

# The Thinking Abilities Framework

**A report by the University of Reading, in collaboration with the Hubei Institute of Education Science and supported by British Council China.**

*Outcome from the **British Council UK-China EMaDA Research and Materials Development Award 2022-23**: Research on students' thinking skills development within the English Subject in primary and secondary schools in Hubei province.*

## Appendices

<b>APPENDIX 1a:</b> <b>The Thinking Abilities Framework and its Level Objectives (English)</b>	<b>1</b>
<b>APPENDIX 1b:</b> <b>The Thinking Abilities Framework and its Level Objectives (Chinese)</b>	<b>10</b>
<b>APPENDIX 2a:</b> <b>Survey Questionnaire (English)</b>	<b>15</b>
<b>APPENDIX 2b:</b> <b>Survey Questionnaire (Chinese)</b>	<b>22</b>
<b>APPENDIX 3a:</b> <b>Indicators for the Level Objectives of Thinking Abilities (English)</b>	<b>28</b>
<b>APPENDIX 3b:</b> <b>Indicators for the Level Objectives of Thinking Abilities (Chinese)</b>	<b>32</b>
<b>APPENDIX 4:</b> <b>Possible topics for teacher CPD courses</b>	<b>39</b>

## APPENDIX 1a: The Thinking Abilities Framework and its Level Objectives (English)

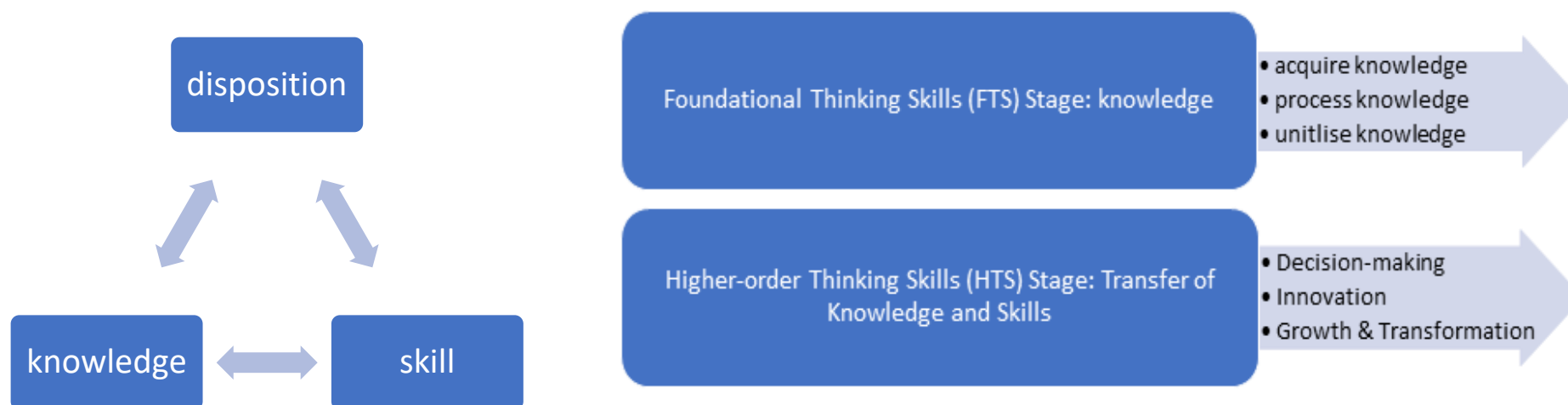
### Aims

The Thinking Abilities Framework (hereafter ‘the Framework’) and its Level Objectives:

1. Support teachers of English in developing their students’ thinking abilities through teaching English in Chinese primary and secondary schools.
2. Operationalise the tripartite conceptual dimensions of targeted thinking abilities identified by the primary research: *disposition*, *knowledge*, and *skill*.
3. Facilitate the teachers in planning lessons, assessing students, and achieving the goals of developing students’ thinking set out in the 2022 Curriculum.
4. Promote teachers’ professional development.

### Dimensions, Stages, and Levels of the Framework

The Framework operationalises the tripartite conceptual dimensions of a targeted thinking ability: *disposition*, *knowledge*, and *skill* as shown on the left. Foundation and higher-order Thinking Skill levels are explained on the right.



*Knowledge* refers to subject knowledge, i.e., English language and culture (refer to the 2022 English Standards for definition), and specific knowledge for developing thinking such as questioning and knowledge of discourse.

*Skill* refers to thinking or cognitive skills. These are classified into skills at the foundation stage and skills for higher-order thinking. *Foundational thinking skills* serve the purposes for acquiring, processing and utilising knowledge, including *perceive*, *understand*, and *apply* whereas *higher-order thinking skills* for making decision, innovation, and personal growth and transformation, contain *analyse*, *evaluate*, *create*, and *reflect*. Each skill has some sub cognitive skills. For example, *understand* further contains *interpreting*, *exemplifying*, *listing*, *categorising*, *sequencing*, *comparing* and

*contrasting, summarising, inferring, predicating, organising* etc. In effect, these are some very important learning skills in primary and secondary education. The Framework gives some guidance for reference regarding the development of cognitive skills at each level.

Vertically, the framework shows the development of thinking in staggered depth of cognition; horizontally, as shown by levels (effectively by age group), this indicates a process of maturation in abstract thinking and broadening the thinking abilities such as Chinese and Western thinking modes. The objectives of each dimension are intended to be achieved by the end of the grade at each level. By default, skills at the next level are built upon those at the previous level. However, they are by no means compartmentalised or required to develop in this sequence. Specifically, they are interrelated in a progressive manner.

The Framework is **colour-coded** to facilitate easy identification, as further elaborated below:

**1. The heading is colour coded in turquoise.**

Level scales and grades are originally set out in the 2022 Curriculum. Grades refer to the year the teacher's students are currently studying in.

**2. The disposition objectives are colour coded in mint green.**

*Disposition* is classified into *thinking characteristics* and *personality traits*. The Framework features *thinking characteristics* as the developmental guidance. Please be advised that the teacher should include analysing students' dispositions into lesson planning. This will help the teacher calibrate teaching approaches. Be reminded that dispositions can be developed not only in English class but also in alternative environments, such as other subject classes, family, and friends circles etc.

**3. Thinking skills at the foundation stage are coloured in grass green.**

The foundational thinking skills stage is where students learn knowledge, thus contains three sequential cognitive processes from *perceive, understand, to apply*. From a conventional perspective, these processes represent learning respectively *factual knowledge, conceptual knowledge, and procedural knowledge* of both subject knowledge and thinking knowledge. Classifying knowledge in this way makes clear the link between knowledge and cognitive/thinking processes so that the teacher will be able to adopt corresponding teaching and assessing approaches according to the learning objectives. One important aspect concerns the transfer of *factual, conceptual, and procedural knowledge*. Bear in mind that *conceptual* and *procedural knowledge* can evolve into *factual knowledge* as long-term memories of the latter two types are established. The terms *factual, conceptual* and *procedural knowledge* are explained in the *Glossary* at the end. Some sub cognitive skills developed at the foundation stage foster *logical reasoning* and *questioning*, which are some core skills for *critical thinking*, one of the higher order thinking abilities.

**4. Higher-order thinking skills are coloured in forest green.**

The higher-order thinking skills stage is where knowledge and foundational thinking skills can transfer into higher-order thinking skills for decision-making, innovation, and personal growth and transformation. It is crucial to know that decision making involves not only *critical thinking* featuring a strong rationalised logical reasoning but emotions as well. Emotional influences in decision-making are often misunderstood and underestimated. To achieve an optimal decision, we must recognise the dual factors. One essential way of recognising emotions and minimising negative influences (emotions may negatively impact or distort rational reasoning) is pausing to initiate purposeful *reflective thinking*, which is to be seen later. Being able to *analyse* and *evaluate*, however, is closely related to “understanding” at the foundation stage. Hence, we include insightful understanding at this stage. It means a deeper and fuller understanding of a topic. To innovate, one has to creatively apply knowledge and skills. In this sense, *Creative thinking* focuses on the skills of representing problems, brain-storming ideas, making and carrying out plans or solving problems. In EFL teaching, one of the main goals in this regard is developing students’ own ideas and supporting them to express them in English. A further major goal is to develop student thinking from an English cultural perspective. Personal growth and transformation involves *reflective thinking*. The Framework incorporates both Chinese and English contexts. The Chinese culture highlights the importance of the context and the goal of self-transformation. Whereas in the Western cognitive psychology, it is a metacognitive process using cognitive skills and emotional skills to regulate thinking and learning through reflection on *self*, *task*, and *strategy*. This mental process is the only one that permeates all stages and processes and interacts with all thinking processes. It is through this process whereby emotions can be recognised and regulated. This is fundamentally important for the development of thinking.

### **Terminologies**

Please refer to the **glossary** at the end of this document for definitions.

