



天津外国语大学

Tianjin Foreign Studies University

# 基于iWrite的大学英语混合式写作教学与研究 ——天津外国语大学学术英语写作课案例分析

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# 天津外国语大学

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# 多元化多层次的大学英语课程体系

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## 荣誉证书

HONORARY CREDENTIAL

成果名称： 多元化多层次大学英语课程体系创新与实践

成果完成人： 刘建喜

获奖等级： 天津外国语大学校级教学成果二等奖

天津外国语大学

二零一八年六月



项目类别：重点（ ） 一般（）

项目编号：171006805C

天津市高等学校

本科教学质量与教学改革研究计划

项目结题书

项目名称： 《指南》背景下多元化多层次  
大学英语课程体系研究与实践

项目主持人单位： 天津外国语大学

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二〇一九年八月制



# 天津外国语大学

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## □ 第一学期课程：大学通用英语

(过渡期，适应大学环境，保障教学秩序)

- ◆ 大学英语精读1、口语1、听力1
- ◆ U校园智慧教学云平台
- ◆ iTEST大学外语测试与训练系统
- ◆ iWrite英语写作教学与评阅系统

# 四个课程群 二三学期

通用英语类

学术英语类

商务英语类

语言文化类

- 学生根据第一学期期末考试成绩选择课程群
- 多元化多层次，突出英语的“工具性” + “人文性”

# 通用英语 (EGP)

## 第二三学期

● 大学英语精读2

● 大学英语听说2

● 大学英语口语2

● 大学英语精读3

● 大学英语听力3

+

U校园智慧教学云平台

iTEST大学外语测试与训练系统

iWrite英语写作教学与评阅系统

# 学术英语 (EAP)

## 第二三学期

- 学术英语读写1
- 学术英语听力
- 学术英语口语
- 学术英语写作
- 学术英语读写2
- 学术英语视听说
- 学术英语演讲与辩论



大学通用英语 (二三册)

U校园平台自主学习

# 商务英语 (Business English)

## 第二三学期

- 国际商务英语1
- 商务英语视听说
- 外刊经贸文章选读
- 商务英语笔译
- 国际商务英语2
- 商务英语现场口译
- 商务英语综合写作



大学通用英语 (二三册)

U校园平台自主学习



# 语言文化 (Language Culture)

## 第二三学期

- 跨文化交际
- 跨文化交际口语
- 英语国家文化
- 英美文学简史
- 语言与文化
- 英语电影视听说
- 中国文化经典与翻译



大学通用英语 (二三册)

U校园平台自主学习

# 第四学期选修课 +通用英语自主学习

- 📖 实用英语类：实用英语写作、英语交际口语、英语报刊选读、英语公共演讲、英语交际能力训练
- 📖 翻译类：汉英时文翻译、实用翻译、中外文学经典翻译、中国文化典籍英译、口笔译翻译实务、
- 📖 专门用途英语类 (ESP)：  
跨文化商务交际、跨国运营英语交流、商务英语高级写作、商务英语写作与实务、商务现场口译、旅游英语（选课时设定禁选对象）

# 第四学期选修课

## 通用英语自主学习

### 📖 语言文学文化类：

二语习得导论、大脑、意识与语言学习

英美文学入门、英美小说赏析、圣经英语词源、

英国社会与文化、美国社会与文化、

中国文化经典的国际推广、欧洲文化史、

美国女性文化与女性精神、美国实用主义哲学、

西方电影赏析与符号学、英语诗歌与口语表现、

### 📖 学术英语、商务英语和语言文化课程群（交叉互选）



# 天津外国语学院

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基于iWrite的大学英语写作系列课程



# 天津外国语大学

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## 基于iWrite的大学英语混合式写作课堂特点



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# 学术英语写作

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- ✎ 教学理念
- ✎ 教学主要内容和重点
- ✎ 课程评价体系
- ✎ 单元教学设计

