

2021

—— FLTRP Star Teacher Contest ——

外研社“教学之星”大赛

National Semi-final



**01** Teaching Context

**02** Teaching Design

**03** Teaching Materials

**04** Demo Class

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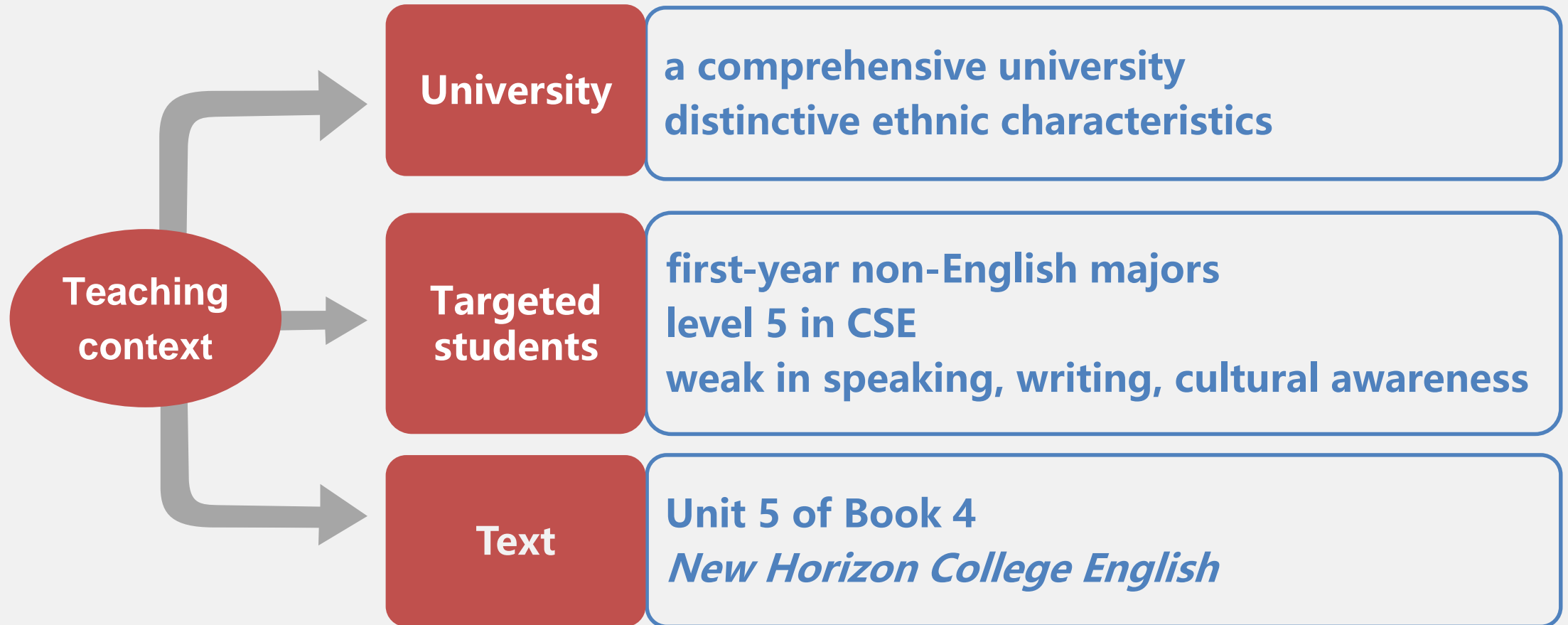
01

# Teaching Context



# 1. Teaching Context

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02

# Teaching Design



## 2.1 Teaching Objectives

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### Language

- topic-related words and expressions
- a narrative with direct dialog

### Critical Thinking

- A comprehensive understanding of stereotypes
- how to break stereotypes from cultural perspective.

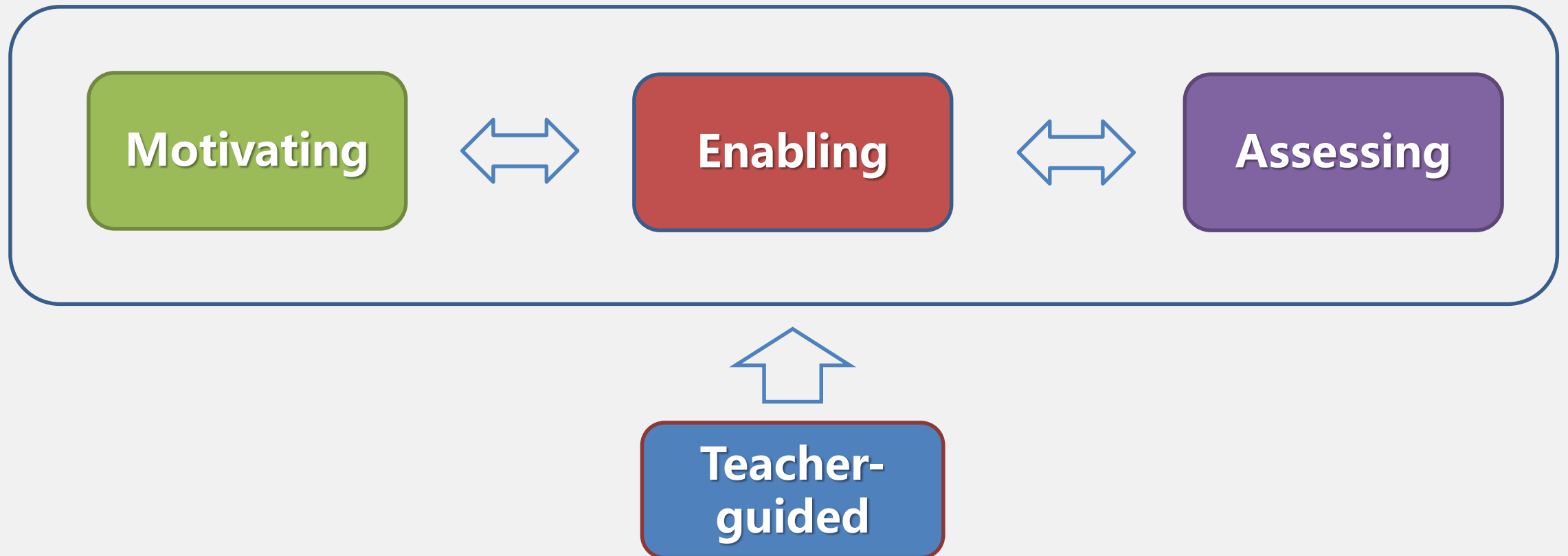
### Moral Education

- stronger cultural confidence & a sense of national pride by telling Chinese stories.

