



College English

▶ Teaching Design

Content



1

Target Students



SCHOOL OF BUSINESS

They know **little** about business English.
They are **poor** in autonomous learning.

PASSED CET-4

Do reading comprehension well, **but** have difficulties in listening, speaking and writing.

They want to **speak English fluently.**

2

Our University

**Think
Critically**

**Do
Creatively**

**Learn
Independently**

**Communicate
Smoothly**

**Deliver
Fluently**



Going Global

Language is a tool.

Business + Language

improve
communicative ability

broden **global horizon**

4

Our Team (double -qualified)

Teachers



working experience in companies
Innovation & entrepreneurship

Students groups



language skills + **innovative ability**

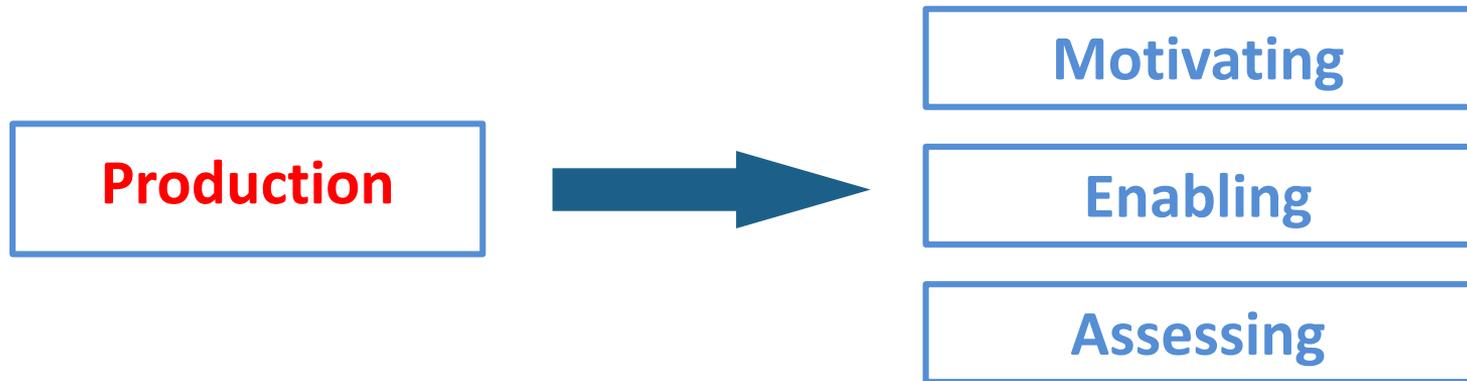


Establish company
they are interested in



5

Teaching Design (POA)



Unit one

Hosting a discussion following a clear structure with
polite interruption

5

Teaching Design

Online learning
(**Flipped Class**)

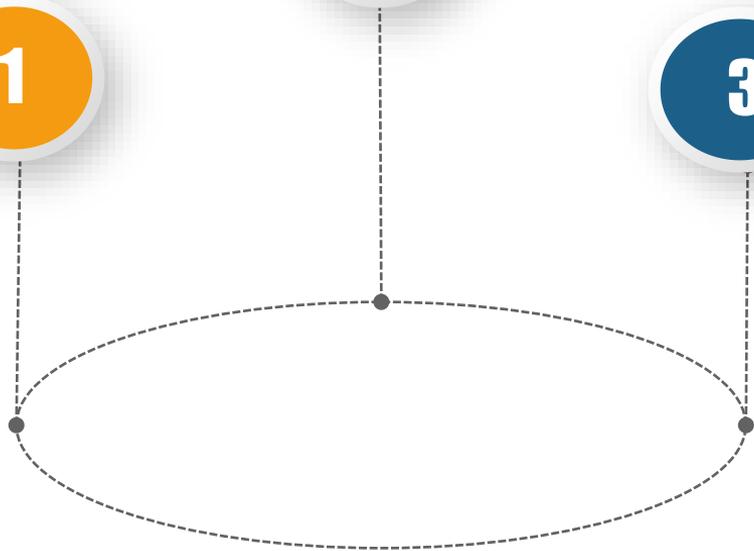
1

Offline learning
(**BOPPPS**)

2

Presenting
&
Evaluating

3



5

Teaching Design (Unit One)

➤➤ Online learning (**Flipped Class**)

Students are asked to learn online and finish all the exercises, including speaking, listening and reading **under teachers' supervision.**

Supervisor



5

Teaching Design (Unit One)

Offline learning (BOPPPS)

Teacher will give students a face-to-face teaching, to illustrate the most **important and difficult points** based on the online learning before this class.