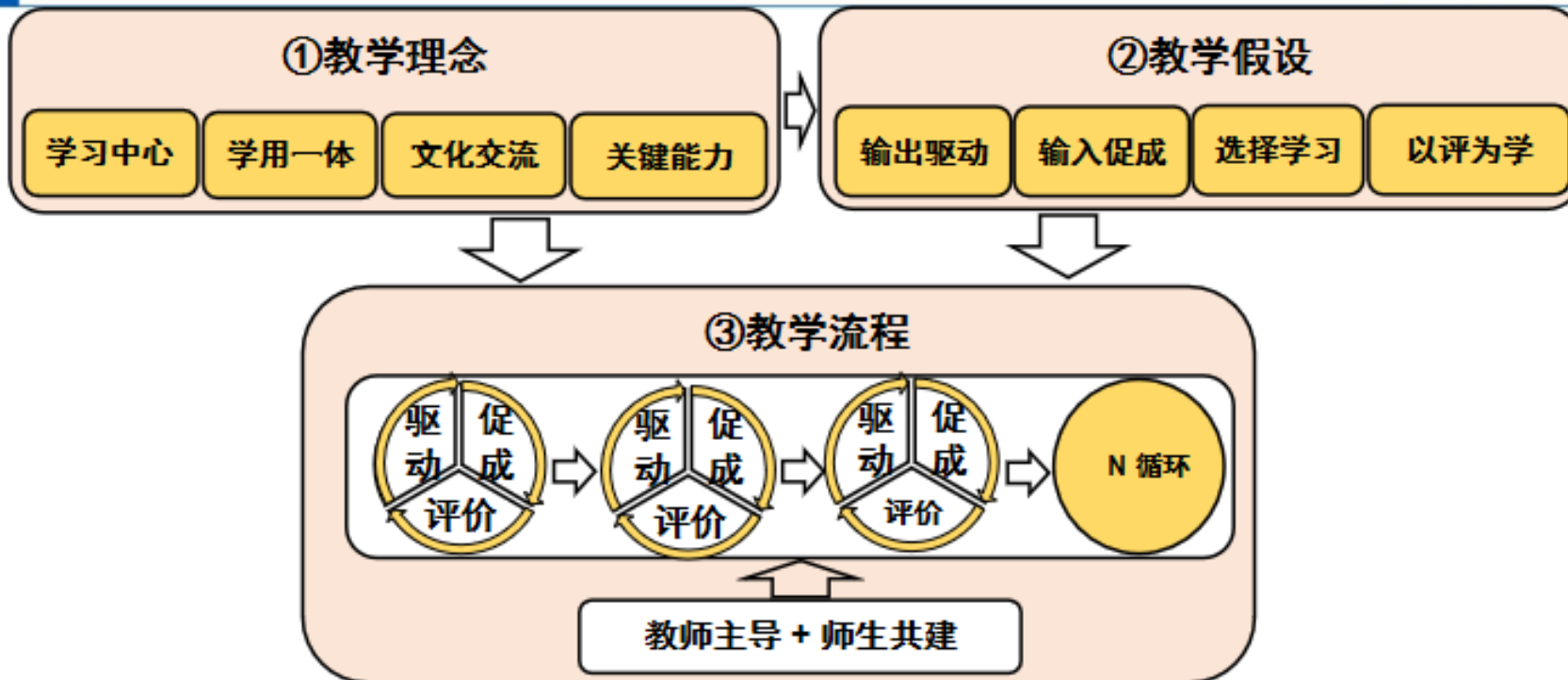


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# 课程教学理念

## POA理论体系

智慧讲坛



文秋芳. “产出导向法”与对外汉语教学. 《世界汉语教学》第32卷  
2018年第3期, p387-400



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# 课程简介及教学目标

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- “学术英语写作”是大学英语学术模块的主干课程之一，天津外国语大学校级一流课程。
- 本课程以“促进学习发生”为**教学准则**
- 以“培养学生用英语从事研究能力的提高”为**学术目标**
- 以“培养学生的思维能力和评价素养”为**素质目标**
- 以“培养学生的中国情怀和国际视野”为**德育目标**
- 以“促进学生的全人发展”为**根本目标**





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# 教学主要内容和教学重点

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阶段1：写作策略（第1-4周）

教学重点：

- 1) 启发、引导学生对写作过程中四个步骤（四大策略：一致、支撑、连贯、句子技巧）的注意。
- 2) 帮助学生掌握写作策略的知识。
- 3) 帮助学生在写作实践中应用写作策略。
- 4) 帮助学生将陈述性知识转化为程序性知识和自我调节知识。
- 5) 帮助学生提高写作技能和能力。



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# 教学主要内容和教学重点

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- 阶段2： 学术写作（第5-16周）
- 教学重点：
  - 1) 学术写作内容驱动。
  - 2) 帮助学生将写作策略和内容相结合。
  - 3) 提高学生逻辑、辩证、批判、和创新思维能力。
  - 4) 促进学生学术写作水平的提高、认知发展和语言智能提高。



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# 教学主要内容和教学重点

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阶段2：学术写作  
(第5-16周)



