

2019 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	综合英语
课程类别	<input type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	英语 181（师范类）
教学时长	45 分钟
教材名称	现代大学英语（第二册）
参赛单元	第 <u>二</u> 册 第 <u>四</u> 单元（*单本教材仅填写单元信息）

二、团队信息



三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位）

校情分析：学校为省属高水平综合性大学，以建设高水平应用型大学为办学定位。英语专业在师范人才培养方面有着悠久的历史和良好的口碑，是国家特色专业和省级重点专业。学校高度重视师范生培养，以打造“卓越教师”为宗旨。英语专业师范类人才培养也致力于造就高素质，业务强，符合社会需求的卓越英语教师。

学情分析：学生为一表英语师范专业本科生英语 181，现处于大一第二学期。学生英语基础知识比较扎实，经过第一学期的专业学习，在语言知识和语言技能上都有了较大提高。学习兴趣浓厚，自主学习习惯已经养成，掌握了一定的学习策略，具备了一定的语言运用能力。学生的主动性和积极性很高，课堂气氛活跃，参与度较高，对英语专业知识和教育教学相关知识需求度高。

教情分析：教师团队为英语专业青年教师，从事综合英语教学达十余年，经验丰富，同时讲授其他主干课，胜任课程教学工作及教学改革。教师已经教授该班同学一学期，熟悉学生的个性特点、语言水平及学习需求，教师与学生关系融洽，课堂教学配合默契。教师能熟练掌握计算机、互联网等相关技术，能够运用先进的教学理念设计教学活动，能够收集与课程相关的教学素材丰富课内外学习活动任务。

教材分析：《现代大学英语》紧扣《高等学校英语专业英语教学大纲》，单元课文意义深远，体裁、题材丰富，涉及独立思考、批判思维、人际关系、生活方式和价值观念等各个方面，注重知识和技能的输入，旨在培养学生使用语言进行思想交流的能力。但是，该教材的课程资源十分有限，背景材料和扩展不足，难以满足学生课后学习活动的需要，实际教学中有赖于教师和学生共同建设教学资源。

培养定位：本课程作为学时最多的专业主干课，其主要目的在于通过对学生全方面的语言技能训练，和语篇的讲解分析，帮助学生积累词汇、短语和常用句型等基础语言知识，了解不同文章的表达方式和特点，培养篇章阅读能力和初级写作的能力。同时，培养学生的文化素养，思辨意识，引领学生探究课堂教学方法，教学手段，分析教学设计等与未来职业相关的教育教学问题。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

课程时长：本课程每周 3 次课，每次 2 学时，每学时 50 分钟，本学期共 16 周，共 96 学时。

总体目标：以应用型大学为办学定位，以培养应用型人才为宗旨，课程目标旨在培养学生的语言综合运用能力和跨文化交际能力，提升学生的思辨能力、分析问题的能力，形成国际化视野和中国情怀。同时，在课程学习的过程中，激发学生对教育教学手段、教学设计、教学方法等进行评价与反思，培养学生“学”与“教”角色转换意识，在语言教学中，融合师范生教学技能培养，形成我校卓越师范生的培养课程。

预期达到成效：根据人才培养目标和课程总体目标，拟达到以下预期成效

- 语言成效：掌握课程目标词汇量，语言要点，语法项目；理解主题和深意，通过文字手段体会深层感情；能够赏析文章的修辞美、音韵美、结构美等；实现听说读写译等各项技能，尤其是产出性技能的明显提升。
- 交际成效：能够根据教师要求完成讨论、角色扮演、小组活动、模拟活动、成果分享等交际任务。
- 策略成效：能够建立认知策略完成具体的学习任务；完善调控策略对学习加以计划、实施、反思、评价和调整；形成交际策略意识为自己争取更多的交际机会；构建资源策略有效利用多种媒体进行学习。
- 思辨成效：能够以批判性态度对待观点主张并阐释理据；能够在自我评价，同学互评和教师评价过程中反思学习效果和任务产出质量，在修正中提升自己；以学生身份听课的过程中，能够从“教”的角度反思教学设计，教学过程和教学效果。

3、教学内容（介绍课程主要内容，以及线下与线上采用的教学资源）

综合英语是一门融听、说、读、写、译为一体的综合技能课程，其主要目的在于通过对学生全方面的语言基本训练，培养和提高学生综合运用英语的能力，并为他们进入高年级学习打下扎实的基础。因此，本课程主要内容包括：

- 语言知识输入与内化
- 语言技能训练与产出
- 自主学习能力和策略培养
- 跨文化交际能力训练
- 思辨、研究与创新能力训练

教学资源：线下资源主要是课本、教参、课文 CD；线上资源有校内网络课程平台，英语学习手机 app 如每日英语听力、可可英语等，网络课程资源如慕课，SPOC，荔枝 APP 以及互联网影音资源，英文在线作文批改网站等。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

教学理念：以文秋芳教授倡导的 POA（production-oriented approach）“产出导向法”