Level Objectives of Thinking Abilities			Level 1 Grades 3-4	Level 2 Grades 5-6	Level 3 Grades 7-9
Disposition	Thinking Characteristics		By the end of Grade 4, students will be able to develop 1. an awareness of attention; 2. more interest in English; 3. an awareness of asking questions; 4. an awareness of intercultural thinking.	By the end of Grade 6, students will be able to 1. monitor attention; 2. take on risks in questioning; 3. develop questioning awareness; 4. develop a growth mindset awareness.	By the end of Grade 9, students will be able to 1. develop a questioning habit; 2. develop a preliminary intercultural thinking habit; 3. develop logical reasoning awareness; 4. develop reflective awareness.
	Personality Traits		By the end of Grade 4, students will become 1. more inquisitive and imaginative; 2. keen to think; 3. fond of Chinese culture while open to different cultures and customs.	By the end of Grade 6, will become 1. more focused; 2. more positive towards challenging issues; 3. more independent and confident.	By the end of Grade 9, students will become 1. more open-minded; 2. more rational and logical; 3. global outlook-orientated.
Foundational thinking skills	Acquire	Perceive	By the end of Grade 4, students will be able to remember the factual knowledge set out in Level 1	By the end of Grade 6, students will be able to remember the factual knowledge set out in Level 2	By the end of Grade 9, students will be able to remember the factual knowledge set out in Level 3
	Process	Understand	By the end of Grade 4, students will be able to develop the following sub cognitive skills such as <ul style="list-style-type: none"> <li>interpreting (translating),</li> <li>exemplifying or listing,</li> <li>matching,</li> <li>classifying (categorising),</li> <li>sequencing,</li> <li>comparing and contrasting,</li> <li>simple summarising,</li> <li>inferring (concluding, and predicating);</li> </ul> and understand simple conceptual knowledge through those skills.	Alongside Level 1 skills, by the end of Grade 6, students will be able to develop further sub cognitive skills: <ul style="list-style-type: none"> <li>interpreting (clarifying),</li> <li>classifying (subsuming),</li> <li>summarising (generalising),</li> <li>preliminary rational inferring;</li> </ul> and understand conceptual knowledge through those skills.	Alongside Level 2 skills, by the end of Grade 9, students will be able to further develop sub cognitive skills: <ul style="list-style-type: none"> <li>interpreting (paraphrasing),</li> <li>elaborating or explaining,</li> <li>summarising (abstracting),</li> <li>rational inferring;</li> </ul> and understand more abstract conceptual knowledge through those skill.
	Utilise	Apply	By the end of Grade 4, students will be able to imitate, and use learnt factual and conceptual knowledge to gain procedural knowledge appropriate to Level 1	By the end of Grade 6, students will be able to imitate, and use learnt factual and conceptual knowledge to gain procedural knowledge appropriate to Level 2	By the end of Grade 9, students will be able to choose and use learnt factual and conceptual knowledge in a slightly different situation to gain procedural knowledge appropriate to Level 3
Higher-order thinking skills	Decision-making: Critical Thinking	Understand insightfully	By the end of Grade 4, students will be able to <ul style="list-style-type: none"> <li>break material or a concept into parts,</li> <li>differentiate parts and their relationship,</li> <li>focus on their features, and</li> <li>make choices.</li> </ul>	Alongside Level 1 skills, by the end of Grade 6, students will be able to <ul style="list-style-type: none"> <li>distinguish more abstract concepts, categories, and</li> <li>determine the relationship between parts and the whole</li> <li>make correct choices</li> </ul>	Alongside level 2 skills, by the end of Grade 9, students will be able to <ul style="list-style-type: none"> <li>distinguish more abstract linguistic concepts and categories,</li> <li>organise simple information, and</li> <li>determine causes and effects.</li> </ul>
		Analyse	By the end of Grade 4, students will be able to <ul style="list-style-type: none"> <li>recognise mistakes,</li> <li>make personal judgements based on <ul style="list-style-type: none"> <li>experiences,</li> <li>simple linguistic rules,</li> <li>basic social etiquette, and</li> <li>relevant correct concepts etc.</li> </ul> </li> <li>appreciate truth, kindness, and beauty</li> </ul>	Alongside Level 1 skills, by the end of Grade 6, students will be able to <ul style="list-style-type: none"> <li>conclude or judge based on <ul style="list-style-type: none"> <li>personal experiences,</li> <li>simple linguistic rules,</li> <li>cultural and social etiquette, and</li> <li>relevant correct concepts etc.</li> </ul> </li> <li>appreciate truth, kindness, and beauty in different cultures.</li> </ul>	Alongside Level 2 skills, by the end of Grade 9, students will be able to <ul style="list-style-type: none"> <li>represent simple problems accurately, and</li> <li>develop the awareness of observing things from unconventional (cultural) perspectives and</li> <li>make reasonable suggestions</li> <li>construct ideas.</li> </ul>
	Innovation: Creative Thinking	Evaluate	By the end of Grade 4, students will be able to <ul style="list-style-type: none"> <li>represent a simple problem,</li> <li>brainstorm ideas,</li> <li>make a simple plan and</li> <li>execute it.</li> </ul>	Alongside Level 1 skills, by the end of Grade 6, students will be able to <ul style="list-style-type: none"> <li>represent simple problems in daily life clearly,</li> <li>develop the awareness of observing things from unconventional perspectives, and</li> <li>construct ideas with some effort</li> </ul>	Alongside Level 2 skills, by the end of Grade 9, students will be able to <ul style="list-style-type: none"> <li>represent simple problems accurately, and</li> <li>develop the awareness of observing things from unconventional (cultural) perspectives and</li> <li>make reasonable suggestions</li> <li>construct ideas.</li> </ul>
Higher-order thinking skills	Growth & Transformation: Reflective Thinking	Apply creatively	By the end of Grade 4, students will be able to <ul style="list-style-type: none"> <li>develop self-awareness;</li> <li>Reflect on tasks with guidance;</li> <li>Establish strategic awareness;</li> <li>develop interest in other cultures</li> </ul>	Alongside Level 1 skills, by the end of Grade 6, students will be able to <ul style="list-style-type: none"> <li>establish self-awareness;</li> <li>reflect on tasks with guidance;</li> <li>adjust behaviour with strategies;</li> <li>establish an awareness of intercultural communication</li> </ul>	Alongside Level 2 skills, by the end of Grade 9, students will be able to <ul style="list-style-type: none"> <li>develop self-efficacy and self-motivation;</li> <li>Initiate reflection on tasks;</li> <li>Adjust study plans and strategies</li> <li>develop a global awareness</li> </ul>
		Reflect on self and beyond			

## Glossary

### Ability

Ability refers to a general trait, reflecting the relatively enduring capacity to perform tasks.

*Ability* and *capacity* are seen as similar in the Framework and refer to having a specific type of knowledge and skill needed to understand or do something.

### Abstract

Existing as a thought or idea rather than an object that can be seen; or make a general judgement after looking at particular details.

### Analyse

To study or examine something in detail in order to discover or understand more about it by breaking it into parts and determining how each part is related to one and another, and to the whole.

### Apply

To use knowledge to perform exercises or solve problems in the Framework.

### Assessment

Judging or evaluating something or someone.

### Attention

Attention is the ability to actively process specific information in the environment while tuning out other details.

### Awareness

Knowledge and understanding of a particular activity, subject, etc. The Framework sees this as an initial learning stage.

### Capability

See *ability*.

### Categorise

In the Framework, it is synonymous with *classify*.

### Classify

To consider something or someone as belonging to a certain category. The Framework sees it synonymous with *categorise*.

### Clarify

Make something less confusing by making it easy or clear to understand.

### Cognition

Even though the Framework treats *cognition* synonymous with *thinking* for easy understanding, it is a term that refers to the mental processes more than just thinking. The cognitive psychology has identified six types of cognition such as attention, language, memory, learning, thought, and perception.

### Coherence

When spoken or written communication is logical and clear in relationship between parts.

### Cohesion

In the Framework, this refers to the many ways (grammatical, lexical, semantic etc.) in which the elements of a text are linked together.

### Concept

An abstract idea or something conceived in the mind about the physical world.

### Conceptual knowledge

Knowledge of concepts, principles, theories, models, and classifications; In the Framework,

examples include categories of letters such as vowels, consonants; parts of speech such as noun, verb; linguistic rules such as word inflection rules for plurals, verbs; and grammar etc.

Construct

In the Framework it refers to building or developing an understanding or idea, e.g. in an explanation forming a cause-and-effect structure.

Contrast

To show the differences between two elements

Compare

To detect similarities and differences between two or more objects, events, ideas, or situations etc. Where differences are detected, the Framework may prefer to use *contrast*.

Comprehension

Understanding or being able to understand

Creative

Producing or using original and/or unusual ideas. In the Framework, it refers to any idea that is new or unusual to the student themselves.

Create

In the Framework Students make a new product by mentally reorganising knowledge learnt before in order to solve a problem

Critical

When detailed/careful analysis of something is involved in order to make careful/sensible judgement.

Critique

A critical analysis, evaluation or assessment of something; to judge based on both positive and negative evidence.

Deconstruct

To break down into many pieces or parts to enable analysis of each; In the Framework, it refers to determine a point of view, bias, values etc.

Detect

To discover, notice or perceive something not easily noticed.

Determine

To find out/discover the truth about something or make a strong decision.

Dialectical

Considering opposite theories. The Framework sees this as a conventional Chinese way of thinking, synonymous with critical.

Discriminate

To be able to see the difference between two things or people. The Framework sees this as the same as *distinguish*.

Disposition

A particular type of character a person naturally has or has developed.

Distinguish

To notice or understand the difference between two things

Emotion

A strong feeling such as love, anger, fear etc.

Evaluate

To judge the quality, importance, amount, or value of someone or something against some criteria.

Execute

(In the Framework) when a student selects or uses a procedure to perform a familiar task.

Exemplify

To give a typical example to illustrate or clarify.

Explain

To make something clear or easier to understand by describing or giving information about it.

Fact

Something that is known or proved to be true and can be backed up with evidence.

Factual knowledge

The Framework includes in Level 1 the following as factual knowledge such as letters, strings of letters, phonetics, English words, English expressions of events, locations, people, dates, sources of information, and the like. This type of knowledge requires remembering.

Framework

A structure around which something is built. In the Framework, this refers to a system of rules and ideas, that is used to support the teacher in planning lessons and making assessment.

Generate

To produce, make or create.

Generalise

To draw a general conclusion from specific cases. The Framework sees this as an ability to develop conceptually.

Judgment

A decision or an opinion about someone or something that you form after thinking carefully against some criteria.

Identify

To recognise or be able to name/describe something or someone.

Illustrate

To show the meaning of something more clearly, especially by giving examples

Infer

To reach a conclusion or an opinion from available information or facts.

Interpret

To explain/describe the meaning of something in your own words such as another language, different expressions.

Intention

Something you want or plan to do. The Framework may refer specifically to an author's aim of writing.

Implement

In the Framework when a student selects or uses a procedure to perform an unfamiliar task

Logical reasoning

A mental activity that involves using a given set of data, facts to make sense of something or solve a problem. In the Framework, it is synonymous with rational inferring.

Memory

In the Framework, it means learning (from a psychological perspective), including the processes of acquiring, storing, retaining, and retrieving information. It usually involves three processes: encoding, storage and retrieval.

Metacognition

Knowledge or understanding of one's own thinking. In the Framework, it consists of self-



knowledge, task knowledge, and knowledge of strategy.

Opinion

A belief or judgement not based on absolute certainty but on what seems true, valid, or probable to one's own mind; Your opinion is how you feel. Other people might think differently, they have a different opinion.

Paraphrase

To take information from a source and put it in one's own words.

Parse

to analyse (a sentence) in terms of grammatical parts, identifying the parts and their relations to each other.