## 2.2 Teaching Methodology

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### Production-Oriented Approach

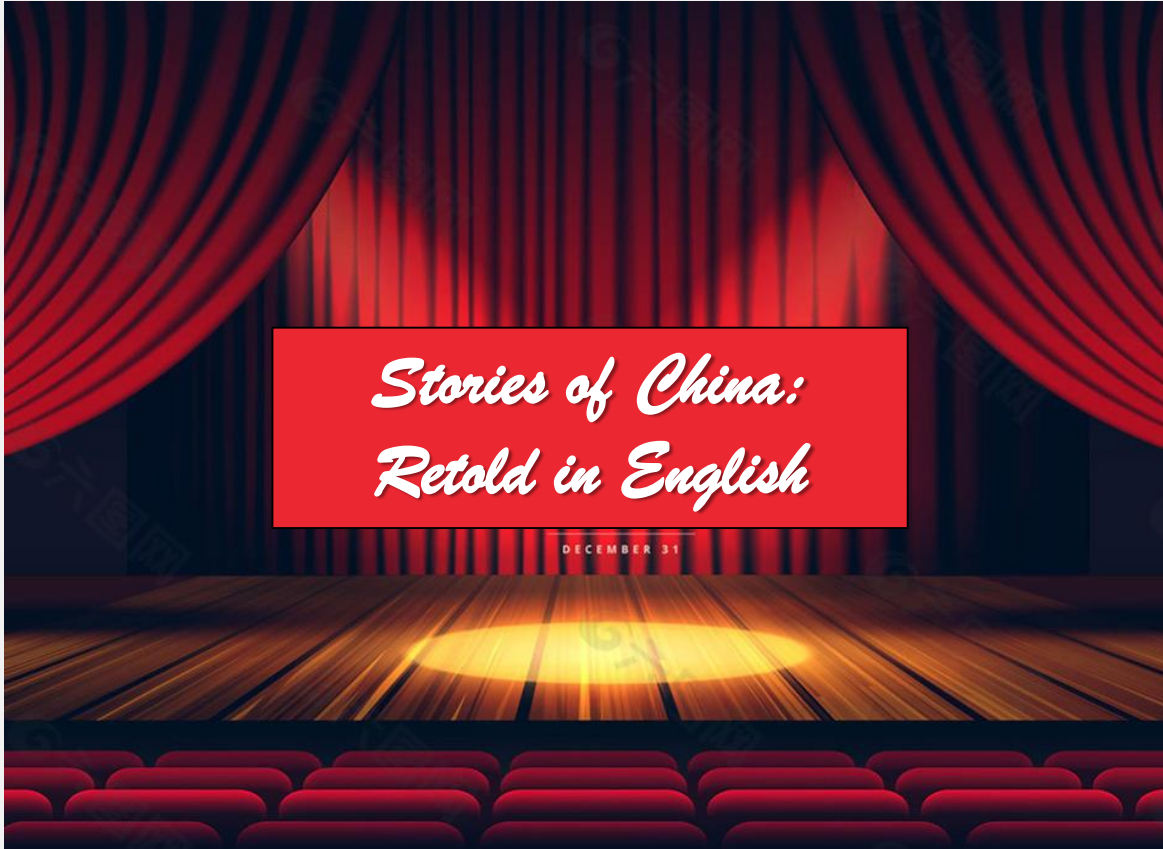


## 2.3 Teaching Procedure

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### 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
<b>Stage 1 (Session 1)</b>	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>
<b>Stage 2 (Session 2)</b>	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>
<b>Stage 3 (Session 3)</b>	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>

03

# Teaching Materials



# 3. Teaching Materials



# 3.1 Selecting

## Reading comprehension

### Understanding the text

- 1 Answer the following questions.
- 1 Why did the author's mother describe her Sau-sau by using the expression "nominal courtesy" (Para. 1) at the dinner?
  - 2 What did the author's mother suggest as the right way for the Chinese to respond at the dinner table in America?

### Text A

## Speaking Chinese in America

1 Once, at a dinner on the Monterey Peninsula, California, my mother whispered to me **confidentially**: "Sau-sau (brother's wife) pretends too hard to be a polite **recipient**! Why bother with such **nominal** courtesy? In the end, she always takes everything."

2 My mother acted like a *walxiao*, an **emigrant**, no longer patient with old **taboos** and courtesies. To prove her point, she reached across the table to offer



## Critical thinking

2 Wok in pairs and discuss the following questions.

- 1 What would you suggest as good ways for people to avoid misunderstandings of foreign cultures?
- 2 Do you know of any stereotype of a foreign country, its people, or its language? Have you ever met anyone who either fits or contradicts this image, and in what way?

Language points in Text A

Content-related materials in Text A

Writing task

## Language focus

### Words in use

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

mutter    consecutive    composite  
fabricate    reciprocal    nominal    denote

### New words

peninsula /pə'nɪnsjələ/	<i>n.</i> [U] a piece of land almost completely surrounded by water, but joined at one end to a large area of land 半岛
confidential /kənfrɪ'denʃl/	<i>a.</i> 1 showing that what you are going to say must be kept secret (言谈举止) 神秘的, 隐秘的 2 spoken or written in secret and intended to be kept secret 机密的; 机密的
confidentially /kənfrɪ'denʃli/	<i>ad.</i> telling sb. sth. in secret, trusting that they will not tell anyone else 私下里; 悄悄地
recipient /rɪ'sɪpiənt/	<i>n.</i> [C] ( <i>formal</i> ) sb. who receives sth. 接受者; 领受者
nominal /'nɒmɪnl/	<i>a.</i> 1 officially described as being sth., when this is not really true 名义上的; 有名无实的

