



学生辩论：

高校中文教学课堂活动之一

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课堂辩论作为教学活动的价值

- 刺激学生的兴趣，活跃课堂气氛
- 目标明确，便于学生调动潜能、最大程度地发挥自己现有的中文水平
- 激励学生更为主动自觉地学习



辩论活动对学生程度的要求

- 心智成熟：高中以上，高校学生最为合适
- 中文语言能力：开始具备段落表达的可能



斯坦福大学中文各年级教学目标

以ACTFL Proficiency Guidelines为标准

- 一年级多数学生达到Intermediate Low
- 二年级多数学生达到Intermediate Mid
- 三年级多数学生达到Intermediate High
-



斯坦福三年级中文课目标

- 开始三个转变
 - 口语——〉 书面语
 - 普通生活话题 ——〉 抽象话题
 - 句子——〉 段落



斯坦福三年级中文课堂活动

- 尽可能促使学生提高段落表达的能力
- 课堂辩论是最好的活动方式之一
 - 经常性的、相对随意的小型辩论活动
 - 每学期**1—2** 次的整堂辩论课



相对随意的小型辩论活动

- 根据课程内容选择相关话题
- 作为一般课堂讨论的替换形式
- **10-20分钟**
- 学生无须在课前刻意做细致的准备



相对随意的小型辩论活动

实例：独生子女人格素质及其成长环境的长处和短处

- 现场由老师直接把学生分为两组：正方和反方
- 安排两组先在组内自由讨论**3-5**分钟，准备己方的论点
- 两方交锋辩论**10-15**分钟
- 老师的角色—观众、协调者、提词人

其他实例：情人节积极和消极意义；是否赞成签订婚前协议；喜欢去大企业还是小企业工作，等等。



整堂辩论课

- 每个学期（quarter）1-2次
- 选择相对重要和宽泛的辩论话题
- 要求学生做细致的准备
- 计分，并算入总成绩



整堂辩论课——冬季辩论课实例

话题选择：

- 与课程内容紧密相关
- 学生熟悉背景，感兴趣，有话说
- 直接了当，有明显的争议性

课文话题：中国独生子女的教育问题

辩论话题：美国的基础教育何去何从——借鉴亚洲、提高课业标准、增强全球竞争力，还是为已经承受太多压力的当今中小学生减负、强调全面健康的人格发展？

冬季辩论课实例——话题选择

基本材料：

- 《育儿》杂志文章：指出孩子作业过多、呼吁给孩子减负
(“Kids Over Worked? Join the Less-Homework Revolution” by Nancy Kalish)



冬季辩论课实例——话题选择

基本材料:

■ 《纽约时报》评论：
美国失业率增高与美国
中小学生学习水准
在国际竞争中下降的
关系

(“U. S. G. and P. T. A.” by
Thomas Friedman)

HOME PAGE TODAY'S PAPER VIDEO MOST POPULAR TIMES TOPICS Get Home

The New York Times

The Opinion Pages

WORLD U.S. N.Y. / REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINION

 **POSITIVE SEARCHES** Reputation & Search Engine Expert

OP-ED COLUMNIST
U.S.G. and P.T.A.

By THOMAS L. FRIEDMAN
Published: November 23, 2010

For me, the most frightening news in The Times on Sunday was not about North Korea's stepping up its nuclear program, but an article about how [American kids are stepping up their use of digital devices](#): “Allison Miller, 14, sends and receives 27,000 texts in a month, her fingers clicking at a blistering pace as she carries on as many as seven text conversations at a time. She texts between classes, at the moment soccer practice ends, while being driven to and from school and, often, while studying. But this proficiency comes at a cost: She blames multitasking for the three B's on her recent progress report. “I'll be reading a book for homework and I'll get a text message and pause my reading and put down the book, pick up the phone to reply to the text message, and then 20 minutes later realize, ‘Oh, I forgot to do my homework.’”

