



2022

**外研社“教学之星”大赛
全国总决赛**

2022年12月9日

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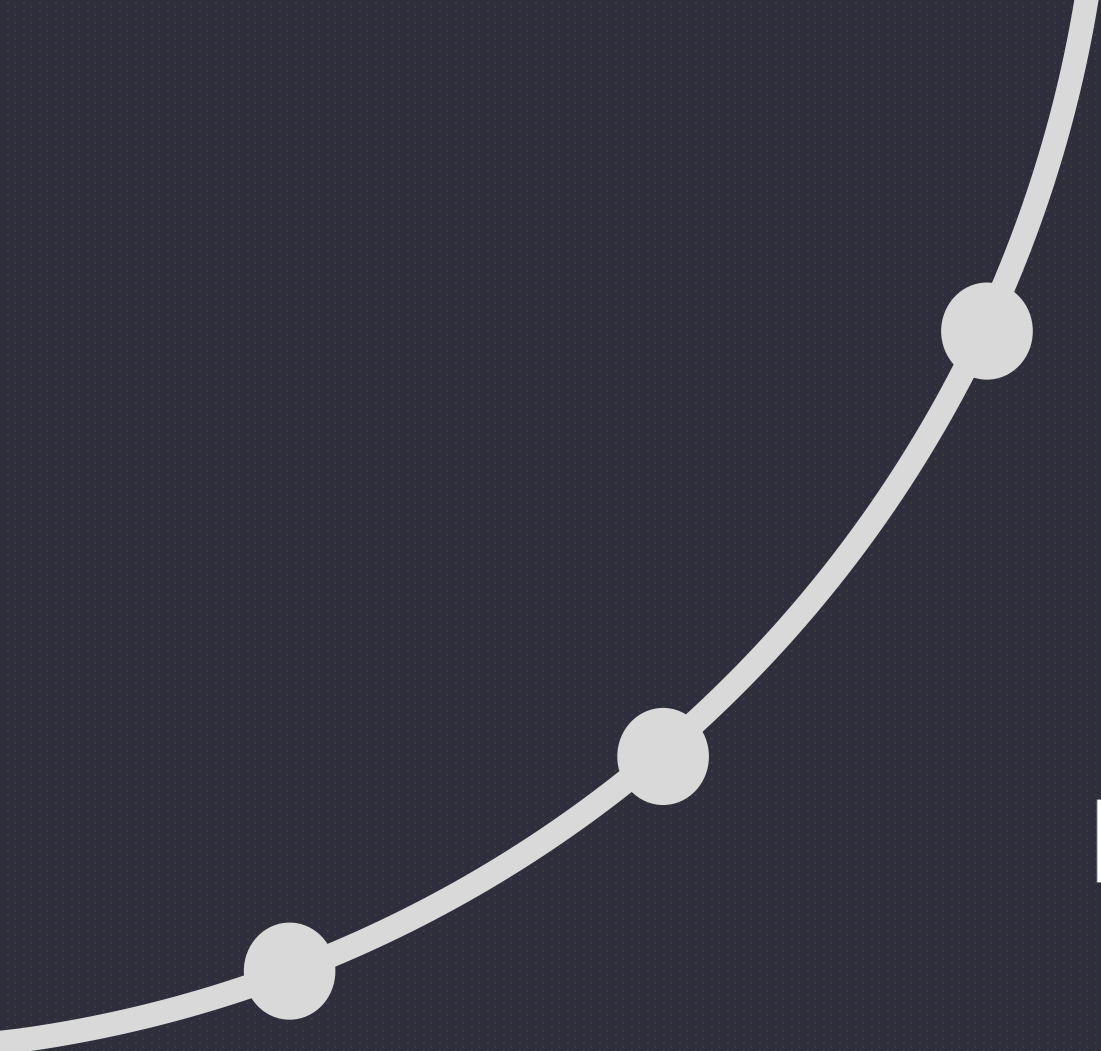
Teaching
context

02.

Teaching
design

03.

Materials
use



PART.

01

Teaching context



1.1 Our university



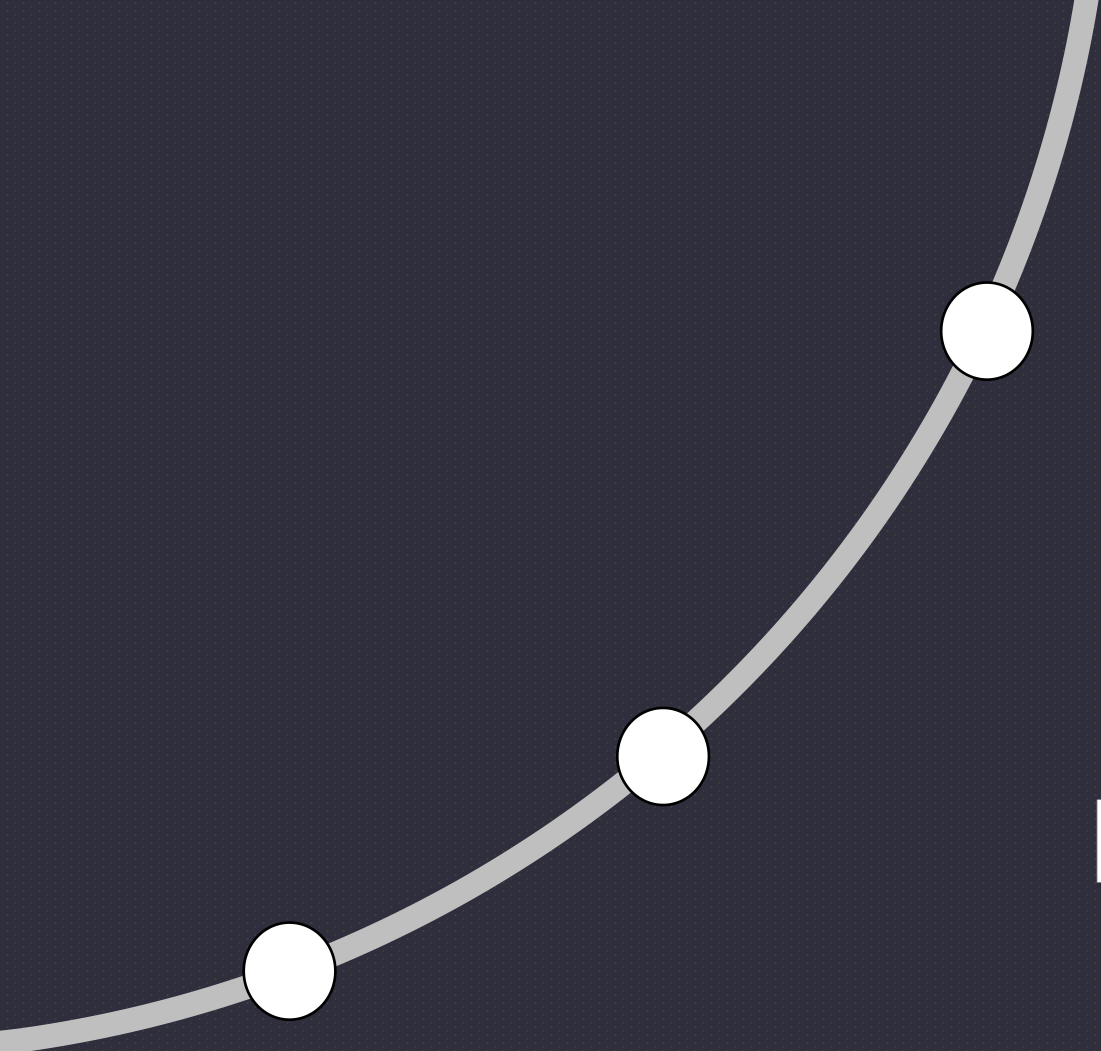
- Comprehensive
- A collective of elite scientists in different fields
- Distinctive in science, technology, and medicine



