

SPEAKING CRITICALLY:  
INTERCULTURAL  
CONVERSATIONS

《口语1：文化之桥》

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# 学情介绍

2

**班级情况：**

小班教学，22-24个学生。

**学生情况：**

英语学院英语专业一年级秋季学期的学生，不是来自于一个行政班。

**课时安排：**

一周一个单元，每个单元三个课时，一个课时50分钟。

# 教材介绍



- 《大学思辨英语教程·口语1文化之桥》聚焦对话和讨论等英语口语交流能力，课程单元以与大学生学习与生活紧密相关的主题为导引，促进学生在跨文化背景下反思并提升学习、生活和交友能力。

# 单元结构介绍

- Starting Point: 通过形式多样的活动引发学生对本单元主题的兴趣。
- What do you say: 围绕几个来自不同国家的一年级新生的学习和生活展开对话，通过对话练习，培养学生对语言功能的使用和跨文化交流能力的提升。
- What do you think: 在输入语言的基础上展开相关话题的讨论，以实现有效的语言输出，并培养学生的思辨能力。

# 教学设计的原则和理据

- 1. 衡量高校人才培养质量的一个重要指标就是思辨能力培养，加强培养具有跨文化能力的国际化人才已成为世界高等教育界的共识（孙有中 2015, 2016）。要将思辨能力和跨文化能力的培养融入大学英语口语教学中，口语系列课程在保持口语训练强度的基础上要突出交际能力、思辨能力、调研能力与合作能力的培养（金利民 2010）。
- 2. 以“输出驱动假设”为原型的“产出导向法”（简称POA）（文秋芳，2015）。P O A 的教学流程包括 3 个阶段：1) 驱动 (motivating); 2) 促成 (enabling); 3) 评价 (assessing)。三个阶段都必须以教师为中介，具体表现为引领 (guide)、设计 (design)、支架 (scaffolding) 作用等。
- 3. 任务轮换法 (Task recycling) 通过有效的任务重复和循环帮助学生更好地达到流利和熟练的口语水平 (Lynch & Maclean 2001)。

# 课前准备 (I) -- 课文词汇

- 1. 学生提前收听对话或阅读文章，初步熟悉课文内容，解决生词问题，记录课文中他们认为有用的和地道的表达方法，为每个单元建一个自己的vocabulary list（在开学时已示范学生）。
- 2. 针对vocabulary list中的每个词汇或词组提供英文解释和至少一个例句，例句可以是来自于课文，也可以是来自于字典。用这些词汇编写一个故事或者写一小段话。期末时每个学生以portfolio的形式上交这些材料。

# 课前准备 (II) -- 单元练习

- 提前一周发给学生活动清单
- 1) 需要学生提前认领的活动：提前规定好活动的人数、时间和形式，由具体学生认领具体的活动，然后在课堂上展示。
- 2) 不需要认领但需要学生提前查找和整理资料的活动：信息量要求比较多的需要充足时间进行思辨活动的话题。每个学生围绕某个话题提前查找和整理资料。期末要求每个学生以 portfolio 的形式将为这些话题而准备的材料上交。

A PENNY SAVED IS A  
PENNY EARNED

Qiu Jin

Oct 15



# Objectives

- **Language Functions**
  - --Discussing solutions to a problem
  - --Accepting advice
  - --Showing sympathy
- **Intercultural competence**
  - --Exploring diverse consumption values across cultures
- **Critical thinking skills**
  - --Comparing perspectives by weighing the pros and cons of taking part-time jobs for college students and giving pocket money to children
  - --Developing perspective by comparing different attitudes toward money



Money Doesn't  
Grow on Trees!

# Warm-up Questions



- Do you need similar amount of money for each month? On which items do you spend most of your money each month?

# Sample Answer

- During a semester, the amount of money we need for each month is roughly similar, which is around \_\_\_\_\_. We've divided our expenses into almost the same categories, namely \_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. However, we have different budgets for some categories. For example, I spend most of my money on food, because I eat a lot every day and I think taking enough nutritious food is extremely important for a student, while my partner, who is an avid shopper, spends most of her money on shopping, especially the online purchases.