Taking in

Reading

To evaluate the new demands for improving the robot, the first thing Amy needs to do is get to know what the new demands are. The following is an email from Tom Stone, CEO of Johnson Education Association, in which the new demands are mentioned. John has forwarded the email to Amy. Read the email and get the detailed information about the new demands.

- 1 Work in pairs and discuss the following questions.
 - 1 What is the purpose of the email?
 - 2 What information will be contained in the email?
- 2 Read the email about the three new demands made by CEO of Johnson Education Association.

To: Amy Li
Subject: Re: Three new demands for improving the robot

Hi Amy,

I've forwarded the email by Tom Stone of Johnson Education Association.

Please read it carefully and evaluate those demands.

Best,
John

Original Message
From: Tom Stone
To: John Stone
Subject: Three new demands for improving the robot

Hi John,

I'm writing to let you know that our robot interpreter should be improved according to the market needs. Our robot interpreter has drawn great attention recently, because it interprets more accurately, and sounds more like the

VOYABLAY

modify /mɒdɪfaɪ/ v. 修改
necessary /nɛsɪ'serɪ/ a. 必需的
90% 90%

preparation /preɪ'peɪrəʃn/ n. 1. 准备
90%

evaluation /iːvælju'eɪʃn/ n. 1. 评价
90%

empathetic /em'pæθetɪk/ a. 同情的
90%

Unit 1 Discuss the new demands for improving the robot 5

Building up

Preparing for the structure

After getting information about the three new demands and customers' opinions, Amy may have made good preparations and can host a business discussion. How would she host the discussion? The following is an audio clip, in which four people are discussing if it is necessary to improve the robot. Do the following activities to find out the basic structure of hosting a discussion.

Structure of hosting a discussion

- 1 Work in pairs and talk about how to host a discussion. Take notes if necessary.
- 2 Listen to the audio clip and discuss the steps of hosting a discussion.

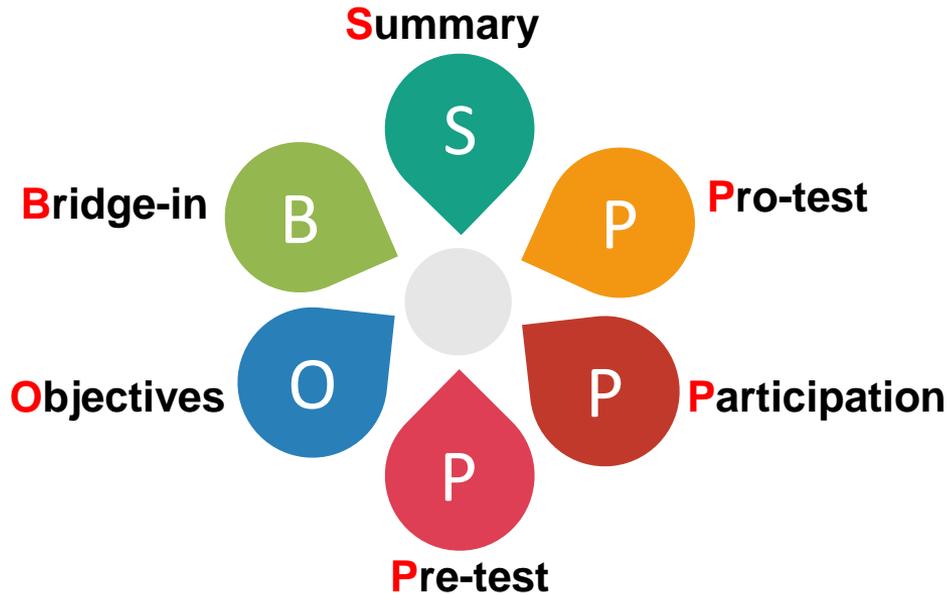


Unit 1 Discuss the new demands for improving the robot 5

5

Teaching Design (Unit One)

» BOPPPS



Prepare Presentation

Based on course book
reflect own company

Transfer the task

A Clothing Company

Task: Customers' demands

Material: Xinjiang cotton

5

Teaching Design (Unit One)

» offline learning



Helper



solve the problems of language points



master the language skills



choose proper topic for discussion

5

Teaching Design (Unit One)

➤ Presenting and Evaluating

When a group is presenting, other students are asked to make evaluation and comments according to the checklist we gave them before the class.