学期总目标：  
撰写一篇学术文章





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## 课程多维评价模式

### 学期总评成绩(100%)包括:

- 平时表现(积极踊跃、勇气自信、创新思辨、领导组织10%)
- +开题报告(选题10%)
- +期中论文(文献综述10%)
- +期末论文(学期学术论文60%)。

### 形成性评估采用的任务类型包括:

- 小组合作写作任务(文献阅读后的写作任务)
- 个人写作任务(每个章节学习后的个人论文的部分撰写)
- 课堂表现(思维能力、跨文化能力、探究精神等)。
- 多维评价模式,包括线上评价、教师评价、学生自评、同伴互评、小组评价



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## 课程多维评价模式

### 评价主体：机器、学生自身、同伴和教师

线上评价：iWrite写作系统对写生写作文本提供线上评价和修改建议。

学生自评：学生自己根据自己写作过程中付出的努力和思考、以及写作结果为自己评分。

同伴互评：学生课堂上组内进行互评、课后在iWrite平台进行相互评价。

教师评价：教师提供书面反馈、课堂、课下反馈。



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# 文献综述写作 单元子目标

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## 1) 知识目标:

- ✓ 掌握文献综述写作知识
- ✓ 掌握文献综述写作策略
- ✓ 掌握文献综述相关的学术写作规范和惯例知识

## 2) 能力目标:

- 文献综述的写作能力
- 独立思考能力、逻辑思维能力和批判性思维能力
- 用英语进行科学研究的能力
- 自主学习能力

## 3) 素质目标:

- 信息素养
- 评价素养
- 实事求是、诚实守信
- 尊重他人成果
- 对真理的探求精神
- 熟悉国际规则
- 培养学生具有国际视野



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# 文献综述写作 授课流程

阶段及时长	学习任务	评价	学习内容
第一阶段： 30分钟	课前输入+驱动： 线上平台自学、 输入阶段+尝试 撰写	教师评价、 学生自评、 机器评价	1. 课前自学 2. 自学后完成关于所学文献综述写作知识的个人任务 3. 在iWrite平台尝试撰写自己选题的文献综述
第二阶段： 20分钟	课中驱动： 线下点拨、讲解	教师评价、 学生自评	1. 对线上所学知识进行补充和点拨 2. 在样例文章的基础上，对文献综述的组织结构、引用模式、动词语态、时态进行讲解
第三阶段： 40分钟	课中输出： 线下合作输出、 个性化指导阶段	教师评价、 组内同伴评价	1. 阅读教师所发学术文章。 2. 组成“学术圈”来输出对文献综述部分的结构、引用模式、动词时态和语态的使用特点。
第四阶段： 40分钟	课中输出： 线下独立输出、 教师精准帮助	教师评价、 学生自评	1. 学生尝试在iWrite平台撰写自己开学初选题的文献综述部分。 2. 教师在教室进行个性化指导， 3. 学生可向教师或周围同伴求助、探讨
第五阶段： 30分钟	课后输出、 独立反思	机评、教师评价、 学生自评、同伴 评价	1. 文献综述的初稿，iWrite机评+师评+互评 2. 撰写学习反思日志 3. 同伴互评、教师评价后撰写第二稿（iWrite机评+师评） 4. 整篇文献转写完后，对文献综述部分进行再次修改（iWrite机评+师评）



# 天津外国语大学

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## 学术圈 课堂组织模式

- “学术圈（吕旭红，2012）”课堂组织模式由学员自主组织的阅读写作小组，小组成员共同阅读、探讨教师布置的学术文章，每一小组成员都根据自己的兴趣承担某一职责任务（如论文文献综述中的语言、结构、内容）。
- 共同完成阅读任务之后，小组成员根据自己的角色和职责做准备。在讨论环节，每位成员按照自己预先准备好内容进行讨论，展示交流自己的成果。
- 最后，每位小组**成员**在以输出为导向的活动过程中，学生的听、说、读、写得到有效的锻炼与整合，为学生撰写自己学术文章进行积累。
- “学术圈”教学模式通过自主学习和成员间的合作，学生真正地成为活动的核心，学习的主人。