# Activity 1 What do you say

- Dialogue 1 (pp56–58)
- Key functions:
  - a. Showing sympathy
  - b. Exploring and suggesting solutions
  - c. Accepting advice

<b>Anna' s problem and the causes</b>	<b>Lucy' s suggestions</b>
She couldn't buy a tennis racquet that she wanted, because she had no money left.	Find out what happened to her budget.
She didn't have a budget. The money her father had given her was spent too soon.	Find out what she spent her money on.
She had no idea how her money was spent.	Keep an account of all that she spent.
She didn't understand why she had to do so, because she thought students needed clothes and books.	How many clothes and books one could have depend on one's income.
She didn' t know how to manage her money because she had never learnt to carefully budget and her parents just bought her the thing she needed.	Get pocket money from parents. Set a fixed amount and make sure not to spend more than that. Save for special things.

# Other solutions



- Spend on things/services that you need, not what you want.
- Don't be swayed by peer pressure
- Borrow rather than buy.
- Use the college library for books and movies.
- Reduce eating out or getting take-out.
- Cut down on entertainment.
- Use WeChat (or other free messaging & calling apps) to connect with family and friends.
- Walk/cycle for short distances; use public transportation instead of taking a taxi.
- Reduce, Reuse, Recycle.


## • Asking questions

- You look a bit worried. What's the matter?
- What did you do to...
- Have you ...
- I was wondering if you'd ever thought of ...
- Might it be an idea to...
- Why don't you...

## • Making suggestions

- How about...-ing
- One idea would be to...
- I'd suggest that you ...
- Perhaps you ought to...
- Maybe you should...
- You could always...
- I think it'd be a fantastic idea to...



- 
- Have you experienced similar difficulties with money management in college? If so, how did you handle them? Which strategies of managing finances introduced in the article on p 66 are useful to you?

# Take Notes

A's problem and the causes	B's suggestions

Showing sympathy	Offering Solutions	Accepting advice

# Role Play (p 59)

- a. Analyze your task and discuss what you will say in this situation with the group member who takes the same role as you. Pay attention to the ways of discussing solutions, showing sympathy and accepting advice. (3minutes)
- b. Role-play the situation with a group member of the opposite role. Use the skills learnt in this unit. Practice the key language functions.  
3m
- c. Reflect
- d. Change your partner and your role. Make the conversation a second time.

# Activity 2: Pocket money



# Activity 2: Pocket money

- 1) Did you receive money wrapped in red envelopes for Chinese New Year? If you did, what did you do with the money? What do you think is the wise way to use the money? What do you think parents could do to provide guidance to their children on learning about financial management?
- 2) Should parents give their children pocket money? Why or why not? What factors should be considered when it comes to the appropriate amount of money being given to the children?

# Pair Discussion

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- a. Do you agree with the points discussed by your classmates?
- b. Can you think of any more pros and cons concerning parents giving pocket money?

# Giving opinions

## Agreement/disagreement

- It is my view that..
- I take the view that...
- I believe that...
  
- I think...
- What I think is...
- I' d say that...
- It seems to me that...
- It seems clear/obvious/evident to me that...
- I have to say that...
  
- To me...

- Yes
- Yes, that' s right.
- Yes, that' s true.
- That' s a good point.
- Absolutely.
  
- Yes, OK, but...
- I see what you mean, but...
- I take your point, but...
- I accept that, but...
- That may be true, but...
- Expressing doubt/weak disagreement
- I' m not sure about that
- Is there any evidence for that?
  
- But...
- But surely...
- But don' t you think...?
- I don' t think that' s right/true.

# Activity 3: Student part-time job





# British Parliamentary Style

- (1) First Government Member; or Prime Minister
- (2) First Opposition Member; or Leader of the Opposition
- (3) Second Government Member;
- (4) Second Opposition Member;
- (5) Third Government Member;
- (6) Third Opposition Member;
- (7) Government Whip;
- (8) Opposition Whip.

# Should students take part-time jobs?

- Participants:
- **Proposition (AB) / Opposition (CD)**
- --Preparation 2min
- --**A** opening speech 2min
- --**C** opening speech 2min
- --**B** concluding speech (summary) 2min
- --**D** concluding speech (summary) 2min

# Prepare for the points of argument

- **Pros:**

- – increase self-esteem and a sense of independence;
- – may help develop organizational and multi-tasking skills;
- – may help build relevant skills and thus have a positive impact on the future career;
- ...

- **Cons:**

- – can take up too much time and interfere with your class schedule;
- – the time used for part-time job can be better spent at student clubs and organizations;
- – payment is often not satisfactory;
- ...

- When you make an argument, you should first make a claim and then explain and support it.


