

《中国中等职业教育英语语言能力的小

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》

13位ISBN编号：9787040351316

10位ISBN编号：7040351315

出版时间：2013-1

出版社：高等教育出版社

作者：赵雯

页数：460

版权说明：本站所提供下载的PDF图书仅提供预览和简介以及在线试读，请支持正版图书。

更多资源请访问：www.tushu000.com

《中国中等职业教育英语语言能力的小

内容概要

《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。书中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。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。

书籍目录

List of Figures

List of Tables

Abbreviations

Chapter 1 Research Background

1.1 "Introduction

1.2 Background to the Study

1.2.1 Vocational Education in the mainland of China

1.2.2 Curriculum Structure

1.2.3 The New National Vocational English Syllabus

1.2.4 Vocational English Learners

1.2.5 Research into Language Competences

1.3 Research Purpose

1.4 Research Questions

1.5 Definitions of Key Terms

1.6 Research Significance

1.7 Summary

Chapter 2 Literature Review: Language Competences

2.1 Introduction

2.2 Competence and Competence-Based Education in China

2.2.1 Competence - Towards a Unified Terminology

2.2.2 Perspectives of Competence

2.2.3 Competence-Based Vocational Education

2.3 A Competence-Based Typology

2.3.1 Genetic KSA Typology

2.3.2 A Unified Typology of Competence

2.4 Language Competences

2.4.1 The Development of Communicative Competence in North America

2.4.2 The Development of Communicative Competence in Europe

2.5 Language Competences in the New NVES

2.5.1 Structural Components

2.5.2 Language Competence Dimensions in the New NVES

2.6 Summary

Chapter 3 Literature Review: Needs Analysis

3.1 Introduction of NA

3.2 Conceptualization of Needs

3.3 Conceptualization of Needs Analysis/Assessment

3.3.1 The Historical Overview of NA

3.3.2 NA in Language Education

3.3.3 Phases and Levels of NA

3.3.4 NA in the mainland of China ":

3.4 Approaches to NA

3.4.1 Target Situation Analysis

3.4.2 Present Situation Analysis

3.4.3 Deficiency Analysis

3.4.4 Strategy Analysis

3.4.5 Means Analysis

3.4.6 Language Audits

3.4.7 Summary

3.5 Review of Approaches to NA in Language Education

3.5.1 Sources of Data

3.5.2 Research Methods

3.6 Summary

Chapter 4 Research Design

4.1 Research Questions and Conceptual Framework

4.1.1 Elaborated Research Questions

4.1.2 Conceptual Framework of the Study

4.2 Research Methods

4.2.1 Mixed Methods Research

4.2.2 Research Design and Notation System

4.2.3 Reporting the Findings

4.2.4 The Quantitative Research Design

4.2.5 The Qualitative Research Design

4.2.6 Legitimation

4.2.7 Potential Ethical Issues

4.3 Summary

Chapter 5 Language Audits: Learner Profile

5.1 Data Description

5.1.1 Demographic Data

5.1.2 Language Achievement

5.2 Results

5.2.1 General Demographic Profile

5.2.2 Language Achievement

5.3 Findings and Discussion

Chapter 6 Deficiency Analysis: Language Competence

Deficiencies

6.1 Data Description

6.1.1 Demographic Data

6.1.2 Deficiency Analysis

6.2 Results

6.2.1 Specific Demographic Profile

6.2.2 Deficiency Analysis of Learners' Learning Needs

6.2.3 Deficiency Analysis of Teachers' Teaching

6.2.4 Deficiency Analysis of Resources and Facilities

6.3 Findings and Discussion

6.3.1 Learning Needs

6.3.2 Teaching Needs

6.3.3 Learning Environment Needs

6.3.4 Priority of Needs

Chapter 7 Deficiency Analysis: Explanation of Deficiency Causes

7.1 Data Description

7.1.1 Motivation

7.1.2 Other Factors

7.2 Results

7.2.1 Learners' General Motivational Determinants

7.2.2 The Relationship between Motivation and Language Achievement

7.2.3 Attitude/Motivational Factors

7.2.4 Other Attributing Factors

7.2.5 Summary

7.3 Findings and Discussion

Chapter 8 Conclusions

8.1 An Overview

8.2 Summary of Major Research Findings

8.2.1 General Demographic and Educational Profile of Learners

8.2.2 Language Competence Deficiencies

8.2.3 Positive Relationships between Motivation and Language Achievement

8.2.4 Multiple Factors Contributing to Language Competence Deficiencies

8.2.5 Summary of the Section

8.3 Recommendations

8.3.1 Better Linkage between Education and Workplace

8.3.2 Developing School-Based Curriculums

8.3.3 Cultivating Qualified Dual-Specialist Professionals

8.3.4 Conducting Learner-Centered Differentiated Instruction

.....

Bibliography

Appendices

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 school are tourism service and management , pre-school education , and hotel service and management.The school is the specified tourism guide training center for both the city and the province , the advanced chef training center for the city and a vocational skill certified center.The school has some well-eqruipped simulated training classrooms for service sector oriented students , such as the simulated Chinese and Western dining halls , the simulated tea house , the simulated mini bar , the simulated guest room , the cooking operation room , the dance hall and the physical training room.In addition to the various vocational training rooms , the school also has a library , a multimedia computer room and other modern technological facilities. Among its 191 teaching staff , 12 are provincial vocational sHll certified teachers , 15 are national tourism guide holders and five are expert chefs.In addition 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 the school'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 wandering around 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 characteristics and particular specialties , with two being service-orientated and one manufacturing-orientated.

4.2.5.2 Sampling As Miles and Huberman state , "As much as you might want to , you cannot study everyone everywhere doing everything" (1994 , p.27) .Sampling is crucial especially in doing NA (Brown , 1995) .Choices must be made in terms 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 you and others feel about them.Even when the boundary of a case (e.g. , a school in this study) is defined , there are still settings within settings in each school.The school has classrooms , the classrooms have teachers and students teaching and learning within them.And the questions of multiple-casesampling add another layer of complexity" (ibid.) . In qualitative research , sampling usually involves two actions : boundary setting and frame creation (Miles & Huberman , 1994 , p.27) .In terms of sampling strategies , Erickson (1986) suggests a generic , funneling sampling sequence , working from the outside into the center of a setting."Within-case sampling is almost always nested...with regular movement up and down that ladder" (Miles & Huberman , 1994 , p.29) .Following the theory and strategies mentioned above , a purposive stratified random sampling within-case framework was set with the order of selection criteria extending from the peripheral to the core of the setting due to the complexity of the phenomena , with the use of multiple purposive techniques (Teddlie & Yu , 2007) . Purposive sampling (Miles & Huberman , 1994) or purposeful sampling leads to greater depth of information from a smaller number of carefully selected representative cases (Patton , 2002) from the quantitative study.Results from the quantitative phase produced a general picture of the students' 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 comments and 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 sampling procedure.

《中国中等职业教育英语语言能力的小

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:www.tushu000.com