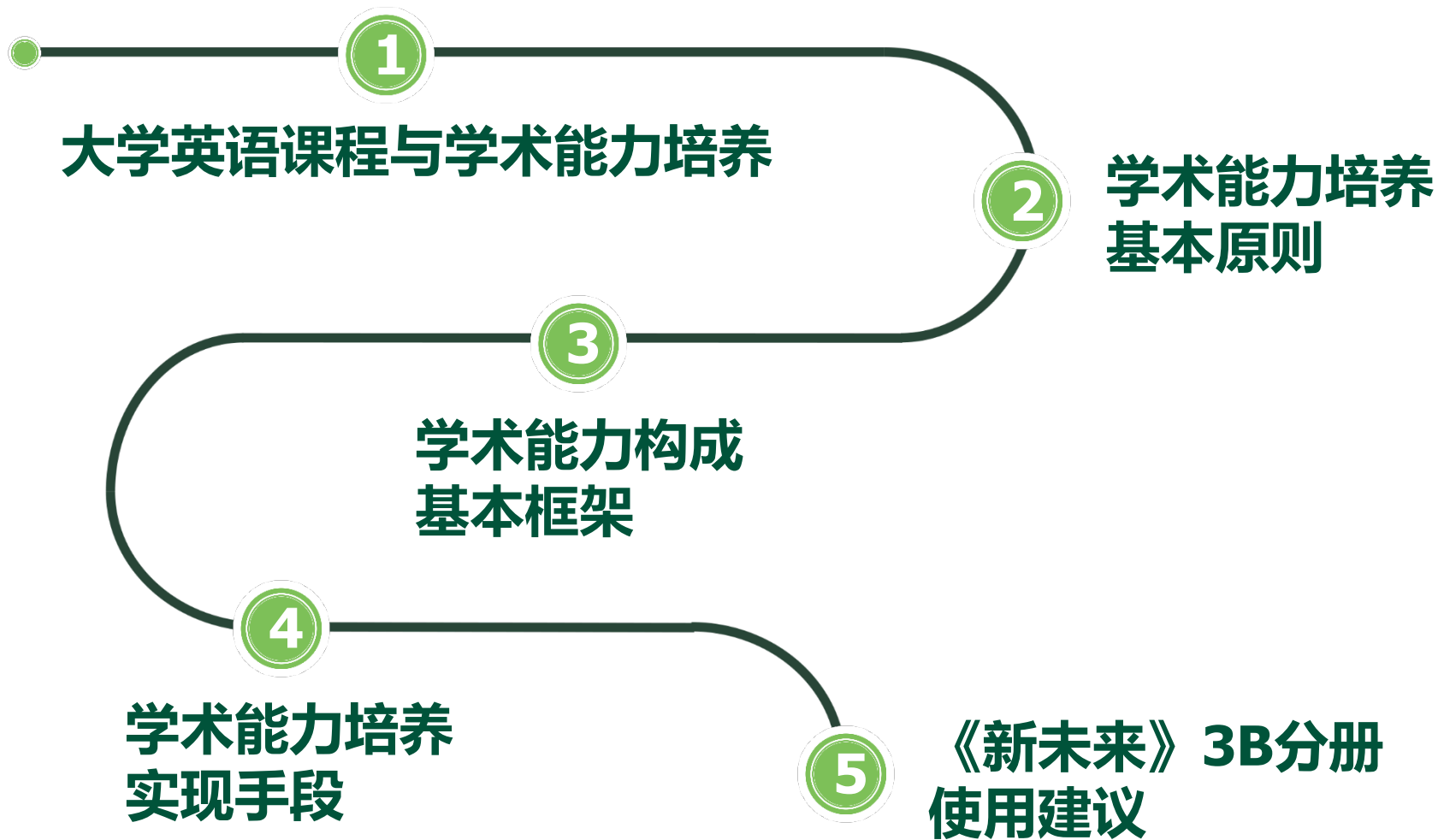


通用英语中学学术能力培养理念与策略

吉林大学 潘海英



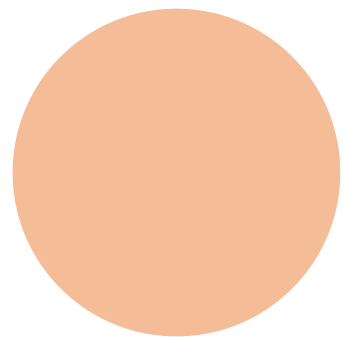
目录



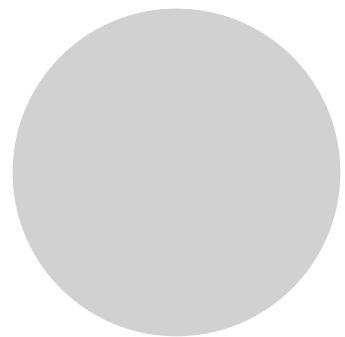


1

大学英语课程与学术能力培养



新版《大学英语教学指南》建议



学生个人发展与专业学习需要

大学外语教学指南（2020）

高校开设大学英语课程，一方面是满足国家战略需求，为国家改革开放和经济社会发展服务，另一方面，是满足**学生专业学习、国际交流、继续深造、工作就业**等方面的需要。大学英语课程对大学生的未来发展具有现实意义和长远影响，学习英语有助于学生**树立世界眼光，培养国际意识，提高人文素养**，同时为**知识创新、潜能发挥和全面发展**提供一个基本工具，为迎接全球化时代的机遇和挑战做好准备。

