

大学英语改革与 SCTPPP 课程设计

CET Reforms and SCTPPP Course Designs

杨永华 曹志希 主编



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内容摘要

作为教育部大学英语教学改革第二批示范点项目(20070609)和大学英语广东省精品课程(粤教高函〔2010〕18号)以及大学英语广东省精品资源共享课(粤教高函〔2013〕113号),岭南师范学院大学英语课程的建设在教研与教学改革和具体课堂教学设计与实践中依托学校的英语学科优势环境,从人文的角度缓解外语教师和英语学习者的压力,促进了英语学习者和英语教师的相互沟通和积极发展,凸显了 SCTPPP 模式的基本理念,所取得的优秀成果和经验值得推广。

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Preface

My warmest congratulations to the Central South University Press on its decision to launch a new series of publications with the title *Writings on Foreign Language Education*. The series will publish a representative selection of up-to-date articles on educational linguistics-language pedagogy and the significant fusion of business, management, and education sciences with linguistics, literature, and translation studies. The contributors will be leading scholars in their field at Zhanjiang Normal University and elsewhere.

The university, founded as the Leiyang Academy in 1636, has encouraged teachers and students to engage in multidisciplinary studies in order to develop their capacity as responsible members of a knowledge based economy. This series, with its fusion of theoretical and practical fields, continues this distinguished tradition.

The books that will be published are a contribution to China's recognition of globalization and the significance of multilingual proficiency in a complex interdependent world.

It aims to show the intimate ties between language and education, and help develop the careers of students of educational linguistics.

I am honored to have been invited to write a preface for this important series which will, I am sure, contribute greatly to the advancement of science and the international reputation of the Press and the University.

Bernard Spolsky

Bernard Spolsky, BA MA (Hons NZ) , PhD (Montreal) , Hon LittD (Wellington)

Professor Emeritus, Bar-Ilan University

Foreword

Without the help of the Central South University Press as well as Professor Bernard Spolsky and many other experts and friends, there would have been much difficulty in the publication of the book *CET Reforms and SCTPPP Course Designs*, studying college English education from perspectives of educational linguistics (CAO Yaoping et al.) , English applied linguistics (TONG Shuhua, Ma Yongtian, et al.) as well as translation (YANG Yonghua et al.) and literature (CHEN Zhanyan et al.) studies.

Reading the book here surely demands an explanation of the difference between learning and acquisition. The two words differ sharply though not explained clearly enough as many previous definitions and analyses lack their unitive categories for evaluation. In the Chinese phrase “学习” for instance, “学” is something like learning while “习” is something like acquisition. “学习” is an intact phrase, exhibiting the scientific relationship between learning and acquisition. Language learning refers to gaining knowledge of or skills in

the language by study, practice or being taught; language acquisition refers to gaining by skill or ability, by one's own efforts or behavior in the course of things like language or other things than language. If language learning and language acquisition come together, they are considered in aspects of the procedure of personal development, whose intersection lies in the fact that "by one's own efforts" in acquisition includes "by study, practice or being taught" in learning. Thus, learning might become a laboriously conscious process of acquisition and acquisition might become an extremely unconscious process of learning, though in these two cases the differences between acquisition and learning have already been understood. And the by-products of learning are aspects of acquisition of something else than the knowledge of or skills in the school subject, like the case of gaining knowledge of or skills in Shakespeare's *The Merchant of Venice*, where the learners' attitudes towards people may have changed for the better, which also implies the by-products like acquisition of personality developments. In the same way, learners in the school who learn about Portia's personality may acquire a lot of beautiful language items like "The quality of mercy is not strained; it droppeth as the gentle rain from Heaven upon the place beneath. It is twice blest; It blesseth him that giveth and him that taketh. 'Tis mightiest in

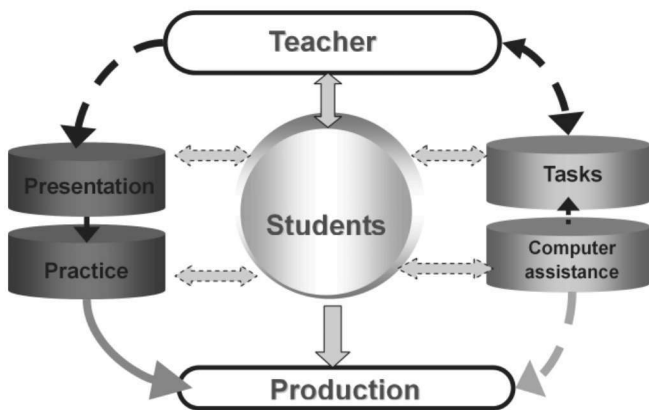
the mightiest.” Albert Einstein once said that education is what remains when one has forgotten everything learned in the school. In this case “what remains” are aspects of acquisition while “everything learned in the school” are the aspects of learning itself. And also, when what Henry Thoreau said “I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor” is used in aspects of language for the task of translation, acquisition of language items including spelling, punctuation, capitalization as well as grammar, rhetoric and difference in translation between the two languages takes place as it is a gaining by skill or ability, by the students’ own efforts or behavior. That is why in this book are articles crossing learning and teaching of the English language under the name of language acquisition, or vice versa.

