

# 2020 年外研社“教学之星”大赛

## 全国总决赛

### 教学设计方案

#### 一、基本信息

|      |                    |
|------|--------------------|
| 参赛院校 | 江苏大学               |
| 团队成员 | 张钰、黄雅丹、潘秀杰、季丽珺、徐慧霞 |

#### 二、参赛材料

- 《新编大学英语（第四版）综合教程 1》 Unit 1 Good to great
- 《新一代大学英语（基础篇）综合教程 2》 Unit 6 To be or not to be
- 《新一代大学英语（基础篇）视听说教程 2》 Unit 1 Campus culture
- 《国际人才英语教程 初级》 Unit 7 Express opinions in the meeting

#### 教学展示环节选取材料：

《新编大学英语（第四版）综合教程 1》 Unit 1 Good to great  
Reading 2 *It's OK to be good enough and not great*

#### 三、学情分析

（介绍院校特色与教学对象特点）

本校是全国“三全育人”综合改革试点高校，学校瞄准“高水平、有特色、国际化”发展战略，以培养“创新创业人才、卓越人才、精英人才、国际化人才”为办学宗旨，紧紧围绕立德树人根本任务，培养既注重实践能力又兼具人文素养，既具创新精神又有批判性思维能力，既具国际视野又有家国情怀的工科拔尖人才。

本校学生英语能力总体良好，语言基础较为扎实，但在教学过程中我们常常发现学生缺乏运用英语深入探讨和交流复杂问题的能力，缺乏将中国传统文化和中国核心价值观传播出去的见识和能力，尤其缺乏批判性讨论能力和问题意识。

鉴于此，我们的课程设计始终秉持一个基本理念：始终服务学校的人才培养目标，始终服务学生多元化的英语学习需求。本单元设计力图：（1）提升学生的课堂参与度，将课堂从“以教为中心”转变到“以学为中心”；（2）提升课业深度、广度和挑战度；（3）提升学生英语综合应用能力及批判性讨论能力；（4）拓宽学生国际视野，提升学生人文素养，厚植家国情怀。由此实现语言与育人的有机融合。

#### 四、教学设计方案

1、单元教学目标（介绍参赛单元的教学目标，目标应包括语言目标与育人目标）

Students should be able to:

- (1) acquire vocabulary and sentence patterns that can be used to define abstract concepts
- (2) present a standpoint over a certain difference of opinion in a strategic way
- (3) define and explain an abstract concept from a global and local perspective

2、课堂教学展示环节教学目标（说明课堂教学展示环节的选取依据及教学目标，该环节教学目标应包括语言目标与育人目标并与单元目标一脉相承）

Students should be able to:

- (1) identify definitions according to linguistic indicators
- (2) define an abstract concept: good-enough
- (3) adopt an appropriate attitude toward ‘good-enough’ mindset and make their own judgement

Since the theme of this unit is how to make the best of life, a project has been assigned to students before class, i.e., to conduct a survey on college life plans via questionnaires. As shown in the result of this survey, most respondents are clear about their goals. They, however, are confused about how to achieve these goals. The reason behind is that they are not sure about what abstract concepts, like ‘good-enough’, really mean. In fact, definition of key notions in the proposed standpoint is a vital step in advancing an argumentation. When a definition is selected, a specific perspective has actually been prescribed in adaption to the target audience. Hence, defining abstract concepts in a standpoint is fundamental to argumentation. However, in most cases, teachers focus on the structure of an argument, largely ignoring the definition of the key notions. Thus, our demo class focuses on how the author of Reading 2 conveys the essence of ‘good-enough’ mindset by defining the term. This mindset corresponds with the pedagogical philosophy of *Xunzi* who argues ‘a journey of a thousand miles may not be achieved without accumulation of each single step, just as the enormous ocean may not be formed without gathering every brook or stream.’

