

Study on the Mediation of English Teachers in the Students' Autonomous Learning

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Abstract

As globalization makes the world closer and closer, English, as a main communication, is playing a more and more important role. Therefore, how to promote learners' English learning ability comes to the first place. The paper aims to combine mediation to independence learning to make a further analysis on the teachers' role, to make some improvement on High School English, to improve English teaching efficiency and to promote students' autonomous learning abilities, which will also do well to course design and teaching reform.

Keywords: mediation; English teaching; autonomous learning

1. Introduction

1.1 The Background and Significance of the Research

New English Course Standard and College Entrance Examination Reform put forward by the Ministry of Education, PRC. To stress the significance of autonomous learning based on constructivism. Therefore, a large number of course designs and practice are came up to study this topic. Based on the previous researches, we discovered that more and more studies are focusing on promoting students' autonomous learning capacity, while ignoring the roles of teachers. Besides, we also find that thanks to the influence of traditional teaching-learning schema, senior high school students are weak in autonomy and consciousness, they cannot make their study goes smoothly by just depending on themselves. In addition, Faced with the pressure of college entrance exam, students can have easier access to find efficient learning methods and learning strategies to be admitted to higher colleges under the guide of teachers. Therefore, teachers have been playing decisive roles in the process of students' study. Furthermore, during the process of boosting students' independent learning capacities, teachers can also achieve their role transition. Hence, both students and teachers can benefit a lot from the study of mediation theory. However, there are rare researches which combine senior high school students' autonomous learning to English teachers' mediation throughout at home and abroad. In view of this, the significance of this study is to integrate senior students' autonomous learning into English teachers' mediation process, and make a further analysis and discussion on teachers as mediators in order to put forward some useful ways to make up the disadvantages of present English teaching, to enhance Senior High School English teaching efficiency and to promote the autonomous learning ability.

1.2 The Purpose of the Research

As mentioned above, nowadays the main purpose of English teaching is to develop students' intercultural competence and to cultivate their communication ability with others freely in daily life, which means English teacher should be equipped with enough skills to help students go through typical obstacles during communication. Besides, the new released College Entrance Exam Reform shows that English may be tested several times a year and be distinguished into different levels.

Meanwhile, College Entrance Examination is attaching more importance to listening and speaking, which also implies that English teachers as mediators should help students to develop their potential and to cultivate their autonomous learning capacity so that they can cope with various situations successfully. As we always say: "Give a man a fish and he ends for a day", a good teacher should let students be the center and learn to combine knowledge to practice, which means teachers need to assist students to find appropriate learning strategies to be autonomous learners and that is what Feuerstein referred as mediation.

Therefore, the aim of this paper is to find out to what degree does English teachers apply mediation theory, the different opinions on mediation and traditional teaching methods, and the difference between teachers and students' views on mediation in order that we can make some adjustments based on different conditions as well as give both teachers and students some constructive suggestions to adapt to new challenges in our modern life and satisfy different requirements.

2. Literature Review

2.1 Recent Studies

There are many foreign scholars studied teacher-as-mediator. Hoai (2003) found that teachers help learners to understand and internalize new knowledge through language during negotiation of meaning in interaction in the classroom. Warren (1995, cited in Williams and Burden, 2000) designed a questionnaire for teachers to assess their intermediary role in the language classroom. The questionnaire finished by an observer together with teachers after a whole class. Based on twelve features of mediation proposed by Feuerstein, Williams & Burden (2000) also designed a questionnaire, which consists of two parts, the first part is to investigate teachers' views on the mediation, and the second part is the implementation of the intermediary role of the teacher. Questionnaires will undoubtedly provide a convenient and practical tool for researchers studied the mediation, especially Williams & Burden's questionnaires has been widely applied in our country. In addition, Williams & Burden also had a detailed discussion on the twelve features of mediation and its application in the language classroom for.

2.2 Theories Related to Mediation

Mediation theory was first proposed by Vygotsky, he suggests that mediation refers to the part played by other significant people in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them. The secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skill and knowledge. These people can be their parents, teachers and peers and they are called mediators (2010:67). With the help with others, learns can come into next layer, which is the zone of proximal development, namely ZPD, which refers to the layer of skill or knowledge that just beyond learners' current level. Both mediation and ZPD are the center of Vygotsky's theories. As for mediation, Vygotsky doesn't discuss the specific implication in the classroom, which indicates that he didn't apply mediation to practice, especially in English teaching and learning. Therefore, Israeli psychologist Feuerstein has developed mediation and combine it with classroom learning.

For Feuerstein, he suggests that right from birth a child's learning is modeled by the intervention of significant adults. These adults at first parents, but later teachers even peers. He refers to these important persons as mediators or mediating adults. Those people select and organize stimuli that they consider most appropriate for the child, shape them and present them in the ways considered most suitable to promote learning. They also intervene in shaping the child's early attempts at responding to stimuli, detecting and encouraging more appropriate responses while explaining why one response is more useful or appropriate than another (2010:67). That is to say, teachers is still playing a key part in learning but their roles has changed. Based on this, Williams & Burdens made a detailed statement to distinguish the difference between teachers as mediators and as traditional educators. First, mediation must be connected with empowering, with helping learners to acquire the knowledge, skills, and strategies they will need in order to progress, to learn more, to tackle problems, to function effectively in a particular culture and a changing society, and to meet new, emerging and unpredictable demands. It is also concerned with helping learners to become autonomous, to take control of their own learning, with the fundamental aim of enabling them to become independent thinkers and problem-solvers. Second, it is significant to state that mediation involves interaction between mediators and learners, and that the learners are active participants during the process. Third, there is an emphasis on reciprocation, that is, the importance of the learner reciprocating the intention of the mediator or teacher. Fourth, it is important to note that learner autonomy involves more than the provision of suitable self-access materials.

To summary, teachers should use proper guidance, inspiration, feedback and other forms to help students accomplish the learning task better, to make students be able to achieve a higher cognitive level , and finally to achieve autonomy (2010:68). In order to provide truly educational learning experience, there are many ways for teachers or other adults to mediate learners' learning.

Feuerstein identifies twelve features of mediation which can also be regarded as mediation tools, with which a teacher can operate as a mediator, they are as following (2010:68):

- 1) Significance: the teacher needs to let students know the significance of the learning task so that they can realize the value of it to them personality, and in a broader cultural context.
- 2) Purpose beyond the here and now: in addition, learners must be aware of the way in which the learning experience will have closer correlation to them beyond the immediate time and place.
- 3) Shared intention: in presenting a task, the teacher must have a clear intention, which is understood and reciprocated by the learners.
- 4) A sense of competence: the feeling that they are able to deal successfully with any particular task when they encounter.
- 5) Control of own behavior: the ability to control and regulate their own learning, thinking and actions.
- 6) Goal-setting: the ability to set realistic goals and to plan ways of achieve them.
- 7) Challenge: an internal need to respond to challenges, and to look for new challenges in life.
- 8) Awareness of change: an understanding that human beings are constantly changing, and the ability to understand and estimate changes in themselves.
- 9) A belief in positive outcomes: a belief that even when faced with an obviously troublesome problem, there is always the possibility of finding a solution.
- 10) Sharing: co-operation among learners, together with the recognition that some problems are better solved co-operatively.
- 11) Individuality: a recognition of their own individuality and uniqueness.
- 12) A sense of belonging: a feeling of belonging to a community and a culture.

