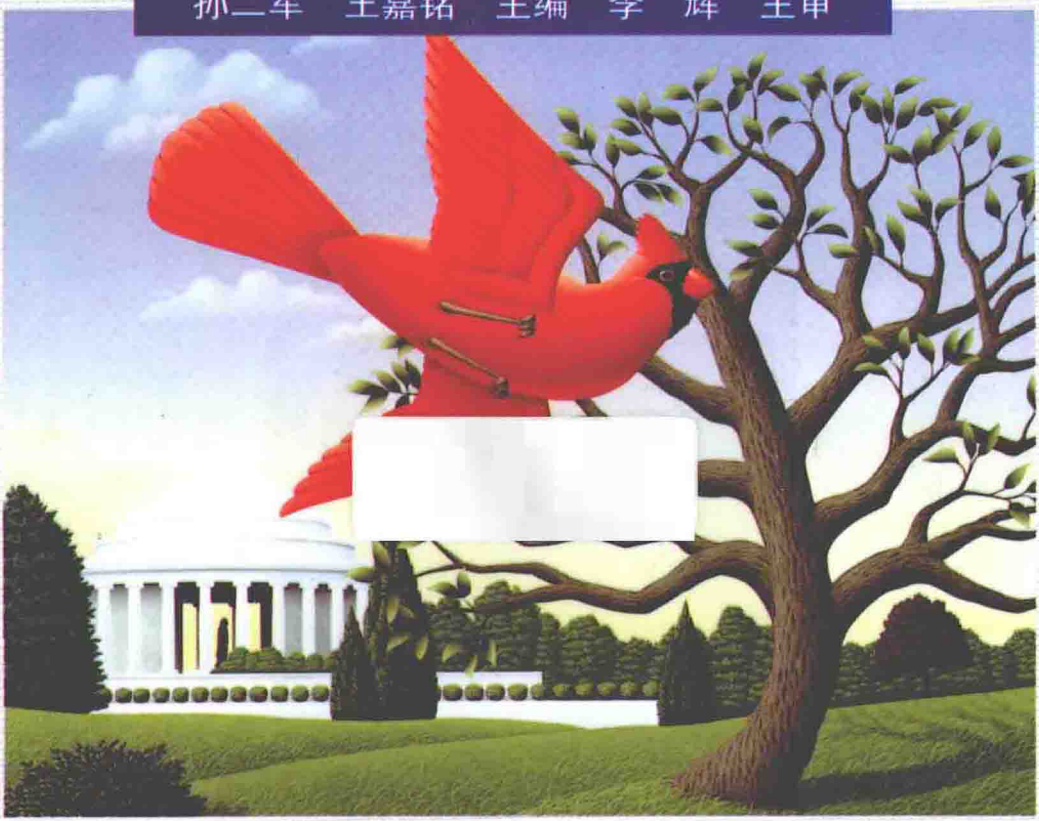
Literary Theory of Educational
Selected Readings

教育文论选读

孙二军　王嘉铭　主编　李　辉　主审



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教育文论选读

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序

随着我国外语教育事业的蓬勃发展，社会对英语专业人才培养的规格和质量提出了新的要求与挑战。英语教师教育改革与发展的出发点即是要着力提升英语教师队伍建设的层次与质量，并最终通过“英语＋教育”的复合型人才培养模式改革适应未来社会的国际化发展趋势及其教育需求。

英语教师教育具有典型的“双专业特征”，即兼顾了英语学科与教育学科的专业特征。前者主要解决“教什么”的问题，后者则主要解决“如何教、如何成长”的问题。因此，英语教师教育ESP（特殊用途英语）课程开发及其教材建设需要立足于“双专业”的协同发展，达成融合共生的课程理念，既重视职业倾向性的专业用途英语学习，也重视学术性研究对于学生的专业发展需求。《教育文论选读》是西安外国语大学英语教育学院近些年来教育教学改革的尝试与探索。具体而言，该教材首先立足于英语学科的专业优势，将相关的教育学科内容融入英语的课程与教学之中（诸如阅读、翻译、写作和听说等），使得学生在增强英语专业技能的同时更多地关注教育学科的相关内容；其次对教育学科内容进行“精加工”，使学生掌握基本的教育理论，领悟经典的教育思想，关注教育研究的前沿动态。这不仅有利于实现复合型英语教师的人才培养理念，扩展其后续的专业学习或职业生活的发展空间，而且有利于实现教育学科与英语学科的融合共生，提升英语教师教育的层次与质量。