关于**学术能力**的指导建议

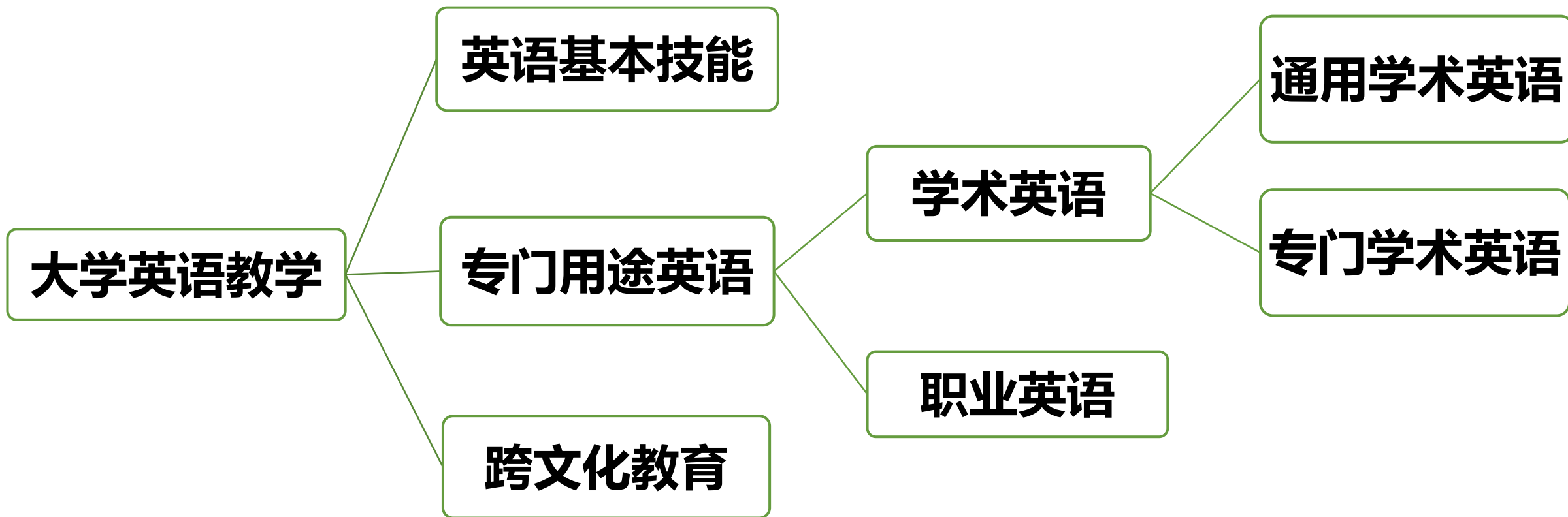


能够在学术领域进行国际交流，对所学专业相关的学术话题有效进行描述、说明、解释、论证和评析。



能撰写所学专业论文的英文摘要和英语小论文，符合学术规范。

📍 关于**教学目标**的指导建议



通用学术英语侧重各学科专业学习和研究共同需要的学术英语书面语和口语能力培养，可用于听讲座、参与研讨、参加国际会议以及搜集资料、撰写论文等学术活动；

专业学术英语侧重特定学科的专业词汇、句法结构、语篇体裁学习及口头交流能力培养。



学生个人发展与专业学习需要

下面的数据来源于某双一流高校3892名学生（本科生3403人、研究生489人）和118位学科专家。参与者中，本科生覆盖四个年级（大一占比35%、大二27%、大三20%、大四18%），研究生覆盖学术型和学历型硕士（分别占比69%和31%），学科专家为人文、社科、理学、工学、医学等专业的博士及硕士生导师。



学生个人发展与专业学习需要

数据来源	选修课程	人数比例
本科生	实用英语口语	63.5
	英语影视赏析	43.1
	雅思/托福培训	36.4
	英美国家文化	34.8
	英美经典名著	34.6
	实用英语写作	31.2
	学术交流英语	31.1
	学术英语写作	27.0
	实用商务英语	27.0

除学生对听、说的强烈需求外，本科生对英语水平考试、英语国家文化、英文名著等课程较感兴趣，他们对实用写作和学术交流也表达了学习需求。

学生感兴趣的英语选修课程（%）



学生个人发展与专业学习需要

	理解科研论文观点和重点	理解学术讲座信息	理解比较同主题系列论文信息
非常差	2.54%	3.39%	3.39%
差	8.47%	20.34%	16.10%
一般	56.78%	54.24%	61.02%
好	29.66%	18.64%	17.80%
非常好	2.54%	3.39%	1.69%
平均值	3.21	2.98	2.98

学科专家们对学生的学术能力满意率不高，以英语阅读和写作表现为例，问及学生专业学习中理解英文信息的表现时，半数以上专家给出的评价为表现一般，约80%的学科专家认为学生在理解学术讲座以及比较同主题的系列论文信息方面表现一般或较差

学生理解学术用途英语方面的表现



学生个人发展与专业学习需要

	准确使用参考文献格式	准确使用标点符号	准确表达图表和公式	准确使用丰富词汇和句型	准确清晰地表达信息
非常差	3.39%	1.69%	4.24%	4.24%	9.32%
差	12.71%	15.25%	15.25%	33.05%	38.14%
一般	41.53%	48.31%	52.54%	54.24%	42.37%
好	30.51%	29.66%	25.42%	5.93%	9.32%
非常好	11.86%	5.08%	2.54%	2.54%	0.85%
平均值	3.34	3.21	3.07	2.70	2.55

在进行英语学术写作方面，学科专家普遍认为学生的能力差强人意。

学生进行英语学术写作方面的表现



学生个人发展与专业学习需要

单一的英语技能课程难以满足学生多样化的学习需求，需要考虑在现有的大学英语课程体系内增加学术能力培养的相关课程，给学生提供丰富多样的语言学习体验，并与学生专业课程学习联动，增加学生的英语学习和使用机会。



2

学术能力培养基本原则



研究能力界定

王守仁，高校外语专业学生研究能力的培养，《中国外语》，2020

01 问题意识

问题意识是使所接受的东西“问题化”（problematic），即使是基本知识、基本理论，学生也可以从现有教学内容中发现问题和疑点。

02 分析推理

大学教育要培养学生的分析推理（analytical reasoning）能力。分析是把客观对象的整体分解为若干部分，找出这些部分的本质属性和彼此之间的关系。分析推理包括个别到一般的归纳推理（inductive reasoning）和一般到特殊的演绎推理（deductive reasoning）。

03 专业思维

专业思维是在专业理论与实践基础上形成的特定视角下的思维方式。

04 研究方法

研究方法，即探索未知世界、提出新观点、揭示事物内在规律的工具和手段。就本科生而言，最为常用的研究方法有文献分析法、问卷调查法、访谈法等。

研究能力



学术能力内涵

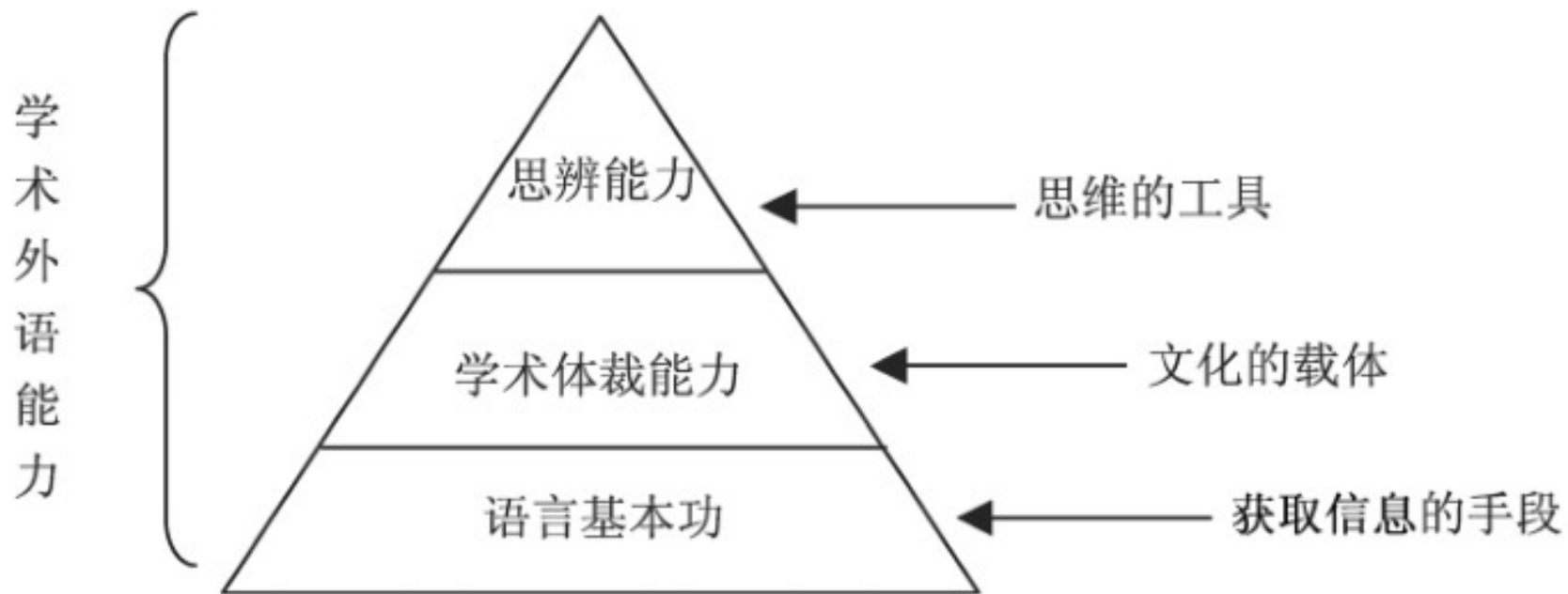
元学术能力即学生对自己语言学习与应用、知识建构与应用，以及学术研究的规划、评析和调控。