5

Teaching design: Evaluating

Checklist

| Dimensions | Criteria | score | Total |
|------------------------|---|-------|-------|
| Content (30%) | state the purpose or topic of the discussion (5') | | |
| | cover at least three demands (5') | | |
| | agreement supported by reasons or evidence (10') | | |
| | disagreement supported by evidence (10') | | |
| Structure (20%) | introduce the discussion (5') | | |
| | invite speakers to show their opinions (5') | | |
| | make transitions to keep the discussion moving (5') | | |
| Language (30%) | conclude the discussion (5') | | |
| | express one's view clearly and fluently (10') | | |
| | respond to others appropriately (10') | | |
| | employ a variety of sentence structures (5') | | |
| Delivery (20%) | interrupt others politely (5') | | |
| | group members cooperate well (5') | | |
| | deliver messages with clarity and integrity (5') | | |
| | speakers use effective gestures, visual aids, etc. (5') | | |
| | The discussion is within the time allotted (5') | | |

formative evaluation

Comments

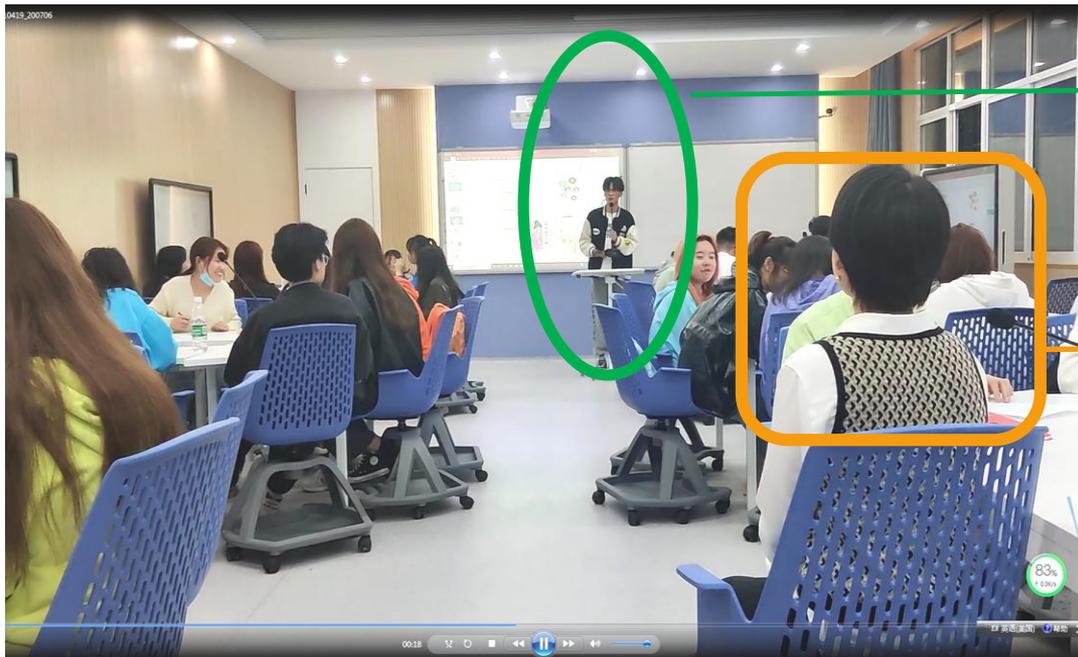
| Comments | |
|------------------|---|
| Content | This discussion covers all the three new demands. Some participants agree with some demand while others do not. But all of them give their reasons or evidence, which well support their arguments and make the discussion convincing. |
| Language | The host has a good command of language skills. This discussion is fully and clearly developed. There are also a variety of sentence structures. |
| Structure | This discussion has a clear structure. A, the host, starts the discussion by pointing out the goal of this discussion and invites a speaker by asking a question. Then the host leads the discussion forward by making transitions and inviting speakers to show their opinions on all the three new demands. Finally, the host makes a conclusion to end the discussion. |
| Strategy | The speakers can use the strategy properly. They can interrupt others politely whether they want to disagree or agree. |

