

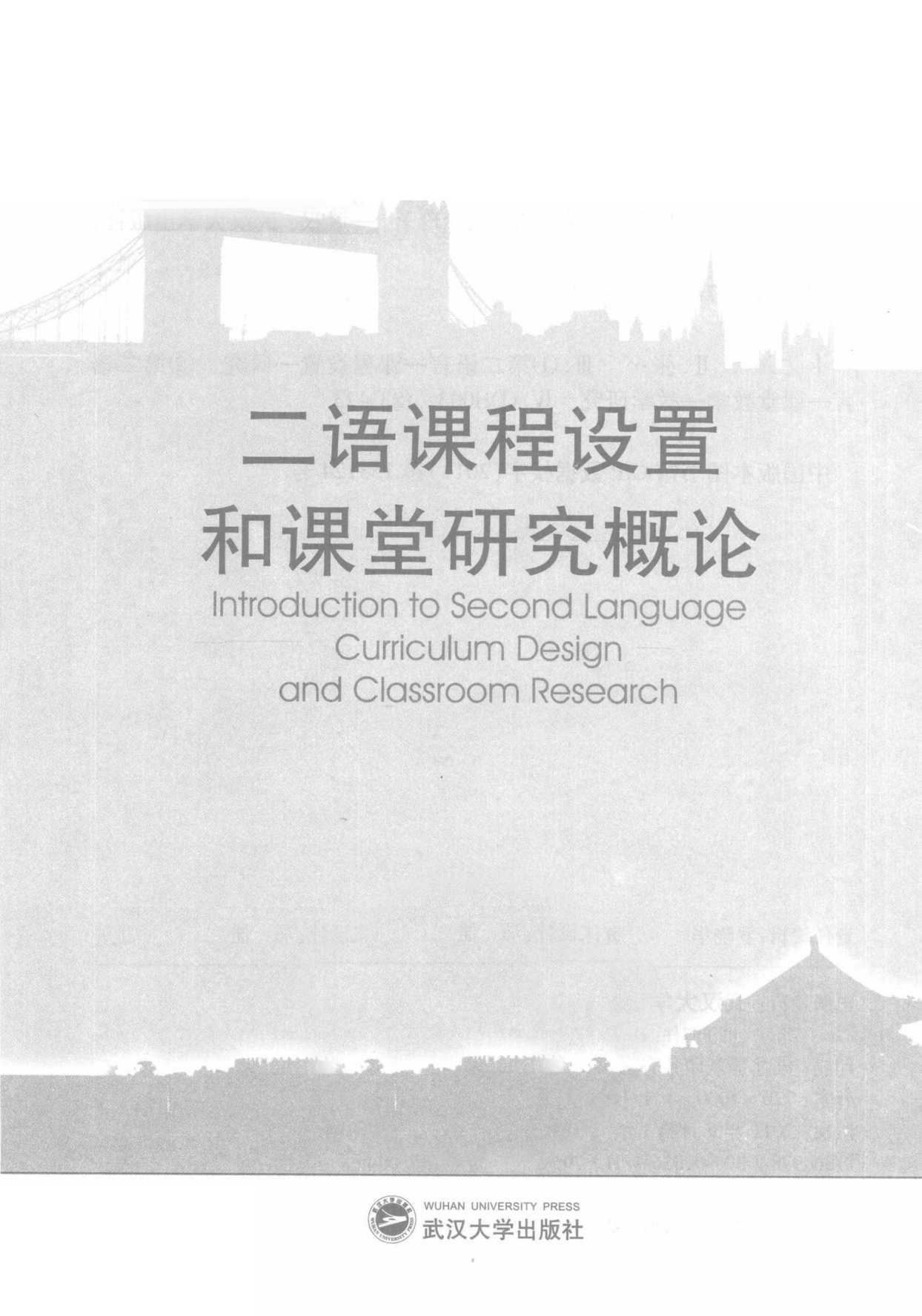
张珍珍 著

二语课程设置 和课堂研究概论

Introduction to Second Language
Curriculum Design
and Classroom Research



WUHAN UNIVERSITY PRESS
武汉大学出版社



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图书在版编目(CIP)数据

二语课程设计和课堂研究概论/张珍珍著. —武汉: 武汉大学出版社, 2011. 9

ISBN 978-7-307-09036-1

I. 二… II. 张… III. ①第二语言—课程设置—研究 ②第二语言—课堂教学—教学研究 IV. ①H003 ②G423

中国版本图书馆 CIP 数据核字(2011)第 153124 号

责任编辑: 罗晓华

责任校对: 刘 欣

版式设计: 马 佳

出版发行: 武汉大学出版社 (430072 武昌 珞珈山)

