

Group : Gist

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1. Why does Practice Makes Imperfect ?

1. The knowledge and skills we learn will also limit our freedom in some situations, because the situation we encounter in reality may not be exactly the same as the situation we encounter when learning this skill, and the use of the same method in different situations will lead to problems.
2. Rules are always changing, affected by geography and events, but excessive learning will make our consciousness rigid, subconsciously make the method skills we have learned before, and limit our free play. There is no way to unleash our true potential.
- 3 What we learn is often a universally accepted truth for accomplishing a task, rather than a learning program based on our own abilities.
4. Some rules are inherently problematic and cannot be applied to all people, and blind learning cannot grasp the basic essentials.

2. 3.What was the author's previous learning style? What are the problems with this learning method?

The author's way of learning in the past was that if you want to master a skill or knowledge, you must first follow the instructions or established rules without thinking, and through continuous practice, let the basic skills learned become your second nature(2)

1. Overlearning a skill may cause us to blindly perform this skill, freeze our understanding of it before we have a deep understanding of it, and have no way to adjust it according to our actual situation.
2. Blindly following the guidance will ignore some small keys, rote memorization, unthinking learning the basics so that learners can not maximize their potential
3. Our learning program is not based on our personal ability. If we practice these skills blindly, we cannot surpass our teachers. If we learn the basics, but not overdo it, we can change them as we or the situation changes.
4. Basic concepts are not for everyone(10,11,12)

4.What example does the author give to demonstrate the dangers of overlearning?

One of the author's examples is the driver on the icy road corner, the car is out of control, if you follow the previous learning method often unconsciously turn signals, but this behavior will mislead the people behind. (5)Therefore, the author feels that excessive learning will deepen people's stereotypes about certain behaviors, so that we cannot play well in some situations.

5.What are the advantages of the new teaching method?

New teaching methods make people aware of the uncertainty of the environment and be able to change the basic skills they have learned in response to changes in the environment. For teachers, this teaching method does not add an additional burden to them, but is closer to their inner thoughts. For students, this teaching method is more acceptable to them while maximizing their potential.(14)

Summarizer: 曹雪婷

In the article "When Practice Makes Imperfect", Ellen J. Langer tells us not to over-practice, or it will backfire. When we are learning some basic knowledge, we should change them as we change or the situation changes, so as to give full play to our potential.

In the first paragraph, the author first tells the story of a lamplighter in the book of the little Prince: the planet and everything in the world are constantly changing, but the lamplighter's work in the sky does not change. This story illustrates the main point of the article: Overpractice sometimes makes imperfect. 1)

The author tells us that in education or other training, we are always taught that if we want to learn a skill, we must practice it repeatedly until it becomes second nature, but this is a wrong start. 2)

The author tells us that when he was a child, he was taught to hold a baseball bat in a special way when he learned baseball at summer camp. The author now begins to reflect: everyone holds the bat in a different way, should find a suitable way to hold the bat. 3,4)

The author told us that he had learned so much driving skills that he would automatically turn on his turn signal when turning. Then, if he encounters an emergency, he may subconsciously turn on the light instead of the more appropriate flush light. 5)

One example the author gives is that if you learn too much about the basics of driving in the United States, and then you go on vacation to London, if you suddenly lose control of your car, you may react to what you have learned before rather than to the current situation. 6)

The author tells us that teachers and lecturers usually teach students all the content they have prepared, without considering students' acceptance level. Students just take note-taking training as second nature, in fact, sometimes they don't know the content of their notes at all. 7,8)

The author believes that travel can make us realize our rigidity. For example, when we travel to other countries, the rules of the road change, and we often act subconsciously, which usually leads to some kind of joke. 9)

The author tells us that when we start to learn a skill, it is when we know the least about it. We should fully understand its various components, so that we can adjust and change it according to our own conditions at different stages. We should not over-practice, otherwise we will blindly use the skill and eventually limit ourselves. 10)

The author thinks that learning knowledge by rote restricts us from fulfilling our potential and only makes us mediocre. The best tennis players have different serve styles. They all adjust their serve styles to suit their own advantages. The rules of practice are given based on the generally accepted how to complete the task, which is not the best way. Therefore, we should change the way of learning knowledge according to our own changes and the changes of the situation, so as to give full play to our potential, rather than blindly over-learning. 11)

The author believes that there is no such thing as basic knowledge. For some basic skills, it may be suitable for most people, but it cannot be suitable for all people and all situations. If you blindly learn a skill, you will become less flexible and ultimately hinder your progress. 12)

The author believes that it is difficult for teachers to teach each student a set of basic knowledge. However, there are ways to improve students' learning of basic skills. This approach is based on the principle that experts in any field become experts by changing the same basic knowledge. The key to this new way of teaching is to appreciate the value of conditionality and uncertainty in the world, and to be aware of small differences in different situations at different times. This new way of teaching is not only less burdensome for teachers, it also makes them more self-focused and allows students to reach their full potential. 13,14)

Connector: 冯振华

This essay is mainly to analyze the many drawbacks of hardback learning, which leads to people not knowing why. Therefore, in practice, theory cannot be combined with practice, and there will be no flexibility. For example, when learning a driver's license, the teacher always says that you can't skip the gear shift when you change gears, but the situation is changeable during driving, sometimes suddenly decelerating, if you change gears step by step, it will delay a lot of time, in fact, as long as the speed matches the direct shift is smoother.

