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大学英语多元读写教程

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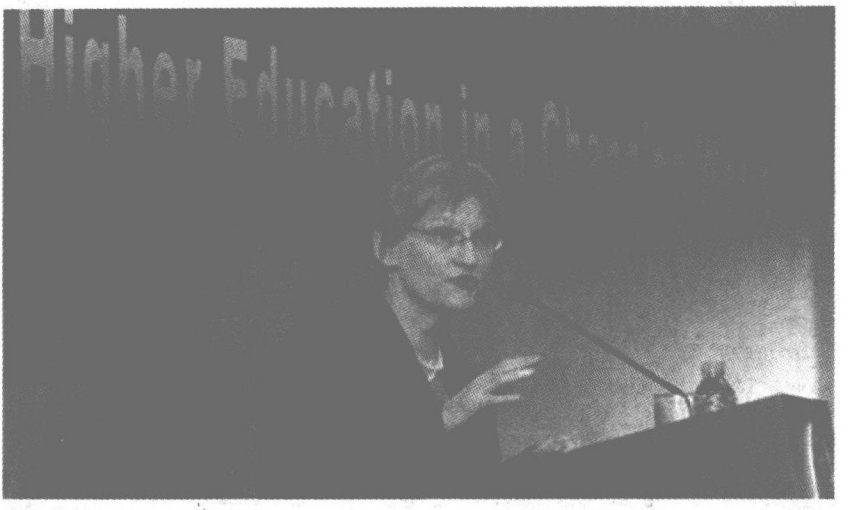
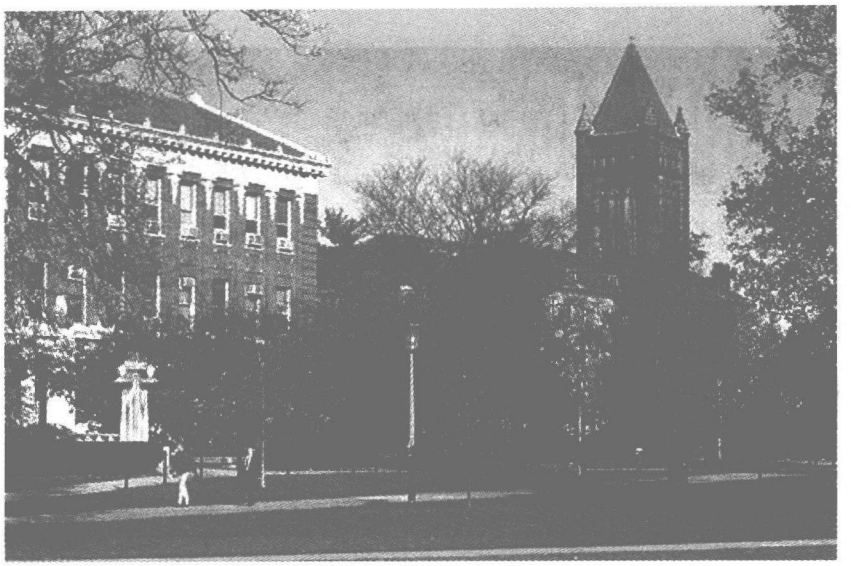
Unit 1 Global Education



In this unit we are going to read articles concerning different perspectives of education. In the Indepth Reading, we will focus on higher education: with technology altering the nature of business and greatly influencing the employment market, university graduates are supposed to pursue their postgraduate learning. In the Critical Reading, we will discuss the pros and cons of distance education. The Further Reading is a case for investing in America's 21st-century educational capacity and facilities. The Enjoyable Reading provides students with the challenge of appreciating a piece of original well-known works. The Timed Reading is specially designed to enrich reading experience and increase reading speed.

