



中央民族大学  
MINZU UNIVERSITY OF CHINA

# 以赛促教 师生共进：“教学之星”大赛所得所思

○ 汇报人：石嵩 ○









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以赛促教、师生共进：  
“育人 育才 育己”





# 01

优选最佳组合 形成教学团队 重点组合打造





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2014年外研社“教学之星”大赛全国复赛二等奖  
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李佳：博士、讲师、大学英语教学部副主任、学科教学（英语）方向硕士生导师  
2020年外研社“教学之星”大赛全国复赛二等奖  
团队成员各尽所能、相互配合、凝心聚力、共创佳绩！







# 02

教学思路出新 教学设计出彩 教学效果出色



# National Semi-final FLTRP Teacher Contest



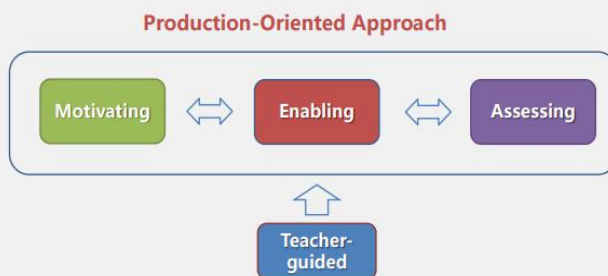
## Speaking Chinese in America

## Reading & Writing Book 4 of New Horizon College English

### 2.1 Teaching Objectives



### 2.2 Teaching Methodology



### 2.3 Teaching Procedure

**A SCENARIO** An English Play Competition

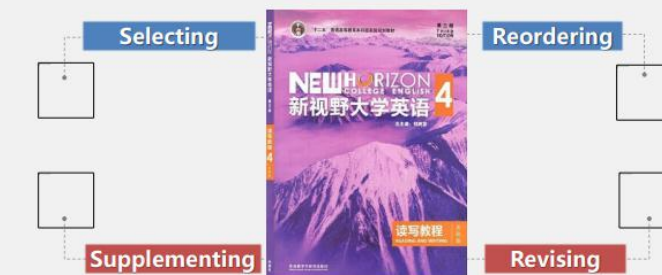


- To break a stereotype that foreigners have about China
- To eliminate their misunderstandings about China by telling them more about Chinese culture

### 2.3 Teaching Procedure

Enabling stages	Focus of scaffolding	Details of scaffolding	Sub-tasks	Assessment
Stage 1 (Session 1)	Language Input	<ul style="list-style-type: none"> <li>Topic-related words and expressions.</li> <li>How to write a narrative with direct dialog.</li> </ul>	A narrative with direct dialog about stereotypes	<ul style="list-style-type: none"> <li>Peer assessment</li> <li>Teacher assessment</li> <li>IWrite</li> </ul>
Stage 2 (Session 2)	Cultural analysis	<ul style="list-style-type: none"> <li>The definition and causes of stereotypes.</li> <li>The negative effects of seemingly innocent stereotypes.</li> <li>How to break stereotypes.</li> </ul>	An English play about breaking stereotypes	<ul style="list-style-type: none"> <li>Teacher-student collaborative assessment (TSCA)</li> </ul>
Stage 3 (Session 3)	Story-telling strategies	<ul style="list-style-type: none"> <li>How to tell Chinese culture well while breaking stereotypes.</li> </ul>	An English play about breaking stereotypes with the telling of Chinese culture	<ul style="list-style-type: none"> <li>TSCA</li> <li>Reflective journals</li> </ul>

### 3. Teaching Materials



### 3.1 Selecting

**Reading comprehension**

**Understanding the text**

Assess the following questions:

- Why did the author's mother describe her son as being using the expression "exotic country" (Para. 1) in the first?
- What did the author's mother suggest as the right way for the Chinese to respond as the dinner table is finished?

**Language focus**

Words in use

Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

Language focus: *stereotype, confidence, narrative, dialogue, persuade, contradict*

**Writing task**

Write a narrative with direct dialog.

Write a narrative with direct dialog. A narrative with direct dialog usually includes a setting, a character, a theme, a conflict, a climax, and a resolution. You may use the following questions to guide you in writing your narrative. You may use the following questions to guide you in writing your narrative. You may use the following questions to guide you in writing your narrative.

**Structure analysis and writing**

Structure analysis

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# National Semi-final FLTRP Teacher Contest



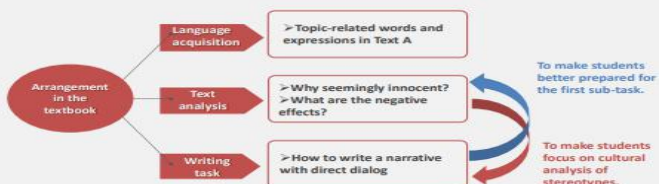
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### 3.2 Reordering



