

中国中等职业教育 英语语言能力的 需求分析

混合方法探究

赵雯 著

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Preface

When Zhao Wen (Diana, as I knew her, which I will refer to her as here) joined us at The Chinese University of Hong Kong as a PhD student in 2006, her original proposal involved investigating the implementation and uptake of computer assisted language facilities at Northeast University in Liaoning, where she had been a professor since 2003.

Because of her having been made a member of the Ministry of Education's Curriculum committee for overseeing major revisions to the Vocational English language curriculum – with which she had had extensive experience through her long attachment to the Higher Educational Press as a senior editor – upon arriving in Hong Kong, she took the immediate decision to change her topic completely: from CALL to the Vocational English language curriculum. This was a bold move for her in that it meant she had to go back to square one in terms of her background, knowledge and expertise – especially in the area of curriculum. Diana was being co-supervised by myself and Professor Lam Chichung – the latter being an expert in curriculum, and one to only accept perfection in terms of students' understanding of and ability to critique issues related to the curriculum and to curricula. While this meant a lot of hard work ahead for Diana, she took on the challenge with gusto.

She was very much a self starter, usually only coming to see me when she had major queries that she wanted to run past me. From these encounters – both philosophical and substantive – while not such an expert as Diana, I also became much better versed in curriculum issues.

The data collection for her research saw her returning to a part of the country which she knew well – the NE (northeast) – to conduct mixed method quantitative and qualitative studies with students, teachers, ministry officials and employers involved in vocational education, and in trades affiliated to vocational education.

As I recall, she returned to the NE in part to escape the ‘warmer’ Hong Kong weather. I used to love it how Diana always used to smile when in winter the Hong Kong Government issued a cold weather warning (usually when the temperature falls below 11oC), commenting “11 oC! Hah! That’s like summer where I come from in the NE!”

As she collected a vast amount of qualitative data, rather than rush the issue, Diana took her data back to Shenyang with her to finish off the writing up in the fall of 2010.

She presented her PhD in 2010, with this book being a reworking of her thesis.

As readers will note, it offers a very precise and in-depth picture into the English language side of the vocational education system in China — an area hitherto unexplored. It makes many pertinent observations and recommendations regarding the reworking of the English language vocational education curriculum. It was an excellent thesis — well researched, engaging and well-written: feelings I am sure readers will share as they read it.

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Prof. MAN Yee Fun Evelyn (Committee Member)

Prof. Robert Adamson (External Examiner)

Abstract

**Needs Analysis of English Language
Competences in Vocational Senior
Secondary Education in the
mainland of China:**

A Mixed Methods Inquiry

Submitted by
ZHAO, Wen

for the Degree of Doctor of Philosophy in Education at
the Chinese University of Hong Kong in
September 2010

This study provides a detailed description and interpretation of the needs analysis (NA) of learners' English language competences carried out at senior secondary vocational schools in the mainland of China since understanding learners' language learning needs and their motivation to participate in language learning are essential in curriculum development. The study draws on both quantitative and qualitative mixed-method NA practices of using multiple sources and multiple methods in data collection. The complete data include: (1) around 700 participants at three vocational schools in the particular city studied; (2) about 20 hours of recorded and unrecorded data of classroom observation at three vocational schools, a series of interviews with six teachers and 23 students at three vocational schools, as well as interviews with two inspectors, six graduate vocational school students, and a joint venture general manager; and (3) document analysis of the new National Vocational English Syllabus (NVES) issued by the Ministry of Education in 2009, along with textbooks currently in use at

vocational senior secondary schools.

Information gained through various sources and methods have been used to reveal the perceived deficiencies of needs through both target situation analysis (TSA) and present situation analysis (PSA). The identified needs were then prioritized according to their immediacy to learners, with the underlying causes of the language competence discrepancies further explored and interpreted. Possible solutions were then suggested for future implementation of the vocational English curriculum in the senior secondary vocational education context. The research findings of the current study indicate that learners in general have low language learning motivation and inadequate language competences; there exist language competence discrepancies regarding learners' learning needs, teachers' teaching needs, and learning resources and facilities provided at school; there is positive relationship between learners' motivation and language competences; and many factors contribute to the current language competence deficiencies, among which motivational factors figure more prominently. The results of the study can be of value to educators and researchers involved in developing and redesigning language curriculums at various levels, in particular to teachers, curriculum developers as well as to researchers in vocational education.

摘要

中国大陆中等职业教育英语语言能力的需求分析： 混合方法探究

了解学习者的语言学习需求和他们参与语言学习的动机对于课程的开发极为重要。本研究对中国大陆中等职业学校学生的英语语言能力的需求分析进行了较为详细的描述与解释。本研究采取了量化与质化相结合的混合研究方法，通过采用多种资讯来源和多种不同的方法来收集资料，进行需求分析。本研究收集的数据资料包括：（1）对某市三所职业学校700名左右参与者的调查研究；（2）对三所职业学校大约20小时的录音与非录音的课堂观察，对三所职业学校6名教师和23名学生的系列访谈，以及对2名教研员、6名职业学校的毕业生和一名外企总经理的系列访谈；（3）对教育部2009年新颁布的《中等职业学校英语教学大纲》的文本分析和对中等职业学校目前所采用教材的分析。