Perception

(In the Framework) the process that a student obtains information from the external world through their senses, particularly sight and hearing.

Predicate

(In the Framework) To say something is true based upon something else, part of the inferring process.

Procedure

The process, series of actions or established way whereby a plan is carried out.

Procedural knowledge

Knowledge of how to do something; in the Framework it mainly refers to use English to perform tasks.

Questioning

To express doubts about something. The Framework sees this as a sign of being critical at the initial stage of developing thinking abilities.

Rational

Using reason or logic in thinking as opposed to emotional reaction.

Reasoning

Thinking in a logical or rational way in order to reach a conclusion or a decision.

Recall

To remember something learnt or experienced; (In the Framework) to bring something stored in the long-term memory back to working memory.

Recognise

to detect with senses

Reflective

Showing or involved in careful or organised thinking usually inwardly and/or backwards.

Represent

To show or describe something; in the Framework it is used to mean describing a problem in another way.

Retrieve

To get and bring something back from a place; (In the Framework) to get the stored information from one's long-term memory to working memory.

Sequence

The order in which things or events follow each other.

Self-efficacy

Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. The Framework sees this as critical to one's self-motivation.

Self-concept

Self-concept is the image we have of ourselves. It is how we perceive our behaviours, abilities, and unique characteristics. In the Framework, it is about one's own cognition such as how good one's memory is, one's own strengths and weaknesses in study, character and affective aspects etc.

Skill

A learnt ability to use knowledge competently in performance.

Subsume

To include or place something or someone into a larger group.

Strategy

A specific plan or action to help achieve a long-term aim. The Framework sees it as a smarter way of study.

Test

To give students a set of questions in order to measure their knowledge or ability in the Framework.

Thinking

Thinking is about one's cognitive ability, functions, and activities.

Translate

To explain in another language or in another form of presentation

Unconventional

Different from what is usual or from the way most people do things. The Framework sees this as a sign of being creative.

## APPENDIX 1b: The Thinking Abilities Framework and its Level Objectives (Chinese)

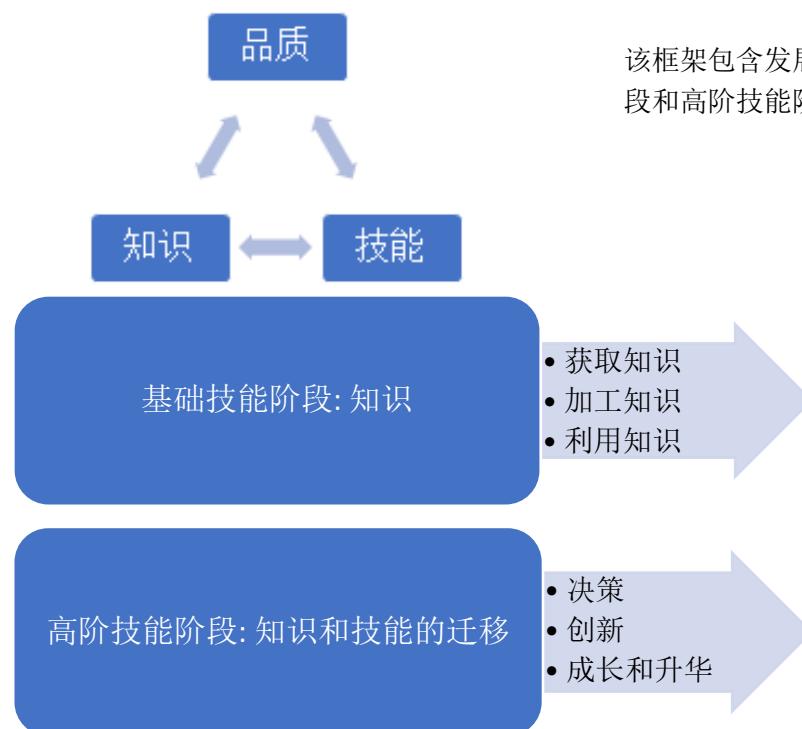
### 思维能力分级培养目标框架

#### 目的

该思维能力分级培养目标框架（以下简称“框架”）

1. 总目标是为了帮助中国中小学英语教师通过英语教学来发展学生的思维品质
2. 把构建思维能力的三个维度具象化
3. 辅助教师备课、评估和落实 2022 英语课程标准中关于发展学生的思维目标
4. 推动教师的职业发展

#### 框架包含的思维构建维度、发展阶段和水平



该框架包含发展目标思维能力所需要的**品质、知识和技能**三个维度（如左图所示），同时分为基础技能阶段和高阶技能阶段（如下图所示）。

“知识”指英语学科知识和发展思维所需知识，比如提问知识和语篇知识。“技能”指思维技能或者认知技能。它们分为基础阶段思维技能和高阶思维技能。基础思维技能为获取、加工和利用知识服务，包含**感知、理解、运用**。高阶思维技能用于决策、创新和自我成长升华，主要包含**分析、评估、创造和反思**等认知技能。这些认知技能各自有不同的下属认知技能。比如“理解”下面有多重下属认知技能，如“用自己的话来表达或者呈现自己的理解”“举例或者列举”、“排序”、“分类”、“比较和对比”、“归纳”、“推断”、“预测”等。实际上，这些也是中小学阶段重要的学习技能。“框架”在每个阶段列出的“理解”认知技能作为参考使用，并非一成不变。

框架纵向展示思维在认知上的分级发展；框架横向（根据年龄阶段）显示抽象性思维发展逐渐成熟的过程，同时意味着思维能力在不同思维模式和风格上的多方面发展。每一级别最后那个年级段应该到达框架建议的维度目标。框架默认上一级技能是下一级技能的发展基础。然而，这绝不是说它们就截然分开，必须按照这个顺序发展。实际上，技能与技能之间是逐步发展和相互作用的。

整个框架使用不同的颜色编码以示区分，下面提供详细说明。

## 颜色编码和内容说明

### 1. 淡蓝色部分是框架标题

目标分级和适用年级均来自 2022 年英语课标。

### 2. 淡绿色部分是学生品质目标

品质目标分为思维特征和个性品质。这样做的目的是突出思维特征在个性发展中的作用。

该框架显示的是目标品质，但老师们要有意识地在备课时分析考虑自己学生当下的思维品质，也就是发展前品质。这样，老师们才会有目的去调整自己的教学方法。同时，请注意思维品质的发展既在英语课堂上也在其它环境中塑造，比如学校的其它课堂、家庭、和朋友圈等。坦诚、相互尊重的课堂氛围对于培养创造性和批判性思维尤其重要。老师在鼓励和培养这种氛围中扮演着关键角色，比如灵活处理来自学生的各种不同问题可以创造一种鼓励质疑的课堂文化。

### 3. 草绿色部分是基础思维技能

基础思维技能是为学习知识服务，它们包含三个连续的认知过程，分别是感知、理解和运用。这个认知过程也就是传统观念上所谓的学习。它分别指学习英语学科和思维上的事实性知识、概念性知识和过程性知识。从认知过程把知识分为这三类是为了让老师清楚地看到它们所对应的思维目标，从而在

教学上有更清楚的教学方法和检测手段。需要注意的一点是这三类知识之间的转换。概念性知识和过程性知识会在变成长期记忆后转化为事实性知识。事实性、概念性和程序性知识在框架后的术语表中有解释。

逻辑思维和质疑能力是基础技能阶段培养的重要思维能力。它们是高阶思维，比如批判性思维的核心基础技能。

#### 4. 深绿色部分是高阶思维技能

高阶思维阶段代表着知识和基础思维技能在这一阶段中转化成高阶思维能力，主要目的是决策、创新和自我成长以及升华。必须明确的是决策不仅仅涉及以理性逻辑推理为特点的批判性思维，而且跟情感有重要关系。情感对决策的影响常常被误解和低估。一个明智的决策必须有理性和感性两方面因素的考量。要明辨情感和尽量减少情感的负面影响（情感的负面影响主要是扭曲或者干扰理性推理），其中一个重要方法就是有意识地进行反思。后面有进一步说明。

分析和评价这两种技能也跟基础思维部分的“理解”紧密相关。因此，框架把“深入理解”包含在高阶技能阶段。它意味着对某个话题进行透彻理解，这样分析才能越深入，也才能做出更明智的判断。

创新意味着创造性地使用知识和技能。因此，创造性思维突出多角度、跳出常规思维看问题、能提出想法和计划并执行、能解决问题的认知技能。在外语教学中，一个重要的目标是让学生能构建观点、能说出理由或者提供证据来支持观点、并能通过英语表达出来。另外就是培养学生从另外一种文化角度来思考的习惯。

个人成长和升华需要反思性思维。特别提醒反思要放在中西两种文化中来看。中国文化鼓励对个体和个体以外的反思，强调环境的重要性以及升华个体思想的目的。而根据西方认知心理学，这是一个利用认知技和情感技能来调控认知策略的元认知过程，即对自我、任务和策略的反思。反思在该框架中视为思维发展的最高级别。这种思维活动应该贯穿始终，在不同阶段和过程跟其它认知过程相互作用。这是思维品质发展中非常重要的一个过程，因为思维的最终目的是让知识在高级阶段得到迁移，能综合运用思维技能来实现解决问题、做出明智决策和达到自我升华的目的。