1.2 Target students



- First-year non-English majors
- Upper-intermediate English proficiency
- Generally weak in communicative skills, particularly turn-taking in English conversations



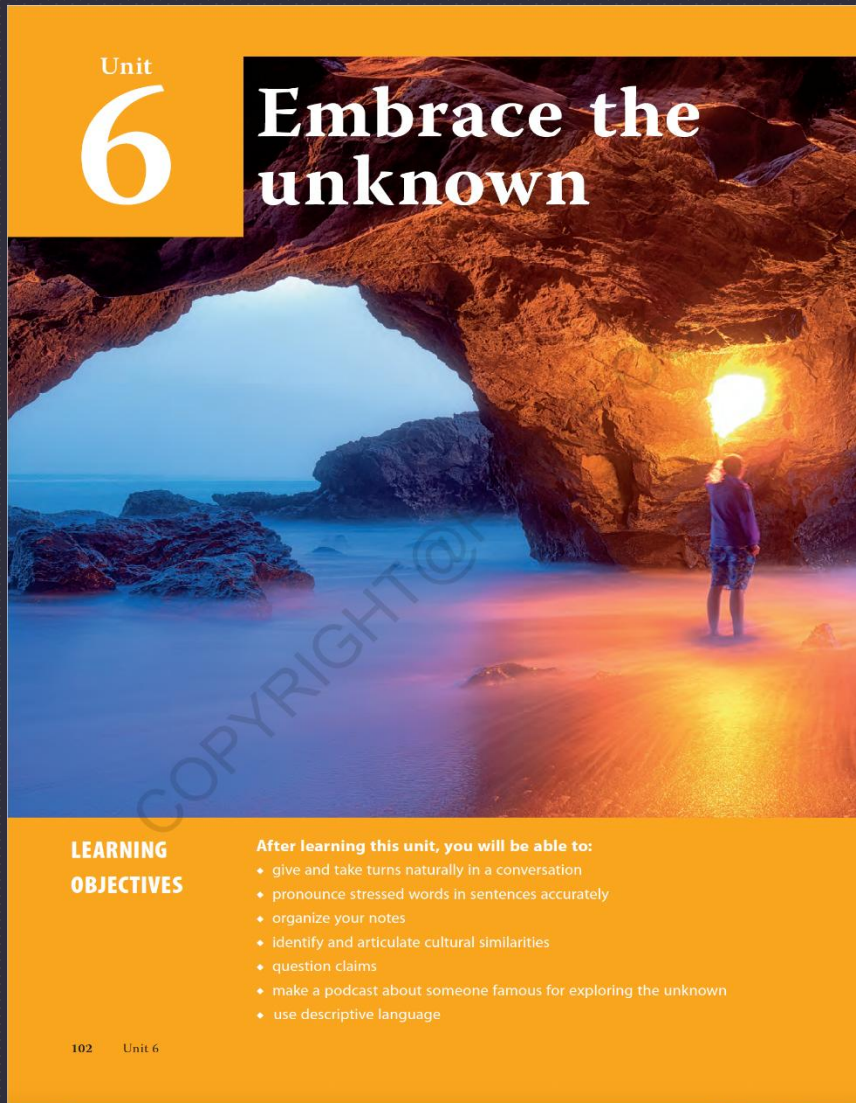
PART.

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Teaching ^{design}2



2.1 Textbook and unit



OVER TO YOU
**Viewing, Listening and
Speaking
Book 2**

**Unit 6 Embrace the
unknown**



2.2 Teaching objectives

Language & knowledge

- **Describe** scientific exploration;
- **Use** expressions to request information and show agreement/disagreement to keep a conversation going;
- **Use** descriptive language in a podcast;
- **Talk about** Chinese scientists' exploration spirit;
- **Tell stories** about Chinese people's exploration of the unknown;

Core competencies & moral values

- **Give and take** turns in a conversation (communicative competence);
- **Question** claims (critical thinking abilities);
- **Identify** cultural differences (intercultural awareness);
- **Show** willingness to explore the unknown;
- **Increase** commitment to China's modernization;



2.2 Teaching objectives

Language & knowledge

- Describe scientific exploration;
- **Use** expressions to request information and show agreement/disagreement to keep a conversation going;
- **Use** descriptive language in a podcast;
- **Talk about** Chinese scientists' exploration spirit;
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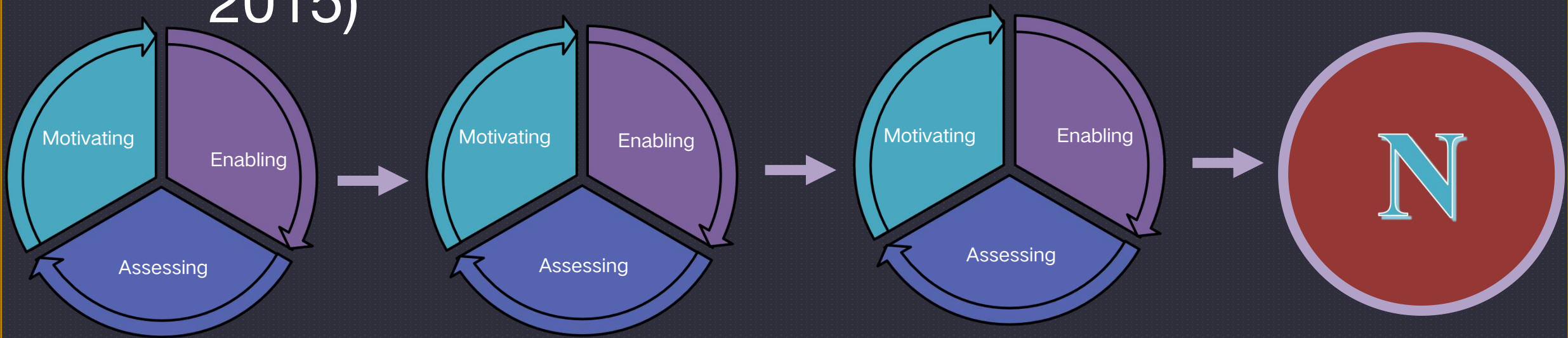
Core competencies & moral values