5

Teaching Design (Unit One)



Presenting and Evaluating



host/hostess

listener/advisor

5

Teaching Design

Students' Feedback

Writing Homework

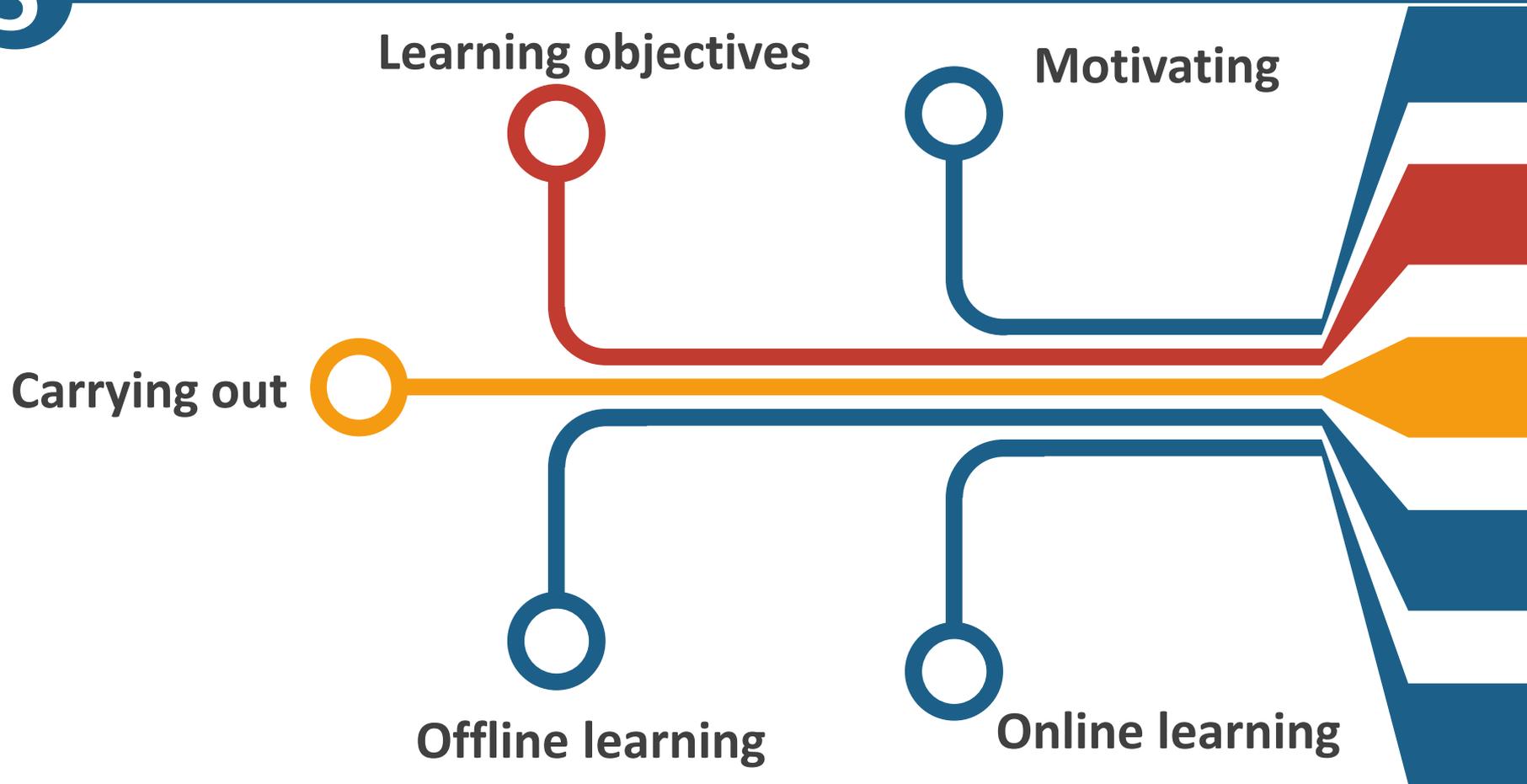
Next Motivation Task for Unit 2

Scaffolder



5

Highlight



6

Demo Class



Teaching Objective

How to interrupt others politely



Teaching Philosophy

Learning-centered



Teaching Activities

input activities well linked with output



**Offline
learning:
strategies**

6

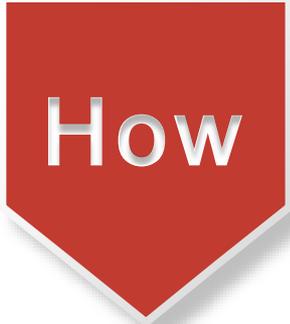
Demo Class

- **To enable** students to achieve the production
- **To solve** the problems in real situation
- **To enhance** students' awareness of being polite



Why

-
- **Practice:** Listening, reading and speaking
 - **Teaching method:** BOPPPS



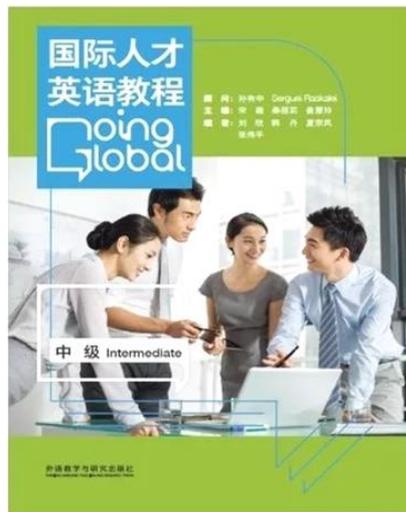
How

6

Reference

1. Ting Deng. The Production-oriented approach to teaching university The development of Production-Oriented approach [J]. *ICESD*, 2019
2. Wen Qiufang. The production-oriented approach to teaching university students English in China. <https://www.cambridge.org/core>, 2016
3. 文秋芳. 构建“产出导向法”理论体系[J]. 外语教学与研究 (外国语文双月刊), 2015

Demo Class



Reviewing

Structure of hosting a discussion

- ✓ **Introduce** the discussion.
- ✓ **Make transitions.**
- ✓ **Conclude.**



1

Starting up



As hostess of the discussion, Mary encounters a problem.

1

Starting up



Mary's problem:

If someone is talking too long, what would she do?

1

Starting up

We will learn how to **interrupt others politely** in three different situations.



What

After learning, **you can:**

- **Apply** different sentence patterns to interrupt others politely.
- **Participate** in the discussion by creating connections with others.

2

Briefing

Developing the strategies

As the hostess of the discussion, Arny has to interrupt someone sometimes for certain reasons. How would she interrupt politely in the discussion? Do the following activities to find out the strategy.

