

<<英语辩论教程>>

图书基本信息

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前言

Technology and globalization have spread opportunities around the world. Yet these same forces have also brought about changes at an unprecedented pace. Peter Lyman of the UC Berkeley School of Information warns that "with the amount of stored information growing at a rate of about 30% a year, a real change in our human ecology is taking place. Specialized knowledge is updated SO often that it has a half-life—the time a piece of information stays current—as short as five years". Even with this quickly changing environment students are still rewarded for memorizing information that will soon be outdated. Worse yet, students cram for exams and as soon as the test is over they forget most of what they "knew." Specifically, in language instruction we can be "left with verbalism" whereby learners do nothing more than listen to lectures, take notes, and memorize abstract definitions. If language instruction is limited to this type of activity, conceptual knowledge will have no power to be generalized to specific concrete communicative situations and will essentially be useless".

Debating in English strives to be different from this type of education. Of course, you will need to learn concepts in this book. But these concepts should not be treated as checkmarks for taking an exam. Instead you need to participate in activities to make these concepts part of who you are, SO that you can be a better thinker and a better speaker in English.

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内容概要

本书作者从丰富的国内外英语辩论培训经验出发,针对中国学习者在辩论方面的需求和特点,介绍了辩论的基本知识和技巧,重在通过培养思辨能力帮助学习者提高辩论及沟通技能,在语言与观点的交锋中锤炼思维,开阔视野。

选材精要,涉及辩论形式、评判规则、思辨技巧、陈词技巧、资料收集、辩题分析、立论驳论等基本内容。

内容讲解清晰简洁,辅以具体的举例说明,易于理解掌握。

活动设计易于操作,以小见大,针对性强。

以思辨方法和技巧的培养与运用为切入点,促进学习者辩论水平及思维能力的提高。

配套教学资源丰富。

随书所附DVD包含国内最为普及的两种辩论形式的录像。

更多教学资源及辩论录像将通过高等英语教学网陆续提升。

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章节摘录

Hierarchy of values. Any motion being debated could involve many different values. Some of these values might be in conflict with each other which means the values cannot all be achieved equally at the same time. If they are in conflict, the propositional team should set up a hierarchy of values within the framework of the context or in the order of importance. In terms of our example on technology the highest value could be "maximizing the learning of the students." However, if PPT is used in an oral English classroom, a conflicting value may be PPT is "easier for the teacher to lecture": If the students find the PPT lecture unengaging, we need to ask in the context of an oral communication class: Which is a higher value—ease of lecturing for the teacher, or engagement of the students for maximizing the learning. Criteria. Once the hierarchy is established, how will we know whether it is met or not?

In the above example, how much involvement is necessary for students to have a better educational experience for developing oral communication skills?

This criterion could be established in a manner that points in a direction such as anything that reduces student discussion would lessen the educational experience. Another approach is to establish how much time should be spent in lecturing and how much time spent in activities. If the evidence says at least a 50% involvement is best for learning, then anything less caused by technology would lessen the educational experience.

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