Unit 1



Text A **Indepth Reading—Non-traditional Learning**

Text B **Critical Reading—Discussing Distance Education**

Text C **Further Reading—Beyond Job Creation**

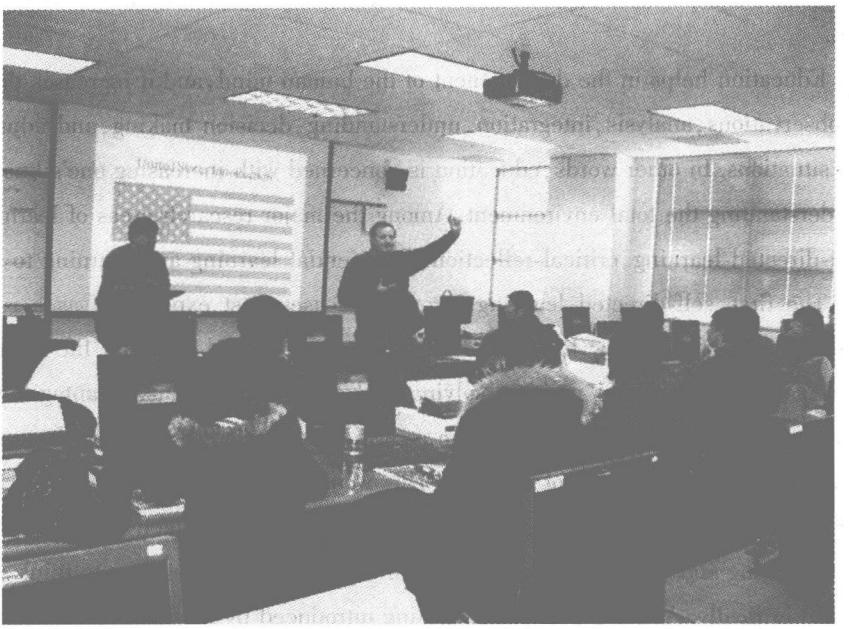
Text D **Enjoyable Reading—The Story of the Good Little Boy**

Text E **Timed Reading—Higher Education in the United States**

Practical Writing **Application Letters**

Text A Indepth Reading—Non-traditional Learning

By Gabriel Rise



1. It goes without saying that nowadays we are all confronted with an environment of continuous change and speedy shifts. Technology has altered the very nature of business and this had greatly influenced the employment market. Jobs requiring expertise and technical skills are growing in nearly every sector of the economy. The continuous change in what employees need to know and be able to handle suggests that learning, training and education will occur over the length of a career and, in fact, a lifetime. In light of this, adults have had to become life-long learners by consistently challenging themselves to pursue learning opportunities.

2. Thus, a large and growing segment of the education industry more so for the post graduate courses are made of "non-traditional" students. These are working adults who are interested in enhancing their job skills, retooling for new positions and careers, and

pursuing other customized learning experiences. With the changing trend in the employment market, higher learning institutions are experiencing increased demand for a larger variety of rapid paced educational resource options for the adult learning community.

3. However, one of the greatest challenges faced by higher learning institutions is identifying instructional or delivery methods that enhance adult learning process. Thus the objective of any higher learning institutions should be to provide and establish learning objectives which are attainable by students and to use the appropriate instructional method.

4. Education helps in the development of the human mind, and it increases the powers of observations, analysis, integration, understanding, decision making, and adjustment to new situations. In other words, education is concerned with increasing one's knowledge and understanding the total environment. Among the major research areas of learning are the self-directed learning, critical reflection, experiential learning and learning to learn.

5. The first, self-directed learning is one that uses past experience as a resource base for learning, fitting new knowledge into current work and personal life situations. This brings with it real-life problem-solving and time-management advantages for the time-conscious student. The second, known as critical reflection, Brookfield observes it as the psychological development of an adult. This would relate to a host of constructs such as embedded logic, dialectical thinking, working intelligence, reflective judgment, post-formal reasoning and epistemic cognition which explain how adults come to think contextually and critically. As for experiential learning introduced by Liademan, the emphasis is on the experience of the working adult. Adult education is therefore a continuing process of evaluating experience, which is central to the concept of andragogy, that has evolved to describe adult education. The fourth, learning to learn, is about the ability of adults seen in a range of different situations and through a range of different styles.

6. The pedagogical model of instruction is the foremost instructional method used in delivering lessons. This mode of teaching is also known as the traditional or teacher-directed approach. The traditional teaching in this context is teacher centered instruction in which teachers do most of the talking and instructing while students do a lot of passive listening and memorizing.

7. In contrast, non-traditional teaching is student-centered instruction in which the teacher is the guide on the side. The teacher takes the role of facilitator rather than

teacher, and allows student to realize his or her own potential. In such an environment, students do lots of investigating, exploring, solving, discussing and explaining to their peers and teacher. As a result of researches by Brookfield and Knowles, adult learning is now strongly identified with personal growth and social change. This point is particularly relevant for adult students who return to tertiary education at postgraduate level to prepare themselves for senior positions within their professional communities. However the andragogy model asserts that five issues be considered and addressed in formal learning. They include: (1) letting learners know why something is important to learn, (2) showing learners how to direct themselves through information, and (3) relating the topic to the learners' experiences. In addition, (4) people will not learn until they are ready and motivated to learn. Often this (5) requires helping them overcome inhibitions, behaviors, and beliefs about learning.