2.3 Theories Related to Autonomous Learning

Autonomous learning has been being the topic of researchers and language teachers for many years, from the traditional teacher-centered to student-oriented, English teaching has met its new challenges and requirements. To cultivate students to be autonomous learners and be able to work out all kinds of problems, teachers must transform their roles. Recently, there have been many researches on autonomous learning, we can see that students' ability to solve practical difficulties is very significant. With the release of New English Course Standard and College Entrance Exam Reform, the traditional teaching-learning mode can't keep up with the tide, students no longer just study for exams, they learn for more practical intention-communicating with others instead. Thus, new teaching goal is to help students to be capable of learning after graduation. To reach this, social constructivism-based autonomous learning comes to the stage.

2.3.1 Social Constructivism

Social constructivism is the synthesis theory of humanistic psychology, cognitive constructive theory and social interaction theory.

Social constructivism rooted from constructivism, which was first put forward by Piaget, the representative of cognitive constructive theory, who is interested in how people learn to know the world from infancy to adulthood. And he believes that people learn to know the world through nature development and personal experiences, also emphasize the significance of individual instead of social environment. Based on this, his main propose is that learning process can be constructed, through assimilation and adjustment, learners can construct language input and their own understanding of tasks. Later Bruner developed Piaget's theory and emphasizes the importance of education process, also put these constructive theory into classroom teaching and teaches people learn to learn, then created the famous discovery methodology teaching, which reveals that children should learn to learn with the help of others and their understanding of this world should be constructed from the interaction with people. It has profound meaning for English teaching. There is another important constructivist, Kelly, whose personal-construct theory has influenced teaching deeply, he began with the premise of man as scientists constantly seeking to make sense of his world. People put their own personal experiments into effect, construct hypotheses and actively seek to confirm or disconfirm them.

During this process, some are positive, others negative, namely, there are meaningful and meaningless learning, and people need to select to form their own frames. Furthermore, Vygotsky expresses that learners should interact with people with higher knowledge to get into ZPD and use language to construct one's understanding. Under the foundation of constructivism, westerners extended it and raised the notion of social constructivism.

The main idea of it is that: social constructivism opposes objectivism and underlines the interaction between subject and object, which means individual should use all kinds of tools and language symbols as intermediates, as well as the interaction and negotiation between others to construct their knowledge. Social constructivism is developed from constructivism at first and absorb the essence of humanistic psychology, cognitive constructive theory and social interaction theory.

Humanistic psychology underlines the whole-person notion, the development of the whole person includes cognitivity, feelings, attitudes and skills, which should be developed harmoniously. Just as we mentioned above, there are two important representatives: Maslow and Rogers. For Maslow, after people's basic need is satisfied, they are eager to be long for higher need to keep balance, which he called Hierarchy of Needs, which he divided human needs into two categories: deficiency (or maintenance) needs and being (or growth) needs. Thus, people have the talent for study and it's their life-long need. Besides, Rogers pays attention to meaningful learning, which suggests that meaningful learning takes place only when learners are aware of its importance and willing to participate. Teachers should put on the students' shoes and help students learn to learn and adjust different challenges, create a relaxing atmosphere, which is student-centered. All in all, humanistic psychology is student-centered, both teachers and students are in the equal positions, which means teachers should concentrate on teaching students to learn to learn but not just knowledge, respect students' individual demands and their feelings. Furthermore, teachers should give more free space and time to students, their autonomous learning should be emphasized and teachers' teaching should be less stressed, students decide their learning methods.

Social Interactionism believes that the participation and recognition is not the whole of learning process. According to social interactionism, human is involved in the world full of interaction since his first day, his study and development are achieved through their interaction and communication with others. Social environment and cultural tradition have made a great influence on individual's learning activities. The outstanding representative of social interactionism is Vygotsky, who is famous for mediation and ZPD, which we have given specific definitions for them. Later on, Feuerstein enriches the notion of mediation and creates a series of learning theories stress social environment and language as mediation. In a word, social interactionism is important in language learning-teaching, which tells us that effective interaction in classroom learning is that students is the center of the class, they participate in the classroom activities more autonomously, have more opportunities to communicate with others, express their ideas freely as well as find their own ways to solve problems under the teachers' help, which means teachers should create more opportunities and chances for students to learn from each other.

2.3.2 Autonomous Learning Theory

Autonomous learning theory have been studied for many years both at home and abroad. So far, there are a great quantity of understanding on autonomous learning theory. Autonomous learning was first proposed by Holec (1981), who defined it as the ability to be responsible for one's own study. In 1985, he furthered it and suggested that autonomous learning is the ability to be able to manage one's learning, which included the ability to confirm learning goals, self-monitoring, self-assessment and so on. Holec (1987) also stressed that there are two aims for language learning: the one is to enable learners to learn languages and communicate with others, the other is to help learners to be autonomous, and that is learn how to learn. Holec is a main figure on autonomous learning. Huttenen (1986) stated that autonomous learning is learners/ willingness and capacity for their own learning. While Littlewood (1991) sees autonomy mainly as learners' mental issues to learning process and learning contents, which means a kind of transcendental and critical ability, decision-making and independent action. He also came up with the concept of reactive autonomy, in which teachers are involved during students' learning process, and he pointed out that the reactive autonomy is more suitable for East students (1995:75-76). Besides, Dickinson (1995) defined autonomy as both an attitude towards learning and an ability for independent learning and he listed five distinct characters of autonomous learners: be able to understand teaching aims and methods; set up their own learning goals; choose appropriate learning strategies; monitor their own learning strategies and evaluate their learning results, which means they want to learn, can learn, know how to learn and insist on learning. Thavenius (1999) suggested that teachers' autonomy is the first step for learners' autonomy, which means teachers are willing and sufficient enough to help students to be responsible for their study.

From those we can see autonomous learning has been the main topic of linguistics. Of course, there are some other definitions on autonomous learning.

3. Research Design

3.1 Research Questions

“High School English Curriculum Stands (experiment)” states the English teaching should be student-centered and cultivate students to be autonomous learners. “The Advice on Deepening the Comprehensive Reform of the Field of Education in 2013” also puts forward that English teaching should be focused on listening and speaking. Thus, High School English teachers should change their roles to adapt the new requirements and all of them have realized it. As teachers, they should use proper guidance, inspiration, feedback and other forms to help students accomplish the learning task better, to make students be able to achieve a higher cognitive level. Besides, the efficiency of teacher-as-mediator is directly connected with students’ autonomous learning competency. Thus, the following three questions will be the aims of this study:

- (1) What’re the Senior High English teachers and students’ opinions on mediation?
- (2) What’re the Senior High English teachers and students’ opinions on the frequency of mediation teachers used in the classroom?
- (3) What should English teachers do to improve students’ autonomous learning competence through mediation?

