

摘 要

随着课程改革的推进，核心素养成为国际和国内人才培养的讨论热点。《普通高中英语课程标准（2017 版）》出版实施以来，高中课堂在培养核心素养的思维品质方面成为改革者和教师关注的问题。落实到具体的英语课堂，高质量的提问决定了学习的深度和核心素养的培养，同时提问也是教师重要的教学技能和方法。本研究以高中英语教师的提问为切入口，深入探究教师提问的实践性知识特征，及其影响的因素，研究问题是：（1）高中英语教师提问的课堂表征是什么？

（2）高中英语教师提问的实践性知识特征有哪些？（3）影响高中英语教师实践性知识的因素是什么？

为回答以上研究问题，本研究采用了阐释主义的研究范式，质性研究方法为主的多种研究手段和路径，选择了来自经济较为发达的苏州、杭州和上海的三位教师作为研究对象，深入到其学校进行课堂观察，并使用刺激回忆访谈和半结构访谈的方法，叙事问卷和概念图作为补充，基于数据的分析和讨论，三位教师的提问课堂表征、实践性知识特征和影响因素得以揭示，研究同时获得了三位教师来自不同区域和学校的学习特点。

首先，本研究发现，基于布鲁姆的认知层级划分，三位高中英语教师的提问主要是低阶思维问题，尤其是理解型问题居多，这与教师在英语课堂中过于关注学生的词汇和语法学习等因素有关；评价型问题只在其中一位教师的课堂较多，创造型问题很少出现，一般是在阅读课堂出现一次到两次，经过访谈得知是因为课堂时间和高考压力，使提问压缩了时间，除此之外还有个人和情境因素等；另外，提问与课型和文本难度有关，阅读课以及针对难度高的文本时，问题种类和高阶思维问题较多；通过分析提问的思维层级移动，发现课堂上有五种形式的移动，如低阶平级、高阶平级、上升移动、下降移动和波形移动，每种移动都具有不同的功能，比较能关注到学生语言和思维协同发展的提问为上升移动和波形移动。除此之外，提问实施的质量还与教师反馈有关，本研究中发现教师使用五种提问反馈形式：IR（回答无反馈）、IRE（提问-回答-反馈）、IRF（提问-回答-追问）、SR（自问自答）、NR（提问不需回答），其中三位教师主要用 IRE，较少用其他模式，IRF 模式较能更好促进学生语言和思维发展，但三位教师极少应用。

其次，三位教师提问的实践性知识在本研究中都较为丰富，共性的特征为提问促进理解、围绕体裁、启发思维和服务写作；不同的是三位教师提问各有侧重，如苏老师提问强调了师生互动以避免课堂气氛沉闷，杭老师突出了提问是为了与学生交流，而江老师的提问则更多体现理解和学习课文。此外，本研究还发现，基于教师的访谈和提供的教案，三位教师提问的实践性知识具有高度的情境性差异特征，与常态课相比，公开课的提问实践性知识就会体现得更为丰富。

如果文本的信息有趣并具有挑战性，提问体现的思维层级也更为多样化。

再者，通过研究三位教师提问实践知识的影响因素，发现三位教师由于所处的学校区域、历史传统不同，教师实践性知识的影响因素也不同。苏老师是“师傅传承式”的教师，实践性知识主要来源于师傅；杭老师是“学校继承式”的教师，学校良好的给养环境给予了杭老师学习成长的良性发展；江老师身处我国经济、文化最发达的地区之一上海，虽然学校属于一般的城市学校，但外环境提供的给养较为丰富，实践性知识来源是多个渠道，加之江老师的教师发展能动性较强，因此是“自我发展式”的教师。

本研究最后基于文化历史活动理论视角探讨了三位教师提问实践性知识发展所折射出的我国中学教师学习的样态特征，认为教师实践性知识发展与教师拓展学习和跨界学习有关，教师学习的活动体系越狭窄和单一，就越不利于实践知识的发展。未来教师的专业发展应该从宏观的政策、学校和社区提供更多跨界学习的机会，丰富教师学习的活动体系。另外，从生态观视角来看，三位教师作为学习的主体，如果职业生涯目标不明确就会阻碍教师学习能动性的发挥，感知和利用给养受限，专业发展也就相应迟缓。研究中的江老师的职业目标较为明晰，所以体现出主体非常强的能动性，善于从工作和生活的环境中获取给养得到最大化的专业发展。

基于上述研究发现，本研究提出促进思维品质的提问关联因素框架，并为今后的课堂实践提出实际建议。另外，探讨了实践性知识的多维情境特征，丰富了对实践性知识内涵的理解。本研究最后还基于文化历史的活动理论视角，提出多元化实践性知识发展路径，为今后教师专业发展提出了理论和实践方面的建议。

本研究还有很多局限，除了质性研究不可避免的主观性，未来还可以增加研究对象的数量、性别差异、研究时长，以及采用多种方法开展研究，以期获得更深入的关于教师课堂提问的多个维度的分析，以及教师实践性知识成长的动态特征。

关键词：高中英语教师、提问实践性知识、教师信念、教师学习、活动理论

Abstract

With the advancement of curriculum reform, the cultivation of core competencies become a national and international hot issue. Since the enactment of *English Curriculum Standard for Senior High School (2017 Version)*, thinking quality as one of core competencies are emphasized. For EFL teachers, how to design and implement quality questioning for deepening the learning effects and cultivating students' core competencies is an important teaching skill and pedagogy. Against this backdrop, the research chooses classroom questioning as a research topic, revealing the characteristics of teachers' practical knowledge about questioning, and its influencing factors. The research questions are: (1) What are the features of teachers' classroom questioning? (2) What are the characteristics of teachers' practical knowledge about questioning? (3) What are the influencing factors of teachers' practical knowledge about questioning?

