

英语专业复合型人才 培养课程教学研究

A Study on the Instruction of Applied
Specialism Courses for
Composite-Type English Majors



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PEKING UNIVERSITY PRESS

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常俊跃 著



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Abbreviations

BA:	Bachelor of Arts
BEC:	Business English Certificate
DUFL:	Dalian University of Foreign Languages
E&IT:	English majors who attends/attended international trade courses
E&THM:	English majors who attends/attended tourism and hospitality management courses
ECA:	Ethnographic Content Analysis
EFL:	English as a foreign language
GDP:	gross domestic product
IFL:	Institute for Learning, University of Hull
MA	Master of Arts
MBA:	Master of Business Administration
MOE:	The Chinese Ministry of Education
P.R.China:	People's Republic of China
SCFLS:	Supervision Committee for Foreign Language Specialties
TEM 4:	the national Test for English Majors, Grade 4
TEM 8:	the national Test for English Majors, Grade 8
UETASC:	the use of English in teaching applied specialism courses
WTO:	World Trade Organisation

迈克尔·博特利教授序言

'Impact Analysis of the Localised Content-Based Instruction of Applied Specialism Courses for English Majors in Chinese Tertiary Institutions' (A Study on the Instruction of Applied Specialism Courses for English Majors) is one of the very best doctorates I have had the pleasure of supervising. It focuses on an issue concerning the future development of English departments in Chinese tertiary institutions at a critical period in Chinese history, as China and its educational institutions have been undergoing great changes in the global and national context. The author demonstrates well, from the extensive literature review presented in the thesis, that this is a strongly disputed issue among the scholars who are influencing Chinese policy-makers concerning the education of English majors. This makes it very necessary for policy-makers in China to base their policy-making on the kind of sound research findings.

As for the writing of the thesis itself, Chapter 1 is clear, concise and presents the major issues in a very approachable way. Chapter 2, extremely well informed by current and appropriate literature, is very well structured, extraordinarily well written for someone writing in a second language, and ultimately provides a very convincing case for the need to study the topic the researcher has embarked upon. Chapter 3 is a very impressive chapter, being extremely well structured and readable, making the research watertight, and laying a solid foundation for the analysis of the data collected. Chapter 4 is also a very strong chapter, providing a very clear picture of how successful the programme is. In Chapter 5, a picture is presented indicating that the initiative discussed has great promise, but at the present time isn't fully realising its potential. This powerful chapter then makes the conclusions produced in Chapter 6 fully justified. All the chapters then build into an impressive piece of work, presenting empirical research findings concerning an important issue in the development of English departments in China

under the impact of global forces.

I am very happy, then, to write the commentary remarks and to offer my sincere congratulations on such a fine piece of research work. I sincerely hope that the research findings are published soon and reach Chinese policy-makers at national and institutional levels so that they may contribute to the improvement of the education of Chinese foreign language education.

Professor Michael Bottery
Institute for Learning
University of Hull, UK

迈克尔·博特利教授

序言（译文）

《中国高校英语专业相关专业知识课教学的影响分析》（《复合型人才培养课程教学研究》）是我有幸指导的最为优秀的博士论文之一。在全球化背景及中国的背景之下，中国及其教育机构正面临巨大变革。该著作着力探讨了这个重要历史变革时期中国高等院校英语院系未来发展的问題。在著作丰富的文献评述中作者清晰地展示出他所研究的问题是影晌中国英语教育决策人物的专家学者们在激烈争沦的问题。在这种情况下，中国的教育决策人员非常有必要把决策建立在可靠的、科学的研究结论基础之上。

就著作本身而言，第一章清晰、简明地提出了所研究的问题。第二章文献评述可靠得当，结构非常清晰，对用二语写作的人来说其语言是非凡的。此外，在本章作者最终提供了将要研究的、令人信服的个案。第三章给人留下的印象非常深刻，结构非常合理，可读性极强，它使整个研究设计滴水不漏，而且为最终分析采集的数据奠定了坚实的基础。第四章论据非常充分，清晰地展示了(复合型人才培养)项目的开展状况。第五章展示出，所探讨的(复合型人才培养)项目虽然具有广阔的前景，但其潜力在目前还远远没有充分开发。这一章有理有据的论述为第六章得出结论提供了充分的证明。所有章节构成浑然一体，给人印象很深，著作提出了在全球力量影响下针对中国高校英语院系发展的关键问题所得出的实证性的研究结论。