3.2 Subjects

To finish the study, there are 243 Senior High School sophomore students and 15 English teachers. They are all from the same school, which lies in Nanchong city, Sichuan Province. The students’ average age was 16, the ratio of male and female was appropriate and they are all familiar with their English teachers’ teaching style. Besides, the teacher has been engaged in teaching for several years with sufficient understanding on teaching.

3.3 Instruments

3.3.1 Questionnaires

In this part, two kinds of questionnaires are applied. One is for teachers and the other is for students. Based on the questionnaire designed by Williams & Burden, the author designed her own questionnaires which are called A questionnaire of teacher-as-mediator for High School teachers and A questionnaire of teacher-as-mediator for High School Students, which are presented in Appendix 1 and Appendix 2. The questionnaire for teachers is divided two parts with 12 questions individually. The first part is about teachers’ perception on mediation tools’ features and the second is their opinions on the usage frequency of mediation tools in classroom. The questionnaire is both Chinese and English version. Speaking of the students, the questionnaire also consists of two parts, which has the same contents with teachers’. The first part is students’ percept on the twelve features of mediation theory, the second is their opinions on the usage frequency of mediation tools by their teachers in classrooms. To help students understand better, the questionnaire is Chinese version. Furthermore, both the two questionnaires are designed on a five-point scale, this scale ranges from “very important” to “not at all”, from “always” to “rarely” to help the author know teachers’ and students’ opinions clearly. Before students began to fill in, the author gave some instructions and then took all the questionnaires back immediately.

3.3.2 Interviews

There are two kinds of interviews applied, one is for teachers and the other is for students, which are called Follow-up Interview Questions for Teachers and Follow-up Interview questions for Students. And there are 14 questions for both teachers and students with slight differences around mediation and autonomous learning, see Appendix 3 and Appendix 4. Considering students’ knowledge level, Chinese is used during the interviews to make them express better. And for teachers, the interviews both used Chinese and English to make these conversations go smoothly because some teachers are also not so familiar with mediation and its features. Besides, 4 teachers and 10 students are interviewed, they all show their ideas on mediation and autonomous learning.

3.3.3 Data Collection

The data of the two kinds of questionnaires and the interviews were collected in November 2013. The questionnaires were given to students and the teacher respectively.

During the first stage, the author delivered 15 questionnaires to 15 teachers after explaining the purposes and significance of this questionnaire during the break time. All teachers had an understanding on the study and gave their feedbacks immediately.

For the questionnaire for students, the author first had a good conversation with the teachers and did the study with their permission. So the author delivered all 243 pieces of questionnaire after making a general explanation about the study and helped students fill in the questionnaires with their teachers present during the class, then called back those questionnaires immediately, but only 230 sheets were returned, which means 13 was invalid. After finishing all the questionnaires for both teachers and students, the author typed the data into Spss 18.0 to do analysis on both teachers' and students' opinions on mediation, then got Table 4-1 and Table 4-2. Just as following:

Table 4-1: Teachers' and Students' Perception on Mediation

	N		M		S		Df	
	T's	S's	T's	S's	T's	S's	T's	S's
Shared intention	15	230	4.73	3.40	.458	1.209	14	229
Significance	15	230	3.80	3.88	1.014	1.198	14	229
Purpose beyond the here and now	15	230	2.93	3.54	1.280	1.188	14	229
A sense of competence	15	230	4.80	4.25	.561	1.044	14	229
Control of behaviour	15	230	4.73	4.33	.458	1.046	14	229
Goal setting	15	230	4.20	3.73	.775	1.155	14	229
Challenge	15	230	3.93	3.61	.884	1.194	14	229
Awareness of change	15	230	4.00	3.92	.756	1.093	14	229
A belief in positive outcomes	15	230	4.60	3.66	.507	1.225	14	229
Sharing	15	230	4.40	3.61	.828	1.157	14	229
Individuality	15	230	3.80	3.66	.862	1.270	14	229
Sense of belonging	15	230	4.20	3.47	.775	1.290	14	229

Table 4-2 Teachers' and Students' Perception on the usage Frequency on Mediation

	N		M		S		Df	
	T's	S's	T's	S's	T's	S's	T's	S's
Shared intention	15	230	4.60	3.43	.507	1.244	14	229
Significance	15	230	3.60	3.23	1.056	1.175	14	229
Purpose beyond the here and now	15	230	2.93	3.25	.961	1.266	14	229
A sense of competence	15	230	4.20	3.46	.775	1.249	14	229
Control of behaviour	15	230	4.47	3.46	.640	1.242	14	229
Goal setting	15	230	3.47	3.22	.743	1.214	14	229
Challenge	15	230	3.40	3.21	.828	1.236	14	229
Awareness of change	15	230	3.00	3.20	.756	1.192	14	229
A belief in positive outcomes	15	230	4.07	3.33	.799	1.273	14	229
Sharing	15	230	4.13	3.22	.743	1.284	14	229
Individuality	15	230	3.20	3.17	.862	1.333	14	229
Sense of belonging	15	230	3.53	3.13	.990	1.337	14	229

Note: 1)N stands for number, M for mean, S for standard deviation, Df for degree of freedom;

2)T's stands for teachers' and S's for students'.

Then comes to the second stage interviews. Only 4 teachers and 10 students were chosen randomly and interviewed individually considering the time and other factors. Those teachers and students had all attended the questionnaires phrase, which means they have already had a general idea on mediation and autonomous learning. The interviews were conducting during the break time and the students were invited with their teachers' permission, most of the time Chinese was adopted to make sure the quality of it. First teachers, then came to students. Then, the author made some records with their permission.

After finishing all interviews, the author made some comparisons and analysis based on teachers' and students' answers to get more information on their suggestions for using mediation to improve students' autonomous learning ability.

4. Results and Discussion

4.1 Results and Data Analysis

This chapter shows us the results of the questionnaires and interviews. The statistical analysis of the test scores are conducted by using the computer software---the Statistical Package for Social Science (SPSS) for windows.. The results of questionnaire one and two answer the question one and two:What're the Senior High English teachers and students' opinions on mediation? What're the Senior High English teachers and students' opinions on the frequency of mediation teachers used in the classroom? And the results of interviews answer the question three: What should English teachers do to improve students' autonomous learning competence through mediation? Now the following results are presented.

4.1.1 The Result of Questionnaires

As we can see, teacher is playing an important role during autonomous learning, so is mediation. From the above tables, we can have a better understanding of modern teaching pattern. 15 teachers and 230 students are investigated.