To answer the above questions, this present research adopts interpretative research paradigm with qualitative approach as the major methods. The research participants are from comparatively economically and culturally developed areas such as Suzhou, Hangzhou and Shanghai. Class observation, stimulated recall interview and semi-structured interviews complementing with narrative questionnaire and concept map are applied in order to get a comprehensive view of secondary school teachers' practical knowledge development. The discussion finally discloses different ways of teacher learning based on three teachers who are from different regions and schools.

The major findings are: first of all, secondary school teachers' questioning shows mostly low-order thinking level according to Bloom's thinking hierarchy, the reason for this might be teachers' too much emphasis on students' basic language learning of vocabulary and grammar. High-order thinking questions such as evaluative questions are applied frequently only in one of the teachers' class. As for creative level of questions, they mostly appear one time in every teacher's reading class. Through interviews, the reasons for not being able to ask more high-order thinking questions are due to time limit, examination pressure, and other personal and situational factors. Furthermore, questioning design is related to class type and the difficulty level of texts. Questioning types and high-level thinking questions are rich in reading class and relatively difficult texts. Based on the analysis of thinking level movement, five forms of movements are found: low level parallel movement, high level parallel movement, rising level movement and discursive movement, each type of movement has different

functions, but rising and discursive movements cater more for students' language and thinking development. In addition, quality questioning has relations with teachers' feedback, there are five ways of feedback found in this research: IR (initiate-response), IRE (initiate-response-evaluation), IRF (initiate-response-further), SR (self-response), NR (no response), among which, IRE model is mostly used by three teachers, the rest are infrequently used. Although IRF model tends to cultivate students' language and thinking ability better, the three teachers seldom used it.

Secondly, three teachers' practical knowledge about questioning is very rich, and they share some common characteristics such as questioning for comprehension, for text type analysis and for writing, however the three teachers have different focus when utilizing questioning, leading to different teaching and learning effects and classroom learning atmosphere. For example, Ms. Su put much emphasis on interaction in order to avoid boredom in the class; Ms. Hang enjoys most communicating with students; Ms. Jiang's questioning mainly helps students to understand texts. Moreover, there are other findings through interview and analysis of teachers' documents of teaching plans, that three teachers' practical knowledge are highly dependent on the contexts. In comparison with routine classes, quality questioning is embodied well and sufficiently in public classes. And if the text information is more interesting and challenging, diverse thinking levels of questioning tend to be achieved better.

Thirdly, based on the investigation of factors influencing three teachers' practical knowledge about questioning, the research finds that the three teachers are subject to different reasons under the influence of historical school traditions. Ms. Su is "succession from mentor type", meaning her practical knowledge is mostly from her mentor; Ms. Hang is "school affordance type" which denotes Hang's practical knowledge is all from her work place, namely her school; Ms. Jiang is from one of the most economically and culturally developed city—Shanghai, though her school is not a renowned school, the outside environment provides rich affordance to her, and the affordances are from different sources, plus her strong teacher agency, is a "self-development type" teacher.

This research finally discusses the characteristics of teacher learning in China, which reflected from the three cases from cultural-historical activity perspectives. It is posited that teacher practical knowledge development is closely related to teachers' expansive learning and cross-boundary learning. If the scopes of activity systems are narrow, the learning is limited. The cooperation between government, schools and

community should be strengthened in the future, which could enrich learning affordances, make cross-boundary learning possible for teachers. In addition, from the ecological perspective, three teachers' teacher agency will be reduced if their career goals are not clear, their perception and application of the affordances for teacher development will be also limited. Among the three cases, Ms. Jiang has very clear career goals, her agency works actively, gaining various affordances from her living and working environment, thus getting better results, and positive development trajectory.

Based on the above findings, the research proposes a questioning design frame in relation to connecting factors to promote students' thinking, some practical suggestions for classroom practice are discussed subsequently. Moreover, the contextual characteristics of practical knowledge are analyzed, which enriches the understanding about the connotations of practical knowledge. The research finally proposes a theoretical framework for teachers' multi-dimensional practical knowledge growth from the perspective of cultural-historical activity theory. Some theoretical and practical suggestions for teacher professional development in the future are also put forward.

The present study has some limitations, except for the unavoidable subjectivity of qualitative study, the future may recruit more and different gender participants, extend the research length, and adopt diverse methods to conduct the research in order to gain in-depth multi-layer analysis of teacher questioning and the dynamic formation of teacher practical knowledge.

Key words: secondary school English teachers, practical knowledge about questioning, teacher beliefs, teacher learning, activity theory