摘　要

描述性讲解是教师向学生传授程序性知识的教学行为。优化讲解技巧不但能够帮助教师更好地阐释英语学习策略，传授英语学习方法，发展学生语言技能，还能帮助教师更好地介绍学习活动过程和实施步骤，从而指导学生有效学习。关于教师讲解，已有研究鲜少关注描述性讲解及讲解技巧使用，目前尚无研究关注两者之间的相关性。而在高中英语教学实践中，由于教师忽视描述性讲解中讲解技巧的使用，导致英语学习策略和方法讲解不到位，学习活动过程组织混乱，学生语言产出效果欠佳，效率低下。

本研究采用课堂观察和会话分析法，分析了 60 位高中英语教师描述性讲解及讲解技巧使用情况，借助 SPSS 22.0 进行相关数据的检验和分析，尝试回答三个问题：（1）高中英语教师描述性讲解及讲解技巧的使用情况如何？（2）高中英语教师描述性讲解的有效性如何？（3）高中英语教师描述性讲解的有效性与讲解技巧的多样性之间相关性如何？研究发现如下：

首先，高中英语教师在不同课型中都广泛运用了描述性讲解和讲解技巧，其中写作课使用最多，阅读课最少。同时，教师讲解技巧的使用分布不均，使用视听刺激、建立反馈环、举例、插入任务四种技巧使用较为频繁，而使用幽默、将讲解与其他知识相联系等讲解技巧则很少被采用。就具体课型而言，除四种常用技巧外，教师在听说课中还较多使用重复和强调、利用“语言学技巧”；在阅读课中还较多使用专门术语；在写作课中还较多使用形成规则或原理、使用重复和强调、有效运用连接词等技巧。此外，根据具体的讲解目的，高中英语课堂中教师的描述性讲解主要可以划分为两种类型，即发展学生语言技能的描述性讲解和指导学生开展学习活动的描述性讲解。

其次，高中英语教师的描述性讲解总体上有效性较高，有效性得分在 2.5 分（满分 3 分）以上者占比 77.4%。就有效性的四个维度而言，其平均得分由高到低依次是准确性、完整性、清晰度、连贯性。就不同课型而言，写作课中教师描述性讲解的有效性明显高于听说课和阅读课。

最后，讲解技巧的多样性与描述性讲解的有效性存在显著的正相关，但相关性较弱（$r=0.269$，$p<0.01$）。讲解技巧的多样性有助于提高描述性讲解的有效性。

多种讲解技巧的优化组合直接影响描述性讲解的清晰度、连贯性、准确性和完整性，有助于教师更好地阐释程序性知识，有效组织学生开展各类学习活动，发展学生的英语语言技能。

本研究为高中英语教师提出建议如下：首先，教师要学习描述性讲解及讲解技巧的相关知识，观摩优秀英语教师描述性讲解的典型案例，提高讲解技巧的使用意识和能力。其次，教师应根据不同讲解技巧的教学功能，在阐释英语学习策略、传授英语学习方法和组织学习活动时，优化组合多种讲解技巧，指导学生有效学习。最后，教师应紧紧围绕教学目标和教学内容，提高描述性讲解的清晰度、连贯性、准确性、完整性，根据课堂上学生的动态生成以及教学情境的实时变化，及时调整讲解技巧的使用，充分发挥讲解的促学功能。

关键词：描述性讲解；讲解技巧；讲解有效性；高中英语教师

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LIST OF ABBREVIATIONS

DE	Descriptive explanation
ES	Explanation skills
DKTC	Defining the key terms or concepts
LECE	Linking the explanation with concrete experience
UEE	Using examples (positive and negative) and exceptions
BT	Building in tasks
IUTL	Introducing and using technical language
DRP	Developing rules and principles
UCEM	Using connectives to enhance meaning
ELP	Exploiting linguistic ploys
URE	Using repetition and emphasis
NB	Numbering points
UH	Using humor
LEOK	Linking the explanation to other knowledge
BFL	Building in the feedback loop
RCSE	Raising the cognitive stakes of explanations
UAVS	Using audio-visual stimuli
T	Teacher
S	Student

