

## 摘要

英语是当今国际交往沟通的重要工具，我国为了更好的与世界相互了解，制定了一系列相关的英语教育政策与规划，系统地培养学生综合语言运用的能力。在政策实施过程中，作为政策执行者，教师的教学能反应对政策的阐释，本文主要对少数民族地区教师实际教学中所呈现的对英语课程标准的阐释进行研究。

本研究采取了民族志与批判话语分析相结合的方法，对湖南省湘西州小学进行了为期两个月的语言教育民族志研究，通过参与式观察与访谈收集数据。研究结合了教育政策阐释与实施宏观与微观层面，对国家层面教育政策文本，学校层面话语文本以及课堂话语和教师访谈进行分析。

《义务教育英语课程标准（2011年版）》提出了义务教育阶段的英语课程的工具性和人文性双重性质，教师需要培养学生英语语言知识与技能发展以及良好的人文素养，从而最终实现学生初步综合语言运用能力的形成，英语课程标准要求教师从语言技能、语言知识、情感态度、学习策略和文化意识五个方面来安排教学。从学校例会分析来看，政策执行中学校层面着重教学中的终结性评价，对教师的教学有着明显的影响。课堂话语分析结果显示，在小学英语教学中，教师仍然是课堂话语的控制者，师生对话只停留在一种表面的、浅层次的问答，没有形成真正意义的互动，忽视了学生的主体地位，没有实现英语课程的人文性，无法实现课程标准的综合语言运用能力培养的目标。对教师访谈的分析表明，在以考为纲的隐形政策、教师发展困境下，教师无法平衡好英语课程标准与学校所期望的标准，从而形成了当前的教学模式。

**关键词：**英语教育政策；政策执行；民族志；批判话语分析

## Abstract

English is an important tool for international communication. Therefore, China has formulated a series of relevant English education policies to systematically develop students' ability in language use. In the process of policy implementation, teachers' teaching ability reflects the interpretation of the policy. This paper mainly studies the interpretation of English curriculum in teachers' practical teaching in minority community.

Based on the combination of ethnography and critical discourse analysis, a two-month ethnographic study of language education is conducted in primary schools in Xiangxi, Hunan Province. Data are collected through participatory observation and interviews. The study combines the interpretation and implementation of educational policies at the macro and micro levels. It analyzes the national educational policy texts, school-level discourse texts, teaching discourse and teachers' Interviews.

The English Curriculum Standard for compulsory Education (2011 Edition) puts forward the instrumental and humanistic nature of English courses in compulsory education stage. Teachers need to develop students' English language knowledge and skills as well as humanistic literacy. English Curriculum Standards require teachers to organize teaching from five aspects: language skills, language knowledge, emotion and attitude, learning strategies and cultural awareness. According to the analysis of school regular meetings, school level pays more attention to the final evaluation during the implementation of policy, which has obvious influence on teachers' teaching. Through the analysis of teaching discourse analysis, teachers are still the discourse controllers in primary English course. Teacher-student's dialogue only stays on a superficial way and there is no meaningful interaction between teachers and students which is not conducive to the realization of the humanity of English course. Through the analysis of interviews, this kind of teaching process is formed under the influence of invisible examination policy, teachers' work arrangement and teachers' career development, which cause teachers paying more attention to the instrumental input of English curriculum while neglecting the humanism.

**Key Words:** English education policy; policy enactment; ethnography; critical discourse analysis