

摘要

随着越来越多的教育实证研究采用社会文化视角阐释现象,教师工作和生活已成为研究者日益关注的领域。我国英语教师梯队中女性教师占绝大多数,然而聚焦女性教师的研究相对匮乏。教师能动性是教师作为认知和实践的主体不断进行选择、控制、行动和反思,从而对教学活动、职业发展和课程改革施加影响的过程。为拓展对教师能动性的认识,尤其是女性教师如何在职业生涯中发挥自己的职业能动性,本项质性案例研究在探寻、分析和阐释了上海市某高校三位女性英语教师的教学、科研及教师学习活动,以期揭示她们的职业能动性在其教师职业发展历程中的作用。

基于研究问题(参与教师发挥职业能动性的方式及其与社会情境积极互动的过程)和在文献综述基础上产生的理论框架,本研究首先邀请了上海市某高校的九名女性英语教师参与了叙事问卷的填写,并在问卷基础上进一步筛选了三位教师参与主体研究,采用隐喻法和时间轴方法收集背景信息,半结构化访谈法和课堂观察法探索核心问题,文本资料收集和网络志方法予以补充,将不同形式的数据进行了汇总和转写。通过计算机辅助的质性数据分析方法对所获资料开展的主题分析,深入剖析了参与教师在职场活动中发挥其职业能动性的方式和特点,并讨论了影响其发挥职业能动性的多重因素。本研究获得了如下发现:

首先,参与教师在一系列语言教师职业发展活动中(课堂教学、科研活动和教师学习)发挥的职业能动性体现在:1)她们表现出积极的能动信念,如大学英语教学不应当只局限于语言知识的传授,更应培养学生的问题意识、批判思维和综合能力;科研活动是高校英语教师职业发展的必要环节,严谨的科研态度、有价值的研究问题和扎实的研究素养是前提条件;作为一名语言教师应当秉承“终身学习”的理念,通过多种学习方式与时俱进。2)她们具有一定的能动能力将其职业发展的信念转化为具体实践,在不断地目标设立、拟定计划、开展行动及反思内省等过程中进行意义建构,逐渐完善自己作为语言教师的学科教学知识,提高自己开展各类英语语言文学及语言教育等研究的能力,并积极拓展个人学习的多维渠道,实现其职业历程的可持续发展。3)她们在信念转化为实践的过程中展示了自己独特的能动倾向,如自信、自律、毅力和坚韧,尽管在不同的

职业发展阶段偶有迷茫、倦怠和自我怀疑，但通过积极的心理暗示和能动实践，消极态度与情感可以及时转化为下一轮行动的动力。

其次，参与教师发挥职业能动性的过程具有动态性、复杂性、反思性和情境性，是自我与他人、与环境不断互动和对话的过程：参与教师的个人经历（如英语学习经历、研究经历和职业发展历史）、教师与他人的互动（如家人的支持、师长的榜样力量、朋友的影响）、教师的工作环境（如学生在课堂教学中的参与和表现、同事带来的同伴压力、教师共同体中的学习、不同学院的组织机构文化、稳步推进的学院课程改革）及宏观的社会文化情境（如社会对大学教师的职业认可度、对不同性别角色分工的期待、传统与现代的教育理念的并存）对她们职业能动性的发挥及职业轨迹有重要的影响。参与教师在发挥能动性的过程中一方面受环境的影响和塑造，一方面能够不断地进行选择、控制和行动，积极构建个人的职业图景并对周围环境产生潜移默化的影响。

诚然，本研究的目的在于建立男女教师的二元对立或凸显能动性为女性教师独有，研究结果确实表明高校女性英语教师的职业能动性本身是一个“性别中立”的概念，但职业能动性作为一个开放的系统，它在某种程度上会受到女性教师性别能动性的影响：女性教师具有职业和家庭等多维身份认同，在努力实现“工作-生活平衡”与克服角色冲突的过程中，她们展现了积极的信念，在不断的自我定位、积极的行动和及时的反思中，致力于克服身份认同危机、顽固的社会性别偏见和职场的发展瓶颈，以实现职业发展愿景，谱写理想与实践的“复调”。

