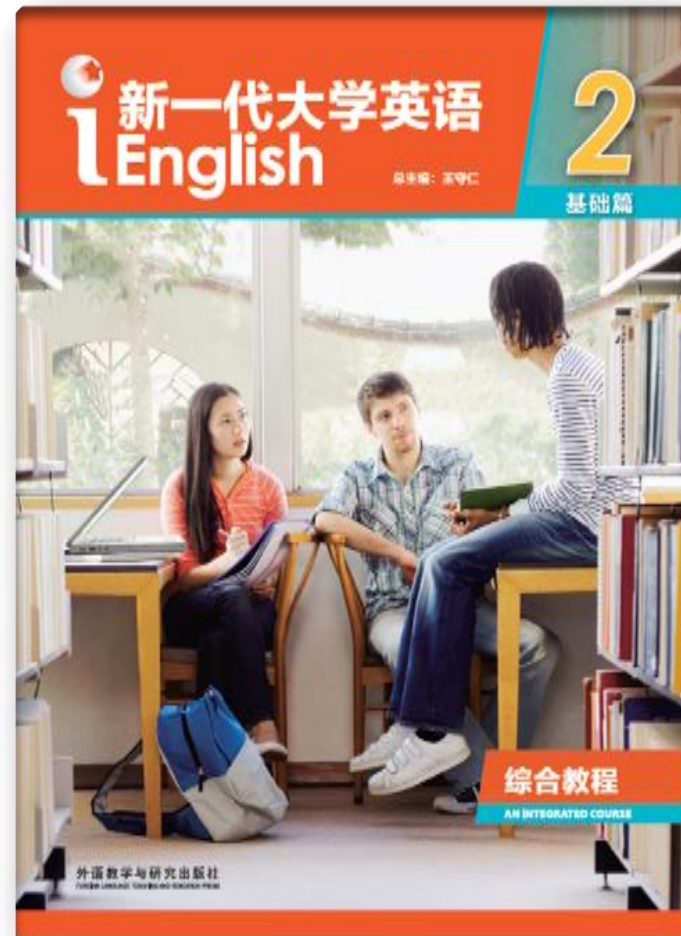




Introduction



General information



Course

■ **Comprehensive English 2**

Semester

■ **Second semester of the freshman year**

Course
book

■ **iEnglish: An Integrated Course 2**



Our students



- Freshman year English majors
- Regional comprehensive university
- Intermediate proficiency



