。

本书作者鲜明地确定研究问题,科学地设计研究过程,严谨地进行实证探究,使得教师的表现性评价行为、二语习得态度以及两种情境因素之间的关系模式浮现出来。本书的内容结构:第一章是研究背景介绍;第二、三章是表现性评价与二语习得文献析评;第四章是研究方法介绍;第五、六、七章是研究发现;第八章是研究结论。

作者在写作过程中需要感谢许多人,我的导师香港中文大学教育学院前课程与教学系主任、香港教育研究所副所长黄显华教授,秦家慧教授,以及给我提过许多宝贵意见的霍秉坤教授与邓丽瑶教授。感谢黄教授还为此书亲自撰序一篇,详尽地介绍了实证研究的程序和方法,旨在倡导教育科学研究中严谨的实证之风气,此序也将成为我今后的治学之勉励。还需感谢我的丈夫、儿子及父母,是你们这三年的无私奉献支持我完成了学业,也成就了这本书,所以把它献给你们——爱我的人们和我爱的人们。

上海对外贸易学院国际商务外语学院

副教授、博士 王艳艳

2010年3月2日

序

实证研究的程序和方法

一篇学术著作,特别是博士论文的写作处理,消极的说法是自圆其说,积极的表述则是好像人类一样的有机体:它的各个部分,例如研究背景、文献的分析和评论、研究设计与方法、研究结果、结论与讨论,都应是紧密联系的。好像人体的四肢五官、五脏六腑,从生物学的角度,它们是分开处理的;但是,如从具体运作的角度来看,它们不是互相分离而应是紧密联系的。

一篇论文的主要目的是找出所研究问题的答案,一篇好的论文,特别是对现状的了解和分析的论文,例如艳艳的论文,是有关“英语教师表现性评价和二语习得取向”的了解,不应是文献的抄录,更不是单靠思考便能找出这些研究问题的答案。特别是“研究设计与方法”属一篇论文的“心脏和头脑”,它上接研究背景和文献分析和评价(下文简称文献析评),通过二者,特别是文献的析评,找出处理研究问题的理论基础、重要概念(特别是研究问题中的)的运作定义和研究意义。“研究设计与方法”的下面又引出研究的具体运作、研究结果、结论和讨论。

下文尝试就写作一篇课程论或教学论论文的各个主要部分要留意的地方说明笔者个人的看法,包括①论文题目与研究问题的配合;②文献析评的作用;③研究设计与方法;④研究结果;⑤结论和讨论;

1. 论文题目与研究问题的配合

论文题目与研究问题是否配合是我们评价一篇论文首要关注的问题。例如艳艳论文题目是“教师表现性评价行为和二语习得取向:上海某大学国际商务英语课程个案研究”,而研究的问题有如下两个:

- 1) 商务英语项目中,教师如何实施表现性评价?
- 2) 如果教师之间的行为存在差异,是什么造成了这样的差异?

通过研究设计和方法回答了上述两个问题后,是否等于完满地回答了论文的题目呢?这是我们要认真思考的问题,也要求我们要进一步谨慎地做文献析评。

2. 文献析评的作用

不少人在论文中处理文献时用了“文献回顾”或“文献综述”等表述。笔者要问,为什么我们要作出“回顾”或“综述”呢?我们搜集、整理文献最主要的目的是要协助我们回答研究问题。文献的整理可从三方面,即做什么(what)、为什么做(why)、和怎样做(how)去回应研究问题。

