摘　要

教师领导力和实践共同体（Wenger，1991，1998，2011）特别是网络实践共同体是近年国际高等教育领域的热点话题，将教师科研领导力和网络实践共同体结合起来的研究，是当前国内外一个崭新的话题。

科研是我国高校英语教师工作的重要内容之一，日益成为制约众多中青年教师职业发展的瓶颈，从而引起学界越来越多的关注。已有研究描述现状提出策略的多，运用策略改变现状的少；所提策略中，自上而下的顶层设计多，自下而上的接地气实践少；大规模问卷调查报告多，案例分析实证研究少；未见针对外语教师领导力的研究，更未见针对网络环境下高校外语教师科研领导力（Evans，2014）发展的实证研究。当前经济全球化、教育国际化以及信息通讯技术迅猛发展，特别是我国高校外语教育改革的大背景下，教师合作学习和科研的探索显得尤为必要和重要。徐锦芬等研究者（2014: 34）指出"鉴于教师之间的互动合作对于促进教师专业发展有着重要作用，未来研究可借鉴实践共同体理论探讨中国环境下外语教师团队建设的模式和前提条件并进行相应的实证研究……未来研究也可以探讨教师在虚拟共同体上的合作与互动对其专业发展的影响"。鉴于此，本研究以实践共同体情境学习理论、群体动力学以及相关领导力理论为基础，采用网络人种志和自我人种志的方法，以某网络科研群为个案研究对象，对我国高校英语教师科研领导力的构成要素、发展特征及其影响要素进行探究。研究探讨三个主要问题：（1）我国高校英语教师科研领导力由哪些要素构成？（2）网络共同体环境下，高校英语教师科研领导力及其发展呈现怎样的特征？（3）网络共同体环境下，高校英语教师科研领导力发展的影响要素有哪些？各要素之间如何作用？

本研究中，科研领导力指高校外语教师个人和群体在科研态度、科研行为及学术能力发展等方面通过示范、赋权、分享和合作等方式对学生，校内外、国内外同行，以及社会产生影响的能力，包括个人和群体在科研活动中表现出来的

视野、决策力、沟通力、行动力、教练力、合作能力以及所达到的标准；它本质上是自我提高以及倡导和引发他人改变的能力。研究发现：

一、我国高校英语教师科研领导力的构成要素分知、情、意、行四个方面：知（Knowing），即教师知识及认知。教师知识指知识基础（学科知识、科研知识、信息通信技术等）和知识结构，教师认知主要指教师科研认知和自我认知；情和意（Being and Living together）在一起，指教师个人（和群体）的科研态度、科研价值及品质；行（Doing）即教师科研行为，具体为科研活动中表现出的问题解决（决策、沟通及执行等）能力以及教师合作学习和科研的能力。

二、网络共同体环境下，高校英语教师科研领导力及其发展呈现以下三个特征：（1）科研领导力是个连续体（continuum），受上述构成要素的影响，有大小之分、有效和无效之别以及发展快慢的差异；（2）自下而上的网络共同体中，有较为正式的"领导"（通常为群主），也有非正式的"意见领袖"，更多的则是"边缘参与者"，他们表现出风格和水平各异的领导力；（3）科研领导力风格因人而异、因环境而异，也因性别而异；表现形式有显性和隐性之分，显性的科研领导力主要表现在科研决策、自我管理（时间管理和冲突管理等）、科研产出（如学术论文写作及发表、项目申请）等方面。

三、网络共同体环境下，影响教师科研领导力发展的三大要素为：共同体成员组成、教师网络互动以及共同体学习环境。本研究中，（1）共同体成员组成具有自主性、异质性（又称多样化）和互惠互利等特征：教师自主体现为自主参与和自我管理；异质性最为鲜明，表现为成员需求多样、角色多样、学科和专业特长多样；（2）教师网络互动分为与自我、与他人、与环境（即科研群）的互动：①自我互动表现为与学术阅读、论文写作、项目申请等相关的观察、反思和实践；②教师间互动表现为正式、非正式和不正式科研活动三种形式：正式活动有专题报告、"专家在线"答疑、集体科研反思等；非正式活动有合作论文批注、论文及项目合作等；不正式活动有基于问题的日常对话以及深入的私人对话等；互动为资源、认知、情感、价值和行为的互动；③教师与科研群的互动表现为教师对群的贡献以及教师受惠于群内学习和互动；（3）安全、平等、充满信任和活力的共同体学习环境有赖于人员管理、组织和活动管理两个方面。具体而言，进群有条

件（实名制＋推荐制）、守群有福利（活跃等级制＋定期淘汰制）、建群有策略（集体决策＋应急决策；参与式管理；冲突协调机制；"温暖贴心牌"等）。此外，定位明确化、目标及过程视觉化、学术话语常态化等策略的使用也使学术共同体的活力在一定程度上得到保证。

在上述研究发现的基础上，本研究提出教师科研领导力发展的网络共同体理论模型，该模型呈现了教师科研领导力的构成要素以及影响科研领导力发展的诸要素之间的交互关系，对个体教师科研实践的改善以及科研团队的组织和管理具有一定的启示和借鉴意义。

