

文澜外国语言文学研究文库



教师、学生与课程材料的 参与关系研究

李展 著



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Preface

This study examines how and why language teachers enact the prescribed curriculum materials at the tertiary level in Mainland China. Given that English textbooks are ubiquitous in language classrooms across China, there is a paucity of research on what teachers and learners actually do with these materials, both locally and globally (Larsen-Freeman, 2014; Tomlinson, 2012). The long-standing sociocultural status of prescribed textbooks as *de facto* curriculum in the centralised curriculum context of Mainland China highlights the need for an in-depth understanding of their use in classroom settings. By deploying sociocultural theories, this classroom-based research aims to conceptualise the enactment of curriculum materials in English language teaching (ELT) at the tertiary level in Mainland China in terms of unpacking this ostensibly straightforward yet complex phenomenon.

A qualitative multi-case study was designed to represent the study, involving four Chinese ELT teachers who were using the same curriculum materials and teaching College English to non-English majors at similar language proficiency level at a university in Mainland China and eight students, two from each teacher's class. Drawing on data from baseline, pre-lesson and post-lesson interviews with teachers and baseline interviews with their students, lesson observations and documents over three successive semesters from March 2013 to June 2014 at the target university, teachers' enactment of curriculum materials is generalised in a series of actions. Three particular ways that curriculum instruments mediate college faculty work are identified along with four domains of

factors that affect teachers' use of the curriculum materials.

This variation in language teachers' use of the same curriculum materials proves the participatory relationship among teachers, learners and curriculum materials at the tertiary level in the ELT context (Remillard, 2005). The process of enacting curriculum materials in ELT is mediated by the interactions among teachers' resources, students' resources and curriculum material resources. This study also clarifies the transformation of the curriculum materials into curriculum instruments in terms of teachers' cognitive processes, which is the crux of enacting curriculum materials in classroom settings.

The results of this study indicate the centrality of teachers in enacting curriculum materials in ELT at the tertiary level in Mainland China. Without the development of teachers' knowledge regarding the use of curriculum materials, curricula could not be implemented effectively and efficiently. Further, teachers need consistent in-service support to analyse materials to identify potential teaching contents, to strategically adapt and supplement their materials, and to develop a deeper understanding of the target curriculum. Without an in-depth understanding of the process of transforming "dead" curriculum materials into "living" instruction by focusing on the resources in curriculum materials and teachers' instructional approaches that support students' learning, enactments could work against the primary goal and potential benefits of reform-oriented curriculum materials. Both theoretical and practical implications are presented.

李展

2018年8月

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List of Abbreviations

AR1	Active Reading One
AR2	Active Reading Two
CCK	Curriculum-Context Knowledge
CE	College English
CEC	College English Curriculum
CECR	College English Curriculum Requirement
COLT	Communicative Orientation of Language Teaching
ELE	English Language Education
ELT	English Language Teaching
ESL	English as a Second Language
FLTRP	Foreign Language Teaching and Research Press
IRE	Initiation Response Evaluation
IRF	Initiation Response Feedback
MEXT	Ministry of Education, Culture, Sports, Science and Technology
NHCE	New Horizon College English
NSCE	New Standard College English
NT	Normal Technical
RAC	Reading Across Cultures
RTL	Recommended Textbook List
TKMU	Teacher Knowledge of Materials Use

Chapter One Introduction

This chapter introduces my motivation for the study and delineates the background of the study by examining the perennial debate over English textbooks and describing the English language teaching (ELT) context in Mainland China. There then follow the aims of the study and three overarching research questions. The chapter concludes with the outline of the book.

1.1 Motivation for the Study

The impetus for this study stems from my seven years' experience as a College English (CE) teacher at a university in Mainland China. Every time I went to the classroom and started a new lesson, the first thing I did was to open my textbook. This phenomenon still prevails in English language teaching (ELT) classrooms from elementary to tertiary-level education in Mainland China. It is a fact that textbooks have become indispensable companions in my own teaching and learning, and this is true for my colleagues as well. During my seven years of teaching CE, I experienced two rounds of changes in the CE textbooks, which were introduced in response to the curriculum reforms introduced in 2004 and 2007. Clearly, the initial purpose of adopting new textbooks at the institutional level was to add new substance to the current teaching and learning. However, follow-up evaluations of how teachers and learners use the curriculum materials in and outside classrooms have not been conducted. This has been a neglected area in ELT research both locally