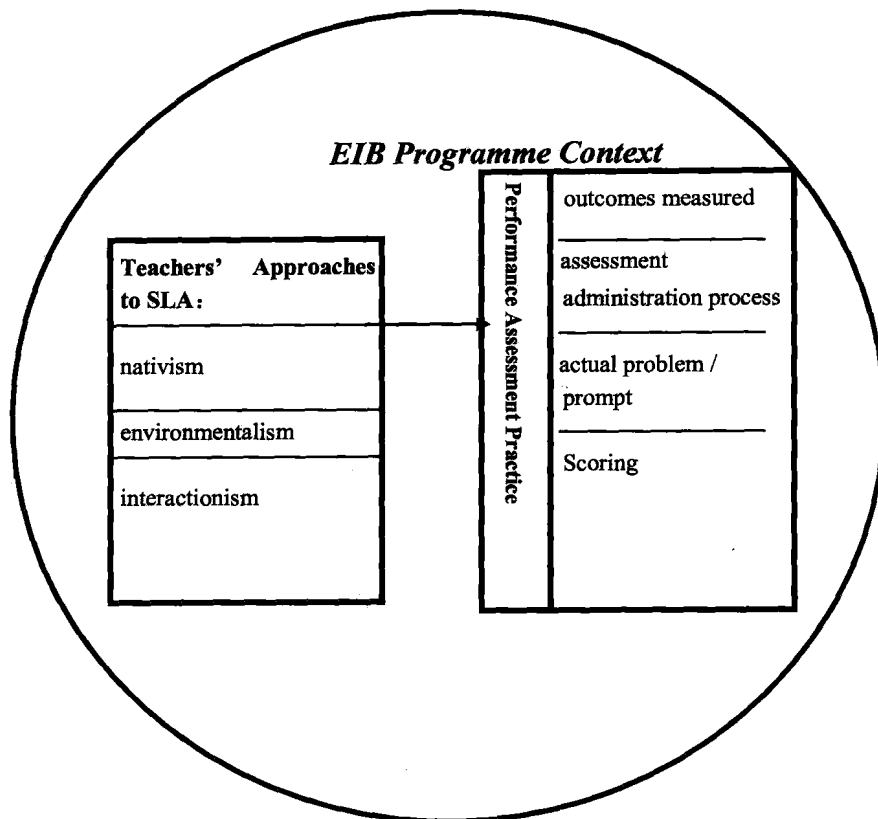
2.1 做什么(what)?

这个问题也可包括两方面。其一是支持研究的理论基础和研究的理论架构是什么?其二是论文题目和研究问题里重要概念的操作性定义是什么?

找出研究的理论基础和研究的理论架构是重要的。一篇博士论文的意义视乎它能否在理论

方面有所贡献。这方面的贡献并不能单靠个人的思考可以达到。通过分析和评价过往的文献,整理出本研究的理论架构是文献析评的首要任务。

艳艳论文的理念框架(Conceptual Framework)如下:



同时,分析、评价文献以找出论文题目和研究问题里重要概念的定义,特别是在本研究中的操作性定义是什么,是很重要的。一些概念,例如艳艳论文中的 Teachers' Approaches to SLA, Teachers' Performance Assessment Practices, EIB Program Context 等,不同文献有不同定义。通过文献析评,找出适合本研究操作的定义,研究才可以有效运作(详见下文 3.2)。上述两项工作是互相配合的。

2.2 为什么做(why)?

“建构课程论和教学论知识是一个永恒的过程,在其间,研究人员必须首先探求别人在他打算研究课题的贡献、不足、限制与缺点。”为要达至此目的,一定要分析和评价有关文献了。在此基础上,期望能够建基于其他研究成就的基石,通过本研究,弥补别人研究的不足、突破一些限制、克服一些缺点,以显示本研究理论和实践的意义。

2.3 怎样做(how)?

这是有关方法论(methodology)和方法(method)的问题,有些人把这部分放到研究设计一章。

笔者认为,假如是具体析评一些实证研究(empirical study)文献,析评其中所用的方法论(methodology)和方法(method)时,应放在文献析评部分;如果只是直接从一些讨论方法论(methodology)和方法(method)的书引用有关内容时,则可以放在研究设计一章处理。

3. 研究设计

此章可分下列各部分:

3.1 基于引言中的研究背景和2.1“做什么?”而导引出的研究问题。

3.2 “重要概念的操作定义”:它可以起着承先启后的作用。它承接“文献分析评价”的总结而归纳出“重要概念的操作定义”,这定义亦同时指导着研究工具(如问卷、访谈提纲、观察的要点、档案分析的架构)的设计。

3.3 研究问题、研究工具和研究对象的配合

研究问题 \ 研究对象 \ 研究方法	研究方法			
	a	b	...	n
1				
2				
...				
m				

每一个研究问题可能用一种或多种方法处理不同的对象。列出此表,可协助研究者整理思绪,最后亦可协助研究结果的整理。

3.4 方法论(methodology)和方法(method)的应用。

3.5 研究的伦理。艳艳研究的对象是同事,研究一定要设法保障同事的私隐。这方面的处理可见于论文的8.3节。

4. 研究结果

主要是针对研究问题展示研究结果。

5. 结论、讨论、限制、进一步研究的建议

结论和讨论主要是探讨一项研究的理论和专业实意义。每一篇论文都不是完美的,能够指出限制和进一步研究的建议,是对研究了解充分和意识到研究是不断发展的表现。本论文8.4节对此均有所说明。