《教育文论选读》的设计理念与编写特点主要体现在以下几个方面，即“方向明、特色强、选材精、设计活、内容全”。“方向明”强调英语教师教育人才培养的适用性，在教材的编写中突出“复合型”、“应用性”和“实践性”的课程开发方向；“特色强”强调在教材编写中突出“英语+教育”的融合与兼顾，突出英语语言素养与教育素养的双重提升；“选材精”强调题材内容、体裁类型的多样性和教育内涵的丰富性，重视教材对学生未来专业发展的知识引领；“设计活”强调学生的学习兴趣和学习习惯，在教材编写中加大互动性、趣味性的教学环节；“内容全”强调教材编写要围绕教育名家、教育热点问题、学生发展、教师发展、英语学习、英语教学等方面，向学生呈现出较为系统化的教育主题学习。此外，《教育文论选读》在满足传统泛读教材对阅读技能和能力提高的基础上，通过课堂任务、课后小组活动和视听材料等培养学生逻辑思维能力、分

析反思能力、问题解决能力和语言运用能力，力求改变传统泛读教材模式单一的语言技能训练。在选材上，主要以英语语料中涉及教育的文献、资料、报刊、图书等内容为蓝本，结合复合型专业特色、学生学习兴趣和社会热点教育话题组织编排，力求在帮助学生巩固语言能力的同时，引导和开拓学生对教育和教师职业的认识和视野，为今后就业和深入学习奠定教育专业基础。

此外，西安外国语大学英语教育学院2011年获批成为陕西省“国际化外语教师教育人才培养模式创新实验区”，“教育文论选读”课程开发及教材建设是人才培养创新实验的重点项目之一，其团队成员都是英语教育学院的优秀青年教师，他们或是具有教育学博士学位的青年学者，或是具有TESOL专业留学背景的教学能手。近几年来，该团队先后获得陕西省教育厅资助项目两项，陕西省教育科学规划资助项目两项，获批陕西省教学改革研究项目一项，发表教学科研论文十余篇，其中以《对英语教育专业建设的思考及其改革策略》为代表的论文先后被刊载于《外语教学》和《中国教育学刊》等核心期刊。

总之，经过该团队成员坚持不懈的努力，在“教育文论选读”的课程开发及教材建设中，我们取得了一些成绩，总结归纳了一些关于ESP课程的规律性认识，积累了一些课程开发经验，但应该看到当前的研究主要集中于英语专业阅读类课程的特色改造，对于ESP课程的一般性研究还有待进一步拓展和深化。我们需要加快英语教师教育ESP课程系统开发的节奏，为英语教师教育的人才培养模式改革与创新，探索出切实可行的发展道路，谋求有效的ESP课程开发及教学策略。

李　辉

2014年8月于西安

前　言

随着我国外语教育事业的蓬勃发展，社会对英语专业人才培养的规格与质量提出了新的要求，英语教学改革面临新的挑战。复合型、应用型的培养目标成为英语专业人才培养模式改革与发展的关键所在，英语专业的课程与教材体系需要顺应这一趋势，改革固有的课程理念与模式，在课程与教材建设方面寻求突破与创新。“教育文论选读”是在原有英语专业泛读课程基础上予以改造的特色课程，是构建复合型外语教师教育专业课程体系中的核心课程。本课程以英语专业教学大纲中对英语专业阅读课程的要求为基本出发点，同时以国内外教育理论与实践的研习为方向，在培养学生语言综合运用能力的基础上，提高学生的教育专业素养，实现复合型的人才培养目标。

教材特色：

《教育文论选读》旨在通过对教育学科知识内容的填充，改造传统语言课程只注重语言而忽视学科内容的弊端，从教育学科与英语学科融合提升的角度提升教材内涵。本教材的特色在于：

