

## 摘要

教科书体现了人类文化知识，反映了国家和民族的价值观。我国英语教科书是外语教育政策和规划落实的载体，对英语教科书价值取向进行研究，可以了解国家立德树人的教育目标在教科书中的呈现情况，考察教科书编写和语言教育政策和规划的衔接程度。本研究旨在回答以下三个研究问题，分别是：（1）我国初中英语教科书呈现了什么样的价值取向变迁？（2）影响我国初中英语教科书价值取向的动因是什么？（3）如何从语言教育规划层面调适初中英语教科书编写，以更合理的方式进行价值的呈现？根据研究问题，采用内容法、访谈法、文献法和文本分析法进行深入的探究。

研究以 1949 年以来人民教育出版社为主的 9 套初中英语教科书为样本，对 1265 篇文章进行内容分析，最后确定其中有 694 篇文章呈现了不同的价值类目。研究发现了三种变化趋势：第一，出现上升趋势的价值取向，即文化类和智识类价值取向。两者在改革开放之前的初中英语教科书中处于较低的比例，改革开放后逐渐提高。第二，保持相对稳定的价值取向，即经济类、社会类、道德类。第三，出现下降趋势的价值取向，即政治类价值取向。

根据教科书内容分析和访谈等搜集的数据，发现影响教科书价值取向的因素主要包括教学大纲和课程标准等显性的外语教育政策，也包括发挥隐形作用的外语教育规划的不同主体。这些主体可划分为三类：第一类为有权力的人，如国家教育部门的工作人员；第二类为有专业知识的人，如语言学家、教师和其他教科书编写者；第三类为利益相关者，包括一线英语教师、学生和家長。从语言规划的视角来进一步分析，外语教育政策和规划主体的价值观受到意识形态因素、身份认同因素、形象因素、不安全因素、工具和融合因素等影响。基于以上发现，本研究构建了初中英语教科书价值取向的分析模型。

通过语言教育规划的视角，本研究从三个方面为初中英语教科书编写提供了建议。首先，加强外语教育政策和规划的价值取向研究，促进外语教育规划理论和实践的发展，保持英语教育工具性和人文性的协同发展，发挥英语教育对学生人文素养培养和国家文化建设的作用。其次，加强初中英语教科书价值取向研究。应协调初中英语教科书全球化与本土化价值取向，加强教科书文化内容的教法研究，加强教科书价值的接受机制研究，保持教科书价值体系的更新。此外，应发

挥教科书编写人员的能动性。

本论文共分为八章，第一章为绪论，主要介绍研究缘起、核心概念、研究意义、研究思路和论文的整体结构等；第二章为文献综述，回顾了国内外语言教育规划价值取向研究和教科书的价值取向研究，总结已有研究的成果和不足；第三章为理论基础，系统阐释了教育价值理论，分析了语言规划理论的价值转向，对语言教育规划理论进行了回顾。另外，结合第二章的文献综述内容，构建了本研究的理论框架；第四章为研究设计，这部分框定研究对象，阐明研究问题，详述研究方法、数据收集与分析的过程；第五章为研究发现，主要剖析了 1949 年以来我国初中英语教科书价值取向的变迁以及各个价值类目的流变；第六章从两个方面分析了初中英语教科书价值取向的主要影响因素，一方面是语言教育规划的深层驱动因素对教科书价值内容的影响，包括意识形态、身份认同、不安全感、形象、融合和工具等因素；另一方面是语言教育规划的不同主体对教科书价值内容的影响。第七章基于语言教育规划视角，对教科书价值取向的构建提出了相应的对策和建议；第八章回顾了本研究的主要研究发现、创新之处、研究局限与展望。

**关键词：**语言教育规划；英语教科书；价值取向

## Abstract

Textbooks embody knowledge of human culture and reflect the values of different nations and states. English textbooks are the carrier of foreign language education policy and planning in China. The purpose of this study is to investigate the value orientations in Chinese English textbooks, to examine the degree to which national educational goals are presented and the degree of convergence between textbook development and language education policies and planning. The study seeks to answer the following three research questions: (1) What kind of value orientation changes have our English textbooks of junior high schools shown? (2) What are the motivations that affect the value orientation of English textbooks for junior high schools in China? (3) How to adjust the value orientation of English textbooks from the perspective of language education planning? According to the research questions, such methods as content analysis, interview, literature research and text analysis are used.

The study uses 9 sets of junior middle school English textbooks as samples with a time span from the year 1949 to the present, analyzes the content of 1262 articles, and finally determines that 693 articles present different value categories. Three trends are found in the results of the study. First, the value orientation of the rising type includes cultural and intellectual value orientations. The cultural value orientation is in a low proportion in the textbooks of the 1980s, and gradually increases after the reform and opening up. The proportions of emotion and creative thinking in the category of intellectual value also rise rapidly. Second, a relatively stable value orientation includes economic, social, and moral ones. Third, the value orientation that has shown a downward trend includes political value orientation.

Based on data collected from textbook content analysis and interviews, it is found that the factors that affect the value orientation of textbooks mainly include explicit foreign language education policies such as syllabuses and curriculum standards, as well as different subjects of foreign language education planning that play an invisible role. People from national education department with power; linguists, teachers, and other textbook writers, they belong to people with professional knowledge; English teachers, students, and parents who have neither power nor professional knowledge. From the perspective of language planning, the values of

foreign language education policies and planning subjects are affected by ideology, identity, image, insecurity, instrumental and integration factors. Based on the findings, this study builds an analytical model for the value orientation of junior high school English textbooks. From the perspective of language education planning, this study also provides constructive suggestions for English textbook writing.

This dissertation is divided into eight chapters. The first chapter mainly introduces the research origin, core concepts, research significance, the overall structure of the dissertation. The second chapter is a literature review, which reviews the value orientation of language education planning at home and abroad, relevant achievements of textbook value orientation research, and summarizes existing findings and deficiencies. Chapter III is the theoretical basis, systematically explaining the value orientation theory of educational value theory, language planning theory, and language education planning theory. By combining content in the second chapter, a theoretical framework of this research is constructed. Chapter IV is the research design part, explains research subjects, research questions, research methods, data collection and analysis process. Chapter V is about the research findings, mainly analyzing changes in the overall value orientations of English textbooks and changes in various value categories. Chapter 6 analyzes six main factors that affect the value orientations of English textbooks in junior high schools: ideology, identity, insecurity, image, integration and instrumentality. Chapter 7 puts forward the corresponding construction of textbook value orientation from the perspective of language education planning. Chapter 8 reviews the main findings of this study, its innovation and research limitations and implication.

**Keywords:** language education planning; English textbooks; value orientation