



中小学教师发展丛书
SEAMEO RELC PORTFOLIO SERIES

反思型教师： 教师行动研究指南

The Reflective Teacher:
A Guide to Classroom Research

● Sandra Lee McKay 著



人民教育出版社
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丛书总序

自上个世纪80年代以来，我国的教育经历了数次重大的变革，就中小学英语教育而言，三次重大的课程改革推动着英语教育的发展，教学质量迅速提高。在这些改革的浪潮中，首当其冲的是一线教师。他们必须提高专业基础，掌握先进理论，更新教育观念，优化教学方法。

实践证明，高素质的教师队伍不仅来自于各个层次的教师职前培训和职前教育，更来自于教师终身的职业专业化发展过程。在这个发展过程中，教师首先要忠于教育事业，关爱学生，以立德树人为本，努力做到“学为人师，行为世范”。同时，为了在教学中能够帮助学生学会具有积极的学习态度和学习方法，教师自身不仅要有精湛的英语专业知识和能力，还要有教育学科方面的知识和教学行动研究的能力。更为重要的是，教师的教育教学观念和业务水平必须与时俱进。

由此可知，中小学英语教师的职业综合性很强，创造性要求很高，而且要在不断的变革中承受很大的压力。然而，教师的工作辛苦，在身心负荷很重的情况下，要把英语教育与自己的理想联系起来，当作自己终生奋斗的事业，而不仅仅是一种谋生的手段，这的确不易。令人欣喜的是，过去30年，在改革的潮流中涌现出了一批又一批高素质的英语教师和教研人员，他们成了骨干、带头人。他们忠于本职，潜心钻研，学习理论，勇于实践，积累经验，获得了成绩，成为研究型的英语教师。他们真正具有了可持续性发展的能力，展现了“教师发展”的美好人生，为我们树立了榜样。

《中小学英语教师发展丛书》的出版目的就是为了帮助更多的中小学英语教师成为上述那样的高素质教师、研究者和课程与教材的开发者。全套丛书共有12个选题，涉及英语教育的五个研究课题：教学技能、教学方法、教学资源开发、教学评价和教学研究等。

这12本小册子不同于许多深奥难懂的理论丛书，其特

点是：

一、理论阐述深入浅出，文章短小精悍，所用的英语语言文字通俗易懂，又有旁注，不同水平的英语教师都能轻松地看懂。读者既能从中汲取外语/二语教育和教学的理论，而且可以从中学到英语，提高自己的英语水平。数十页一本的小书用不了多时就能读完，这可以使读者产生成就感，激发他们持续不断阅读的兴趣。

二、丛书的作者都长期从事英语教育和教学工作，具有丰富的英语作为外语或二语的教学理论和实践经验。每册书围绕一个专题，理论紧密联系实际，既有理论依据，又有方法和案例，因此对实际教学有很强的针对性。例如有关词汇、语音、阅读和听力教学技能的介绍，教师读后便可实践，可取得立竿见影的效果。

三、这套丛书以教师的发展为出发点和归宿，特别注意采用启发式和互动式的方法呈现新的语言学理论观点，而不是生硬地灌输某些观点。每个专题的讨论几乎都由提问的形式开始，设置不同形式的任务，引导教师在完成任务的过程中预测并思考作者的观点。这样一来，教师必然要参与专题的讨论，动脑思考、动手实践、“读”“练”结合，把理论与实践联系起来。作为读者的教师，此时已不是“客体”，被动地接受书中的观点，而是“主体”，可以分析、实验、验证、批判，甚至可以补充或发表不同的见解。充分利用这套书的长处，教师可以取得较大的收获。

我希望，越来越多的英语教师能够克服困难，挤时间充分利用此类书籍，研读理论，联系实际，思考问题，立题研究，提升自己。要知道，教师的魅力来源于勤奋而又有创造性的工作，来源于广泛的阅读和深入的思考。只有这样，才能成为高素质、高水平的英语教师，提高教学质量，进行教学研究。我也希望，出版界的同行们努力为中小学教师开拓更多的选题，把理论书籍编得通俗易懂，使其真正成为教师们的“益友”，让教师感到它们亲切友好，容易接受，好懂、适用。

刘道义

2007年9月于北京

Series Editors' Preface

The RELC Portfolio Series consists of short practical resource booklets for ESL/EFL teachers. Booklets in the series have the following characteristics:

- They are practical and techniques-oriented.
- They are written in an accessible, non-academic style.
- They focus on both principles and procedures.

