

## 摘 要

我国基于核心素养的基础英语课程改革发生在确立“立德树人”的根本教育任务，以“发展学生核心素养”为人才培养目标的新一轮基础教育改革深化的宏观背景下。2018年1月16日教育部正式颁布《普通高中英语课程标准（2017年版）》，标志着基于核心素养的中小学英语课程改革的正式开始。新的课程标准以全面贯彻党的教育方针为指导思想，以在英语学科教育中落实“立德树人”根本任务为育人使命，以发展学生核心素养为核心课程政策理念，构建了以英语学科核心素养为中心的课程结构和课程内容，并从正式颁布距今的两年多时间里，对整个基础教育阶段的英语教学已经带来了巨大的影响。因此，对于新一轮指向核心素养的基础英语课程政策实施进行考察，进一步深入发现实施进程中的问题与迸发的积极经验，对于提高课程实施水平有着积极的意义和作用。

本研究以基于核心素养的中小学英语课程改革为研究背景，以《普通高中英语课程标准（2017年版）》等国家课程政策文本为依据，聚焦以一线英语教师为主，包括校长、教研员在内的课程政策实施者的政策实践与政策评价，探索基础英语课程政策的“落地”与实施。本研究以课程政策实施相关理论为基础，构建了基于核心素养的基础英语课程政策实施研究的理论模型，对英语学科育人理念以及英语学科核心素养在学校和教师层面的课程政策实施进行研究与阐释，并进一步提出政策建议。

本研究采用了量化研究与质性研究相结合的混合研究方法，具体包括问卷调查法、文献分析法以及访谈法等收集量化及质性数据，并形成了政策文本——问卷调查——深度访谈的数据上的三角验证，以及教师——教育管理人员（校长、教研员）——政策制定者在研究视角上的三角验证。最后，本研究层层递进，剖析以核心素养为导向的基础教育阶段英语课程政策在学校和教师层面的实施现状、影响因素以及提升途径。

本研究认为基于核心素养的基础英语课程政策实施的进一步提升，首先要促进教师对于课程政策的理解，一方面要从课程政策的理念方面帮助教师进一步认识英语课程政策的育人价值，另一方面要帮助教师切实理解英语课程标准的具体要求，以增加课程实施的可操作性。第二，应从政策实施的环境方面着手，首先重视校长、专家、教研员、教师以及学生等各方的作用与影响，在校长、专家，

教师、教研员等课程政策实施主体之间形成多向沟通与深度合作。其次，英语校本课程是推动核心素养培养目标的有效途径，因此需要进一步对于英语校本课程的开发进行科学论证与精心设计。同时，教师的专业能力直接关系到课程政策实施的质量，应借助基于核心素养的课程改革机遇，进一步有效推动教师的专业发展。此外，我国英语教学发展的地区间不平衡现象仍然存在，因此后续应继续加大对经济欠发达地区的教育改革投入。第三，英语课程政策的有效实施还有赖于在实践层面进一步优化以核心素养为目标的英语课程实施。本研究认为应当进一步加强中小学英语课程的有效衔接，并拓宽英语学科核心素养的培养途径。

**关键词：** 核心素养； 课程标准； 基础英语课程； 课程政策； 实施

## Abstract

The key competency oriented basic English curriculum reform in China takes place in the context of a new round of deepening basic education reform with the national fundamental education design of “cultivating talents with morality” and the purpose of “developing students’ key competencies”. The English Curriculum Standards for Senior High School (2017 Edition) promulgated by the Ministry of Education on 16 January 2018 marks the official start of the competency oriented English curriculum reform for primary and secondary schools. The new curriculum standards, which takes the full implementation of the Communist Party of China’s educational policy as the guiding principle, the realization of the fundamental design of cultivating talents with morality in English education as the mission, and developing students’ key competencies as the core curriculum policy philosophy, have built the key-competency-based curriculum structure and curriculum content in English teaching and, more than two years since officially promulgated, the standards have had a huge impact on English teaching in the entire basic education stage. Therefore, it has a great significance and effect on improving curriculum implementation to investigate the current situation of the implementation of the new round of basic English curriculum policies aiming at developing students’ key competencies and discover the problems and positive experiences in the implementation process.

This study explores the implementation of basic English curriculum policies under the reform of the competency-based English curriculum reform in primary and secondary schools, based on “The English Curriculum Standards for Senior High School (2017 Edition)” and other national curriculum policies with a focus on policy practices and evaluation of curriculum policy implementors, mainly front line English teachers as well as principals and researchers. This study, based on the related theories of implementation of curriculum policies, builds a theoretical model of research on the implementation of key-competency-oriented basic English curriculum policy to study and explain the cultivating concept and key competencies in English and the implementation of curriculum policies in term of schools and teachers, therefore make further policy recommendations.

In this study, the mixed research method of quantitative research and qualitative research is used. Specifically, questionnaire survey, literature analysis and interview

are used to collect quantitative and qualitative data and form a data triangle verification through the analysis of questionnaire data results, in-depth interviews between experts and teachers, and policy text analysis, and also a triangle verification in research perspectives respectively from teachers, education administrators (e.g., principals and researchers) and policymakers. Finally, this study progressively analyzes the current implementation, influencing factors and improving methods of the basic English curriculum policies aiming at key competency development in the aspects of schools and teachers.

This study believes that the improvement of the implementation based on key competency oriented curriculum policies should first promote teachers' understanding of curriculum policies. First, it is necessary to help teachers further understand the educational value of English curriculum policies in view of the philosophy of curriculum policies. Meanwhile, it is needed to assist teachers in understanding the specific requirements of English curriculum standards in order to increase curriculum operability. Secondly, policy implementation environment should be taken into consideration to value the role and influence of principals, experts, researchers, teachers and students in order to form multilateral communication and in-depth cooperation among principals, experts, teachers, researchers and other subjects of curriculum policy implementation. Moreover, school-based English curriculum is an effective way to promote key competencies cultivating goals, therefore it is required to further scientifically prove and carefully design the development progress of the school-based English curriculum. Meanwhile, since teachers' professional ability can largely determine the quality of the implementation of curriculum policies, the key-competency-oriented curriculum reform should be used to further effectively promote the professional development of teachers. In addition, as the regional imbalance in the development of English teaching in China still exists, we should continue to increase investment in educational reforms in economically underdeveloped regions. Thirdly, the effective implementation of English curriculum policies also depends on further optimizing the implementation of the English curriculum aiming at key competency development in term of practice. This study maintains that the effective connection of English curricula in elementary and middle schools should be further strengthened, and the cultivation ways of key competency in English should be increased.

**Key words:** key competency; curriculum standards; basic English curriculum; curriculum policies; implementation