附件三：

2022 年外研社"教学之星"大赛

教学设计方案

一、基本信息

课程名称	学术论文写作
课程类别	□大学英语通用英语课程　□大学英语专门用途英语课程 □大学英语跨文化交际课程 **□英语专业课程**　□翻译专业课程　□商务英语专业课程
教学对象	英语专业四年级学生
教学时长	45 分钟
教材名称	英语专业毕业（学术）论文写作教程
参赛单元	第_1_册 第_8_单元 （*单本教材仅填写单元信息）

二、团队信息

三、单元教学设计方案（本部分请勿出现学校名称）

1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

院校特色：

The University is a medical school jointly managed by the Ministry of Education, the National Health Commission, and the Provincial Government, which trains outstanding medical talents intending to develop a national career in health care. The School of Foreign Languages, keeping in mind the medical characteristics of the university, aims to contribute to the training of graduates with average medical knowledge, as well as medical professionals. The School of Foreign Languages, keeping in mind the medical characteristics of the university, is dedicated to cultivating English graduates with some degree of medical expertise as well as producing medical graduates and professionals with excellent English skills.

教学对象特点：

The course is designed for fourth-year undergraduate English majors who have acquired a relatively solid foundation in English grammar, vocabulary, and general writing skills, scheduled to write an English thesis prior to graduation. However, students struggle to find support in linguistic mentoring for their academic writing. Unlike classes in English-speaking countries, which are based on English for Academic Purposes (EAP), where students cultivate both their linguistic skills and their academic knowledge, the context of Chinese education is quite different. Most undergraduate students do not receive explicit professional and systematic instruction, support, modeling, or feedback mechanisms to support their

academic writing in English. Therefore, they should be given basic EAP writing knowledge and skills comprising: (1) identifying structural and linguistic features in a specific genre; (2) literature search, collection, and analysis; (3) scientific thinking and reasoning.

Most students majoring in English in our university will further their education or work as English teachers or translators after graduation. The skills trained in academic writing, such as searching and analyzing data and reading literature, will undoubtedly be helpful to graduates conducting research. Furthermore, the skills can then be applied in learning and understanding other texts and genres, which are also essential in the workplace.

Therefore, curricula designed for fourth-year English majors in colleges and universities should attach more importance to training students' academic writing skills and cultivating students' academic awareness, interests, and abilities. In addition, it should develop their scientific reasoning skills, build their academic self-confidence, and encourage them to spread the technical and cultural perspectives of their home country to the international community.

本课程时长：

The duration of this course is six months, 36 teaching periods in one semester, with an average of two teaching periods per week.

总体目标：

This course is based on the strategic concept of "New Liberal Arts" and "Curriculum Politics", which integrates value formation, knowledge teaching, skills training and cultivation, and innovative thinking. After studying this course, students are expected to achieve the following objectives:

Knowledge:

1. Features of academic language: conventionality, formality, density, abstractness, etc.

2. Structural and linguistic features of a specific genre.

Skills:

1. Searching, reading, analyzing, and using literature.

2. Core skills and strategies in academic writing include summarizing, contextualizing, quoting, agreeing and disagreeing, evaluating, defining, classifying, comparing and contrasting, giving examples,

and explaining.

Abilities: aptitude for solving practical problems independently, innovativeness, ability to transfer knowledge, scientific thinking, and reasoning.

Awareness: overall scientific attitude, and genre awareness.

Value: academic self-confidence and motivation.

2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

参赛单元的教学目标：

1. Help students identify rhetorical moves and use language resources to perform these moves in English when writing abstracts for research articles, conferences, and theses.

2. Train students' academic skills in data searching, corpus building, and data analysis.

3. Raise genre awareness among students.

4. Build students' academic self-confidence in English.

5. Make students realize the importance and functions of a well-written English abstract to disseminate Chinese research in an age of information explosion.

3、单元教学过程（1>说明本单元的主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>说明本单元教学过程如何体现思想性与科学性相统一）

1>说明本单元的主要内容、课时分配、设计理念与思路

教学内容与课时分配：

This unit involves writing English abstracts of research articles, of conferences, and of theses. The core teaching content includes abstracts of research articles and theses. The course is taught in two phases (four periods) and the tasks are both online and offline.

First phase: research article abstracts (two periods).