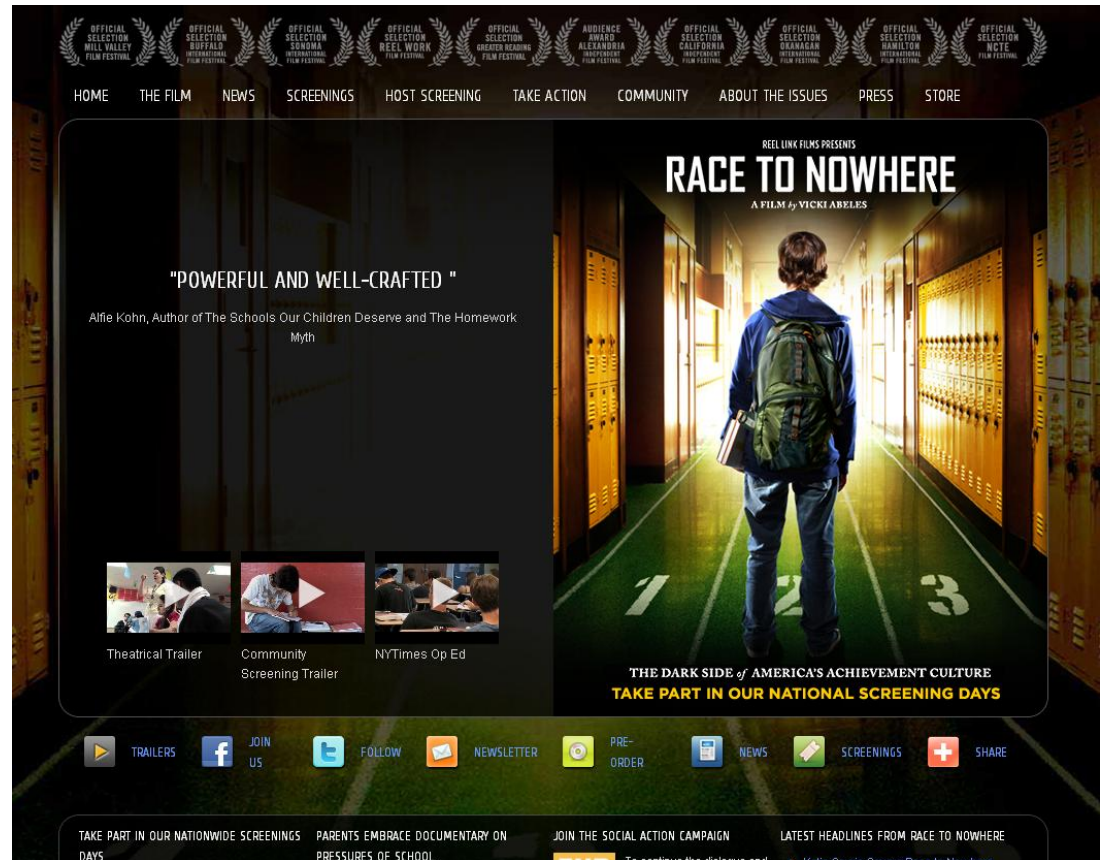
RECOMMEND
TWITTER
COMMENTS (283)
SIGN IN TO E-MAIL
PRINT
REPRINTS
SHARE

**WIN WIN
MARCH 18**

冬季辩论课实例——话题选择

基本材料：

- 纪录片 Race to Nowhere：指出美国中学生由于各方面压力太大在成长中出现的种种问题





冬季辩论课实例—准备过程

在辩论前的一周内，每日课堂讨论都以一部分辩论背景材料为内容，使学生们逐步熟悉这些材料，进而熟悉辩论话题。

| | Monday 周一 | Tuesday 周二 | Wednesday 周三 | Thursday 周四 | Friday 周五 |
|------|--|--------------------------------------|---|--|-----------------------------------|
| 1/10 | CSL6 VQ2 Grammar (No.2-11) 复习教育方面词汇 | CSL6 Grammar (No.2-11) 讨论辩论材料1 | CSL6 TV Original Reading 讨论辩论材料2 | CSL6 TV Original L5 Ex. 5, L6 Ex. 5 (HW due) 讨论辩论材料3 | CSL6 Ex. 1, 3, 4, 6 讨论辩论材料4 |
| 1/17 | 马丁·路德·金纪念 日（放假） | CSL6 Debate 辩论课 | CSL6 Review LT | CSL7 VQ1 D1&2 Text | CSL7 Dialogues Discussion |