Adult Learning Pursuits

8. The traditional educational model was well suited to the industrial age society where individuals had rigidly defined roles in which carrying out certain actions under certain circumstances would generally yield the desired results. However, the information age has replaced the relative predictability of the industrial age with an increase of uncertainty that will require greater levels of flexibility and adaptability in order to survive and thrive. Education would need to change from being a process of conditioning to one of empowerment. Learning would need to change from being a homogenous commodity to a customized experience tailored to the needs and characteristics of the individual. In this aspect, the executive MBA (EMBA) which is also known as the non-traditional MBA would appeal to the working adults who wish to continue their studies. The EMBA programs are delivered via the non-traditional educational model, which is related to the andragogy learning concepts. These programs are also designed specifically for the middle or upper level managers with some working experience. However, this perception no longer holds true as more working adults from different executive levels are enrolling for these MBA programs. The wide acceptance for this is because of its customer-suited package which offers greater flexibility to better serve the needs of students, particularly the working adults.

Non-traditional Format Prospects

9. The education industry has been profoundly affected by the emergence of communication and information technologies which provide opportunities for learning programs to deliver in ways that better serve the needs of students, particularly working adults and non-traditional students. Conventional service patterns are becoming obsolete as a growing number of education providers use interactive video, internet and other distance-learning technologies to reach students. However, a point to note is that technology does not determine learning outcomes as it is merely a tool used to support new ways of delivery; It is therefore clearly seen that the traditional lecture format used in higher learning institutions has greatly changed with the integration of technology.

10. With this brief explanation on the evolution of the education system, we will look at the advantages as well as the disadvantages faced by working adults enrolled in courses that are offered via the non traditional format. Time and location are the main barriers that hinder working adults from continuing their studies. Many of them do not have specific available time blocks which they can reserve or allocate for their studies. They also do not want to travel long distance in order to attend classes. Here, distance learning via the online mode provides learning opportunities that free students from the constraints of time and distance while increasing their flexibility in accessing courses. At the same time, working adults prefer self-paced and self-directed learning opportunities delivered by these web-based teaching that meets their needs. People have different strengths and weaknesses and learn in different ways. In a classroom setting, the same experience is delivered to every student. In a non-traditional learning environment, a unique learning experience may be presented based upon individual characteristics and performance. These would improve their overall level of comprehension and commitment to study. The non-traditional learning environment such as e-learning, online and video conferencing is never static, but reflects the dynamism of the working adult communities. The dialogue of the online classroom stimulates the learning environment in which students interact with each other to expand their ideas via electronic forums and communication tools such as learning group discussions, bulletin boards, internet relay chat, e-mail, etc.. The e-learning module is also a social activity and learners tap the learning

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network to verbalize their thoughts.

Total words: 1,275

(*The article is adapted from http://www. edarticle. com/article. phpid*)

Ideas Understanding

Select the answer which is accurate according to the information given in the passage.

1) With the great change in employment market comes _____.

a) lifelong learning of the adults

b) jobs focusing on high technology alone

c) more job openings

d) adults specializing in one specific filed

2) The working adults pursue post graduate studies for the following reasons *except* _____.

a) upgrading their skills

b) preparing for future job opportunities

c) trying to adapt themselves to new job requirements

d) having great interest in learning something new

3) According to the passage, the obstacle for adult learners to enhance their learning success may be _____.

a) too much information to access after a full day's work

b) inappropriate instructional methods

c) inexperienced instructors assigned to their classes

d) higher level of instructing objectives

4) Education functions as _____.

a) providing young people with job-specific skills alone

b) enhancing people's equality of opportunity

c) promoting people's knowledge accumulation and comprehension of the world

d) helping people adjusting to new environment

5) One of the major research areas of learning that applies past experience and new knowledge into real life situations is _____.

a) self-directed learning

b) critical reflection

c) experiential learning

d) learning to learn

6) One important aspect of adult education is revolved around _____.

a) developing reflective logic

b) continuing to evaluate experience

c) accumulating advanced academic knowledge

d) achieving greater success at work

7) In non-traditional teaching, the teacher serves as _____.

a) a dominator in class

b) a learner of the subject

c) a supervisor in class management

d) a facilitator in students' learning

8) The information age has great influence on current education in that _____.

a) students are more intelligent than those in the industrial age

b) students are uncertain about their future after graduation

c) it requires education to undertake dramatic change in educating students

d) it involves more programs going to the adult students

9) The greatest difference existing between conventional and non-traditional education is that _____

a) conventional education focuses on student-centered style of learning while the non-traditional education is teacher-centered.

b) conventional education is more teacher-dependent while the non-traditional tends to depend on students' participation in management

c) non-traditional education is carried out with the integration of technology while conventional education is more textbook-based

d) non-traditional education requires less effort from the teacher than conventional education does

10) Decide which of the following statements is not true in accordance with the explanation of the non-traditional education in the passage.

a) With non-traditional format, adult students can not reserve specific time blocks for their studies.

b) With busy tasks both at work and home, adult students are unable to go to classes regularly.

c) With distance education online available, adult students are more flexible in accessing courses.

d) With the same pace of learning online, adult students learn similar things at different times.

