

<<英语教师职前教育>>

图书基本信息

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### 内容概要

本书报告了一项采用个案研究方法进行的外语教师职前教育项目课程的研究。

“教师教育”主要是强调职前教师从事教育工作的综合专业能力的发展；而传统的“师范”概念涉及更多的是教师的教学技能训练。

理念上的差距一定会影响课程设置以及课程建设与发展。

通过研究，作者提出教师教育课程应采取资源整合课程模式，即在整体课程设置过程中充分了解学生教师建构知识基础与教师专业思想的需求，除了专门的教师教育课程以外，在其他课程教学中也融入职前教师发展的内容。

教师教育项目中每一位教师在教授课程过程中实践并展现教师专业思想理念与教育教学能力，为学生教师提供有价值的教学观察体验。

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Hu (2002) surveyed the secondary EFL teacher qualities in an area in Hubei Province, Central China. Of the 300 questionnaire respondents, only 57% had a university degree. Data analysis showed that over 70% of the teachers emphasized reading and grammar in their classrooms, 20% or so of the teachers were able to deliver instructions mainly in English, 40% of the teachers teach in Chinese, while 13.7% of them used no English at all in their classrooms. Although there was a general agreement that communicative language teaching was useful, only 26% responded that they taught communicatively. The survey also looked into the contextual factors. Constraints were found in the lack of educational resources and the pressure from public examinations, especially the National College Matriculation Examinations. Also, not surprisingly, it was found that urban students' standard of English was higher than that of the students in the rural areas.

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