#### 术语表（请见文末）

思维能力培养目标			第一级 3-4 年级	第二级 5-6 年级	第三级 7-9 年级
思维品质	思维特质		学生将在四年级末养成以下特质： 1. 专注力意识 2. 更浓厚的英语兴趣 3. 提问意识 4. 跨文化思维意识	学生将在六年级末养成以下特质： 1. 专注力 2. 不怕犯错 3. 提问习惯 4. 成长性思维意识	学生将在九年级末初步养成以下特质： 1. 求真的质疑习惯 2. 跨文化思维习惯 3. 理性推理思维意识 4. 反思意识
	个性特质		学生将在四年级末变得 1. 更有好奇心和想象力 2. 热爱思考 3. 更加热爱中国文化、乐于接受新事物	学生将在六年级末养成 1. 专注品质 2. 积极面对困难和挑战的品质 3. 独立和自信的品质	学生将在九年级末初步养成 1. 开放包容品质 2. 理性思维品质 3. 具有全球性视野的品质
基础思维技能-知识	获取知识	感知	学生将在四年级末能辨识和记住课标中的第一级事实性知识	学生将在六年级末能辨识和记住课标中第二级事实性知识	学生将在九年级末能辨识和记住课标中第三级事实性知识
	加工知识	理解	学生将在四年级末能理解和掌握以下认知技能，比如用自己的话（中文）来理解、举例或列举、连线、分类、排序、比较和对比、简单总结、简单推测（下结论、预测）并利用这些认知技能来学习课标第一级涉及的概念性知识	在第一级认知技能的基础上，学生将在六年级末进一步发展和掌握以下认知技能：简单解释说明、归类、归纳概括、简单理性推理和预测等，并利用这些认知技能来学习课标第二级涉及的概念性知识	在第二级认知技能的基础上学生将在九年级末发展和掌握以下认知技能： 通过转述来解释说明、抽象化、有理有据的解释，理性推理等，并利用这些认知技能来学习课标第三级涉及的概念性知识
	利用知识	运用	学生将在四年级末能通过模仿运用已有的事实性和概念性知识来掌握第一级程序性知识	学生将在六年级末能通过模仿运用已有的事实性和概念性知识来掌握第二级程序性知识	学生将在九年级末能灵活运用已有的事实性和概念性知识来掌握第三级程序性知识

高阶思维技能-知识和基础技能的迁移	决策：批判性思考	深入理解  分析  评估	<p>学生将在四年级末能具备以下分析能力：区分部分和整体（比如概念的组成部分）、区分不同组成部分的关系、发现各个部分的主要特征、能做出选择</p> <p>学生将在四年级末能根据个人经历、简单的语言规则、社交礼仪常识和相关正确概念进行正误判断、能做出个人评判、并能欣赏真善美</p>	<p>在第一级技能的基础上，学生将在六年级末能进一步发展分析能力：区分更多抽象概念、分类、发现细节和整体的关系、能正确选择</p> <p>在第一级技能的基础上，学生将在六年级末继续根据简单语言规则、文化社交礼仪常识、基本的语篇规则和相关正确概念来评判、并能欣赏不同文化中的真善美</p>	<p>在第二级技能的基础上，学生将在九年级末能区分更多抽象语言概念和分类、在一定的结构下组织信息并能明确因果关系等</p> <p>在第二级技能的基础上，学生将在九年级末能继续根据语言规则、文化习俗、社交礼仪常识、体裁、衔接和通顺的语篇规则和相关正确概念来做独立判段，能在评判中欣赏不同的文化</p>
	创新：创新性思考	创造性运用	<p>学生将在四年级末能明白地表述日常问题，使用头脑风暴来提出想法，提出简单计划，并执行计划</p>	<p>在第一级技能的基础上，学生将在六年级末能清楚地表述问题、能有意识打破常规思维角度来看待事物、并能经过努力构思观点</p>	<p>在第二级技能的基础上，学生将在九年级末能准确地表述问题、从不同（文化）角度跳出常规思维来看待事物、提出合理建议、构建想法</p>
	成长和升华：反思性思考	对个体和超越个体的反思感悟	<p>学生将在四年级末能初步建立自我意识、在老师指导下对学习任务反思、并建立使用策略来调整行为的意识；能尊重不同意见，对他文化感兴趣</p>	<p>在第一级技能的基础上，学生将在六年级末能进一步完善自我意识、在老师指导下对学习任务反思和运用更多策略来调整行为；能辩证地看待他人和不同文化、关注他人的情感、欣赏跨文化差异和思维差异</p>	<p>在第二级技能的基础上，学生将在九年级末能建立自我效能感来进行自我激励、主动进行学习反思、能根据学习计划调整学习策略；能对他人和他文化持有同理心、认同自身文化同时欣赏和初步建立全球性视野</p>

## **APPENDIX 2a: Survey Questionnaire (English)**

### **Survey of Research on Rural Students Thinking Skills Development within the English Subject in Primary and Secondary Schools in Hubei Province**

Dear teacher,

This survey is part of the UK-China EMaDA project (English Material Development Award) funded by British Council that the University of Reading (UoR) in the UK is working on, in cooperation with the Hubei Institute of Education Science (HIES) in China. In line with China's rural revitalization strategy, the EMaDA research project aims to 1) understand how the 2017 Senior High Middle School Curriculum Standards and the new 2022 English Curriculum Standards for Compulsory Education are implemented by English teachers at primary and junior levels in Hubei province and 2) explore how the teachers can be best supported. To achieve the first aim, the survey is designed to investigate how these teachers develop their students' Thinking Skills to bring about the required competency at Senior High Middle School level and beyond.

It should take approximately 20 minutes to complete the three sections in the survey. Section 1 "About You" collects respondents' demographic information. Section 2 "Thinking Ability" presents a series of questions related to your concept of thinking ability. Section 3 "Developing Thinking Ability in the Classroom" seeks to understand your practice, challenges, and the current support that you receive.

You are invited because you are one of the English teachers in the areas which are of interest to us in this project. Please note: There are no right or wrong answers to the questions and what we are interested in are your honest responses and opinions. The results of this survey will help authorities and stakeholders better understand your practices and views, and support needed for further development in relation to thinking ability. Drawing on data from this survey, at the second stage of the project, a bilingual framework will be designed to guide you. Some of you will be surveyed again to verify its practicality and usefulness prior to its official publication. We believe this will ultimately benefit yourself, your students and local educational and social development in the long term.

This survey is anonymous. Neither you nor your school will be identified in the survey or in the subsequent report or future publications. By clicking the 'next' button, you will be consented to 1) having read the above information; and 2) voluntarily agreeing to participate.

If you have further questions and/or are interested in the findings, please email the research team via:



University of Reading

Dr Carrie Zhang: [c.x.zhang@reading.ac.uk](mailto:c.x.zhang@reading.ac.uk)

Ms Sharon McIlroy: [s.e.r.mcilroy@reading.ac.uk](mailto:s.e.r.mcilroy@reading.ac.uk)

Hubei Institute of Education Science

Mr Zhou Shijie: [zhoushijie6666@126.com](mailto:zhoushijie6666@126.com)

We appreciate your support,

The Sino-British joint research team of the EMaDA Project 2022

### Part I About You [7 items]

1. Which type of school are you from?
  - A. Primary school
  - B. Junior school
2. Which area is your school located?
  - A. Urban area
  - B. County and Suburban area
  - C. Township area
  - D. remote rural area
3. How old are you?
  - A. Under 25
  - B. 25-30
  - C. 31-40
  - D. Over 40
4. What is your gender?
  - A. Male
  - B. Female
  - C. Prefer not to say
5. How many years have you been teaching English?
  - A. Less than 5 years
  - B. 5-14 years
  - C. 15 years or more
6. Which level are you teaching?
  - A. Grades3-4
  - B. Grades 5-6
  - C. Grades 7-9
7. Have you had trainings or attended meetings/workshops in developing students' thinking

ability in teaching English?

- A. Yes                      B. No

Please note:

- The following two sections contain 40 statements and 6 multiple choices. Please carefully read the 40 statements before indicating your self-evaluation by choosing a number between 1 to 5, which corresponds to 1 Strongly disagree, 2 Disagree, 3 Neither disagree or agree, 4 Agree, 5 Strongly agree. The 6 multiple choice questions all have more than one answer. Please choose all that suits you.
- Thinking ability is defined to consist of thinking disposition and thinking skills in this project.
- All questions are required of responses.
- The more honest your answers are, the more useful the survey is and the more beneficial it is to you.

## Part II Thinking Ability [26 items]

### Thinking ability in general [7 items]

1. Learning English will improve students' thinking skills. [belief]
2. It is more important to teach primary and junior students substantial knowledge than thinking skills because it is the foundation for later development including thinking ability. [relevance]
3. It is essential to develop both Chinese (e.g. analysis on a macro level and Chinese dialectical logic for paradox management) and Western ways of thinking (e.g. More on analytical and logical analysis). [relevance]
4. I know how to develop students' thinking ability through teaching English. [self-efficacy]
5. I do not think the current high-stake English exams in my situation [e.g., 小升初 - like British SAT)、中考 - like GCSE] sufficiently test students' thinking ability. [belief]
6. My students can demonstrate a satisfactory level of thinking ability in my class. [belief in students]
7. What may be the barriers of developing students' thinking ability in your situation? You can choose more than one. [perceived constraints]
  - A. I have no clear idea what constitutes thinking ability.
  - B. I don't have the knowledge and/or skills to develop thinking through English.
  - C. Students and parents are more interested in exam results than developing students' thinking ability
  - D. My school is more interested in exam results than developing students' thinking ability.
  - E. Developing students' thinking ability in my class is constrained by their English levels.

- F. Students lack opportunities to practice thinking skills because of exam pressure.
- G. Exam-oriented teaching doesn't leave time for developing thinking ability .eg. I am always under pressure to cover the curriculum content.
- H. Other [please specify in the box provided]

Critical thinking [6 items]

- 8. I have a clear idea of what critical thinking means in English teaching. [self-efficacy]
- 9. In my understanding, critical thinking means criticizing and/or refuting. [concept checking]
- 10. Criticality is of low relevance to me as an English teacher. [relevance]
- 11. I have little knowledge of discourse analysis (e.g., text types, genre, cohesion and coherence and their devices) in teaching English. [self-efficacy]
- 12. I have little knowledge of different types of questions, such as closed and open-ended questions, questions about facts or opinions and their effects in teaching. [self-efficacy]
- 13. In the level that I'm teaching, it is not necessary to organise discussions among students in class. [belief]

Creative thinking [5 items]

- 14. For me, creativity is more of an innate trait. [concept checking]
- 15. I find it very challenging to develop creative thinking through teaching English. [self-efficacy]
- 16. Creative thinking is constrained by the current assessment system, i.e., standardized, high-stake tests, such as 小升初、中考 etc. [belief]
- 17. In my teaching, I attach great importance to develop students' intercultural competence. [relevance]
- 18. In your understanding, which part of teaching is more likely to involve developing students' creative thinking? You can choose more than one answer. [concept checking]
  - A. Listening
  - B. Reading
  - C. Speaking
  - D. Writing
  - E. English language knowledge such as pronunciation, vocabulary, grammar
  - F. English culture
  - G. None of the above.