(电子邮件: cbs22@whu.edu.cn 网址: www.wdp.com.cn)

印刷: 湖北鄂东印务有限公司

开本: 720 × 1000 1/16 印张: 16.5 字数: 326 千字

版次: 2011 年 9 月第 1 版 2011 年 9 月第 1 次印刷

ISBN 978-7-307-09036-1/H · 795 定价: 35.00 元

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前 言

《二语课程设计和课堂研究概论》旨在培训教师,改进教学评估,提高学习者的教学水平和科研能力。

二语课程设计涉及教育理念、课程理论和课程设计、语言大纲理论和设置、教材编写原理和编写、教学策略和设计。本书系统、全面地阐述了教育知识、教育目标、教育导向,阐述了课程设计的五大原理(scope, sequence, continuity, integration and balance),介绍了语言大纲分类,阐述了教学设计和策略的理论与实践(Instruction Planning, Instruction Implementation, Instruction Evaluation, Learning Outcomes and Learning Objectives, Instruction Strategies, Evaluation System, Teachers' Role),还提供了真实、具体的案例供学习者模仿使用。

二语课堂研究是二语习得的一个分支,重点关注与课堂师生行为相关的语言习得。二语课堂研究是通过直接观察、记录、分析课堂行为来完成的。研究的重点是二语课堂语言的语言特征、教师话语、师生互动、语言错误的处理、交际策略、话轮转换、语言解码以及其他影响二语习得的因素。二语课堂研究涉及研究原理、研究内容、研究工具和五大研究方法,即行动研究法、民族志研究法、心理测量研究法、互动研究法和话语分析法(Action Research, Ethnographic Research, Psychometric Approach, Interaction Analysis Approach and Discourse Analysis Approach),使学习者概念清楚、思路清晰,能够在具体研究中使用。

本书还介绍了该领域的研究现状和大学英语的教学改革。介绍了 SPSS 在二语研究中的应用,包括 T 检验、方差检验、相关度检验、线性回归和卡方检验,非常细致地描述了操作步骤,展示和解释了表格。读者学习后可以马上用 SPSS 进行定量分析,使研究更客观、更科学,论据翔实。

作为语言学习者、语言教师、语言研究者,特别是二语课堂教师和研究者通过对本书的学习,将会了解教育理念、课程理论和课程设计、语言大纲理论和设置、教材编写原理和编写、教学策略和设计方面的基础知识,并对实际案例有一个全面、系统、深入的了解,掌握其理论和实践,掌握二语课堂研究方法,提高教学和研究的理论水平和科研能力。本书适合外语学院英语语言文学专业、外国语言学及应用语言学专业、外语课程与教学论等专业作为教材使用。

张珍珍

2010 年 12 月于武汉大学

Preface

Second Language Curriculum Design and *Second Language Classroom Research* are aiming at training teachers, improving assessment of teaching and developing learners' teaching and research abilities.

Second language curriculum design is related to educational philosophy, curriculum theory and design, syllabus theory and design, course books principles and design, instruction strategies and design. This book systematically and comprehensively expounds educational knowledge, educational goals, educational guidance, describes the five principles of curriculum (scope, sequence, continuity, integration and balance), describes the theory and practice of language syllabus design, describes instruction theory and practice (Instruction Planning, Instruction Implementation, Instruction Evaluation, Learning Outcomes and Learning Objectives, Instruction Strategies, Evaluation System, Teachers' Role). Also provides real, concrete, practical case for learners to imitate.

Second language classroom research is a branch of second language acquisition, focusing on teacher-student behaviors and classroom language acquisition. Second language classroom research is completed through direct observation, recording and analysis of classroom behavior. Second language classroom research focuses on second language linguistic features of classroom language, teacher talk, teacher-student interaction, language error treatment, communication strategies, turn-taking pattern, language decoding, and other factors that affect second language acquisition. Second language classroom research are related to the research principles, research content, research tools, and five research methods, that is, Action Research, Ethnographic Research, Psychometric Approach, Interaction Analysis Approach and Discourse Analysis Approach, so that learners will have clear understanding of the concept, and be able to apply the research methods in the research.