## Structure analysis and writing

### Structure analysis

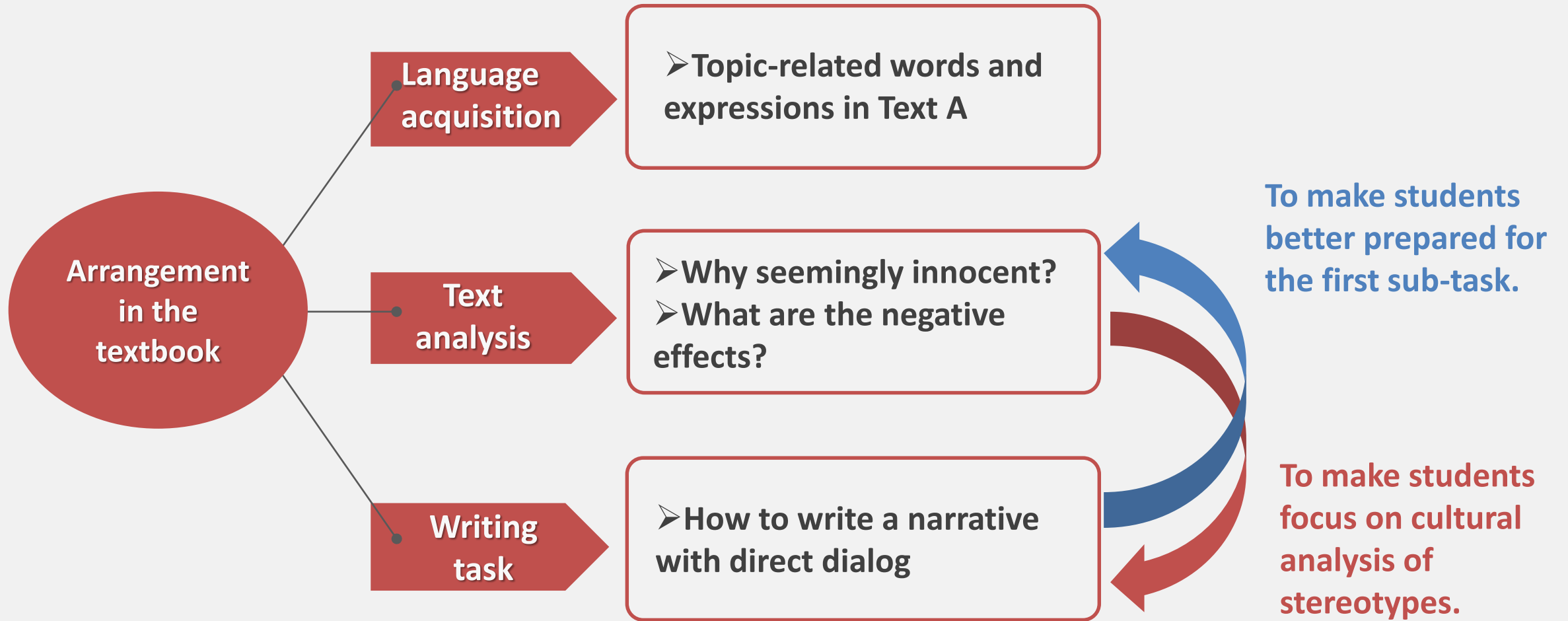
#### Write a narrative with direct dialog

A narrative essay tells a story. Important elements that make up a story include a setting (the location), a theme (the basic idea), a mood (the feeling or atmosphere), characters (people), and a plot (the sequence of events). One way to present these elements is to use dialog. A good narrative essay often employs vivid dialog, through which it can bring characters to life and effectively arouse readers' emotional responses.

Dialog is the verbal exchanges between two or more characters. There are two ways to tell the words of the characters. One is direct dialog, in which the exact words spoken by a character are quoted. These words are presented in quotation marks and attributed to the speaker. The other is indirect dialog, in which the words of a character are paraphrased and not put in quotation marks. Here are two examples, one for each type of dialog.

## 3.2 Reordering

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## 3.3 Revising

### Unit project

#### Designing a book on Chinese culture

1 Suppose you are going to design a book that introduces Chinese culture to foreigners who intend to travel in China. Work in small groups of 4 or 5 and discuss with your partners the following:

- Purpose of the book
- Content of the book
- Writing style of the book (e.g. a travelogue, an album)
- Sales promotion of the book

2 Write a brief outline that covers the main points you have come up with in the discussion.

3 Present your design to the class.

4 When all groups finish presentation, vote to choose the best design of the class. You will evaluate each group's design by using the following table. The score range on each criterion is 0-5 points. The higher score a design gets, the better it meets the criteria.



### Final Task

#### Make an English Play

Our university is going to host an English Play Competition entitled "Stories of China, Retold in English".

- Break a stereotype that foreigners have about China.
- Tell foreigners more about Chinese culture.



applicable & challenging

# 3.4 Supplementing



Online exercises



Reference books



Videos



Websites

04

# Demo Class



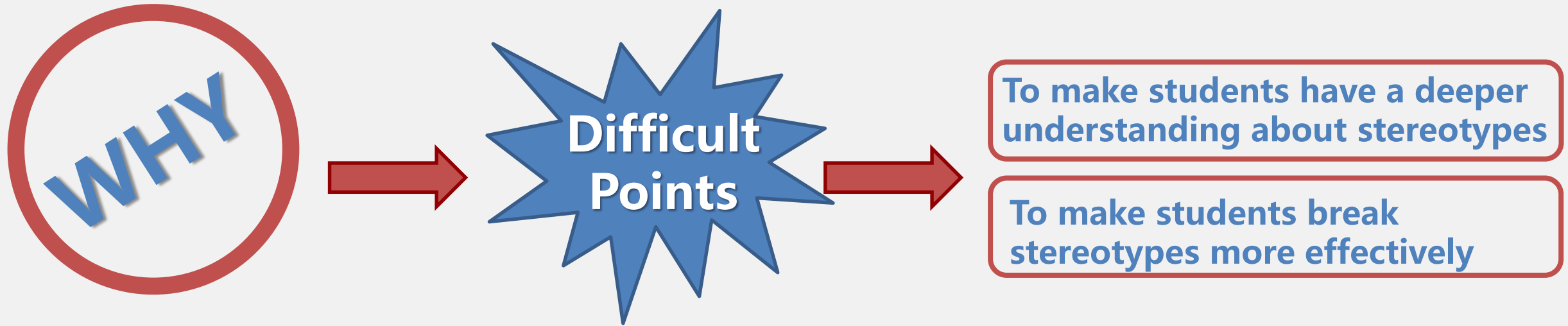


## 4.1 The focus of demo class

Enabling stages	Focus of scaffolding	Details of scaffolding	Sub-tasks	Assessment
<b>Stage 1 (Session 1)</b>	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>
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## 4.1 The focus of demo class

