

<<优秀外语教师成长案例研究>>

图书基本信息

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前言

这是一个研究我国外语教师教育和成长的专著系列。

3年前,我和北京外国语大学“中国外语教育研究中心”的同仁们启动了教育部人文社科重点研究基地重大科研项目《高校英语教师教育与发展研究》,规划中的研究成果是一部学术专著。

那时,并没想到要做一个以“外语教师教育与发展”为主题的系列。

几年探索中,不仅逐渐增进对外语教师教育与发展的认识,还有幸直接和间接结识了一批志同道合的教师研究者,有机会分享他们的智慧、成果和执著的求实求是精神,最终萌生了要做一个开放系列的念头。

把不断产出的研究成果奉献给大家,引起研讨,视情况而付诸于实践,从而进一步推动我国外语教师教育与实践,是发起这个系列的初衷。

教师在教育(含教学)中的重要地位不言而喻。

没有教师,从何而谈教育?

正如教育同样离不开学生一样。

这是从教与学这对矛盾统一体的视角而言。

更加宏观地看,“中国的振兴靠教育:教育的振兴靠教师”(胡锦涛语,2004年教师节)。

教师在教育中的主导地位不容置疑。

我国近年来教育改革的实践说明,教育振兴意味着教育必须在继承已有优良传统的基础上面向改革,而改革成败之关键在于教师,在一个单位如此,在一个地区乃至全国也如此。

第二语言/外语教育研究领域,曾经经历了为期不短的教学法辩论,终因其视野狭窄、思路拘僵、失衡而失去势头。

随着语言教学从以教师为中心向以学生为主体的转型,自上世纪80年代开始,研究取向逐渐转向学习者及其学习过程,二语习得研究曾经经历了“盲人摸象”的阶段,发展到现在研究思路日臻成熟。

与之相比,对第二语言/外语教师的系统研究相对滞后,90年代起步,其标志为Richards & Nunan于1990年发表的Second Language Teacher Education一书的问世,二语/外语教师教育与发展一直是教师研究领域的核心课题。

在我国,这方面的研究大致上落后十年,但我们毕竟已经起步,一些研究取得了原创性成果,另一些已经启动或在规划之中,有望在未来形成势头。

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内容概要

本书旨在研究中国优秀外语教师的专业素质形成过程、发展环境和渊源，尤其是他们的成长特点与规律以及与发展成因之间的关系，目的是探明我国外语教师成长的复杂心路历程及其环境影响。

希望本书的出版能唤醒更多外语教师在教书育人的同时注意“育己”。

相信众多关心教师认知和专业成长的外语教师、外语教师教育工作者及对教师研究感兴趣的读者会从本书中获益。

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书籍目录

List of Tables
List of Figures
Chapter 1 Introduction
Chapter 2 Teacher Learning
Chapter 3 Teacher Professional Development
Chapter 4 The Case Studies
Chapter 5 The Professional Development of EFL Teachers
Chapter 6 The Socio-Cultural Contexts of Teacher Learning.
Chapter 7 Teacher Knowledge and Practice
Chapter 8 Understanding Teacher Cognition and Professional Growth
Chapter 9 Conclusions and Recommendations
Epilogue Reflections as an EFL Teacher Researcher
References
Index
Appendices

章节摘录

1.2. Teacher Learning as an “ Unstudied Problem ” As teacher educators , it is essential that we understand how teachers learn (Johnson , 2002) , and this knowledge is prerequisite for any teacher professional development programs to be effective. But a review of the literature reveals few data-based descriptions of Chinese EFL teachers as learners in their social contexts , although the problem of teacher learning addressed in this dissertation has been widely discussed as an “ unstudied problem ” since the 1980s in general education (Clark & Peterson , 1986; Kennedy , 1991; NCTRE , 1988) and recently in second-language education (Freeman , 1996; Freeman & Richards , 1996; Richards & Nunan , 1990) . Therefore , I will explore the phenomena in the Chinese EFL context in order to expand what is known about this “ unstudied problem ” of teacher learning and professional development. Teacher learning is a young field of research in language education , but recent years have witnessed a growing body of literature on teacher learning (Freeman & Richards , 1996) and a reconceptualization of the knowledge-base of language teacher professional development (e.g. Freeman & Johnson , 1998) . A recent step forward in the field is the emergence of a socio-cultural perspective on teacher learning and professional development (Borko , 2004; Johnson & Golombek , 2003; Putnam & Borko , 2000) . Thus , teacher learning has come to be understood as socially negotiated and contingent upon knowledge of self , students , subject matter , curricula , and setting (Cobb & Bowers , 1999; Freeman , 1996) . It emerges from a process of reshaping existing knowledge and practices with the help of the resources or tools that are available to them. This theory enables researchers to trace the internal process of meaning making and to probe the phenomenon of teacher learning at a deeper level , far beyond the simple “ good practice ” characteristics (e.g. Tsui , 2003) .

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