

摘要

社会与科学技术的不断发展,推动以计算机和网络技术为标志的信息技术进入外语教学领域,外语知识的传播途径和方式呈现多样化趋势,外语教师教学手段发生急剧变革。外部技术变革与国家教育政策的实施,对教师在技术环境下开展教学提出了新的要求,高校英语教师除需具备必要的语言能力素养外,还需具备较好的信息素养和多媒体教学能力才能适应教育信息化发展对大学英语的教学要求。知识可视化教学既是教师教学思维的转变,也是教师解决问题方式的转变。为适应技术变革带来的教学方式转变,通过有效途径不断提高学习者的学习效率,顺应时代推动教师自身专业发展,高校英语教师在大学英语教学中的知识可视化信念特征与教学实践成为关键议题。

本研究以我国西南地区某高校三位教授大学英语综合课的英语教师为研究对象,通过课堂观察具体呈现并分析阐释了三位研究对象在大学英语综合课开展知识可视化教学实践的情况,结合叙事问卷、访谈对研究对象的个体经历、学习经历、教学经历等进行系统梳理;通过整合课堂观察数据、深度访谈数据与其他辅助资料数据,对研究对象的知识可视化信念的形成、发展与特征,及其教师个人的知识可视化教学理念、教师教法和教学设计进行深入挖掘,借助本研究对核心概念的文献回顾梳理所构建的理论框架与概念框架,揭示高校英语教师知识可视化信念与实践的互动发展过程及相关影响因素,探究高校英语教师在当前技术手段不断融入英语学科教学背景下,教师通过知识可视化教学实践与教学信念的互动协商,促使其教师专业的发展。

本研究发现高校英语教师知识可视化视觉表征的使用倾向表现为:高校英语教师具有个人作为学习者的言语-表象认知风格共性,其通过视觉表征承载外语知识(图像-文本结合)的教学实践行为受认知风格影响。在视觉表征选择和使用倾向上,呈现出主要采用基于教学内容进行设计和绘制各类图形图像开展教学的共性;在其大学英语综合课教学中均使用了知识可视化手段(视觉表征)对外语知识加以表征和呈现,或用以整合英语学科内容知识(English-CK),或用以呈现其教学法知识(PK),但他们对视觉表征的使用(数量及类型),对视觉表征所承载的外语知识(用时占比/偏好),以及通过知识可视化实践最终想要达到的教学目标却各不相同。影响高校英语教师TPACK水平、教师知识可视化认知风格及实践差异的另一个重要因素,是他们先前已有的知识和观念及其对教师和教学的信念,即教师实践性知识的差异;因而,三位研究对象受其整体TPACK水平、实践性知识、言语-表象认知风格及教师信念的共同影响,呈现出他们各自的知识可视化教学实践特征。知识可视化实践特征主要表现为:视觉表征为支

架的读写互促策略构建型课堂；视听环境为依托的语用实践情境互动型课堂；视觉学习为基础的自主探究中介进取型课堂。研究对象知识可视化实践的共性体现在：知识可视化教学思维的介入；知识可视化教学手段的使用；知识可视化教师教法体现出的外语教师教学信念与实践的重塑；而差异主要在于：教师个人对大学英语教学目标达成的知识可视化信念与实践有所不同；教师对知识可视化视觉表征在大学英语教学中的功能表达及意义传递理解各异；教师对知识可视化教学实践的组织形式及技术支持选用方式有所差异。

高校英语教师知识可视化信念与实践的影响因素主要受个体因素、处境因素及外部因素影响；此三方面影响因素在教师成长、学习及专业发展过程中，以复杂动态系统特征不断合力塑造着教师知识可视化信念与教学实践的变化与发展；个体因素主要包括：原生家庭资本、学历教育、专业学习培训、职业经历及教学实践。处境因素主要涉及：校本技术推进、教学文化创设、教学方案设置及要求、教学政策响应、资源配置、师资培训和同侪互动；外部因素主要涉及：当前技术背景与多媒体学习文化、教育信息化改革、高等外语教育政策、多媒体学习资源及 MOOC 开发利用、标准化考试以及学术成果转化。上述所有因素又全部受到社会文化背景的整体历时影响而不断发生变化而整体构成一个动态复杂系统。

