

**1****Becoming researchers [Texto impreso] : a narrative study of Chinese university EFL teachers' research practice and their professional identity construction / Yueting Xu**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 257-259 : 46 refs.

This article reports on a narrative study of university EFL (English as a foreign language) teachers' research practices and their identity construction as researchers in China. Drawing upon data from narrative frames among 104 teachers and in-depth interviews with four teachers, the study reveals that teachers' increased research engagement, as well as mixed attitudes towards and external drives for research, are mediated by their mixed contexts of supporting policies and practical constraints. It also recounts four scenarios of teachers' identity construction as researchers and explores the reasons why their identities as researchers are more or less fragmented at different times, which may be attributed to academic competence signaled by research interests and publications, institutional and peer support in the workplace, and the professional life cycles in which they are involved. It concludes with implications for promoting research and teachers' becoming researchers as paths for empowerment and professional excellence through joint efforts from university administrators, mentors, teacher educators and teachers

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1. Identity construction 2. Narrative study 3. Research practice 4. University EFL teachers

**2****The dilemma of being English language teachers [Texto impreso]: interpreting teachers' motivation to teach, and professional commitment in China' hinterland regions / Xuesong (Andy) Gao, Hao Xu**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 167-168 : 16 refs.

This article reports on an inquiry into a group of English language teachers' professional experiences that interpreted their motivation to teach and their shifting professional commitment with reference to representations and visions that they had and did not have about themselves in rural secondary schools in China's hinterland regions. It revealed that the association between the participants' social mobility and English competence and their visions of the 'ideal self' pushed them to join the teaching profession, which they disliked at the very start. Their subsequent association of teaching with their visions of the 'ideal self' in teaching paradoxically caused fluctuations in their commitment to teaching, as the pursuit of English competence and idealized professional roles were constrained by contextual realities. Due to the significant roles that these teachers have in improving English language education in China's hinterland areas, it has become imperative for teacher educators and educational administrators to take measures for retention of English teachers while supporting their professional development efforts

Language teaching research. -- 2014 (April), v.18, n.2, p. 152-168

1. English language teaching 2. Motivation to teach 3. Professional commitment 4. Rural schools 5. Visions of self

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**Promoting teacher autonomy through university–school collaborative action research [Texto impreso] / Qiang Wang, Hong Zhang**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 235-238 : 57 refs.

Over the past few decades, the pursuit of teachers-as-researchers has become an ideal for developing teacher autonomy to which many in the world of curriculum development and language teacher education try to promote (Benson, 2001). Nevertheless, research into how teachers learn to do research has been scarce, and there are pressing needs for research-based accounts of how teachers gain their professional autonomy through research (Borg, 2009). This article reports on a collaborative action research project carried out by a group of university researchers with a group of senior secondary school English teachers in an attempt to promote teacher autonomy in the Chinese context. It first introduces the background and rationale for the project. Then it describes the project along with the research questions and data collection methods. Based on the analysis of the data obtained, the article looks into the processes that teachers go through in learning to do research and examines the impact the project has on the participating teachers. Then it further discusses issues related to such collaboration and concludes with the conditions that are essential for effective university-school collaborations

Language teaching research. -- 2014 (April), v.18, n.2, p. 222-241

1. Collaborative action research 2. Teacher autonomy 3. University-school collaboration

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**A study of secondary school English teachers' beliefs in the context of curriculum reform in China [Texto impreso] / Fengjuan Zhang, Yongbing Liu**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 201-202 : 37 refs.

This study examines the beliefs of Chinese junior high school English teachers about foreign language teaching and influencing contextual factors in a time when curriculum innovation is confronting deep-rooted cultural traditions and complex teaching realities. Drawing upon data collected by means of questionnaires and interviews, this study reveals a multi-dimensional structure of teachers' beliefs. On the whole, teachers' beliefs are congruent with the constructivism-oriented curriculum reform, but a closer examination suggests that both traditional and constructivist beliefs exist. Constructivist beliefs favour student participation, interactive class, and learning strategy training while traditional beliefs involve focus on grammar and language form, drill and practice, rote memorization, and teacher authority.

A variety of contextual factors are found to exert a strong influence on teachers' beliefs, such as Confucian culture, curriculum reform, high-stakes testing, and school environment. These factors interact to facilitate or constrain the development of teachers' beliefs. The study highlights the situated nature of teachers' beliefs with implications for curriculum reform, teacher development and many other important issues in secondary foreign language education in China and other similar contexts internationally

Language teaching research. -- 2014 (April), v.18, n.2, p. 187-204

1. Curriculum reform 2. English as a foreign language 3. Secondary education 4. Teacher beliefs

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**Task-based learning and teaching in China [Texto impreso] : Secondary school teachers' beliefs and practices / Xinmin Zheng, Simon Borg**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 220-221 : 35 refs.

While much has been written about task-based language teaching (TBLT), research examining teachers' understandings of what TBLT means remains limited. This article explores the understandings of TBLT of three Chinese secondary school teachers of English and the implementation of TBLT in their lessons. Narrative accounts were constructed for each teacher using observational data from two lessons and two semi-structured interviews. These accounts illustrate how each teacher implemented the curriculum as well as the cognitive and contextual factors that shaped their decisions with specific reference to the use of tasks. One key finding is that TBLT was defined in a narrow manner and was strongly associated with communicative activities, especially oral work involving pair and group work. The study also shows that the two more experienced teachers introduced a stronger formal element of grammar into their lessons than recommended by the curriculum; and while all three teachers highlighted the challenges for them in using tasks (e.g. due to large classes), the youngest of the three displayed most commitment to the principles in the curriculum. The qualitative accounts we present here are empirically instructive in the way they extend our understandings of how teachers respond to innovative curricula and specifically to TBLT; these accounts also have concrete practical value: they are a source of material that can be used in teacher education contexts to encourage teachers to reflect on their own beliefs and practices in relation to TBLT

Language teaching research. -- 2014 (April), v.18, n.2, p. 205-221

1. China 2. Curriculum implementation 3. Task-based learning and teaching 4. Teaching English

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**Teacher learning in the workplace [Texto impreso] : a study of the relationship between a novice EFL teacher's classroom practices and cognition development / Yan Kang, Xiaotang Cheng**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación

References: p. 184-186 : 43 refs.

This article reports on an in-depth case study of a novice middle school EFL teacher's cognition development during the process of learning to teach in the workplace. Data was collected mainly through classroom observations and interviews. Results indicate that the teacher exhibited a considerable amount of change in her classroom practices, which could be attributed to a number of interconnected factors, including teacher experience, reflection on practice and the teaching context. In relation to the behavioral adjustments, the teacher's cognition has also changed in varying degrees. It is concluded that the development of teacher cognition is the result of the cyclical interaction between the teacher's knowledge and belief system and her classroom practices. This study helps understand the nature and the process of teacher cognition development in the real workplace

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1. Classroom practices 2. Professional development 3. Teacher change 4. Teacher cognition development 5. Teacher learning