- **Give and take** turns in a conversation (communicative competence);
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2.3 Teaching methodology

- Production-oriented approach (POA) (Wen, 2015)

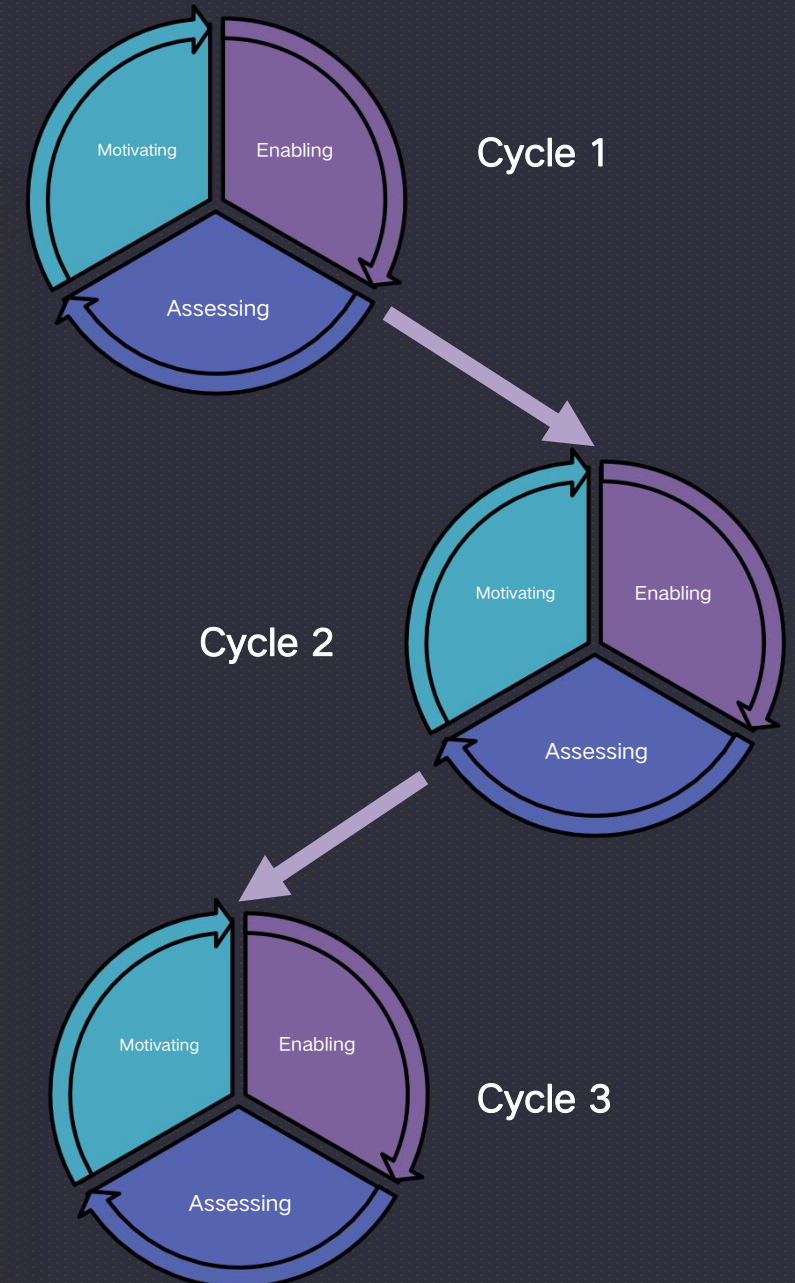
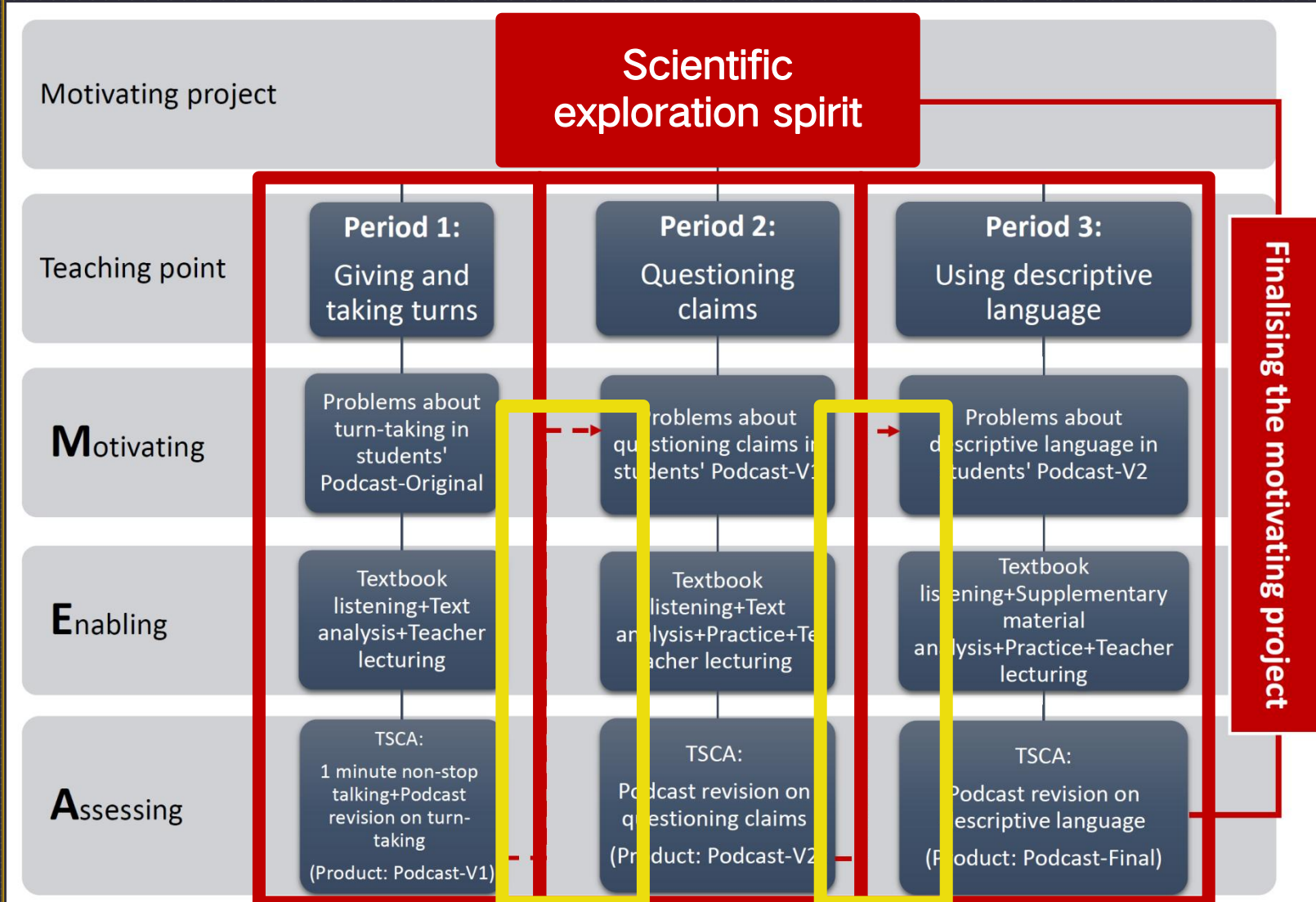