In Table 4-1, teachers' and students' perception on mediation. From the M of teachers', "A sense of competence" "Shared intention" "Control of behavior" and "A belief in positive outcomes" comes to the first places, whose score all beyond 4.50, which means the teachers think that those four aspects are more dispensable than other aspects. And "Significance" "Challenge" and "Individuality" are all below 4.00, "Purpose beyond here and now" even below 3.00, which shows teachers believe that present is more important than future. While students believe that "A sense of competence" and "Control of behavior" are very important, which are all above 4.0 and indicate that students expect their teachers to help them cultivate their confidence on study and teach them some effective learning strategies to be autonomous learners. "Shared intention", "Sense of belonging", "Purpose beyond the here and now" are in the least important position, which means students most of the time just like do as told but don't know the purpose for doing, they also focus mainly on their current study and their individual development while ignore the importance of being as a family with others. Then comes to the S, there is a great difference among teachers' perception on "Significance" and "Purpose beyond here and now", some thinks not important, others very important. While for students, all of the 12 mediation tools have made difference impressions on them. Their S scores are all above 1.000, which may suggest that different individuals incline to their special ideas about study, they need to master different learning styles. Compare teachers' and students' result, we can see that they have great difference in many aspects, especially on "A belief on positive outcomes", "Sharing" and "Shared intention". However, they still have similar opinions on "Significance", "Purpose beyond the here and now" and "Challenge".

On Table 4-2, Teachers' and Students' perception on the usage frequency on Mediation. The difference is more apparent. From the M, It can easily be known that teachers combine more activities with "Shared intention" "A sense of competence" "Control of behavior" and "Sharing", which beyond 4.00, which also shows that teachers still pay much attention to knowledge, and help students to consolidate their confidence and a sense of sharing with others at the same time. Furthermore, "Purpose beyond here and now" got the lowest score, 2.93, which indicates that teachers don't stress the importance of connecting present with following study, they just focus on the present teaching. While for students, all the scores are not very high, which means students believe that teachers didn't pay much attention to the usage of mediation tools. For them, "A sense of competence" and "Control of behavior" come to the first place relatively, which shows that they think teachers attach more importance to their capacity on study and help them learn to learn. However, "Sense of belonging" comes to the least layer. Then comes to the S scores, there is a great different on the usage frequency of "Significance",1.056, which shows that some teachers think it's very important to tell students the importance of this study activities, others think it's not important and students just need to do as told. When it comes to students' S, the difference is much greater in every mediation tool. To summary, both students and teachers have their own ideas on the usage of mediation tools, almost all students' judgments are lower than teachers themselves expected.

Students think that teachers' usage of mediation tools is not enough and should be consolidated. Meanwhile, teachers need to know students' need and adjust their teaching.

4.1.2 The Result of Interviews

There are 14 questions around mediation tools and autonomous learning for both teachers and students. The questions have same contents. 4 teachers and 10 students are interviewed. They have shown their unique answers for those questions. Let's have a close look. This paper will compare teachers' interviews with students, which will be divided into four parts: 1) factors available for all learning situation; 2) factors related to self-control on study; 3) factors related to students' social development; 4) factors related to students' autonomous learning.

1) Factors available for all learning situation

For this part, three tools are applied, "Significance" "Purpose beyond here and now" and "Shared intention", which are Question 2, 3, 4. We will have a close observation on those.

Question 2 is significance. About this, teachers have different suggestions towards, mainly agree with it. Most of them said: "Help students know the meaning of doing one thing is quite necessary. If they know this thing will be good for their future or their later development, their interests will be aroused and they will become more active, which can also do good to teachers. For example, many students always abandon themselves to games, I'll tell them recent many good games are designed in English, only with sufficient English vocabulary, can they play more professionally." While another said: "I know it's important to some degree. However, considering the reality, we don't have enough time to explain all things' significance. And sometimes it's a waste, for students will always do as before, it's not a big deal for them." Thus, teachers should think more for students and let them try to connect study to daily life, they can learn faster then. For students, one answered: "I think it doesn't matter. Faced with the college entrance exam, what we really care is the score. I just need to do as told if necessary." While one said: "It's important for me. Once I know the significance, I'll have the motivation to do it instead of acting like a robot. Besides, knowing the significance can bring me a direction instead of staying in blank." "The significance is very important. I always don't know where to go and what should I do for my study. Therefore, if teachers tell me what I will get if I do one thing, which will do me a great favor." From the above we can see, significance is essential for most people. The way teachers explain will influence students' understanding on study.

Question 3 is about purpose beyond the here and now. All teachers agreed with this idea with different expectations. Just like one said: "I feel it's important and tell them it's useful for their examination and they will take my advice." "It's important and valuable to some degree, while we seldom put it into practice because of some reasons." The distance between thoughts and practice is very long. Then comes to the students' answers. One replied: "My teachers seldom do that. I think teachers should remind students what benefit for achieving one goal are and how its result can influence future to motivate students' development." Another answer: "Never. I think it's useful. We can make preparations for our future earlier." "No, teachers can tell us its importance if necessary. For example, we can connect some English phrases with our daily life. When I was in Junior High, many classmates were fond of playing games. Thus our teacher let us try to use English to communicate with each other in class so that we can use some game words, which was really interesting." Therefore, teachers and students all ignored the importance of purpose beyond the here and now while they wanted to put into effect from deep in heart.

Question 4 is about shared intention. One teacher said: "They can't hear clearly and feel difficult to understand the instructions." Another teacher said: "The students' listening ability as well as lack of vocabulary are challenges I meet in making my instructions clear to them." For students, one said: "Most of the time, I can understand teachers' intention, but I think It's better for teachers to slow down their speed." Another answer is "I can almost understand the teachers, I suggest our teacher to make a specific explanation for the new words when we come across, and not just in English but also Chinese." Also another answered: "No, I think teachers should give us a general introduction first to make us understand better." In a word, teachers believe that students' abilities are limited so that they can't understand their intentions enough, while students believe most of the time they can understand and just need teachers to give them more time. Therefore, they have different opinions on this, but we can see that It's student-centered, teachers should put their shoes into students', try to make their intention more simply and brief to let them have enough time to absorb those instructions.

2) Factors related to self-control on study;

For this part, four tools are considered, “A sense of competence” “Goal-setting” “Changes” and “Self-confidence”, which are Question 5, 6, 7,8, which are discussed as following.

Question 5 is a sense of competence, which is a big part during learning process. All people have realized the importance. One teacher said: “I know it’s very important and I always try my best to encourage students to study harder so as to overcome the difficulties and achieve goals.” Another replied: “I do agree with the idea. I like to write down some aspirational words on their homework. And when they are in trouble, I let them to think out the solutions as many as possible to consolidate their confidence and autonomy.” Teachers are fond of letting students insult themselves to own the sense of competence. Most of the students also realized the importance of competence. Just like one said: “I do know it means a lot to me. I need the affirmation from our teachers. You know, everyone wants to be noticed, that’s to say, with teachers’ attention, I have more confidence to complete a task.” Also one said: “It’s good. As a students, teachers can influence us deeply and greatly. I can be inspired with teachers’ guidance. If my teacher tell me to work harder and I’ll success, I can insist on it and get enough courage to move on. I really appreciate this kind of teaching method.” While another said: “I can’t agree with this idea more. But I think teachers should do more to foster a sense of competence instead of focusing on someone. And I’m not so confident, I need teachers’ accompany and encouragement.” In a word, a sense of competence is important to everyone and has been acknowledged by all. While the frequency of usage is not enough, so teachers should do more.