我很高兴能为此书做序，并衷心祝贺这项优秀的研究成果的获得。衷心希望此项研究成果早日出版并为国家及教育机构的政策制定者所了解，进而为改进中国的外语教育做出贡献。

迈克尔·博特利教授
英国赫尔大学教育学院

汪榕培教授序言

英语专业复合型人才培养问题是涉及我国英语专业走向的重大问题。虽然作为英语专业教育的重要目标写进了高等院校英语专业英语教学大纲，但是英语专业应该培养何种人才的问题远远没有得到解决。目前支持和反对的声音都很大，是一个颇具争议但又不能回避的重要问题。

迄今为止，已经有不少具有影响力的专家教授根据个人的认识在不同场合发表自己的观点。遗憾的是，对于这个影响我国外语专业教育的重要问题却很少有人进行系统的设计和深入的研究。

常俊跃的《英语专业复合型人才培养课程教学研究》把英语专业教育的问题置于全球化的背景下进行研究，充分关注了全球化时代我国英语专业教育的国情。他的研究视野开阔，角度新颖。他在亲身从事教学实践并认真研读国内外相关文献的基础上确定了研究课题，关注了现行英语专业教学大纲复合型人才培养目标指导下英语专业相关专业知识的课教学这个具有现实意义的问题。和当前很多研究人员单纯发表主观认识的做法不同的是，他对研究进行了系统的设计，运用定性研究的方法，选择了典型的个案，针对相关的在校学生、毕业生、教师及管理人员进行深度访谈，全方位采集数据资料，增加了研究的客观性，提高了结论的可信度。研究得出了重要的结论：英语专业院系不应该否定相关专业知识的课的教学这种符合社会需要且能满足学生需求的人才培养方式。此外，他还提出了改进英语专业相关专业知识的课教学及教学管理的重要建议。同时，他也关注到片面鼓励相关专业知识的课教学进行复合型人才培养可能带来的危害，并在后来的几年里致力于英语专业内容依托课程体系的改革研究，还取得了令人鼓舞的结果。

他的结论有别于一些著名教授专家强烈反对复合型人才培养的观点，对英语专业推进相关专业知识的课教学，对英语专业实施内容依托教学

具有重要的启示作用，对外语教育政策的制定者有重要的参考价值。

此外，本研究不同于我国许多人单纯利用文献搞研究的做法。常俊跃立足研究实地，关注外语教育的现实问题，从小处着手，设计系统规范，问题研究深透。研究问题的选择、研究方法的利用、研究数据的采集、分析方法的运用、研究结论的获得、研究结果的总结等各个方面都具有鲜明的特色。这对纠正我国过分依靠文献搞研究的偏向，推进依靠系统的研究设计采集数据，分析数据，发现知识，创造知识具有重要启示意义。

苏州大学教授、博士生导师 汪榕培

2011年11月19日

前言

教育政策是支配教育系统行为的法律或规定的总合。教育政策在教育发展中起着至关重要的作用。一项教育政策的制定和实施，对一个国家或一个地区的教育发展具有重大而深远的影响。外语教育政策也是如此。

新中国建立以来，我国外语教育政策几经调整，也产生了很大的影响。在一定时期里，我国的教育政策曾经有效地保障了大批优秀外语人才的培养；而另外一些时期里，不恰当的外语教育政策也曾给国家的人才培养带来消极影响。我国近六十年来外语教育政策的变动及其影响留给我们很多宝贵的经验，也留给我们深刻的教训。为此，我国外语界的知名专家们曾经有过不少反思。但是，在外语教育蓬勃发展的今天，外语教育政策的研究还是远远没有跟上时代的需求。