为教学理念，遵循 POA 教学流程的三个阶段，将输入驱动贯穿课前和课中，以实现输入促成来设计课堂教学，以评价促进教学。

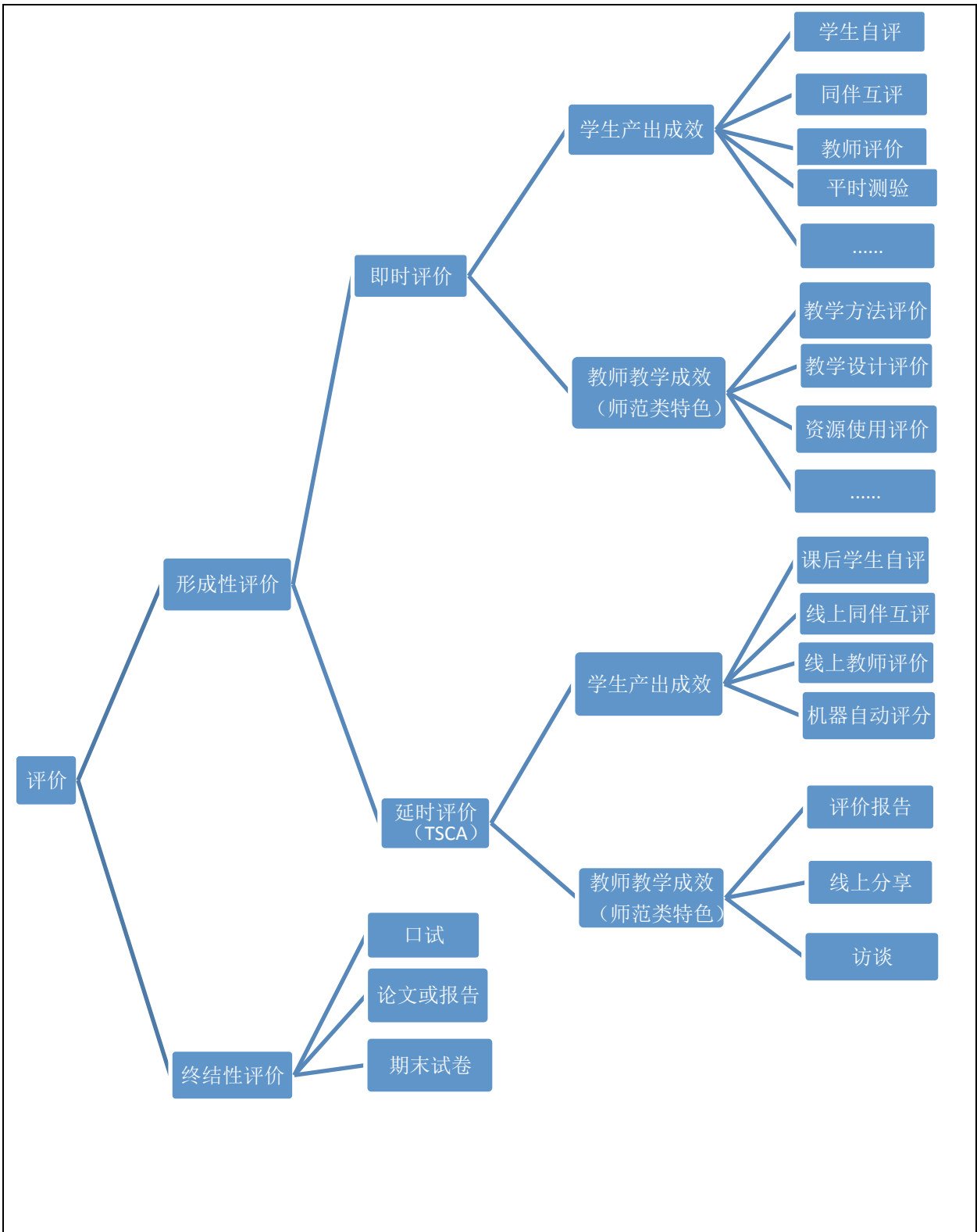
教学方法：讲授法、讨论法、情景教学法、交际教学法、任务驱动法。

教学手段：传统教学手段为辅、多媒体现代化教学手段为主，利用网络平台、手机媒体构建线上线下混合式教学模式。

5、教学评价（介绍课程的总体评价方式）

教学评价采用形成性评价和终结性评价相结合，融合 POA 理论中的即时评价和延时评价体系，以学生产出成效（学生线上线下完成的任务和活动）和教师教学成效（教师教学设计的实施效果）作为评价内容的主体，做到评价主体多元化，评价形式多样化，评价目标的多维化，构建有英语师范人才培养特色的评价体系。

