

教

学

过

程

I . PRE-CLASS	
iQuestion—Globalization: A Blessing or a Curse for Economic Growth?	Teaching Design
<p>Preview tasks assigned through “Chaoxing platform” (超星泛雅).</p> <p>Q1: <i>How do we benefit from a globalized world?</i></p> <p>Q2: <i>What are the challenges of a globalization?</i></p> <p>Q3: <i>Will globalization fuel economic growth?</i></p> <p>Q4: <i>Is globalization to blame for global economic crises?</i></p> <p>Task 1 Please watch/read the following materials and find answers to the above questions.</p> <p>Some food for thought:</p> <p>[1-1] The Myth of Globalization. (Video, TED)</p> <p>[1-2] Globalization I: The Upside. (Video)</p> <p>[1-3] Globalization II: Good or Bad? (Video)</p> <p>[1-4] The “Cost” of Globalization. (Video)</p> <p>[1-5] Globalization 4.0—What Does It Mean? (Article)</p>	<p>Problem-based tasks to arouse interests and enhance critical thinking.</p> <p>Different perspectives to enlarge their scope of mind.</p>
iLearn—Global Interdependence	Teaching Design
<p>Task 2 Prepare yourself for interpreting tasks on the following subjects.</p> <p>The videos and reading tasks that follow would serve as a good starting point. Still you may need to search for more materials to get a full picture on the issue.</p> <ul style="list-style-type: none"> • Economic Interdependence. • Global Trade: Multilateralism vs Protectionism. • US-China Trade War. • China’s Role in Multilateral Trade & WTO Reforms. <p>Some food for thought:</p> <p>[2-1] Globalization and Interdependence. (Article)</p> <p>[2-2] Global Interdependence: The Value of Trade. (Video)</p> <p>[2-3] The Timeline of the China-US, Trade War. (Video & Article, CGTN)</p> <p>[2-4] CHINA-US: Trade War Impacts Holiday Shoppers. (Article)</p> <p>[2-5] How Will the Trade War Hurt US Consumers? (Video & Article, CGTN)</p> <p>[2-6] Can the US afford to decouple from China? (Article)</p> <p>[2-7] China Goes Global Upon Joining the WTO. (Video & Article, CGTN)</p> <p>[2-8] China Playing by the WTO Rules. (Article)</p> <p>[2-9] What is China’s Role in WTO Reform? (Video & Article, CGTN)</p> <p>While you watch and read, please also note down the key terms as well as necessary background knowledge (e. g. “comprehensive strategic partnership of coordination” and its connotation), and compile a bilingual glossary on the weekly topic. Bring the glossary to the class and compare yours with that of your classmates.</p>	<p>Guiding students to conduct pre-conference preparations on their own.</p>

II. WHILE-CLASS	
iDiagnose: Why Symbols? How to Use Symbols in Notes?	Teaching Design
<p>REVIEW & LEAD-IN</p> <p>[PPT] Present one piece of notes from the students' homework.</p> <p>[Teacher] Review the principles covered in the previous lecture on what to note and how to note by examining the features of the notes presented.</p> <p>[PPT] A quick quiz. Invite two students to the stage, one as the volunteer interpreter and the other as the public speaker.</p> <p>[Transcript]</p> <p>“一带一路”倡议提出6年来,已经成为世界上规模最大的合作平台和最受欢迎的公共产品。目前已有123个国家和29个国际组织签署了共建“一带一路”合作文件,明确投出了信任票和支持票。</p> <p>[Teacher] The teacher takes notes together with the volunteer speaker in order to show the differences.</p> <p><i>Q: How are they different? Which piece of notes is more efficient and effective?</i></p> <p>[Teacher] Students might comment on the layout and content in the notes with the guidelines given in the previous lecture. Guide students to examine the completeness of information, especially the important details.</p> <p>The teacher's notes included more information by using abbreviated forms of words as well as signs or symbols.</p> <p>1. Name and Nature of Symbols</p> <p>1.1 What is a symbol?</p> <p>[PPT] A symbol is a mark, sign or word that indicates, signifies, or is understood as representing an idea, object, or relationship.</p> <p><i>Q: What symbols can you identify in the notes?</i></p> <p>[Teacher] Students might identify arrows, squares, a frowning face, equation mark, question mark and etc. Guide students to think where they can find symbols for their note-taking.</p> <p><i>Q: What do these symbols mean?</i></p> <p>[Teacher] Symbols are highly personal. People are quite likely to assign different meanings to the same symbol.</p> <p>1.2 The nature of symbols</p> <p>[PPT] Form groups of six. Assign meanings for each symbol. Please finish the task within 3 minutes.</p> <p>[Hand-out] Distribute one card for each group of students. Each group of cards contain 4 symbols of the same type.</p>	<p>A demo from the teacher to show how symbols can make a difference.</p>