Titles in the series provide teachers with practical ways of applying new ideas in their own teaching. In addition, they could be used as the basis for workshops and in-service courses and can also be combined in different ways according to needs.

Sandra McKay's *The Reflective Teacher: A Guide to Classroom Research* examines approaches to becoming a reflective teacher. She provides step-by-step guidelines for examining and analysing classroom documents and instructional events. Teachers will find in this booklet practical and useful tips for carrying out systematic classroom investigation to solve common classroom problems. This booklet is hence both a valuable resource for classroom teachers who want to become better practitioners and for teacher educators in preparing would-be teachers for careers in teaching English as a second or foreign language.

We are grateful to the contributors to the RELC Portfolio Series for sharing their expertise with other teachers and teachers in training. Their willingness to do so without compensation has made it possible to publish these booklets at a price that is affordable to language teachers in the SEAMEO countries.

Willy A. Renandya

Jack C. Richards

内容简介

教师反思实践是教师职业发展的一个必然条件。反思常常与教师行动研究相关联，因为反思型教师积极思考解决自己课堂教学中的实际问题的方法。进行教学行动研究需要获得反映自己教学情况的材料，对此进行思考、分析和判断并采取相应行动，以达到改进教学的目的。

本书作者首先基于Schon(1983)的理论解释了教学反思的概念。反思可以分为教学行动过程中的反思和教学行动前后对教学过程及教学效果的反思。教师会在备课、授课及课后对自己的教学提出一系列问题。教师的教学经验、常识和个人价值观对这些问题的思考有直接影响。反思型教师具有自身职业发展的主动性，有发现并解决教学问题的意愿等。

第二章介绍教学反思的步骤。首先要明确研究的问题，把要解决的问题限定于自己能力之内。然后收集与研究目的相关的数据，并进行数据分析，在此基础上设计改进教学的方案。这种由反思而起的研究称为“教师行动研究”。

第三章介绍收集数据的方法与过程。作者将教学行动研究所需数据分为行动数据和观念数据两种。教学过程记录、教学日志、课堂观摩资料、问卷调查和访谈等各类课堂数据可以用来分析教学效果、学生学习动机及学习兴趣等问题。本章介绍了收集课堂观察数据的办法和步骤，以及用数字量表、等级量表、文字量表以及是非问答等形式的问题设计问卷。

第四章介绍分析数据以及在此基础上判断问题所在的方法。作者指出整理数据并将各类数据中反复出现的信息归类的重要性。

最后一章强调教师与同行分享反思实践效果的重要性。反思型教师善于与同行探讨和分享自己反思实践的成果。比较正式的方式是在学校或同行会议上做口头报告。配合使用录像资料或展板有比较好的效果。另外一种方式是写研究报告在学术刊物上发表。附录是一位教师通过反思解决问题的个案研究报告。该研究报告比较清晰地描述了所要解决的问题、数据收集和分析、解决问题的方法以及改进后的情况。

本书每一章都安排有练习任务。这些任务有三种类型：思考型、动手型和协作型。思考型任务引导读者就特定章节所讨论的问题结合自己的实际情况进行思考，如Task 1.3, Task 2.1, Task 3.1等；动手型任务鼓励教师尝试作者介绍的方法，逐步开展研究，如Task 1.4, Task 4.1等；协作型任务则引导教师与其他同行开展讨论或进行研究，如Task 2.2。当然有时同一项任务中既有思考，也有动手或协作，如Task 1.1。尝试完成这些任务可以帮助读者更好地掌握反思实践的方法。

总之，本书简明扼要地说明了反思对教师职业能力发展的重要性，以及反思实践与教学行动研究的必然联系，并介绍了教师进行教学行动研究的基本方法。教师们会发现，进行行动研究不是很难，自己也能够做。

Introduction

Teachers spend a great deal of time reflecting on their teaching. The purpose of this book is to help you make this reflection more systematic and helpful to you in your teaching.