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# 文献综述写作评价环节

阶段及时长	学习任务	评价	评价内容
第一阶段: <b>30分钟</b>	课前输入: 线上平台自学、 输入阶段	教师评价、 学生自评、 机器评价	1.教师根据学生完成的平台上的练习情况给学生打分 2. 学生在iWrite平台尝试撰写自己选题的文献综述，由机器和学生自己评价
第二阶段: <b>20分钟</b>	课中驱动: 线下点拨、 讲解	教师评价、 学生自评	1. 教师通过对学生提问，对其课前自学内容掌握情况进行评价 2. 学生根据教师讲解和点拨，对自学情况进行自我评价
第三阶段: <b>40分钟</b>	课中输出: 线下合作输出、 个性化指导阶 段	教师评价、 组内同伴评 价	1.教师根据学生在组内和同伴互动情况、讨论内容、以及任务输出，对学生进行实时评价，从而提供更加灵活、精准脚手架 2. 组内同伴根据同伴在合作中的表现和任贡献对其进行评价
第四阶段: <b>40分钟</b>	课中输出: 线下独立输出、 教师精准帮助	教师评价、 学生自评	1.学生尝试在iWrite平台撰写自己开学初选题的文献综述部分 2. 教师在教室对学生的问题和学情进行评价，并随时进行个性化指导 3. 学生根据自身学习和写作情况，进行自我评价，根据评价结果，向教师或周围同伴请教
第五阶段: <b>30分钟</b>	课后输出、 独立反思	机评、教师 评价、学生 自评、同伴 评价	1. 学生完成文献综述的初稿，iWrite机评+师评+互评 2. 撰写学习反思日志、教师进行评价、同伴进行互评 3. 在同伴互评、教师评价后撰写第二稿（iWrite机评+师评） 4. 整篇文献转写完后，对文献综述部分进行再次修改（iWrite机评+师评）



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# 学术英语写作 教学效果

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- 1. “撰写一篇学术文章”的具体教学目标，促使学生在“学”中主动过滤出在写作中的有用信息，主动“注意”有效策略，使“学会撰写学术论文”在学生在学习过程中发生。

## 学生撰写的一篇文章

**Research on whether there should be a difference between educating boys and girls. (V3)**

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I. Introduction

"Boys and girls" "Girls and men" Is there such a phenomenon around you? Today, many people have doubts about the education of boys and girls. Does education also need to be different between men and women? How to raise a boy? Appropriate "poor" and "never a dandy and never a great man" means that too much material enjoyment may lead to boy's psychology of comparison, and the infinite satisfaction of material demand will make boy lack of strong will and man's responsibility. Today, many people have doubts about educating their children. Should there be any difference in educating boys and girls?

II. Literature review

(I) Introduction

In recent years, whether male and female students should receive different education has aroused widespread discussion. Many sociologists are also actively seeking answers. This paper tries to find out the law of development and the answer through summarizing and sorting out many documents.

(II). Classification

1)Boys and girls should not be taught in different ways. First of all ,boys and girls are equal. What they learn should be the same. In addition,the duty of boys and girls should not be defined. In other words,girls can do what boys can do,so there should not be differences in what they learn. Although there are special schools for men or women now , schools for both boys and girls occupy the majority. In today's society, both boys and girls should be taught good characters and knowledge. They should live as they like.

2)Boys and girls should be taught in different ways. I summarized the following reasons. First of all, boys and girls have different personalities. Secondly, boys and girls grow up in different environments, so they develop different habits. Especially for me, from an early age, grandparents taught me and my brother in different ways. They were friendly to me and hard on my brother because they thought it would be easier for us to accept.

(III). Domestic and foreign research

(III). Domestic and foreign research

1)Domestic research

There should be a difference between educating boys and girls. (Li, 2017; He, 2017; Yu 2018) For boys, "Never be a dandy, never be a great man", which means that too much material enjoyment may lead to boy's psychology of comparison, and the limit of material demand will make boy lack of strong will and man's responsibility. Therefore, it's better for a boy to be "poor", not to focus on children and get special treatment. In this way, he can avoid forming a playboy who pursues material enjoyment, extravagance and waste, does not know love and does not know gratitude. For girls, what "good things" have seen is equivalent to "desensitization treatment", so that children are not easy to be confused by the prosperity and vanity of the floating world when they grow up. Parents can take their daughter out of various occasions and travel from childhood, which can broaden their horizons, increase their experience and knowledge. At the same time, let them feel the warmth of the family and the deep affection of the family, which is worth it. But the rich girl is not wearing gold and silver. She is not obediently coddled and spoiled but to give spiritual wealth, and ultimately cultivates a noble girl. Otherwise, no matter how rich a girl is, she may be poor in heart. (Sex education affects the growth of boys and girls, 2018)

2)Foreign research

Parents socialize boys and girls differently. Socialization is the process of transferring values and standards of behavior to new members of a group so that they can fit into society. There are differences in the way parents talk to their children. Parents use words about feelings and emotions more with girls than with boys, and, by age two, girls use these words more than boys do. Furthermore, mothers and fathers talk differently because of their own socialization experiences. Mothers tend to talk more politely. They may say "Could you turn off the TV, please?" whereas fathers tend to use more direct language, "Turn off the TV." By age four, girls and boys have learned to imitate these conversational styles.