来自多个管道和透过多种方法所获取的资讯通过采用目标情境分析和目前情境分析来找出所存在的需求差距，并对所发现的需求按照对学习者优先性来进行排序，然后对造成差距的原因进行进一步的探究与解释，最后对中等职业教育情境下的未来职业英语课程的实施提出了建议。本研究的成果显示学生总体的语言学习动机低，语言能力不足，学生的语言能力在学习者的学习、教师的教学、学校所提供的学习资源和设备等三个方面均存在需求缺欠，学习者的学习动机与语言能力之间存在著正相关，除动机这一主要因素外还有许多因素导致了学习者目前语言能力的缺欠。本研究的成果对各种不同层次开发和设计语言课程的教育工作者和研究人员，尤其是从事职业教育的教师、课程开发人员和研究人员，都具有一定的参考价值。

Acknowledgements

The development of this thesis has been a challenging and enlightening lone journey, with the accompaniment of unexpected difficulties and problems. I would like to express my sincere appreciation to many people who have provided me with support and encouragement and helped me fulfill my long-held cherished dream over the past four years.

I would like to express my sincere gratitude to my chief supervisor, Prof. David Coniam, for his patience, dialogue, encouragement, and inestimable support throughout the development of this study. He and his family have given me strong mental support, as well as help in my time of crisis. In the process of writing and revision, I benefited a lot from the discussion with him, in particular on the quantitative study.

I would also like to express my gratitude to my other supervisor, Prof. Lam Chi Chung, for his unique discernment, advice, and inestimable suggestions on the formatting of the research questions and on issues related to my qualitative study.

Special appreciation and gratitude go to Prof. Chung Yue Ping for his dialogues, patience, suggestions and comments regarding the concepts in the current study, which lead to the final formation of language competences in the field of vocational education.

Special thanks also go to Prof. Man Yee Fun for her suggestions and comments regarding the dissertation proposal and curriculum issues. All the professors were always available to answer my questions from the beginning of the study until the final production stage, for which I am very grateful.

Thanks also go to Prof. Robert Adamson for his advice on the needs analysis model and the roles of motivation. His professional advice has helped me enrich the research perspectives adopted in the current study.

Special thanks also go to other professors at the Faculty of Education for their encouragement, support and insight provided during the course of

my study. Thanks also go to friends in G8, Li Wai Chun Building, and many other friends at the Chinese University of Hong Kong (CUHK), who have helped me throughout and have made my study life rich, unforgettable and enjoyable.

I owe a special debt of gratitude to the municipal and provincial inspectors in charge of the subject of English for allowing me to carry out my field work and for providing me with every possible help, and for facilitating my studies with encouragement and support.

I am also truly thankful to those participants in the study. It was their trust, support and openness that have made the entire endeavour possible. It is my greatest hope that their contribution to the study will not be futile and will enhance the understanding of the research alike.

Thanks are also due to the staff of graduate division at the Faculty of Education for their distinguished services.

I especially want to express my appreciation to friends, particularly my confidential friends at Northeast University and the CUHK, who have given me enormous support and encouragement during the course of my study.

Last but not least, I am deeply grateful to my parents, my daughter and my family for all their patience and support during this rocky journey. They have been encouraging with love when I became frustrated and low-spirited in time of crisis.

Everyone that has entered my life during this endeavour, and those that were there before I started this journey, have all been wonderful.

Thank you all for everything!

Abbreviations

ACTFL: American Council of Teachers of Foreign Languages
AMTB: Attitude/Motivation Test Battery
CALL: computer-assisted language learning
CAQDAS: computer assisted qualitative data analysis software
CCCCP: Central Committee of the Chinese Communist Party
CEFR: Common European Framework of Reference for Languages:
Learning, Teaching, Assessment
CJN: China Journal Net
CLA: communicative language ability
CLT: communicative language teaching
CMT: Classical Measurement Theory
CNP: Communicative Needs Processor
COLT: Communicative Orientation of Language Teaching
EAP: English for Academic Purposes
EBP: English for Business Purposes
EE: Extended English
EEC: European Economic Community
EFL: English as a foreign language
ELP: European Language Portfolio
ELTDU: English Language Teaching Development Unit
EOP: English for Occupational Purposes
EQF: European Qualification Framework
ESL: English as a second language
ESP: English for Specific/Special Purposes
EST: English for Science and Technology
EVP: English for Vocational Purposes
Flint: Foreign Language Interaction

FOCUS:	Foci for Observing Communications Used in Settings
GE:	General English
GNVQ:	General National Vocational Qualifications
GSSUGE:	General Senior Secondary Unified Graduation Examination
IRE:	Initiation-Response-Evaluation
IRF:	Initiation-Response-Feedback
IRT:	Item response theory
IQAS:	International Qualifications Assessment Service
ISCED:	International Standard Classification of Education
KSA:	knowledge, skills and attitudes
KSCs:	knowledge, skills and competences
L2:	second language
LC:	language competence
LSP:	Language for Specific Purposes
MOE:	Ministry of Education
MOLSS:	Ministry of Labor and Social Security
NA:	needs analysis
NTF:	National Training Framework
NVES:	National Vocational English Syllabus
NVQs:	National Vocational Qualifications
OP:	observation protocol
PSA:	present situation analysis
RQ:	research question
SES:	social economic status
SILL:	strategy inventory for language learning
SLA:	second language acquisition
SPSS:	Statistical Package for Social Sciences
SVQs:	Scottish Vocational Qualifications
TBLT:	task-based language teaching
TL:	target language
TSA:	target situation analysis
TVE:	technical and vocational education
VE:	vocational education

Abbreviations

VESL: Vocational English as a Second Language

VET: vocational education and training

ZPD: zone of proximal development

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