Second phase: thesis and conference abstracts (two periods).

设计理念与思路：

In our class, language is conceived not as a set of prescriptive rules and grammatical conventions to be followed, but as an interlocking system of lexical and grammatical options for making meaning. A notable feature of our course is a functional focus on how language is used as a creative means of presenting information, describing processes, engaging readers, and organizing discourse in genre-specific ways. Our teaching method is more about making language choices that are functional, appropriate, and effective for the specific writing task at hand than how to produce grammatically well-formed sentences.

Another feature of our course is the use of many authentic writing examples (both from the students and the instructor) to illustrate the various rhetorical moves, and the language resources to perform those moves.

The goal of this course is, on the one hand, to increase students' genre awareness and train them in data search, and on the other hand, to encourage the use of data-driven learning methods to conduct discourse analysis. This aims to discover structural and linguistic features not only in the fields currently taught but also needed for professional reading and writing after graduation. These data searching and analysis skills are also required in the workplace.

Teaching Method: Genre-based Pedagogy; Data-driven Learning

1. Genre-based Pedagogy

Genres can be defined as socially recognized ways of using language to achieve specific communicative goals (Martin, 2009). A genre uses distinctive patterns in terms of vocabulary, grammar, sentence structure, and discourse organization (Rose, 2016). For instance, the predominance of abstract subject-specific terms, nominalization, and the use of the passive voice are typical features of scientific texts. Indeed, they often possess procedures, procedural retellings, reports, and explanatory texts (Schleppegrell, 2004).

According to genre-based pedagogies, academic writing has become increasingly prominent in recent decades (Cargill & O'Connor, 2013; Cheng, 2018; Li *et al.*, 2020; Swales & Feak, 2012). In a genre-based pedagogy, students are directed by the instructor to examine an example of the target genre in a multilayered manner by asking questions, considering the dimensions of the rhetorical context, the organizational pattern, and the lexical-grammatical features. Likewise, the example is compared with other cases in one's discipline

(Cheng, 2018).

2. Data-driven Learning

Data-driven Learning (DDL) is a learning method that responds to learners' needs by giving them access to a corpus of the target language and the tools and search strategies to probe that corpus to identify the context and frequency of use of different language items (Anthony, 2016). DDL can be conducted inside or outside the classroom. Learners engage in inductive, self-directed, language-learning exercises through interaction with a corpus under the guidance of a language instructor (Boulton, 2012). DDL has several strengths when it comes to EAP writing instruction. Previous research has shown that it can be successfully applied in a wide range of settings and learner groups (e.g., Anthony, 2016; Charles, 2011; Chujo *et al.*, 2012; Yoon & Jo, 2014). For example, in a homogeneous class with learners from one specialized subject area, learners may work independently or together to discover a common set of language features, which they can then discuss and share with others. In a heterogeneous class with students from different subject areas, each can work independently with their own individualized, specialist corpus to discover subject-specific language features (Hyland, 2008). They may also be encouraged to report their findings to others in the classroom, developing a general understanding of discipline-common and discipline-specific genre features. Querying a corpus and understanding concordance and collocation information is an alternative to teacher-led, rule-based approaches to promote learner autonomy (Lenko-Szymanska & Boulton, 2015). In a DDL approach, students become responsible for a self-directed, inductive approach to learning (Boulton, 2009).

Moreover, DDL leads to useful learning transfers (Lobato, 2006), as it helps students build valuable metacognitive skills: analytical, teamwork-based, and problem-solving negotiation skills. These skills can then be applied to learning and understanding other texts and genres (Yoon & Jo, 2014). It is also well established that they are essential in the workplace (Dovey, 2006).

Teaching approach:

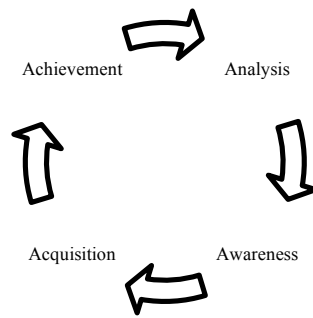We followed the Swales & Feak's (2012) approach, which is summarized in the Four-A Wheel diagram:

Figure 1 The Four-A Wheel

By asking students to compile a corpus and perform different kinds of linguistic and rhetorical analysis, guided by teachers before, during, and after class, we aim to train students' analytical skills in their disciplinary fields. This kind of discourse analysis will lead to greater awareness and understanding of how academic English is structured, providing a platform for further gaining specific writing skills. These, in turn, lead to students' texts becoming more readily acceptable to members of their target community.