元学术能力							
学术能力							
语言能力		知识能力			研究能力		
外语能力	母语能力	知识建构能力		知识应用能力		一般研究能力	创新研究能力
跨文化交际能力与学术外语能力	母语交际能力与学术语言能力	专业知识	跨学科知识	理论应用	实践应用	再造性思维的运用，一般问题的发现、分析、解决能力	创造性思维的运用，重大问题的发现、分析和解决能力

王雪梅，对英语专业研究生学术能力内涵及其发展过程的再思考，《当代外语研究》，2013



学术外语能力



学术外语能力层级模型

马晓雷、张韧、江进林，学术外语能力层级模型的理论与实践探讨，《外语界》，2013



- 与语言能力提升相结合
- 与专业能力的培养相结合
- 与学习能力的提升相结合



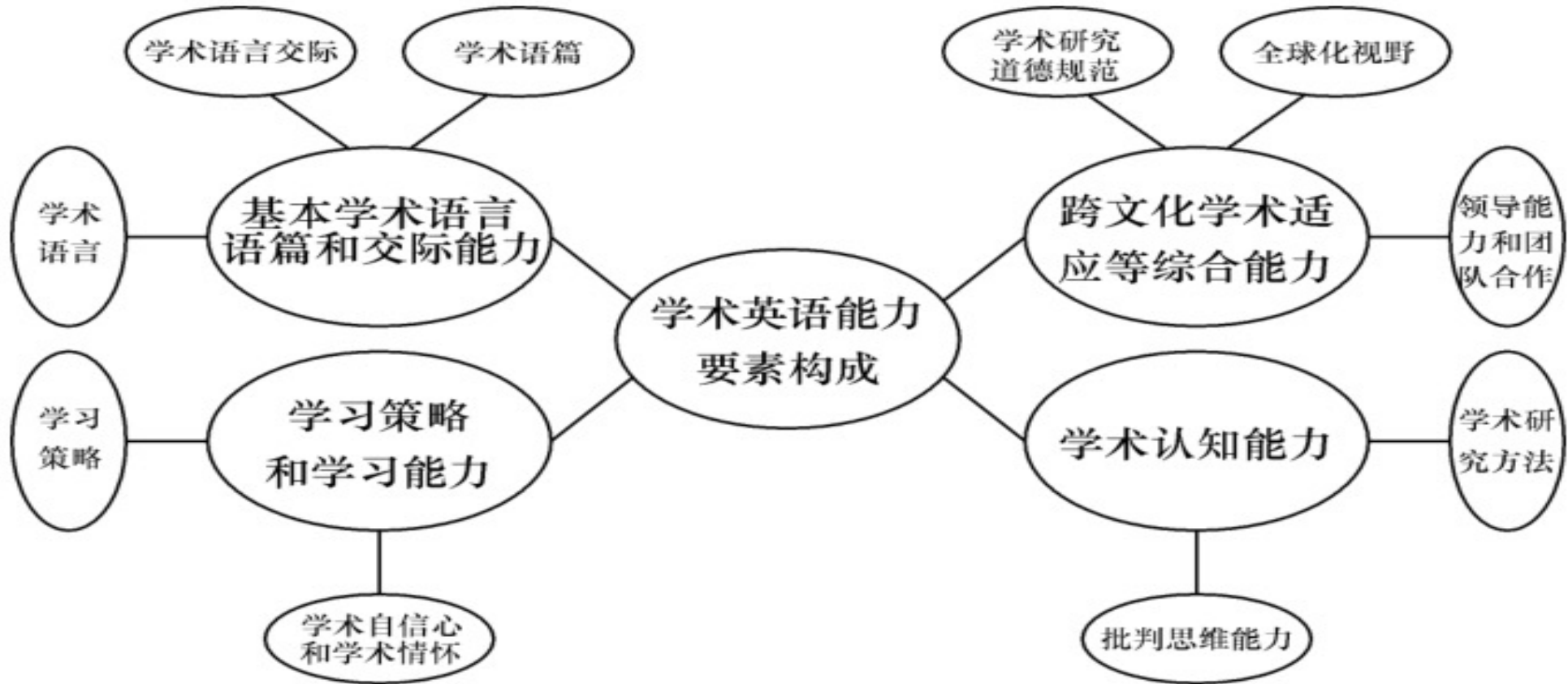
3

学术能力构成基本框架



学术英语能力

学术英语能力构成要素之间的关系



王春岩，全球 20 所大学学术英语能力内涵调查及对我国的启示，《解放军外国语学院学报》，2019



Academic Competence

- 1. understand a range of academic vocabulary in context;
- 2. interpret the use of metaphor and idiom in academic usage, perceive connotation, word play and ambiguity;
- 3. understand relations between different parts of a text, be aware of the logical development of an academic text, via introductions to conclusions, and know how to use language that serves to make the different parts of a text hang together;
- 4. interpret different kinds of text type (genre), and have a sensitivity for the meaning that they convey, and the audience that they are aimed at;
- 5. interpret, use and produce information presented in graphic or visual format;
- 6. make distinctions between essential and non-essential information, fact and opinion, propositions and arguments; distinguish between cause and effect, classify, categorise and handle data that make comparisons;
- 7. see sequence and order, do simple numerical estimations and computations that are relevant to academic information, that allow comparisons to be made, and can be applied for the purposes of an argument;
- 8. know what counts as evidence for an argument, extrapolate from information by making inferences, and apply the information or its implications to other cases than the one at hand;
- 9. understand the communicative function of various ways of expression in academic language (such as defining, providing examples, arguing);
- 10. make meaning (e.g. of an academic text) beyond the level of the sentence.

