

摘要

我国教育部于2018年1月颁布实施《普通高中英语课程标准(2017年版)》，是高中英语课程改革的重要里程碑。自此，基础英语教育正式步入一个新的发展阶段。以往外语教育政策与规划研究较多自上而下地关注政策制定、政策实施和实施成效等宏观问题，对英语教师的能动性回应尚缺乏足够重视。本研究从微观视角出发，聚焦课程改革中英语教师的能动性问题，以活动理论、教师能动性生态系统论和教师改变理论为理论基础，采用定性研究和定量研究相结合的方法，运用嵌入式设计和顺序解释型设计，主要回答以下三个问题：1) 课程改革实施中高中英语教师能动性现状如何？2) 课程改革中高中英语教师能动性的变化和发展受哪些因素影响？影响程度如何？3) 课程改革中高中英语教师能动性的提升路径如何？

本研究在述评相关研究的基础上，对课程改革中高中英语教师能动性进行了界定，确定了个人能动性、关系能动性和改变能动性三个结构要素，且编制了信效度良好的《高中英语课程改革中的教师能动性调查问卷》。笔者在江苏省、河北省、广西壮族自治区、广东省和贵州省范围内，对来自示范性高中与普通高中的英语教师发放并收集问卷。统计结果显示，课程改革中高中英语教师的能动性总体水平较高，其中改变能动性水平值最高。不同职称的英语教师能动性有显著差异，教师的职称越高，能动性水平也越高。另外，来自示范性高中的英语教师总体上比普通高中的英语教师有更强的能动性。教师发展环境支持、教学信念和职业认同能显著影响高中英语教师能动性。

为了深度探讨影响改革中高中英语教师能动性的主要因素，本研究选取了70后张老师、80后范老师、80后许老师与90后王老师，共四位高中英语教师作为研究对象。通过深度访谈、课堂观摩、教学日志分析等之质性研究方法，本研究发现影响课程改革中高中英语教师能动性的主要因素有七个：个人经历、发展目标、实践性知识、情感与身份认同、教师信念、课堂实践和学校文化。

教师能动性的提升路径包括教师学习与教学反思。教师通过“选择”、“行动”和“转化”进行教师学习，从而促进能动性发展。英语教师的学习内容主要包括学科教学知识、实践性知识、整合技术的学科教学知识(TPACK)和改革知识四个方面。学习方式可分为个人自主学习与合作学习两种形式。课程改革中英语教师反思的内容、动机和策略也体现出他们能动性提升的路径差异。此外，课程改革中高中英语教师能动性的变化和发展可分为能动困惑期、能动适应期、能动提升期和能动创造期。

本研究认为，激发高中英语教师投入新课程改革的能动性可以采取：（1）坚持课程改革外语教育政策，突出本土教育特色；（2）夯实信息技术知识，提高信息素养水平；（3）重视同侪互助合作，创造拓展学习机会。针对课程改革相关管理部门，可通过（1）学校在课程改革中要发挥“领航”作用，学校政策话语要与国家外语教育政策话语保持一致；（2）辖区内教育管理部门要监督和辅助课程标准的执行情况，教研员要发挥好引导作用；（3）教育部有关部门要加快基于核心素养观的评价体系构建，推进课标评价体系与现实评价体系逐渐耦合。

关键词：课程改革；专业发展；教师能动性；外语教育政策

Abstract

In January 2018, the Ministry of Education of the People's Republic of China has enacted the "General High School English Curriculum Standards (2017 edition)", marking a significant milestone in the course of high school English curriculum reform. Since then, basic English education has officially stepped into a new age of development. Most relevant researches on foreign language education policy and planning have largely adopted top-down approaches to investigate the macro issues of policy formulation, policy implementation and effects. However, relatively little is known about how teachers respond to the reform. The present study focuses on teacher agency in English curriculum reform from a micro view. With theoretical frameworks of Activity Theory, the ecological approach to teacher agency and Teacher Change Theory, this research adopts a mixed-method approach of qualitative study and quantitative study, and employs both embedded research design and sequential-explanatory research design. The research aims to explore three questions as follows: 1) What kind of agency do high school English teachers exercise in curriculum reform? 2) What are the influencing factors of high school English teacher agency in curriculum reform? 3) How do high school English teachers enhance their agency in curriculum reform?

The research defines high school English teacher agency in curriculum reform in terms of personal agency, relational agency and change agency. Meanwhile, "The Questionnaire of High School English Teacher Agency in Curriculum Reform" is formulated and validated to collect data from a sample of English teachers from model high schools and ordinary high schools in Jiangsu, Hebei, Guangxi, Guangdong and Guizhou Provinces. Results show the general teacher agency in the High School English Curriculum Reform is high-level with change agency at the top. Professional titles of English teachers correlate positively with their agency. And teachers from model high schools enjoy a higher teacher agency than teachers from ordinary high schools. Furthermore, support from teacher development environment, pedagogical beliefs and professional identity have a statistically significant direct effect on their agency.

The research adopts case analyses consisting of four English teachers who were born respectively in the 1970s, 1980s and 1990s to further investigate main factors of

teacher agency in responding to curriculum reform. Based on methods of interview, class observation, teaching journal and other tools of qualitative research, the research identifies seven significant factors, namely, personal experience, developmental objectives, practical knowledge, emotion and identity, beliefs, teachers' classroom practices and school cultures which are subject to the influence of teacher agency.

The path of teacher agency promotion constitutes teachers' learning and teaching reflection. The research reveals that English teachers construct agency development by making 'choice', adopting 'action' and 'transition' throughout professional learning. As for professional learning inclinations, Pedagogical Content Knowledge(PCK), practical knowledge, TPACK and reform knowledge are four major choices of teachers. And two major models of teachers' professional learning are self-autonomous learning and cooperative learning. Likewise, conducted by diversified reflection strategies, the objects of English teachers' reflection are multifarious and complex, which causes different practices of teacher agency. Finally, the change and development of English teacher agency in curriculum reform could be phased as stages of agency confusion, agency adaptation, agency enhancement and agency creation.

Drawing on the above discussion of findings, this study has some implications for English teachers to facilitate their agency and participate in English curriculum reform in depth: (1) Persisting in the foreign language education policy of Curriculum Reform and integrating with localized educational characteristics; (2) Promoting information technology knowledge and literacy; (3) Valuing opportunities of mutual cooperation and develop more learning activities with colleagues. As for some reform-related departments in power, this study advocates these strategies : (1) High schools should guide and support their staff to take initiatives in their curriculum reform and to keep similar policy discourses with national foreign language education policy discourses;(2) Educational administrative branches and teaching research officers in the jurisdiction should take responsibilities for the enactment of "General High School English Curriculum Standards (2017 edition)";(3) the Ministry of Education should expedite the construction of national assessment system coordinating with values of key competences and filling the gap between assessment system proposed by Curriculum Reform and the one in practice.

Key words: curriculum reform; professional development; teacher agency; foreign language education policy