Chapter One Introduction

1.1 Research Background

According to the *General Senior High Schools English Curriculum Standards (2017 Edition, 2020 Revision)*, teachers are required to reflect on teaching behavior and effect, improve and optimize teaching with specific purposes, and gradually refine teaching methods that are conducive to promoting students' autonomous learning and improving their learning effect. In this sense, explaining and instructing learning skills, methods or strategies take a large proportion in English classes. In classroom teaching, teachers employ explanations as a device of teaching, where he or she explains and analyzes all the problems, facts, confusion, and difficulties of the topic in every simple language so that all students can understand easily. As Roehler and Duffy (1986) pointed out, in helping students develop an understanding of given knowledge, teaching in the first place involved choosing what to be taught, and which explanations to adopt in pursuit of teaching goals. Teachers need to adopt direct explanations to help students learn to choose appropriate language skills to understand and respond to discourse and to apply them properly in real communication, and instruct students to conduct learning activities by themselves with suitable methods and processes. A wealth of empirical evidence also supports the assertion that teacher explanations perform a crucial role in language learning (John & Gregory, 2014; Eric & Susanna, 2017; Andy, 2018). By effective teacher explanations, students will not only understand knowledge and skills perfectly, but apply and remember them better.

However, current classroom explanations are problematic. On the one hand, teacher talk--the most efficient form of explanation known to man--has become the black sheep of the education world. In some schools, teachers have been encouraged to talk less so that their students can talk more (Andy, 2018). On the other hand, many teachers have tried various methods to improve classroom teaching efficiency and promote students' English learning but achieve little. They lack the consciousness of effective explanations and do not pay attention to the use of explanation skills. When

organizing learning activities, they have problems such as unclear task descriptions and inadequate method explanations. They often use simple imitation and practice to replace the guidance of methods and the cultivation of skills, leading to students' low language output efficiency and slow development of language skills. In addition, domestic research on teacher explanations mostly focused on subjects like mathematics, physics, and chemistry. English teachers' explanations have not received much attention. The implementation of effective teacher explanations has become the major concern of front-line English teachers in senior high schools, which is also the focus of this paper.

1.2 Significance of the Research

The significance of this research is illustrated in the following two parts: theoretical significance and practical significance.

For one thing, this research will enrich studies on how English teachers employ explanations to promote students' English learning and improve their learning efficiency, from the perspective of a certain and specific subject. Secondly, previous studies mainly focus on an overall investigation of the effect of teachers' explanations on students' learning while this study narrows down to teachers' use of descriptive explanations and explanation skills. Thirdly, few researchers have conducted empirical studies on the effectiveness of teacher's descriptive explanations and its correlation with the diversity of explanation skills, which are also the focuses of this research.

For another thing, as for the practical significance, this study will work out the status quo of using descriptive explanations and explanation skills in senior high school English lessons, and will elaborate on the effectiveness of descriptive explanations and explanation skills with typical teaching cases. On this basis, the research will provide some suggestions for English teachers on how to guide students to learn English with the help of descriptive explanations and explanation skills, especially in cultivating students' language skills and instructing learning activities.

The research can help enhance English teachers' awareness of descriptive explanations and help teachers use them reasonably and effectively to promote students' English learning. Moreover, teachers can learn more about the appropriate explanation skills and apply them correctly and effectively in English teaching. In a word, the research will offer some useful guidelines and insightful perspectives to English teachers in senior high schools and will enable them to improve their English teaching effect.