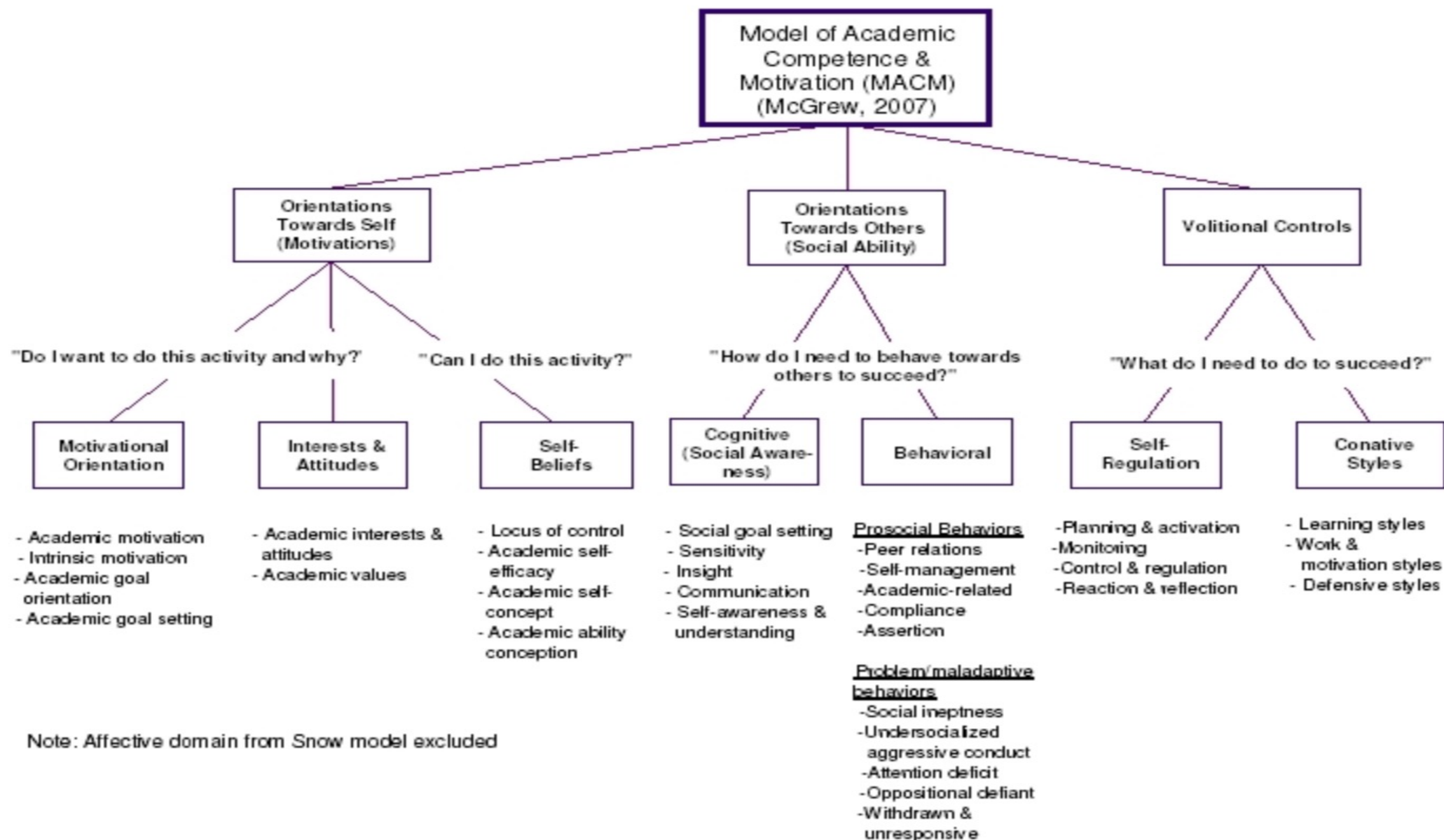


Figure 2. Model of Academic Competence and Motivation (McGrew, 2007) An Adaptation & Extension of Snow's Academic Aptitude Model



4

学术能力培养实现手段

以《新未来》3B学术分册为例

	Academic Skill	Critical thinking skill	Intercultural skill	Reading skill
U1 Smart everything everywhere	Asking questions in an interview	<ul style="list-style-type: none"> ● Anticipating questions ● Identifying bias 	<ul style="list-style-type: none"> ● Giving presentations to an intercultural audience ● Examining Chinese people’s concerns over AI 	Recognizing and understanding exemplification
U2 Hearts and minds	Using citations	<ul style="list-style-type: none"> ● Defining concepts ● Identifying types of evidence 	<ul style="list-style-type: none"> ● Recognizing cultural differences in expressing emotions ● Examining the effect of culture on color associations 	Distinguishing between main ideas and supporting ideas
U3 Money matters	Understanding sampling methods	<ul style="list-style-type: none"> ● Assessing suitability of question types ● Evaluating assumptions 	<ul style="list-style-type: none"> ● Understanding how cultures impact attitudes toward money ● Identifying the impacts of digital economy in China 	Identifying signposting language
U4 Only one Earth	Describing data in graphs and charts	<ul style="list-style-type: none"> ● Drawing lessons from case studies ● Analyzing analogies 	<ul style="list-style-type: none"> ● Understanding a cultural phenomenon in its wider cultural context ● Interpreting eco-friendly lifestyles of the Chinese people 	Identifying the sequence of events
U5 The health of nations	Synthesizing information	<ul style="list-style-type: none"> ● Identifying misleading statistics ● Identifying false and misleading information 	<ul style="list-style-type: none"> ● Recognizing cultural differences in attitudes toward public health problems ● Identifying China’s contributions in fighting against world-scale epidemics 	Distinguishing between facts and opinions
U6 Is the past past?	Developing research questions	<ul style="list-style-type: none"> ● Deciding on the research method ● Avoiding expressing absolute certainty 	<ul style="list-style-type: none"> ● Developing cultural confidence ● Reflecting on the importance of learning Chinese history 	Recognizing text organization: compare and contrast

U1 Smart everything everywhere	Asking questions in an interview
U2 Hearts and minds	Using citations
U3 Money matters	Understanding sampling methods
U4 Only one Earth	Describing data in graphs and charts
U5 The health of nations	Synthesizing information
U6 Is the past past?	Developing research questions

依托四种语言技能

依托多种任务类型

**单元内：产出导向
的脚手架搭建**

**单元间：真实多样
学术场景呈现**



依托四种语言技能

Speaking

- **To ask questions for academic purposes**
- **To participate in Q&A in an academic presentation**

Speaking: Mini-skills

- **Introducing the topic**
- **Probing for deeper understanding**
- **Clarifying confusing points**
- **Making transition to new topics**



依托四种语言技能

Writing

- **To write an outline of an academic presentation**
- **To write an essay**
- **To write a research proposal**
- **To write scripts for a roundtable discussion**

Writing: Mini-skills

- **How to define**
- **How to write cause-effect paragraphs**
- **How to cite sources**
- **Reader/audience awareness**



依托四种语言技能

Reading

- **Popular science excerpts**
- **Academic discussions via emails**
- **Academic essays**
- **Problem reviews**

Reading: Mini-skills

- **To identify facts and opinion**
- **To extract structural maps**
- **To grasp gist and details**
- **To understand important information**



依托四种语言技能

Viewing & Listening

- **Academic lectures**
- **Discussions at office hours**
- **Discussions in round tables**
- **Documentaries**

V & L: Mini-skills

- **To understand main ideas**
- **To identify important information**
- **To understand structures of lectures and discussions**



