

摘要

我国在英语教学上不断尝试引进、发展、融合不同教学法以促进英语教学，英语教学法经历了包括语法翻译法、听说交际法、任务型教学法、混合教学法等不同方法的发展过程。从教师角度出发的教学研究及教师教法探究将探索的重点从方法论细化到教师作何行为，教师为何如此行为以及教师的行为对学生学习所存在的影响方面，从教师的教学实践、教学设计、教学信念、教学态度、身份/角色认同等方面进行探究。言语行为理论认为言语是富含意义的有声行为，体现着语言和经验世界的互动以及个体的认知。教师的个人教法，从语言学层面来看，通过其课堂话语进行表征。课堂话语作为教师执行教学计划的言语行为及重要工具，是课堂上各种信息输入输出的重要来源。外语教师课堂话语是外语教师通过扎根具体教学环境，采纳多元理论，由下而上个人建构的具体话语决策过程与实际话语行为，是从语言层面对其个人教法以及教学行为的呈现，体现出很强的个人特征而又反射出其所经历的社会文化背景。针对教师课堂话语所进行的研究是从语言学角度探究外语教育和外语教师学习与发展的重要研究思路和取向之一。本质性个案研究将话语视为教师个人教法在语言层面的具现，从语义波的视角描述、分析和阐释了云南省某高校3名英语教师在其大学英语精读课上的课堂话语实践，结合对其生活、教学、科研及教师学习经历的梳理及其个人教学设计与教学理念的挖掘，揭示其课堂话语信念的发展过程与影响因素，以及其课堂话语实践与课堂话语信念之间的互动与协商。

本研究在文献综述与前期调研的基础上形成具体的研究问题与理论框架，据此以大规模调查问卷、小规模叙事问卷、焦点小组的方式层层筛选出3位高校英语教师作为研究对象参与主体研究并以此收集到了研究对象的背景信息，再通过课堂观察、文本搜集、网络志以及半结构式访谈的方式形成不同形式的数据库，采取主题分析、语义波分析等多种方法对所搜集到的数据进行汇总与分析，以对教师课堂话语实践与信念的特征、发展、变化、互动以及影响因素进行深度探索。本研究深度描述了教师课堂话语的特征，揭示了指导其课堂话语设计并最终形成其课堂话语实践的课堂话语信念及其背后的影响因素。本研究的主要研究发

现如下：

首先，研究对象的教师课堂话语实践在语义波上呈现出模进式、递进式及跃进式三种不同表现特征，分别通过理论引领、分析讲解，自上而下解构知识；文本内容引领、以例带练，解构建构并存；以及体验引领、任务导向，情感驱动产出与理论引领、分析讲解，自上而下解构知识双重特性切换的表现形式体现在其具体教学活动中。教师的课堂话语也因此呈现出对概念功能、语篇功能与人际功能层面的不同关注。三位研究对象在教师课堂话语信念层面存在较大差异，可总结归纳为固守求变型、协调融合型及创新发展型三种类型，并具体体现在其语言观、教学观以及语言教学观层面，在语言的本体论及针对外语教师身份理解上的差异是造成教师课堂话语信念差异的主要原因。

其次，外语教师的课堂话语实践是外语教师的语言观、教学观以及语言教学观在话语层面的直观反映，通过认知活动与社会及物质环境互动而得到发展，并逐渐内化形成相对稳定的信念体系。研究对象的教师课堂话语实践受到其教师课堂话语信念的引领，并在很大程度上受到个人因素、处境因素及宏观因素的影响，呈现出复杂、动态以及不断发展的特性。研究对象的课堂话语实践与信念源于自身过往的学习与教学经验，又在不同程度受到当下现实处境及宏观环境的影响。研究对象在教学环境中面临着许多不可预见的问题及挑战，包括国家政策、标准化考试、教学规定、同事教学风格、学校文化、教育技术、教学资源、学生的学习能力和态度、社会期许、自身身份认同、个人教学能力、个人教师知识等多方面因素，其课堂话语在信念、设计与实践层面也因此不断发生冲突与协调。教师通过对课堂话语的不断调整，在努力完成其外在话语实践与内在话语信念统一的同时适应外部环境的需求。一方面他们持开放态度，在个人、处境及宏观因素层面不断进行协商，形成新的课堂话语信念并指导课堂话语实践，对自己的课堂话语进行调整；另一方面，又因为自身固有的观念或是现实难题而在改变上存在一定的困难。