2>说明本单元教学组织流程，包括课内、课外具体步骤与活动

Phase 1 (2 periods)

Before the class: The teacher posts preview tasks from the unit online two weeks in advance.

1. Students are sent a word file that provides them with a model of how to build a student corpus.

2. Students work in groups to compile their own corpus of abstracts. To ensure the representativeness and effectiveness of the corpus, the list of names of prestigious international journals is provided.

3. Students should answer the following questions based on the corpora they have built.

Table 1 Preview Task

1. What is the word length of an abstract?
2. What is the main tense used in the abstract?
3. Are there any citations or references to previous research?
4. Does the abstract author use 'I' or 'we'?
5. Are there any acronyms/abbreviations in the sample abstract?
6. What should be included in an abstract?

4. Students submit answers online a week before the class so that the teacher can dynamically adjust the content of the instruction in time.

During the class: features, functions, structural and linguistic characteristics of English research article abstracts.

1. Discuss the features, importance and functions of English research article abstracts.

2. Present, analyze, and illustrate the structural model of '5-move' by Swales & Feak (2004) using the teacher corpora examples.

3. Discuss and present the communicative purposes of each move.

4. Guide students to analyze the language resources instantiating each move.

5. Reflect on '5-move' model (Swales & Feak, 2004) model critically.

After-Class Activity:

Write an abstract based on an English research article and evaluate with each other according to the table provided by the teacher:

Table 2 Peer Review Checklist

Name:		
Total Points:		
	Points (1-5)	Comments
1. My draft falls within the required word limit.		
2. The number of sentences is appropriate.		
3. The draft has the expected number of moves.		
4. I have made sure that the methods move is not too long.		
5. I have reviewed the main tense options of present (for Moves 1, 2 and 5) and past (Move 3 and 4).		
6. The main findings are significantly highlighted.		
7. As for conclusions, I have followed typical practice in my subfield.		
8. Since my research is unusual, I have considered whether I need to justify the topic and/ or the approach in the opening two moves.		
9. Throughout I have checked whether any acronyms or abbreviations will be understood.		

Phase 2 (2 periods)

Pre-class activity:

Ask students to compare the structural and linguistic features between English thesis abstracts written by Chinese students and top research article abstracts according to the information in the following table.

Table 3 Differences between thesis abstracts (TA) and research article abstracts (RA)

	TA	RA
Word length		
Audience		
Completeness of the five moves		
Tense in each move		
Length of each move		
Number of nominalizations		

During the class: functions, structural and linguistic features of English thesis abstracts and conference abstracts.

1. Discuss the importance and the functions of thesis abstracts.

2. Discuss functional, structural, and linguistic differences and similarities between thesis abstracts and research article abstracts.

3. Give a presentation of some common mistakes in Chinese students' thesis abstracts.

4. Discuss the generic features of conference abstracts.

5. Present, analyze, and exemplify the six moves in English conference abstracts.

After-Class Activity:

Revise and correct two English thesis abstracts written by Chinese students majoring in English.

3>说明本单元教学过程如何体现思想性与科学性相统一

This unit is based on the principle of integrating moral education and scientific knowledge and aims to improve the students' English academic writing skills and cultivate their academic confidence and motivation to disseminate China's voice, learning and research. It should ultimately increase Chinese scholars' participation in the international academic community, improving China's image and enhancing China's soft power.

1. In the first activity of stage 1, we make students aware of the critical function of a well-written English abstract in disseminating their research and voice in the international academic community by discussing and generalizing the functions of English research article abstracts.

2. In presenting the linguistic means of implementing Move 5, we use numerous examples to

demonstrate that some international scholars have recently been reinforcing the importance and implications of this move rather than writing in a conventional depersonalized manner. At the same time, we provide them with a rich repertoire of linguistic promotional opportunities and encourage them to use them confidently to publicize their results and findings.

3. Throughout the teaching process, we unpack the writing structurally and linguistically based on many authentic examples (by both students and teachers), providing students with a clear structure for English abstracts and a wide range of linguistic options to realize each move. In this way, their fears and anxieties will be reduced, and it will boost their confidence and motivation.