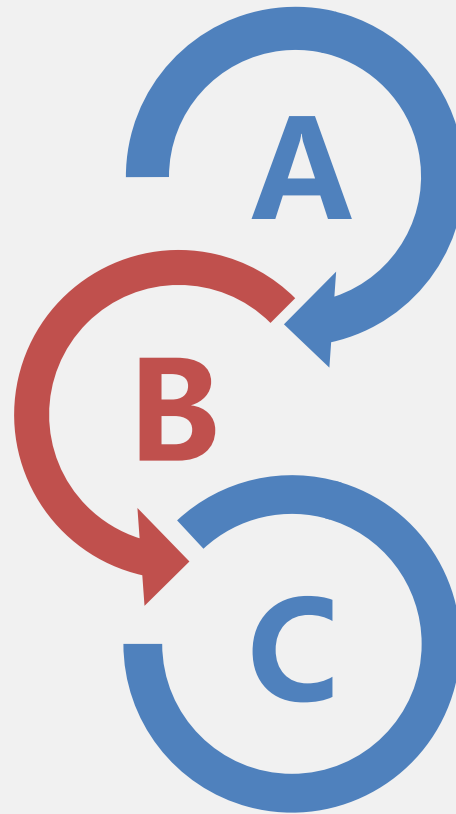
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## 4.2 The teaching procedure of demo class

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### On the demo class



### Before the demo class

- Record an interview with foreigners about their impressions of China; upload it to Unipus.
- Grasp useful language through online study and class activities.

### After the demo class

## 4.2 The teaching procedure of demo class

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1

**Why is the notion of Chinese people being indirect and modest a seemingly innocent stereotype?**

- Deep reading of Text A
- Analysis from cultural perspective

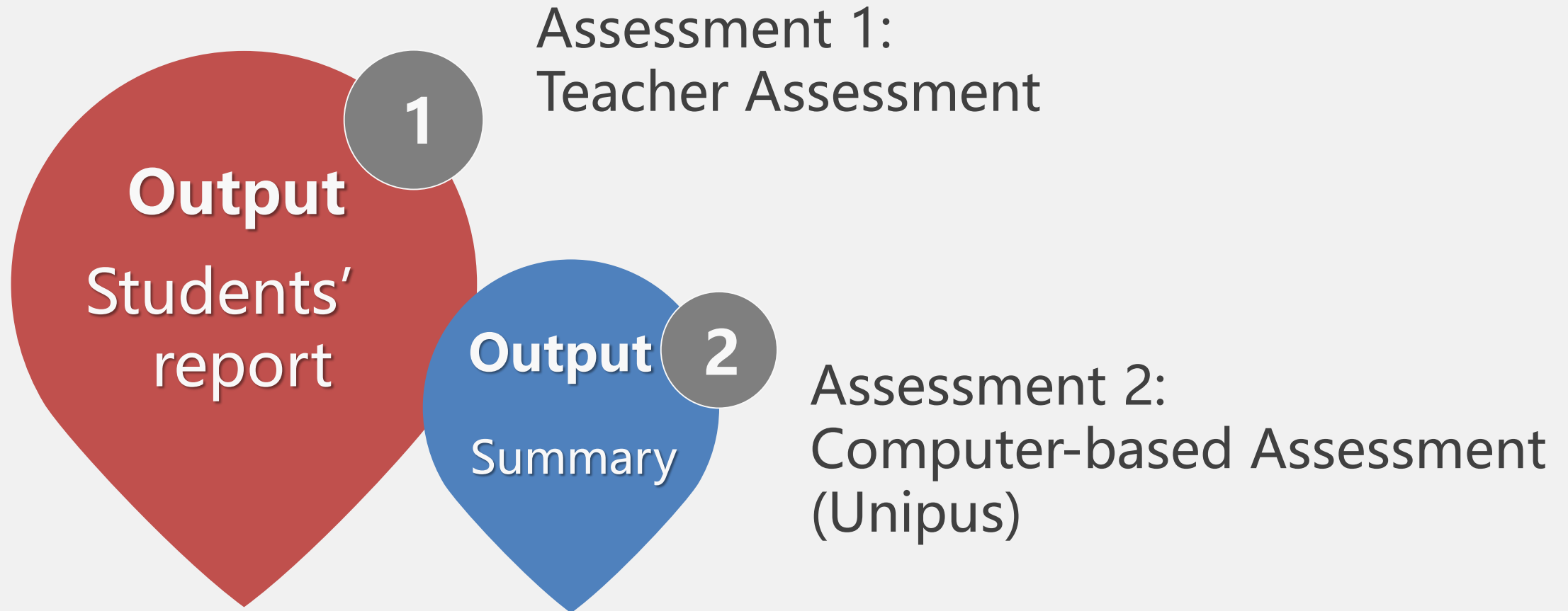
2

**What are the negative effects of some seemingly innocent stereotypes?**

- Combination of Text A with a supplementary video
- Group discussion on more examples