iDiagnose: Why Symbols? How to Use Symbols in Notes?	Teaching Design
<p>Q1: Can we use the signs as symbols in our notes?</p> <p>Q2: Can you agree on the meanings for each symbol?</p> <p>Q3: Can the symbols in our notes be as flexible in terms of meaning as the symbols on these cards?</p> <p>[PPT] Invite the following three groups of students to present their findings.</p> <div data-bbox="463 523 987 682" data-label="Image"> </div> <p style="text-align: center;">Picture 1 Public signs</p> <p>(图片来源: ① http://pic304.nipic.com/file/20200628/31735925_210753285123_2.jpg ② http://pic2.cxtuku.com/00/08/74/b545fb125964.jpg)</p> <p>[Teacher] I do not have a correct answer here. If you use them in your notes, it can mean anything as long as you can understand them by yourself. Show students how symbols can be a derivative from public signs and virtually anything we're familiar with in our daily life. It can also come from languages in other science disciplines. You can be very creative in creating symbols of your own.</p> <p>[PPT] A short interpreting exercise to show them how to put these symbols in note-taking (Picture 2).</p> <div data-bbox="658 1124 792 1295" data-label="Image"> </div> <p style="text-align: center;">Picture 2 Sample notes (I)</p> <p>[Transcript]</p> <p>当前世界经济复苏艰难曲折, 亚太经济保持良好发展势头, 同时也面临新的挑战。</p> <p>[Teacher] Project students' notes to the screen through "Rain Classroom". Compare these notes and comment on their differences. Invite one student to explain his/ her notes and then interpret it into the TL.</p> <p>[PPT] Present the teacher's notes, show students how to use these symbols in notes, and offer suggestions to make improvements.</p> <p>[PPT] Summarize the nature of symbols.</p> <ul style="list-style-type: none"> • Simple. • Personal. • Imprecise. 	<p>Focus group discussion to lead them to understand the nature of symbols.</p> <p>Flash card teaching method to inspire them and keep them at the center of the class session.</p> <p>Hands-on practice to show how these signs can be put into notes.</p>

iDiagnose: Why Symbols? How to Use Symbols in Notes?

Teaching Design

1.3 Types of symbols

Q: How many types of symbols are there?

[PPT] Six types of basic symbols.

- Mathematics.
- Geometrical Figures.
- Units of Measure.
- Public Signs.
- Arrows & Lines.
- Punctuations.

[PPT] Associate these symbols with meanings and make them truly yours. Try to use these symbols in the exercise that follows(Picture 3).



Picture 3 Food for thought: symbols that can be used in note-taking

[PPT] Design symbols for the following concepts and submit the answer through “Rain Classroom”. Invite one student to explain his or her design and then accomplish Exercise I on the stage(Table 1).

Table 1 Hands-on practice on applying symbols

Source Language	Symbol	Target Language
期待		
维护		
冲突		
经济增长		
社会稳定		
人员往来		

[PPT] A video clip for Exercise I. One volunteer interpreter takes notes on the stage and interprets the speech.

Exercise I A segment of the speech made at the Conference on Dialogues between Asian Civilizations by President Xi.

亚洲人民期待一个和平安宁的亚洲。维护和平是每个国家都应该肩负起来的责任。没有和平,冲突不断甚至战火纷飞,经济增长、民生改善、社会稳定、人员往来等都会沦为空谈。

Scaffolding approach to guide students to use symbols in notes step by step.

Present different students' notes and further illustrate how personal symbols can be.

Hands-on practice.

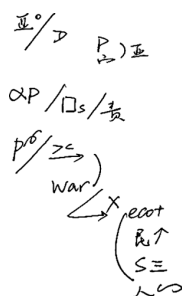
iDiagnose: Why Symbols? How to Use Symbols in Notes?

Teaching Design

[Teacher] Guide students to comment on the volunteer interpreter's notes.

Q: What did the interpreter note down? Did the interpreter succeed in reproducing all the information? Did the interpreter make the logic explicit? Why there are information missing? What symbols can we use to make our notes efficient enough to include all the information?

[PPT] Present the teacher's notes and ask students to make comparisons and identify the difference (Picture 4).



Picture 4 Sample notes (II)

[Teacher] Introduce symbols such as the delete mark for “without”, “> <” for “conflicts”, “war” instead of “战”, “三” for “stability”, “∞” for “exchanges”.