冬季辩论课实例——话题选择

基本材料:

■ 《华尔街日报》虎妈育儿文章

(“Why Chinese Mothers Are Superior?” by Amy Chua)



Superior - WSJ.com

THE SATURDAY ESSAY | JANUARY 8, 2011

Why Chinese Mothers Are Superior

Can a regimen of no playdates, no TV, no computer games and hours of music practice create happy kids? And what happens when they fight back?

Article Video Comments (7868)

Email Print Save This Like 353K + More Text

By AMY CHUA

A lot of people wonder how Chinese parents raise such stereotypically successful kids. They wonder what these parents do to produce so many math whizzes and music prodigies, what it's like inside the family, and whether they could do it too. Well, I can tell them, because I've done it. Here are some things my daughters, Sophia and Louisa, were never allowed to do:



View Full Image

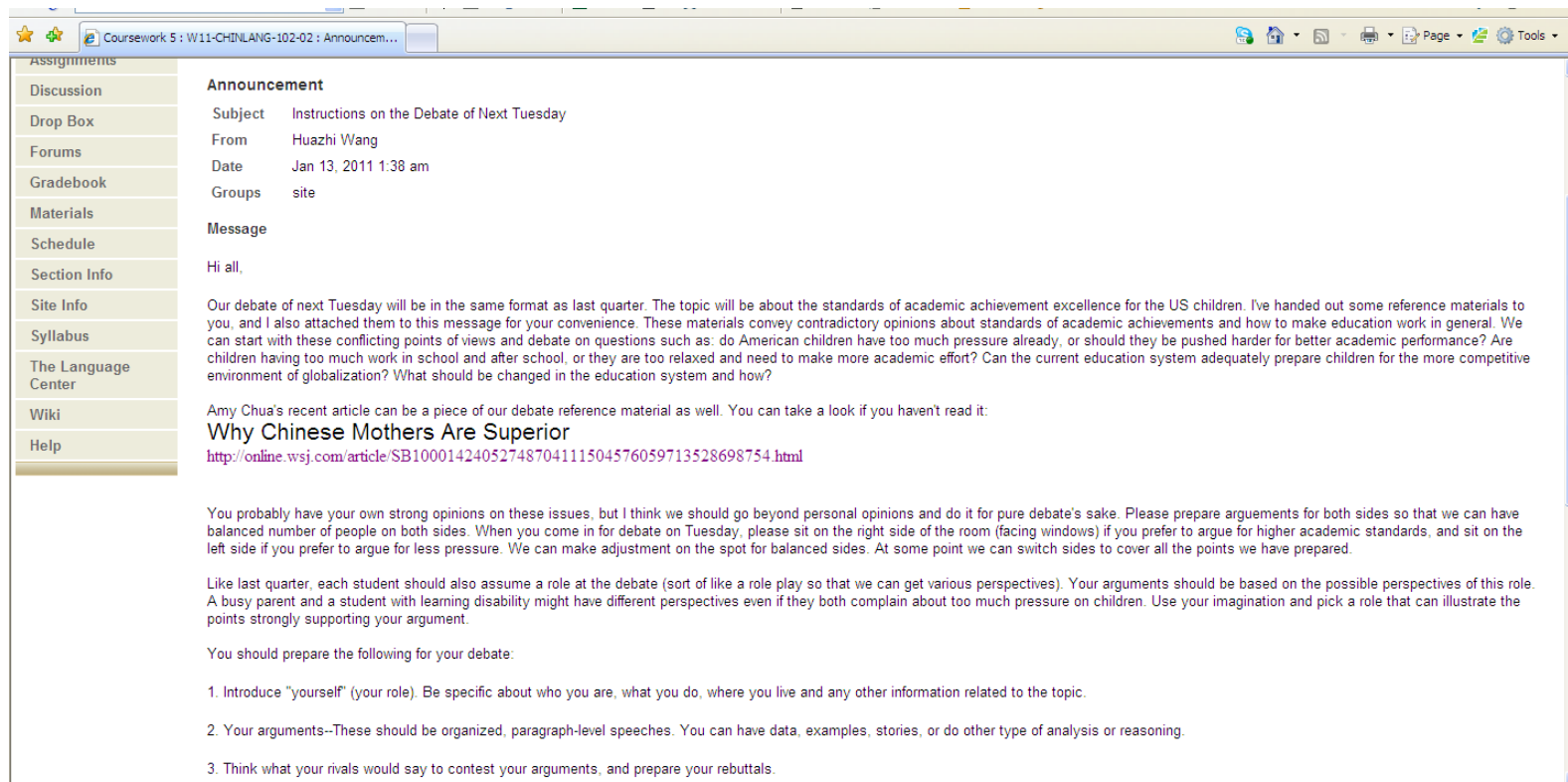
Erin Patrice O'Brien for The Wall Street Journal