## 4.2 The teaching procedure of demo class

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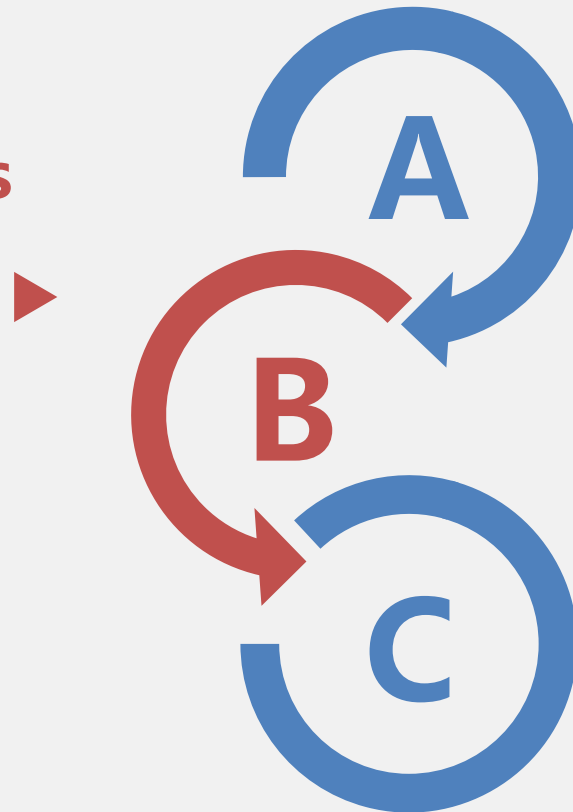


## 4.2 The teaching procedure of demo class

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### On the demo class

- Why is it a seemingly innocent stereotype?
- What are the negative effects?



### Before the demo class

- Record an interview with foreigners about their impressions of China; upload it to Unipus.
- Grasp useful language through online study and class activities.

### After the demo class

- Summarize the strategies on how to break stereotypes.
- Be prepared for the second sub-task—making an English play.

# Reference

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- 毕争. “产出导向法” 教学材料的使用理念与实践 [J]. 外语教育研究前沿, 2018(3): 35-42.
- 邱琳. “产出导向法” 促成环节的辩证研究 [J]. 现代外语, 2019(3): 407-418.
- 孙晓凌、郑亚南. 多元文化视角下“文化定型”的破与立 [J]. 河海大学学报 (哲学社会科学版), 2013(6): 85-89.
- 文秋芳. “产出导向法” 教学材料使用与评价理论框架 [J]. 中国外语教育, 2017(2): 17-23.
- 文秋芳. 构建“产出导向法”理论体系 [J]. 外语教学与研究, 2015(4): 547-558.
- 文秋芳. “师生合作评价”：“产出导向法”创设的新评价形式 [J]. 外语界, 2016(5): 37-43.



# Unit 5 Why culture counts



**The seemingly-innocent stereotypes**



# ◆ Contents

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1

Review

2

Why is it seemingly innocent?

3

What are the negative effects?

4

Wrap-up

## Review

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Are these generalizations all true?





# Why is it seemingly innocent?

You Chinese are maths genius, right?



# Why is it seemingly innocent?

Read Paragraph 10 and find out the stereotype.

Para. 10

Chinese are indirect and modest.

# ◆ Why is it seemingly innocent?

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“Being indirect and modest”: What do you think of the comment in this context? **Para. 10**

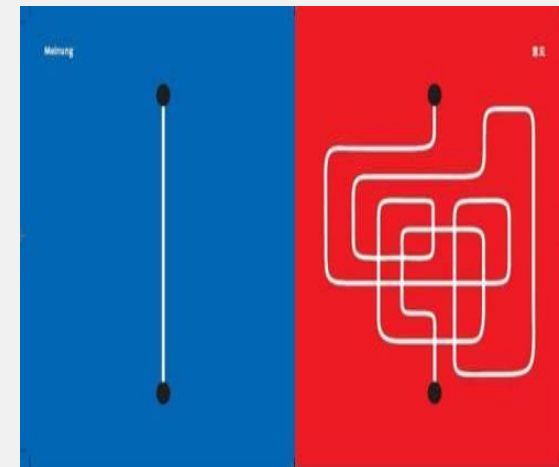
A. Positive



B. Neutral



C. Negative



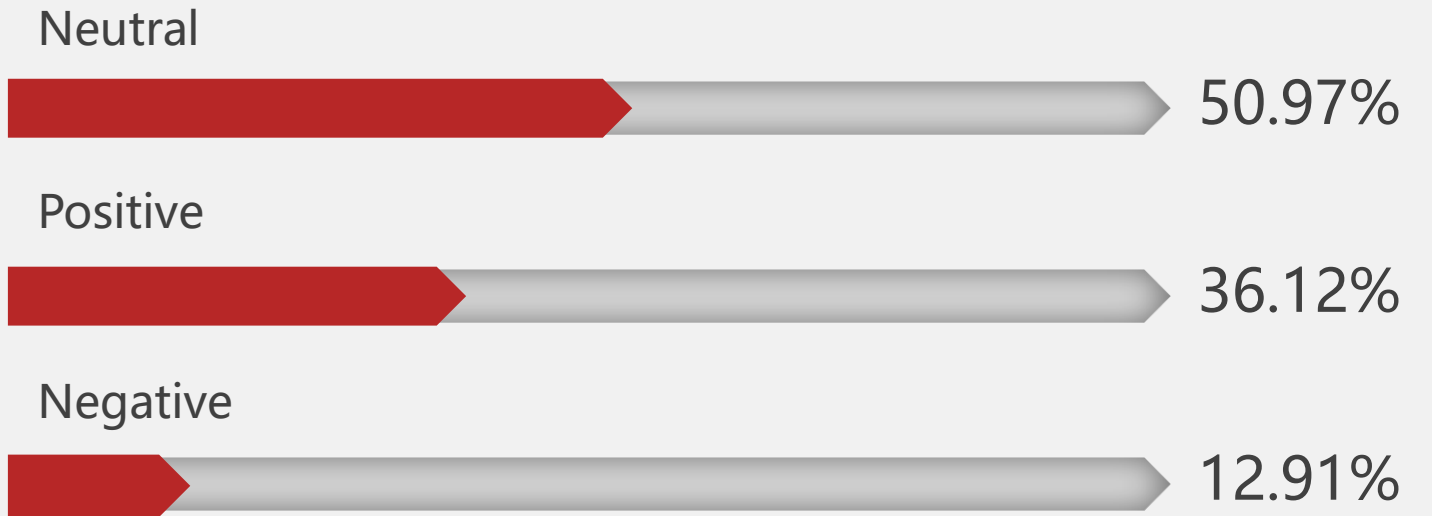


# Why is it seemingly innocent?



My students' vote

## Is it positive, negative or neutral?



# ◆ Why is it seemingly innocent?

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Para. 22

The author's opinion toward the stereotype



A seemingly innocent stereotype



Why?





