

摘要

伴随移动信息通信技术（MICT）在新千年的快速发展，我国高校英语教学既充满机遇，也面临诸多挑战。先导研究发现，越来越多的教师开始挑战主流的英语教学方法，借助移动辅助语言学习（MALL）实施混合型英语课程教学。现有的研究显示，语言教师的信念在移动辅助英语学习的教学决策中起着至关重要的作用，但是在他们将新兴的移动信息通信技术资源融入教学的过程中，教师的信念与实践存在自相矛盾的现象。虽然目前为止，学界对于教师的信念与实践已进行了广泛的研究，但对于移动辅助语言学习环境下的高校英语非母语教师的信念分类及教学方法的调研却并不多见。

本研究尝试聚焦中国内陆地区高校英语非母语教师对于移动辅助语言学习的教学信念，并对他们在课堂内外使用移动信息通信技术、尤其是以社交网络服务作为辅助工具以开展移动辅助语言教学的过程进行探究。结合本研究的探索性和社会导向特征，采用了 Q 分类法与案例研究法相结合的混合研究设计，从定性和定量两方面探究了中国中部地区的山西省高校教师对于移动辅助英语教学的信念与实践。在第一阶段，运用 Q 分类法调查了来自山西省内 4 所高校的 37 名英语教师的教学信念，内容涉及：英语语言学理论、英语教学法、课程内容、师生角色、移动信息通信技术的教育教学使用和英语教师职业观。在第二阶段，基于 Q 分类数据分析，研究了 3 位教师在教学过程中如何构建信念并创新实践、以及如何协调信念与实践之间的矛盾冲突。

通过对 Q 分类和后续访谈数据进行分析，发现 4 类特色鲜明的高校英语教师，分别为：以学生为中心、但对移动辅助语言学习认识不足的决策者；缺乏移动信息通信技术整合能力的移动辅助语言学习推动者；一定程度上倾向于移动辅助语言学习的反思实践者；以及对移动辅助语言学习持保守态度的知识加工者。总体来看，教师对于移动辅助语言学习的英语教学持中间态度，对移动信息通信技术在英语教学中的整合应用较为局限，尤其是在社交网络服务的使用方面。这些情况一定程度上导致其较为中立、保守的信念观与实践观。从案例分析的研究结果可以看出，以下因素对于三位教师开拓移动辅助英语教学新视野的能力有着至关重要的影响：能否依托移动辅助语言学习的交际环境、能否适应多样化的学生需求与管理要求、及能否利用移动辅助语言学习技术采取

获得信息与知识的适当方法。在此基础上构建的教学模型，为我国高等教育环境下的移动辅助语言教学提供了理论依据，有助于更多高校教师拓展其教学视界。

本研究的理论贡献主要是在 Q 分类和个案研究的基础上，提出了移动辅助语言教学模型，并对不同情境下英语教师的教学实践进行了探讨。研究认为，移动辅助英语教学的设计与实施是基于教师个人理论、移动信息通信技术培养、英语语言知识动态变化和学习者流动性特征的、发生于课堂内外的一种持续、循环的过程；教师的信念与实践受到教学、技术、内容等因素的共同作用与影响，由计划、探究，再到实践、反思四个阶段构成。

本研究促进了教师对以社交网络服务为代表的移动信息通信技术的全面理解，助推了移动信息通信技术与移动辅助语言教学的融合，强调围绕技术看教育，即：探索移动信息通信技术内在的教育属性和特征；而非把技术单纯置于教育背景下，过分依赖移动信息通信技术在教学中的使用。

同时，本研究对高校英语教师教学和“移动化”学生学习过程具有一定的启示意义，也为课程内容的设计和线上/线下课堂的管理提供了实证数据。此外，本研究细致梳理了 Q 分类与案例相结合的研究方法，对外语教育研究的多元化方法创新做出了一定的贡献；同时这一探索性的混合研究设计也被证明可以成功应用于移动辅助语言学习领域的相关课题研究。

关键词：移动辅助语言教学；高校英语教师；教师信念；教师实践；Q 分类法

Abstract

With the rapid development of Mobile Information and Communications Technology (MICT) in the new millennium, tertiary English Language Teaching (ELT) in the People's Republic of China is confronted with both challenges and opportunities. Based on the results of a pilot study, a growing number of teachers have set out to challenge predominant ELT methods and made efforts to implement a hybrid ELT curriculum with Mobile-assisted Language Learning (MALL).