Question 6 is about goal-setting. One teacher replied: “I think I should teach them to set up goals during the class, especially the teaching procedure.” Another said: “Important to do it and make sure they are confident.” “It’s meaningful and necessary.” They all think it’s important. But how about student? One said: “It is important. I still remember when I was in Grade 1 at Junior High. I am crazy about one famous American star, so I stared to learn English like crazy to enable myself to keep up with my idols’ without others’ help.” Also one answered: “Goals are the motivation of one’s life. We should set an aim properly so that we have direction of study, from small to big.” Only a student said: “It’s unnecessary. Study should be in a relax atmosphere, or I’ll under great mental pressure.” To summary, most students and teachers realize the importance of setting goals.

Question 7 is monitor changes. For teachers, they all thinks it’s very important, while they are still facing some challenges. Just like one said: “I’m worried about students’ losing their confidence and feeling they’ll never learn the language well.” Another answered: “Sometimes I feel a little bit difficult to do monitor changes. The challenges between them and me is that they need my monitor at any time. It takes too much time.” so teachers seldom do this. How about students? One said: “It’s important. Every student wants to tell teachers that they are progressing. And everyone likes to be praised, so teachers can give them some words to encourage them, such as ‘Well done’, ‘Beautiful hand-writing’ and so on so forth sometimes.” Another said: “Important. I’m lack of self-discipline and can’t focus on study. So teachers should make different strategies for different students. ” While some said it’s not that important, “because with teachers’ help in monitoring changes, our autonomy can’t developed sufficiently, which will also make me feel bounded. Teachers should be student-centered and give more time to students.” Just as we always say, every coin has two sides. The similarity and differences between teachers and students need teachers to pay more attention to their roles.

Question 8 is self-confidence. “I think that developing the self-confidence is very important. If so, I would give them simple task and make most of them achieve it. ” And another teacher said: “its quiet necessary to do so. We just need to give more encouragement and praise.” Also “We should give them positive comments immediately and frequently.” Self-confidence has been always playing an important in people’s life. “It’s pretty important. It’s useful to learn and help us do better and better in English or other subjects.” One student answered. “Learning language is for communication. Only with enough self-confidence, can we be interested in study and have the courage to speak out.” Another said. Obviously, both teachers and students realized the significance of cultivating self-confidence.

3) Factors related to students’ social development;

For this part, three tools are referred, “Sharing” “Individuality” and “A sense of belonging”, which are Question 9,10,11, which are discussed as following.

Question 9 is about sharing, specifically small group/pair work. All teachers agreed with this idea. Just like one said: “I think it’s very useful because they can cooperate with each other.

Frist, teacher should give orders clearly and simply. Second, make examples.” Then another teacher said: “It’s a good idea and efficient way to improve students’ cooperation learning. But it seems hard to do it because the class is too large.” From which we can know, there is a great different between practice and thoughts. Then comes to students’ ideas. They have shown their own preference. Most of them said Yes but with different expectation. For instance, one student replied: “I think it’s useful to work together with others. Because it can improve us ability in working together. Yes, I’d love to work with others.” Another said: “It is necessary to organize small group communication and discussion, which can correct one’s weakness and improve his level step by step. And I do like to cooperate with others actively.” Also one student said: “I think it’s very good. It can strengthen our abilities to use English to think and communicate. And we’ll never feel nervous compared with facing teachers. But I can’t work with others, because my English level is too bad.” Also said: “I think It’s just Ok. Because we use English at first but use Chinese instead gradually. I think there should be a time-out.” Therefore, both teachers and students agreed with small work, but with distinct expectation. Proper teaching strategies and interaction are indispensable.

Question 10 is about a sense of belonging. One teacher said: “It’s necessary to do so, so that the students’ will have a team spirit.” Another replied: “The teachers should be equipped with a sense of humor and create a lively atmosphere.” and so on. One student said: “I like it. A harmonious environment is essential for our study. I hope our teachers can let us work more with others and feel that we belong to a family.” Another student said: “I don’t think it’s very important but necessary. With others’ help, we can learn faster. But study relies on ourselves, we should work hard for it.” Therefore, a sense of belonging is important to much degree. If time permits, more activities should be designed.

Question 11 is about individuality. We’ll also have a deep discussion on it. There are some disagreements. As one teacher said: “I seldom did it. There is a big class, time is limited.” Another said: “I think It should be more independent to show them the advantages of being an individual. By asking a good-grade student to show them.” Then, let’s come to students. “It’s helpful. Teachers should create a comfortable atmosphere to encourage students to participate actively.” One said. Another one: “Just Ok, learning English is for better communication not about individuality. While teachers can tell some jokes to make some improvement sometimes.” Also another replied: “No, I think we should develop individuality all by ourselves. The teachers should encourage students to be confident and let them speak freely.” From their answers, we can see that students have distinct attitudes towards individuality. Teachers should attach more importance on it.

4) Factors related to students’ autonomous learning.

For this part, four questions are involved in, “Teachers’ role”, “ Learning strategies”, “Evaluation” and “ Autonomy”, which are Question 1,12,13,14, which are discussed as following.

Question 1 is about their roles in the classroom. One teacher said: “I think I am a guide.” Another answered: “I am a leader and guide.” While for students, one believes that teacher should be his friend and help himself to learn well. Another student say: “I’d like teachers to be serious while sometimes humorous, they should think for us and be our friends”. From which we can see, both teachers and students consider that teachers are very important and give students guidance on learning.

Question 12 is learning strategies. Learning strategies refers to the skills or good methods for learning. Everyone has his own learning strategies and also there are some common strategies for all. The teachers expressed their ideas on it here. On said: “A good learning method can help students do better. Students always ask me about the cut-short or good methods to learn English. I tell them to use associative memory, which means put their study into daily life, or ask them what they do to teach other subjects, which can be also adopted.” Other teacher answered: “I tell students what I do to learn. And it’s important for them to find a suitable way to study. Learning strategies is quite essential for everyone. Should keep it in mind and believe practice makes perfect.” Students also have their own strategies. One said: “Should make a plan to exercise our study efficiency. For me, I think the best strategy is to exercise more, read more and listen to more. Above all, interest is the best teacher.” That really makes sense. Let’s see more. “For me, I think listening to more English songs and videos are useful. Besides, English depends on memory, so effective and simple memorizing method is quite important.” Also one said: “We should establish our own learning strategies according to our own learning situation. Meanwhile, it’s important to read more, remember more, practice more and review after learning.” Of course, they are other good strategies, we can see people all know the importance and some practical methods for knowledge.

Question 13 is evaluation. Evaluation means the assessment on ones' strength and weakness and make some improvement based on this. It is important to figure out whether students can do self-evaluation or not. One teacher said: "Yes, they know their weakness. I also set up simple task and make it difficult step by step to encourage them to take more responsibilities." Another said: "Yes, but mainly only by examination. We can start to tell them the importance of English to let them have a concept on English and encourage them." From which we can see teachers think their students can evaluate themselves with simply ways. One student said: "Actually I didn't pay much attention to it. Maybe the only way to evaluate myself is the score. Every time I got my paper, I'd like to rethink have I made progress or decreased and what I should do to handle this. " Another said: "I evaluate myself based on exams. I don't know other ways to evaluate." Moreover, "I get to know my study according to the exams. Of course, I also remember vocabularies or expressions first and then do some exercise to test whether I have mastered it or not." "I can't, most of the time I don't pay much attention to it. It means nothing." All in all, there are not many good ways to evaluate ones' strength or weakness recently. More good and practical ways should be advocated.