就英语作为外语的教育而言，在全球化背景之下，在国家不断融入全球化的进程中，我国的教育政策仍在不断调整，其影响波及到了我国教育体系的几乎每一个层面和每一个角落。不仅大学生、中学生、小学生受到了影响，就连幼儿园的孩子们也牵扯其中。在特定教育政策的指导下，教育教学改革在推进，各种教育项目在开展，这无不影响着我国的英语教育，影响着我国英语教育的总体水平，影响着国家、机构以及个人的发展。为此，很多个人在密切关注着外语教育政策的变化。但是，系统地开展外语教育政策及其影响的研究却不多见。

我国的英语专业教育政策的调整也需要关注。政策的调整涉及到了国家宏观的决策、资源的配置等，微观的调整涉及到培养目标、课程设置、学时分配、教学要求、教学原则、教学方法、教学手段、测试评估等许多方面。而每一种调整都必然地会产生各种积极或消极的影响。规避外语政策的消极影响，把积极影响最大化应该成为外语教育研究的重要课题。

在英语专业教育政策的诸多变化中,确立“复合型人才”培养目标是近年英语专业教育政策的重大变化之一。为培养“复合型人才”,20世纪80年代个别院校为英语专业学生开设了相关专业课程,后来全国各地高校争相效仿。2000年,这种教育理念和培养方式在外语教育的重要文件《高等学校英语专业英语教学大纲》中以政策的形式确立下来。该文件不仅明确了相关专业知 识课在英语专业教育中的地位,而且还明确提出了相关专业知 识课的教学方式,即“一般均应以英语为教学语言”。政策的规定使得我国在师资、教材、外语环境等教育资源有限的情况下形成了以多种形式使用英语为英语专业学生开设相关专业课程的内容依托教学,其中涉及了人们熟悉的沉浸式教育 (Immersion Education)、特别用途英语教学 (English for Special Purposes)、双语教学 (bilingual education)等。

在全国各地高校英语院系大力推广“复合型人才”培养理念、贯彻英语专业教育政策、推进相关专业课程的内容依托教学的同时,其反对的声音也是异常强烈的。在支持者看来,这些政策及其衍生的教学形式是应对全球化影响、适应全球化进程、满足国家和个人需要的重要举措。在反对者看来,这已经改变传统意义上的英语语言文学专业的性质,影响到了英语专业的发展方向,改变了英语专业学生的培养方式,而且也必然地会影响英语专业学生的培养质量。

目前,通过相关专业知 识课教学培养复合型人才的支持者和反对者中也不乏外语界颇具影响力的政策制定者。但是,作为一个影响国家发展、影响成千上万专业学生个人发展的重要教育政策,在颁布贯彻十年以来人们依然停留在个人意见的争论层面,缺少系统的研究,这不能不说是我们教育政策研究领域的缺憾。因此,我们有必要关注英语专业教育的政策,关注政策带来的影响,为英语专业教育政策的制定者和教学机构的管理者提供政策制定和机构决策的参考。

本项研究关注的是英语教育政策的影响,依托“全球力量影响——国家政策斡旋——组织机构及个人能动反应”的理论框架,具体研究分析了相关专业课程的内容依托教学的产生及其对英语专业学生学术及职业发展的影响。希望通过这项实证研究更好地认识通过相关专业课程的内容依托教学培养复合型人才带来的影响,以期为英语专业教育政策的制订和教育机构的管理人员提供可以参考的实证研究结论。

本项研究中采用了定性的研究方法,通过典型教育机构的个案,

调查了英语专业的在校本科生、毕业生、教师和管理人员。研究中目的抽样和随机抽样相结合,通过半结构化访谈、焦点组访谈及网上邮件调查采集研究数据。分析方法采用了内容分析法,其中也借鉴了扎根理论(Grounded Theory)和人种志内容分析法(Ethnographic Content Analysis)的有用成分。

研究表明,相关专业课程的内容依托教学对学生的学术发展和职业发展具有多方面的积极影响,同时也存在着产生一些消极影响的可能。相关专业课程的内容依托教学对学生的语言知识、语言技能、综合知识面、就业机会、学习兴趣、综合素质等产生了多方面的积极影响。同时也发现了一些可能存在的消极影响(如课程冲突)。但从调查结果来看,其积极影响远远超过消极影响,相关专业课程的内容依托教学的利远远大于弊,因此应该坚持推进,不断改进,而不是取消。这对英语专业教育政策的制定者来说应该是不能忽视的实证研究结果。