The leading role of a teacher + teacher-student collaboration

Figure 1. POA teaching procedures (Wen, 2015)

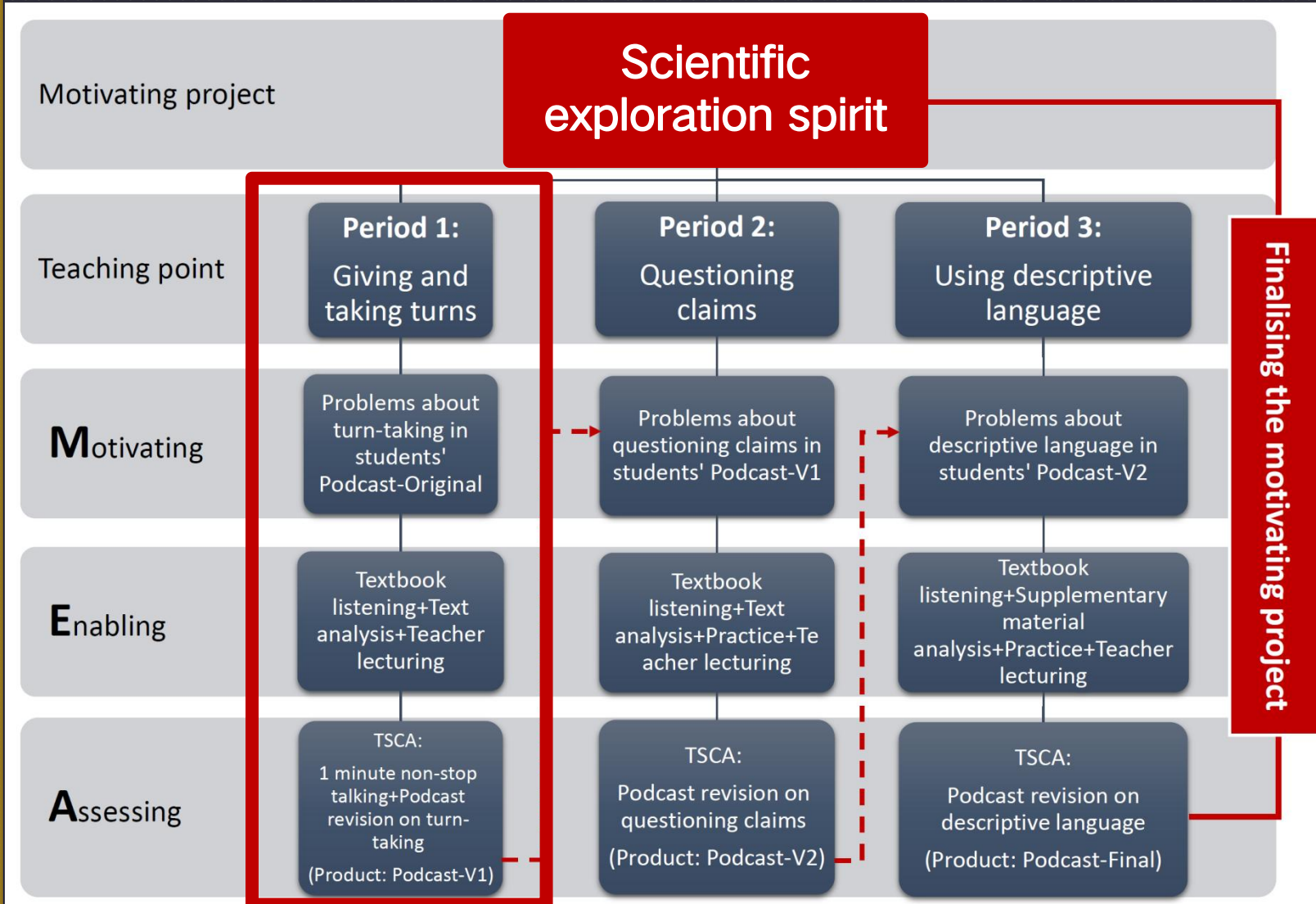


2.4 Teaching plan 3 sessions and 3 cycles





2.4 Teaching plan 3 sessions and 3 cycles



The rationale for the demo class:

- To cultivate students' communicative competence (Miao, 1995; Wu, 1994)
- To optimize the educational function of College English Courses (NFLTAB, 2020)



2.5 Difficult point

- To **enable** students to apply turn-taking strategies in real conversations, especially the strategy to disagree politely.





2.6 Teaching procedure (Motivating

The Unit Project

Talk-show Podcast



科学探索精神面面观

我们学校的院士

Topic

Spirit of scientific exploration among academicians

Format

A talk-show in groups of three

Participants

Undergraduates



Dec. 15, 2022

familiar role
models and
authentic
communication

Topic

- Academicians at our university
- Achievements and spirit of scientific exploration

Purpose

- Develop a natural conversation by effectively giving and taking turns
- questioning claims
- using descriptive language

Identity

- Participants: Undergraduates across colleges

Venue

- Virtual

(Wen & Sun, 2020)



2.6 Teaching procedure (Motivating)



Talk-show Podcast about Chinese Spirit of Scientific Exploration: featuring academicians at our university

Talk-show Podcast



科学探索

Topic
Spirit of scientific exploration
academicians

Format
A talk-show in groups of three

Participants
Undergraduates

 Dec. 15, 2022

Focus on **turn-taking** in students' podcasts

Let's talk about what we have learned about

Success is really important for scientific research. Mr. Liu said it was with a
that he established the field in our university 7 years ago.

