

## 摘要

建国后的中学英语教育改革取得了令人瞩目的成就,但每一次改革都遗留了不少问题亟待改进。新一轮课程改革始于 2013 年,它不仅在教学内容、方法上提出了新的理念,同时赋予教师更多权力,鼓励教师在课堂中对新的理念进行实践与探索。在此背景下,探讨教师面对课程改革的能动性对了解新的理念如何在课堂教学中被落实具有重要意义。

本研究以上海市 Y 区 H 高中的三堂英语公开课为例,提出以下三个研究问题:(1)教师在试讲前/中如何理解并体现活动观?(2)试讲后,教师如何协调不同政策主体的意见来修改/维持活动设计?(3)什么因素促进或限制了教师能动性的实现?

本研究采用语言政策民族志的方法进行了 10 个月的田野调查。通过参与式观察、访谈以及文本收集这三种主要方式,研究者搜集了不同类型的数据,包含了课堂录音、评课录音、书面教学材料(教案、书本、教学参考、PPT 等)、田野笔记、访谈文本等。在分析时,本研究基于语言政策仲裁者模型以及生态视角下的能动性理论采用了联结分析法,将教师在课堂内外所采取的行动视为政策行动,以试讲和正式授课作为两个节点,对教师如何能动地落实活动观政策进行分析,并进一步探究影响教师能动性的因素。

本研究有以下发现:首先,教师能够将活动观理念落实到课堂实践中,使用“活动”串联课堂。但他们对“活动观”的理解都是基于自身的经验,政策执行是无意识下的结果。其次,不同权力主体对教师践行“活动观”提出了各自的见解,教师接受或拒绝其中的各种意见,并通过增加、删减活动以及调整活动呈现方式等手段协调不同政策主体的意见。第三,个人经验、试讲以及和不同政策主体之间的沟通成为促进实现教师能动性的重要因素,但是来自权力主体的意见也会抑制教师的能动性,这一结果揭示了教师虽然是语言政策最终的仲裁者,但仍不可避免地受其他具有权力的语言政策仲裁者的影响。

**关键词:** 英语学习活动观; 教师能动性; 语言政策仲裁者; 生态视角; 联结分析

## Abstract

The reform of secondary English education after the founding of PRC has made remarkable achievements, but each reform has left a lot of problems that need to be improved. The new round of curriculum reform, which began in 2013, not only proposes new ideas in teaching content and methods but also empowers teachers and encourages them to practice and innovate in the class. In this context, it is important to explore teacher agency in the face of curriculum reform to understand how the new policy is implemented in class teaching.

In this study, three English institutional showcases from High School H in District Y, Shanghai, were used as examples to ask the following three research questions: (1) How did teachers understand and reflect the view of English Learning Activity in the curriculum design before the trial lessons? (2) How do teachers coordinate the views of different policy actors to modify/maintain the activity design after the trial lessons? (3) What factors facilitate or limit the achievement of teacher agency?

This study was conducted over 10-month fieldwork using a language policy ethnography. Through three main methods: participant observation, interviews, and documentation, this study collected different types of data, including classroom recordings, class evaluation recordings, written teaching materials (lesson plans, books, teaching references, PPTs, etc.), field notes, and interviews. Based on the model of language policy arbiters and the ecological perspective of agency, this study adopted nexus analysis, which considered teachers' actions inside and outside the classroom as policy actions, and used the trial lessons and the formal lessons as two nexus points to analyze how teachers implemented the view of English Learning Activity actively and further explored the factors that influenced teacher agency.

The study found: First, teachers were able to implement the view of English Learning Activity in their classroom practice and use activities to link their classes. However, their understanding of the concept was based on their own experiences, and the implementation of the policy was an unconscious result. Secondly, teachers accepted or rejected the opinions of different power corpus on the implementation of the view of English Learning Activity, and coordinated the opinions of different policy arbiters by adding and deleting activities and adjusting the presentation of activities. Third, while personal experience, trial lessons, and communication with different

policy actors were important factors in promoting teacher agency, opinions from the power corpus also restricted teacher agency, revealing that even if teachers were the ultimate arbiters of language policy, they were inevitably influenced by other arbiters of language policy who had power.

**Key words:** The view of English Learning Activity; Teacher agency; Language policy arbiters; Ecological Perspective; Nexus Analysis