依托多种任务类型

识认任务

to identify *bias/facts*

探究任务

to *consider/research*

语言操练

词汇、搭配、句型

篇章理解

主旨、细节、综合

反思任务

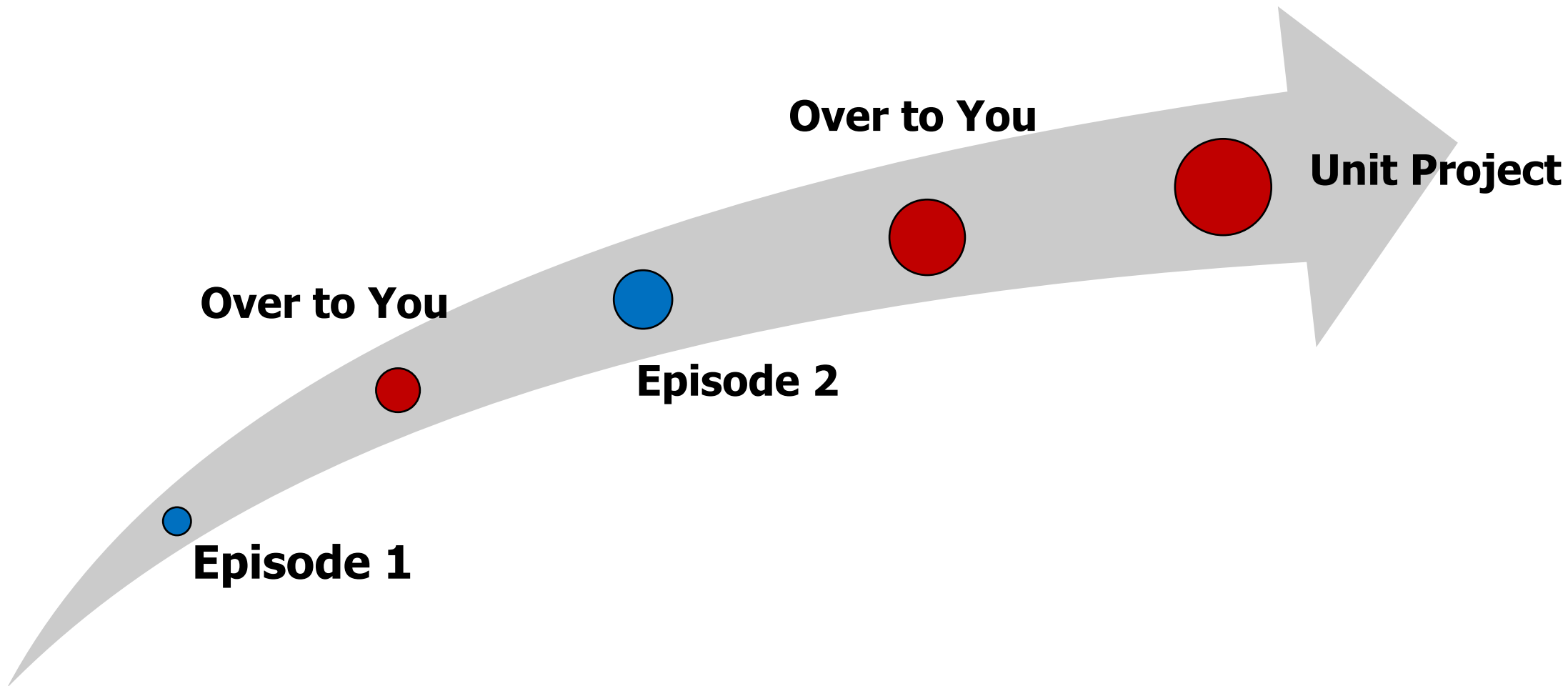
*useful things, how
to improve*

合作任务

pair work, group
work

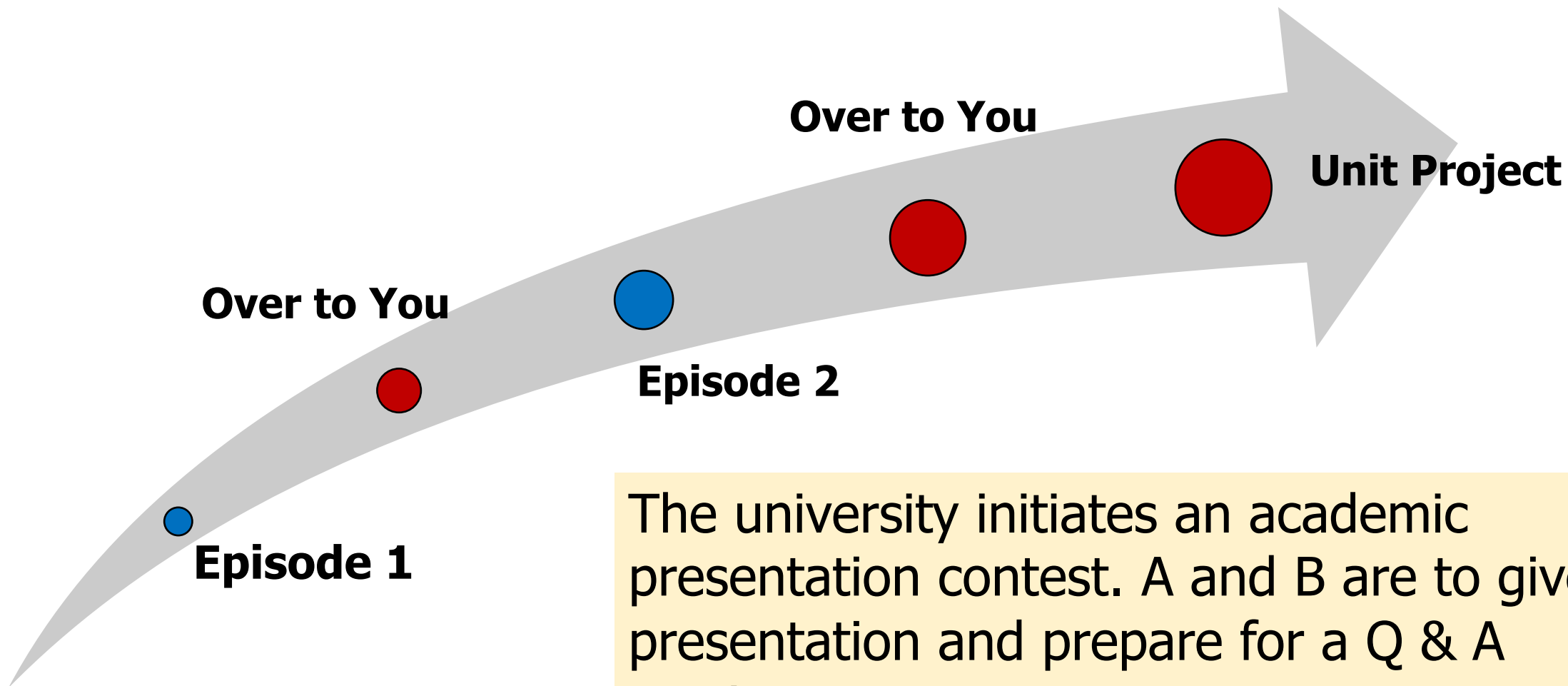


单元内：产出导向的脚手架搭建





单元内：产出导向的脚手架搭建



The university initiates an academic presentation contest. A and B are to give a presentation and prepare for a Q & A session.

Unit 1



单元内：产出导向的脚手架搭建

- 1) Write an outline of the topic (group work).
- 2) An example of A & B's presentation outline.