3、课堂教学展示环节教学过程（1>说明课堂教学展示环节主要内容、设计理念与思路；2>说明课堂教学展示环节教学组织流程，包括具体步骤与活动；3>特别说明课堂教学展示环节教学过程如何实现语言与育人的有机融合）

##### (1) 主要内容

- Reading 2 *It's OK to be good enough and not great*  
Part I Introducing the concept of ‘definition’  
Part II Elaborating common ways of defining  
Part III Evaluating and practicing definitions

## (2) 设计理念与思路

Apart from improving students' language competence as other classes always do, this demo class aims to improve students' competence of conducting a critical discussion, in particular the competence of defining an abstract concept in a standpoint under issue. In order to do so, we first have to introduce to the students what a 'definition' is, what role a proper definition could play in formulating a tenable standpoint, and what features a 'definition' may embrace (Part I). As we see it, this part of teaching/learning should be based on a solid argumentation theory, and in our case, Pragma-Dialectics.

After clarifying the concept of definition, it becomes possible to elaborate on commonly used ways of defining, viz. defining by prescription, defining by negation, defining by exemplification and defining by appealing to authority (Part II). Students may have used, unconsciously, some of these common ways to define concepts in their daily communication, but it can be imagined that most of them do not fully understand how these different ways can and should be used in specific contexts and what kind of linguistic devices can be employed to formulating definitions. Based on this assumption, we will illustrate each of these ways with a pertinent example and show students how to identify 'definitions' under the guidance of certain linguistic indicators.

A clear mind about the concept 'definition' (Part I) and about how 'definition' could be formulated in different ways (Part II) enables us to instruct students to evaluate the soundness of the ways in which a concept is defined. To this end, we need to suggest our students use a set of widely acknowledged rules for soundness evaluation, i.e., be clear, not ambiguous; be direct, not circular; and be applicable, neither too narrow nor too broad. Examples extracted from the textbook can be used to exemplify how these rules can be applied to identify unsound/sound use of definitions (Part III).

All these three parts of teaching/learning are carried out in form of critical discussions, i.e. critical discussions between the teacher and students, and critical discussions among students (in pairs or in groups). We choose this way of classroom interaction basically for two reasons: (1) it is believed that the competence of critical discussion can only be enhanced in critical discussions; (2) critical discussions could enable us to guide students ideologically in a more natural way.

## (3) 教学流程

### **Step 1: Introducing the concept of 'definition'**

The teacher starts the session with a summary of the previous study and finds there might be a failure in argumentation if some key notions are not clear or obscure. Then, definition, one of the argumentative techniques, is introduced by proposing a question: how to clarify a term in order to remove ambiguity and misunderstanding in argumentation? The answer is using definition.

The teacher elaborates the importance of definition in argumentation, and introduces the essence of 'definition' by taking the definition of the word 'success' from *Collins English Dictionary* as an example. Definition is a statement. It's about the specific meaning of a term, and it is context-sensitive.

## **Step 2: Elaborating common ways of defining**

The teacher introduces some common ways of defining abstract concepts since on many occasions, one cannot find a handy definition that suits perfectly with the purpose of an argumentation.

Some of the common ways of defining are presented in the following table.

| <b>Common ways of defining abstract concepts</b> |  |
|--|--|
| <b>Ways</b>                                      | <b>Examples</b>  |
| Prescription                                     | The election must be fair: fair to voters throughout America, to voters throughout Florida, to voters in different countries in Florida. |
| Negation   | A revolution is not a dinner party, or writing an essay.   |
| Exemplification                                  | Celebrity is someone just like <i>Yuan Longping</i> .  |
| Authority  | <i>Hudson</i> , a sociolinguist, sees language as ‘a set of linguistic items...’   |

## **Step 3: Evaluating and practicing definitions**

### *1) Analysis and Evaluation in class*

Students are encouraged to identify the definition of ‘true success’ presented in Para.4, Reading 2 in Unit 1 using the linguistic indicators of ‘definition’ like ‘mean, be about, be not’ etc. The teacher provides some common rules of evaluating definition. A definition should be clear, not ambiguous; be direct, not circular; and be applicable, not too narrow, not too broad. Students evaluate the definition of ‘true success’ in Para. 4 by applying these rules.

The teacher instructs students to inspect how the author clarifies ‘good-enough’ mindset, by the use of a list of attitudes and behaviors related to success. Students work in groups and discuss which of the following are characteristic of a ‘good-enough’ mindset according to the text, then raise the corresponding cards after a short discussion.