### 3.3 Revising



### 3.4 Supplementing



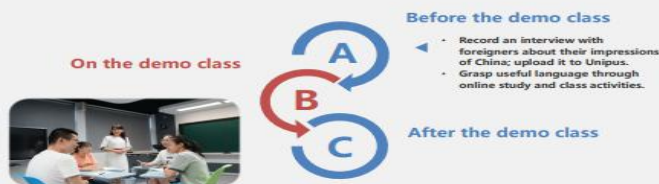
### 4.1 The focus of demo class

Enabling stages	Focus of scaffolding	Details of scaffolding	Sub-tasks	Assessment
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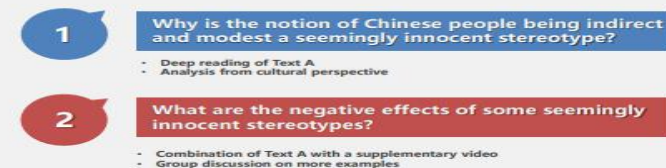
### 4.1 The focus of demo class



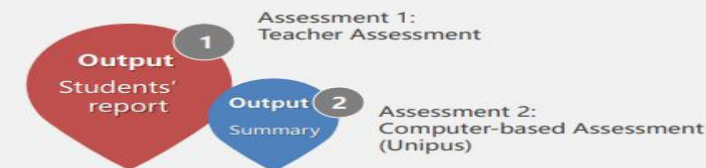
### 4.2 The teaching procedure of demo class



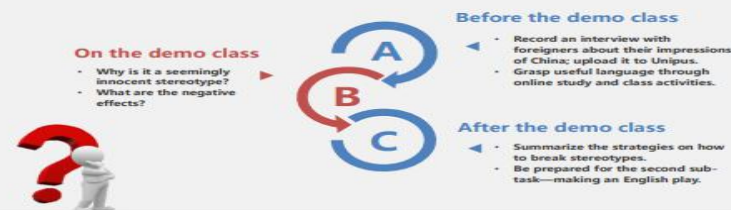
### 4.2 The teaching procedure of demo class



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## Demo Class: Communication at your Fingertips An Integrated Course 1 of New College English


**Social Media, Intimacy or Isolation?**

Too many explanations



**02 What is an anecdote?**

How can we illustrate our points vividly and effectively?



**Anecdotes**

**03 How to use anecdotes?**

Read Paragraph 1-2 and answer my questions.

Para. 1-2


- Two events today, although worlds apart, seem closely tied together. And the bond between them is as human as it is electronic.
- First, on my way to the coffee shop, I got a message from my 10-year-old son, just saying good morning and letting me know he was going to a birthday party today. I don't get to see him all the time. He's growing up in two houses, as I did. But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.

Para. 2

Anecdotes

↓

brief



Anecdotes

→ brief

→ relevant







## Demo Class: Communication at your Fingertips An Integrated Course 1 of New College English

**father**

Instant message makes Father happy

son

They are apart

**Main point**

Social media is human to those apart

be relevant to

---

**Anecdotes**

brief

relevant

descriptive

---

Para. 3

"I'd listen to him describe a piece of bacon and hang on every word."

**How to make your description more vivid?**

---

**Descriptiveness**

He is standing restlessly.

This person thought everyone must have heard his heart pounding.

He is wiping the sweaty forehead.

**Three Principles**

brief

relevant

descriptive

---

Material from the Internet

actually there is an incredible social transformation.

---

Social media enables intimacy

Sneaks away from the

Cleans his hand from flour

Calls his wife

actually there is an incredible social transformation.

---

**Practice time**

Unit project:  
A speech entitled:  
Social Media, Intimacy  
or Isolation?

Oral task:  
Use an anecdote to  
illustrate one of your  
sub-arguments.







# 03

以赛促教、师生共进：  
“育人 育才 育己”





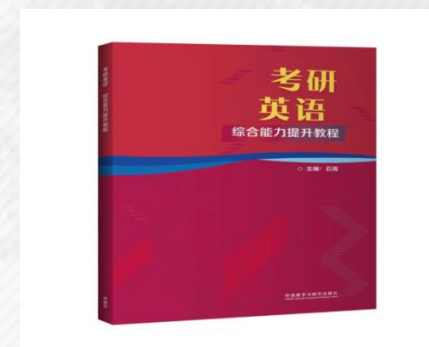
公共外语教学团队围绕教学大赛建设教学团队，探索教学创新，提升教学效果，对于院校教材建设、课程建设、教学模式创新以及国际人才培养等均产生了积极的推动作用，发展形成了以赛促教、师生共进、“育人 育才 育己”的新时代外语教学新格局。





## 育人·育才·育己

- 依托U校园教学平台，建设形成线上线下混合型分层级教学体系。
- 依托iTEST测试平台，建设形成无纸化在线测试与形成性评价考核方式相结合的综合测评体系。
- 开设服务全校高年级学生的英语综合能力提升课程，出版配套教材《考研英语：综合能力提升教程》。
- 以“外研社·国才杯”全国英语阅读、写作、演讲、辩论比赛等学科竞赛为抓手，积极组织、培育英才，2018年以来十余个学院的近百余名学生在省部级、国家级竞赛中获奖。
- 2018年校级教改项目“双一流”与“新国标”背景下的大学英语输入——输出双向互动模块化教学改革探索与实践，2019年已结题；2020年校级“一流本科课程”建设项目：大学英语，2021年已结题。
- 2021年第六届全国高等院校英语教师教学基本功大赛中：带队参加优秀课例评比·微课获得全国一等奖







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THANKS for all



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