At the same time, the author also proposes that the key to the new teaching method is to teach according to aptitude, and the teaching process should also be appropriately changed according to the situation at that time, so as to realize the maximum potential of the individual. For example, Qian Weichang's Chinese and history are particularly good, but the external environment of the "918 Incident" made him abandon his literature and follow science, from the initial physics test with only 5 points, to the end he became the best student in the class, and also became a famous physicist.

Word Master: 刘婉莹

- 1) **well-practiced**: day after day the celestial lamplighter performed his **well-practiced** task. (para 1)

Comment: Practice some acts so many times and master the core of acts.

Related to the essay: In this essay, the author says for the lamplighter by now it was second nature.

- 2) **dutifully**: At each turn, the driver dutifully signaled. (para 5)

Comment: do everything that you are expected to do; willing to obey and to show respect.

Related to the essay: the author sees his driver performs the traffic rules as before when across a desert without a car in sight for a long distance.

Synonym: obedient

- 3) **swerve**: the car in front of you **swerves** out of control and you must react quickly. (para 6)

Comment: vehicles such as cars to change direction suddenly, especially in order to avoid hitting sb/sth.

Related to the essay: the author says that how to adapt and do the right act in a short time to react some abrupt and unfamiliar road conditions.

Synonyms: shift, turn, sidestep, dodge

- 4) **rigidity**: traveling makes us particularly aware **rigidities**. (para 9)

Comment: often disapproving of rules, method, etc. very strict and hard to change.

Related to the essay: owing to the overlearning the basics of driving and shortage of experience to meet different traffic rules, maybe hard to change once the are exposed to them.

Synonyms: formality, tension

- 5) **mediocrity:** learning the basics in a rote, unthinking manner almost ensures **mediocrity**. (para 11)

Comment: [U]: the quality of being average or not very good.

[C]: a person who is not very good at sth

Related to the essay: in this essay, the author wants to express we ourselves will be mediocrity and become mediocrities if we learning mindlessly, follow the prescribed order and can't depend on our own situation.

- 6) **normatively:** So-called basic skills **normatively** derived. (para 12)

Comment: teacher teaches and students study more formally, systematically and strictly.

Like Beijing normal University is the paradigm, which cultivates students to become teachers normatively and teachers there are normative.

Related to the essay: the needed basics should be normatively absorbed. However, it doesn't mean that they are adaptable for everything and everyone.

- 7) **take for granted:** the rest of us, taught not to question, **take** them **for granted**.

Comment: to believe sth is true without first making sure that it is.

Related to the essay: perhaps the very notion of basics needs to be questioned. When studying, some learners accept the new thing directly and undoubtedly, they seldom question and criticize that basics.

Passage Person: 陈洁妮

Part 1 (1-2) : Introduction and problem statement

The first paragraph introduces the concept of practicing a task to the point of it becoming second nature. However, it notes that the world around us is constantly changing, which can pose a problem. The second paragraph highlights the idea that practicing a skill until it becomes second nature is a commonly held belief in education and training. It then presents the author's opinion that this approach is flawed.

Part 2 (3-6) : Examples of problems with overlearning

The third paragraph introduces examples of skills that are often overlearned, such as holding a baseball bat or driving a car. The following paragraphs describe situations that could occur that would make the overlearned skill inappropriate or even dangerous. These examples illustrate how relying solely on overlearned skills can be problematic.

Part 3 (7-10) : The danger of overlearning and its impact on learning and performance

Paragraphs seven and eight describe how overlearning can hinder learning and teaching. Teachers and students can become so practiced in their skills that they become mindless and do not adapt to the changing needs of the students or the situation. The author questions whether overlearning skills to the point of becoming second nature may limit an individual's potential for more effective performance and enjoyment of the activity. Paragraph ten also asks if we set limits on ourselves by overlearning a skill.

Part 4 (11-14) : Alternatives to overlearning

Paragraph eleven states that learning the basics in a rote, unthinking manner can lead to mediocrity and deprives learners of maximizing their potential. The author suggests that learners should have the freedom to adjust their understanding of a skill based on their own strengths and experiences. Finally,

the author uses the example of tennis to illustrate the point that each player has their own unique serving technique that works for them.

In conclusion, the idea that one should practice a skill to the point of doing it without thinking is an incomplete and potentially harmful way of approaching learning. The context in which a skill is performed is constantly changing, and blindly sticking to a rigid way of doing things can lead to errors and missed opportunities. Instead, learners should approach skills with a mindset of adaptability and flexibility, allowing for small adjustments based on individual strengths and experiences. This will not only lead to more effective performance but also to a deeper enjoyment of the activity.