- 1) A & B go online to find topics that they regard as important.
- 2) A & B decided a topic and interviewed an expert.

- 1) A & B find an article on making a presentation.
- 2) They find a video on how to do Q & A.

- 1) List possible questions (group work)
- 2) An example of A & B's question list

- 1) Create PPT and give presentation
- 2) A two-page tips of presentation



单元间：真实多样学术场景呈现

Give an academic presentation	Write a problem review for a course
Give a case report at a workshop	Write a research proposal for a course

Academic Scenarios



单元间：真实多样学术场景呈现

<ul style="list-style-type: none">1) Structure and deliver a presentation2) Raise and take questions	<ul style="list-style-type: none">1) Define concepts2) Discuss cause, effects, solution3) Use citations4) Make and support claims
<ul style="list-style-type: none">1) To use graphs and charts to present data2) To include descriptive language3) To assess possibility of a future	<ul style="list-style-type: none">1) To develop research questions about a topic2) To synthesize sources for a literature review3) To choose methods and procedures,

Academic Skills



5

《新未来》 3B分册使用建议

用教材教

教材=教学资源

教学环节=调整创造

教材=学科内容

教学环节=完成教材

教教材

角色建议

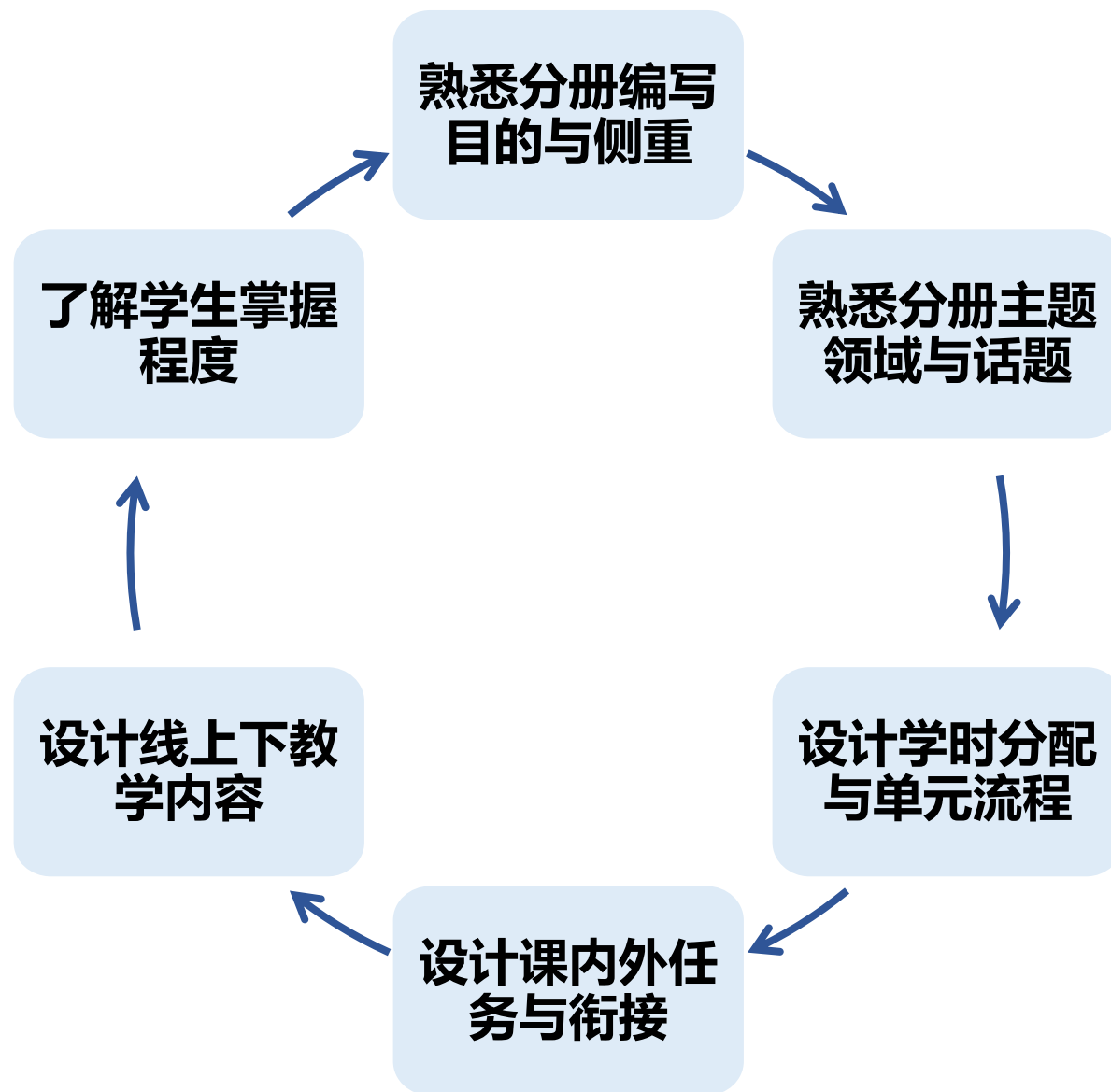
- 教师：课程设计与实践者
- 教材：课程资源与工具
- 根据具体教学情景取用、调整、拓展教材内容