Vocabulary Understanding

Find the following words in the passage and select the meaning you think is most likely to correspond among the choices given.

1) *expertise*

a) experts

b) specialist

c) expert skill or knowledge

d) technician

2) *retool*

a) adapt

b) devise

c) revise

d) reorganize

3) *customized*

a) commercialized

b) modified to suit a particular individual or task

c) made into customs

d) changed for economic situations

4) *constructs*

a) buildings

b) productions

c) conception

d) structures

5) *foremost*

a) the most prominent

b) the most famous

c) the most important

d) the most urgent

6) *tertiary*

a) third in order or level

b) (chiefly Brit.) relating to or denoting education at a level beyond that provided by schools, especially that provided by a college or university

c) having its functional group located on a carbon atom that is itself bonded to three other carbon atoms

d) relating to or denoting the medical treatment provided at a specialist institution

7) *inhibition*

a) the slowing or prevention of a process, reaction, or function by a particular substance

b) a restraint on the direct expression of an instinct

c) a feeling that makes one self-conscious and unable to act in a relaxed and natural way

d) an order or writ of prohibition, especially against dealing with a specified piece of land or property

8) *tailored*

a) made or adapted for a particular purpose or person

b) (clothes) made to fit individual customers

c) made into an expert preparing clothes for others

d) made for tailors

9) *package*

a) an object or group of objects wrapped in paper or packed in a box

b) a set of proposals or terms offered or agreed as a whole

c) a collection of programs or subroutines with related functionality

d) a packet containing different food items

10) *static*

a) inactive

b) dynamic

c) unchangeable

d) unmoving

Similar or Different

Say whether or not the statement is similar in meaning to the sentence from the passage indicated by the paragraph number in brackets.

1) With the changing trend in the employment market, higher learning institutions are experiencing increased demand for a larger variety of rapid paced educational resource options for the adult learning community. (Para. 2)

2) Thus the objective of any higher learning institutions should be to provide and establish learning objectives which are attainable by students and to use the appropriate instructional method. (Para. 3)

3) This brings with it real-life problem-solving and time-management advantages for the time-conscious student. (Para. 5)

4) Learning would need to change from being a homogenous commodity to a customized experience tailored to the needs and characteristics of the individual. (Para. 8)

5) Here, distance learning via the online mode provides learning opportunities that free students from the constraints of time and distance while increasing their flexibility in accessing courses. (Para. 10)

Text B Critical Reading—Discussing Distance Education

What is distance education?

1. Although the term distance education is of relatively recent coinage, the concept of learning at a distance is not new at all. For example, correspondence courses first appeared in Germany, England, and the United States in the mid-nineteenth century. These courses were intended to provide vocational training to serve the demands of growing industrial economies, but the idea of learning on one's own proved so attractive that by the early twentieth century courses in every conceivable subject were offered by colleges, universities, and proprietary institutes.

2. Distance education gained momentum in the early 1980s using a combination of satellite delivered video and two-way audio. Many sites could watch the broadcasts, and

phone or fax in questions and assignments. Now, spurred by the internet and videoconferencing technology, distance learning is taking off.

3. Initially, distance learning was envisioned as a way to serve students who lacked access to a complete education, whether due to insufficient resources, geographic isolation, or physical disabilities. Distance education is becoming a viable way to supplement programs and support innovation, rather than being merely a better-than-nothing alternative to doing without.

Effects on education and the world

4. Today distance education, which is broadly defined as instruction that is not bound by time or place, is bringing about fundamental changes in higher education. Many "not-so-distant" distance competitors to traditional colleges and universities: the University of Phoenix, the for-profit university with some 50,000 students in 12 states; and Britain's venerable Open University, which has allied with several universities in the United States.

5. Also noteworthy is distance education's effect on the corporate sector. The private industry, which spends $ 58 billion annually on employee training, is realizing that distance education gives employees access to an enormous variety of educational and

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