

A Qualitative Study on Elementary English Curriculum Implementation:
A Comparison between an Expert Teacher and a Novice Teacher

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Abstract

With a focus on the significant differences between the expert teacher and the novice teacher in a primary school in Zhu Hai, Guang Dong province, the study discusses the current state of implementation of English Curriculum in China, mainland. On the basis of the research findings, the study has made some correlate suggestions to both categories of the teachers and the leadership of the education department.

This study adopts the Ethnography Approach paradigm and the method of the study is composed of serial procedures including a three-month observation, interviews, data analysis and surveys. All the rough data was divided into three different levels: Perceived Curriculum level, Implemental Curriculum level and Experiential Curriculum level.

At the Perceived Curriculum level, the study has found out:

1. The instructional concept of the expert teacher seems more complete and valid than that of the novice teacher.
2. The instructional plan of the expert teacher appears more flexible and practical than that of the novice teacher.

At the Implemental Curriculum level, the study has found out :

1. The instructional flow chart of the expert teacher seems more fluent than that of the novice teacher and their organizational forms seems more multicultural and diversified than that of the novice teacher as well.
2. When handling sudden matters, the expert teacher seems to understand the psychological characteristics of the student and the

individual differences more deeply and openly than the novice teacher does. The strategies of the former seem more positive, flexible and workable as well.

At the Experiential Curriculum level, the study has found out :

1. The performance of Class 4 of Grade 6, which is instructed by teacher A, is obviously better than the Class 2 of Grade 6, which is instructed by teacher B, in three difference English assessments.
2. The vivid classroom environment and active instructional strategies that is constructed and handled by teacher A, is highly enhanced the learning motivation of the student.

The recommendation of the study:

1. Based on qualitative education and improve the classroom instruction.
2. Enhance post-teacher developmental course and promote the professional qualification of the teacher.
3. Strengthen classroom management strategic of the novice teacher
4. Reform the training course for the pre-teacher. Remark on the combination of pedagogy theory and teaching practice.
5. Build up a teacher monitor system and promote the professional development of the Novice teacher.