Chapter One discusses typical reflective practices and examines the benefits and challenges of being a reflective teacher.

In Chapter Two the stages of reflective teaching are described. Typically the process begins with teachers identifying a classroom problem and analysing the possible causes of the problem. Next teachers collect and analyse data that will help them solve this classroom problem. Finally they use the information they have gathered to change some aspects of their teaching as a way of solving their classroom problem.

Chapter Three describes various kinds of classroom data. These include classroom documents, lesson plans, teaching logs and journals, documented classroom observations, questionnaires and interviews. The chapter includes examples of these kinds of data and encourages you to gather data that will help you solve the classroom problems you are facing.

Chapter Four illustrates how teachers can go about analysing the data they gather to build interpretations about the classroom problem they are trying to solve. In the final chapter, we examine various ways in which teachers can share their findings, enabling other teachers to benefit from their reflections.

The Appendix contains a description of one teacher's attempt to use reflective teaching to solve a particular language classroom problem. Throughout the book there are tasks that will help you to apply the stages of reflective teaching to your own teaching situation.

Sandra Lee McKay

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1 Practices, Purposes and Effects

Teachers are constantly making decisions:

- How should I introduce this topic?
- Who should I call on to answer this question?
- How can I explain this grammatical point?

Many of these decisions are made while the class is occurring. Teachers, however, also make decisions before a class begins as they plan their lessons. In some cases, the decisions teachers reach in planning and implementing their lessons are influenced by their reflections on what happened in previous classes they have taught.

Schon (1983) provides useful terms for these kinds of teacher reflections and decisions. He calls those reflections and decisions that occur during a lesson as *reflection-in-action*¹. And he calls the reflections and decisions that occur before and after a lesson *reflection-on-action*².

In this chapter we will examine some of the reflective practices that teachers use and discuss the purposes and benefits of these reflections. The first task gives you a chance to examine some of your own reflective practices.

TEACHERS' REFLECTIVE PRACTICES

An important characteristic of reflective teachers is that they consider why they do what they do. The following questions are designed to encourage you to think of your reasons for making some of the choices that you make in your everyday teaching.

1.过程反思：在教学过程中所做的反思。

2.行动反思：课前或课后的反思。

本小节指出反思型教师的一个特点是认真思考和探究自己教学中采取各种行动的原因。

Task 1.1

Examining Your Reflective Practices¹

Answer the following questions about your own teaching practices. Then, if you wish, share your responses with other teachers.

1. 哪些行为是教学反思呢？回答Task 1.1中的问题就可以知道自己是 否有反思能力，以及做得怎样。

1. In planning a lesson you are going to teach, how do you decide
 - what to teach on a particular day?
 - how to order the parts of the lesson?
 - how much time to give to each part of the lesson?
 - how to begin the lesson?
 - how to close the lesson?
2. While you are teaching a lesson, what are some factors that lead you to
 - change the order of the activities you have in your lesson plan?
 - omit an activity you have in your lesson plan?
 - give more time to an activity than you had planned to do?
 - do an activity in the lesson that you had not planned to do?
 - call on particular students in your class?
3. After you teach a lesson and reflect on the lesson, what leads you to think that a particular activity
 - was successful?
 - was not successful?

本小节分析影响教师做出教学决策的因素：课堂教学经验、常识和个人价值观。

ELEMENTS OF REFLECTIVE PRACTICES

Often teachers make the decisions they do on the basis of the following factors.

● Classroom experience

Teachers have spent many hours in a classroom both as a student and teacher. This experience forms the basis for particular assumptions they have about the role of the teacher



and students and about what makes a good lesson and what makes a poor lesson. Frequently, teachers draw on these assumptions when they make decisions about what to do in their own classrooms.

- **General knowledge**

In becoming a teacher, teachers have acquired a good deal of knowledge about the content they teach, about learners and the learning process, about course objectives¹ and design, and about classroom management and interaction. Teachers often base their decisions on what to do in their classes on what they have learned in their academic training.

1.课程目标: 指对课程教学目的的总体描述。

- **Personal values**

Teachers have particular educational, political, social and moral values based on their own life experiences. These values can influence the decisions they make in their own teaching practices.