[PPT] Provide more symbols as food for thought (Table 2).

Table 2 Food for thought: more symbols for note-taking

∴	因为, 由于, 幸亏; because, due to, thanks to
∴	所以, 因此, 结果; so, therefore, consequently
>	超过, 高于; exceed, more than, superior to
<	少于, 低于; less than, inferior to
+	另外, 多, 比较级 (上标); plus, add, moreover, besides
-	减去, 除去, 除了; minus, deduct, except
√	对的, 好的, 积极的; correct, good, positive, affirmative
×	错的, 不好的, 负面的; wrong, mistake, bad, negative
=	相同, 一致, 公平; the same as, equal to, similar to
≈	大约, 大概; about, almost, nearly
()	包括; including
:	看, 说, 想; speak, express, think
?	疑问, 问题; question, problem, doubt
!	危险, 值得注意的是, 特别 (强调)……; dangerous, especially...
。	人, 人民; people (of a country or a certain profession/field)
✂	废除, 放弃, 没有; abolish, give up, without
∞	交流; exchange, communication
∞	合作, 伙伴关系; cooperation, partnership
@	关于; about
⇒	推动, 促进, 导致; promote, enhance, lead to
\$	美元, 钱, 富裕, 投资; dollar, money, rich, invest
U	协议, 合约, 会议; agreement, treaty, conference
⊗	结束, 停止, 完成, 解决; stop, complete, solve
⊥	建立, 基础; establish, basis

Teacher's demo to help students further improve their notes and especially the use of symbols in notes.

Provide more symbols to get them started in using symbols.

iDiagnose: Why Symbols? How to Use Symbols in Notes?

Teaching Design

Continued Table 2

◎	环境, 周边; environment, surroundings
□	国家; country
✕	冲突, 矛盾, 战争; conflict, war
↻	变化, 变革, 刷新; change, reform, refresh
♂	男性, 男性化; man, male, masculin
♀	女性, 女性化; woman, female, femininst
⊖	发展中国家; developing countries
△	城市, 城区; city, urban
▽	乡村, 乡镇; countryside, township
⊕	医院, 医疗机构; hospital, medical institution
☆	重点, 重视, 主要的, 杰出的; important, significant, remarkable
∧	领导, 顶点, 顶级, 最高级(上标); leader, top, peak...

1.4 Number of symbols to have

[PPT] Confusions may arise...

Q: How many symbols do we need to put in our stock?

[Teacher] Not many. Symbols must be simple and ambiguous.

Interpreters should not aim at learning a great number of symbols, for by doing so the interpreter is running the risk of becoming confused by the multitude of symbols in his or her notes. The trick is, how to make the most of the symbols you have.

2. Extended Use of Symbols

2.1 Combination of different types of symbols

[PPT] If we use a square to denote "country", the square can be combined with arrows, letters, lines, dots to show a whole range of different meanings associated with country (Picture 5).



Picture 5 Combining symbols

[PPT] Apply the skill and design your own symbols by combining different types of basic symbols. Invite one student to design symbols and explain his or her thought on the stage (Table 3).

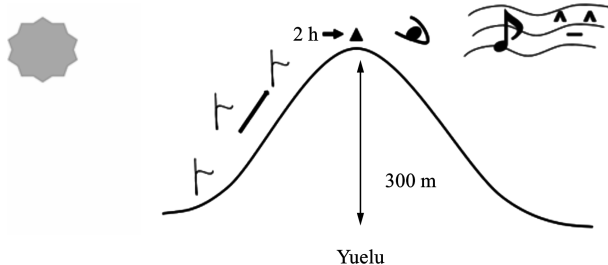
Table 3 Hands-on practice on combining symbols

Source Language	Symbol	Target Language
保护环境		
贫富差距		
互利互信		
改革开放		

Examples to show how to use the first skill to extend the use of symbols.