Second language classroom study also describes the previous research in the field and College English teaching reform. SPSS is introduced in second language research, including T test, variance test, correlation test, linear regression and chi-square test with the description of the operation, explanation the form and the table. Readers can,

immediately after learning a quantitative analysis, use SPSS to make the study more objective, more scientific, argumentative and informative.

Language learners, language teachers, language researchers, especially second language classroom teachers and researchers will have basic knowledge of education philosophy, curriculum theory and design, second language syllabus theory and design, course books principles and design, instruction strategies and design with comprehensive, systematic, in-depth understanding and learning of the practical cases, to master the theory and practice, master the second language classroom research methods, to improve the theoretical level of teaching and research. This book is suitable for the graduate students majoring in English Language and Literature, Foreign Linguistics and Applied Linguistics, Curriculum and Instruction for Foreign Language Teaching, Specialized Degree Discipline Teaching, and also suitable for other specialties.

Zhang Zhenzhen

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Chapter One Overview of Education

I . Knowledge of Education

Generally speaking, education is composed of general education, formal education and non-formal education. General education refers to the study of subjects and issues, such as world events or the environment which are central to life in our culture.

Formal education refers to learning with credit. The learners will get diplomas or degrees with satisfactory credits and scores described in the curriculum by the university and pass thesis defense.

e. g. Degree Policy

There are three kinds of degrees: bachelor's degree, master's degree and doctor's degree.

Students who have satisfied the requirements described in the "Regulation on Academic Degree of the People's Republic of China" will be awarded certificates of bachelor's degree, master's degree and doctor's degree by the university. Degree categories are composed of Philosophy, Economics, Law (including Politics, Sociology and Ethnology), Education (Physical Education), Literature (including Linguistics, Journalism, Art Studies, Library Studies), History, Science, Engineering, Agriculture and Medicine.

Non-formal education means learning with no credit. The learners will not get diplomas or degrees. They will get certificates for the training program.

II . Aims of Education (The Aims Give Direction to Curriculum)

Aims of education is to transmit knowledge, develop the individual (to cultivate students morally, physically, intellectually), and develop and maintain the balanced society (serve the society).

III. The Critical Theory

Language theory critics should provide students with adequate theory basis. People do not only pass and create knowledge but also receive the created knowledge. They should know contradictions of everyday life, who organizes education, what is language, and who made it.

IV. Aims of Colleges

Colleges are different from universities. Students in the colleges study for only three years. Colleges should establish and operate a system of applied arts and technology. Colleges should not focus on academic approach, they should focus on application. College students can only obtain diplomas. In the college education the curriculum and teaching plan should be designed according to the needs of the occupations of the society. Especially the courses should be arranged for the application to the local community.

V. Aims of Universities

Aims of universities are to develop the educated person, to create a balanced society, and to transmit knowledge. To develop the educated person means developing the individual politically, intellectually and morally. The educated person is required not only to be good at professional knowledge with high marks but also to know the country and the world. What's more, the educated person should know what is right or what is wrong with correct outlook of evaluation. To create a balanced society means developing and maintaining the balance of the society. In other words, it means serving the society. With the knowledge the educated person should make great contribution to the society and solve the issues of the various fields in the society by hard work or by invention to elevate the life of the people. The universities should share all the knowledge in the specialty designed in the curriculum and the related knowledge to the majors, and introduce the recent development of the field.

e. g. Wuhan University gradually developed a fine school spirit and study style of its own, i. e. , "improve oneself, promote perseverance, seek truth and make innovations", emphasis is laid on actively meeting the needs of social development, incessantly reforming its pattern of personnel training and bringing up high-level professional talents of all-round

development of morality, intelligence and physique.

VI. Aims of the Learning Society

In the learning society everyone wants to learn what to do in that they can be better tomorrow. The society evaluates education not for money but to develop a person. There are three kinds of education for the learning society such as continuing education, training-focus on skills that students need in the future, community education and physical education.

Continuing education is also named adult education which ranges from evening school, self-taught higher education, to teaching by correspondence. They belong to part-time study. Most of students must take the unified examination from the province or from the country. After they complete all the courses they can get diplomas or degrees with satisfactory achievement.

Training-focus on skills for students needed in the future is conducted in the societies where there are different training courses. After school the pupils or high school students are sent to study sewing, hairdressers, craft class, painting, etc. in the primary schools, middle schools or Sunday schools.