本研究具有一定的理论和现实意义：通过对高校女性英语教师职场活动及其能动性的“深描”，展现了她们积极的职业面貌，深入剖析了其职业发展的动态历程，充实了有关女性教师的实证研究，丰富了语言教师能动性崭新的研究视角，为高校女性英语教师的职业发展提供了启示，为高校英语教师的课堂教学、科研活动、职场学习及相关政策的制定提供了可借鉴的依据。本项探索性质性研究限制了其“代表性”和研究结果的“可普及性”，但可以作为后续大规模量化问卷的起点，以调查不同地域、高校、教龄、职称的女性英语教师职业能动性的发挥程度、特点及趋势。

关键词：职业能动性；能动信念；能动能力；能动倾向；女性英语教师

Abstract

The burgeoning of educational research from the sociocultural perspective has fostered a spectacular expansion of scholarly interests in the work and lives of teachers. In particular, female faculty constitutes a large proportion of the EFL (English as a Foreign Language) teaching force in China. As yet, studies on female EFL teachers and their professional development appear to be largely missing. With the aim of exploring how female EFL teachers become shapers of their own lives, i.e., their professional agency, this qualitative study sets out to trace how three female EFL teachers at a university of Shanghai act proactively to initiate and steer changes, to explore the fabric of their professional lives, and in so doing, attempts to expand the understanding of teacher agency, and to foreground the phenomena how female EFL teachers seek progressions in their career routes.

Guided by the research questions (the enactment of professional agency and the negotiation with the contextual influences) and the theoretical framework, this study adopts an eclectic collection of methods: narrative questionnaire is administered to nine female EFL teachers at a university of Shanghai, based upon which, three of them are invited to participate in the follow-up research. Metaphor, concept map, and timeline are utilized to collect the background information; semi-structured interview and classroom observation are conducted as the main protocols; artifacts and netnographic data collection are applied as the supplementary approaches. On the basis of transcribing different sources of the data and conducting a thematic data analysis facilitated by CAQDA (Computer Assisted Qualitative Data Analysis), the findings suggest that the participant teachers enact their professional agency by partaking in multifarious teaching, academic research, and teacher learning activities: they articulate their agency beliefs concerning these dimensions; they intend to fulfill their aspirations by actualizing their agency competence through a series of goal-setting, envisioning, acting, and reflecting practices so as to make decisions, maneuver between repertoires, and frame future actions; they demonstrate their

agency inclination as the mediation between their beliefs and practices; additionally, their enactment of professional agency is reflective of the dynamic and discursive interplay of their personal biographies, interpersonal relations, institutional environments, as well as the macro social context .

Although this study does not intend to build a binary division between female and male EFL teachers or to highlight the uniqueness of gendered agency, it indeed suggests that female EFL teachers' professional agency, though found to be gender-neutral, as an open entity, it is sometimes influenced by female teachers' gendered agency when their intentions and efforts to deal with work-life balance and to avoid role conflicts are addressed. They are found to be agentic practitioners to fulfill their dual commitments in workplace and the family through a vast array of meaning-making efforts although there are sometimes rooted prejudices or "glass ceiling" for their professional development. Taken together, the research findings attempt to create compelling portraits of female EFL teachers' proactive engagement with their professional tasks and the multiple influences that contribute to the exercises of their professional agency.

The study reported here, although relatively small-scale and with some limitations, for instance, generalizability and representativeness, the endeavor to adopt the explorative inquiry and the nuanced approach has contributed to the existing body of research on female teachers' professional development and illuminated thinking about the issue of teacher agency by problematizing and complicating female professionals' active positioning and engagement in their career circle. It is indicated that addressing the need of and understanding the trajectories of female teachers' career development, cultivating and fostering their agency at work can help more practitioners get ready for challenges and changes to come in their professional paths leading to excellence.

Keywords: professional agency; agency beliefs; agency competence; agency inclination; female EFL teachers