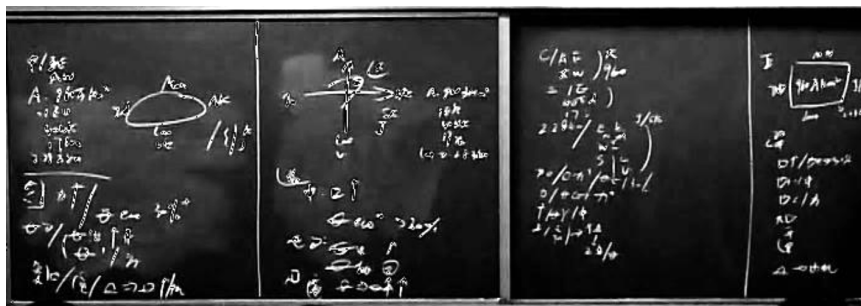
Hands-on learning.

iDiagnose: Why Symbols? How to Use Symbols in Notes?	Teaching Design
<p>[Teacher] Compare the student's symbols with the teacher's own and further illustrate how symbols can be very different. Encourage students to develop their own symbol system.</p> <p>[PPT] A video clip for Exercise II. One volunteer interpreter takes notes on the stage and interprets the speech.</p> <p>Exercise II There is a May's Resignation Speech</p> <p>[Transcript]</p> <p>We've helped more people than ever enjoy the security of a job. We're building more homes and helping first-time buyers onto the housing ladder, so young people can enjoy the opportunities their parents did. And we're protecting the environment, eliminating plastic waste, tackling climate change, and improving are quality.</p> <p>[Teacher] Guide students to comment on the volunteer interpreter's notes.</p> <p><i>Q: Did the interpreter succeed in reproducing all the information? Any missing or inaccurate information? What symbols can we use to make our notes efficient enough to include all the information?</i></p> <p>[Teacher] Praise the volunteer interpreter with the symbols he or she used in the notes and how the use of symbols is extended with the combination of different types of symbols. Introduce other ways to extend the use of symbols with a demo from the teacher.</p> <p>[PPT] A video of the teacher's note-taking process.</p> <p>[Teacher] Two ways to extend the use of symbols are used by the teacher: using a reserved stock of symbol for recurring ideas ("CC" for Climate Change) in the stock and using visualization for complex yet vivid messages (drawing a ladder).</p> <p>2.2 A reserved stock for recurring ideas</p> <p>[PPT] Provide examples such as the name of the conference we're attending to and recurring terms that we're very familiar with(Picture 6).</p> <div data-bbox="359 1501 1090 1800" data-label="Diagram"> </div> <p>Picture 6 A reserved stock for recurring ideas</p> <p>Examples:</p> <ul style="list-style-type: none"> Name of the conference: U shape to denote "conference" + one word or letter to denote the theme. 	<p>Hands-on practice.</p> <p>A demo from the teacher (video clip) to extend the use of symbols in notes.</p> <p>Hands-on learning.</p> <p>Animation to show how to visualize and condense complex ideas in simple drawings.</p>

iDiagnose: Why Symbols? How to Use Symbols in Notes?	Teaching Design
<p>• Familiar terms that occur frequently in the speech: Initials of the term + a circle outside the initials.</p> <p>2.3 Visualization</p> <p>[PPT] Visualize and use simple drawings for complex ideas.</p> <p>Use animation to provide a simple example of how to combine visualization with symbols in note-taking (Picture 7).</p>  <p>Picture 7 Visualization in note-taking</p> <p>今日天气晴好，我们去登岳麓山，上山沿途游客络绎不绝，两小时后终于抵达海拔 300 米的山巅，俯瞰整座星城，在柔风中放声高歌，顿觉心旷神怡。</p> <p>[PPT] Visualize and use simple drawings for complex ideas.</p> <p>Use animation to provide a simple example of how to combine visualization with symbols in note-taking.</p>	
iPractice—How to Apply the Skills	Teaching Design
<p>Exercise III</p> <p>中国位于亚洲东部、太平洋的西岸。领土辽阔广大，总面积约 960 万平方公里，相当于 1 个欧洲，40 个英国，或 17 个法国。中国陆地边界长达 2.28 万公里，东邻朝鲜，北邻蒙古，西与印度接壤，南与老挝、越南相连。东部同韩国、日本隔海相望。</p> <p>改革开放以来，中国国家实力不断提升，对世界经济贡献率超过 30%。世界期盼中国在全球治理中发挥更大的作用，为应对全球性挑战提出中国方案。作为负责任的大国，中国以开放、包容的姿态，努力将自身的发展变成世界共同进步的机遇。</p> <p>[PPT] Form groups of six. Discuss with your group members on how to make your notes most efficient with visualization and simple drawings. Invite one student from each group to take notes on the blackboard, while all other students play the role of the speaker.</p> <p>(The speaker can deliver the speech at a relatively high speed.)</p> <p>[Teacher] Invite all groups to vote for the best one other than their own. The winning group should retell the message on the stage and explain how they came up with the idea.</p> <p>Solutions to this problem can be quite diverse. Students can draw a simple map, or use a coordinate to show directions. The two parts can be combined into one drawing or separated with two. They may also use a reserved stock of symbols to save time as the speech is rich in information while the information is quite familiar (Picture 8).</p>	<p>Hands-on practice.</p> <p>Group discussion to find out how to make notes efficient.</p> <p>A small contest for four groups to arouse students' interests and enthusiasm.</p>

iPractice—How to Apply the Skills

Teaching Design



Picture 8 Students' demo on the group exercise

Demos from four groups also serve to boost students' creativity.

