

摘要

近年来,科研工作在我国高校外语学科发展中倍受重视。学术论文写作发表作为科研工作的重要组成部分是困扰不少高校外语教师的难题,目前研究缺乏对该问题深入细致的探讨。本研究旨在采用主位视角探索我国有一定写作发表经验的高校英语教师进行写作发表的经历与体验,了解他们开展写作发表的动机、在写作发表过程中经历的曲折与成长以及他们在写作发表过程中与学术环境之间的互动。

研究主要采用了质化的方法,分为两个阶段展开:第一阶段通过叙事问卷收集资料,对139名高校英语教师开展学术论文写作发表的概况进行了调查,第二阶段通过收集四名教师的访谈资料 and 文件资料,对其学术论文写作发表的经历与体验进行了深度探究。

研究发现我国高校英语教师是在复杂多维的动机驱使下开展学术论文写作发表的。写作发表动机伴随写作发表认知、写作发表实践以及教师所处情境的变化呈现出一定的动态变化性。复杂动态的写作发表动机亦有一定的规律可循:写作发表动机的强弱与写作发表实践开展的积极性密切相关;在内部动机驱使下进行写作发表的过程对于教师而言会更加愉悦;在一定的条件下外部动机能够向内部动机转化。

我国高校英语教师开展学术论文写作发表经历了曲折向上的过程:一开始教师受写作发表理论性知识和实践性知识不足的制约,进行写作发表常存在困难;为了降低写作发表的难度,教师主要通过正式和非正式的学习以及个人的反思实践拓展写作发表知识;当教师写作发表知识增长到一定程度时,教师进行写作发表的难度有所降低;如果写作发表目标发生转换和/或提升,写作发表的难度又会增加,需要教师在反思性实践中对原有的写作发表知识结构进行调整。写作发表的过程虽然曲折,但是在不断增加写作发表知识、推进写作发表实践的过程中,教师提升了自身的学术素养,提高了自我效能感,渐渐融入到学科共同体中,增强了对研究者身份的认同感。

学术环境对我国高校英语教师开展学术论文写作发表有着重要的影响,影响较大的有人际环境和学校环境,社会文化环境产生的影响相对较小。具体哪些学

术环境对教师写作发表产生了影响、产生了怎样的影响、影响程度如何均呈现出一定的个人特异性，与教师本身的个性，教师对于互动的认知、教师与环境进行互动的主观能动性以及教师具体所处的情境有一定关系。

在上述研究发现的基础上，本研究提出了我国高校英语教师学术写作发表理论模型，呈现出教师进行写作发表是动机、知识、实践和学术环境交互碰撞与重塑的复杂动态过程，对高校英语教师写作发表状况的改善有一定的启示意义，对未来学术写作发表研究的开展也有一定的参考价值。

关键词：学术写作发表；动机；知识；学术环境；个人能动性

Abstract

As an indispensable part of research practice, writing for publication is identified as a pain in the neck for a large proportion of Chinese university EFL teachers. A review of the literature reveals that few studies have been done to examine the aforementioned problem in detail. This study attempts to explore the writing for publication experiences of Chinese university EFL teachers who have their research published in academic journals, understanding their motivation to write for publication, their struggle and growth in the process and their interaction with the academic environment.

A qualitative narrative approach was adopted in the study, which was divided into two phases. Narrative frames were employed for the first phase to elicit general information on 139 participants' writing for publication experiences. For the second phase, data were collected about four teachers' writing for publication experiences via interviews and documents.

This study found that Chinese university EFL teachers' motivation to write for publication was complicated and multi-dimensional. The teachers' motivation was dynamic and changed in accordance with variation in their cognition, practice, and the situation they were confronted with. The strength of motivation was closely related to the extent to which the teachers engaged themselves in writing for publication. Teachers driven by internal motivation tended to take more pleasure in writing for publication. Internal motivation was inclined to overtake external motivation under certain circumstances.

Findings of the study also suggested that Chinese university EFL teachers experienced struggle and growth in their endeavor to write for publication. More often than not, the teachers found it difficult to start writing for publication for lack of general theoretical knowledge and personal practical knowledge. To overcome the difficulty, the teachers strove to enlarge their knowledge by means of formal and informal learning as well as reflective practice. As the teachers accumulated a certain

amount of knowledge, writing for publication would be less difficult than before. However, new obstacles arose as a result of transformed or lifted goals of writing for publication, requiring the teachers to expand their knowledge through reflective practice. In the struggle to acquire knowledge of writing for publication and put the knowledge into practice, the teachers experienced personal growth such as developing academic literacy, enhancing self-efficacy, socializing into the disciplinary community and constructing the researcher identity.

It was also found that academic environment played an important role in Chinese university EFL teachers' writing for publication process. Interpersonal environment and institutional environment exerted more influence on the process than socio-cultural environment. How and to what extent the environment of each category influenced individual teachers varied according to the teachers' personality, their cognition about interaction with the environment, their agency in the interaction and the situation they were faced with.

On the basis of the findings, the study puts forward a tentative theoretical model about Chinese university EFL teachers' writing for publication. The model proposes that writing for publication is a complex and dynamic process which involves the interplay of motivation, knowledge, practice and academic environment. The model provides implications for the improvement of Chinese university EFL teachers' writing for publication practice and is expected to serve as a frame of reference for future related studies.

Key words: writing for publication; motivation; knowledge; academic environment; agency