

《英语专业复合型人才培养课程教学研究》

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内容概要

《英语专业复合型人才培养课程教学研究》主要介绍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。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。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。

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作者简介

常俊跃，大连外国语学院英语学院院长，博士，教授，硕士生导师，中国教育语言学常务理事，中国外语教学研究会特别用途英语专业委员会常务理事。曾获得大连市优秀教师、市优秀专家、市劳动模范、市归国留学人员创业英才、大连市特殊津贴专家、市首批领军人才、省优秀青年骨干教师、省级和校级教学名师等荣誉称号。此外，获校级科研奖等和教学成果奖励数十次，获省级教学成果一等奖及国家级教学成果二等奖。负责的教学团队获省级优秀教学团队，主持建设的课程获省级精品课程，负责建设的英语专业获教育部第六批高校特色专业建设点。在国内外学术期刊发表论文55篇；主编、主译作品76部，参编5部，3部在台湾出版；主持完成国家社会科学基金项目1项，省级项目5项，市级项目1项，校级项目7项。在国内英语专业基础阶段率先系统开展内容依托式课程改革，主编并出版CBI内容依托系列英语教材11部，推出的教学研究成果“英语专业基础阶段内容依托课程体系的创新与实践”获第六届高等教育国家级教学成果奖。

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书籍目录

迈克尔·博特利教授序言

迈克尔·博特利教授序言(译文)

汪榕培教授序言

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In studying the issue of the localised CBI of applied specialism courses in China , this research focused on one institution due to the consideration of the feasibility of the very research. It was also because DUFL constituted a typical or representative case as was illustrated in Section 3.3. On the basis of the typical case of DUFL , I carried out the sampling at two levels : the level of specialisms and the level of individuals. At the level of specialisms , I chose international trade and tourism & hospitality management. Firstly , they were typical in terms of national and institutional interest. Without the experience of quick birth and quick death of some specialisms , they were relatively stable and were more worthy of attention in research. Secondly , they had been practised for a long time and had achieved a certain degree of maturity. Thirdly , they could provide all the possible respondents required in the research. At the level of individuals , I intended to examine the perceptions of those who were most relevant to the practice so as to understand the impact of the localised CBI of applied specialism courses. Therefore , the sampling involved :

- 1) 8 fourth-year undergraduates who had experienced the localised CBI of applied specialism courses and had some knowledge of the job market ,
- 2) 2 groups of undergraduates who had been experiencing the localised CBI of applied specialism courses ,
- 3) 4 lecturers who had been providing the applied specialism courses in English ,
- 4) 4 graduates who had experienced the localised CBI of applied specialism courses and were pursuing further education or working in irrelevant areas ,
- 5) 4 administrators who had been coordinating or organising the teaching of applied specialism courses in DUFL.

While selecting each of these groups , I tried to ensure their representativeness of the relevant population according to their involvement in the localised CBI of applied specialism courses.

Undergraduate samples were obtained through "simple random sampling" (Cohen et al. 2000 , p.100) . When I availed myself of the complete lists of the fourth-year undergraduates who had been experiencing the localised CBI of applied specialism courses , I selected eight from the name lists , reached them with the help of their advisors in charge , and got their permission to conduct interviews.

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