

XP Star Teacher Con

外研社“教学之星”大赛

2022年外研社 “教学之星”大赛 赛题解读

外语教材的有效使用
趣味性 与 科学性 相

北京外国语大学中国外语与教育研究中心

张虹



—— FLTRP Star Teacher Contest ——

2022 年外研社“教学之星”大赛

外语教材的有效使用：
思想性与科学性相统一

提纲

1

赛题解读

外语教材的有效使用：思想性与科学性相统一

2

比赛案例分析

3

给参赛教师的建议

4

结语

1

赛题

解读

外语教材的有效使用：思想性
与科学性相统一

AP Star Teacher Con

外研社“教学之

外语教材的有效使用

思想性与科学性相统一



外语教材的有效使用

教材使用(materials use)指学生和教师实际上如何使用教材、与教材进行互动(Graves, 2019:338),是教材开发与建设的终极目的(Graves,2019:339),也是教材理念落实的关键,影响课程实施的效果(张虹、李会钦、何晓燕, 2021b)。

外研社“教学之星”
教材的有效使用
生与科学性相

教师使用教材行为

- Interpret (挖掘/解读)
- Change/adapt (改变/改编)
- Critique
- Ignore
- Resist
- ...

FLTRP Star Teacher Contest

2020年外研社“教学之星”大赛
全国总决赛

——主办——
北京外国语大学中国外语与教育研究中心
北京外国语大学国际交流与合作中心
外语教学与研究出版社
北京外研社信息技术服务有限公司



教材改编

Materials adaptation is a general term for the process that involves **making changes** to existing textbooks/materials to better suit specific learners, teachers and contexts for the purpose of **facilitating effective learning** (Tomlinson & Masuhara 2018:82).



教材改编

Adaptation has become a necessity rather than an option in most cases, whether the textbooks are commercially produced or are nationally/institutionally tailored (Tomlinson & Masuhara, 2018: 83) .



教材改编

Teachers should learn to make small changes to the materials and to the way we use them which increase their potential to facilitate language acquisition.



教师使用教材的问题

- “过分依赖教材”
- “完全抛开教材”



教材的有效使用 性与科学性相统一

思想性： 培根铸魂 启智增慧

全面贯彻党的教育方针，坚持立德树人，融入中国元素，弘扬中华文化。

育人理念(张虹、李会钦、何晓燕, 2021a):

- 政治导向
- 价值导向
- 时代导向

体现社会主义核心价值观和社会主流价值取向，引导学生树立正确的世界观、人生观和价值观。

全方位反映中国特色社会主义建设的伟大成就，以及世界各国优秀的文明和文化、前沿的科学技术、先进的思想理念，内容与

2018 外研社“教学之星”大赛

FLTRP Star Teacher Contest

教材的有效使用 与科学性相统一

科学性

- 教学目标明确、可测、可评
- 教学内容准确、适当、规范
- 教学设计合理、连贯、系统
- 符合学情与外语教与学的规律
- 提升教学效果与效率

2018 外研社“教学之星”大赛

FLTRP Star Teacher Contest

教材的有效使用 与科学性相统一

思想性与科学性相统一

- 文以载道
- 思想性是灵魂
- 科学性是基础
- 融盐入水
- “潜移默化/润物无声”(文秋芳,

2021, p. 50)

“教学之星”总决赛点评

“思想性”就说要培根铸魂、启智增慧；“科学性”要考虑知识表达的科学性，语言的准确性、难度要符合学生水平，自己创造的东西要科学；“系统性”指上课要有一条主线……如何自然地思政？……不要贴标签地去思政。

—文秋芳 2021.12.8



“大学外语课程思政的内涵和实施框架”

“外语课程思政的方法是要将育人有机融合于教学活动中，不能将思政教育和外语教学看作“两张皮”，把思政教育弄成“盖浇饭”，人为地、生硬地强加在外语教学内容上”。

—(文秋芳 2021, p.48)

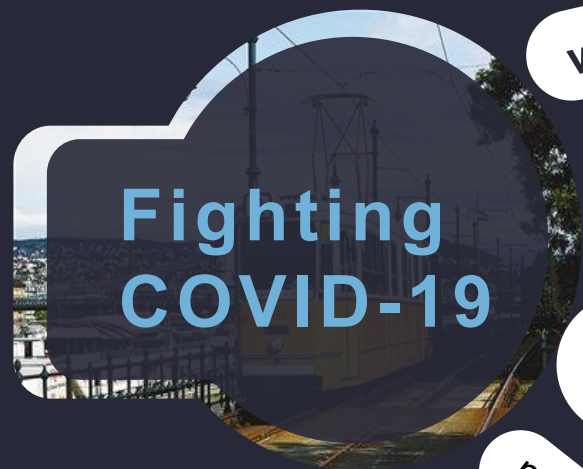


比赛案例 分析

2

思想性





**Fighting
COVID-19**

washing hands

wearing masks

social distancing

following rules
and regulations

nationwide quarantine



**修身、齐家、
治国、平天下**

—— **不以规矩不成方圆**

—— **万众一心、同心同德**



Critical thinking

- 天生我材必有用。

A man of great talents will surely be given important assignment.