(IV) Summary

However, few researchers have studied how to educate boys and girls respectively correctly. What is the specific way and value of different education on different gender still inconclusive. This present study mainly studies how to educate boys and girls correctly, and discusses the best way of educating them. The author will answer the following questions: 1. What are the differences between the methods of educating boys and girls from parents? 2. What are the reasons for the differences? 3. What appropriate methods are suggested for parents to adopt to educate boys and girls?

III. Methodology and Results

The author used the survey. In order to ensure the accuracy of the data, 44 people of different ages were invited to do the questionnaire. There are three questions in the questionnaire. The respondents can select multiple or single questions according to their own ideas. 56.82% thought that girls and boys should be educated differently, only 43.1% thought that girls and boys should not be educated differently.

IV. Findings and Discussion

1)44 people of different ages answered the question :What are the differences between the methods of educating boys and girls from parents?

It can be found that only 22.73% of people think that there is no difference between parents' education of boys and girls. Most people think that there is a difference between parents' education of boys and girls. The author interviewed several people at random and according to their answers, they got the following characteristics: the parents always told the boys to be independent and strong, to have masculine spirit, and the parents encouraged the boys to take part in more sports to enhance their physical quality. Meanwhile, parents always teach girls to be gentle and gentle, and like to talk to girls gentle language, letting them play with dolls instead of running around.

3)44 people of different ages answered the question :What appropriate methods are suggested for parents to adopt to educate boys and girls?

Although we all advocate "the same for boys and girls", we can't treat them in the same way when educating children. There are many differences between boys and girls in physical and mental development. We need to treat them differently according to their characteristics. Although some excellent characters are what all children need, children of different genders must have some focus. Education experts believe that boys need more adventurous spirit in the process of growing up, but also learn to actively face setbacks and difficulties, and from an early age to exercise the ability to be independent; girls in the process of growing up, compared to boys. More vulnerable, so parents should teach them self-confidence and stick to their bottom line.

V. Conclusion

After investigation, the author comes to a conclusion: boys and girls should be educated differently. Only differentiated education can suit the psychological and physiological characteristics of boys and girls. Parents find it difficult to raise their children in a gender-neutral way? There are several main reasons. First, boys and girls have different hobbies. Boys prefer sports. They are more active. Girls like dolls. They prefer quiet. Second, boys and girls are different in thought. Boys are rational but girls are emotional. This makes them think about things differently. Third, boys and girls have different physical qualities. Boys are stronger and they can solve problems on their own. Girls are weak. They can't carry heavy things alone. So in some ways girls need help. Fourth, influenced by traditional ideas, girls need to take care of their families, and boys need to work to make money. Their responsibilities are different, so it is difficult for parents to educate their children in a unified way. Different education is the best choice.



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# 学术英语写作 教学效果

Tianjin Foreign Studies University

- 2. 通过网络平台上课程的建设，使学生接触更多慕课资源学习写作策略和学术写作知识，而且阅读材料来源丰富，形式多样，促进学生注重文本的信息性和论述性，有利于培养学生的学术识读能力（academic literacy），同时兼顾内容的社会性，有助于提升学生参与公共事务的公民意识，培养思辨能力和问题解决能力。



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- 3. 课堂上，教师介绍本节课的子目标和要求，通过范例讲解，师生评价讨论，以及“学术圈”中的活动，学生撰写反思日志，很大程度上增强了学生对学术英语写作的结构、特征、写作规范等的认识和掌握，对于学生的评价和思辨能力能力也有不小的促进作用。课后，学生可以利用网络学习资源，自主检索和阅读相关学科前沿文献，撰写报告并展示成果，实现了真实的学术实践，激发学生学习动机和主动性，促进学生自主学习能力和合作学习能力的提升。



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- 4. “学术圈”课堂组织模式的引入使每位小组成果在以输出为导向的活动过程中，其听、说、读、写得到有效的锻炼与整合，为学生撰写自己学术文章进行积累。“学术圈”教学模式通过自主学习和成员间的合作，学生真正地成为活动的核心，学习的主人。