■ Language skills

- ✓ Vocabulary and grammar
- Discourse production



■ Learning ability

- ✓ Independent learning
- Learning strategy and critical thinking



■ Whole person development

- Social responsibility
- Global perspective



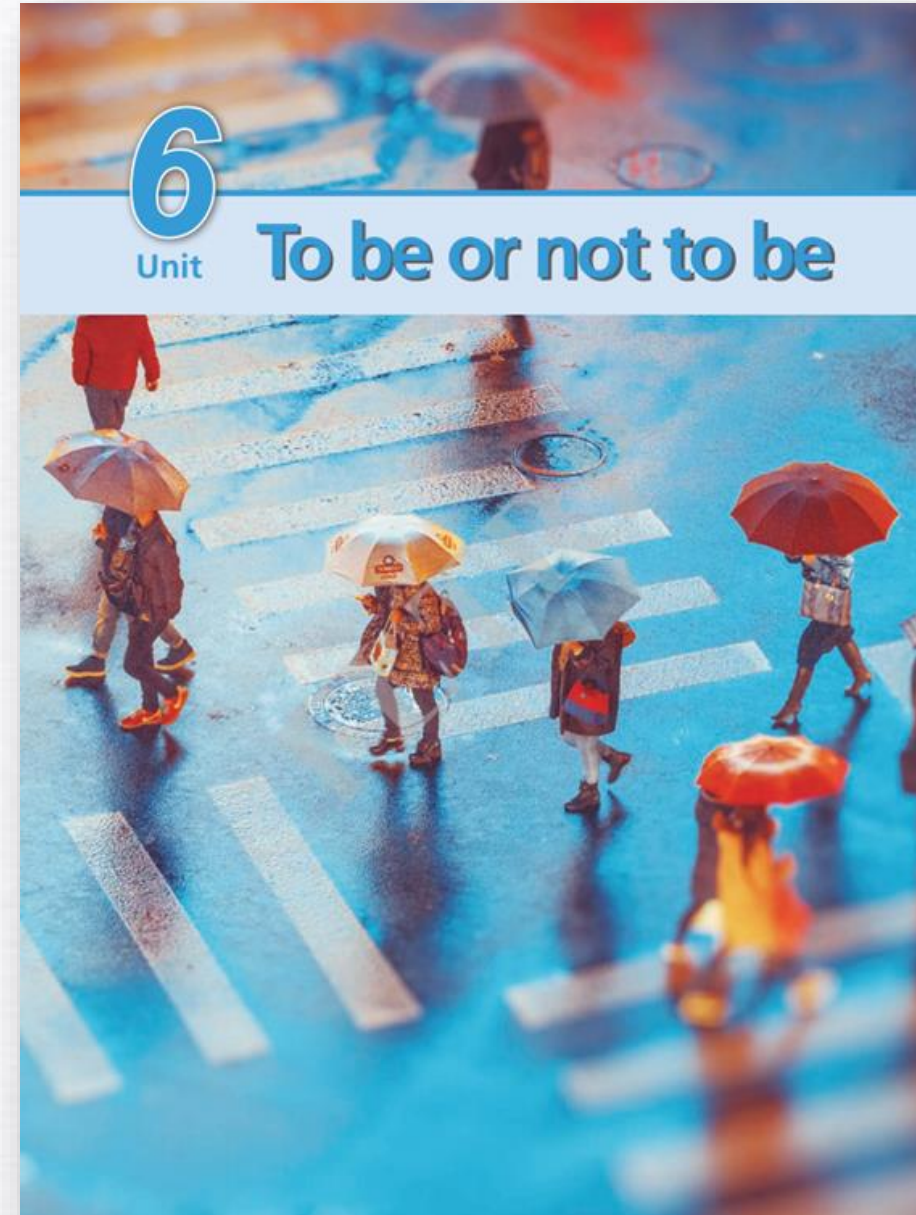
Teaching approach



- ✓ **Genuine communicative purposes and discourse production**
- ✓ **Goal-driven and problem-solving learning strategy**
- ✓ **Socially developed and globally aware citizens**

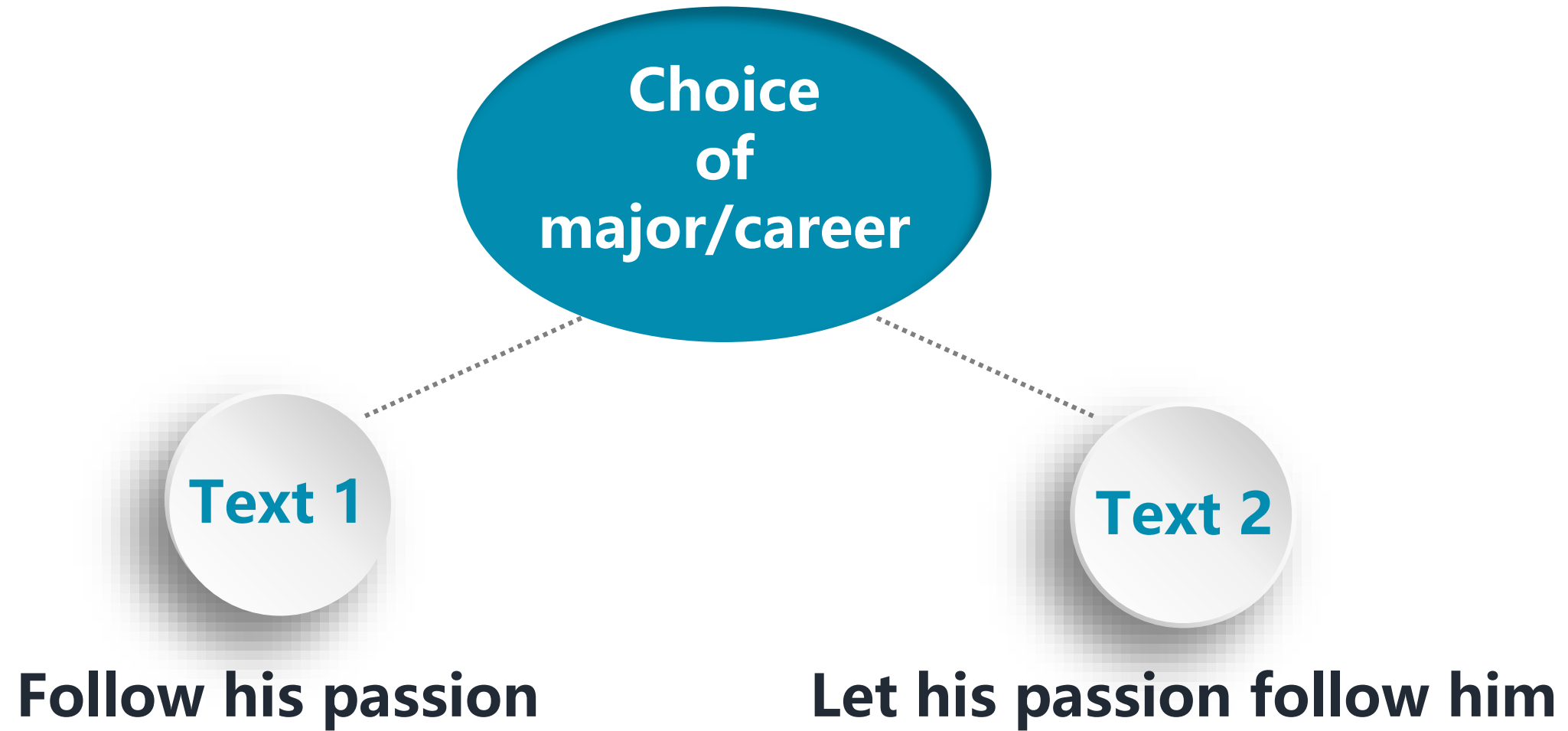
Wen, Qiufang. "The Production-Oriented Approach to Teaching University Students English in China." *Language Teaching*, vol. 51, no. 4, 2018, pp. 526–540., doi:10.1017/S026144481600001X.