- 少壮不努力，老大徒伤悲。

A young idler, an old beggar.

- 有志者事竟成。

Where there is a will, there is a way.



Critical thinking

- 幸福是奋斗出来的。

Happiness is achieved through hard work.

- 青年兴则国家兴，青年强则国家强

A nation will prosper only when its young people thrive.

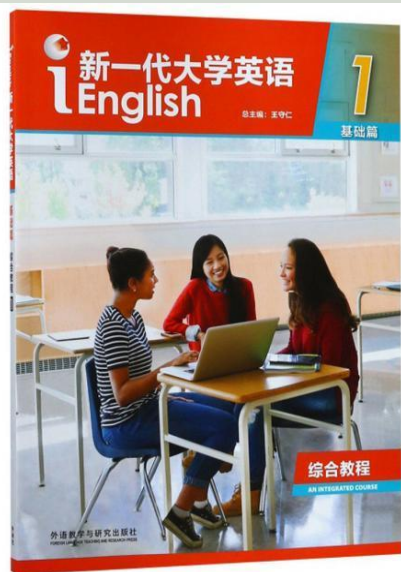
- 青年时代，选择吃苦也就选择了收获，选择奉献也就选择了高尚。

...choosing to suffer in youth means choosing to gain, and choosing to dedicate in youth means choosing to be noble.

科学性



Resources



Unit 8

For a better planet

Text 1: *China's climate change commitment;*

Text 2: *Let there be light but not light pollution*

Fact and opinion

U校园 智慧教学云平台
智慧教学,从这里开始

Enrich Learning
Empower Teaching

iWrite 爱写作 产品介绍
英语写作教学与评阅系统

iWrite 写作中心

全新上线!



码上体验

1 (Testbook)+2 (Unipus Services)+3 (Supplementary materials: News, Photos, Games)

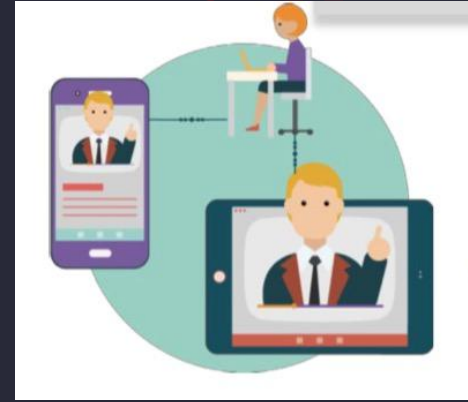
How do we learn?



Teaching Procedure:

- ▶ Preparation
- ▶ Exploration - Production
- ▶ Assessment

**Productive-orientated
teaching approach**



Before class	1	2	3	4	5	6	7	8	After class
--------------	---	---	---	---	---	---	---	---	-------------

02

OBJECTIVES & PROCEDURE

Teaching Objectives

	Public Speaking Skills	Critical Thinking Skills	Intercultural Competence
Understand	√	√	√
Apply	√	√	√
Analyze	√	√	√
Create	√	√	√

To Master the Use of Metaphor
To Comprehend the “OIC” Pathway
To Create a Speech

评价

Review

Analysis

Practice

Assignment

Assessment

Self-assessment Form for Learning

Checklist	1	2	3	4	5
I know what comparison and contrast is.					
I know why we compare and contrast.					
I know how to compare and contrast.					
I can use comparison and contrast transitions.					
I can develop a comparison / contrast essay.					

NB:1-Poor, 2-Fair, 3- Satisfactory, 4-Good, 5-Very good



What is the basic structure of syllogism?



Syllogism in Reading 2

Reason

 Communication (Para.3)

major premise? 

minor premise? 

Conclusion

I'm not going to buy a cellphone.

给参赛教师的建议

3



建议

遵循教材

因材施教

1

2

挖掘教材

走进教材
跳出教材

改编教材

因境而用 因教而用
因生而用

3

4

构建团队

人员 目标 中介 机制
(文秋芳、张虹, 2019)



案例分享：中央民族大学（2021 总决赛）

03

Teaching Materials

8

Communication at your fingertips

UNIT

Set the scene

A long time ago, people communicated without the Internet. Even longer ago, people communicated without phones, faxes and had to speak face to face or put pen to paper. However, with the speedy development of technology, we have entered the great information age, also known as the computer age or digital age, where individuals can transfer and communicate information freely, and have instant access to information that would have been difficult or impossible to find in the past. While some people find new forms of communication to be highly beneficial, others don't feel comfortable using them. Differing attitudes aside, we need to learn to reap the benefits of the digital age while minimizing the distraction, alienation, etc. brought about by it.

Learning objectives

Upon completion of this unit, you will be able to:

- talk about various aspects of digital communication and its impact on modern life;
- use an anecdote to illustrate your point in an argumentative essay;
- develop an in-depth understanding of different opinions regarding digital communication and make your own evaluation of these opinions.