- unit 4 Feedback on Exercises. mp4.mp4
- unit 4 Review of 4 Bases.mp4.mp4
- Effort to Fight Corona virus.docx
- unit 4 Overview of Academic Writing writing skills 1 & 2 .mp4.mp4
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- unit 4 Overview of Academic Writing writing skill 4. mp4.mp4
- Sex\_and\_power\_Gender\_differences\_in\_computer-media.pdf
- Women talk too much .pdf

- Unit 7 Research Methods. Writing, Problems of RM.mp4
- Unit 7 Research Methods Content Analysis, Case Study and Ethnograph...
- Unit 7 Research Methods.Purpose of Writing Method Section and Surve...
- Li and He LAQ 2015.pdf
- 2011 Liu & Xu.pdf
- Sato beliefs about peer interaction and peer corrective feedback.pdf

阅读资料



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# 学术英语写作 教学效果

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- 5. 通过多维评价模式，学生不仅关注自己学情、促进学习的发生，还提高其自我反思能力、元认知能力以及思维能力，同时还提高了其评价素养和合作、沟通能力，更好地促进了学生全人发展。

## 师评+机评

94

语言 ★★★★★  
内容 ★★★★★  
篇章结构 ★★★★★  
技术规范 ★★★★★

评语:  
拼写准确恰当,文中应用了高级的词汇,句子较为流畅,能够使用复杂的句式,语法错误较少,语法结构掌握比较好,内容充实,篇幅适中,内容有衔接,文内有中文字符,请检查。

设为范文

修改

关闭机器批改

**A study on the differences between Chinese and Western pet culture The introduction (V1)**

按Ctrl键并点击鼠标左键以选择单词,按Enter键并点击鼠标左键以选择句子

In China, especially in second - and third-tier cities and less prosperous towns, we can see many stray cats and dogs on the streets. In the prosperous cities of western developed countries, there are many beggars, mostly old people and children. People would be surprised to find that there are fewer stray animals than unattended people. Why the drama? Because of the differences between Chinese and Western cultures, Chinese and Western pet cultures are bound to have different attitudes towards pets.

Literature review

1. Introduction

Pets are animals raised for spiritual rather than economic purposes. In foreign countries, pets and related industries have a history of more than 100 years, and have matured. In China, since the reform and opening up, with the rapid development of economy and society and the general improvement of people's living standards, pet keeping has become more and more common. But in pet culture, there are essential differences between them.

2. Relevant research

Some documents analyzed the differences between Chinese and Western pet culture from the aspects of history, religious belief, life custom, etc.

First, the historical aspect. { Feng Shibin (pet culture in the eyes of Westerners); Zhou Ling (cultural differences between China and the West in terms of animal words).} Westerners generally believe that pets are a very important member of the family. In Germany, dogs are very principled and hierarchical. They neither treat dogs as beasts nor spoil them. Due to the special training of dogs, it is rare for the owners to be dragged around by dogs. If a dog barks at a passer-by, it is regarded as a sign of the master's education problem, which is very humiliating. The pet industry has formed a complete industrial chain. But in China { Zhang Qikun, Liao Yicheng, Zhao Hongbo (the problem of

语言 内容

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动词时态错误 1

动词缺失 1

动词冗余 1

限定词冗余 4

动词错用 3

名词的数错误 1

技术规范类错误 7

标点错用 1

标点冗余 1

逗号错用 2

大小写错误 3

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其他错误 2

## 生生互评

**Stay alive, stay positive (V5)**

写作者: 梁宇婷 互评人: 刘雨琴

As freshmen, many things are new to us. But we should set goals as soon as possible. Know clearly what we should do. There are some suggestions for reference.

Firstly, find your passions and pursue them. Everyone is allowed to have their own passions. **The four years of college are the best time to do it.** Secondly, seize opportunities. I believe we will meet abundant opportunities and challenges. Such as speech and debate. What we should do is to be confident and try it bravely. Thirdly, take responsibilities. College means growing up. We should not only master our major well, but also learn to take responsibilities.

All in all, if you make hard efforts, you will acquire a great deal. For example, your abilities will be improved **comprehensively.**

Besides, it will enrich your vision. So let's move on. Stay alive, stay positive.

用时: 1分钟 | 字数: 139

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# 课程下一阶段目标

Tianjin Foreign Studies University

- 课程深度翻转
- 课堂组织模式多样化
- 强化精准指导
- 进一步培养学生进行科学研究意识和能力



天津外国语大学

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• 中外求索

• 德业竞进

THANK YOU