关键词：高校英语教师；科研领导力；实践共同体；虚拟社区；教师科研；教师学习

Abstract

Research constitutes an important part of tertiary EFL teachers' job responsibilities. However, it has become a bottleneck, especially for early-stage researchers. A review of the literature showed that empirical research regarding how Chinese tertiary EFL teachers collaborate and conduct research in online communities was scant. Based on Wenger's theory of communities of practice (CoPs) about situated learning as well as group dynamics and leadership theories, this qualitative case study explored tertiary EFL teachers' learning experiences in online CoPs from the perspective of research leadership. The concept of research leadership proposed by Evans (2014) was used in this study to refer to the power of influence of university EFL teachers exerted through motivation, modeling, guidance and mentoring, sharing and collaboration, upon their global and local learning communities including students, fellow researchers and the society in terms of research attitudes, research conducts and intellectual achievements. Taking the forms of shared leadership and self-leadership, this power is embodied in individual and collective decision-making, executive power, and communicative skills in problem-solving as well as personal and professional vision and knowledge base; it is in essence the power of change ignited in others as well as in themselves. Three research questions were addressed: (1) What are the factors constituting Chinese tertiary EFL teachers' research leadership? (2) What are the features of tertiary EFL teachers' research leadership in online communities of practice? And (3) What are the factors that shape tertiary EFL teachers' research leadership in online communities of practice? A blended ethnography integrating netnography and auto-ethnography was adopted to collect data. Eight types of data collected via participant observation, online and in-person interviews as well as documents included: 1) written records of online dialogues; 2) teacher reflective notes regarding research engagement; 3) filed notes of the researcher; 4) personal journals of sample teachers; 5) interview transcripts; 6)

research grant applications; 7) journal article manuscripts; and 8) sound recordings of teacher-student interactions. Data analysis went through three stages: first, the reflective notes were quantified with AntConc to help answer the first research question. Based on the results of this quantitative process, relevant literature, and especially the Vitae Researcher Development Framework (leadership perspective, 2015), an analytical framework was established; second, on the basis of this analytical framework, documentary analysis and e-conversational analysis were conducted; finally, cross-case comparison and analysis were carried out to answer the second and third research questions.

The findings from analysis of sample teachers and communities revealed that:

First, Knowing, Doing, Being and Living together constitute tertiary EFL teachers' research leadership. 'Knowing' refers to teacher knowledge and teacher cognition, teachers' subject matter knowledge, knowledge structure as well as teachers' research cognition and self-knowledge in particular. 'Doing' refers to research conduct, teachers' abilities in problem-solving, collaborative learning and research in particular. 'Being' and 'Living together' refers to teachers' research attitudes, personal qualities as well as values underpinning their research engagement.

Second, tertiary EFL teachers' research leadership in online CoPs features the following characteristics: 1) Research leadership is a continuum. Influenced by the above-mentioned factors, it varies in styles and effectiveness; 2) Leadership styles vary from person to person, from context to context, and are gender-specific. In self-initiated online communities, the formal leader--being the founder of the community, the informal opinion leaders and influential members as well as the overwhelming majority--legitimate peripheral participants--demonstrate their leadership differently; and 3) Tertiary EFL teachers' research leadership is demonstrated implicitly or explicitly; explicit leadership is mainly about research planning, decision-making, self-management (time management and conflict management in particular) and research outcomes in terms of academic writing and

funding application.

Third, three key factors shaping teachers' research leadership development in online communities are membership, teacher online engagement and learning dynamics. In this research context,

1) Teacher autonomy, heterogeneity and diversity, as well as reciprocity and collegiality feature the membership. Teacher (personal and professional) autonomy is about voluntary participation and self-management; heterogeneity and diversity refer to tertiary EFL teachers' multiple needs, multiple roles and responsibilities, multi disciplines and multi-levels of expertise; reciprocity and collegiality refer to the interpersonal relationships of trust, mutual respect and mutual benefits.

2) Teacher online engagement takes the forms of self-interactions, interactions with community members and interactions with the community: a) self-interactions include observations, reflections and practices regarding academic reading and writing; b) teachers' interactions with community members take three forms, namely formal, informal and non-formal interactions, among which theme-based seminars, "Experts online" ("zhuanjia zaixian"), collective reflections being formal; peer feedback-giving, co-authorship and joint research programs being informal; problem-based chatting and in-depth private dialogues being non-formal. The interactions are exchanges of resources, behavior, beliefs, emotions, and values; and c) teacher-community interactions are reciprocal. On the one hand, teachers contribute to the community; on the other, teachers themselves are the beneficiaries of this collaborative learning and research.

3) Learning dynamics that are safe and vital depend on people management and organization management. Strategies employed to maintain the safety and vitality of online research communities are as follows: a) conditional access and membership (real-name registration, knock-out policy); b) collaborative decision-making; c) participatory management. In addition, explicit goal setting, visualization of research objectives and process as well as normalization of academic discourse promote the

vitality of online CoPs.

The significance of this study is threefold: 1) Theoretically, the researcher development framework and the online model of teacher research leadership development were a contribution both to the Chinese and the international literature; 2) Methodologically, the selection and application of netnography and auto-ethnography was a bold and good attempt in light of the research questions and the nature of this study, which can provide new insights for similar online research; and 3) Pedagogically, the researcher development framework was tailored for the Chinese context, which could in one way or another inform, inspire and empower Chinese EFL teachers to develop as researchers. Its implications for teacher learning and teacher professional development at large are significant. While this study was carried out with language teachers, many of the findings are applicable to other subject areas where growing emphasis is placed on the development of collaborative skills.

Key words: EFL teachers; research leadership; communities of practice (CoPs); virtual communities, teacher research; teacher learning