Task 1.2

Elements of Reflective Practices

Think of a pedagogical decision you recently made regarding lesson planning or classroom interaction. List some of the factors that you believe led you to reach the decision that you did. Then try to categorise these factors according to personal classroom experience, general knowledge, or personal values.

For example, if a teacher recently decided that she would try to praise students more often in her class, there could be several factors that led her to make this decision. She may remember a teacher she had that she liked very much who always praised the students (classroom experience). She may also have learned in her pedagogy class about the importance of positive feedback (general knowledge). Or, based on her own life experiences, she may believe that praise can be very motivating (personal values).

本小节列出了反思型教师应具备的特点。

CHARACTERISTICS OF REFLECTIVE TEACHERS

Zeichner and Liston (1996) maintain that reflective teachers have the following characteristics.

1. Reflective teachers attempt to solve classroom problems.

Generally, teachers' reflections arise from a classroom problem that they face. Reflective teachers begin by identifying these problems and then solving them by gathering information that will help them deal with the problem.

2. Reflective teachers are aware of the assumptions and values they bring to teaching.

As was pointed out earlier, teachers bring to the classroom assumptions they have about teaching and learning based on their own educational experiences, their knowledge of educational practices, and their personal values. Reflective teachers recognize their own values and educational assumptions.

3. Reflective teachers are sensitive to the institutional and cultural context in which they teach.

Reflective teachers realise that what they teach and how they teach it is frequently influenced by the requirements and expectations of the particular school in which they teach. Reflective teachers also realize that how they teach is affected by cultural beliefs they and their students have about the role of education and the characteristics of good teachers and students.

4. Reflective teachers take part in curriculum development¹ and are involved in school change effort.

Reflective teachers realise that what they do is part of a larger educational context. Hence, they participate in overall curriculum planning, and they are involved in school changes that will lead to more effective teaching and learning.

¹ 课程发展 对于学校教师来说包括研究课程目标、研究及组织教学、教学方法及评价等内容。



5. Reflective teachers take responsibility for their own professional development.

Reflective teachers realise that becoming a more effective teacher involves continually learning more about the content they teach and about effective pedagogical practices. Hence, they attend lectures and workshops and read relevant books and materials. They also contribute to the process of professional development by sharing their insights with other teachers.

Task 1.3

Characteristics of a Reflective Teacher

Which characteristics of a reflective teacher do you think you now possess? Which characteristics do you feel you lack?

BENEFITS OF REFLECTIVE PRACTICES

Although teachers have various ways in which they plan their lessons, make decisions during their lessons, and reflect on their lessons, there are common benefits that arise from reflecting on one's teaching. Some of these benefits are the following:

本小节列举教学反思的作用，例如，能使教师有创造力，使教师行为建立在慎重思考的基础上，并能改进教学实践等。

1. Being a reflective teacher frees teachers from routine behaviour.

It is easy to teach in a routine fashion. Following a textbook exactly as the book is designed or teaching a lesson in the same way it was taught in the past does not require much effort or reflection. However, it often results in ineffective lessons since the teacher has done little to adjust the lesson to a specific class at a particular time. Being a reflective teacher frees one from following a routine and can result in more creative and effective lessons.

2. Being a reflective teacher enables teachers to act in a deliberate manner.

When teachers reflect on their teaching they often consider why

they do something in a particular way. Thinking about the reasons one has for doing something enables teachers to act in a deliberate manner. Teachers are no longer doing something merely because that is what the textbook says or that is what they have done in the past. Rather teachers are teaching the lesson in a particular way for a specific reason.

3. Being a reflective teacher improves teaching practice.

Being a reflective teacher involves considering various ways of teaching a particular lesson. In deciding on which of these ways to teach the lesson, teachers often consider such factors as the proficiency level of their students, the interests of their students, the goals of the curriculum, and the teaching time that is available. Considering these factors in deciding how to teach a particular lesson will generally result in more effective classes.

Task 1.4

Benefits and Disadvantages of Teacher Reflection

1. List additional benefits that you believe result from being a reflective teacher.
2. Being a reflective teacher often requires that a teacher spend additional time planning and reflecting on their lessons. What are some obstacles that you face in trying to be a reflective teacher?