实施建议

- 依托但不囿于教材思路，探索灵活的教学思路；
- 利用但不限于教材内容，搭建丰富的教学内容；
- 基于但不止于教材任务，设计有效的教学活动

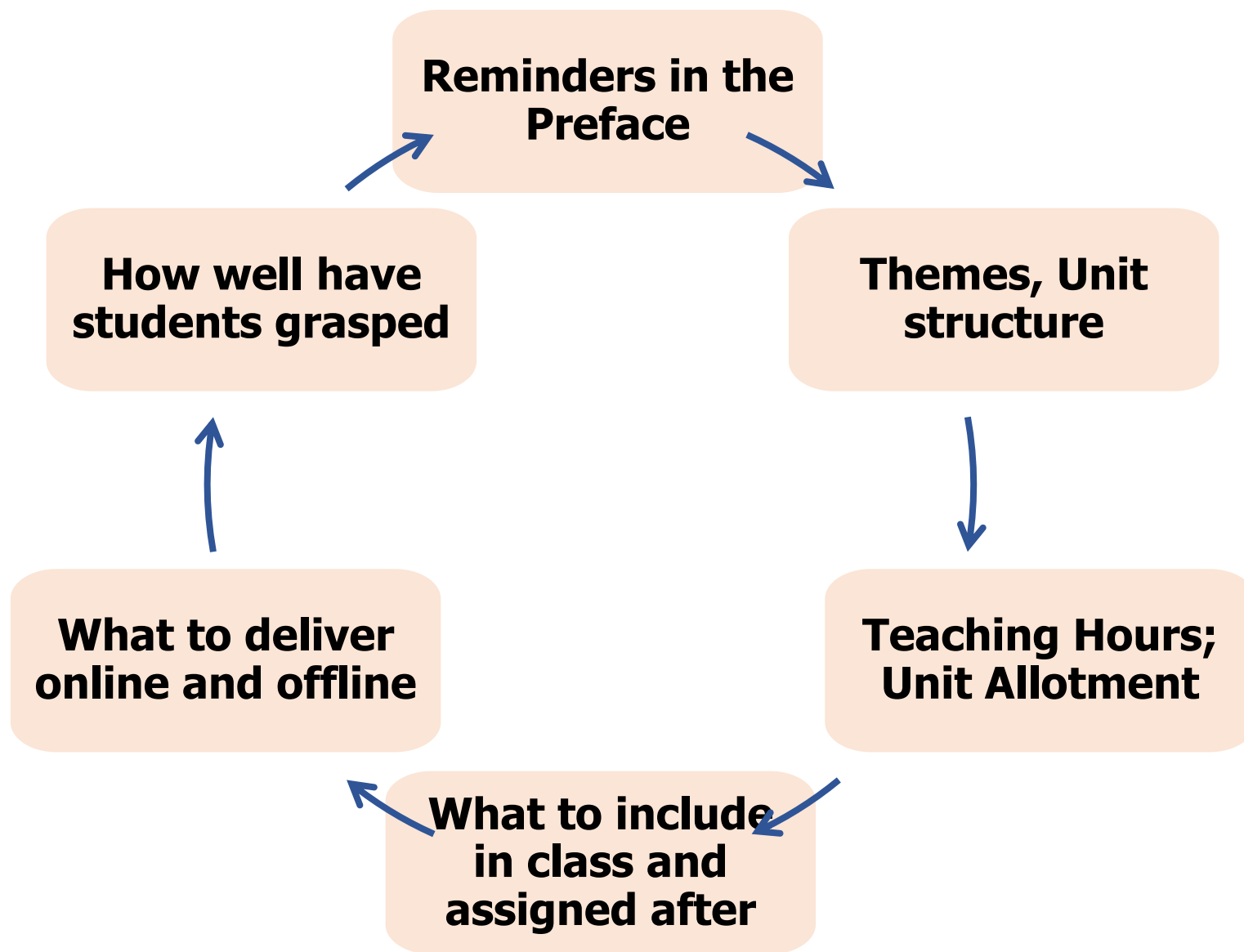
动态调整

灵活运用



教学实践

持续反思



Unit **1**

Smart everything everywhere

Objectives

Section 1

Episode 1 📄 🗣️
The application of AI

- to write an outline of an academic presentation on AI
- to ask questions in an interview

Episode 2 📄 🎥
AI and education

- to list anticipated questions and answers for the academic presentation
- to give presentations to an intercultural audience
- to anticipate questions

Project

- to give an academic presentation on AI

Section 2

Text A
How AI threatens our way of life

- to recognize and examine exemplification
- to identify bias
- to write an essay on people's concerns over AI in China

Text B
Is computer art really art?

- to consider the impact of AI technology on art



1 Section 1



AI technology is a hotly-debated topic. AI can provide many benefits but it may also have potential dangers. The university has initiated an academic presentation contest, the topic of which is "AI+". Wang Hao and Yi Fei decide to enter the contest.

STARTING POINT

Episode 1

- Research how AI is being used in different fields
- Interview an expert on AI in education

Episode 2

- Learn what to do in Q & A sessions
- Find tips on giving a good academic presentation

OVER TO YOU

- List anticipated questions and answers for the academic presentation
- Write an outline of an academic presentation on AI

PROJECT

- Give an academic presentation on AI

4 Unit 1

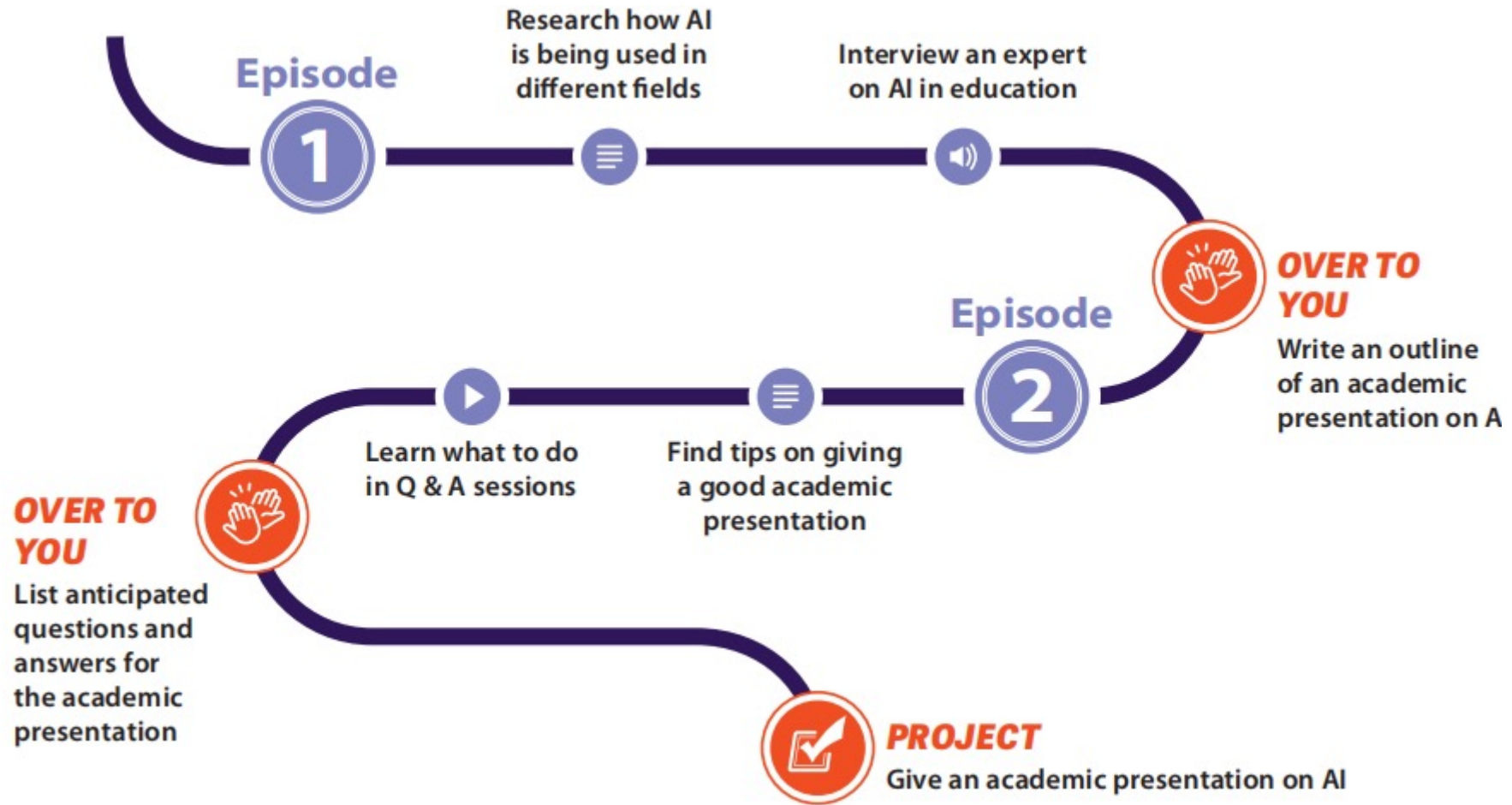
以《新未来》3B Unit One为例

Unit 1: Smart everything everywhere

主题领域：AI

- AI's application;
- Key AI research trends;
- AI's impact on various sectors of life;
- Major issues concerning AI public policy;
- AI's place in the future of society

内容构成



教学过程 (1)

Part 1: Topic Familiarization

Activity ① 引出单元主题

- 主题: the **omnipresent** and **debatable** AI
- 以问题激活背景知识与语言表达: What is AI? How to define AI?