1.3 Layout of the Thesis

The structure of this thesis can be divided into five parts. Chapter One, including a brief introduction to the research background and significance of the study, is presented at the beginning of the thesis. Chapter Two is about literature review, including the definitions of key concepts (i.e. descriptive explanation and explanation skills), previous studies on teacher's descriptive explanation as well as explanation skills at home and abroad, and the theoretical basis of this research. Chapter Three introduces the research design, namely, the research questions, objects, instruments, and the procedures of data collection and analysis. Chapter Four, the most important part of the thesis, elaborates on the results and discussion based on the research design with the collected data. In Chapter Five, major findings and pedagogical suggestions for English teachers in senior high schools are put forward. Besides, the limitations of this study and suggestions for future research are presented in this chapter as well.

Chapter Two Literature Review

This chapter mainly deals with the key concepts and theories of this research. The first two parts provide the concepts of descriptive explanation and explanation skills, including the definition and classification, in which a thorough review of the previous relevant studies at home and abroad on teacher explanations especially on descriptive explanations as well as explanation skills is also presented. The final part introduces the theoretical basis of the research including Constructivism and Adaptive Control of Thought.

2.1 Descriptive Explanation

2.1.1 Definition of Descriptive Explanation

Effective explanations, questioning, and feedback are the "holy trinity" of teacher practice (Dylan, 2013). Explanations perform a crucial role in teaching and learning. It is near impossible to conceive of effective teaching without explanation. "Teacher who does not explain is little more than a mute babysitter" (Andy, 2018: 2). The definitions of teacher explanations vary, but most of them characterize explanation as a device of teaching to manifest comprehension, focusing on the verbal explanations given to students, often in a lecture-like or demonstration context. Generally, "explanation" is providing information or communicating content to others (Tsui, 1995). However, what is given is not merely information, but a more cognitively demanding element, that is, understanding. Mopondi (1995) argued that the role of an explanation is to make clearer the meaning of an object. An explanation is a tool for describing relevant phenomena, developing students' logical thinking, and guiding students by inductive judgement to generalizing (Skalková, 1999: 172). Valeria (2018) defined explanations as "communicative actions intended to make sense of a phenomenon, divulge its meaning, and make it understandable or apprehensible for learners". According to Chinese scholar Li Tao (2014), the teacher explanation refers to a kind of teaching behavior in which teachers use oral language,

hand gestures, blackboard writing, and various teaching media to explain facts, reveal the essence of things, develop students' thinking and guide students' learning based on the teaching content and students' cognitive rules. In this sense, explanation builds a kind of bridge between telling and receiving knowledge, which involves a lot of other techniques like narration and description.

Based on different definitions of the teacher explanation, there are various classifications of it. Dagher and Cossman (1992) used a constant comparative method to observe and analyze the transcripts of 20 high school science classes. They identified 10 different explanations, described as analogical, anthropomorphic, functional, genetic, mechanical, metaphysical, practical, rational, tautological, and teleological. According to Mopondi (1995), varieties of explanations can be classified using several variables, including the general situation, the individuals involved, the academic/ intellectual context, the result, and the formal structure of the explanation. Cui Yunhuo (2009) divided teacher explanations into three categories: a) descriptive explanation (introduces the meaning of a concept or term); b) illustrative explanation (illustrates a process, a structure, or a series of steps); c) interpretative explanation (explains why someone did something or why it happened). In terms of different categories of knowledge, Li Tao (2014) divided teacher explanations into the explanation of factual and procedural knowledge and the explanation of conceptual knowledge. The former can be further specifically divided into narrative explanation (describing the process of facts or events), descriptive explanation (adding more modifying elements on the basis of narrative explanation), enlightening explanation (for solving a problem), and explanatory explanation (explaining words, methods, meanings of things, etc.). Andrà et al. (2017) also classified teacher explanations into three types: a) to describe how or tell the steps in a procedure, which provides tools and strategies for solving problems; b) to clarify a point (usually a difficult point) to promote students' understanding; c) to explain and validate a certain solution or method.

In this paper, the definition and classification of the teacher explanation are

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