

<<英语教师课堂教学建构>>

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前言

此书基于我在英国诺丁汉大学完成的博士学位论文，并作了进一步的丰厚和拓展。在西方的语言（外/二语）教学研究中，教师认知研究始于20世纪90年代。在此前的语言教学研究中教师被视为语言教学理论的执行者。受到普通教育研究领域的重要研究成果的影响，语言教学研究者已普遍认同教师本身——而非仅仅其课堂行为在教学中的核心地位，研究教师自身的信念和知识对于理解和改进语言教学具有重要意义。尽管语言教师认知这一研究领域迅速发展，但针对中国高等院校英语教师认知的研究仍显匮乏。此书正是将一组中国大学英语教师作为研究对象，其目的是发现并分析他们对于各自英语课堂教学的理解和诠释。与此同时，现有相关研究往往只限于发现教师对其课堂行为的解释，其结果是某些教学原则或教学意图的呈现，但针对语言教师课堂教学观念构架的研究却很少。此书正是以此为研究重点，并力图从英语教师自身经历和所处教学环境的角度解释、分析其教学观的形成。此项研究对于大学英语课堂教学的改进、英语教师教育和发展具有重要意义。

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内容概要

本书首先回顾并分析语言教师认知领域的相关文献，在此基础上发现研究问题，论证研究方法，分析并呈现研究资料，解释研究发现并讨论其意义。

在文献回顾、研究资料的分析以及研究结果的解释和讨论过程中同时涉及教育学和外语教学研究领域的现有成果和理论，并阐述此项研究对相关领域现有研究的贡献意义。

本书对所采用的研究方法作了包括从哲学基础到资料采集、分析手段在内的较为详尽的论述，为研究英语教学的英语专业研究生、研究工作者和从事定性研究的社科领域研究生、研究工作者提供了有益参考。

书中呈现了不同的英语教学观念和教学方法，可供英语教师和英语专业学生思考、比较、借鉴，对于英语教师教育和英语教师专业发展具有重要意义。

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章节摘录

4. Research Design Following Cohen et al. s (2000) suggestion on the main stages involved in qualitative research, I now discuss the following issues pertaining to my research: ethics, sampling, role of researcher, data collection, data analysis, and generalisability, reliability, and validity.

4.1 Ethics For this study I have abided by the British Educational Research Associations Revised Ethical Guidelines for Educational Research (2004) as required by the School of Education, Nottingham University, and gained approval from the School Research Ethics Committee of my Research Ethics Proposal. I have also consulted the research methodology literature for the issue of ethics. I discuss the following ethical concerns in particular.

Bryman (2001) points out that ethical concerns in social research tend to revolve around four main areas: harm to participants, lack of informed consent, invasion of privacy, and deception. In order not to harm the participants in my research, particular care was taken in maintaining confidentiality, and participants real names were withheld - the names that appear in this book are pseudonyms. However, there are still the issues of identifiability and traceability (Cohen et al., 2000) - information about the participants learning and work experiences may render their identity identifiable. A related issue here is the ownership of the data and the results. Participants were ensured that the data and the results would not be linked in any way to institutional or departmental use.

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