Unit Design





Text analysis





Unit objectives



✓ State ideas **clearly** and **logically** using proper vocabulary and structure.

✓ Relate **your own** experience of choosing a major.

✓ Be aware that your choice should deliver **positive** changes locally and globally.

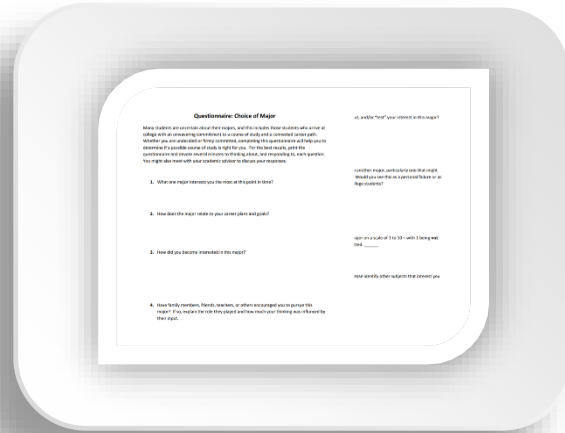


Teaching process





01 Motivating



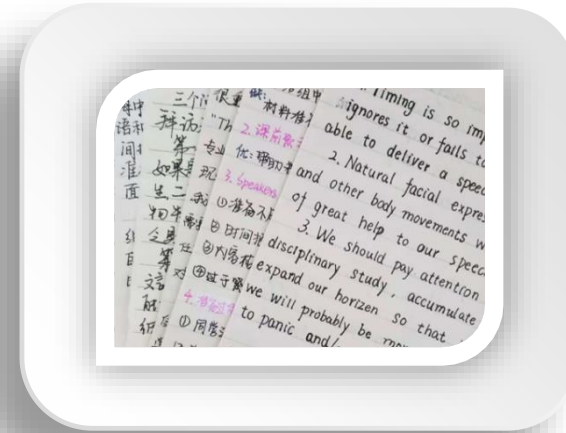
■ Communicative scenario

- ✓ The college is conducting a survey on the choice of major among freshmen for better instruction.
- ✓ As a student assistant, you are asked to **carry out the survey** using a questionnaire and **report** the results.



■ Group work

- ✓ Discuss and answer the questionnaire.
- ✓ Sum up the answers and give an oral presentation.



■ Self-reflection

- ✓ **Reflect** on your performance and **identify** your difficulties.