B: Well, I think persistence is quite important because his success comes from his persistence every day. Success comes from sweat.

C: I think true passion is important for scientific exploration. I noticed that he keeps doing the one thing in his field, and finally, he succeeded

All: Thank you!



2.6 Teaching procedure (Enabling)

Steps	Teacher's activities	Students' activities
Listen & Identify	<ul style="list-style-type: none">• <u>Play a recording</u> from the textbook (p.104)• <u>Co-establish the criteria</u> for turn-taking	<ul style="list-style-type: none">• <u>Listen and identify</u> turn-taking strategies• <u>Co-establish</u> the criteria for turn-taking
Summarize & Supplement	<ul style="list-style-type: none">• <u>Summarize common strategies</u> for turn-taking• <u>Supplement useful expressions</u> for turn-taking	<ul style="list-style-type: none">• <u>Summarize</u> common strategies for turn-taking• <u>Familiarise with</u> the useful expressions



2.6 Teaching procedure (**Assessing**)

Conduct a one-minute
non-stop talking



Criteria

Strategies

1. Make inquiries
 - Ask questions
 - State requests of information
 - Ask follow-up questions
2. Make comments
 - Agree
 - Disagree politely

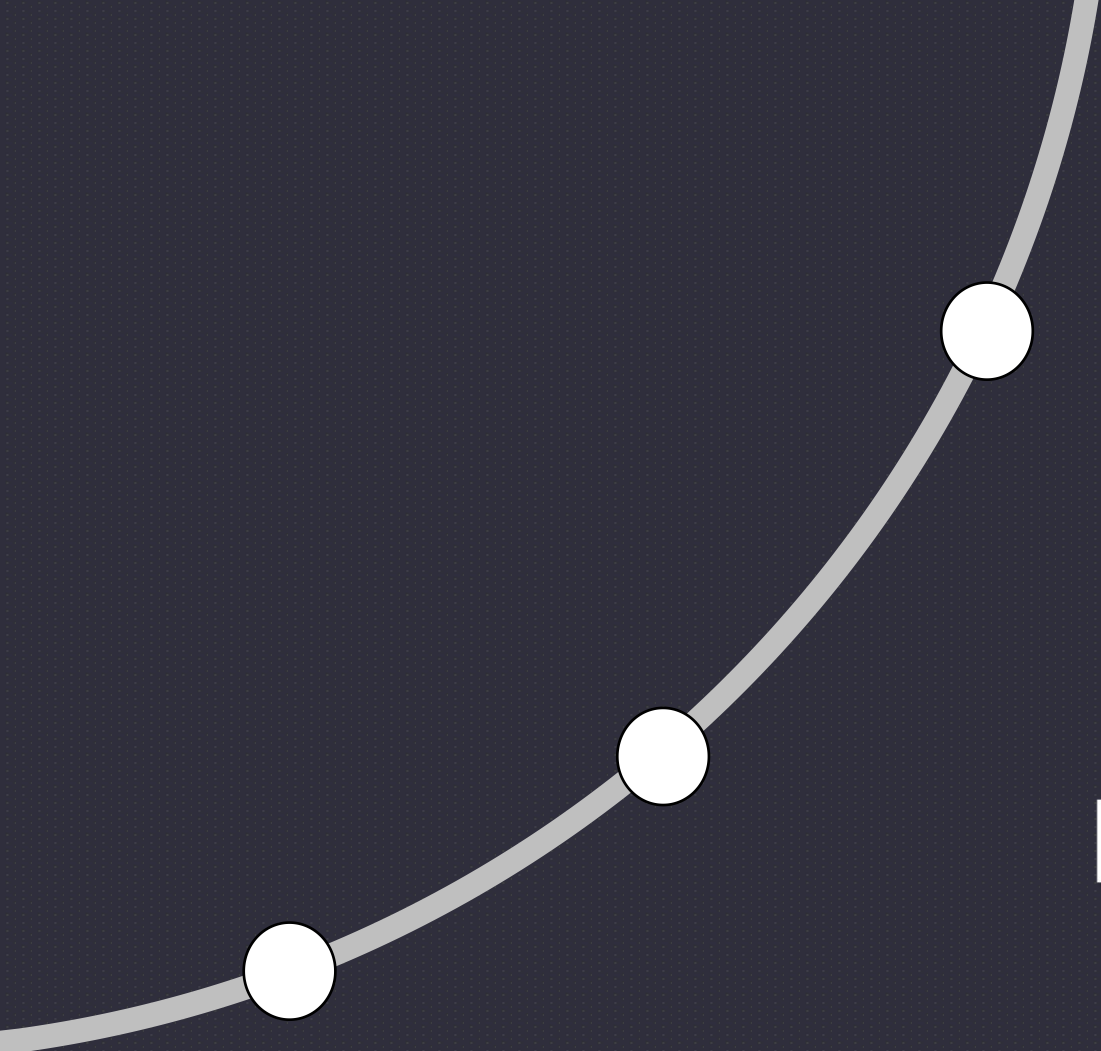
Language

Use of useful expressions

**Taking & giving
turns**



Assess by using the co-
developed criteria



PART.

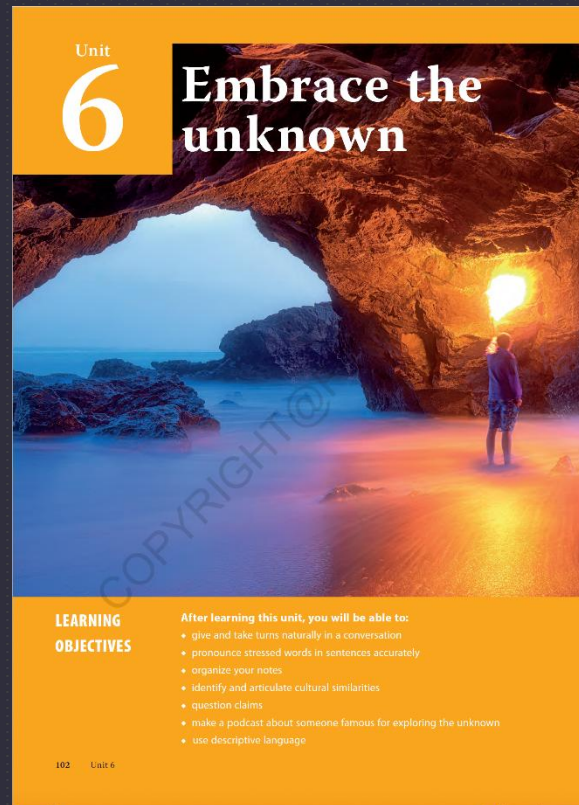
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Materials Use



