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<<中国中等职业教育英语语言能力的 >

图书基本信息

书名：<<中国中等职业教育英语语言能力的需求分析>>

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作者：赵雯

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内容概要

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。
《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》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。
《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》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。
本书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学习的优先性来进行排序，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。
本书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。
本书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。

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书籍目录

List of FiguresList of TablesAbbreviaaonsChapter 1 Research Background1.1 Introduction1.2 Background to the Study1.2.1 Vocational Education in the mainland of China1.2.2 Curriculum Structure1.2.3 The New National Vocational English Syllabus1.2.4 VocationalEnglishLearners1.2.5 Researchinto Language Competences1.3 ResearchPurpose1.4 Research Questions1.5 Definitions ofKey Terms1.6 Research Significance1.7 SummaChapter 2 Literature Review： Language Competences2.1 Introduction2.2 Competence and Competence-Based Education,in China2.2.1 Competence-Towards a Unified Terminology2.2.2 PerspectivesofCompetence2.2.3 Competence-Based Vocational Education2.3 A Competence-Based Typology2.3.1 Generic KSA Typology2.3.2 A Unified Typology of Competence2.4 Language Competences2.4.1 The Development ofCommunicative Competence in North America2.4.2 The Development ofCommunicative Competence in Europe2.5 Language Competencesin the New NVES2.5.1 StructuralComponents2.5.2 Language Competence Dimensions in the New NVES2.6 SummaChapter 3 Literature Review： Needs Analysis3.1 Introduction ofNA3.2 Conceptualization ofNeeds3.3 Conceptualization ofNeeds Analysis/Assessment3.3.1 The Historical Overview ofNA3.3.2 NAin Language Educatio3.3.3 Phases and Levels ofNA3.3.4 NAin the mainland ofChina3.4 Approaches to NA3.4.1 Target Situation Analysis3.4.2 Present Situation Analysis3.4.3 Deficiency Analysis3.4.4 Strategy Analysis3.4.5 MeansAnalysis3.4.6 Language Audits3.4.7 Summary3.5 Review ofApproaches to NAin Language Education3.5.1 Sources ofData3.5.2 ResearchMethods3.6 SummaryChapter 4 Research Design4.1 Research Questions and Conceptual Framework……Chapter 5 Language Audits：Leamer ProfileChapter 6 DeficiencyAnalysis ：LanguageCompetence DeficienciesChapter 7 Deficiency Analysis： Explanation ofDeficiency CausesChapter 8 ConclusionsBibliographyAppendices

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章节摘录

3.School C Unlike the other two national key schools - School A and School B, School C（a tourism school）is only a provincial key school.The school covers an area of 55, 000 square meters.The featured specialties of the schoolare tourism service and management, pre-school education, and hotel serviceand management.The school is the specified tourism guide training centerfor both the city and the province, the advanced chef training center forthe city and a vocational skill certified center.The school has some well-eqrupped simulated training classrooms for service sector oriented students, such as the simulated Chinese and Western dining halls, the simulatedtea house, the simulated mini bar, the simulated guest room, the cookingoperation room, the dance hall and the physical training room.In additionto the various vocational training rooms, the school also has a library, a multimedia computer room and other moderntechnological facilities. Among its 191 teaching staff, 12 are provincial vocational sHIl certifiedteachers, 15 are national tourism guide holders and five are expert chefs.Inaddition to the school's full-time teaching staff, the school also invites midlevel managers from the hotel industry or tourism industry to come to the school to teach and develop vocational-oriented curriculums.Like School A, School C has also signed contracts with enterprises in the service industry, in particular with travel agents from within and outside the province.As a service-oriented school, English has always been an important feature of theschool's agenda. On both sides of the corridor hang the pictures of famous businessmen and their sayings.During my school visits, I found some students wanderingaround in the corridor during class time and caught sight of some cigarette butts in the ground-floor corner in my pilot study. In general, each of-the three schools has its own special characteristicsand particular specialties, with two being service-orientated and onemanufacturing-orientated. 4.2.5.2.2 Samplirig As Miles and Huberman state , "As much as you might want to, youcannot study everyone everywhere doing everything"（1994, p.27 ）.Samplingis crucial especially in doing NA（Brown, 1995）.Choices must be made interms of ” whom to look at or talk with, where, when, about what, and why——all place limits on the conclusions you can draw, and on how confident youand others feel about them.Even when the boundary of a case（e.g., a schoolin this study ）is defined, there are still settings within settings in each school.The school has classrooms, the classrooms have teachers and studentsteaching and learning within them.And the questions of multiple-casesampling add another layer of complexity"（ibid.）. In qualitative research, sampling usually involves two actions： boundarysetting and frame creation（Miles & Huberman, 1994, p.27）.In terms ofsampling strategies , Erickson（1986）suggests a generic, funneling samplingsequence, working from the outside into the center of a setting."Within-case sampling is almost always nested...with regular movement up anddown that ladder" （Miles & Huberman, 1994, p.29）.Following the theoryand strategies mentioned above, a purposive stratified random'samplingwithin-case framework was set with the order of selection criteria extendingfrom the peripheral to the core of the setting due to the complexity of thephenomena, with the use of multiple purposive techniques（Teddlie & Yu, 2007）. Purposive sampling（Miles & Huberman, 1994）or purposeful samplingleads to greater depth of information from a smaller number of carefullyselected representative cases （Patton, 2002）from the quantitative study.Results from the quantitative phase produced a general picture of thestudents'general demographic information and their language achievement.On the basis of the data analysis of the first phase quantitative study, within-case participants were selected with reference to the teacher's commentsand the researcher's classroom observations.The advantage of multiple-case stratified random purposive sampling can strengthen the precision, the validity, and the stability of the qualitative study（Long , 2005c;Miles &Huberman, 1994）.Table 4.9 shows the detailed multiple-case samplingprocedure. ……

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