02 Enabling



- ✓ **Before class / online**
- ✓ **Proper terms about universities and majors**
- ✓ **Names of people and places**

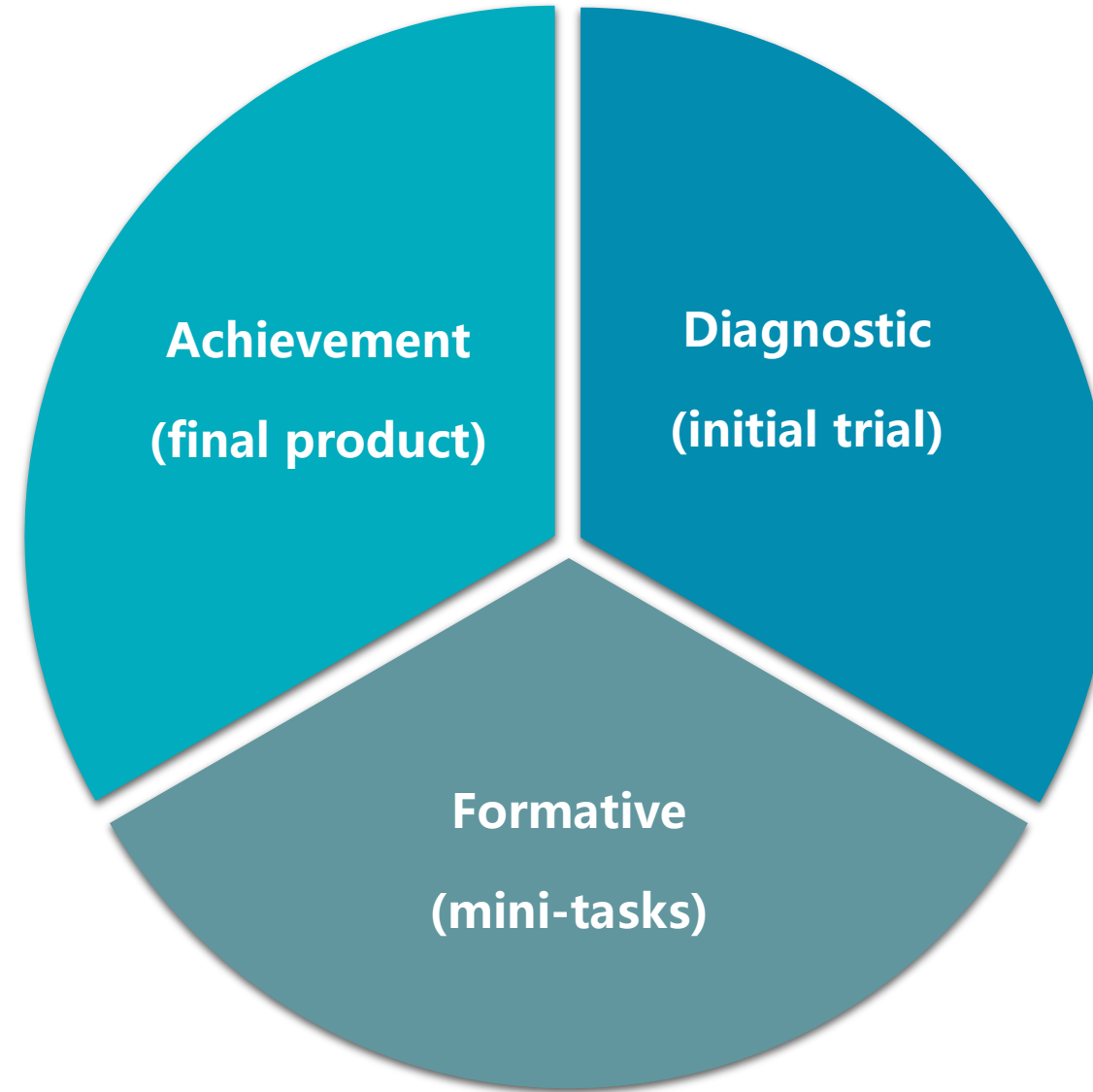
- ✓ **Vocabulary of choice making**
- ✓ **Conditional sentence structures**
- ✓ **Offering suggestions**
- ✓ **Mini-tasks**

- ✓ **Reflection on experiences of choosing and studying the major**
- ✓ **Lessons and suggestions**
- ✓ **Mini-tasks**