本研究在理论和实践两个层面，对目前身处信息技术蓬勃发展，国家大力推进外语教育现代化、信息化时代洪流中的高校英语教师、教师教育者和学校管理者具有现实意义。理论层面，通过本研究对高校英语教师知识可视化信念特征和教学实践的深入探究，从教师信念的广泛理论构建与探讨中更为深入地聚焦于外语教师知识可视化信念的形成、发展、特征及其与知识可视化教学实践的互动关系，更为具体地阐明外语教师知识可视化信念与实践的影响因素；并从外语教师在英语学科教学中对技术知识的整合，外语教师知识可视化信念特征及外语教学知识可视化实践三个层面，对当前信息技术环境下，高校英语教师的大学英语教学形成上述三个维度的理论重构，为广大高校教学一线的英语教师以此开展行动研究提供理论参考。实践层面，通过本研究的深描厚述和分析讨论，可为外语教育信息化改革中高校的政策制定者和教师教育者提供一定样本，为各高校英语学科及教师的专业发展创建适切且及时的相关教师培训机制，提供有较强针对性的数字素养、信息素养、媒介素养、视觉素养等专项培训，推动外部及处境因素调整从而促成教师个体因素影响下的教师教学观念、技能和教师教法顺应时代发展作出相应调适和转变。

关键词： 高校英语教师； 大学英语； 知识可视化； 信念与实践

Abstract

With the continuous development of society, science and technology, information technology marked by computer and network technology has been promoted to enter the field of foreign language teaching. The ways and means of transmitting foreign language knowledge have been diversified, and the teaching methods of foreign language teachers have changed dramatically. The external technological changes and the implementation of the national education policy put forward new requirements for teachers to carry out teaching in the technical environment. University EFL teachers need not only the necessary language literacy, but also better information literacy and multimedia teaching ability to meet the requirements of the development of educational information on college English teaching. Knowledge visualization teaching is not only the change of teachers' teaching thinking, but also the change of teachers' problem-solving methods. In order to adapt to the change of teaching methods brought about by technological changes, improve learners' learning efficiency through effective ways, and promote their professional development in accordance with the current of the times, university EFL teachers' knowledge visualization beliefs and teaching practice have become the key issues in college English teaching.

This study takes three English teachers who teach college English (integrated course) in a university in southwest China as the research object. Through classroom observation, the paper presents and analyzes the three subjects' practice of knowledge visualization teaching in college English (integrated course), and systematically combs the individual experience, learning experience and teaching experience of the research object combined with in-depth interview. By integrating classroom observation data, in-depth interview data and other auxiliary data, the study deeply explores the formation, development and characteristics of knowledge visualization belief of the participants, as well as the teachers' personal knowledge visualization teaching concepts, teaching methods and teaching designs. Through the literature review of the core concepts and the theoretical and conceptual frameworks constructed in this study, this paper reveals the interactive development process and related influencing factors of language teachers' knowledge visualization beliefs and practices, and explores university EFL teachers' negotiation of their teaching practices and pedagogical beliefs through knowledge visualization to advance their professional development in the

context of the ongoing integration of technological tools into college English teaching.