Question 14 is about autonomy. Autonomy has been always being advocated in order to help students learning English autonomously. Teachers have expressed their considerations. One said: "First, encourage them and make them feel confident. Second, set simple task and make them feel easier, then they want to do. Third, push them to set up a good and a dream about if you study English well and what do you want to do in the future." another answer was: "Interest is the first teacher, so be sure to make them be interested in learning English." Also "Arouse their interest and confidence, provide some efficient learning methods." Autonomy is involved in many aspects and should be developed step by step with teachers' help. One student replied, "Teachers should guide students to know the benefits of learning and encourage us to find a proper learning style. Besides, teachers should tell me some practical examples to cultivate my interest. Create an entertaining atmosphere, apply more encouragement and less punishment as well as more activities to active our learning enthusiasm." Another replied: "Teachers can let me correct my homework and find out where the mistakes come from. I'm self-confident in English, I love it. So I would like teachers to praise students to improve their confidence. In my Junior High, my Chinese teacher was very excellent because she could praise students in words properly." Also "Teachers can put forward questions and let students think about as well as try to solve them all by themselves. Give more free time to students for their autonomous learning. By this way, we can be independent thinkers instead of just depending on teachers. But don't forget that interest is the most important one." Autonomy has been always the topic of English learning and teaching. More and more people are studying it and trying to find more convenient way for English teaching.

From the above results of interview, we can have a clear understanding on both teachers and students' opinions and suggestions on questions around mediation and autonomy. There is still a great distance between them, thus effective suggestions and plans are necessary to adjust this situation and help students to be autonomous and independent thinkers.

4.2 Discussion

This part will discuss about the three research questions based on the data shown above combined with the answers of interview.

4.2.1 Discussion on the Senior High English Teachers' and Students' Opinions on Mediation

Form the above result, there is more similarities than differences on the mediation between teachers and students. At first, it is not hard to find most English teachers have realized the importance of mediation, while a few still know mediation. It is suggested that English teachers should enlarge their knowledge on mediation and other useful theories to improve themselves and take actions to practice them. Besides, both English teachers and students have some agreements. They all put "A sense of competence"and "Control of behavior " in the first place, which shows that the investigators all believe that it is important to help students find appropriate learning strategies, use more classroom negotiation, give more affirmation and other methods to guide students to be autonomous learners. Furthermore, both teachers and students neglect the importance of "Significance", "Purpose beyond here and now" and "Challenge", which means teachers and students also just focus on present, their teaching or learning activities are still around the immediate requirements and students are reluctant to be autonomous learners. Of course, they have different ideas on some aspects, such as "Shared" and "Shared intention". In a word, there is a slight difference on both teachers' and students' opinions on mediation.

Teachers should try their best to learn more theories related to effective teaching, give students more chances to express themselves and help students get used to new teaching model.

4.2.2 Discussion on the Senior High English Teachers' and Students' Attitudes toward the Frequency of Mediation Teachers used in the Classroom

Speaking of English teachers and students' attitudes toward the frequency of mediation teachers used in the classroom. Although there also have similar opinions on the frequency of mediation, while students' average scores are all much lower than teachers'. Thus, it is obvious teachers' relative course designs are not enough to satisfy students' expectation. Although teachers and students believe that the teachers have combined with more activities with the cultivation of "A sense of competence" and "Control of behavior" relatively, which is in accordance with their opinions above, which is apparent that teachers know the significance of developing students' confidence on learning English, consolidating the training on learning strategies and helping students be willing, good at and autonomous on study, which is worthy of appreciating. On the other side, from the results of students' questionnaire on the frequency, it's generally acknowledged that students believe their teachers' activities on the twelve features of mediation have not met their needs even far away from it, especially on "Sense of belonging". Thus, the author thinks that teachers should communicate with students frequently to know students' weakness and strength, then make proper plan to tackle those difficulties. Teachers should not just teach, but also educate. Only combine teaching with students' needs and improve their learning interest, can teachers be successful and students' be autonomous and willing to learn.

4.2.3 Discussion on English Teachers' and Students' Opinions on how to Improve Students' Autonomous Learning Competence through Mediation

From the above results, both teachers and students have great common in many aspects, either in their opinions on mediation or the frequency of mediation teacher used in the classroom. After realizing their differences and similarities, they all give their suggestions on how to improve students' autonomous learning competency by mediation. They all believe the importance of mediation and being autonomous, which are stated obviously in the above results. The suggestions on cultivating students' to be autonomous learners are very similar but from two different positions. They all put interest in the first place, then it's important to create a relaxing atmosphere and have more chances to communicate with each other. Besides, teachers should help students to find their suitable learning strategies, give students more confidence and learn to appreciate their progress to let students know their teachers are always on their sides. From the interviews, we are also easy to see that both teachers and students are optimistic on the future. They are all ready for the new reform and believe they can be better.

All in all, both teachers and students have realized the importance of twelve features of mediation and they are making every efforts to achieve it. On the other side, it's obvious that there is still a great difference between teachers' opinions and students' expectation, which is valuable for teachers may be useless for students.

Therefore, it's significant for both teachers and students to take effective actions to adapt to the new requirements and develop autonomy gradually. It's suggested that teachers should understand the needs and tend of students at any time during teacher to adjust their roles and play the role of mediation farthest.

5. Conclusion

5.1 Major Findings

High School English Curriculum Standards (experimental) in 2003 elaborates that to make language learning process becomes the process of improving students' cross-cultural awareness and autonomous learning ability. High school English course designs and implementation should discover effective learning strategies to enhance autonomous learning ability. Meanwhile, the Advice on Deepening the Comprehensive Reform of the Field of Education in 2013 also stresses that the new college entrance exam for English will focus on listening and speaking, teachers need to guide students to use effective learning strategies to develop independent study habits, which is exactly in line with mediation. Thus, the study aims to discover the relation between mediation and autonomous learning. Here are a few findings.

First, there is still a great difference between teachers' recognition and their actual usage on mediation, teachers should make some improvements.

The results showed that English teachers realize the significance of the intermediary role and speak highly of mediation, for them “A sense of competence” “Shared intention” and “Control of behavior” are in the most important positions, While in the actual teaching process, because of classroom time, teaching plan, students’ individual difference and other reasons, teachers cannot fully play their intermediary role, especially on “Purpose beyond here and now” and “Awareness of change”, from which we can see that English teachers should design more interaction and consultation in the classroom to enable students to be the masters of teaching, encourage independent learning and master suitable learning strategies, then explore independent learning pattern to enable students to truly become an independent , autonomous and efficient practitioners.