According to literature review, language teachers' beliefs play a critical role in making decisions about how to conduct MALL for ELT, but there is inconsistency between teachers' pedagogical beliefs and practices when they incorporate emerging MICT resources, such as MALL technology, into their teaching routines. Although extensive research has been carried out on teachers' beliefs and practices, little has been done to categorize tertiary English as a Foreign Language (EFL) teachers' beliefs and investigate their pedagogy situated in a MALL context.

This study attempts to identify tertiary EFL teachers' beliefs about MALL for ELT in China's hinterland, and to examine their use of MICT, represented by social networking services (SNS), as supplemental tools during the implementation of MALL pedagogy within and beyond classrooms. In light of the exploratory and social orientation of this study, a mixed research design—Q sorting and case study research—is employed, focusing on both qualitative and quantitative analysis of teachers' beliefs and practices regarding MALL pedagogy for tertiary ELT in central China's Shanxi Province. Q sorting is conducted in the first phase of the study, with 37 EFL teachers from four universities in Shanxi, to elicit tertiary teachers' beliefs regarding MALL for ELT, in terms of English linguistic theories, EFL pedagogy, curriculum content, teacher-student roles, MICT for education, and teaching as a profession. In the second phase, based on the Q sort data analysis, three teachers are investigated in-depth to understand how their beliefs are constructed and their practices innovated when incorporating MALL in ELT, and how they reconcile conflicting factors between their beliefs and practices.

Findings from the analysis of Q sorts and follow-up interview data reveal four characteristic categories of tertiary EFL teachers: 1) Limited-MALL-minded student-centered decision makers; 2) MALL facilitators not proficient in MICT integration; 3) Mildly MALL-oriented reflective practitioners; and 4) Knowledge processors

cautious about MALL. Teachers in Shanxi generally hold an intermediate orientation to MALL for ELT and possess a relatively limited scope on MICT integration, especially the application of SNS, resulting in somewhat neutral or conservative beliefs and practices. Findings from the case study analysis suggest that access to a communicative MALL environment, adaptation to complex student and administrative demands, and the use of pedagogical strategies to access information and knowledge with MALL technology, all play a critical role in the ability of teachers to achieve new tertiary ELT horizons. On this basis, a pedagogical framework is constructed to provide a theoretical model of MALL pedagogy for ELT that could help other teachers in China's tertiary education system reach new horizons.

The theoretical contribution of this study lies mainly in proposing a model of MALL pedagogy for ELT, informed by Q sorting and strengthened by multiple-case studies exploring teachers' pedagogical practices in different settings. It is argued that the design and implementation of MALL pedagogy for ELT based on teachers' personal theories, MICT affordances, English language dynamics, and learner mobilities, is an ongoing and cyclical process occurring in and beyond the classroom. Causative factors from pedagogical, technological, and content aspects of teaching work collaboratively to form and modify teachers' beliefs and practices during all stages of instruction, from planning and inquiry to practice and reflection. The framework proposed in this study could enhance teacher comprehension of MICT potential represented by SNS, which could improve its incorporation into MALL pedagogy for ELT, and place greater emphasis on the exploration of educational features of MICT, rather than the application of MICT for pedagogical uses.

The study also offers pedagogical implications for tertiary EFL teachers, learning experiences for 'mobile' students, and empirical data for curriculum design and online/offline classroom administrations. Moreover, the study makes a contribution to greater methodological pluralism in foreign language education studies by detailing the use of Q sorting in combination with case study research, and proves that such an exploratory mixed-method design, can be successfully applied to research questions about MALL studies.

Keywords: MALL pedagogy; tertiary EFL teachers; teachers' beliefs; teachers' practices; Q sorting