Community education and physical education means in the community people share the knowledge and learn the knowledge. They are teachers and learners as well. For example, there is *Bible* class in the church for family hours. The parents or elders explain the content of *Bible* to the different family members in the church or teach the children in the community how to craft, paint, how to do other things. Some times the community invite the professional people to give lectures on how to grow flowers, how to grow apples, etc. At every weekday or weekend people organize different physical exercises such as swimming, skiing, playing balls and some others for young people and older people.

VII. Curriculum Orientation

Curriculum design can be subject-centered, learner-centered, society-centered or eclectic-centered.

1. Subject-centered Orientation to Curriculum

Subject-centered orientation is literacy with basic skills, basic facts and theories in fundamental subjects, good study skills and work habits. Subject-centered curriculum

means the subjects are organized into content units which are predetermined by a set of experts. Subject-centered process is dominated by teachers, while learners are dependent, passive and competitive learners for grades. Subject-centered orientation to curriculum also has some disadvantages. It only focuses on information and ignores students' autonomous learning, experience, emotion, development needs and social demands. Nowadays, the obvious trend exists. There is an interchange between disciplines and the needs of society in the traditional subject-centered orientation. Now there is new disciplines.

2. Learner-centered Orientation to Curriculum

Learner-centered orientation focuses on learners, on the development of individual talent by watching children, how they grow and learn, what they need to learn at that time. Some programmers are more learner-centered. The trainees are practitioners in some techniques. They teach students, not subjects. Learner-centered orientation is applied to adult learners. Learners should know the aims and methods with self-realization, be permitted to have creative expression, cultivate personal talents and interests, and prepare for contemporary life. Teachers are facilitators. They should know what learners need, provide a framework (i. e. activities projects), and provide active learning opportunities. There are five characteristics in active learning. Students are involved in more than listening. Less emphasis is placed on transmitting information and more on developing students' skills. Students are involved in higher-order thinking (analysis, synthesis, evaluations). Students are engaged in activities. Greater emphasis is placed on students' exploration of their own attitude and values.

3. Society-centered Orientation to Curriculum

Society-centered orientation means reconstructing society, transmitting dominant values, discovering the contradiction in the society. The purpose of education is to develop and serve the needs of society rather than the individuals. Teaching in society-centered orientation is for the sake of hunting the job, developing democratic attitudes (politics, philosophy) with emphasis on health (physically developed persons, not burden of the society to survive) and concern for the welfare of others (develop the society, which occupation is rich? Law or MBA? What does the society cover? It covers different occupations).

There are 12 characteristics of society-centered orientation. It focuses on needs of the society (social issues), emphasizes the survival role, keeps the balance of the society, meets the needs of the future, has less emphasis on learning formal academic disciplines in

isolation, relates the curricular experiences to real-world activities, prepares students for entry in the world, prepares students to become responsible, well-informed, and productive, articulate, literate, numerate people who can adapt themselves well when step into the society, focuses on the more creative and collaborative aspects of learning, educates students to be independent and lifelong learners, lets students construct their own models rather than memorize what teachers say. Critical thinking is valued over role learning.

Society-centered orientation to curriculum also has some disadvantages. People with traditional ideas think society-centered orientation preserves culture and honoring traditions while reformists seek change and reconstruction through education and the curriculum. The questions arise as the following: Who decides the dominant value of the society? Companies, universities, teachers or students? Who is included in the democratic process? When ethics and economic collide, how are decisions made? Which approach should be used? Academic approach (develop students' potential to adapt themselves into study and research) or communicative approach (develop students' potential to adapt themselves into the work units)?

4. Eclectic-centered Orientation to Curriculum

In reality there is no absolute orientation to meet the needs of learners and society. At any time, we can not meet one need from one point of view. There are different orientations at different time, places, occasions. We should adopt different orientations based on different areas, schools, subjects, teaching contents, teaching phases.

e. g. Wuhan University is working hard for building a number of disciplines with the first-rate levels in the world, bringing development in the relevant discipline circles of the world, achieving a large number of achievements in basic theoretical and high-technological studies, which are important, creative and even epoch-making, and fostering quite many personnel having high qualities and original ideas. By the year of 2010, it will be built into a high-level university well-known both at home and abroad as well as a main force for vitalizing China and Hubei through science and education. On this basis, still greater efforts are to be made to raise the teaching, scientific research and every other work of the university to international advanced levels so that the university can enjoy high position and great prestige in the international academic circles before the middle 21 century when Wuhan University will be built into a first-rate university of the world.