4、单元教学评价（说明本单元的评价理念与评价方式）

In our class, we define academic writing skills as having the following characteristics: 1) knowledge of structural and linguistic features of a specific genre; 2) academic skills of data search and analysis, such as literature search, collection, reading, and analysis; 3) genre awareness and scientific reasoning; 4) value, including academic self-confidence and motivation to disseminate home country's knowledge and research to the international academic community (see in Figure 2). A teacher is not the only one who can assess a writing sample. Students can assess their own writing by working in pairs and small groups. Thus, these competencies are evaluated in a variety of ways, including self-assessment, peer assessment, and teacher assessment. Assessment tools include rubrics, checklists, and rating scales.
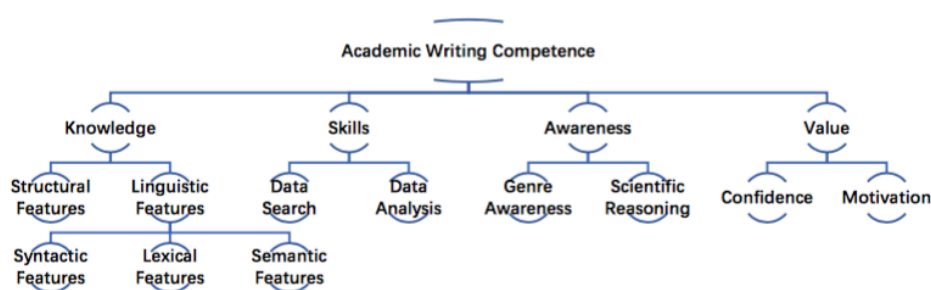

Figure 2 Academic Writing Competence

5、教材使用方案（说明本单元选取、整合、运用了哪些教材内容，如何在教学中根据教学需要遵循、挖掘、改编教材，从而达到思想性和科学性相统一）

We selected *Thesis Writing Course for English Majors* as our textbook. The didactic content which interests us particularly is 8.1 Writing Abstracts (page 117). The author generalizes the '5-move' model and the language resources help students understand the structural and linguistic features of abstracts. However, the umbrella term 'abstracts' includes research article abstracts, conference abstracts, and thesis and dissertation abstracts, which differ in purpose and readership. We revised the textbook's content by classifying abstracts into three different types, but this class is devoted solely to writing research article abstracts.

After analyzing the corpus, we found a tendency of increasing use of self-mentions in recent English abstracts. As a consequence, we revised the textbook, which stated the opposite. We also supplemented additional content to achieve our teaching objectives: reflections on the dynamic characteristics of the '5-move' model to help students use it depending on the situation. We give more language resources to instantiate each move based on an analysis of a large number of recent authentic examples of abstracts published in prestigious journals. We also drew on additional material by EAP specialists such as John Swales, Christine Feak, and Ken Hyland and recent research articles from journals like JEAP and ESP. The corpora compiled by students and teachers will be put to use before and during the lesson so that the structural and linguistic features in the examples vouched for the authenticity and dynamism of academic language.

To integrate moral education into our course, we read many articles from People's Daily on "China's Academic Outreach" (中国学术走出去), "Building Foreign Communication Capacity", "Spreading China's Voice", and "Improving China's Soft Power". The values and ideas guided us throughout the lesson planning and teaching process. For example, we added a discussion activity on the function of abstracts to raise student awareness of the importance of effective English abstract writing in spreading China's voice, knowledge, and research in the age of the information explosion.

四、参赛课时教学设计方案（本部分请勿出现学校名称）

1、**教学目标**（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

    1. Help students understand the '5-move' model and use this model to analyze English research article abstracts.

    2. Help students use language resources to identify each move.

    3. Train students' academic data-searching, corpus-building, and data analysis skills.

    4. Increase students' genre awareness.

    5. To provide students with an understanding of the particular importance and functions of a well-written English research article abstracts by Chinese scholars to disseminate the research of Chinese scholars in the era of the information explosion.

    This period's objectives correspond to the unit's goals, including knowledge acquisition, skills training, and awareness cultivation.