3.1 Three methods



Revising

Selecting

Supplementin
g



3.2 Revising

Talk-show Podcast



科学探索精神面面观

我们学校的院士

Topic

Spirit of scientific exploration among academicians

Format

A talk-show in groups of three

Participants

Undergraduates



Dec. 15, 2022

Source:

P116 in students' book

Revision:

Narrow “someone famous” down to “academicians at our university”

Stage:

Motivating

Purpose:

To realise school-based English education



3.3 Selecting

Conversation skill

Giving and taking turns naturally in a conversation

Conversations have to involve both listening and speaking. A good conversation is a mix of giving and taking turns to speak. Knowing how to do that naturally will help your conversations move along smoothly.

Giving turns. If you speak for too long without pausing, the other person may feel they have no chance to take their turn. When giving turns, first speak your thoughts briefly and then ask the other person what they think. Some useful expressions are:

- *What do you think?*
- *I'm interested in your opinion.*

Then pause to give the other person time to respond and express their thoughts.

Taking turns. When taking turns, you can pick up on agreeing or disagreeing with what the other person has said. Some useful expressions are:

- *I totally agree.*
- *Well maybe, but don't you think that ...*
- *I'm afraid I don't think so.*

Remember not to interrupt the other person, but wait for a pause. You don't need to be asked a direct question to take a turn; just listen for the appropriate gaps!

■ After you listen

- ⑤ **Do you think you would like to travel to space? Why or why not? Work in pairs and have a conversation. Try to give and take turns naturally in your conversation.**

A: I would jump at the chance to travel to space. I'm sure it would be an amazing experience, don't you think?

B: Well ... I find space fascinating, but I think I would be a little scared to travel there.

A: I can understand that ...

Source:

P104 in students' book

Stages:

Enabling, Assessing

Purpose:

To serve as the basis for expansive learning of the demo class; to practice



3.4 Supplementing

英语口语

核心技能进阶

ENGLISH
SPEAKING:

FROM BASIC SKILLS TO CORE COMPETENCES

Source:

English Speaking: From Basic Skills to Core Competences (Ding, 2019)

Stage:

Enabling

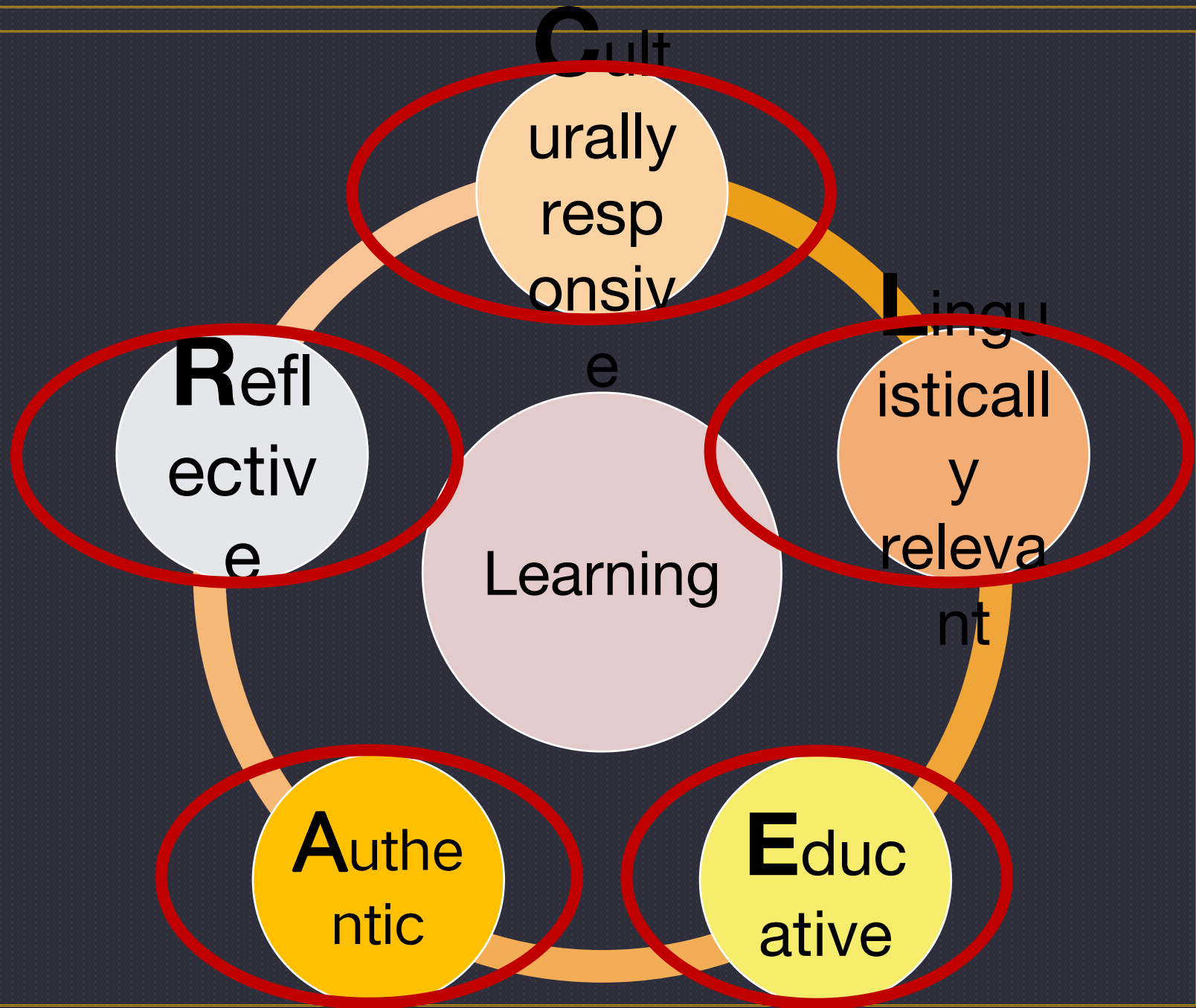
Purpose:

To provide students with language scaffolding



Summary

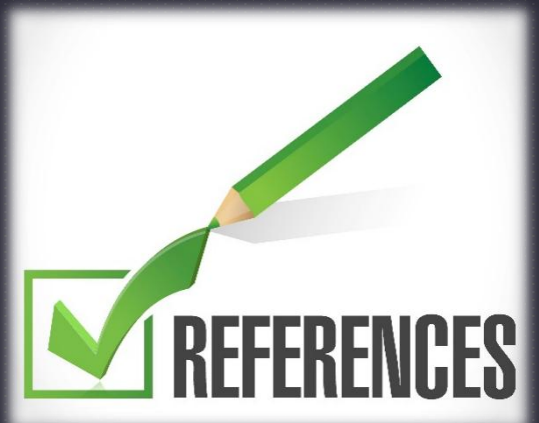
“CLEAR” principle





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- 吴宗杰. (1994). 外语课堂话轮类型析. *外语教学与研究*, 2, 1-6.