# ◆ Why is it seemingly innocent?



Chinese perspective

Why did you choose neutral or positive?



Modesty and politeness are regarded as virtues.



# ◆ Why is it seemingly innocent?



Confucianism

- Complacency leads to failure; **modesty** to success.

谦受益，满招损。

——《尚书·大禹谟》

- **Propriety** is seen in humbling one's self and giving honor to others.

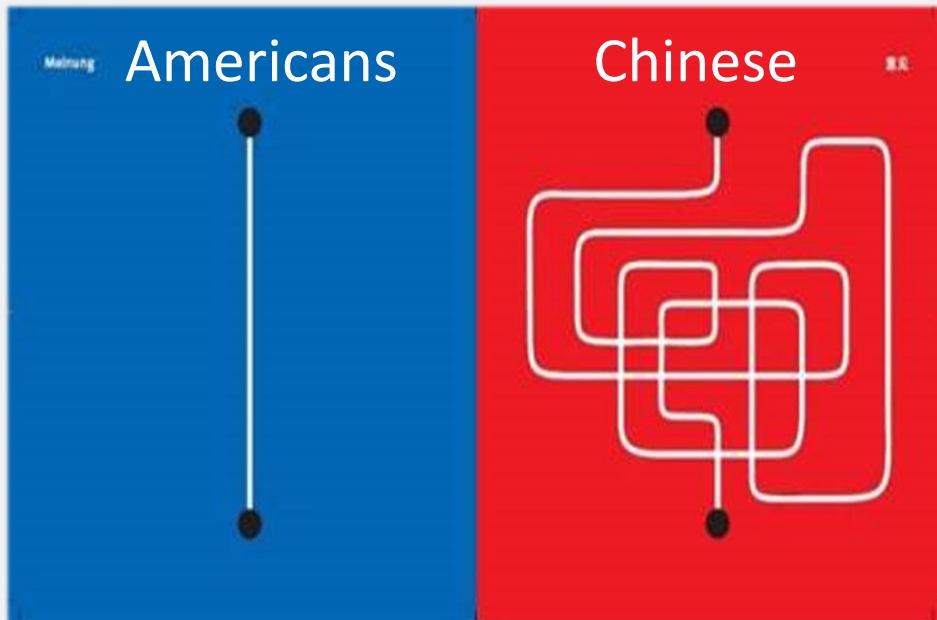
夫礼者，自卑而尊人。

——《礼记·曲礼》

# ◆ Why is it seemingly innocent?

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**American perspective**



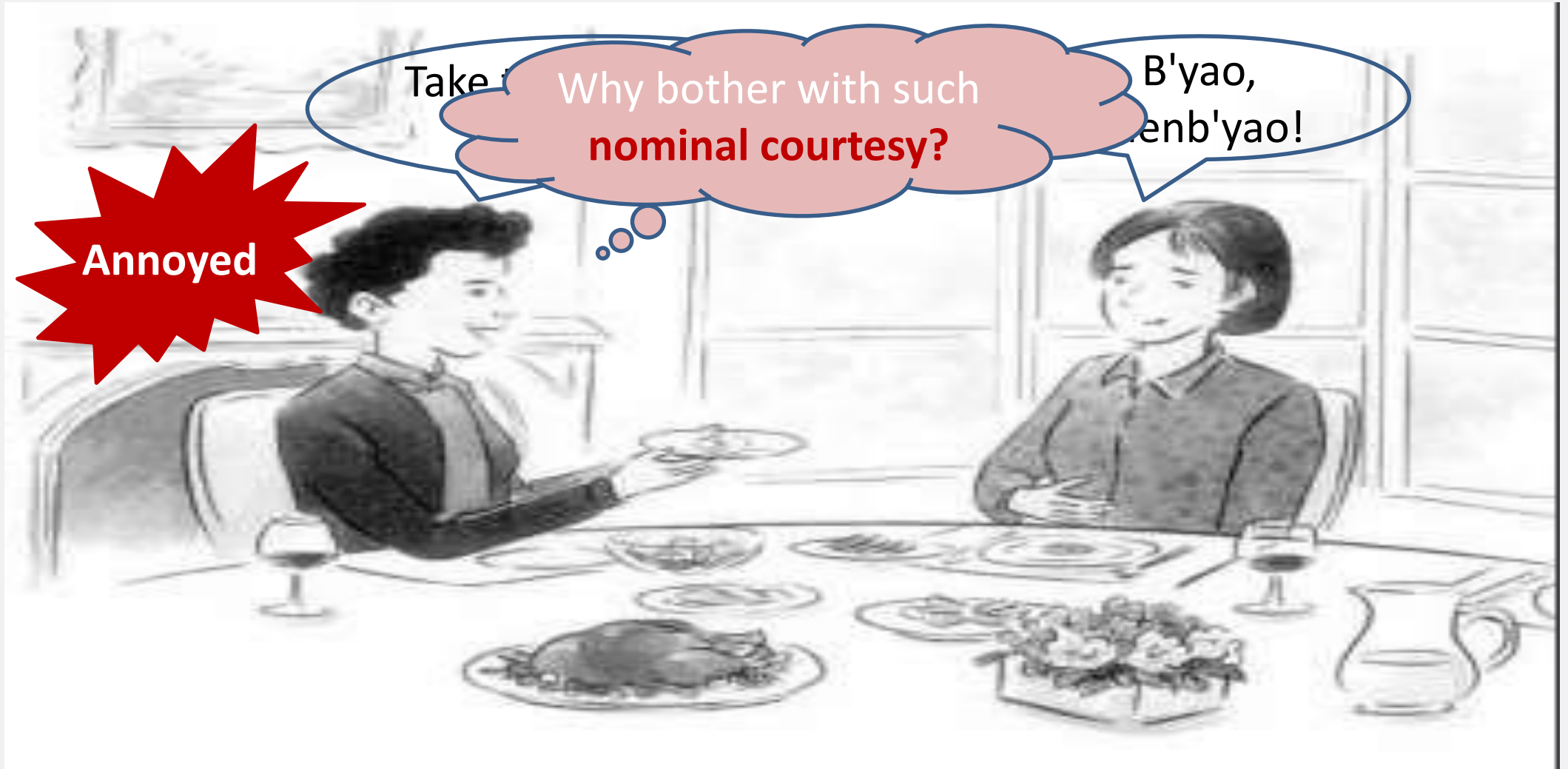
American “being direct”



insincerity

# ◆ Why is it seemingly innocent?

para. 1-9



"Sau-sau (brother's wife) **pretends** too hard to be a polite recipient!"