但是,继续推进相关专业课程的内容依托教学,有必要解决十个方面的问题,涉及师资建设、课程开设、图书资源、辅助环境、教学时间、教学班型、实践课程、课程边缘化、教学困难、教材建设、教学评价等。本项研究还提出了改进英语专业教育管理工作的九种方案和解决师资问题的八项措施。

在尊重社会和学生对相关专业知识教学需求的同时如何保证英语专业教学的特色、夯实学生的语言基本功、扩展学生的专业知识面、提高学生的专业素养是英语专业改革需要关注的问题,也是作者及其团队近几年依托国家哲学社会科学项目开展英语专业内容依托课程体系改革密切关注的问题。

尽管本项研究存在着不足,但是研究人员充分发掘了定性个案研究的潜力对问题进行了深入研究。研究结果有助于我们认识我国的复合型人才培养的理念,有助于认识高校英语专业用英语教授相关专业课的政策和教学方式,有助于教育机构的管理人员了解社会及个人的需求,更好地应对当前的挑战。

在研究及其结果即将出版之际,我真诚地感谢帮助我开展这项研究的所有个人和机构。衷心感谢我的恩师英国赫尔大学的Mike Bottery教授和Nigel Wright先生,是他们执著的学术追求、丰富的研究经验、渊博的学识、严谨的态度、悉心的指导把我引入了充满魅力的外语教育研究领域,使我练就了在学术的天空自由飞翔的翅膀。衷心感谢英国杜伦

大学的Mike Byram教授和冯安伟博士在整个研究过程中给予我的精神上的鼓励和学术上的帮助。衷心感谢我的同事葛玲芬教授、赵忠德教授、赵永青教授、赵玉博主任、井水勤书记、张玉玺书记、黄滔老师、卢晓娟老师、王斌老师、宁传峰老师等在研究过程中给予我的无私帮助。我知道：没有被访师生真实的感受和经历，我难以取得宝贵的研究数据；没有我学生的汗水，数据采集和文字转录工作就得推迟；没有国家留学基金委对我在英国期间的资助，我会承担更大的经济和精神的压力；没有大连外国语学院提供的方便，研究就不会如此顺利。家人所做的一切更是渗透在研究工作的分分秒秒，点点滴滴。是家人的理解、关爱、支持、付出和帮助才使整个研究工作成为可能。正是有了老师、朋友、学生、家人的帮助，一项艰苦的研究工作才变成了一次愉快的、富有意义的学术发展和学术探索的旅程。

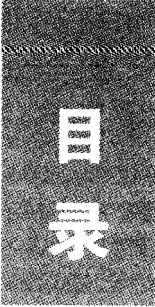
尽管为做好研究工作我做出了很大努力，但这项研究中仍会存在这样或那样的疏漏。希望通过展示我个人对外语教育政策一个点的研究，抛砖引玉，唤起更多的同行关注外语教育政策研究，一起为我国外语教育的发展做出贡献。同时，对于文内存在的不足，恳切希望各位专家同行惠予批评指正。

常俊跃

2011年11月19日

于大连外国语学院

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Introduction

1.1 Background of the Study

The world we are living in is changing at an accelerating speed, and the point can be illustrated in the changes in human contact and human communication. A few centuries ago, physical contacts between distant nations were either impossible or years' undertakings. At the beginning of the 20th century, they were no longer impossible but still took months. At the beginning of the 21st century, however, ministers of all nations could be brought together in a few hours, discussing issues of mutual concern for possible co-operation between nations. Face-to-face contacts between institutional representatives are a matter of days or hours, if not less, discussing business interactions that are no longer confined within national boundaries. Individual contacts from different countries all over the world have become everyday happenings. Modern means of communication and virtual space demonstrate the change and the acceleration in the modern world even more dramatically. Any contact and exchange of ideas can be realised in no more than a few seconds nowadays through radio signals and Internet. The geographical distance between nations no longer constitutes the same barriers as they used to. The world is becoming smaller. A world that used to be inhabited by isolated nations is becoming a closely connected global community.