Your point

- “I think it’s beneficial for college students to work part-time because it helps develop a sense of independence and, as a result, boost their self-esteem. **For**

explanation

**example**, many students work as private tutors for teenagers in middle schools or high schools. In teaching, they consolidate their own subject specific knowledge, try to establish supportive relationship with their students, and therefore experience enhanced sense of competence.”

example

- 
- --Does each side have clear and strong points?
  - --Does each side have sufficient explanation and evidence?
  - --Were the arguments presented in an ordered and logical manner?

# Non-Critical Thinking Standards

- Fun
- Exciting
- Feels good
- Attention getting
- Popular
- Easy
- Spontaneous
- Deeply moved/felt
- Advantageous
- Beneficial to me

# Critical Thinking Standards

Clarity	Accuracy	Precision
Relevance	Depth	Breadth
Logic	Significance	Fairness

# Universal Intellectual Standards

Clarity	<p>Could you elaborate further?</p> <p>Could you give me an example?</p> <p>Could you illustrate what you mean?</p>
Accuracy	<p>How could we check on that?</p> <p>How could we find out if that is true?</p> <p>How could we verify or test that?</p>
Precision	<p>Could you be more specific?</p> <p>Could you give me more details?</p> <p>Could you be more exact?</p>
Relevance	<p>How does that relate to the problem?</p> <p>How does that bear on the issue?</p> <p>How does that help us with the issue?</p>
Depth	<p>What factors make this a difficult problem?</p> <p>What are some of the complexities of this question?</p> <p>What are some of the difficulties we need to deal with?</p>

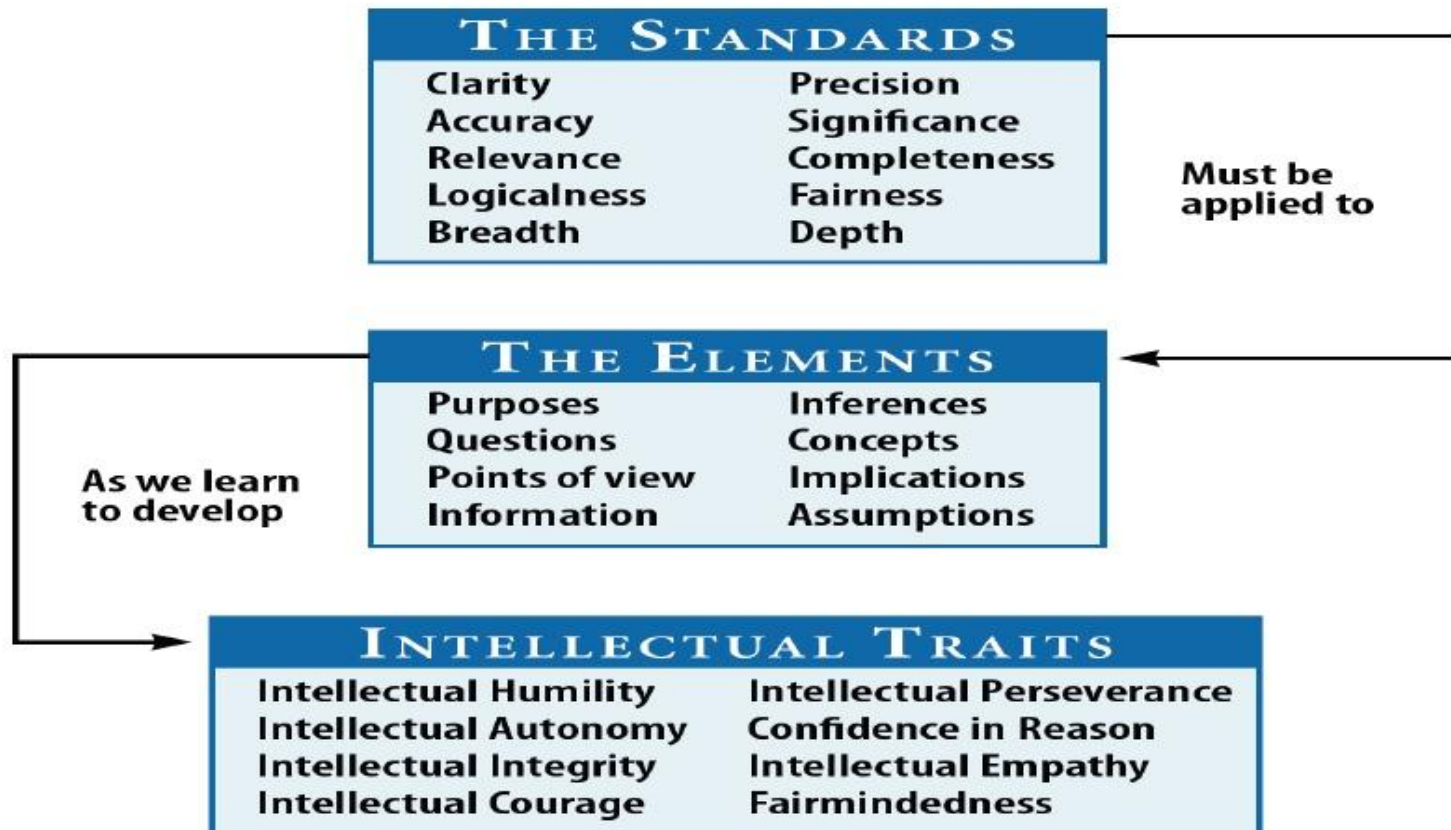
Breadth	<p>Do we need to look at this from another perspective?</p> <p>Do we need to consider another point of view?</p> <p>Do we need to look at this in other ways?</p>
Logic	<p>Does all this make sense together?</p> <p>Does your first argument fit in with the your last?</p> <p>Does what you say follow from the evidence?</p>
Significance	<p>Is this the most important problem to consider?</p> <p>Is this the central idea to focus on?</p> <p>Which of these facts are most important?</p>
Fairness	<p>Are we considering all relevant viewpoints in good faith?</p> <p>Are we distorting some information to maintain our biased perspective?</p>