*Conclusion*

**Chinese perspective**

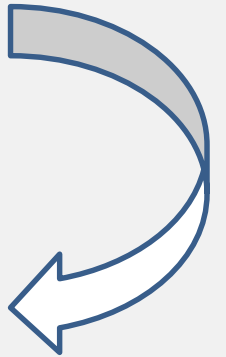


**The seemingly innocent stereotypes**

**American perspective**



**Negative effects**





# What are the negative effects?





TED talk:  
*"I'm not your  
Asian  
stereotype"*



# ◆ What are the negative effects?

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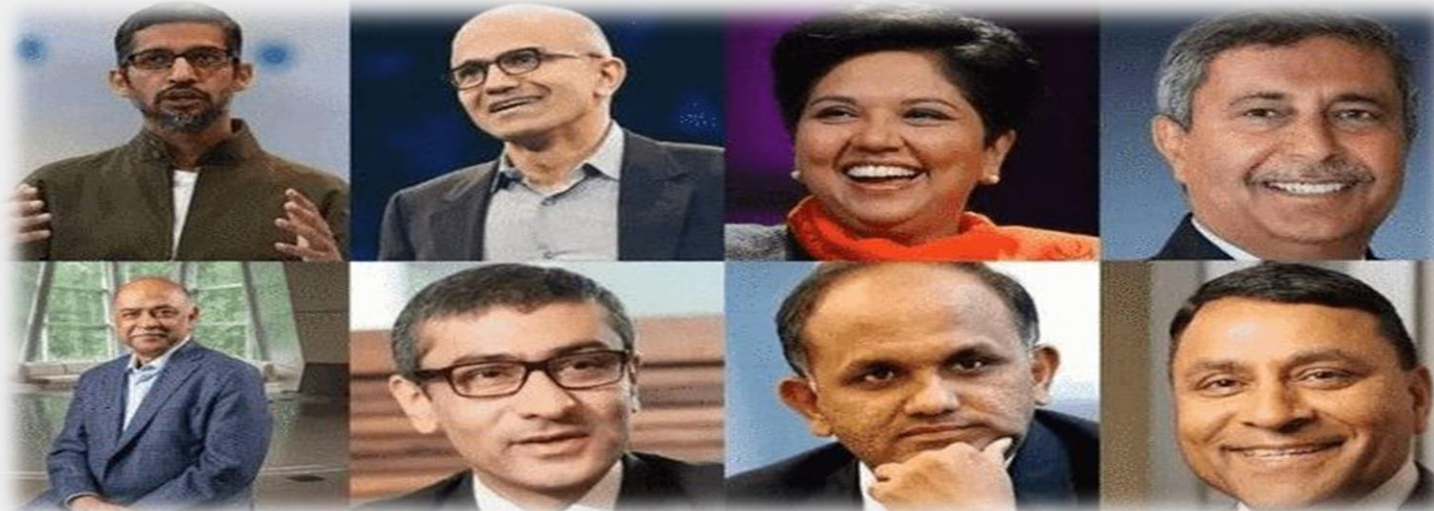


- 1) She should be good at Maths, only because **she is an Asian**, not because she worked hard.
- 2) Whenever a boy asked her out, it was because **he had a yellow fever**, not because he liked her.

## ◆ What are the negative effects?

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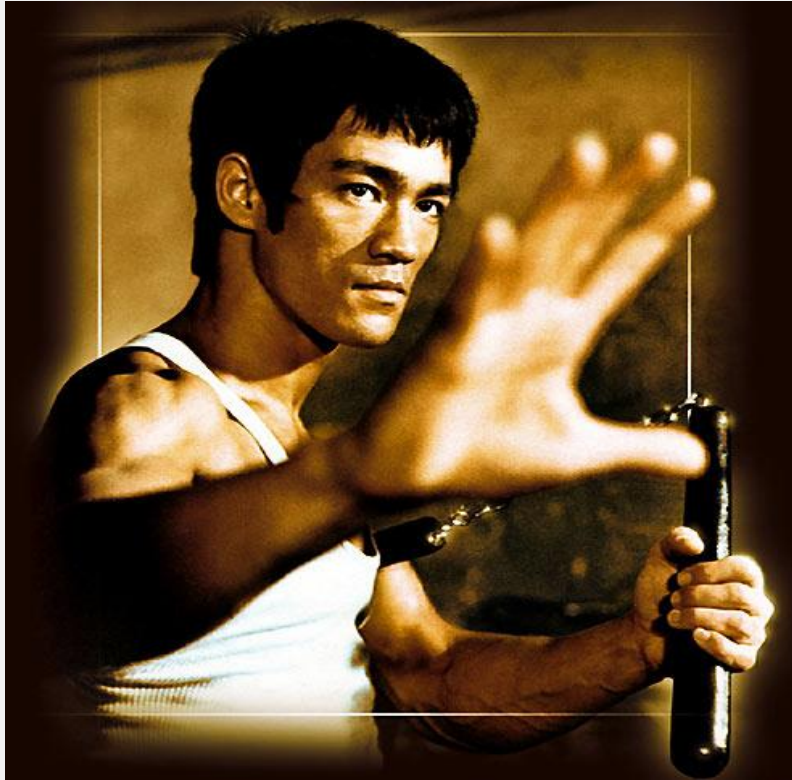
I worry that the seemingly innocent stereotype may lead to actual intolerance and be part of the reason why there are few Chinese in top management positions, or in the main judiciary or political sectors. I worry about the power of language: If one says anything enough times, it might become true, with or without malicious intent. **Para. 22**