第一，语言技能(Academic English)。语言技能训练侧重以学术英语阅读为主的阅读技能，并兼顾听、说和写作技能，力求使学生了解和认识学术语言，并通过大量分析性阅读的语言输入，培养学生学术的语体意识和批判的思维习惯。在文本体裁上体现学术性，在练习形式上凸显新题型和反思性。

第二，学科素养(Subject Quality)。在课程与教材的设计中，我们努力将教育理论素养的提升融入阅读教学之中，通过课文内容组织、小组活动安排和课堂教学任务训练使英语学习和专业学习交叉融合，真正实现英语与教育专业结合的教育理念。

第三，学习技能(Learning Skills)：学习技能旨在帮助学生建立良好的学习习惯，培养其建立自主、合作与探究的学习方法，实现被动学习向学会学习转变。本教材按不同单元依次建构了一套以学生学会学习为目标的学习技能体系，通过课堂教学与小组学习相结合的方式将课堂教学与课后练习有机结合，充分发挥学生的主动性与创造性。

组织编排：

《教育文论选读》编排分为上、下两篇，上篇的主题是“学习与学生”，下篇的主题是“教学与教师”。在单元主题设置上涉及与教育相关的重点和热点话题，兼有学习心理、教育比较、教育经济、学习方式、学科学习、课程教学、高等教育、教师发展、教育公平、教育技术等。本教材选材文章来源广泛，包括国外综合杂志的教育专栏、重要报纸的教育专刊、教育类电子杂志、教育类专著和期刊、著名教育家（哲学家）的论著和演讲、教育统计报告、名人自传、诗歌、戏剧等多种形式。

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1. 名家谈学习	6. 名家谈教学
学习技能I: 图书馆资料查阅技能	学习技能VI: 记笔记技能
2. 中外教育之我见(学习篇)	7. 中外教育之我见（教学篇）
学习技能II: 课堂演讲技能	学习技能VII: 批判性写作技能I
3. 基于多元智能的学生发展	8. 基于教育叙事的教师发展
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5. 合作学习与美国内战	10. 探究教学与亨利八世
学习技能V: 合作学习技能	学习技能X: 探究学习技能

本教材在编排中遵循由浅入深、由易至难、循序渐进的原则。每单元设置四篇课文，课文层级组织充分结合英语学习与教育专业学习，围绕学术英语、教育知识、学习技能三个目标展开。

第一篇文章为每一单元的主题导入，在内容上反映本单元的主题内容，重在知识性内容的介绍和主题内容的探讨。后续三篇文章Text A, B, C为本单元的核心课文，在内容上与单元主题保持一致，在语言文本上综合了学术语言与通俗语言，充分考虑了文本选择的趣味性、内容的广泛性和体裁的多样性。

教学安排：

本教材供英语（教育）专业高年级学生或教育专业研究生使用，也可供非英语专业研究生或高校教师学习。

教材每单元四篇文章。结合自主、合作、探究的教育理念，每单元后都为学生设

计了小组活动和自我评价表作为教师检查和形成性评价的参考。

教材创新：

本教材在编写之初就确立了创新、求变的思路，经过课题组成员的共同调研和思考最终形成了以ESP(特殊用途英语)为基本理论，结合CBI(内容依托教学)和现代教育理念的课程教材建设思路，并在教材编写中不断实践和创新如下理念：

第一，传统英语教材或英语泛读教材选材较为宽泛，内容排列缺乏逻辑性，知识体系不系统。本教材以教育学学科背景为基础，以教育学科知识和要素为基本框架，是结合语言与专业，融合学科知识和跨越学科界线的新教材。

第二，传统英语教材按语言技能划分教材类型，忽视综合语言能力的培养，人为割裂语言能力的内在联系。本教材在编写中充分考虑各项语言技能的综合与运用，以语言输入技能为主体，兼顾其他技能，强调语言的综合性和交际性。

第三，传统英语教材不区分一般英语学习与特殊用途英语学习，也很难建立二者之间的联系。本教材旨在帮助学生认识和了解学术英语语体和学术规范，更重要的是为学生搭建了由一般英语学习向学术英语学习过渡的桥梁和纽带。