5. Summary

Society-centered orientation to curriculum focuses on knowledge/information, without thinking the culture of learners'. Learner-centered orientation to curriculum observes what learners need to learn, interaction between texts and students. Society-centered orientation to curriculum concerns survival role, meets the needs of the future, keeps the balance of the society (be aware of the issues of the society, responsible reaction to the society).

Chapter Two Second Language Curriculum Theory and Design

1 . Principles of Second Language Curriculum Design

In curriculum designing, five principles should be considered. They are scope, sequence, continuity, integration and balance.

1. Scope-size/shape

Scope-size/shape ranges topics, the amount of topics, the amount of the details of topics and a fair idea of the subject matter to students. We can scope by content analysis and conceptual map.

(1) Content Analysis

For a specialty the contents can be arranged according to the goals and objectives.

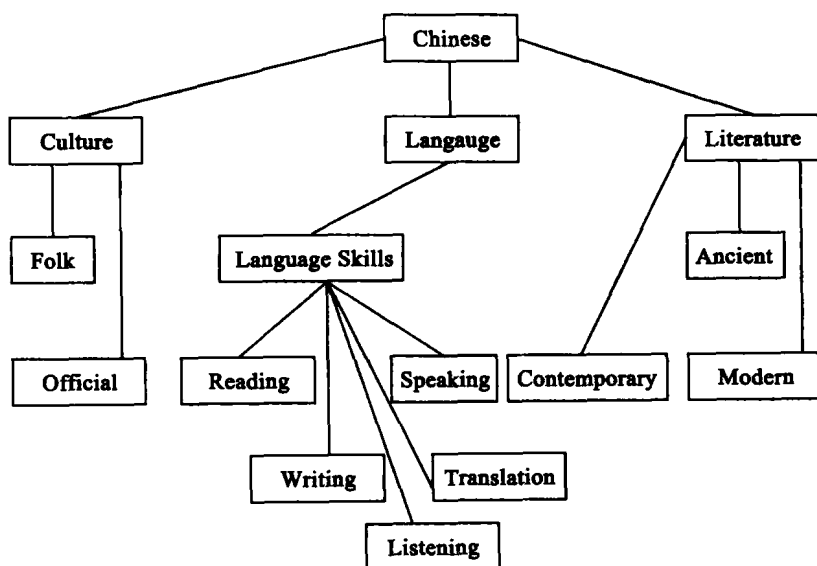
Goals are general statements about what must be accomplished in order to attain and satisfy students' needs.

e. g. The goal of a language curriculum is to produce a famous brand of the undergraduate program in Chinese language and Chinese culture- and develop a famous brand of undergraduates who will use and publicize Chinese language and culture in their future work and life in the world.

Objectives are precise statements about what content or skills the students must master in order to attain a particular goal. The following is a model of objectives of Chinese major.

e. g. The objective is to develop the whole learners who can apply basic Chinese theory and systematic professional knowledge. The specific requirements are listed as following: Students should have solid Chinese language competence and Chinese communication ability. Students should master basic Chinese theory and knowledge systematically. Students should master basic knowledge of humanities, and be familiar with national condition of China and Chinese culture. Students should master the research methods of this discipline and develop the ability of application at the elementary level.

The content scope can be seen like the following diagram.



This diagram is used to examine in your scope of your plan. If you think to set a specialty as Chinese you should consider what kind of streams you will set. Since you want to set language you should think about at least three items as language, culture, and literature. As for language you will think what language skills you would like students to master which is related with the content, which covers listening, speaking, reading, writing and translation. As for culture you will think of folk culture or official culture. As for literature you will think ancient literature, contemporary literature and modern literature and so on as it is called content analysis.

(2) Conceptual Map

In addition to content analysis, you should think about the concept of a specialty as the following.

This map is used to examine in your scope of your plan. If you think to set a specialty as Chinese you should consider concept of it. In terms of a Chinese major you will think about the concept of a Chinese major, which means Chinese majors should know Chinese language, Chinese linguistics, Chinese literature and Chinese culture. Specifically speaking, Chinese language ranges lexicon, grammar, and writing. Chinese culture ranges folk culture or official culture like martial arts, history, newspapers and magazines.