- ✓ **Organizing ideas**
- ✓ **Model of reflective writing**
- ✓ **Mini-tasks**



03 Assessing

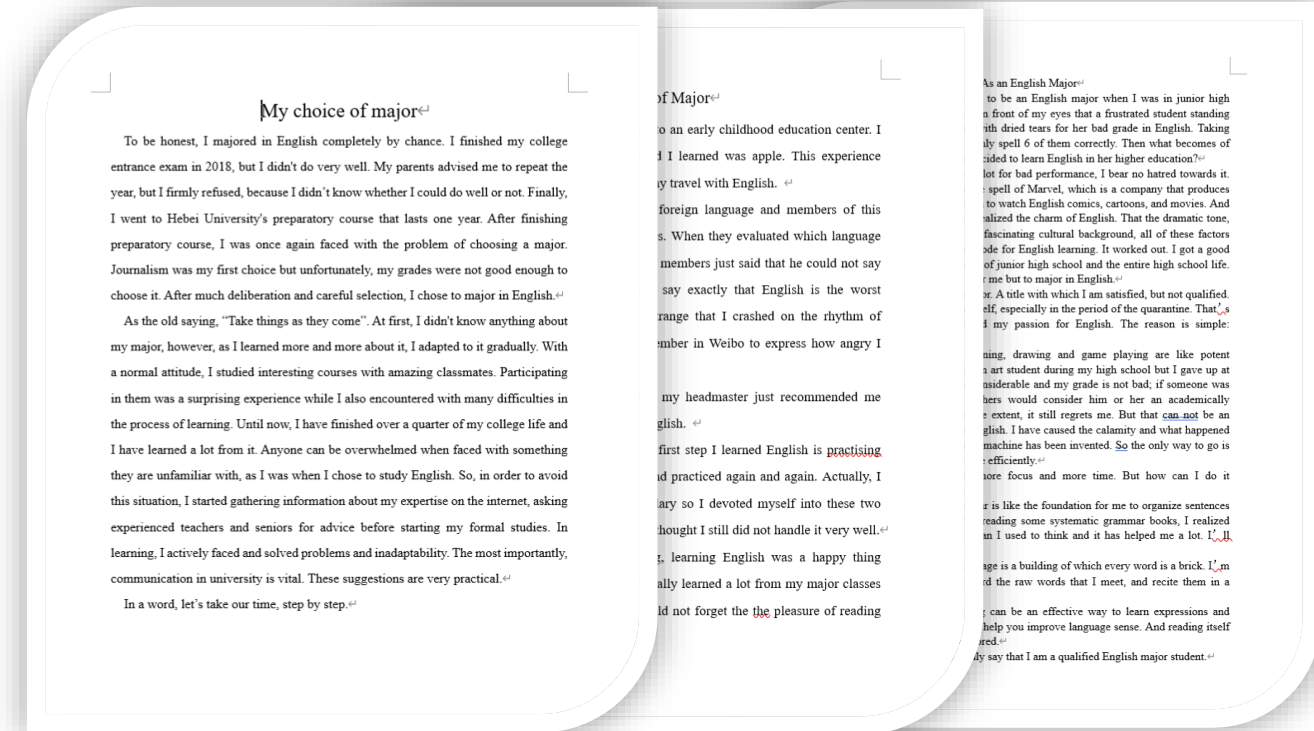




Unit output task



- The college WeChat account is soliciting essays from freshmen on their choice of major.
- **Write** an essay to reflect on your choice of major and how your choice may affect the world positively.
- **Submit** your essay to the college WeChat account.



Final product



The **M.O.S.T.** learning experience



motivated



whole
person



smart



transferable



Demo Class



Enabling

1

- **Acquaint** students with the model of reflective writing.

2

- **Lead** students to reflect on their own choice of major.

3

- **Prompt** students to consider how their choice can affect the world positively.

A faint, light gray world map is visible in the background, centered behind the text. The map shows the outlines of continents and is rendered with a low level of opacity.