Reflective thinking with purpose: Metacognition [5 items]

19. I have little knowledge of metacognition (such as knowledge of your own cognition and its management) myself. [self-efficacy]
20. I don't know how metacognition can be used to develop students' thinking in my teaching. [self-efficacy]
21. Knowing one's intellectual or cognitive strengths and weaknesses will make students better learners. [belief]
22. I know little about self-efficacy (a type of self-awareness of efficiency, e.g. to what extent you're confident in completing a task). [self-efficacy] self-belief?
23. I know little about how to develop students' self-efficacy through teaching English. [self-efficacy]

Part III Teachers' practice in the classroom [behaviour] [22 items]

Critical thinking [8 items]

24. Which of the following skills do you teach in your English lessons?
  - A. Memorizing
  - B. Recalling
  - C. Understanding
  - E. Applying
  - E. Comparing and contrasting
  - F. Synthesising
  - G. Evaluating
  - H. Creating
25. In your daily teaching, which of the following activities do you often organise? Notice: you should choose the activities that you most often use. Choose at least one and up to four answers.
  - A. Skill training activities such as listening, speaking, reading, and writing,.e.g.. drilling in sentence patterns and conversations.
  - B. Authentic communicative and application activities, such as role plays or completing a task.
  - C. fun activities such as learning English through English songs, films or games
  - D. Discussion, debating or reflection activities
  - E. Analysing a problem or solving a problem
  - F. explaining specific words, language and/or grammar points

- G. Extensive reading after class
- H. written exercise such as in student workbooks or mock test papers
- I. Revision work such as summarising language and/or grammar points
- J. Other (Please specify)

26. Which of the following methods do you often use in your teaching of reading? You can choose more than one.
- A. Questioning between students and me to check students' understanding, e.g., whether they understand a particular word, phrase or a sentence, etc.
  - B. Comprehension exercises
  - C. Translation
  - D. Communication-oriented activities between students, such as dialogues.
  - E. Tasks such as asking students to produce a product after reading.
  - F. Discourse analysis e.g., text types, genre, cohesion and coherence, and their devices
  - G. Other (please specify in the box provided)
27. Which approaches do you use in teaching English writing? You can choose more than one.
- A. Discourse analysis e.g., text types, genre, cohesion and coherence, and their devices
  - B. Product writing
  - C. Process writing, e.g. students discuss and brainstorm first, then write a plan, complete it after class with multiple revisions using self and peer assessments.
  - D. Free writing
  - E. I do usually teach writing in English because writing in my students' situation does not require a lot of skills.
  - F. Other (Please specify)
28. When marking students' writing, I focus more on correction of students' SPaG (spelling, punctuation, and grammar) mistakes than developing their ideas in writing.
29. When planning a lesson, I carefully make questions, including considering question types, wording and specific purposes they serve.
30. My students are often responsive to my questions in class, including challenging questions.
31. I often give my students enough time to think and/or discuss in English class.

#### Creative thinking [7 items]

32. When using the textbooks I don't often make any changes such as supplementing, omitting or adapting.
33. I often encourage students to express new ideas in my lessons even though they may make many linguistic mistakes and at the risk of losing some class time.

- 34. My students often do tests such as multiple-choice tests, standardized tests, quizzes, spelling tests.
- 35. I often give my students homework involving using English to create a product in English, such as a poster, a little poem, a little story etc.
- 36. I sometimes ask my students to understand and analyse a problem from both Chinese and English perspectives.
- 37. I often prepare interesting topics for my students to discuss in class.

**Reflective thinking with a purpose: metacognition [7 items]**

- 38. I often develop my students' self-awareness such as by asking them to understand which way of learning better suits them, what strengths or weaknesses they have, their most efficient way of study etc.
- 39. I teach my students how to plan and monitor their English study, such as what they're doing well, what is going well and what isn't etc.
- 40. I help my students set up clear goals for learning English, such as achieving certain skills.
- 41. Dictation is my main strategy to help students remember words.
- 42. I am sensitive to my students' emotions, such as when they're disappointed, disinterested or feeling isolated, and always help them to address related emotional issues.
- 43. I often give my students positive comments and encourage them to learn English with interest regardless of their low achievement.
- 44. I often give timely feedback to my students on their homework, exams, or performance.

**Perceived support and need [2 items]**

- 45. The 2022 English Standards has given me clear guidance in developing students' thinking ability through English.
- 46. I am well aware of my needs for training in developing students' thinking skills through learning English.

**Thank you for taking time to complete the survey.  
We appreciate your participation and wish you good luck in work and life.**

## APPENDIX 2b: Survey Questionnaire (Chinese)

### 湖北省义务教育英语课程思维能力发展研究的

#### 问卷调查

老师，您好！

本问卷调查是中英英语教材开发科研课题的一部分，该课题由英国文化委员会资助，英国雷丁大学和湖北省教育科学研究院联合承担。为配合中国的乡村振兴战略，该课题旨在了解2017年高中英语课标及2022年刚刚颁布的义务教育英语课标的教育目标在湖北省中小学英语教学中的实施情况，探索如何最大程度地支持英语老师的课堂教学。针对第一个课题目标，我们设计了这份问卷，目的是了解湖北省的英语老师如何通过英语学科培养学生的思维品质，以便为高中阶段以及日后的思维能力发展奠定基础。本问卷调查分为三个部分，估计需要20分钟左右。第一部分是个人信息；第二部分“思维能力”是一系列关于您对思维能力理解的陈述；第三部分是关于您在课堂上培养学生思维能力的做法和面临的挑战，以及您目前得到的支持情况。

您被邀请参与本调查是因为您是来自湖北的一名英语老师。问卷中所有问题的回答没有对错之分，我们感兴趣的是您的真实回答和意见。调查结果能帮助各方面相关人员或部门更好地了解你们在思维品质方面的做法和观点，以便更好地为老师们提供所需的支持。根据调查结果，我们接下来会设计一个双语版本的指导性框架来辅助你们的课堂教学。部分参与调查的老师还会被邀请参与第二次调查，以便进一步确定指导性框架的有效性。从长远来看，相信这个课题研究会推动您本人、您的学生、当地的教育和社会的发展。

本调查问卷匿名填写。您的名字或者您学校的名称都不会出现在课题的任何阶段，包括以后可能发表的文章中。如果您愿意继续参与，请点击“下一步”，这就表明您已经知晓以上信息，并自愿参加本问卷调查。

如果您有任何问题或者您想知道最后的调查结果，请发邮件给以下课题组的代表成员：

英国雷丁大学：

Dr Carrie Zhang: [c.x.zhang@reading.ac.uk](mailto:c.x.zhang@reading.ac.uk)

Sharon McIlroy: [s.e.r.mcilroy@reading.ac.uk](mailto:s.e.r.mcilroy@reading.ac.uk)

湖北省教育科学研究院：

Mr Zhou Shijie: [zhoushijie6666@126.com](mailto:zhoushijie6666@126.com)

感谢您的支持

中英联合调查课题组：《义务教育英语课程思维能力发展研究》

#### 第一部分：您的基本信息

1. 您来自哪一类学校？

- A. 小学
  - B. 初中
2. 您学校所在区域?
- A. 城市城区学校
  - B. 县（市）城关镇所在地学校
  - C. 乡镇所在地学校
  - D. 农村学校
3. 您的年龄?
- A. 25 岁以下
  - B. 25-30 岁
  - C. 31-40 岁
  - D. 40 岁以上
4. 您的性别?
- A. 男
  - B. 女
5. 您已经从事英语教学多少年?
- A. 不到 5 年
  - B. 5-14 年
  - C. 15 年以上
6. 您所教的学段?
- A. 一二年级
  - B. 三四年级
  - C. 五六年级
  - D. 七到九年级
7. 您参加过任何关于英语学科发展学生思维品质方面的培训、工作坊或者会议吗?
- A. 参加过
  - B. 没有

答题说明:

- 接下来的两部分总共有 40 道陈述题，6 道选择题，请您仔细阅读后根据实际情况作答。对 40 道陈述题做一个自我评估，然后从 1-5 判断您选项的位置：1 非常不同意 2 不同意 3 既不同意也不反对 4 同意 5 非常同意。6 道问答题，每道题都可多选，选择符合您情况的所有选项。
- 说明：思维能力在本课题中指思维品质（比如个体思维的开放程度等）和思维技能（比如批判性思维、创造性思维和反思性思维等）两方面；
- 所有的问题均为必答题；
- 您的回答越真实，这个调查问卷就越有用，那么对您的帮助就越大。



## 第二部分：思维能力

- 47. 学习英语可以提升学生的思维能力。
- 48. 在小学和初中教学生大量的知识比让他们学习思维技能更重要，因为知识是后续个体发展一切能力包括思维能力的基础。
- 49. 必要同时发展中式思维（比如宏观分析和万物相连的辩证思维等）和西式思维（比如注重科学分析、逻辑分析等）。
- 50. 我知道如何通过英语教学来发展学生的思维。
- 51. 我觉得目前重要的考试，比如小升初、中考等，没有充分考察学生的思维能力。
- 52. 我的学生在课堂上能显示出令人满意的思维能力。
- 53. 根据您的情况，下面哪些是您发展学生思维能力的障碍？请选择符合您情况的所有选项。
  - A. 我本人对思维能力没有清楚的概念。
  - B. 我没有相应的知识和技能来通过英语教学发展学生的思维能力。
  - C. 学生和家长对发展学生的思维能力支持不够，比如过于重视考试成绩。
  - D. 学校对发展学生的思维能力支持不够，比如过于重视考试成绩等。
  - E. 发展学生的思维能力在我的课堂上受限于学生的英语水平。
  - F. 因为考试压力，学生缺乏练习发展思维能力的机会。
  - G. 面向考试的教学没有发展思维的时间，比如我始终处在完成考试内容的压力中。
  - H. 其它[请在后面的空格中详细说明]

### Critical thinking [6 items]

- 54. 我很清楚批判性思维在英语教学中意味着什么。
- 55. 根据我的理解，批判性思维代表着批评、反驳等。
- 56. 批判性思维对我作为一名英语老师的课堂教学来说不太重要。
- 57. 我对于英语教学中的语篇分析（比如文本类型、体裁、连贯、通顺和相应的技巧）了解不多。
- 58. 我对于不同种类的问题，比如封闭式问题、开放式问题，事实性问题、观点类问题以及它们对于教学的影响了解不多。
- 59. 在我所教的学段，组织学生的课堂讨论没有太大必要。

