The Role Transform for the English Teaching Researchers

with the sense of the new curriculum

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Abstract:
With the sense of the new curriculum our teaching and research organizations are to implement the reformation of our own. We should adjust the teaching and research contents, improve the teaching and research methods and models, and build up a new teaching and research culture. All of the teaching and research workers should fulfill the transformation of the roles as soon as possible.

1. New teaching and research contents call for new roles of ETR.
We have the new curriculum standard and many kinds of textbooks and call for a new role, a verifier of them. We are implementing the three-class curriculum management and call for an exploiter, a cooperator and a director of the school-based curriculum development. We have new requirements of the assessment call for an action researcher of the students’ learning and the teachers’ teaching.

2. New teaching and research models call for new roles of ETR.
With the new curriculum sense, the teaching and research models are open, multiple and democratic. We ETR should make a role transfer---- from a dominator, a commander into an organizer and an explorer, from an authority and imparter of English knowledge into a promoter and a consulter, from a controller and manager of English activities into a participator an a cooperator.

Key words: new curriculum reform / role transform

As the curriculum reform of the basic education is developing in depth continuously, what changes of the position and function for the teaching and research organizations will take place? And how to propel the curriculum reform of the basic education is a real problem for every teaching and research worker to concern. During the procedure of the basic education curriculum reform experiment, the reform of the teaching and research organizations is carrying out together with the new curriculums. For example, we should adjust our teaching and research contents, improve our teaching and research models and methods and build up a new teaching and research culture. This is a completely new research topic and problem shown to us all teaching researchers. That is to say, we should fulfill the transformation of the roles as soon as possible.

1. New teaching and research contents / tasks call for new roles of the English teaching researchers.
In the traditional teaching and research work, the main tasks of us teaching researchers are to direct the teachers how to use the textbooks, how to teach lessens, how to review their lessens and make up examination papers. But up to now, that is far from enough. We have many new tasks.

1.1 We have many kinds of textbooks according to the same curriculum standard. These are all new and experimental ones and are to be examined and verified in practice by all the teachers and teaching researchers. When we put the new curriculum standard and new textbooks into practice, we must make earnest self-examination self-reflection self-identity for the ideas, goals, contents and practicing suggestions to see if they agree with the basic senses of the curriculum reform of the basic education.

In my opinion, our new curriculum standard is too large a standard. It has more than three hundred thousand words. For the first front teachers, there is not that much time to read it, let alone understand the spirit of it. So they are sure not to be able to use the textbooks properly to teach their students following the curriculum standard.

Besides, our English curriculum standard gives too many orders and rules, such as for the basic sense, the train of thought of the design, the goals of the curriculum, the teaching contents, the suggestions for teaching and evaluation, the suggestion for the compilation and the use of the textbooks, even the teaching skills and the classroom English and so on. It is obvious that it does not meet the spirit of the three-class curriculum management. It is necessary to give much more space and time for the schools and the teachers to put their talent abilities to good use.

Thirdly, our English classroom teaching should be a mutual action model. This teaching model should be a communication with each other between the students themselves, between the students and the teacher, between the students and the teaching machines. But our English curriculum standard does not stress enough on this although it has proposed the "Task-based Approach" teaching model. As we all know, our English classroom teaching should be activation. That is to say, the teaching tasks will be implemented and finished through a series of activities. And our classroom activities should stretch outside the classroom. So we must create a proper linguistic circumstance for the students, a really true and natural linguistic circumstance. But our curriculum standard and textbooks seem to pay less attention to this. Then we have a long way to go, I think. But of course, whether all these ideas are really true or not has yet to be proved and identified. So this calls for a new role, a verifier of the new standard and new textbooks.

1.2 The new curriculum plans leave about 12% part for the local-based curriculum and the school-based curriculum. It is demanded that teachers and teaching researchers should not only use the textbook to teach but also excavate and open up the curriculum resources. Especially, being a teaching researcher, there is no shirking the responsibility.

One of the important contents of the curriculum management system reformation is to implement the three-class curriculum management. It gives the local authority, the school the right of the curriculum management, the right of the curriculum development.