Thank you!

Keep a conversation going





Talk-show Podcast about Chinese Spirit of Scientific Exploration: featuring academicians at our university

Chinese spirit of scientific exploration

Talk-show Podcast



科学探索精神面面观
我们学校的院士

Topic
Spirit of scientific exploration among academicians

Format
A talk-show in groups of three

Participants
Undergraduates



Dec. 15, 2022

Courageous

Selfless

Perseverance

Diligent

Leadership

Optimistic

Curiosity

Focused

Passionate

Perceptiveness



Talk-show Podcast about Chinese Spirit of Scientific Exploration: featuring ... at our university

Talk-show Podcast



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Dec. 15, 2022

Limited turn-taking
to move the
conversation forward

A: Last week we visited Mr. Liu. Let's talk about what we have learned about his spirit of scientific exploration. Let's start first.

I think perceptiveness is really important for scientific research. Mr. Liu said it was with a foresight that he established the field in our university 7 years ago.

B: Well, I think persistence is quite important because his success comes from his persistence every day. Success comes from sweat.

C: I think true passion is important for scientific exploration. I noticed that he keeps doing the one thing in his field, and finally, he succeeded.

All: Thank you!



Why turn-taking?

Turn-taking constitutes “a basic form of organization for conversation”

(Sacks, Schegloff, Jefferson, 1974, p. 700)

Key functional skill



Daily conversation

Human development & learning originate in social and cultural interaction

(Vygotsky, 1978)

Essential way of learning



Cooperative learning



Conference discussion

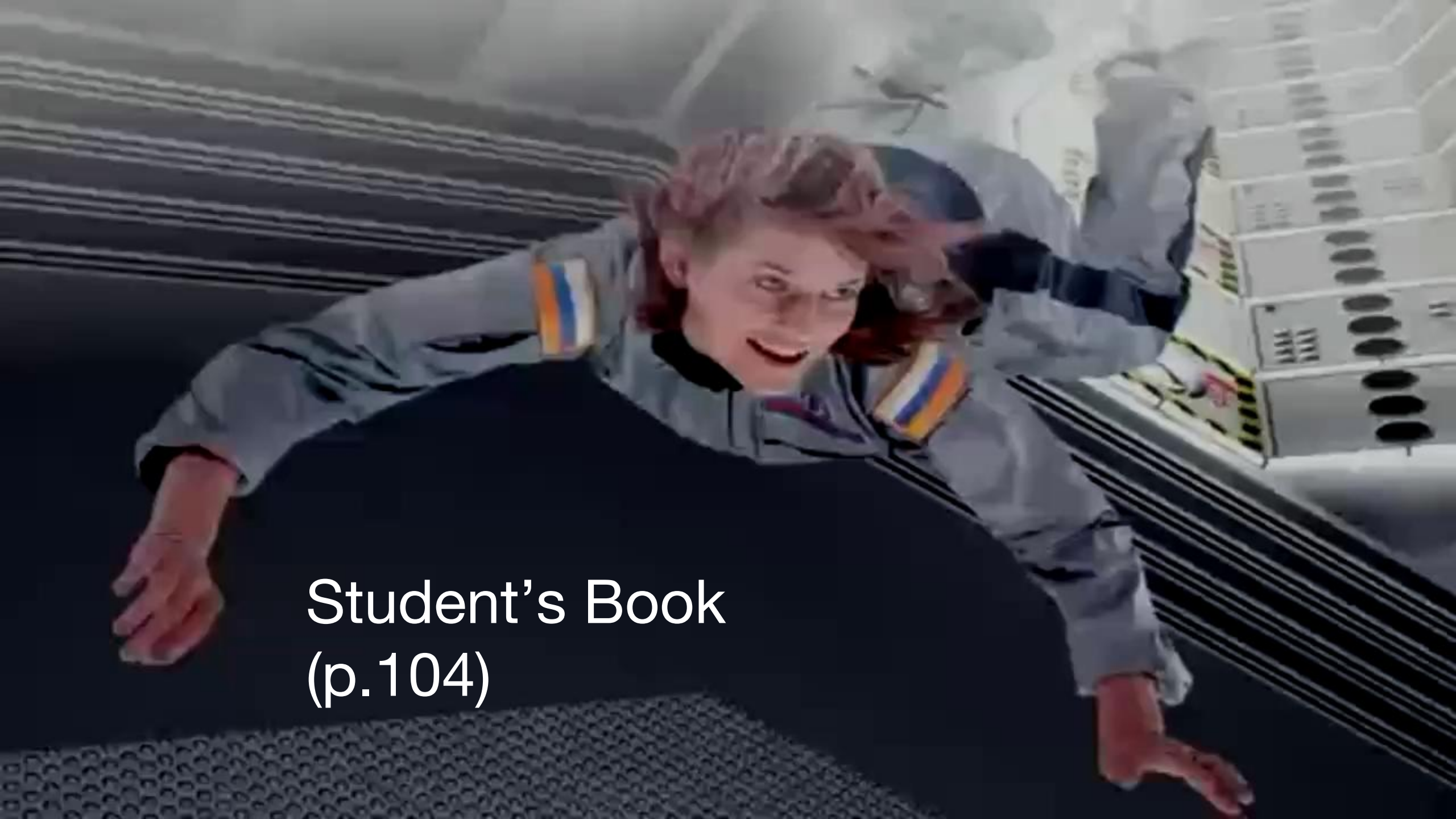
How to keep a conversation going by using turn-taking strategies?



Identify turn-taking strategies

- As you listen, think about:
 - What strategies are used?





Student's Book
(p.104)



Scripts

Listen & Identify Turn-taking Strategies

Jack: Today we are talking to Russian astronaut Anna Rostova live from the space station! Anna, can you hear me?

Anna: Yes, I can!

Jack: Great! Now, Anna, can you tell our listeners what it's like to live in space?

Anna: It's great – I love space! But it can be really tiring sometimes. We are floating around everywhere. It can be really strange sometimes!

Jack: I can imagine. It sounds fun, though.