Demo Class



Unit 6

To be or not to be

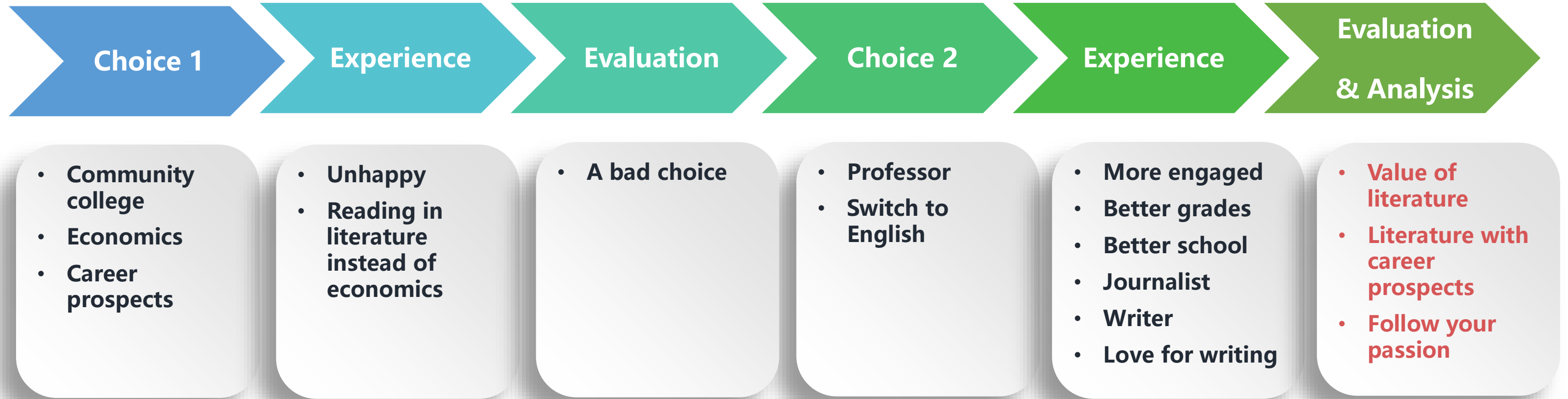


- **As freshmen, you have a chance to change your major.**
- **To change, or not to change?**

How to make a wise choice?



How an economics professor taught me a life-changing lesson – in literature



Follow a career passion? Let it follow you



- Microsoft offer
- MIT
- A writer

- Love the work

- MIT

- A tough start
- Hard work
- Professor
- Love for the job

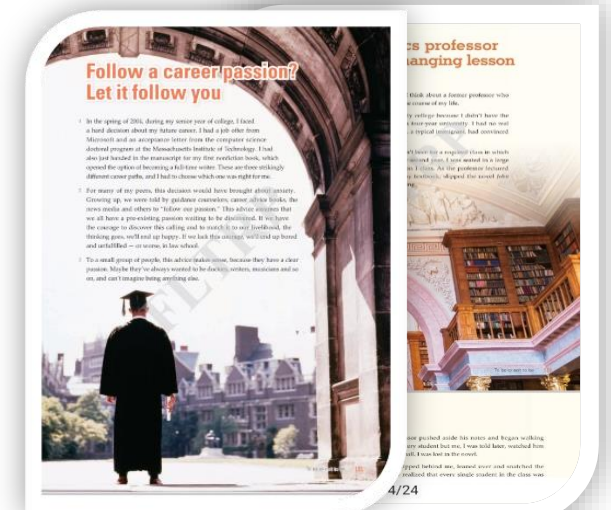
- A wise choice
- What I do matters
- Let your passion follow you