### Creative thinking [5 items]

- 60. 在我看来，创造性是一种天生特质。

61. 我发现通过英语教学来发展创造性思维非常具有挑战性。
62. 发展学生的创造性思维受限于目前的评价体系，也就是说标准化的重大的考试，比如小升初、中考等。
63. 我在英语教学中很重视培养学生的跨文化意识和能力。
64. 根据您的理解，以下教学中的哪一部分更可能涉及发展学生的创造性思维？可以多选。
- A. 听力
  - B. 阅读
  - C. 口语
  - D. 写作
  - E. 英语语言知识比如语音、词汇和语法
  - F. 英语文化知识
  - G. 以上都不可能

#### Reflective thinking with purpose: Metacognition [5 items]

65. 我本人对于元认知（比如认知管理和自我的认知模式等）了解不多。
66. 我对如何把元认知用于英语教学来发展学生的思维了解不多。
67. 让学生了解自己在认知上的优势和劣势能让他们成为更好的学习者。
68. 我对自我效能（一种自我能力意识，比如自己在多大程度上有把握完成一项任务）了解不多。
69. 我对如何通过英语教学来发展学生的自我效能了解不多。

### 第三部分：您的课堂实践

#### Critical thinking [8 items]

70. 您的英语课堂会教以下哪种技能？可以多选。
- A. 记忆
  - B. 回忆
  - C. 理解
  - D. 运用
  - E. 比较和对比
  - F. 综合
  - G. 创造

71. 在日常教学中，您**经常**开展下面哪些活动？

注明：请选最常开展的，至少选一项，最多选四项。

- A. 听说读写技能训练活动，比如句型练习、对话模仿等
- B. 真实交际与综合运用活动，比如角色扮演、完成一项任务等
- C. 利用英语歌曲、影视片段、游戏等促进英语教学的趣味活动
- D. 讨论、辩论和反思等活动
- E. 发现问题、解决问题等课题活动
- F. 详细的单词、语法、语言点讲解活动
- G. 课外阅读训练活动
- H. 笔头练习活动，比如做辅导练习、模拟试卷等
- I. 复习备考活动，比如总结语言点、语法知识等
- J. 其它（请补充说明）

72. 在教英语阅读时，您通常使用以下哪种方法？可以多选。

- A. 向学生提问来检查他们的理解情况，比如对于某个具体单词、短语、句子或者篇章的理解
- B. 阅读理解练习
- C. 翻译
- D. 学生间的交际活动，比如对话等
- E. 任务，比如让学生阅读之后来创作一个作品
- F. 语篇分析，比如分析文本类型、体裁、连贯、通顺和其技巧
- 1. 其它（请在以下空白处详细说明）

73. 在教英语写作时，您通常使用以下哪种方法？可以多选。

- A. 语篇分析，比如讲解文本类型、体裁、连贯、通顺和其技巧。
- B. 通过范文让学生模仿写作
- C. 过程性写作，比如在课堂上让学生讨论、写提纲，课后完成，鼓励自评、同伴互评后的多次修改等
- D. 学生自由写作，比如没有参考范文，没有考试评分标准等。
- E. 我很少教写作，因为我学生的写作不需要太多技巧。
- F. 其它（请补充说明）

74. 在批改写作上，我通常纠正学生的拼写、标点符号、和语法错误，对写作中的观点以及观点中的逻辑关系纠正不多。

75. 我备课时会认真准备课堂提问的问题，包括准备问题类型、措辞以及问题所要达到的目的。 。

76. 我的学生经常在课堂上积极回应我的问题，包括具有挑战性的问题等。

77. 我在英语课堂上经常给学生足够的时间来思考、讨论。

#### Creative thinking [6 items]

78. 在使用教材上，我不会经常对教材进行添加、删减或者改编。

- 79. 我经常鼓励我的学生在英语课上表达新观点，即便有时候他们犯很多语言错误并且可能牺牲一些课堂时间。
- 80. 我的学生常常做单项选择题、标准化考试、单元小测验，拼写测试等。
- 81. 我经常给学生布置一些涉及创作的家庭作业，比如创作一幅海报，写一首小诗或者一个小故事。
- 82. 我经常让学生从中西两个角度来理解和分析问题。
- 83. 我经常准备一些有趣的话题让学生在课堂上讨论。

#### Reflective thinking with a purpose: metacognition [7 items]

- 84. 我经常发展学生的自我意识，比如问他们是否知道哪种学习方式最适合他们，自己有何优势和劣势，或者他们自认为最有效的学习方法等。
- 85. 我帮助学生设立清晰的英语学习目标，比如语言技能要达到什么程度。
- 86. 我教学生如何做英语学习计划和过程监控，比如哪些地方做得好，哪些方面学得很顺利，什么地方不顺利等等。
- 87. 我帮助学生记单词的主要策略是听写。
- 88. 我很关注学生的情绪，经常帮他们处理情绪问题，比如当他们对学习感到失望、没有兴趣；被同学孤立等。
- 89. 不管学生成绩如何，我经常给学生积极评论，鼓励他们带着兴趣来学习英语。
- 90. 我通常对学生的作业、考试或者课堂表现给予及时反馈并敦促落实反馈。

#### Perceived support and need [2 items]

- 91. 今年刚刚发布的义务教育英语课程标准在发展学生思维能力上对我有非常清楚的指导作用。
- 92. 我很清楚自己在通过英语学科学习发展学生思维能力上需要接受培训。

**感谢您花时间完成这份问卷调查。  
我们谢谢您的参与并祝您工作、生活一切顺利！**

## **APPENDIX 3a: Indicators for the Level Objectives of Thinking Abilities (English)**

### **Factual Knowledge at the Foundational Stage**

#### **Level 1 for Grades 3-4**

1. Recognising letters and letter strings;
2. Identifying English expressions related to familiar objects, things, and daily greetings;
3. Remembering instructions, likes/dislikes;
4. Recalling cultural symbols, food, important festivals and holidays etc.
5. Remembering thinking skills developed in Chinese

#### **Level 2 for Grades 5-6**

1. Remembering letter strings and their pronunciation;
2. Recognising English expressions related to everyday life and personal information;
3. Identifying preferences and emotions in English;
4. Remembering basic instructions in learning and daily life in English;
5. Recognising etiquette in different cultures, specific things about Chinese and foreign cultures etc.

#### **Level 3 for Grades 7-9**

1. Remembering more complex word spelling and pronunciation rules;
2. Identifying common idiomatic expressions in daily life;
3. Recognising expressions for information exchange;
4. Remembering thematic texts;
5. Identifying similarities and differences between Chinese and foreign cultures in texts;

### **Conceptual Knowledge at the Foundational Stage**

#### **Level 1 for Grades 3-4**

1. Understand categories of people and things in daily life, word stress, syllables, and intonation etc.
2. Understand question types in daily life and how to respond;
3. Basic reasoning knowledge such as the link between tone, intonation, gesture, facial expressions, emotions and attitudes;
4. Simple key discourse information such as people, place, time and events;
5. Linguistic and cultural differences reflecting different ways of thinking between Chinese and English, such as responses to compliments.

#### **Level 2 for Grades 5-6**

1. Understand basic word spelling and pronunciation rules, short stories, short plays, rhythm, rhythmised texts;
2. Understand similarities and differences between people, behaviour, things or opinions in the texts; similarities and differences between Chinese and foreign cultures in pictures;
3. Understand more question types in daily life and how to respond;
4. Basic reasoning knowledge of simple classification;
5. More discourse knowledge, such as main content, logical connection between thematic connotation and viewpoints; common text types and their structures; coherent sentences;
6. Differences in facts, emotions/attitudes and opinions;
7. Different ways of thinking manifested in languages such as sentence order.

#### **Level 3 for Grades 7-9**

1. Understand sentence features and grammar rules such as sentence types, components, word order, subject-verb agreement, tenses etc. and pragmatic features of English etc.
2. Understand all question types and how to respond such as questions about procedures, opinions and attitudes;
3. Logical reasoning knowledge in texts such as cohesive devices, logical connections between sentences and paragraphs, genre knowledge such as similarities of the same text types and the structural features of different text types;
4. Different ways of thinking manifested in languages such as organisational differences;
5. Start to understand cultural diversity and different ways of thinking such as Chinese way and English way of thinking and their features.

## **Procedural Knowledge at the Foundational Stage**

### **Level 1 for Grades 3-4**

1. Using English in a series of activities set out in Level 1 for Grades 3-4 e.g., to read and write the English alphabet, words, and sentences, to respond to simple instructions, to engage in simple communication, to express emotions, likes and dislikes and introduce oneself and other familiar people and things etc.
2. Asking similar questions and provide responses;
3. Searching and finding key information in a text;
4. Inferring and making predication based on titles, pictures, information in the text or personal experience;
5. Responding properly to a compliment in an English context etc.

### **Level 2 for Grades 5-6**

1. Using English in a series of activities set out in Level 2 for Grades 5-6 e.g., to comprehend simple instructions, short thematic texts, to engage in communication with others about relevant themes using simple language, perform short stories or plays, and to speak about or write a few coherent sentences according to a picture etc.
2. Asking more questions in daily life about facts and simple opinions, and provide responses;
3. Discovering a logical relationship between behaviour and motivation;
4. Inferring an author's attitude and viewpoints;
5. Thinking in an English way with enhanced awareness

### **Level 3 for Grades 7-9**

1. Using English in a series of activities set out in Level 3 for Grades 7-9 e.g., to spell words according to pronunciation rules and phonetic symbols; to engage in everyday communication with others about relevant themes, to describe and introduce people, things, or events around them, and express emotions, attitudes, and intentions etc.
2. Questioning with more confidence
3. Applying discourse knowledge in reading and writing such as identifying cohesive devices, simple logical relationships between sentences and paragraphs;
4. Interpreting the text from different perspectives and inferring the deeper meaning of the text;
5. Avoiding interference of mother tongue with a clearer awareness

## **Indicators for Analysis at the Higher-order Thinking Stage**

### **Level 1 for Grades 3-4**

1. Distinguishing letters, spellings, pronunciation, and intonations;

2. Comparing Chinese culture and the Western culture;
3. Distinguishing different questions and responses;
4. Differentiating how different intonations, tones, facial expressions are linked to emotions and attitudes;
5. Choosing the correct format for and response to a question etc.