艳艳的论文付出很大的努力,尽力实践实证研究所要求的程序和方法,以求达至现代教育研究的目的:求真的理想。希望她在这基础上继续努力、不断求真。

香港中文大学教育学院教授 黄显华

2010年2月于香港

中文摘要

“表现性评价是基于真实任务,比如要求学生展示他们能力的活动、练习或问题之上的一种评价手段”。它能实际测量学生的动手能力,符合现代学习理论,侧重过程胜过结果,强调以交流为标准,这一切使得它在语言教学中广泛地被采用。本研究中的商务英语课程中尽管教师采用了相同的表现性评价方式来评估学生的语言能力,他们对待此评价方式的态度、他们的实际测评行为、评估效果以及学生的反应存在很大不同。为什么在相同的课程内,教师在执行表现性评价的过程中存在不同?这一疑问引发了本研究。

本研究目的是:①建构商务英语教师表现性评价行为的描述模式;②发现教师表现性评价行为与二语习得态度以及其他商务英语项目中的因素之间的关系。围绕这些研究目的,研究者设定了两个主要的研究问题:①商务英语项目中,教师如何实施表现性评价?②如果教师之间的行为存在差异,是什么造成了这样的差异?

质性研究方式将帮助深入地描写和解释教师如何和为什么这样实施表现性评价。通过问卷调查、访谈和课堂观察来比较教师的二语习得态度和表现向评价行为,三种不同二语习得态度的教师的表现性评价行为,二语习得态度以及两种情境因素——课程大纲和英方项目主任之间的关系模式浮现出来。

研究发现包括:①设计了第二语言教师表现性评价行为的描述模型;②发现对教师表现性评价行为影响最大的因素是他们的二语习得态度;③确定情境因素中的课程大纲和英方项目主任对教师的表现性评价行为有影响;④建立教师表现性评价行为,二语习得态度及情境因素之间的关系模式。这些研究发现对商务英语项目本身、新教师培训,以及现任教师的职业发展具有重大意义。

Abstract

'Performance assessment is a measure of assessment based on authentic tasks such as activities, exercises, or problems that require students to show what they can do'. Its potential to assess 'doing', its consistency with modern learning theories, its feasibility to assess processes as well as products, its advantage to be linked with teaching and learning activities, and its emphasis on assessing language as communication makes it more and more widely accepted in language instruction. Although teachers are implementing the same performance assessment to test students' language ability required by English for International Business curriculum, their attitudes towards the performance assessment, their real classroom performance assessment practices, the effects of their performance assessment practices and students' feedback differ. Why do the teachers perform differently in the process of their implementing performance assessment under the same curriculum? This query triggers the present study.

The study aims to 1) construct a descriptive model for EIB teachers' performance assessment practices; 2) find out the relationship among teachers' performance assessment practices, teachers' approaches to SLA and other contextual factors. Around these research purposes, the two main research questions for this study are: 1) How do the teachers conduct performance assessment in an EIB context? 2) If teachers do differ in their performance assessment practice, then what account for the differences?

Through the qualitative case studies, an in-depth description and explanation about how and why teachers conduct performance assessment in a current way will be achieved. By comparing with the teachers' SLA approaches and their performance assessment practices which have been concluded by interviews and classroom observation, three relationship patterns of the relationship among teachers' performance assessment practices, their SLA approaches and the two contextual factors-module syllabus and British program coordinator emerge.

The findings are four-fold: 1) A descriptive model for second language teachers' performance assessment practices is developed. 2) The greatest influential power on their performance assessment practices are from teachers' approaches to SLA. 3) The influence of contextual factors-module syllabus and British program coordinator on teachers' performance assessment practices is confirmed. 4) Patterns of the relationships among teachers' performance assessment practices, their SLA approaches and the contextual factors emerge. Implications for the EIB program itself, new teachers' training and professional development for current teachers are discussed.

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