Basically, the idea of encouraging the school-based curriculum development is that the best place for designing the curriculum is where the learner and the teacher interact-school. It also reflects the calls for more active and direct school autonomy and
participation in education innovation (CERI, 1979). The nation-based curriculum development is abstract and not considering the specific characteristics of different schools. So the policy of encouraging the school-based curriculum development in the current reformation is really a big move for a top-down education system in our country to shift to a bottom-up approach. But we have a lot of work to do to implement the school-based curriculum development.

First, we must make the whole school understand the essential senses as follows:

A. The headmaster is the first person in charge of the school-based curriculum development

B. The school is the base of the school-based curriculum development

C. The teacher is the main body of the school-based curriculum development

D. Mutual cooperation is the important formula of the school-based curriculum development

E. Professional leading outside school is the security for the success of the school-based curriculum development.

F. The school-based curriculum development is a component part of the whole curriculum development.

Second, we must make the whole school understand the implications of the school-based curriculum development.

The school-based curriculum development and the school-based curriculum are two conceptions with different meanings. The former is a dynamic process. The latter is the former's results or products,----- the curriculum plan or program for the students to choose.

The school-based curriculum development includes two implications: One is the development of the school-based curriculum. It is exactly called the school-determined curriculum. That is to say, each school can add its own courses that enable it to respond to the unique needs of its students. The other is the school-based reform for the nation-based curriculum. The school itself can make decisions or adjustments for the nation-based curriculum according to the practical conditions of its own, such as curriculum resources, teaching schedule, teaching order, teaching methods and the types of test and so on.

The school-based reform for the nation-based curriculum and the school-based curriculum are connected closely. And they are two different hands of the same development process. The process of reform is a process of evaluation, evaluating the various types of curriculum as well as the curriculum development process itself. The school should play a major role in evaluating the quality of the written curriculum and the effectiveness of the learned curriculum. We should also encourage our teachers to be boldly beyond the learned curriculum, encourage them to do as Grant says: LARA .  L means leave something out, or delete something ;  A means amend something, or revise something:  R means replace something, or substitute something :  The second  A means add something, or increase something. In this process we teaching researchers have too many things to do. So this calls for another new role, an exploiter, a cooperator, a director of the school-based curriculum development.

1.3 We teaching researchers are generally good at assessing the class, the teachers'
teaching and the students' learning. But the new curriculums demand our assessment to serve the teaching better, and serve better the students' development in all directions. We should pay special attention to the students' developing assessment.

When assessing a teacher's classroom teaching, we should give a practical and proper assessment through the students' state of learning, through their state of spirits, their state of communication, their state of thinking, their state of objective attainment. We should notice whether the teacher can make all the students feeling English in total physical response.

When assessing the students' learning, we should first make the school develop its own assessment program, one that complements the nation's. Such a process should use several types of assessments: standardized tests, short-answer tests, oral tests, essay tests, and performance assessments. It is demanded that we should show much concern for the teachers' teaching action and the students' learning progress as well. The action research becomes one of our important research tasks. So this calls for a third new role, an action researcher of the students' learning and the teachers' teaching.

2. New teaching and research models call for new roles of the English teaching researchers.

As we all know, the traditional teaching and research models are closed and at a standstill. The teaching researchers occupy a commanding position and dominate the progress of all the teaching and research activities. But according to the new curriculum sense, the teaching and research models are open and multiple. The teaching and research contents are open. They are all the problems that the teachers meet with or find out in their implementing of the new curriculum; The scope of the teaching and research activities is open. It can be inside or outside the classroom, inside or outside the school; The form of the activities is open. Such as academic reports, experience exchanges, teaching discussions on teaching materials; The expression form of the research result and its assessment are all open. Including essays, monographs and experimental achievements. For example, we teaching and research offices choose some outstanding teachers to go to the remote districts to have some high-quality lessons, give some special subject speeches and teaching experience introduction. All these activities extend this kind of opening teaching and research models, of course have received warm welcome. So, we teaching researchers must make a role transfer. We should change from a dominator, a commander into an organizer and an explorer.

In the meanwhile, our teaching and research models are democratic. Teachers and teaching researchers are both the main body of the teaching and research work. We both should be on very intimate terms with each other and communicate harmoniously with each other. We teaching researchers should learn how to care, understand and inspire others, how to cooperate and how to create or blaze new trails.