In a world seemingly shrinking both in space and time, the interdependence between things on the globe is developing. In the modern world, national or local happenings are no longer phenomena within isolated countries. They could easily become global concerns. A car is driven more and more by powers beyond gasoline. An individual relies more and more on institutional or national or super-national forces for his/her well-being. There is a growing involvement of global political, economic and cultural forces in everything. And everything seems to be embedded in a broad global picture,

and everything seems to impact on other things in one way or another, be it the birth of a national government or the everyday life of an individual.

Rapid development of science and technology has brought about modern means of communication and transportation, promoting exchanges between nations, bringing activities of institutions or organisations across national borders, and accelerating the contacts between individuals from distant lands. The nations, institutions and individuals are more reliant on one another and they are exerting more influence on one another than ever before, no matter whether it is due to political interests, economic benefits, cultural activities, or environmental disasters. Globalisation is going on in almost every aspect of our life.

The increasing international connections require a shared language for individuals from different nations or institutions to communicate with each other. Spread by British colonial forces in the 19th century and strengthened by American military and economic power in the 20th century, English has now acquired the status of a dominating language in the world. It serves as a global and world language (Crystal, 1997, 2003), being used in practically all spheres, i.e. politics, trade, industry, science and technology, entertainment and the world-wide web. English competence is also required by the information society of the new century. Access to English is access to 90% of global information in English. Access to the global, social, cultural, educational, political and economic information in technical journals, on large computer databases, on satellite TV or in international faxing or Internet is access to wealth and power. For individuals, being able to use English means being able to break the local confinement to enjoy local, national and international opportunities. For institutions or organisations, a large pool of qualified employees with better command of the global language means more successful communication and better cooperation between people of different backgrounds, and higher efficiency in realising the political, cultural, social or economic goals of the institutions or organisations. For a nation, a better command of English has become a prerequisite for its citizens in the modern time and the education of English has become something that no nation can afford to neglect if they want to enjoy the potential benefits of the accelerating globalisation and manage the global forces to their advantages.

The Chinese nation and Chinese institutions have made great efforts to promote the education of English through national educational policies and institutional initiatives which affect individuals considerably. In the nine-year compulsory education system from the elementary school to the junior high school in China, English education was required to start from grade

three at the elementary school in all cities and county capitals by the autumn of 2001 and in townships by the autumn of 2002 (MOE 2001, Guideline, Sec.1; Requirements, Sec.2; quoted in Cheng 2002, pp.257—258). English is not only a compulsory subject for all recipients of compulsory education, but also a required subject in Chinese tertiary institutions. Undergraduates and postgraduates of all non-English majors are required to take national exams at College English Band 4 and Band 6 levels respectively. An even higher hurdle of TEM 4 and TEM 8 is also organised nation-wide for the second- and fourth-year students majoring in English. Nearly all educational institutions admit students according to the candidates' performance in English exams, and many also require their students to obtain the stipulated English certificates before graduation from tertiary institutions. English proficiency serves as an important criterion for the candidates to obtain positions in institutions or organisations and it is also a passport for academic promotion and promising leading positions. It is, therefore, easy to understand why several hundred millions of people are involved in the craze of learning English in China.

As we have mentioned above, there is a global background for China's heavy promotion of English education. The national context is also enlightening in understanding the policies and endeavours which will help to determine the focus of this research.

1.2 Reasons for the Research

In the past two decades, there has always been a great gap between the demand for and supply of competent English-speaking personnel in China. An inadequate number of English speakers used to be the major concern when China first opened up to the outside world. However, as China constantly makes efforts to integrate itself into the global community, it demands not only sufficient number of English speakers, but also requires them to use English efficiently and appropriately in professional areas. Therefore, training English speakers who are proficient in the English language and familiar with professional knowledge has become the major current concern. Expectation from society is growing and the requirements are becoming demanding. It is no wonder that critical voices for the education of English are getting louder and louder from employers and government officials.

The education of English majors used to be the largest and most important section in foreign language education in China and it has expanded