(Clue: avoid extreme words, focus on yourself) P18

1. Focus on making the most of today.
2. Always strive to do your best.
3. Always compare yourself to others.
4. Be content with what you have or who you are.
5. Have an extreme fear of failure.
6. Take real pleasure in the process of achieving something.
7. Adapt yourself to the fast pace of today’s world.

Number 1, 4 and 6 are highly consistent with the ‘good-enough’ mindset in the text.

### *2) Cultural Exploration*

The teacher continues to guide students to brainstorm about the ‘good-enough’ mindset. It turns out that this ‘good-enough’ mindset shows remarkable similarity with the philosophy of *Xunzi*, a representative of Confucianism. As he argues ‘a journey of a thousand miles may not be achieved without accumulation of each single step, just as the enormous ocean may not be formed without gathering every brook or stream.’ Students are encouraged to give the Chinese equivalent of this philosophy.

### 3)Practice

To help freshmen develop an optimal plan for their college life, students are supposed to give a presentation on how to make the best of college life and be a ‘good’ college student on the basis of interviews with some fourth-year students. Students will tick the checklist including self-assessment and peer-assessment items upon the presentation. The teacher reminds students of the clues from the text on Page16. After the presentation, students rate their improvement by completing the assessment table on U-campus.

#### (4) 教学评价

The assessment for learning consists of teacher-assessment, self-assessment and peer-assessment.

Teacher’s classroom assessment involves monitoring effectively during activities, using questions to identify levels of performance and giving feedbacks. Classroom activities are designed to enable students to bridge new knowledge with prior knowledge and personal experiences. During the learning process, students are encouraged to present their ideas. They will be able to think deeply and assess information comprehensively. When new knowledge and personal experiences are integrated, deep learning would naturally follow. Also, cooperative activities can boost communication skills. Students are required to reflect on their own performance and measure progress in achieving those outcomes. During the process, students will complete self-assessment and peer-assessment forms and consider how well they have done. The teacher can collect information about the students through classroom activities, and plan learning more effectively for the follow-up study.

The understanding and applying of traditional Chinese philosophy are included in the assessment. Through the introduction of the argumentation technique, students will be able to define abstract concepts, adopt appropriate attitude toward a ‘good-enough’ mindset and further understand the pedagogical philosophy of *Xunzi*, which contains profound traditional Chinese values and radiates intelligence.

## 五、教学设计特色

(说明教学设计方案在体现语言与育人融合方面的创新特色)

本方案紧扣我校人才培养目标，在加深课程的思想性及人文内涵的基础上，提升学生英语综合应用能力，培养学生批判性讨论能力，“以典启智，以文化人”，提升其视野格局和意志品质。教学设计的主要特色有：

### 一、理论引领

在“语用论辩学”指导下运用批判性讨论方法指导学生对抽象概念进行定义和评价。学生通过识别、分析和评价教学单元阅读材料中的关键概念，合理、有效地展示自己的论辩。论辩理论对于大学一年级的初学者来说，具有一定的挑战度，当学生熟悉了批判性讨论的基本模型和规则，他们不仅可以将其运用到专业相关的中英文文献阅读和分析中，而且批判性思维能力也会得到提升。

### 二、视角创新

本环节的设计注重对关键概念的“定义”，这是展开论辩的重要前提。在以往教学中，教学重点往往落在对论辩结构的分析和评价上，忽略了“定义”的重要性。本方案引导学生识别并评价课文中重要抽象概念的“定义”，深入了解其重要性，并对论辩中关键概念做出合适的界定，从而更有效地开展后续的批判性讨论。

### 三、语思并进

“语思并进”是本方案设计的立足点——“语”即语言能力，“思”即思维能力和思想素养，在讲授语言技能的同时培养学生的批判性思维能力，并提升其思想素养。本环节的设计基于教材文本，指导学生进行理性思考、合理判断，同时深挖教材中的育人元素，结合经典名篇（《劝学》荀子）中蕴涵的中国传统文化及价值观，探索中国古代哲学思想对新时代青年人生观、价值观的影响。

本方案立足教材，构建育人语境，丰富课堂内涵，拓展学生的思维广度与深度，提高其综合文化素养。