# Evaluation

- a. Evaluate the quality of the debater's arguments according to the critical thinking standards.
- b. If you take an oppositional side, how would you respond to the debater's arguments (in the form of refutation or rejoinder)?
- c. What other arguments can you construct for the debater's side?
- d. Give advice to the debater on how he/she can improve his/her arguments.

Critical thinkers routinely apply the intellectual standards to the elements of reasoning in order to develop intellectual traits.



# Activity 4: Interview (p68)



# Activity 4: An interview about money attitudes

- Work in groups of 4. Designate the group leader to be the interviewer and the other four are interviewees. The interviewer should take interview notes and be ready to summarize your findings and give a report to the whole class.

# Evaluation and Reflection

- Based on what you heard from the interview, what conclusions can you draw about each interviewee's attitude towards money?
- How did you reach this conclusion?
- What information are you using in coming to that conclusion?
- Is there another way to interpret the information?
- How would you compare different interviewee's points of view?

# Money is important

- 1) it enables you to have more control over your life, more freedom to carve out your own path and fewer constraints on your choices;
- 2) it means being able to give your children the best - the best education, the best health care, and the best start in life;
- 3) it enables you to give back to your community, to pick the charities and causes that you believe in and support;
- 4) having money means that life is not a constant effort at keeping your head above the water.

# Argument vs Counter-argument

- Do you agree with the statements? Why or why not? Discuss in pairs.
- Money is important. Why? Think of 3 other reasons. Then discuss in the groups of 4.
- Money is not everything. Why not? Think of 3 reasons. The discuss in the groups of 4.

# Money is not everything

- The love of money is the root of all evil.
- Wealthy people are not always the happiest.
- The pursuit of money causes some people to neglect their children.
- To get more money you may have to work longer hours.
- You must spend a lot of time and energy to protect your wealth.
- Money corrupts. The more money you have, the more you want.
- Too much wealth leads to disaster. Murder or kidnapping might occur when big money is involved.
- Success and wealth often earn you envy and even hostility, which ruins good human relationships.
- When you are rich it is hard to tell who is your real friend.
- Some people reject materialistic values. They are motivated by their interest in work or get involved in volunteer organizations.



# Danger of too much consumption

- Spending more than we need does not help us live a better life.



# Homework

## A. Review & preview.

1. Practice short dialogues with your partner using the expressions in the language bank.
2. Develop the class discussion by asking yourself: Do you agree with the points discussed by your classmates? Can you think of more answers concerning the topic?
3. When you preview, read the texts, underline the useful expressions, note them down and try to use them in your speaking and writing.

B. Write a short paragraph explaining your attitude towards money: Is money important? Why or why not?

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**Thank you !**