# ◆ What are the negative effects?

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**All Chinese are Kungfu Masters**

**Discussion:**

**Work in small groups and talk about the possible negative effects.**

# ◆ What are the negative effects?

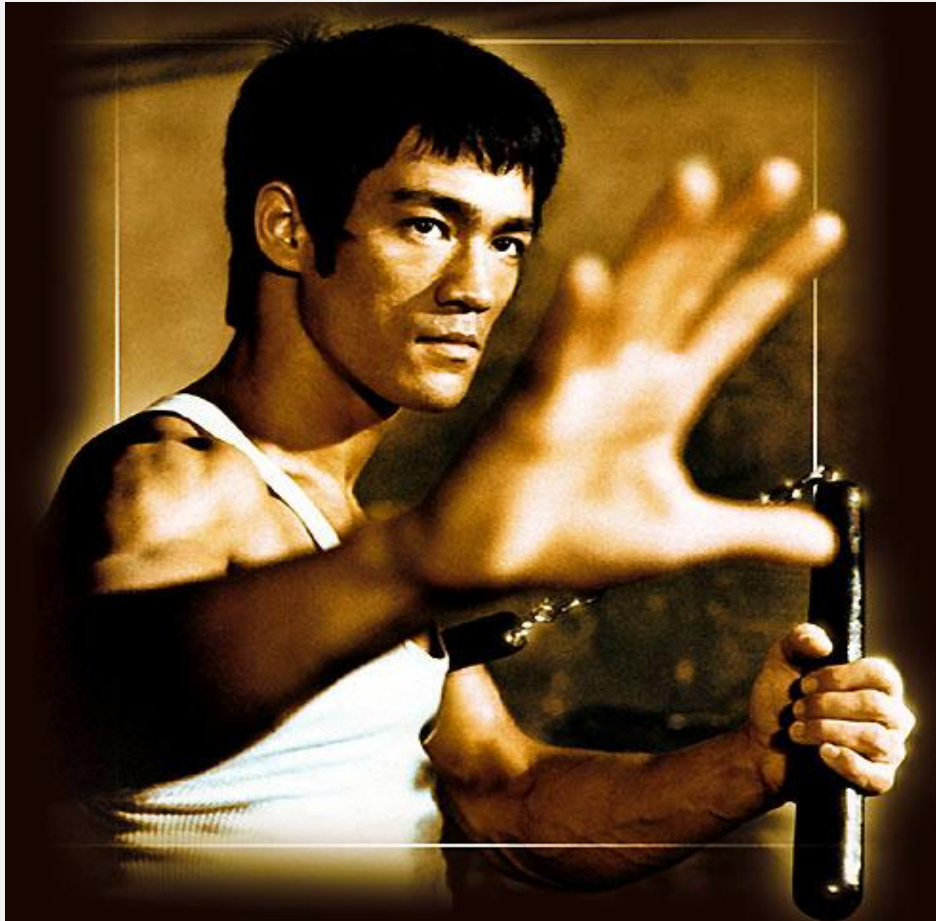
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*Report from Group 1*



# ◆ What are the negative effects?

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**All Chinese are Kungfu Masters**

**Don' t trouble trouble  
unless trouble troubles you.**

人不犯我，我不犯人。



## ◆ Wrap-up

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Use the following self-assessment checklist to check what you have learned in this period.

	Yes	Needs work
I can tell the seemingly innocent stereotypes in cross-cultural communication.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have known the negative effects of stereotypes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have a strong desire to break the seemingly innocent stereotypes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# ◆ Wrap-up

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## **Assignment 1:**

**Summarize at least 3 ways to break stereotypes with the following references:**

- Video: 三言两语唠中国 <https://v.qq.com/x/page/d31150dmqzi.html>
- 胡超. 跨文化交际实用教程 [M]. 北京: 外语教学与研究出版社, 2013: 18-20.

## ◆ Wrap-up

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**Assignment 2:** Quiz on Unipus: fill in the blanks with the given words

innocent  
negative

stereotypical  
over-simplified

management  
role models

judiciary  
prevalent

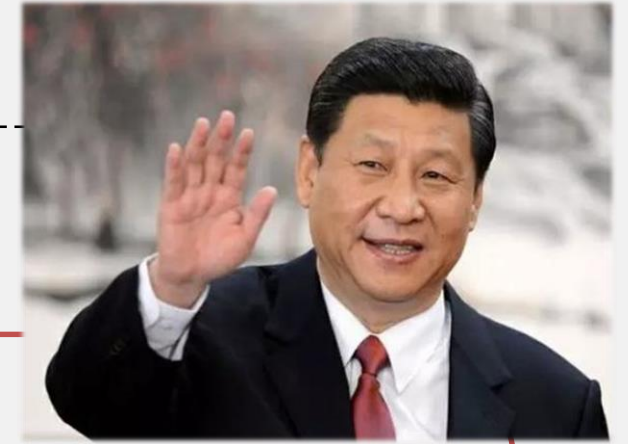
fixed  
bracketed

Stereotypes, as \_\_\_\_\_, \_\_\_\_\_ images on a group of people, are \_\_\_\_\_ in intercultural communication. Some stereotypes, though seemingly \_\_\_\_\_, can still have \_\_\_\_\_ effects. For example, Chinese Americans are \_\_\_\_\_ with the label of \_\_\_\_\_, due to which it's hard for them to get into top \_\_\_\_\_ positions or work in the main \_\_\_\_\_ or political sectors. Therefore, it is not a sound idea to hold \_\_\_\_\_ ideas toward each other in intercultural communication.



## ◆ Wrap-up

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*Tell Chinese stories and transmit the Chinese voice in the way that could be pleasantly accepted and in the language that could be easily understood by foreign readers (Xi, 2015).*

— *General Secretary Xi Jinping*



**MAKE YOUR  
VOICE HEARD!**



**THANKS**