#### **Level 2 for Grades 5-6**

1. Differentiating similarities and differences in people, people's behaviour, things, opinions;
2. Determine how Chinese culture and the Western culture are similar and different.
3. Choosing the correct format for and response to more difficult questions;
4. Differentiating facts from opinions/emotions/attitudes;
5. Differentiating causes and effects;
6. Determining opinions and supporting evidence etc.

#### **Level 3 for Grades 7-9**

1. Distinguishing parts of speech, different sentence patterns and their meanings, different tenses, voices and their meanings;
2. Determining value-orientations of different cultures;
3. Analysing simple sentences;
4. Differentiating cohesion and coherence;
5. Selecting correct cohesive measures in writing; making writing coherent;
6. Providing evidence for conclusions;
7. Determining an author's opinions, intentions, and give reasons;
8. Dialectically analysing problems etc from multiple perspectives etc.

## **Indicators for Evaluation at the Higher-order Thinking Stage**

#### **Level 1 for Grades 3-4**

1. Identifying a spelling or pronunciation mistake in letters, words, or simple sentences;
2. Expressing one's own likes or dislikes towards discourse content, characters or events according to personal experiences etc.;
3. Finding a mistake in the format of a question or its corresponding answer;
4. Finding a logical mismatch between tone, intonation, gesture, facial expressions and emotions and attitudes in the reasoning;
5. Judging whether a response in a social communication is culturally appropriate;
6. Appreciating beautiful things, people and deeds

#### **Level 2 for Grades 5-6**

1. Judging whether a spelling, a pronunciation, or a sentence is correct based on both grammar rules and pragmatic rules, such as a linguistic mistake in an instruction, or a usage mistake, or a wrong word order;
2. Recognising a mistake in cultural common sense and social etiquette etc.;
3. Judging whether a question is correct in format, content and reply;
4. Judging thematic connotation, author's viewpoints or intentions and
5. Expressing opinions and reasons;
6. Communicating about their feelings;
7. Appreciating beautiful things and deeds in different cultures

#### **Level 3 for Grades 7-9**

1. Judging whether a verbal utterance or written sentences are grammatically and pragmatically correct;
2. Judging whether intercultural communication is appropriate;

3. Challenging or questioning reasonably;
4. Judging whether a cohesive device is appropriate, a text is coherent, content and viewpoints are adequately supported with evidence and proper logical connections, and question wherever necessary;
5. Making value judgements based on one's own understanding of cultural diversity;
6. Showing respect for the differences;
7. Taking pride in one's self-identity while appreciating a global outlook etc.

## **Indicators for Creative Application and Creation at the Higher-order Thinking Stage**

### **Level 1 for Grades 3-4**

1. Forming their own initial ideas and opinions based on the information or viewpoint in the text, and express this in English;
2. Representing a question in daily life, make suggestions, and execute this;
3. Intentionally observing and analysing a question/issue from different perspectives etc.

### **Level 2 for Grades 5-6**

1. Making simple extension or adaptation to the text content etc.;
2. Clearly representing a problem in daily life;
3. Raising questions about daily life from multiple perspectives;
4. Developing the awareness of observing things from unconventional perspectives and
5. Constructing ideas with some effort

### **Level 3 for Grades 7-9**

1. Constructing arguments or opinions about a topic and
2. Expressing ideas in cohesive and coherent manner either verbally or in text;
3. Adapting or creating texts according to the text content or the given conditions;
4. Accurately representing a problem, make questions from multiple perspectives and solve the problem;
5. Developing the habit of observing things from unconventional (cultural) perspectives, and
6. Making reasonable suggestions, construct ideas, and execute them.

## **Indicators for Reflection at the Higher-order Thinking Stage**

### **Level 1 for Grades 3-4**

#### **Reflection on Self**

1. develop self-awareness: understanding one's own cognitive and emotional traits, including awareness of attention.
2. reflect on tasks with guidance: understanding how self-assessment under guidance may help them succeed.
3. establish an awareness of strategies such as planning, cooperation, and phonetic spelling strategy, and memory techniques e.g., mnemonics etc.

#### **Reflection Beyond Self**

1. respect opinions different from their own;
2. appreciate Chinese culture and develop an interest in foreign culture;
3. establish an initial awareness of both Chinese and English ways of thinking.

### **Level 2 for Grades 5-6**

#### **Reflection on Self**



1. establish self-awareness: monitoring attention; becoming confident in raising questions and seeking help in study; being aware of one's own emotional needs.
2. reflect on tasks with guidance: understanding different tasks may require different cognitive strategies; adjusting oneself according to self-assessment and feedback from others.
3. adjust behaviour with more strategies such as pre-studying, reviewing, planning, monitoring, memory approach, visualising thinking to organise information, and group work etc.

#### **Reflection Beyond Self**

1. dialectically view other people and cultures to learn from others;
2. be aware of others' emotions;
3. appreciate cultural differences and different ways of thinking;
4. build up intercultural awareness.

#### **Level 3 for Grades 7-9**

##### **Reflection on Self**

1. develop self-efficacy to be self-motivated based on their own judgement of self-capabilities to complete a task and feedback from others; understanding emotions and their positive and negative roles in decision making.
2. initiate reflection on tasks: figuring out learning and memory methods appropriate for oneself based on self-assessment and feedback from others.
3. adjust study plans and learning strategies based on assessment and feedback; optimise learning using cognitive and affective strategies, such as utilising current information technology in study; seek help when encountering difficulties and care about one's own mental health etc. and make use of both Chinese and English ways of thinking in learning English.

##### **Reflection Beyond Self**

1. become empathetic towards other people and other cultures;
2. appreciate both Chinese and English ways of thinking;
3. reinforce national identity with correct values, and national pride in Chinese culture while appreciating a global outlook.

### **APPENDIX 3b: Indicators for the Level Objectives of Thinking Abilities (Chinese)**

## **思维框架分级目标指南**

### **1.1 基础思维技能阶段的事实性知识**

#### **第一级 3-4 年级**

学生将在四年级末能辨识和记住课标中的第一级事实性知识，比如：

1. 英语字母、单词拼读
2. 熟悉事物或者实物的英语表达形式
3. 日常生活问候、感谢、指令、个人喜好表达方式
4. 中外典型文化标志物、饮食和重大节日的英语表达等
5. 能在课堂上使用已有的思维技能

## 第二级 5-6 年级

学生将在六年级末能辨识和记住课标中第二级事实性知识，比如：

1. 英语基本单词拼读
2. 日常生活、个人信息的英语表达
3. 个人喜好和情感的英语表达
4. 生活与学习的简单指令的英语表达
5. 不同文化背景下具体事物、人们待人接物等礼仪的英语表达等
6. 已经培养的第一级思维技能知识

## 第三级 7-9 年级

学生将在九年级末能辨识和记住课标中第三级事实性知识，比如：

1. 更多复杂单词拼读规则
2. 词语搭配、日常生活中习惯表达
3. 交流信息的基本表达方式
4. 不同主题的文字
5. 不同文化多样性和差异性的表达等
6. 已经培养的第二级思维技能

# 1.2 基础思维技能阶段的概念性知识

## 第一级 3-4 年级

学生将在四年级末能理解和掌握以下认知技能，比如用自己的话（中文）来理解、举例或列举、连线、分类、排序、比较和对比、简单总结、简单推测（下结论、预测）并利用这些认知技能来学习学习课标第一级涉及的如下概念性知识：

1. 学习简单的日常概念比如人、物分类；单词重音、音节和语调等
2. 学习日常问题和回答
3. 学习简单的推理知识，比如语音、语调、手势、表情等与情绪和态度的关联
4. 学习语篇关键信息人物、地点、时间等
5. 学习中西思维差异在语言和文化上的表现，比如对赞美的不同回答

## 第二级 5-6 年级

在第一级认知技能的基础上，学生将在六年级末进一步发展和掌握以下认知技能：简单解释说明、归类、归纳概括、简单理性推理和预测等，并利用这些认知技能来学习课标第二级涉及的概念性知识：

1. 学习单词拼读规则、故事、短剧、押韵文字
2. 学习人物、行为、事物或观点间的异同；中西文化异同等
3. 学习生活中的提问和回答
4. 学习通过分类进行简单推理
5. 学习语篇概念知识比如主要内容、主题意义，语篇信息与人物的心理、行为动机等之间简单的逻辑关系，简单文本类型、结构和逻辑通顺
6. 学习事实、情感态度和观点的区分
7. 中西思维差异在语言和文化上的表现，比如语序的差异和一些基本概念比如‘漂亮’的不同看法。

### 第三级 7-9 年级

在第二级认知技能的基础上学生将在九年级末发展和掌握以下认知技能：

通过转述来解释说明、抽象化、有理有据的解释，理性推理等，并利用这些认知技能来学习课标第三级涉及的概念性知识：

1. 学习更多复杂单词拼读、简单句法、语法和语用知识，比如句子种类、成分、语序及主谓一致、时态等
2. 进一步的提问知识比如程序性、观点、态度类问题的提问方式和不同问题的回答方式
3. 逻辑推理中语篇概念知识比如衔接手段，句子之间、段落之间的逻辑关系，不同类型语篇的结构特征
4. 中西思维差异在语言和文化上的表现，比如语篇结构和思维模式的不同
5. 理解文化的差异性和多样性，开始理解中西思维差异和各自特点

## 1.3 基础思维技能阶段的程序性知识

### 第一级 3-4 年级

学生将在四年级末能通过模仿运用已有的事实性和概念性知识来掌握第一级程序性知识

1. 用英语来操作的一系列活动，比如正确书写字母、单词和句子；能围绕相关主题，运用所学语言，进行简单的交流，介绍自己和身边熟悉的人或事物，表达情感和喜好等
2. 能模仿提问并回答
3. 能找出语篇关键信息
4. 能根据标题、图片、语篇信息或个人经验等进行推断和预测
5. 能在英语语境中对赞美做出适当的回答等

### 第二级 5-6 年级

学生将在六年级末能通过模仿运用已有的事实性和概念性知识来掌握第二级程序性知识

1. 用英语来操作的一系列活动，比如能读懂语言简单、主题相关的简短语篇，获取具体信息，理解主要内容、能根据图片，口头表述其中的人或事物等
2. 能模仿提问并回答更多事实性问题，以及简单观点类问题
3. 能找出语篇信息与人物的心理、行为动机等之间简单的逻辑关系
4. 能根据语篇推断作者的态度和观点
5. 能在英语沟通中有意识地使用英语思维