Selecting

Revising

Supplementing

3.1 Selecting

Read and write

Use anecdotes to illustrate your point

In argumentative writing, in order to make ideas more convincing, writers sometimes use an anecdote, i.e., a short story based on their personal experience. Effective anecdotes are brief, descriptive, and relevant:

- The anecdotes you choose to share in an argumentative essay should be fairly short in order to keep your readers' attention. Short stories also ensure that you still have space to thoroughly address a topic. To stay brief, remember that it's unnecessary to tell a story from beginning to end. Instead, focus on the most important event while providing just enough context for it to make sense to your readers.
- When including anecdotes, you should also use descriptive writing. You want your readers to be able to use the detail in your essay to paint an image in their mind.
- Be sure that the anecdote you choose to include in your essay is relevant. While the story you describe might be funny or interesting, if it does not address the topic or further the point you are making, it will only be considered a distraction.

P195

Let students know the definition and three principles of anecdotes

3.1 Selecting

- 1 Two events today, although worlds apart, seem closely tied together. And the bond between them is as human as it is electronic.
- 2 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.¹ But recently, I handed down my old iPhone to him so we could communicate with each other when we're apart.
- 3 The amount of calming satisfaction it gives me to be able to communicate with my son through technology is undeniable and human. It's the other side of the "I don't care what you ate for breakfast this morning" argument against the mundane broadcasting of social media. In this case, I absolutely care about this. I'd listen to him describe a piece of bacon and hang on every word. Is it better than a conversation with "real words"? No. But is it better than waiting two more days, when the mundane moment that I long to hear about so much is gone? Definitely yes.

P187 paras.
1-3

3.1 Selecting

P185

The gentleman makes things his servants;
the petty man is servant to things.

— Xunzi



Deeper understanding of the relations between human and technology



荀子

荀子(约公元前313-前238),名况,赵国隐士(今山西运城闻喜县)人,时人尊而号曰“卿”,曾以时国避灾宣帝刘珣拜,而“卿”与“韩”二字古音相近,故又称韩卿。汉魏,战国末期赵国人,著名思想家、文学家、政治家,儒家代表人物之一,时人尊称“荀卿”,曾三次出齐国门下学宫的荀子,后为楚成陵(今山东成陵)令。荀子对儒家思想有所发展,提倡唯物主义,其学就常被后人拿来跟孟子的“性善说”比较,荀子对重新整理儒家典籍也有相当大的贡献。

3.2 Revising

Step

1

In Paragraphs 2 and 3, the author uses an experience of his own to illustrate how social media benefits people who are apart. Now read these two paragraphs again and analyze the effectiveness of this anecdote in terms of whether it is brief, descriptive, and relevant. Share your view with a partner.

Step

2

In the passage, the author argues that people are worried that some romantic rituals of relationship and social interaction might die in the age of social media. Personally, do you think letter-writing is going to disappear in the age of social media? What anecdote(s) would you use to back up your point of view? Brainstorm in groups and evaluate your ideas according to the principle of being relevant.

Step

3

Write an essay of no less than 80 words on the topic "Will letter-writing disappear in the age of social media?" Include in your essay an anecdote that you have discussed, or come up with a new one, to illustrate your point. Bear in mind the principles of being brief and descriptive.

Serve the final production

- ② Use an anecdote to illustrate one of the sub-arguments in your first draft. Pay attention to the 3 principles of anecdotes.
- ③ Write the second draft of the speech.

3.3 Supplementing



Two TED talk videos



Some pictures for better understanding of anecdotes



4

结语

结语

- 教材使用的核心追求是实现教材的育人价值（罗英、徐文彬，2020）。
- 有效使用教材、有机统一思想性和科学性，发挥教材的育人价值是教师的责任和使命，也是对教师智慧的挑战。
- 教师应努力从教材的“消费者”（consumers）转变为教材的有效使用者（users）和创造者（creators）。
- 搭建团队：负责人（专业+奉献）+成员（善思+乐学）

参考文献

- Graves, K. (2019). Recent books on language materials development and analysis. *ELT Journal*, (3): 337-354.
- Tomlinson, B. & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. Hoboken: Wiley-Blackwell.
- 罗英、徐文彬，2020，试论教师使用统编教材的规则理路，《课程·教材·教法》，第11期：36-42。
- 文秋芳，2021，大学外语课程思政的内涵和实施框架，《中国外语》第2期：47-52。
- 文秋芳、张虹，（2019）跨院系多语种教师专业学习共同体建设的理论与实践探索，《外语界》，第6期，9-17。
- 张虹、李会钦、何晓燕，2021a，我国高校本科英语教材存在的问题调查[J]。《外语与外语教学》第1期：65-75。
- 张虹、李会钦、何晓燕，2021b，高校英语教材使用及其影响因素调查研究[J]。《外语教学》第4期：64-69。