Applied linguistics tells us that applied language talents develop best in the cultivation mechanisms of interdisciplinarity. For this, the didactical top-level design explicitly includes wisdom cultivation that implicitly emphasizes interdisciplinary courses in professional education at the center. Vigorous interdisciplinarity as a characteristic benefits the students for their personal intentionality. The purpose is realizable with the course instruction SCTPPP (student-centered, computer-assisted, task-based presentation, practice

and production) process model, which highlights students' practical abilities and innovational consciousness in their development.

In the course of wisdom cultivation are three measures: firstly, the establishment of wisdom cultivation of applied linguistic talents, idealistically: responsible, knowledgeable and graceful personalities; secondly, the interdisciplinary execution, in foreign language education through faculty reconstruction and teaching materials reconfiguration as well as instruction and internship design; thirdly, the wisdom personality cultivation through specific course instructions as a key link and process administration to ensure the three basic points of student-centeredness, computer-assistedness, and task-basedness, from the very beginning to the very end of the class hour of (active) presentation, (subjective) practice and (innovative) production.

The SCTPPP approach is studied by Bachelor of Arts English majors and Master of Arts Applied Linguistics majors as well as their supervisors, and is discussed on the internet. And together with it, the interdisciplinarity ideology for applied language majors is, at Lingnan Normal University School of Foreign Studies, for example, applied effectively: the English Studies Bachelor of Arts program (CAO Zhixi, CAO Yaoping, HE Lingmei, et al. in charge) became a



Guangdong Provincial Higher Education Specialty Program^① as well as the Normal English Major Education Interdisciplinarity Theories and Practice (CAO Zhixi, CAO Yaoping, HE Lingmei, et al. in charge) became a Guangdong Provincial Higher Education Teaching Achievement Prize Cultivation Program^②; the Japanese Studies Bachelor of Arts program (CHEN Junying, YANG Hong, et al. in charge) became a Guangdong Provincial Higher Education Comprehensive Reform Program^③; the Business English

① 英语专业: 广东省省级特色专业 (粤教高函 (2010) 96 号/粤教高函 (2015) 69 号)。

② 师范英语专业人才培养学科交叉理论与实践: 广东省省级教学成果奖培育项目 (粤教高函 (2015) 72 号)。

③ 日语专业: 广东省综合改革试点专业 (粤教高函 (2014) 97 号)。

Bachelor of Arts program (LIN Hai et al. in charge) became a Guangdong Provincial Higher Education Applied Talents Cultivation Demonstration Program^①; the Translation Studies program (ZHOU Honghui et al. in charge) became a Guangdong Provincial Talents Cultivation Innovative Experimental Program^②; the College English (CET) Course (CAO Zhixi, YANG Yonghua, et al. in charge) became a Guangdong Provincial Collaborative Resources Sharing Course^③; the English Linguistics course (HE Lingmei, CAO Yaoping, et al. in charge) became a Guangdong Provincial Collaborative Video Open Course^④; the English Major Teacher Education Series of Courses Teaching Group (CHENG Kela et al. in charge) became a Guangdong Provincial Teaching Group^⑤; the Translation Experiment Teaching Demonstration Center (JIN Xuejun et al. in charge) became a Guangdong Provincial Demonstration Center^⑥;

Thanks go to the readership that will manage to study

① 商务英语专业: 广东省应用型人才培养示范专业 (粤教高函 (2015) 133 号) 。

② 翻译专业: 广东省本科人才培养模式创新实验专业 (粤教高函 (2015) 133 号) 。

③ 大学英语: 广东省精品资源共享课 (粤教高函 (2013) 113 号) 。

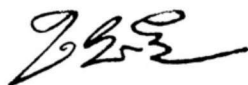
④ 英语语言学: 广东省精品视频公开课 (粤教高函 (2015) 133 号) 。

⑤ 英语专业教师教育系列课程教学团队: 广东省省级教学团队 (粤教高函 (2015) 133 号) 。

⑥ 翻译实验教学示范中心: 广东省实验教学示范中心 (粤教高函 (2014) 97 号) 。

the specific situations where the difference between learning and acquisition matters most of the time and then in time will surely offer unselfishly their own sharp insights and viewpoints as well as criticisms! Their advice and suggestions are to be sincerely appreciated and all authors of course, whether mentioned or not, should be and are forever to be acknowledged.

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大学英语改革历程

杨永华 陈湛妍 曹志希

摘 要: 作为国家教育部大学英语教学改革第二批示范点项目 (20070609) 和广东省级大学英语精品课程 (粤教高函 (2010) 18 号) 以及广东省级大学英语精品资源共享课 (粤教高函 (2013) 113 号), 岭南师范学院大学英语课程的建设在教研与教改和具体课堂教学设计与实践中, 依托学校的英语学科优势环境, 完善师资配置、重视培养青年教师、改革教学、研究教学、推进课程转型升级、实现资源共享, 缓解英语教师和英语学习者的学术压力, 促进英语学习者和英语教师的相互沟通和积极发展, 凸显 SCTPPP (student-centered, computer-assisted, task-based presentation, practice and production) 基本理念, 所取得的优秀成果和经验值得推广。

关键词: 大学英语教学; 教育部; 示范点; 岭南师范学院; SCTPPP

Abstract: As a Chinese Ministry of Education College English Teaching Reform Second Batch Exemplary Base Project (20070609), as a Guangdong Provincial College English Excellent Course (Yuejiaogaohan (2010) 18) and as a Guangdong Provincial College English Excellent Resource Sharing Course (Yuejiaogaohan (2013) 113), the Lingnan Normal University College English Course construction, in aspects regarding teaching research and teaching reformation as well as specific classroom instruction designs and