本研究具有一定的理论和现实意义：首先，本研究沿着前人从教学理论到教学法再到教师个人教法的探索路径，进一步将针对教师的研究细化到课堂教学话语层面。从更为微观的视角出发探索教学、教师与社会的互动关系，以语言为本位对外语教学及外语教师发展进行探索。其次，从合法化语码理论中的语义波角度探讨课堂话语是一个相对较新的前沿，本研究从语义波对教师课堂话语实践进

行分析是对其理论在应用层面的进一步发展。再次，本研究结合多种话语分析方式，从社会文化理论出发，深度挖掘了教师课堂话语所呈现出的话语设计与话语信念，探索了其背后的社会文化影响因素，并尝试性提出了语义波视角下大学英语教学及大学英语教师发展促进模式，以及个人因素、处境因素及宏观因素的三维影响框架；从辩证和批判性的角度审视教师课堂话语这一动态实体，使教师教育工作者以及教育管理者能够更好地理解课堂教学，并为教师发展提供更好的理解、支持与帮助，为课程改革及课程规划提供相关参考。

关键词：语义波；教师课堂话语；大学英语；信念与实践

Abstract

Various teaching methods in English teaching have been utilised such as the Grammar-translation Method, the Communicative Approach, the Task-based Approach and Blended Learning, to enhance and promote English teaching. From the perspective of teachers, educational and pedagogical research focuses on how teachers behave, as well as, why teachers behave in a particular way and its impacts on students' learning. Moreover, it pays specific attention to teachers' teaching practice, design, beliefs, attitudes, and identity, among other aspects. Speech Act Theory holds that speech is a meaningful verbal behaviour, which embodies the interaction between language and the empirical world, as well as, individual cognition. Teachers' pedagogy, from a linguistic point of view, are represented by their classroom discourse, which is a verbal behaviour and a vital tool for teachers to use in carrying out teaching plans. Likewise, classroom discourse is a major source of input and output for numerous forms of information within the classroom. Foreign language teachers' classroom discourse refers to the specific discourse decision-making process and actual discourse behaviour constructed by the individual from the bottom up. This is achieved by adopting a pluralistic theory and taking roots in a specific teaching environment. It reflects their personal characteristics, cultural background, and the society they experienced from a linguistic perspective. Classroom discourse studies are one of the most important research areas and enable exploration into foreign language education, as well as, foreign language teachers' learning and development from a linguistic perspective. This qualitative case study defines the teacher's classroom discourse as a representation of their pedagogy. Moreover, this study describes analyses and interprets three college English teachers' classroom discourse practice within their intensive reading class from the perspective of the semantic wave. Furthermore, this study reveals the development process and influencing factors of their classroom discourse beliefs, as well as, the interaction and negotiation between classroom discourse practice and classroom discourse beliefs by interpreting their life, teaching, scientific research, teacher's learning experience, and their personal teaching design and beliefs.