Activity ② 引入相关热点

- **VAR (video assistance referee**, 即视频裁判)在足球领域中的应用以及其引起的争议: **FIFA's Plans To Improve VAR Offside Calls With Artificial Intelligence** (FIFA新闻)

Activity ③ 引发思考讨论

- AI在哪些领域的应用更加必要? 在哪些领域的应用会引起争议?

教学过程 (2)

Part 2: Topic Exploration

Episode 1:

Research how AI is being used in different fields

Reading objective

- To understand the differences between popular science writing and academic writing
- To synthesize information

Writing objective

- To narrow down a research topic
- To write an outline of a presentation

Reading objective

- To understand the differences between popular science writing and academic writing
- To synthesize information

Task ① Read 3 popular science excerpts (P5,6,7) about AI's impact in

Driving/transportation

Security

Education

Task ② Compare the three excerpts with an academic paper on AI; find **differences** in writing purposes, linguistic features, etc.

Task ③ Exercise 1 & 3 on P7 & P8

Writing objective

- To narrow down a research topic (P10)
- To write an outline of a presentation (P10)

Task ① Group Discussion:
Why should we narrow a research paper topic?

Task ② Group Work:
Narrow the topic: AI in Education

Task ③ Watch a TED talk, and summarize the talk is organized

Roles of AI in education

Challenges of AI in education

Effects of AI in education

以此话题为例进入下一个写作目标: write an outline for a presentation

Jen Gunter | Body Stuff with Dr. Jen Gunter

What's normal anxiety — and what's an anxiety disorder?



Part 3: Academic Skill Development

Episode 2: How To Make A Good Academic Presentation

Speaking objective 1

- To understand the **3 essential elements** in giving a good academic presentation
- To respond properly in the Q & A session (P16)

Objectives
and audience



Content
and structure



Performance



Q & A
Session



Task ①: Group Discussion:

回顾自己公众演讲经历，思考：是否考虑目标听众的需求、兴趣与教育背景等因素？

Task ②: Audience-awareness activity:

三人成组，每人被随机分配“身份”、“目标听众”与“虚拟场景”，据此进行即兴演讲。

Task ③: Learning from a model

Re-watch the TED talk to learn its hook, body and conclusion.

Task ④: Reflecting on performance

Re-watch the TED talk to evaluate the speaker's performance.

Task ⑤: Learning the strategies on P16

了解如何应对问答环节中的问题

Part 4: Academic Skill Practice

Over To You (OTY)
Give an academic presentation

OTY Focus

- Based on Wang Hao and Yi Fei's presentation outline, anticipate and discuss what questions their audience may ask.
- Make a report to the class.

Part 5: Critical Thinking of the Topic

How AI Threatens Our Way of Life

Reading objectives

- To recognize and examine exemplification in the text
- To identify descriptive language

Critical thinking

- To understand the meaning of “confirmation bias”
- To overcome “confirmation bias”

Critical Thinking Training

- Three types of thinkers
- Aspects of critical thinking

The Naïve One

- Not aware of his/her thinking

The Selfish Critical One

- Critical, but unfair to other opinions

The Fair-Minded Critical One

- Critical and fair

① Read the “Identifying bias” section on P25.

② Reflect:

- **What is confirmation bias?**
- **How is it counterproductive to real learning and truth-seeking?**
- **How to overcome it?**

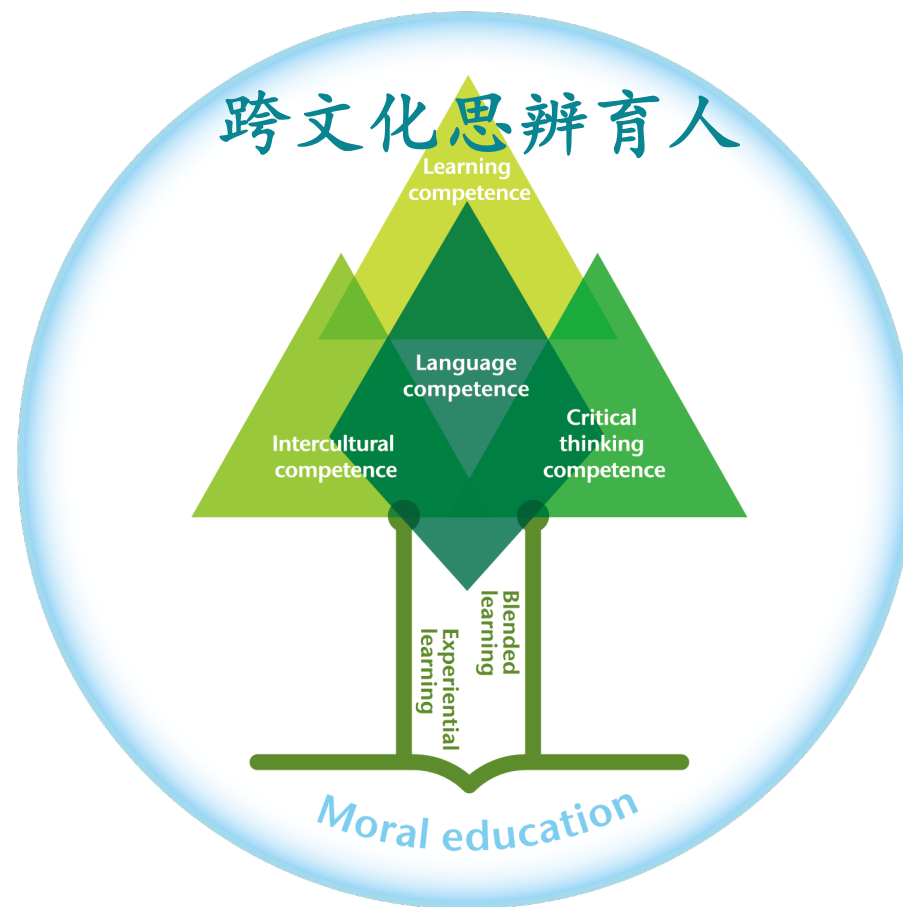
Part 6: Critical Thinking Assignment

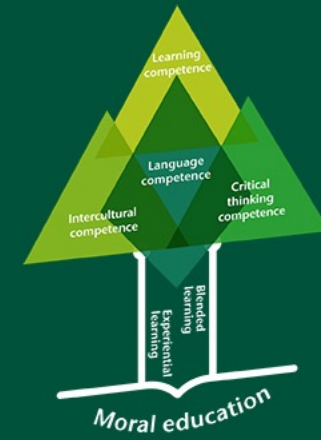
**Is Computer Art
Really Art?**

Critical thinking

Examine the evolution of the term “art” and prepare a presentation entitled “Is computer art really art”?

- 精心的设计
- 全新的认识
- 舒适的使用
- 精彩的体验
- 惊艳的进步





Thank you