2、**教学过程**（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何通过有效使用教材体现思想性与科学性相统一）

(1)说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等

<设计理念与思路>

    The philosophy of teaching academic English is not only to impart knowledge and skills but also to develop students' academic thinking. Therefore, in this course, including this class period, we use two updated and much-promoted pedagogical methods in EAP: Data-driven Learning and Genre-based Pedagogy. In addition, we also used the Four-A Wheel Approach (Swales & Feak, 2004) to guide the whole process of instruction.

<选取的教学内容>

1) Introduction to the topic: features, importance and functions of English abstracts of research articles.

Features:

An academic article abstract is an **independent** minimal text …**no redundancy** ,… a time-saving device… help the reader to get into the article; ... if comprehensive enough, it might replace the article …an **abbreviated**, accurate representation of the contents of a document…**sums up** the essential contents… an **effective and concise overview** of its findings and implications …a selective representation rather …exact **summary** of an article's content.

Functions:

- They function as stand-alone mini-texts, giving readers a short summary of a study's topic, methodology and main findings.

- They function as 'decision-making' tools, helping readers decide whether they wish to read the whole article or not.

- They function as 'knowledge dissemination' tools, helping Chinese scholars disseminate home country's voice, knowledge and research.

2) Structural features of English research article abstracts: '5-move' model.

Table 4 '5-Move' Model (Swales & Feak, 2004)

Move	Typical labels	Implied questions
Move 1: Instruction(I)	background/ introduction/ situation	What do we know about the topic? Why is the topic important?
Move 2: Introduction (II)	present research/ purpose	What is this study about? What is the purpose of the study?
Move 3: Methods	participants and setting data collection and analysis instruments theoretical framework…	How was it done?
Move 4: Results	results/ findings	What was discovered?
Move 5: Discussion	conclusion/implications/ recommendations/ limitations	What do the findings mean?

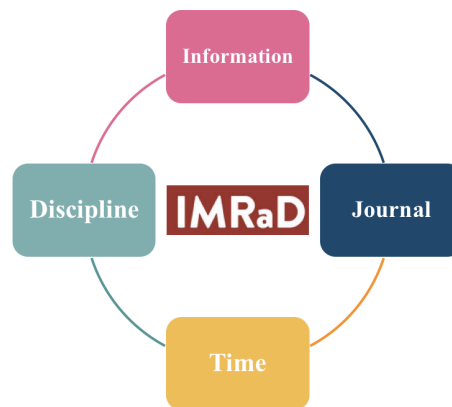3) Conclusion and Reflections: dynamic and disciplinary features of '5-move' model (IMRaD) (see in Figure 3).

Figure 3 Dynamics of IMRaD

(2) 〈本科时教学组织流程，包括具体步骤与活动〉

Step1 Introduction

Discuss the features, importance and functions of English research article abstracts.

Step 2 Structural features of English research article abstracts: '5-move' model

Present, analyze, and illustrate Swales & Feak's (2004) structural model of '5-move' based on teacher corpora samples.

Task 1: Who is move 'X'?   Levels of difficulty: ★

Ask students to read the sentences from the teacher corpus and identify the five moves. (see in Appendix A)

Task 2: Reorder the five moves.   Levels of difficulty: ★★

Sentences from a research article abstract are in incorrect order. Students are assigned to put them in the correct order. (see in Appendix B)

Task 3: How many moves are there in the abstract? (see in Appendix C) Level of difficulty: ★★★

Ask students to read a research article abstract and find out which moves are present and which move each sentence belongs to.

Step 3 Conclusion and Reflections

Guide students to reflect on Swales & Feak's (2004) model critically based on authentic samples.

3、教学评价（说明本课时评价理念与评价方式）

The assessment framework in this lesson is consistent with that of the unit. Based on our definition of academic writing competence, the elements we will assess in this lesson include academic writing knowledge, skills, awareness, and value.

Throughout the process of teaching this lesson, we guide students in reading and analyzing English abstracts of research articles in the corpora. We assess their literature reading and data analysis skills. We assess their academic data searching and analysis skills by asking students to compose and analyze the corpora before the lesson using the instructor's guidelines. We assess students' academic writing knowledge and genre awareness by guiding students in analyzing the rhetorical moves and generalizing the language resources that instantiate each move in English abstracts of research articles. Finally, we assess students' scientific reasoning through reflections on Swales & Feak's (2004) model, and we assess their academic self-confidence and motivation through discussions of the functions of English abstracts of research articles.