Amy Chua with her daughters, Louisa and Sophia, at their home in New Haven, Conn.

- attend a sleepover
- have a playdate
- be in a school play
- complain about not being in a school play
- watch TV or play computer games
- choose their own extracurricular activities
- get any grade less than an A
- not be the No. 1 student in every subject except gym and drama
- play any instrument other than the piano or violin
- not play the piano or violin.

冬季辩论课实例一准备过程

布置辩论：事先给学生明确细致的要求



The screenshot shows a Blackboard LMS interface. On the left is a navigation menu with links: Assignments, Discussion, Drop Box, Forums, Gradebook, Materials, Schedule, Section Info, Site Info, Syllabus, The Language Center, Wiki, and Help. The main content area displays an announcement from 'Huazhi Wang' dated 'Jan 13, 2011 1:38 am'. The subject is 'Instructions on the Debate of Next Tuesday'. The message begins with 'Hi all,' and explains that the next Tuesday debate will follow the same format as last quarter, focusing on academic achievement excellence for US children. It mentions that reference materials have been distributed and lists conflicting viewpoints for debate, such as whether American children have too much pressure or need to be pushed harder for better performance. It also asks if the current education system adequately prepares children for a competitive globalized environment. A link to an article by Amy Chua, 'Why Chinese Mothers Are Superior', is provided. The announcement then outlines the debate structure: students should assume a role (e.g., busy parent, student with learning disability), prepare arguments based on possible perspectives, and use imagination to pick a role that supports their argument. Finally, it lists three preparation steps: 1. Introduce 'yourself' (your role) with specific details. 2. Organize paragraph-level speeches with data, examples, or stories. 3. Prepare rebuttals by considering what rivals might say.

Announcement

Subject: Instructions on the Debate of Next Tuesday

From: Huazhi Wang

Date: Jan 13, 2011 1:38 am

Groups: site

Message

Hi all,

Our debate of next Tuesday will be in the same format as last quarter. The topic will be about the standards of academic achievement excellence for the US children. I've handed out some reference materials to you, and I also attached them to this message for your convenience. These materials convey contradictory opinions about standards of academic achievements and how to make education work in general. We can start with these conflicting points of views and debate on questions such as: do American children have too much pressure already, or should they be pushed harder for better academic performance? Are children having too much work in school and after school, or they are too relaxed and need to make more academic effort? Can the current education system adequately prepare children for the more competitive environment of globalization? What should be changed in the education system and how?

Amy Chua's recent article can be a piece of our debate reference material as well. You can take a look if you haven't read it:

Why Chinese Mothers Are Superior

<http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html>

You probably have your own strong opinions on these issues, but I think we should go beyond personal opinions and do it for pure debate's sake. Please prepare arguments for both sides so that we can have balanced number of people on both sides. When you come in for debate on Tuesday, please sit on the right side of the room (facing windows) if you prefer to argue for higher academic standards, and sit on the left side if you prefer to argue for less pressure. We can make adjustment on the spot for balanced sides. At some point we can switch sides to cover all the points we have prepared.