[Student's Demo] Invite the one who presents the best notes to summarize the idea in the target language and explain how their group up with the design.

[Peer Review] Invite other students to comment on the layout of notes, efficiency of symbols used and improvements to be made.

Q1: Are their notes effective in assisting the recovery of information?

Q2: Are the symbols used effective in helping the interpreters to retrieve information from their memories?

Q3: Is there any room for improvement?

[Teacher] Invite comments on the effectiveness and efficiency of notes presented on the stage. Guide students to review the features, additive nature of symbols and their innovative use as a brief summary of the skill discussed in this session.

Q: How do you understand China's rise and its contribution to the economic growth and regional stability?

[Teacher] Guide students to explore China's contribution to the world's economic growth, its efforts to enhance multilateral cooperation as well as its impact on regional stability.

Q: How do you understand China's growth miracle? What makes it possible?

[Teacher] Guide students to understand why China adopts a policy of peaceful development and how it has enabled the nation to continue its growth miracle and bounce back quickly after the pandemic. Guide students to relate China's economic boom with its consistent policy—reform and opening up (Picture 9).

How is China's growth miracle possible?

世界是各国人民的世界，世界面临的困难和挑战需要各国人民同舟共济、携手应对，**和平发展、合作共赢**才是人间正道。

(纪念中国人民志愿军抗美援朝出国作战70周年大会)

纵观人类社会发展史，世界经济**开放则兴，封闭则衰**。

(2020年中国国际服务贸易交易会全球服务贸易峰会)

我们坚定不移奉行**互利共赢**的开放战略，既从世界汲取发展动力，也让中国发展更好惠及世界。

(深圳经济特区建立40周年庆祝大会)

Picture 9 China's wisdom behind the growth miracle

iPractice—How to Apply the Skills	Teaching Design
<p><i>Q: What has guaranteed the continuing saga of China's economic boom?</i></p> <p>[Teacher] Guide students to discover how a consistent policy of reform and opening up has enabled China to ensure its economic growth with the model of Shenzhen city—the transformation of a small fishing village into a modern metropolis that enjoys enormous vitality with innovation and talents. Then students are led to explore why China is able to adopt consistent policies and make long-term plans to rejuvenate the nation—because the socialist path with Chinese characteristics guaranteed us a unique political system that is essential to its success.</p>	
iSummarize	Teaching Design
<p>SUMMARY</p> <p>[PPT]</p> <p>(1) Name and Nature of Symbols.</p> <p>A symbol is a mark, sign or word that indicates, signifies, or is understood as representing an idea, object, or relationship.</p> <ul style="list-style-type: none"> • Simple. • Ambiguous. • Personal. <p>(2) Six Types of Basic Symbols.</p> <ul style="list-style-type: none"> • Mathematics. • Geometrical Figures. • Units of Measure. • Public Signs. • Arrows & Lines. • Punctuations. <p>(3) Extended Use of Symbols.</p> <ul style="list-style-type: none"> • Combination of different types of symbols. • A reserved stock for recurring ideas. • Visualization. 	<p>A quick test to enhance students' memory.</p>



III. POST-CLASS	
"Have Your Say": Hands-on Practice	Teaching Design
<p>ASSIGNMENT</p> <p>(1) Read Unit 11 of the textbook and finish the exercises on pages 178–196.</p> <p>(2) Complete the tasks “4. 5 Developing Your Own Note-taking System” and “4. 6 Intensive Training” in Chapter 4 of the online course on “Chaoxing platform”.</p> <p>4. 5 Developing Your Own Note-taking System</p> <ul style="list-style-type: none"> • Food for Thought (More Symbols You May Want to Have) • Note-Taking Exercises with Scripts & Sample Notes • Hands-on Practice with Sample Notes <p>4. 6 Intensive Training</p> <ul style="list-style-type: none"> • E-C Exercise on China-US Trade War • C-E Exercise on China International Import Expo <p><i>(Do consecutive interpreting for each piece of material with no pause in between. Compare your notes with the sample notes provided and make improvements. Take photos of your notes, record your interpretation and submit them to the teacher's e-mail box. You may repeat the process to improve your notes, but each time try to finish all the materials in one go.)</i></p>	