Second, there is also a great difference between teachers’ recognition and students’ expectations. Also many teachers think they have done a great job on mediation during classes, especially on “Shared intention” and “Control of behavior”, and students also believe that their teachers have added some activities to the classroom teaching, especially “Control of behavior” and “A sense of competency”, which can also be shown in the above results. However, it’s obvious that the students’ average scores on the frequency of mediation are all lower than teachers’, which means there is a lack of communication between teachers and students. Some aspects may be meaningful for teachers while may also mean nothing for students. Thus, teachers should give more chances to students to express their ideas, make appropriate teaching strategies to meet students’ needs and arouse their interest then become autonomous.

Third, teachers is starting to apply the twelve mediation tools but can’t fulfill them completely. Although teachers have realized the importance of being mediators, their actions are obvious slower. Nowadays we always stress student-centered teaching, teachers should leave more room to students to think and learn. But from the above results, it’s evident that many students still think that their teachers haven’t given enough chances to them. According to the investigation, many teachers put forward that it’s really hard to put all mediation tools into practice because of limited classroom time, students’ different knowledge levels and various personalities as well as the pressure from the college entrance exam, but they are trying their best to change the situation little by little. On the other sides, the implementation of mediation tools needs students’ cooperation. Thus students need to take an active part in the classroom activities and let teachers know their ideas from time to time to help teachers make sure the process of being mediators goes smoothly as well as help them become the masters of study finally. All in all, teacher-as-mediator stresses the importance of interaction and retroaction, which is helpful for students to keep in harmony with others, learn to learn as well as be independent solvers. It is good for students’ autonomous learning and will still be the center of English teaching field.

5.2 Limitations

This study is successful to some degree. However, we can still see there are some limitations. First, due to the limited time and the study time is very tense, only a small scale people are involved in, the statistic is not so sufficient. Second, the whole study is proceeded in a relatively good high school, which means maybe the students’ English level is higher than others’, the teachers have more rich teaching experiences and skills. There may have great difference between different areas, students or teachers. Besides, this school is equipped with modern multi-video, it is easier to arouse students’ interest and participate more interaction in the classroom, while the poor school can’t compare. Third, because of current education situations and exam models, some of the mediation features can’t be taken into effect, we may need make some changes on both questionnaires and interviews. Or sometimes some can’t understand clearly, we need to avoid using too professional words as well as to shorten the interviews’ questions as people’s patience is limited and those questions take up a little bit time. Just as we always say, every coin has two sides, the study also has both strengths and limitations. To summary, the study is a success

5.3 Suggestions for Further Research

As the study has revealed, the study on the mediation of Senior High School English Teachers on students’ autonomous learning is very important in modern society, especially education system, as it satisfies the demands of New English Course Stand and College Entrance Exam Reform, which also caters to the needs of language teaching goals. English teaching and learning is a long journey, we need to find out more advanced skills and strategies to improve ourselves. As we mentioned above, there are still some limitations for further research. Here are some suggestions: at first, more subjects should be considered, they should be selected from various backgrounds, areas and possess different English levels, but be sure that they are from the same grade.

Then, the questions for questionnaires and interviews should be made some changes, time and levels should be taken into consideration. At last, we may start our study from the following aspects, for instance, how to create a new teaching pattern to apply mediation sufficiently, how to start a relaxing atmosphere to encourage interaction. All in all, teachers has its important part in students' autonomous learning all the time. Only incorporate teachers' mediation to students' independent learning, can students go further and be independent thinkers and problem solvers.

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Appendix I

教师中介作用问卷调查表(教师用表)

中介作用是指教师用恰当的语言实现各种功能,如引导、启发、反馈等,以帮助学生更好的完成学习任务,甚至达到更高级的认识水平。

本问卷的目的是分享教师对学生学习的中介作用发挥情况,得到你们的反馈,以便在将来更好的提高我们的教学。对于你们真诚的合作,我们表示深深的谢意!

第一部分:

以下是对您教师中介作用的看法的调查。请选择一个最符合您的看法的数字。从

5-1

分别表示‘非常重要’、‘很重要’、‘重要’、‘不太重要’和‘不重要’。即

5=非常重要(absolutely essential)

4=很重要(very important)

3=重要(important)

2=不太重要(less than important)

1=不重要(not at all important)

1. 呈现某个学习任务时让学生清楚了解任务意图和指令。 5 4 3 2 1

Make your instructions clear when you give a task to your learners.

2. 告诉学生为什么要做这个任务或活动。 5 4 3 2 1

Tell your learners why they are to do a particular activity.

3. 告诉学生执行该活动对他们的将来会有什么帮助。 5 4 3 2 1

Explain to your learners how carrying out a learning activity will help them in the future.

4. 帮助学生树立学习的自信心。 5 4 3 2 1

Help learners to develop a feeling of confidence in their ability to learn.

5. 教给学生进行有效学习的学习策略。 5 4 3 2 1

Teach learners the strategies they need to learn effectively.

6. 教学生如何制定自己的学习目标。 5 4 3 2 1

Teach learners how to set their own goals in learning.

7. 帮助学生创造挑战并迎接挑战。(如学习目标要有挑战性) 5 4 3 2 1

Help your learners to set challenges for themselves and to meet those challenges.

8. 帮助学生监控发生在自己身上的变化。(如学习策略的优化) 5 4 3 2 1

Help your learners to monitor changes in themselves.

9. 帮助学生认识到在遇到问题时,只要不断努力,问题最终能

得到解决。 5 4 3 2 1

Help your learners to see that if they keep on trying to solve a problem, they will find a solution.

10. 让您的学生学会合作。 5 4 3 2 1

Teach your learners to work co-operatively.

11. 帮助您的学生发展个性。(如允许学生发表自己的看法) 5 4 3 2 1

Help your learners to develop as individuals.

12. 帮助学生培养集体归属感。 5 4 3 2 1

Foster in your learners a sense of belonging to a

classroom community

第二部分:

以下的12个句子表述跟第一部分是一样的,但这是对您教师中介作用发挥情况的调查。

请选择一个最符合您日常做过的数字。从5-1分别表示‘最经常做’、‘经常做’、‘较常做’、‘不常做’和‘基本不做’。即:

5=最经常做(always)

4=经常做(often)

3=较常做(less than often)

2=不常做(occasionally)

1=基本不做(rarely)

1. 呈现某个学习任务时让学生清楚了解任务意图和指令。 5 4 3 2 1

Make your instructions clear when you give a task to your learners.

2. 告诉学生为什么要做这个任务或活动。 5 4 3 2 1

Tell your learners why they are to do a particular activity.

3. 告诉学生执行该活动对他们的将来会有什么帮助。 5 4 3 2 1

Explain to your learners how carrying out a learning activity will help them in the future.

4. 帮助学生树立学习的自信心。 5 4 3 2 1

Help learners to develop a feeling of confidence in their ability to learn.

5. 教给学生进行有效学习的学习策略。 5 4 3 2 1

Teach learners the strategies they need to learn effectively.

6. 教学生如何制定自己的学习目标。 5 4 3 2 1

Teach learners how to set their own goals in learning.

7. 帮助学生创造挑战并迎接挑战。(如学习目标要有挑战性) 5 4 3 2 1

Help your learners to set challenges for themselves and to meet those challenges.

8. 帮助学生监控发生在自己身上的变化。(如学习策略的优化) 5 4 3 2 1

Help your learners to monitor changes in themselves.

