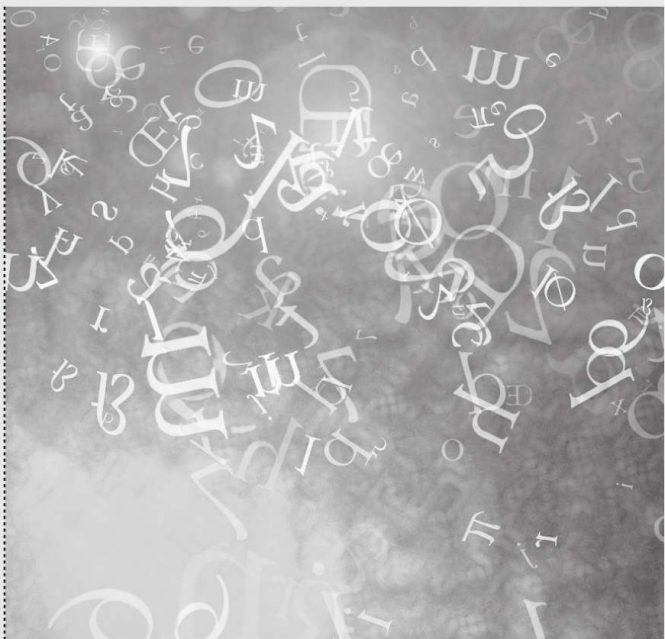


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郭晓梅◎著

# 高校英语教师教育者学科 教学知识发展研究

(英文版)

The Development of Pedagogic Content Knowledge of  
University English Teacher Educators in China

  
上海交通大学出版社  
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## 内容提要

本书在认知和社会建构理论基础上,以舒尔曼及其后来发展的学科教学知识理论模型为框架,旨在厘清中国高校英语教师教育者的学科教学知识形成和发展的过程。本书采用探索和解释的研究范式,通过问卷调查、正式与非正式访谈、案例观察以及收集教学研究资料等具体方法,研究高校英语教师教育者学科教学知识的构成、构成要素之间的关系、学科教学知识从何而来、知识的演进发展、影响高校英语教师教育者的学科教学知识的发展的因素等问题。本书适合高校教师教育者阅读,以期为其实际工作提供启示和建议。

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# 前 言



教师的学科教学知识是教师专业发展研究的重要课题,本书在认知和社会建构理论基础上,以舒尔曼及其后来发展的学科教学知识理论模型为框架,厘清中国高校英语教师教育者的学科教学知识形成和发展的过程。本研究试图回答三个问题:一、高校英语教师教育者学科教学知识的构成是什么,构成要素之间的关系是什么?二、学科教学知识从何而来,知识是如何演进发展的?三、哪些因素影响高校英语教师教育者的学科教学知识的发展?

本研究采用探索和解释的研究范式,用定性和定量的方法,通过问卷调查全国 198 名教师教育者、正式与非正式访谈、考察 6 个案例观察以及收集教学研究资料等方法,经分析研究,得出以下结论。

① 被研究者自我报告的结果表明学科教学知识在各类教育者之间不一致,从人口统计学来看,来自不同层次的大学教育者的学科教学知识差别大,来自不同大学类别的教育者的知识也有一定差别。② 教育者的学科知识各要素中,教育者缺乏教师教育者需要的双重角色的知识,一是英语教师的知识,二是英语教师教育者应有的知识,而教师普遍在后者比较薄弱。其他要素如学科教学知识与英语学科知识、英语课程知识、教学方法、对教学价值观和目的知识以及对学员的了解等,它们之间虽相互联系,但不够紧密和平衡。③ 学科教学知识的发展应是各要素整合,其中基于学科内容的理论知识发展较快,这是因为英语教师教育者首先是英语教师,英语技能课程和英语教师教育课程是基本内容,英语既是教学的内容,也是教学的手段。④ 教师教育者刚开始形成的不完整也不平衡的英语学科教学知识框架不断向前发展形成三种模型:第一种“英语

语言和文学”,以语言教学为基础的大学,教育者通常语言基础扎实,熟悉英语国家相关的文化等,但是他们缺乏与基础英语教育的联系。第二种“英语作为工具型”,是以理工科、文科为基础的综合性大学,教育者语言功底良好,但由于学科强调工具性,教育者的知识呈现自上而下的特点,且脱离中小学基础教育。第三种“教育取向模式”,来自师范类院校的教师教育者对如何教书有一定认识,但需要发展英语专业相关知识,全面了解英语学科。⑤ 基于自我探究的专业学习和教学中的实践是发展学科教学知识的来源和有效路径。攻读学位和在学术共同体的学习很重要,但是入职培训和学生时期学徒式的观摩效果不佳。⑥ 影响学科教学知识的因素多来自自身(如学习能力)、教育背景、对工作的态度,信息素养和价值观的影响程度为 21.023%。因为大学英语教师教育者大多数具有研究生学历,有学习的主动性和能力,这与前面提到的学科教学知识最有效的发展来源和路径相吻合。其他干扰因素更多的是来自身边教学环境,如教学与科研的矛盾、晋升和评价机制、学校所提供的平台以及个人因素中的个人收入。

