

## 摘要

本研究采用质性多案例的研究方法探究校本课程改革背景下中国高校专门用途英语教师转型发展历程。本研究以四名处于不同转化阶段的高校专门用途英语教师为对象进行历时一年半的访谈调查探究，了解其转型发展动机变化情况，转型学习途径与特点以及转型教学情感体验。本研究以自我决定动机理论、成人学习理论和情感理论为视角，全方位审视研究对象转型发展历程，基于生态系统理论分析辨识个人与环境因素对研究对象转型发展的影响。

研究发现研究对象转型从教动机与留任动机具有多元、动态、个性化和环境敏感性等特点。具体而言，其转型从教动机以外部动机为主、以内设调节、认同调节为主要类型。随着研究对象专门用途英语教学实践的深化，其留任动机呈现内化倾向，以认同调节与整合调节为主要类型。

研究发现研究对象转型学习以跨学科专业知识学习为主要内容，其学习途径主要以非正式学习为主，具有自我导向、偶发性等成人学习特征。随着研究对象跨越学科内容知识造成的障碍，其学习内容转向教学法知识。研究对象在不同转型期主要通过与微观环境、外观环境中的人与资源展开不同程度的互动进行学习。其中偶发性学习活动为研究对象转型学习提供密集型学习机会，促进教学转型。

本研究发现研究对象在不同转型期经历积极、消极和复合型情感。其转型初期情感主要表现为缺乏自信、压力和迷茫，随着研究对象对跨学科知识与学生认知程度加深，其情感向自信、自如和喜爱等积极情感转化。

研究还发现研究对象转型动机、学习途径和情感相互作用，在不同程度上受其发展生态环境影响。具体而言，转型动机促使研究对象开展转型学习，转型学习改善研究对象转型情感体验，积极情感体验则进一步增强研究对象转型动机。

就影响因素来看，研究对象转型发展受年龄、性别、性格、兴趣等个人特质与所处微观环境、中观环境、外观环境与宏观环境影响。研究表明宏观环境中的文化价值观与个人因素共同作用，直接影响研究对象在其微观环境中的学习发展动机与情感体验。外观环境中的大众媒介、公共设施和校园项目等在不同程度上成为促进教师转型学习资源。研究对象与其微观环境中的他者与资源互动最直接影响其转型发展动机、学习与情感。研究发现个人因素（兴趣，年龄，信念，性格等）影响研究对象转型从教与留任动机。

本研究能为教师发展政策制定者与学校管理者、教师培训人员、潜在转型与正在转型的专门用途英语教师提供借鉴与启示。首先，政策制定者应制定相关政策优化教师多重发展环境，增强转型教师留任动机，改善教师情感体验。制定有利于教师发展的支持性政策，构建包括专业教师、行业人员、专门用途英语教师

在内的发展共同体。其次，建议教师培训人员通过分享一线教师成功转型学习经验，激发潜在转型教师动机，维护转型期教师留任动机。

最后，本研究为后续深入研究提供借鉴。为进一步扩大研究成果推广，建议后续研究采用混合研究方法，进行目的分层抽样。同时，进行历时跟踪研究以便更好地理解研究对象动态转型过程。

**关键词：**专门用途英语教师；教师动机；教师学习；教师情感；生态系统

## **Abstract**

This study explores Chinese Tertiary EGP teachers' journey of becoming ESP teachers under the context of school-based ESP curriculum implementation. A multi-case study design is adopted. Four participant ESP teachers with different years of transformation are interviewed over one year and a half to investigate what initiates and sustains their motivation to transform and how their motivations change as their transformation furthers. This study also focuses on how the participant teachers learn and feel during their transformation. Drawn on the self-determination theory, the adult learning theory, the teacher emotion theory, the whole picture of the participant teachers' journey of transformation is examined. Capitalizing on the bio-ecological system theory, the personal, contextual factors shaping the participant teachers' transformation are identified and the relationship between the influential factors and the participant teachers' transformation is explored.

Analysis of the findings indicates that the participant teachers' motivation to start and sustain their transformation is multifaceted, individual-specific, dynamic, and context-sensitive. Specifically, their initiative motivation for transformation is mainly extrinsic, focusing on the introjected and the identified types. As their ESP teaching practice furthers, their sustaining motivation demonstrates a tendency of internalization with a focus on the identified and the integrated types.

Analysis shows that the participant teachers' learning is characterized as mainly informal, self-directed and subject-knowledge oriented. The participant teachers attend to both the subject knowledge and the pedagogical knowledge with a shift from the former to the latter as they overcome the barriers caused by the lack of the subject knowledge. The participant teachers take the initiative to learn by interacting with critical others and resources at both exo-systems and micro-systems to varying degrees. The incidental learning activities intensify the participant teachers' learning and accelerate their transformation.

This study's findings also demonstrate that the participant teachers' experienced positive, negative and mixed emotions at different transformation stages. Their initial negative feelings of diffidence, stress and confusion are replaced by the more positive emotions of confidence, competence, and fulfilment as they familiarize themselves with both the materials and the students they teach.

It is found that the participants' motivation, learning, and emotion act upon each

other and are influenced to varying degrees by the bio-ecological systems surrounding them. Specifically, the participant ESP teachers' motivation for transformation prompts them to learn and their learning outcome improves their emotional well-being, which in turn strengthens their motivation for further transformation.

In terms of influential factors, the participant teachers' transformation is found to be influenced by both the personal attributes (age, gender, and personality) and the contextual factors (macro-system, exo-system, meso-system, and micro-system) they are embedded in.

Specifically, the findings provide evidence that personal attributes influence the participant teachers' determination to initiate and sustain to transform, and interpret how they learn and feel during the transformation. The findings also indicate that the cultural values at the macro-system interact with the individual factors and exert influence mainly on the participant teachers' motivations and emotions at the microsystem. The mass-media, public facilities and school-held projects at the exo-system facilitate the participant teachers' learning to varying degrees. The participant teachers' interaction with others and resources at the microsystem level impacts the participant teachers' motivations, learning and emotions most directly.

The study has some important implications for policy makers and administrators, teacher educators, prospective and in-service ESP teachers and researchers. First, it is highly recommended that policy makers and administrators consider top-level ESP teacher development design in order to optimize the in-transition ESP teachers' multilayered development contextual systems, enhance their motivations, facilitate their learning and promote their emotional wellbeing during their transformation. It is suggested that favorable ESP teacher development policies be issued and community of practice consisting of subject teachers, specialized practitioners and ESP teachers be established. Second, it is recommended that teacher educators elicit and enhance the prospective and in-service ESP teachers' motivation and build their confidence by offering grounded success stories of ESP practitioners. Third, for prospective and in-service ESP teachers, they should reflect upon the value of being a teacher and take the initiative in utilizing the resources at both the immediate and the distal system to ease their transition and transformation. Last but not least, this study offers recommendations for further research. In order to obtain the generalizability of the findings, mixed research design and stratified purposeful sampling should be employed. In addition, longitudinal study should be conducted so that the dynamic

nature of the participants' transformation process can be investigated more accurately.

**Key words:** ESP teachers; teacher motivation; teacher learning; teacher emotion;  
bio-ecological system