

摘要

近 15 年来, 语言教师身份认同及其建构过程受到学界广泛关注, 相关研究成果迅速增长, 逐渐成为语言教师专业发展研究领域的一个独立分野。通过对文献的详细梳理, 发现已有研究虽数量较多, 但大多研究, 尤其是国内相关研究多以城市地区及高校环境为研究场域, 研究对象也多为高校英语教师。以基础教育, 特别是以乡村地区中、小学英语教师为对象的实证研究偏少。此外, 鲜有研究将工作在地域更为偏远, 社会文化情境更为复杂, 语言环境更为多样的少数民族地区教师作为研究对象, 对这一教师群体的身份认同与建构过程了解较少。针对这一研究空挡, 本研究选取在云南少数民族地区中学指教的三位英语教师为研究对象, 探究其在多民族、多语言的社会文化环境下教师身份认同的形成、发展过程, 以及多种内部与外部因素对于教师身份认同建构过程产生的影响。

根据研究问题的属性, 本研究采用质化研究范式, 以教师“话语—实践认同”理论、“个人历史”理论以及“身份形成”理论为整合理论解释框架, 使用半结构访谈、刺激回忆访谈、非参与式观察、课堂录音录像、田野日志与文档资料等多样化的质化研究方法生成数据, 探究中学英语教师身份认同的实质与建构过程。

数据分析表明, 中学英语教师身份认同的建构过程是一个长期、复杂、动态、多维的过程, 在教师自身专业发展的不同时期呈现出阶段性特征。首先, 身份认同形成于教师早期的个人生活经历。教师职前个人生活经历, 如重要事件、重要他人、个人兴趣、教师模范、语言学习经历等对身份认同与建构过程起到直接影响。其次, 身份认同在教师多样化的专业经历中得到发展。教师职前专业学习经历、反思性教学实践、教研组讨论与集体备课以及参与教师科研活动对其身份认同的发展具有关键作用。此外, 少数民族地区中学英语教师在形成身份认同的过程中受到三个层面的因素的影响: 区域性社会经济发展状况、学校所在地的民族文化特性对教师身份认同的形成与发展构成宏观层面的影响; 教学工作氛围、以“国家中小学教师培训计划”为代表的不同级别教师专业培训强有力地促进和影响教师身份认同的建构过程, 对教师专业身份认同形成中观层面的影响; 教师的学科知识、教学信念、主观能动性、专业学习与教学能力从微观层面影响教师身份认同的建构过程。

本研究进一步拓展了对于语言教师身份认同的内涵、身份认同建构的动态过程以及多维度影响因素的认识，在此基础上提出了我国中学英语教师身份认同发展和建构的理论模型。本研究对语言教师，尤其是对于工作在地域偏远、教育资源相对匮乏、多民族、多语言情境中的中学英语教师进行有效的专业发展起到一定的启示，对教育政策的制定、实施以及语言教师教育研究亦具有一定参考价值。

关键词：英语教师专业发展；英语教师专业身份认同与建构；中学英语教师

Abstract

Language teacher identity research has grown exponentially over the past 15 years. Existing scholarship has proved that the construction of language teacher identity is a multifaceted and constantly shifting process which has been influenced by a wide range of personal, professional and contextual factors. Notwithstanding the copious research on language teacher identity, fewer studies have been conducted to examine secondary EFL teachers' professional identity construction, and little is known about professional identity development of teachers in rural elementary or secondary schools in ethnic minority regions. In order to fill the gaps in literature, this study aims to explore secondary school EFL teachers' professional identity development, and to examine the factors that might influence the process of teacher professional identity construction.

This study selects three English teachers from rural secondary schools in Xishuangbanna Dai Autonomous Prefecture as research participants, Yunnan Province, P.R. China. Guided by an integrated theoretical framework (the Identity Formation Theory, the History-in-Person theory, Identity-in-Discourse and Identity-in-Practice), this qualitative case study adopts stimulated-recall interview, non-participant observation, documents and field note as research instruments to generate data.

Findings from case studies reveal that for the rural secondary school EFL teachers, their professional identity is an intricate, dynamic and formative process, which has been formed, developed, reshaped and enhanced in teacher's personal and professional experiences. As for the personal dimension, teachers' personal biographies, including critical events, significant others, teacher role models, personal hobbies, earlier language learning experiences have direct connection with the formation of teacher's professional identities. Teachers' professional experiences, including their practicum, reflective classroom practices, school-based peer coaching activities and their attempts in conducting action research have been discovered as powerful forces in shaping EFL teachers' professional self.

This study also identifies three major tiers of influencing factors that have affected the participant teachers' construction of professional identity: the local socioeconomic situation and ethnic cultural context as the macro-level; institutional environment, professional training program and courses as the meso-level; teachers'

personal qualities including their linguistic competences, teaching beliefs and agentive quality micro-level of influencing factors. This study argues that these influencing factors act as both formative elements and powerful variables in creating and shaping the teachers' professional identity. Findings of this study contribute to the understanding of the complexity of teachers' professional identity development, and provide valuable information for language teaching and language teacher education research.

Keywords: EFL teacher professional development; language teacher identity and construction; rural secondary school EFL teachers