Interrupting politely in a discussion

- 1 Work in pairs and discuss the following questions.
 - 1 Have you ever interrupted others during a discussion? Why or why not?
 - 2 How do you feel when interrupting others?
- 2 Work in pairs. Listen to the audio clip about interruptions in business discussions, and discuss which one is polite and which one is not. Explain your reasons.



STRATEGIES

In a business discussion, there are some situations where you have to interrupt others. Get familiar with the following three situations:

- 1 Agree and change the subject. For example, "You're right, Bob. Now how about the first quarter margins?"
- 2 Disagree with the statement. For example, "I'm not sure about that, Bob, but it is interesting."
- 3 Interrupt to clarify the roles of participants. For example, "Sorry, let's make sure we all know our roles in this project."

The following are some useful expressions showing how to interrupt politely:

- Could I just add something here?
- Excuse me for interrupting, but I should add that ...
- I'd like to add something here, if I may.
- Do you mind if I come in here?
- If I could just come in here ...
- Could I just jump in here for a minute?



Interrupt to add information.

Have you ever interrupted others in a conversation? Why?



Interrupt to disagree.

3

Listening

Direction:

You will hear an audio clip on Page 13. Please listen carefully. After listening, you need to **fill in the blanks and repeat the missing part.**

3

Listening

A: I think how to group the participants is the essential part. If we group them randomly, the program will be a mess.

B:

But I want to add that



3

Listening

A: Now, let's move on to the next issue-what activities should we offer?

B: Do you mind if I come in here



3

Listening

A: In this way, they can get to know each other better and...