Like last quarter, each student should also assume a role at the debate (sort of like a role play so that we can get various perspectives). Your arguments should be based on the possible perspectives of this role. A busy parent and a student with learning disability might have different perspectives even if they both complain about too much pressure on children. Use your imagination and pick a role that can illustrate the points strongly supporting your argument.

You should prepare the following for your debate:

1. Introduce "yourself" (your role). Be specific about who you are, what you do, where you live and any other information related to the topic.
2. Your arguments--These should be organized, paragraph-level speeches. You can have data, examples, stories, or do other type of analysis or reasoning.
3. Think what your rivals would say to contest your arguments, and prepare your rebuttals.



冬季辩论课实例—准备过程

布置辩论：事先给学生明确细致的要求

*辩论话题：*美国的基础教育何去何从——借鉴亚洲、提高课业标准、增强全球竞争力，还是为已经承受太多压力的当今中小學生减负、强调全面健康的人格发展？

- *Do American children have too much pressure already, or should they be pushed harder for better academic performance?*
- *Are children having too much work in school and after school, or they are too relaxed and need to make more academic effort?*
- *Can the current education system adequately prepare children for the more competitive environment of globalization?*
- *What should be changed in the education system and how?*



冬季辩论课实例—准备过程

布置辩论：事先给学生明确细致的要求

- 请学生准备正反两方的论点，以便灵活调整两方的人数，使双方人数均衡
- 事先指定双方在辩论课时的座位位置，使两方形成针锋相对的格局
- 辩论以角色扮演的方式进行，以包括比较多样的角度和观点，亦可避免情绪上的拘谨和可能的个人冲突，使辩论气氛更活跃自由
- 每个学生要选择一个角色，准备以所选角色的角度在辩论中发表意见



冬季辩论课实例一准备过程

布置辩论：事先给学生明确细致的要求

You should prepare the following for your debate:

- 1. Introduce "yourself" (your role). Be specific about who you are, what you do, where you live and any other information related to the topic.*
- 2. Your arguments--These should be organized, paragraph-level speeches. You can have data, examples, stories, or do other type of analysis or reasoning.*
- 3. Think what your rivals would say to contest your arguments, and prepare your rebuttals.*
- 4. Think what general arguments your rival side may have and prepare to refute them.*



冬季辩论课实例一准备过程

布置辩论：事先给学生明确细致的要求

要求学生同时做书面准备

- 保证段落表达质量
- 使辩论成为全方位锻炼听说读写能力的活动

只要求写出前两点，即个人角色介绍和主要论点论据，辩论结束后作为书面作业交给老师，并与辩论表现一起计入成绩。



冬季辩论课实例—课堂进行

- 上课伊始，确定正反方并调整双方人数及座位
- 学生以其角色的名义做简单的自我介绍并表达对辩论话题的基本立场
- 鼓励学生表达论证己方的观点
- 鼓励学生反驳对方的观点，促使双方交锋



冬季辩论课实例—课堂进行

老师的角色（与小型辩论活动相似）

- 听众、书记员—摘要记录学生的发言
- 协调者—注意让每个学生都有发言的机会
- 提词人—尽量简短，保证辩论的顺利流畅，而不是打断已经形成的交锋

尽量做到完全以学生为中心，让学生的发言主导课堂



冬季辩论课实例—课堂进行

学生角色举例

提高要求派:

- 为女儿不爱学习而伤脑筋的律师
- 中小学老师
- 斯坦福大学招生办公室主任
- 曾经退学、现在又回到学校的大学生
-

放松减压派:

- Palo Alto高中的心理辅导顾问
- 来自新加坡的留学生
- 人类文化学出身的小型私立学校的校长
- 家有严苛父母的苦闷的高中生
-



冬季辩论课实例—实际效果

- 调动了学生对学习材料的兴趣
- 集中高效地进行了一次听说读写的全方位练习
- 使学生看到自己中文技能在实际应用中所具备的潜力，从而激发他们继续提高的积极性