本书给予我们的启示和建议包括:① 明确高校教师教育学科三种模式各自发展的目标,从国家宏观层面到大学具体层面建立教师教育者发展机制,打破学校、大学各自为政的局面,保证高校教师教育者能获得中小学的数据、资料和资源用于研究;并制定教师教育者的要求和入职标准。② 与从事基础教育的教学骨干和一线教师保持密切联系,了解他们的需求,加强理论与学校教学实践的联系,共同制定切合实际的教学大纲。③ 鼓励各类大学教育者之间相互合作,沟通交流,共同发展。④ 各大学重视教师教育者学科教学知识的发展,重视课堂教学能力,并在晋升评审机制方面有所体现。

本书是在上海外国语大学教务处 2020 年精品课程建设基金(项目号:41000662/024,41000662/025)的资助下出版,是在本人博士论文的基础上扩充而成。感谢我的博士导师陈坚林教授在学术上的引领,他孜孜不倦,奋发前行,在外语教育领域涉足多个研究方向,培养了一届届优秀学子,在他工作四十余年荣休之年,学生谨以此书的出版表示对导师的衷心感谢。

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# Abbreviations



<b>AERA</b>	American Educational Research Association
<b>AI</b>	Artificial Intelligence
<b>AITSL</b>	The Australian Institute for Teaching and School Leadership
<b>ATE</b>	Association of Teacher Educators
<b>BEL</b>	Beliefs about the subject
<b>CAEP</b>	Council for the Accreditation Educator Preparation
<b>CK</b>	Knowledge of curriculum and subject
<b>CNKI</b>	China national knowledge infrastructure
<b>CON</b>	Knowledge of context
<b>CoRes</b>	Content representation
<b>CUR</b>	Curriculum knowledge
<b>EFL</b>	English as a foreign language
<b>EPP</b>	Educator preparation provider
<b>ESL</b>	English as a second language
<b>FLTK</b>	Foreign language teacher knowledge
<b>GPK</b>	General pedagogical knowledge
<b>HE</b>	Higher education
<b>ICT CFT</b>	Information communication and technology competency framework for teachers
<b>KBBT</b>	Knowledge base for beginning teachers
<b>KC</b>	Knowledge of context

(continued)

<b>KES</b>	Knowledge of English subject
<b>KEC</b>	Knowledge of English curriculum
<b>KSM</b>	Knowledge of subject matter
<b>KMO</b>	Kaiser-Meyer-Olkin
<b>KV/E</b>	Knowledge of values/ends
<b>KL</b>	Knowledge of learners
<b>L-COG</b>	Cognitive knowledge of learners
<b>L-EMG</b>	Empirical knowledge of learners
<b>MOE</b>	Ministry of Education
<b>MOOC</b>	Massive open online courses
<b>MPRA</b>	Model of pedagogical reasoning and action
<b>NCATE</b>	National Council for Accreditation of Teacher Education
<b>OECD</b>	Organization of economy cooperation and development
<b>Pap-eRs</b>	Pedagogic professional-experience repertoires
<b>PCK</b>	Pedagogical content knowledge
<b>PCKg</b>	Pedagogical content knowledge changing
<b>PCK-SoEM</b>	PCK Structure of Elements Map
<b>PK</b>	Pedagogical knowledge
<b>RQ</b>	Research question
<b>PRC</b>	People's Republic of China
<b>SLA</b>	Second language acquisition
<b>SUB</b>	Substantive knowledge
<b>SYN</b>	Syntactic knowledge
<b>TEAC</b>	Teacher Education Accreditation Council
<b>TPACK</b>	Technological pedagogic content knowledge
<b>T/S</b>	Teacher-student
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VELON</b>	The Dutch Association for Teacher Educators

# Chapter One Introduction



This introductory section will present ① the reasons for choosing this topic; ② the mission and current status quo of the university English teacher educators; ③ a brief overview of University English teacher educators and their English teaching related knowledge; ④ the significance of this research; and ⑤ the general organization of this book.

## 1.1 Research Background

### 1.1.1 Teacher and teacher education

In order to boost career progression, to keep in line with new technology and practices, and to comply with professional regulatory organizations, professional teacher development became an important topic in the world in the 1960s, according to UNESCO. The research of teacher education in the world started four decades ago and in China in the 1990s. Ever since the reform and opening-up, it has gradually become a central and hotly-debated research topic.

### 1.1.2 Government policies and documents

Ever since its founding, China has attached great importance to education. Apart from the policy *The State's Medium-and Long-term Planning Framework for Education Reform and Development*<sup>①</sup>

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① 《国家中长期教育改革和发展规划纲要》