B: Please stop, I need to say something.



3

Listening

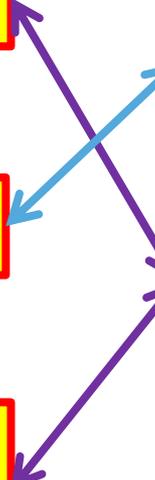
1. But I want to add that...

2. Do you mind if I jump in here?

3. Please stop, I need to say something.

polite

impolite



4

Raising awareness



不学礼，无以立。
(Manners make a man.)

-----孔子

Life is short, but there is always time
enough for politeness.

-----Ralph Waldo Emerson



5

Reading and speaking

Direction:

Read the listening material you have just heard. Try to **refine the impolite interruption into a polite one**. You can refer to **Table ①** on the Worksheet .

5

Reading and speaking

A: I think how to group the participants is the essential part. If we group them randomly, the program will be a mess.

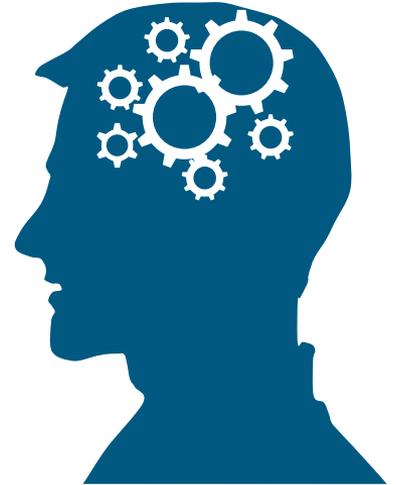
Can I jump in here?

B: Sorry for interrupting. **But I want to add that** the members of the program must have something in common and meanwhile something unique. Thus, they can learn from each other and depend on each other.

6

Developing the strategies

Interrupt to create connections



6

Developing the strategies

1 Interrupt to **add some information.**

2 Interrupt to **agree.**

3 Interrupt to **disagree.**

State
ideas

To create
connections

6

Developing the strategies

1

Interrupt to **add some information.**

Sorry for
interrupting.

I'd like to add something here.

Could I jump in
here for a minute?

Could I just add something here?

6

Developing the strategies

2

Interrupt to **agree**.

Sorry for
interrupting.

Could I jump in
here for a minute?

I agree with your point.

I couldn't agree more.

6

Developing the strategies

3

Interrupt to **disagree**.

Sorry for
interrupting.

Your idea sounds interesting, **but** I
beg to differ.

Could I jump in
here for a minute?

Your idea makes sense, **but** I have
a different idea.

6

Developing the strategies

polite interruption

B: Excuse me for interrupting. Boat racing and ball games are cool, but I'm thinking about something more innovative...

clear statements

because there are organizations which provide more interesting programs to enhance teamwork.

supporting evidence

6

Developing the strategies

If you interrupt politely and with the purpose of connecting with him/her by **sharing your ideas, experiences or analysis**, interrupting can actually show that you're actively participating in the conversation and thus can make the conversation even better.

7

Practicing

A: I think how to group the participants is the essential part. If we group them randomly, the program will be a mess.

B: _____...(interrupt politely + create connections)

Group 1

Agree

Group2

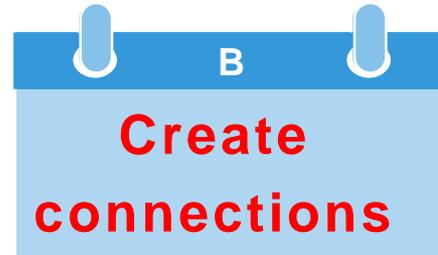
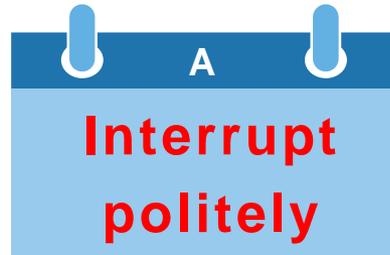
Disagree

8

Wrapping up

Mary's problem:

If someone is talking too long, what would she do?



9

Assignment

Suppose you were Mary:

During the discussion, someone is talking too long and you disagree with him. Role-play your discussion. Please **submit your voice message to Online-class.**



Thank you!