Anna: It can be, yes! But most of the time, we use seat belts and straps to hold ourselves around.

Jack: One thing our listeners wanted to know about was the food on the space station.

Anna: We eat pretty well up here! We eat three tasty meals every day. The food has been specially prepared to last for a long time.

Jack: So, does it taste like normal food?

Questions

Strategy



Ask questions.



Listen & Identify Turn-taking Strategies

Scripts

Jack: Today we are going to listen to a recording of a conversation between two people on a space station. Can you hear me?

Anna: Yes, I can.

Jack: Great! Now, Anna, can you tell all our listeners what it's like to live in space?

Anna: It's great – I love space! But it can feel strange sometimes. We live in quite a small area, and float around everywhere. It can be really annoying doing something!

Jack: I can imagine. It sounds fun, though.

Anna: It can be, yes! But most of the time it's not so fun.

Jack: Comment: Disagree with reasons

Anna: We eat pretty well up here! We eat three tasty meals every day. The food has been specially prepared to last for a long time.

Jack: So, does it taste like normal food?

Disagree politely: "I can imagine/it can be" + "..., though/ But..."

Strategy



Comment: Disagree politely
(show understanding + disagree with reasons)

Excerpt from Teacher's Book (p.104)



Listen & Identify Turn-taking Strategies

Scripts

Jack: Today we are talking about life in space. We live in the space station! Anna, can you hear me?

Anna: Yes, I can!

Jack: Great! Now, Anna, can you tell me about life in space?

Anna: It's great – I love space. We live in quite a small area, and float around everywhere. It can be really annoying to drop something!

Jack: I can imagine. It sounds fun, though!

Anna: It can be, yes! But most of the time, we use seat belts and straps to stop ourselves from floating around.

Jack: One thing our listeners wanted to know was about the food on the space station.

Anna: We eat pretty well. We have fresh food every day. The food lasts for a long time.

Jack: ...

Add variety to
your expressions!

Request information

Strategy



State a
request.



Listen & Identify Turn-taking Strategies

Scripts

Jack: Today we are talking to Russian astronaut Anna Rostova live from the space station! Anna, can you hear me?

Anna: Yes, I can!

Jack: Great! Now, do you like to live in space?

Anna: It's great! We live around the Earth. We like it!

Jack: I can see that.

Anna: It's very different. We use seat belts and straps around.

Jack: One thing our listeners wanted to know about was the food on the space station.

Anna: We eat pretty well up here! We eat three tasty meals every day. The food has been specially prepared to last for a long time.

Jack: So, does it taste like normal food?

Ask follow-up questions

Strategy



Ask follow-up questions.

2022-12-15



Summarize common strategies for turn-taking



Common Strategies Make inquiries



- Ask follow-up questions
- State requests of information

Make comments



- Disagree politely



Useful expressions for turn-taking (in handout)

Make Inquiries

Questions/requests of information

- What's your opinion on...?
- What do you think about...?
- I'd like to hear your views on...

Follow-up/Clarification

- Can you give an example?
- Could you say more about...?
- What do you mean by...?

Make

Comments

Agree

- Absolutely!
- I couldn't agree more!
- That's exactly what I think!

Politely disagree

- It can be, yes!
- That makes sense.
- I hear you!

Show understanding +

- ..., but/however,...
- I don't think so, though.
- I would...though, because...

Disagree with reasons



The purpose of having a conversation is to...

Win over one another



Create space for mutual
understanding and
learning of new
perspectives



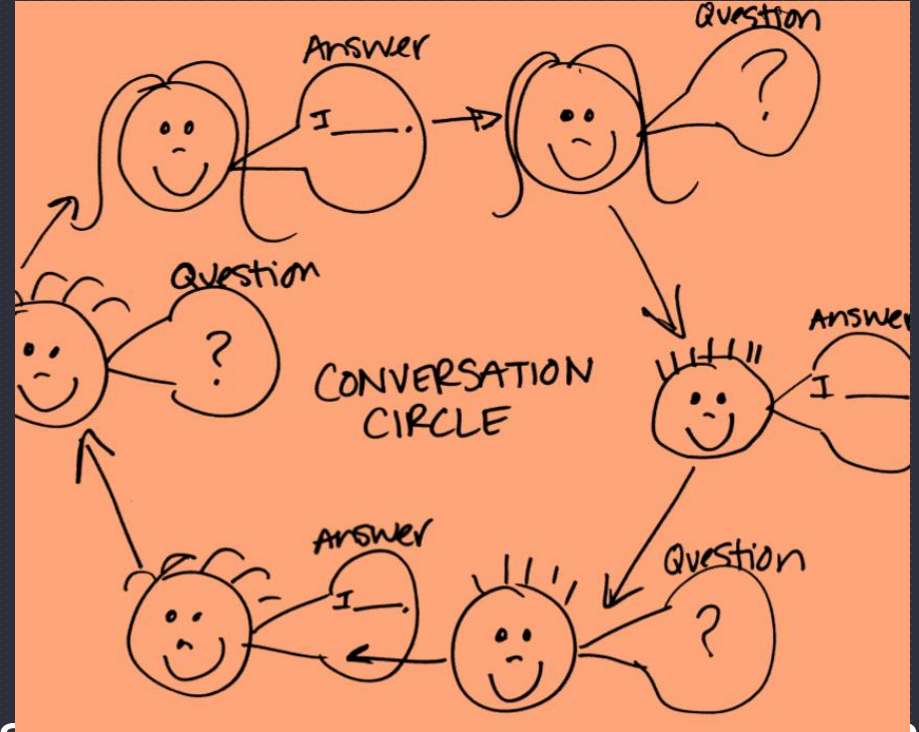
**Disagree
politely**





Practice: Conversation Circle

Student's Book (p.105)



- In groups of 5, have a one-minute non-stop conversation on **the discussion topic on p.105:**
 - ***Do you think you would like to travel to space?***
- Use turn-taking strategies & useful expressions





Teacher-student Collaborative Assessment

	Criteria
Taking & giving turns	Strategies <ol style="list-style-type: none">1. Make inquiries<ul style="list-style-type: none">• Ask questions• State requests of information• Ask follow-up questions2. Make comments<ul style="list-style-type: none">• Agree• Disagree
	Language <ul style="list-style-type: none">• Politely• Use of useful expressions



**Polish your talk-show
podcast by further
developing your
conversation**

Homework

- Submit it to TeacherMate for peer & teacher evaluation.
- Use turn-taking strategies & useful expressions as your guide & evaluation criteria.

Talk-show Podcast



科学探索精神面面观

我们学校的院士

Topic

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Dec. 15, 2022



Thank You