The literature review and previous studies are used to provide the theoretical

framework for this study and the associated research questions. Based on the research questions and theoretical framework, large-scale questionnaires, small-scale narrative questionnaires, and focus groups have been conducted. Three teachers from a university in Yunnan have been selected as the final research subjects. The background information of the subjects has been collected through questionnaires and focus groups. Data has also been collected through classroom observation, text collection, weblogs, and semi-structured interviews. The data has been organised and analysed by means of Subject Analysis and Semantic Wave Analysis. Thus, this enables exploration of the characteristics, development, change, interaction, and the influencing factors of teachers' classroom discourse practice and beliefs. This study described the characteristics of a teacher's classroom discourse, revealed the teacher's discourse belief and the influencing factors that form the design and practice of teacher's classroom discourse. The main findings of this study are as follows:

Firstly, there is no significant difference in the content level of the subjects' classroom discourse practice. Three different semantic wave patterns have been found which are the sequential mode, progressive mode, and leap mode. These three modes reflected different forms of specific teaching activities, including:

- a. Knowledge deconstruction from top to bottom through theoretical guidance, analysis, and explanation;
- b. Knowledge deconstruction and construction coexist through the content of the text and examples;
- c. Switching between experience-led, task-oriented, emotionally-driven output and theoretical guidance, analysis explanation, and top-down deconstruction.

Therefore, teachers' classroom discourse highlights diverse concerns in ideational function, textual function, and interpersonal function. There are also notable differences in 3 research subjects' classroom discourse beliefs. They can be summarised as three types: the changing conservator, the coordinating integrator, and the developing innovator. These three types of classroom discourse beliefs cause different language views, teaching views, and language teaching views. The difference in views and understanding of the ontology of language and identity of foreign language teachers are the main cause of the differences in classroom discourse belief.

Secondly, classroom discourse practice of foreign language teachers is the direct reflection of their views on language, teaching, and language teaching. It develops

through the interaction between cognitive activities and social material environment and gradually internalizes as a relatively stable belief system. Teachers' classroom discourse practice is influenced by their teachers' belief, as well as, personal factors, situational factors, and macro-factors. Thus, this highlights the involvement of complex, dynamic, and developing characteristics. Classroom discourse practice and belief of the research subjects originate from their personal past learning and teaching experience. Likewise, it is also affected by the current situation and the macro-environment to a certain degree. The subjects are faced with many unforeseen problems and a series of challenges in their teaching environment, which are influenced by many factors, such as national policies, standardised examinations, teaching regulations, teaching style of colleagues, school culture, educational technology, teaching resources, students' learning ability and attitude, social expectations, self-identity, teaching ability, teacher knowledge, among other aspects. Conflicts and coordination also occur in belief, design, and practice of their classroom discourse. Through the continual adjustment of their classroom discourse, teachers try to achieve a unity of their external discourse practice, as well as, internal discourse belief. Moreover, they adapt to the needs of the external environment. They also hold an open attitude and constantly negotiate individual, situational, and macro factors to form new classroom discourse beliefs and then guide classroom discourse practice. In contrast, there are also difficulties arising from this due to the teachers own inherent views or from practical difficulties.

This study has theoretical and practical significance. Firstly, alongside the prior studies, this study further refines the research on the level of teacher's classroom discourse. The study described and interpreted the interaction between teaching, teachers, and society from a subtle perspective and explored foreign language teaching, as well as, foreign language teacher development, from a linguistic perspective. Secondly, the perspective of Semantic Wave in this study is a relatively new frontier. The study further developed the Semantic Wave and Legitimate Code Theory. Thirdly, from the perspective of Sociocultural Theory, this study explored discourse design and discourse beliefs of teacher's classroom discourse and revealed the underlying socio-cultural factors. Furthermore, personal factors, situational factors, and macro-factors were put forward in this study as being influencing aspects in the classroom discourse practices and beliefs of teachers. Moreover, the study also constructed a promotion model on the basis of College English teaching and College

English teacher development under the perspective of the Semantic Wave. In essence, this study explored and interpreted teacher's classroom discourse as a dynamic entity from a dialectical and critical point of view, so that teachers, educators, and Education administrators can better understand classroom teaching, thereby, providing a better understanding, support, and reference for teacher development, curriculum reform, and curriculum planning.

Keywords: Semantic Waves; Teacher's Classroom Discourse; College English; Practice and Belief