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Appendix A

Second language (L2) anxiety has been the object of constant empirical and theoretical attention for several decades.

Move: _____

Applied linguists have developed complex theories of the ability to communicate in a second language (L2). However, the perspectives on L2 communication ability of speakers who are not trained language professionals have been incorporated neither into theories of communication ability nor in the criteria for assessing performance on general-purpose oral proficiency tests.

Move: _____

This article examines the relationship between these three variables in language learners.

Move: _____

The present study aims to map the linguistic features of formality to describe this elusive, often stylistically mapped objective.

Move: _____

A corpus of one hundred forty student essays were analyzed and rated for formality by three English for Academic Purposes (EAP) instructors. Those texts consistently scored across all three raters as "high" or "low" formality were further analyzed for lexico-grammatical features (e.g., pronoun use, conjunctions, lexical density, etc.) to determine what linguistic features distinguish the different levels of formality.

Move: _____

They were randomly assigned to two groups—incidental and instructed—designed to promote the acquisition of implicit and explicit knowledge, respectively. Learning was assessed with a grammaticality judgment task, and subjective measures of awareness were used to measure whether exposure had resulted in implicit or explicit knowledge. Participants also completed cognitive tests.

Move: _____

The analysis reveals the most significant contributor to the impression of informality in the learner texts is infelicitous clause-level grammar, followed by grammatical intricacy, informal lexis and human interaction.

Move: _____

The results show that any type of CF is better than no CF at all, and that the repeated provision of unfocused indirect CF (with metalinguistic comments on the nature of errors) combined with extra computer-mediated micro-tasks over a certain period of time (24 weeks) seems to be the most efficient CF type in our context.

Move: _____

The findings of this study help further our understanding of how academic writing becomes more complex with experience.

Move: _____

The findings in this will help to chart more clearly the development of L2 written proficiency within and beyond lexicon and syntax of Chinese English learners.

Move: _____

Appendix B

5. Although collaborative writing (CW) has become a common pedagogical practice in L2 classrooms, very few studies on CW have been conducted in the context of Chinese as a foreign language (CFL).

Move: _____

3. This study examined students' perceptional and motivational changes during a 10-week CW project implemented in an intermediate CFL classroom.

Move: _____

2. Data were triangulated from different sources including pre- and post-surveys on students' beliefs about CW, students' self-assessment of collaborative performance, and their reflective journals.

Move: _____

4. The study found that students' perceptions of peer collaboration and personal collaborative behaviors remained stable through the progress of the CW project. However, their feelings towards the CW project revealed fluctuations insofar as they initially felt very positive and motivated to participate but became demotivated as the project progressed due to various factors such as time constraints, group incongruity, and linguistic challenges. They became re-motivated through a growing awareness of satisfying collaborative outcomes and gained a strong sense of achievement. They indicated that they were more confident and prepared to participate in future CW activities.

Move: _____

1. Based on the findings of this study, pedagogical implications are addressed and suggestions are offered for implementing CW in CFL writing classrooms.

Move: _____

Appendix C

Is each move absent or present?

①Research has begun to demonstrate that L2 words can be learned incidentally through watching audio-visual materials. ②Although there are a large number of studies that have investigated incidental vocabulary learning through reading a single text, there are no studies that have explored incidental vocabulary learning through viewing a single full-length TV program. ③The present study fills this gap. ④ Additionally, three word-related variables (frequency of occurrence, cognateness, word relevance) and one learner-related variable (prior vocabulary knowledge) that might contribute to incidental vocabulary learning were examined. ⑤ Two experiments were conducted with Dutch-speaking EFL learners to measure the effects of viewing TV on form recognition and meaning recall (Experiment 1) and meaning recognition (Experiment 2). ⑥The findings showed that viewing TV resulted in incidental vocabulary learning at the level of meaning recall and meaning recognition. ⑦ The research also revealed that learning was affected by frequency of occurrence, prior vocabulary knowledge, and cognateness.

Moves #	√ / ×	Sentences
Move 1 Introduction I: importance/ gap		
Move 2 Introduction II: present research/ purpose		
Move 3 Methods: participant and setting/ data collection and analysis/ instruments/ theoretical framework		
Move 4 Results: results/ findings		
Move 5 Discussion: conclusion/ implications/ recommendations/ limitations		