Follow your passion **VS.** Let your passion follow you



A model of reflective writing

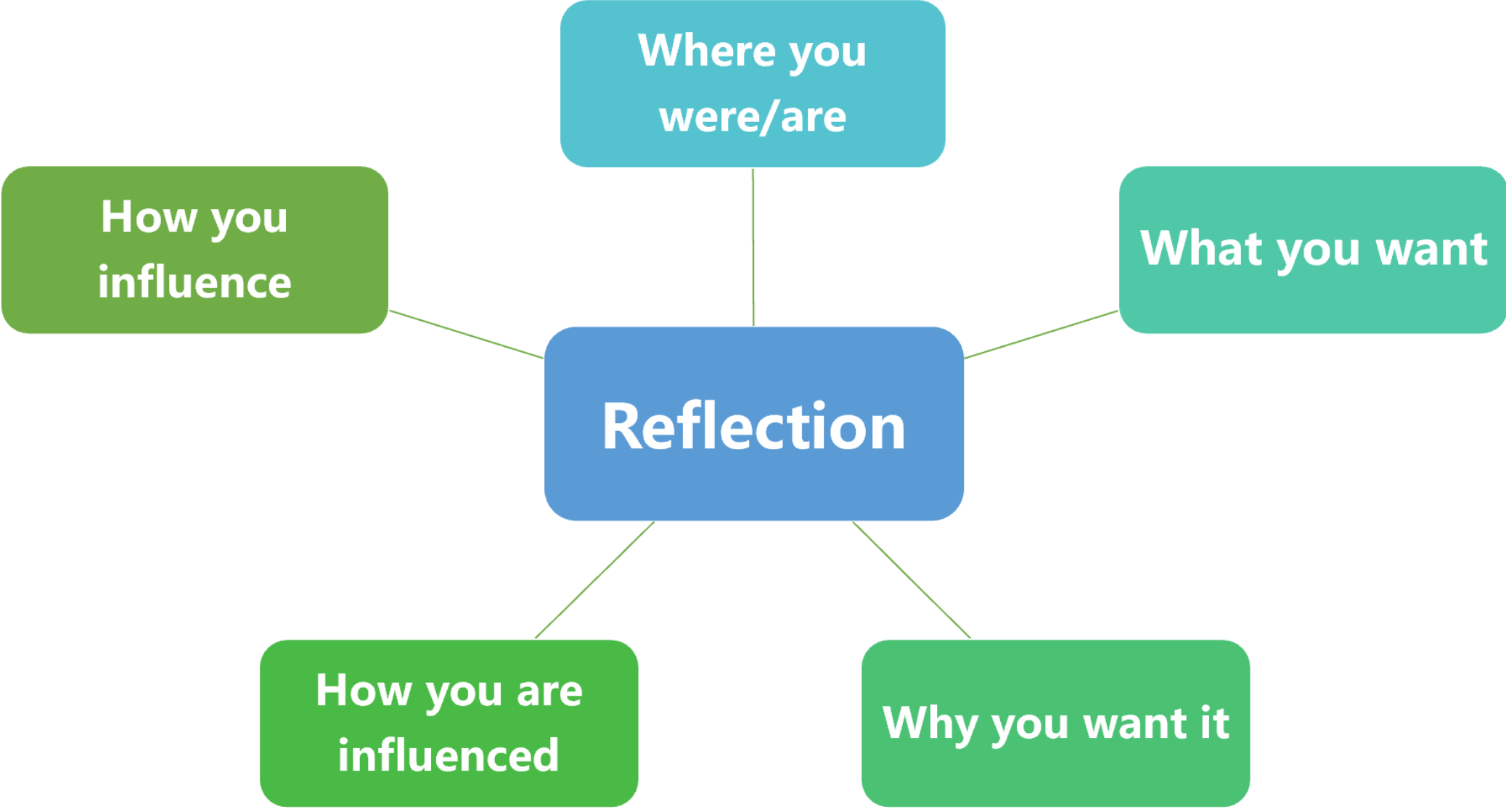
- ✓ **Describe** **What happened: choice, action, feelings, result?**
- ✓ **Evaluate** **Was it a good or bad choice?**
- ✓ **Analyze** **What are the decisive factors in my choice-making?**
- ✓ **Conclude** **What general or specific conclusion can I draw?**



A model of reflective writing

- Reflective writing is documenting your **response** to
 - ✓ experiences,
 - ✓ opinions,
 - ✓ events,
 - ✓ new information.

- The **purposes** are to
 - ✓ encourage you to make connections between what you have learnt and what you have experienced;
 - ✓ guide you on how to learn more effectively from your experiences.



Where you were/are

What you want

Reflection

Why you want it

How you are influenced

How you influence

A choice



A difference



Recap



- Get the gist of each text.
- Find out a model for reflective writing.
- Reflect on your experiences to know how to make major/career choices.
- A suggestion on making choice:
 - ✓ A choice is **not me-centered**, but has **impacts** on others, the community and the world.



Homework



■ Mini task

✓ Discuss in the group.

- What is your choice? To change, or not to change?
- Why?
- How will your choice make a difference to the community and the world?

■ Sum up the discussion.

■ Prepare a 2-minute presentation.

■ Unit output task

✓ In your essay, you should

- reflect on your choice of major and how your choice can affect the world positively;
- follow the model of reflective writing;
- make use of newly learnt vocabulary and sentence structures.

Thank you!