The best way is to establish multistage teaching and research network, set up a flyover of the teaching and research work.

First, we should build up a combined topic research model. Facing the new curriculum different schools may have the same problems. They can unite together to research the same topic. Thus it can bring about a conformity of all the schools' research capability, develop the advantages of the inter-regional cooperation and attain the
research effectiveness.

Secondly, we should build up a synthetic research model of combining different courses. In the research process the teachers try to seek some correlated knowledge out of different courses, merge it into their own subject, and guide the students using the different knowledge and experiences to participate in their study process to promote the formation of the students' synthetic quality and capability.

Thirdly, we should build up an inter-regional exchange research model. Our current curriculum reformation experiment is carrying out all over the country. With the extension of the experimental scope, the space of interchange is becoming wider and wider, the information circulation is becoming faster and faster, the experience exchange is becoming more and more speedy. We teaching researchers and the front teachers may have many more chances to take part in all kinds of meetings of discussion, exchanging, and training in different provinces or different experimental regions. We can have some excellent teachers give lectures together with the experts and professors at the same meeting. It will greatly encourage them to work much better. So, we should make another role transfer. We should change from an authority and imparer of English knowledge into a promoter and a consulter, from a controller and manager of English activities into a participator and a cooperator.

3. **New teaching and research culture calls for new roles of the English teaching researchers.**

To sum up, the new curriculum offers us much more space to innovate and also gives us many more challenges. Teaching researchers are not pure researchers of education theory, nor pure teaching practicers. We are mediums between the curriculum experts and the teaching practicers. What we should do is to verify the theories and offer the authentic proof materials, to guide the practice and richen the new curriculum theories. In order to do this well, we should try our best to build a new teaching and research culture from the different levels of teaching and research sense, function and management——— that is a cooperation culture, a conversation culture and an exploration culture. With the developing in depth of the curriculum reform, many new problems and difficulties arise. These problems and difficulties can not be solved by experts and professors only. We must arouse all the school teachers to take an active part in the research work. Then the school-based teaching and research has a major position and function.

What is the school-based teaching and research?

The school-based teaching and research is a series of regular movements of researching and solving the practical problems in the school education and teaching. Its target is to propel the development of the students, teachers and the school. Its main body is all the school teachers. Its fundamental task is to establish a modern teaching and research system that meets the needs of the new curriculum, to make the school into a studying organization, to raise continuously the teachers' professional levels and their curriculum management and development capability.

In order to reach these aims, we teaching researchers must go down to the first front with the school teachers to work in common, to study in common, to discuss in common, to discover and solve problems and difficulties in common, to grow up in
common as well.

In such a new teaching and research cultural atmosphere, each teaching researcher should be no longer an authority but an explorer; no longer an imparter but a consulter; no longer a dominator but a participator; no longer a controller but a cooperator; no longer a governor but an organizer.

Of course, we must first be a lifelong learner.

4. Suggestions:

In China there are several thousand English teaching researchers. This is a special team maybe only existing in China. This team has made great contributions to our English teaching and the basic education development of China. Most of us English teaching researchers were once excellent English teachers. But now we are no longer a teacher. We work in the office idly. That is a big waste.

So my suggestion is that we teaching researchers be a teacher again, be a real teacher, be a first front teacher, be a classroom teacher. We should teach one or two classes of students English at a certain junior or senior middle school. In the real teaching practice we can find out some problems and difficulties of the new curriculum and try our best to solve them with the school teachers. Otherwise, we will lose the right of speaking.

Another suggestion is that all of us English teaching researchers, especially the experts and professors should pay much more attention to the countryside, to the countryside schools, to the countryside students, especially the poor countryside. There in some junior middle schools there are one hundred students a class. One English teacher is to teach three classes. How could they! But worse still, in some schools with more than a thousand students, there is no single professional English teacher. How to implement the new curriculum!

Of course, difficulty is temporary. Cloud is to pass. As long as all of us study hard, work hard, we will have a fine, excellent tomorrow and a great expectation.

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A Brief Introduction

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