### 第三级 7-9 年级

学生将在九年级末能灵活运用已有的事实性和概念性知识来掌握第三级程序性知识

1. 用英语来操作的一系列活动，比如能根据发音规则和音标来拼写单词，进行日常交流，描述和介绍身边人、事物和事件，表达情感、态度、观点和意图等
2. 能比较自信地进行质疑或者提问以及回答别人的问题
3. 能在阅读和写作中灵活运用语篇知识比如衔接手段、理解句子和段落之间的逻辑关系
4. 能从不同角度解读语篇，推断语篇的深层含义
5. 能在英语学习上有意识地避免母语思维的干扰

## 2.1 高阶思维技能阶段的分析性能力

### 第一级 3-4 年级

学生将在四年级末能具备以下分析能力：区分部分和整体（比如概念的组成部分）、区分不同组成部分的关系、发现各个部分的主要特征、能做出选择

1. 比如能区分不同字母、单词、发音、语调等
2. 能初步把中国文化和西方文化进行比较，发现异同
3. 能区分不同的提问和回答方式
4. 能区分不同语调、表情、情绪和态度的关系
5. 能选择正确句型来提问并回答等

### 第二级 5-6 年级

在第一级技能的基础上，学生将在六年级末能进一步发展分析能力：区分更多抽象概念、分类、发现细节和整体的关系、能正确选择

1. 比如能初步区分人物、行为、事物或观点间的相似性和差异性
2. 能明确中西文化的异同
3. 能选择正确句型来提问并回答
4. 能区分事实、观点和情感态度
5. 能区分原因和结果
6. 能明确观点和支持观点的证据

### 第三级 7-9 年级

在第二级技能的基础上，学生将在九年级末能区分更多抽象语言概念和分类、在一定的结构下组织信息并能明确因果关系等

1. 比如能区分不同词性、不同句子构成和所表达的意义、不同语态、时态的构成和含义等
2. 能明确中西文化的价值倾向
3. 能做简单语句分析
4. 能区分衔接和通顺
5. 能在写作中选择正确的衔接手段、使语句通顺
6. 能为结论提供证据
7. 能明确作者的观点、写作意图并给出理由
8. 能从不同角度辩证地分析问题

## 2.2 高阶思维技能阶段的评价性能力

## 第一级 3-4 年级

学生将在四年级末能根据个人经历、简单的语言规则、社交礼仪常识和相关正确概念进行正误判断、能做出个人评判、并能欣赏真善美

1. 比如能根据字母单词拼读写规则找出拼写、简单语句中的错误
2. 能根据个人经历对语篇内容、人物或事件等表达自己的喜恶等
3. 能判断简单问题形式和回答的正误
4. 发现简单推理中语音语调、面部表情、手势等与情绪态度上关联的错误等
5. 能判断交际沟通是否符合文化习俗
6. 欣赏美好事物、人物和事迹

## 第二级 5-6 年级

在第一级技能的基础上，学生将在六年级末继续根据简单语言规则、文化社交礼仪常识、基本的语篇规则和相关正确概念来评判、并能欣赏不同文化中的真善美

1. 能判断语言知识和语用上的正误，比如简单指令中的语言错误，指令使用错误，句序错误等
2. 能判断文化常识正误、社交礼仪规范与否等
3. 能判断问题形式、内容和回答上的错误
4. 能判断语篇的主题意义和作者的观或意图
5. 能就语篇意义、观点等发表自己的看法和理由
6. 能与他人交流感受
7. 能欣赏不同文化的真善美

## 第三级 7-9 年级

在第二级技能的基础上，学生将在九年级末能继续根据语言规则、文化习俗、社交礼仪常识、体裁、衔接和通顺的语篇规则和相关正确概念来做独立判段，能在评判中欣赏不同的文化

1. 能根据基本句法和语法规则、语用规则、文化常识、社交礼仪判断正误
2. 能判读跨文化沟通行为是否规范
3. 能进行合理质疑
4. 能评判语篇衔接手段是否恰当、语篇是否通顺、观点内容是否有足够证据和合理的逻辑，并能合理质疑
5. 能在理解和比较不同文化的多样性和差异性的基础上作出自己的价值判断
6. 能尊重文化异同
7. 能认同自己的身份，以中华文化为骄傲的同时树立国际视野

## 2.3 高阶思维技能阶段的创新性能力

## 第一级 3-4 年级

学生将在四年级末能明白地表述日常问题，使用头脑风暴来提出想法，提出简单计划，并执行计划

1. 能就语篇信息或观点初步形成自己的想法和意见，并使用英语来表达
2. 能明白地表述日常问题、提出建议并执行想法
3. 能有意识从不同角度看问题

## 第二级 5-6 年级

在第一级技能的基础上，学生将在六年级末能清楚地表述问题、能有意识打破常规思维角度来看待事物、并能经过努力构思观点

1. 能对语篇内容进行简单的续编或改编等
2. 能清楚地表述生活中的问题
3. 能就生活话题从多角度提问
4. 能有意识打破常规思维角度来看待事物
5. 并尝试跳出常规思维来构建想法等

## 第三级 7-9 年级

在第二级技能的基础上，学生将在九年级末能准确地表述问题、从不同（文化）角度跳出常规思维来看待事物、提出合理建议、构建想法

1. 能就话题构建自己的观点
2. 并流畅通顺地进行口头或者书面表达
3. 能根据语篇内容或所给条件进行改编或创编
4. 能准确表述一般复杂问题、并从不同角度提出多个建议并执行想法
5. 能尝试从不同（文化）角度跳出常规思维来看待事物
6. 为一般问题或话题提建议，构建想法并执行想法等

## 2.4 高阶思维技能阶段的反思性能力

### 第一级 3-4 年级 个人反思

学生将在四年级末能初步建立自我意识、在老师指导下对学习任务反思、并建立使用策略来调整行为的意识

1. 初步了解自我认知和情感特点，包括专注力意识
2. 能在老师的指导下通过自我评价和反馈来对学习进行反思
3. 能建立使用策略的意识，比如计划、合作、自然拼读和记忆技巧等策略

### 第一级 3-4 年级 超越个人反思和感悟

学生将在四年级末能

1. 尊重不同的意见
2. 欣赏中国文化并发展对其它文化的兴趣
3. 初步意识到中西思维方式异同

## **第二级 5-6 年级 个人反思**

**在第一级技能的基础上，学生将在六年级末能进一步完善自我意识、在老师指导下对学习任务反思和运用更多策略来调整行为**

- 1.自我调控专注力、在提问和寻求学习帮助上更加自信、了解自我情感需求
2. 能在老师的指导下理解不同学习任务有不同的认知需求、能根据自我评价和他人反馈来扬长避短
3. 建立预习、复习、计划、监控策略、建立记忆策略意识、信息管理策略意识比如使用思维导图、概念图，能有小组合作学习策略意识

## **第二级 5-6 年级 超越个人反思和感悟**

**在第一级技能的基础上，学生将在六年级末能**

1. 辩证地看待他人和不同文化来进行学习
2. 能关注到他人的情感
3. 欣赏文化差异和思维差异
4. 建立跨文化意识

## **第三级 7-9 年级 个人反思**

**在第二级技能的基础上，学生将在九年级末能建立自我效能感来进行自我激励、主动进行学习反思、能根据学习计划调整学习策略**

1. 能根据自我评价和他人评价或者反馈来建立自我效能感从而更好地进行自我激励、理解情感在决策上的积极和负面作用
2. 主动在学习上反思，根据自我评价和他人反馈找到适合自己的英语学习和记忆方法；
3. 能根据评价结果合理调整学习计划和策略；能有意识地使用认知策略和情感策略来调控学习，比如借助不同的数字资源或平台学习英语，遇到困难能及时找人沟通，自我关爱等、学会在学习上利用中西思维

## **第三级 7-9 年级 超越个人反思和感悟**

**在第二级技能的基础上，学生将在九年级末能**

1. 对他人和其它文化持有同理心
2. 欣赏中西不同的思维方式
3. 认同并以自身的文化身份和价值观为骄傲，同时也能欣赏全球性视野

## **APPENDIX 4: Possible topics for teacher CPD courses**

### **Developing thinking abilities through EFL: potential topics for teacher CPD courses.**

#### **1. Learning theories and a cognitive educational approach**

- Cognitive constructivism
- Social constructivism
- Kolb's experiential theory
- Mindset and motivation
- What is a cognitive educational approach
- How language is learned and how language teaching supports thinking

#### **2. Educational neuroscience and language teaching and learning**

- How the brain works
- How memory works & retrieval and memory
- Multi-sensory presentations & cognitive load theory
- Diverse learners: Early identification and remediation of poorly developed cognitive functions

#### **3. Conceptual understanding of thinking abilities and the sub-skills**

- **What is conceptual understanding?**
- **Introduction of the thinking ability framework**
  - ✓ Three dimensions of the framework: disposition, knowledge and skill
  - ✓ Developmental stages of young learners
  - ✓ Cognitive skills at the two thinking stages
  - ✓ Three types of thinking: critical thinking, creative thinking and reflective thinking
  - ✓ Two modes of thinking: the Chinese way of thinking and the English way of thinking

#### **4. Pedagogies for developing thinking abilities through EFL**

- **Active learning approach:** the use of activities, stories and imagined problems to solve; group work; projects etc.
- **Questioning approach:** Develop teachers' and students' questioning techniques
- **Intercultural approach:** compare and contrast Chinese and English culture and their languages
- **Discourse approach:** conceptual understanding of discourse analysis and its use in analysing differing texts
- **Metacognition:** success criteria and metacognition and other affective skills
- **Approaches to the teaching of writing and reading**
- **Communicative language teaching**

#### **5. Teacher meta-cognition**

- **21<sup>st</sup> century skills and global citizenship**
- **Reflective practice**
- **Action plans**

#### **6. Model lessons**

- **An example of lesson planning to incorporate the development of thinking ability into teaching EFL**
- **A 1<sup>st</sup> demo lesson on (TBC) / A 2<sup>nd</sup> demo lesson on (TBC) / A 3<sup>rd</sup> demo lesson on (TBC)**