第四，能力培养一直是传统教学的短板，也是传统教材本应该重视而没有重视的重要内容。本教材将学习能力培养通过学习技能训练的方式展示出来，使学生学会学习方法而不是学习知识，并通过教学活动设计体现平等合作、自主学习、知识建构的现代教育理念。

鉴于时间仓促和课题组成员水平所限，本书在内容和形式上难免有所疏漏，还请使用本书的教师、学生和教育同行不吝赐教，我们热切地盼望大家对我们的工作提出批评指正，以期实现更高层次的课程开发。

本教材的编写历时4年，先后经过两次大的调整，最终成稿。课题组成员中，孙二军老师负责教材的理论框架构建和教学内容的甄选，王嘉铭老师负责教材的章节设计和第1、4单元的编写，原昉老师负责第3、9单元的编写，陈熙老师负责第2、8单元的编写，张迪晨老师负责第5、6单元的编写，其中第7、10单元为共同编写完成，每人承担工作量9.85万字，全书共计39.4万字。

《教育文论选读》课题组

2014/8/21

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Unit 1

Educators Philosophies and Learning Theories

Introduction

Nature of Learning[①]

Christina Hinton & Kurt W. Fischer

Learning Is Constructive

The constructivist view of learning has nowadays become more or less common ground among educational psychologists. But, what does this mean exactly? There is strong evidence now that learning is in some sense always constructive, even in environments with a predominantly guided learning approach. This is convincingly demonstrated by the research showing the occurrence of misconceptions (such as "multiplication makes bigger") and defective procedural skills among students in traditional mathematics classrooms. As expressed pithily by Hatano: "It is very unlikely that students have acquired them by being taught."

What is essential in the constructivist perspective is the mindful and effortful involvement of students in the processes of knowledge and skills acquisition in interaction with the environment. This is illustrated nicely by the solution strategy of first graders for one step word problems mentioned in earlier short description of constructivism.

There are, however, many versions of constructivism in the literature spanning a wide variety of theoretical and epistemological perspectives, as described by Phillips in his article "The good, the bad, and the ugly: The many faces of constructivism". This characterization still holds true today, so that at present we cannot yet claim to have a fully-fledged, research-based constructivist learning theory. The present state of the art thus calls for continued theoretical and empirical research to give a deeper understanding and a more fine-grained analysis of constructive learning processes that promote the acquisition of worthwhile knowledge, cognitive and self-regulation skills, and the affective components of adaptive competence. We need more research into the role and nature of teaching to foster such learning.

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① Excerpt from "Historical Developments in the Understanding of Learning", *The Nature of Learning—Using Research to Inspire Practice,* OECD Publications, 2010.

Learning Is Self-regulated

Constructive learning, being about the process rather than the product, is also "self-regulated". This captures the fact that "individuals are metacognitively, motivationally and behaviorally active participants in their own learning process". Although research on self-regulation in education began only about 25 years ago, a substantial amount of empirical and theoretical work has already been carried out with interesting results.

First, we now know the major characteristics of self-regulated learners: they manage study time well, set higher immediate learning targets than others which they monitor more frequently and accurately, they set a higher standard before they are satisfied, with more self-efficacy and persistence despite obstacles. Second, self-regulation correlates strongly with academic achievement, and this has been found in different subject areas. Third, recent meta-analyses of teaching experiments show convincingly that self-regulation can be enhanced through appropriate guidance among primary and secondary school students. Important recent research by Anderson shows that the learning and achievement of disadvantaged students can be improved significantly by teaching self-regulatory skills.

There is still need for continued research in order to gain a better understanding of the key processes involved in effective self-regulation in school learning, tracing the development of students' regulatory skills, and unraveling how and under what classroom conditions students become self-regulated learners. That is, there is much still to be understood about how students learn to manage and monitor their own capacities of knowledge-building and skill acquisition and about how to enhance the transition from external regulation(by a teacher) to self-regulation.