9. 帮助学生认识到在遇到问题时, 只要不断努力, 问题最终能 5 4 3 2 1

得到解决。

Help your learners to see that if they keep on trying to solve a problem, they will find a solution.

10. 让您的学生学会合作。 5 4 3 2 1

Teach your learners to work co-operatively.

11. 帮助您的学生发展个性。(如允许学生发表自己的看法) 5 4 3 2 1

Help your learners to develop as individuals.

12. 帮助学生培养集体归属感。 5 4 3 2 1

Foster in your learners a sense of belonging to a classroom community

Appendix II

教师中介作用问卷调查表(学生用表)

中介作用是指教师用恰当的语言实现各种功能, 如引导、启发、反馈等, 以帮助学生学习更好的完成学习任务, 甚至达到更高级的认识水平。

各位同学您们感谢您在百忙之中抽出时间做此问卷。本问卷的答案没有对错之分, 仅作为教学研究材料, 不作它用, 按照您的实际情况和真实想法

作答, 是保证问卷调查成功的重要条件。非常感谢您的合作。祝您学习愉快!

说明:

以下是对您们对教师的中介作用看法的调查。问卷包括教师中介作用的2个维度, 请您选择一个最符合您看法的数字填在括号里, 说明自己对各维度重要性的评价。从5-1 分别表示“非常重要”、“很重要”、“重要”、“不太重要”和“不重要”。即

5=非常重要(absolutely essential)

4=很重要(very important)

3=重要(important)

2=不太重要(less than important)

1=不重要(not at all important)

1. 英语老师呈现某个学习任务时, 让同学们清楚了解它的意图 5 4 3 2 1

2. 英语老师告诉同学们为什么做这个活动 5 4 3 2 1

3. 英语老师告诉同学们进行该活动对它们将来会有什么帮助 5 4 3 2 1

4. 英语老师帮助同学们树立有能力学习英语的信心 5 4 3 2 1

5. 英语老师教同学们有效学习英语的策略 5 4 3 2 1

6. 英语老师教同学们如何制定学习目标 5 4 3 2 1

7. 英语老师帮助同学们创造挑战并迎接挑战 5 4 3 2 1

8. 英语老师教会学生监控自己的学习, 掌握自己的进展 5 4 3 2 1

9. 英语老师帮助学生意识到只要坚持不懈, 就能找到解决问题的方法 5 4 3 2 1

10. 英语老师教会学生合作学习, 互相启发, 共同完成学习任务 5 4 3 2 1

11. 英语老师帮助学生发展个性, 促进个人发展 5 4 3 2 1

12. 英语老师通过学习活动让学生明白自己属于一个集体 5 4 3 2 1

第二部分:

以下的12个句子表述跟第一部分是相同的, 但这是用来调查您对您的英语老师运用以下中介工具的使用频率的看法。

请选择一个最符合您日常做法的数字。从5-1 分别表示“最常做”、“经常做”、“较常做”、

“不常做”和“基本不做”。即:

5=最常做(always)

4=经常做(often)

3=较常做(less than often)

2=不常做(occasionally)

1=基本不做(rarely)

- | | | | | | |
|-----------------------------------|---|---|---|---|---|
| 1. 英语老师呈现某个学习任务是 让同学们清楚了解它的意图 | 5 | 4 | 3 | 2 | 1 |
| 2. 英语老师告诉同学们为什么做这个活动 | 5 | 4 | 3 | 2 | 1 |
| 3. 英语老师告诉同学们进行该活动对它们将来会有什么帮助 | 5 | 4 | 3 | 2 | 1 |
| 4. 英语老师帮助同学们树立有能力学习英语的信心 | 5 | 4 | 3 | 2 | 1 |
| 5. 英语老师教同学们有效学习英语的策略 | 5 | 4 | 3 | 2 | 1 |
| 6. 英语老师教同学们如何制定学习目标 | 5 | 4 | 3 | 2 | 1 |
| 7. 英语老师帮助同学们创造挑战并迎接挑战 | 5 | 4 | 3 | 2 | 1 |
| 8. 英语老师教会学生监控自己的学习, 掌握自己的进展 | 5 | 4 | 3 | 2 | 1 |
| 9. 英语老师帮助学生意识到只要坚持不懈, 就能找到解决问题的方法 | 5 | 4 | 3 | 2 | 1 |
| 10. 英语老师教会学生合作学习, 互相启发, 共同完成学习任务 | 5 | 4 | 3 | 2 | 1 |
| 11. 英语老师帮助学生发展个性, 促进个人发展 | 5 | 4 | 3 | 2 | 1 |
| 12. 英语老师通过学习活动让学生明白自己属于一个集体 | 5 | 4 | 3 | 2 | 1 |

Appendix III

Follow-up Interview Questions for Teachers

1. What do you think of your main role in ETL?
2. What do you think of telling students the significance of learning English? What are your problems and suggestions?
3. How do you feel about explaining to your learners how carrying out a language learning activity will help them in the future?
4. What's the challenge you meet in making your instructions clear to the students?
5. Are your students able to motivate themselves to have a sense of competence? How do you motivate them in ELT?
6. What do you think of teaching your students how to set up their own goals in learning English?
7. How do you feel about helping your learners to monitor changes in the process of language learning? What challenges do you have in doing this with your students?
8. What's your opinion of developing students' self-confidence in their English learning? How do you practice this in classroom?
9. How do you feel about using small group/pair work in ETL? What are your comments and suggestions?
10. What's your opinion of developing learners as individuals in ETL? How do you promote this in your classroom?
11. What's your opinion of fostering in your students a sense of belonging to a classroom community?
12. How do you think cultivating learning strategies for student? How to achieve it?
13. Are your students able to evaluate their own learning? What can you do to encourage them to take more responsibilities in their English learning?
14. In general, how to help students learning English autonomously?

Appendix IV

Follow-up Interview Questions for Students

1. 你怎样看待你的英语老师?
2. 你认为英语老师告诉你做这个活动的原因是否重要? 老师应该怎样实践?
3. 你的英语老师是否告诉你如何进行某项活动会对将来有所帮助? 你是怎样看待的?
4. 你认为你的英语老师在呈现某个学习任务时是否让你清楚了解了它的意图? 对此有何建议?
5. 在英语学习中, 对于设定个人学习目标有何看法?
6. 你认为你的英语老师是否经常鼓励你, 让你感觉你可以完成学习任务? 对此有何看法?
7. 你认为英语老师帮助你在学习中监控自己的改变是否重要? 为什么? 他们应该怎么进行?
8. 你对在英语学习中培养学习者的自信心有何看法?
9. 你对英语教学中的小组学习/合作学习有什么看法? 你是否能够与其他人进行合作?
10. 你认为让老师帮助你在英语学习中发展个性是否重要? 教师在课堂中应该如何进行改善?
11. 你对在英语学习过程中培养集体归属感有何看法?
12. 你对在英语学习中培养有效学习的学习策略有什么意见?
13. 你是否能够对自己的学习进行评估?
14. 教师应该怎样鼓励你成为独立的语言学习者?