This study finds that university EFL teachers tend to use visual representation of knowledge as follows: university EFL teachers have a commonality of visual-verbal cognitive style of individuals as learners, and their teaching practice of carrying foreign language knowledge (image-text combination) through visual representation is affected by their cognitive style. In the selection and use of visual representation, it shows the commonness of designing and drawing all kinds of graphics and images based on teaching content; in college English (integrated course) teaching, knowledge visualization means (visual representation) is used to express and present foreign language knowledge, or to integrate English subject content knowledge (English-CK) or to present its pedagogical knowledge (PK), but their use of visual representation (quantity and type), foreign language knowledge carried by visual representation (time share / preference), and their ultimate goal of teaching through knowledge visualization practice are different. Another important factor that affects the level of TPACK, the cognitive style of teachers' knowledge visualization and the differences in practice of university EFL teachers is their prior knowledge and concepts and their belief in teachers and teaching, that is, English teachers' practitioner knowledge. Therefore, university EFL teachers' knowledge visualization teaching practice characteristics are influenced by their English-TPACK level, practitioners' knowledge, visual-verbal cognitive style and teachers' beliefs. Their knowledge visualization pedagogical characteristics are as follows: visual representation as a scaffold for the construction of mutual reading and writing strategies; audio-visual environment as a basis for the interactive language practice context; visual learning as a basis for independent inquiry-mediated enterprising classroom. The common features of knowledge visualization practices of the research objects are reflected in the intervention of knowledge visualization pedagogical thinking, the use of knowledge visualization pedagogical tools, and the reshaping of foreign language teachers' pedagogical beliefs and practices as reflected in their knowledge visualization pedagogy. However, the differences mainly lie in teachers' individual beliefs and practices of knowledge visualization for achieving college English teaching goals; teachers' different understandings of the functional expression and meaning transfer of visual representations of knowledge visualization in college English teaching; and teachers' different ways of organizing and selecting technical support for knowledge visualization teaching practices.

The influencing factors of university EFL teachers' knowledge visualization

beliefs and practice are mainly affected by individual factors, situated factors and external factors; these three factors constantly shape the change and development of teachers' knowledge visualization beliefs and teaching practice with complex dynamic system characteristics in the process of teachers' growth, learning and professional development. The individual factors mainly include: family-of-origin capital, educational background, professional learning and training, career history and teaching practice. The situated factors mainly involve: the promotion of school-based technology, the creation of teaching culture, the setting and requirements of teaching scheme, the response of teaching policies, resource allocation, teacher training and peer interaction (community of practice). The external factors mainly involve: current technology background and multimedia learning culture, educational informationization reform, higher foreign language education policy, development and utilization of multimedia learning resources and MOOC, standardized examination and academic achievement transformation. All of the above factors are influenced by the overall socio-cultural context over time and are constantly changing to form a dynamic and complex system as a whole.

This study has practical significance in both theoretical and practical aspects, for university EFL teachers, teacher educators and school administrators who are currently in the rapid development of information technology, the country vigorously promotes the modernization of foreign language education and the flood of information age. On the theoretical level, through the in-depth explorative study of university EFL teachers' knowledge visualization belief characteristics and teaching practice, this study probes into the extensive theoretical construction and discussion of teachers' beliefs, specifically expounds foreign language teachers' knowledge visualization beliefs and focuses more deeply on the formation, development, characteristics of foreign language teachers' knowledge visualization beliefs and their interactive relationship with knowledge visualization teaching practice. From the three aspects of foreign language teachers' integration of technical knowledge in English teaching, foreign language teachers' knowledge visualization belief characteristics and foreign language teaching knowledge visualization design, this paper forms the theoretical reconstruction of the above three dimensions of college English teaching under the current information technology environment, so as to provide theoretical basis for the majority of English teachers in colleges and universities to carry out action research referential resources. At the practical level, the in-depth description and analysis of this study can provide

some samples for college or university policy makers and teacher educators in the reform of foreign language education informatization, call their attentions to create relevant and timely teacher training mechanisms for university EFL teachers' professional development, and promptly provide university EFL teachers with special training on digital literacy, information literacy, media literacy, and visual literacy. By promoting the adjustment of external and situational factors, the teachers' teaching concepts, skills, and pedagogies under the influence of individual factors can be adjusted and transformed in response to the development of the times.

Key words: University EFL Teacher; College English; Knowledge Visualization; Beliefs and Practices