Learning Is Situated or Contextual

It is also widely held in the educational research community that constructive and self-regulated learning occurs and should preferably be studied in context, i.e. in relation to the social, contextual and cultural environment in which these processes are embedded. In the late 1980s, the importance of context came into focus with the situated cognition and learning paradigm. This, as described above, emerged in reaction to the view of learning and thinking as highly individual and involving purely cognitive processes occurring in the head, and resulting in the construction of encapsulated mental representations. The situated view rightly stresses that learning is enacted essentially in interaction with, and especially through participation in, the social and cultural context. In mathematics, the situational perspective has stimulated the movement toward more authentic and realistic mathematics education.

The "situated cognition" perspective has nevertheless also come in for criticism. It has been criticized for being only "a 'loosely coupled' school of thought", for making inaccurate and exaggerated claims from which inappropriate educational lessons might be drawn and for downgrading or at least not appropriately addressing the role of

knowledge in learning. There is therefore a need for further theoretical inquiry and empirical research to better integrate the positive aspects of both cognitive psychology and situativity theory.

Learning Is Collaborative

The collaborative nature of learning is closely related to the situated perspective that stresses the social character of learning. Effective learning is not a purely solo activity but essentially a distributed one, involving the individual student, others in the learning environment and the resources, technologies and tools that are available. The understanding of learning as a social process is also central to socio-constructivism, and despite the almost idiosyncratic processes of knowledge building, it means that individuals nevertheless acquire shared concepts and skills. Some consider social interaction essential, for instance, for mathematics learning as individual knowledge construction occurs through interaction; negotiation and cooperation.

The available literature provides substantial evidence supporting the positive effects of collaborative learning on academic achievement. It suggests that a shift toward more social interaction in classrooms would represent a worthwhile move away from the traditional emphasis on individual learning. It is important to avoid going too far to the opposite extreme, however: the value for learning of collaboration and interaction does not at all exclude that students develop new knowledge individually. Distributed and individual cognitions interact during productive learning, and there remain numerous unanswered questions relating to collaborative learning in small groups. For instance, we need a better understanding of the ways in which small-group activities influence students' learning and thinking, of the role of individual differences on group work and of the mechanisms at work during group processes.

In addition to the four main characteristics of the CSSC conception of learning, two other aspects can be mentioned briefly: learning is cumulative and individually different. That it is cumulative is implied in it being constructive—students develop and build new knowledge and skills on the basis of what they already know and can do. Ausubel argued already in 1968 that the most important single factor influencing learning is the learner's prior knowledge. That claim has been vindicated by the studies showing that prior knowledge explains between 30% and 60% of the variance in learning results. The importance of prior knowledge clearly also underscores the value of linking formal to informal learning.

Learning is also individually different, which means that its processes and outcomes vary among students on a variety of pertinent variables. Prior knowledge is one of these variables, but so are ability, students' conceptions of learning, learning styles and strategies, their interest, motivation, self efficacy beliefs and emotions. Encouraging and sustaining effective learning therefore means that school should provide as much as possible adaptive education to take account of these differences.

Questions after reading:

Why is learning constructive, self-regulated or collaborative? Can you take examples from your own experience to illustrate?

Group work:

Topic: Before we further the discussion, we need to reflect on what learning beliefs people have as either an individual or a group, such as objectives of learning, methods in learning experience.

Directions: Work as a group and share your ideas with others.

Text A

Brainstorming

Francis Bacon

Humanism: The term "humanism" has come to represent diverse philosophical and religious movements over the centuries. In general, humanist thought rejects belief in the supernatural, focusing instead on a human-centered view that emphasizes reason and scientific inquiry. During Europe's Renaissance, between roughly 1400 and 1650, humanism came to dominate social philosophy, literature and intellectual debate. The period marked a fascination with the Greek classics and secularism, the idea that religion and government should be separated. Individual expression and personal independence were greatly valued. Notable humanist thinkers included Italian Niccolo Machiavelli, author of *The Prince*, and Englishman Francis Bacon.

Empiricism: It is a theory of knowledge that asserts that knowledge comes only or primarily via sensory experience. Empiricism emphasizes the role of experience and evidence, especially sensory perception, in the formation of ideas, over the notion of innate ideas or traditions. In the philosophy of science, it emphasizes evidence, especially as discovered in experiments. It is a fundamental part of the scientific method that all hypotheses and theories must be tested against observations of the natural world rather than resting solely on a priori reasoning, intuition, or revelation.