具体评价方式如下图：



四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标）

➤ 语言目标

- 语言能力
 1. 描述事件的能力
 - 1.1 描述灾难事件的能力
 - 1.2 描述人物行为的能力
 2. 阐述原因的能力
 - 2.1 阐述事件发生的原因的能力
 - 2.2 阐述英雄人物行为背后的原因的能力
 3. 提出自己的观点的能力
 - 3.1 提出对英雄主义的理解
 - 3.2 对比中西方英雄主义在内容，表现和意义上的异同
- 语言知识
 1. 描述人物和事件的词汇、语法和语篇结构知识
 2. 分析原因的词汇、语法和语篇结构知识
 3. 提出观点的词汇、句型和语篇结构知识

➤ 交际目标

- 描述灾难事件（语言综合知识的能力、文化素养）
- 分析灾难事件发生的原因（思辨的能力，研究的能力）
- 提出自己的观点（思辨的能力，研究的能力，道德价值）

➤ 情感态度目标

- 通过学生项目产出任务，使学生对于英雄主义进行深度思考，能够批判性地看待不同国家文化背景下的英雄主义内核。

➤ 学习策略目标

- 学生学会合理利用线上线下资源，在词汇、句型和文章结构框架等不同知识结构层面掌握对事件的描述，阐述问题的原因和提出自己的观点，并且从不同层次，多元的教学设计和活动中进一步了解多元多层次教学输入和输出的模式。

2、单元教学内容（说明本单元主要内容、课时分配、设计理念与思路）

本单元现代大学英语第二版第二册第四课 UNIT4 MAN IN THE WATER，主要讲述了1982年一月美国华盛顿飞机失事事件以及在该灾难事件发生后涌现出的几名英雄人物的事迹，探讨了英雄主义的内核：人性的力量在灾难面前是伟大的。

针对这一单元内容，本课程设计一共8学时，我们针对学生的语言技能、语言知识、学习策略、文化素养，情感态度、思辨能力、研究能力以及价值观的培养设计本单元的教学活动；并且，在课前、课中和课后的课程设计过程中，最大程度上发挥学生们的自主学习能力和团队合作的能力。

本单元教学设计是以文秋芳教授倡导的 POA 教学理念为指导，遵循 POA 教学流程设计教学内容。教学内容设计分为驱动、促成和评价三个部分。其中输入驱动贯穿课前和课中，输入促成主要以任务为教学导向，循序渐进地为学生搭建本单元的知识框架、技能框架，主动引领学生树立积极健康的社会主义核心价值观。

3、单元教学组织（说明本单元每一节课的教学流程，包括具体步骤与活动等；说明课前、课中与课后如何安排，使用哪些教学资源等）

1 st period: Motivating 2 nd period: Enabling	Teaching Design		Teaching Materials
Before Class	<p>A mix self-learning mode with both online and offline resources</p> <ul style="list-style-type: none"> ● Build a word bank ● Outline the structure of the text ● Figure out the thesis of the essay ● Watch the micro-lesson to preview the key points of the whole text 		
In Class	<p>1. Create a scene with the help of the disaster's documentary video. (5 mins) 2. Group discussion on what happened in the video. (5 mins) 3. Write up a short description of Potomac Disaster to post on wechat moments. (7 mins) 4. Teacher gives immediate comments and introduces the main objective of this unit and the tasks to be conducted in the class, together with the relevant criteria pertinent to how to assess each task. (8 mins)</p>		<ul style="list-style-type: none"> • Documentary video clip • Mini-lesson • PPT • Wechat • Pigai website
	Ideas Accumulation	<p>5.Subtask 1. Describe a disaster</p> <ul style="list-style-type: none"> ● What are the key elements to tell a story ? ● In what order to arrange the key elements to describe the disaster ● Students try to tell the disaster with a picture of the scene 	
	Production Assessment	<p>Show a Line graph of students' posts analyzed by Pigai website to illustrate the difficulties students encounter (5mins)</p>	

	Language Input (20 mins)	Descriptive expressions (text and video) Sentence Type: “there be”-“TtF Structure” Structure: In a correspondence way	
	Critical Thinking (5 mins)	Discussion: If you were the officer, the passerby, or the survivor, what would you do? What is heroism in your opinion?	
	Production (15 mins)	Oral presentation: A Live Streaming (role-play)	
	Instant Feedback (10 mins)	<ol style="list-style-type: none"> 1. Disseminate rating cards to students and collect them after class; 2. Students’ comments <ul style="list-style-type: none"> • Self assessment • Peer review 3. Teacher’s comment on students’ production 4. Reflection: Ask students to assess if the teaching objective of this class has been achieved: if achieved, then how? If not, then why? <p>Criteria</p> <ol style="list-style-type: none"> a. Decent pronunciation & A reporter’s tone b. Descriptive expressions c. Sentence type d. Structure e. Key elements to describe a disaster in an reasonable order <p>1-5 scores: 1: weakest, 2 weak, 3 medium, 4 good, 5 very good</p>	
After Class	<p>Assignment:</p> <ol style="list-style-type: none"> 1. Upload group live show to WeChat Moments for a further rating and peer review; 2. Draft an analysis report on Potomac Disaster 3. Make a list of Dos and Don’ts regarding the teaching objective in this class. 		

3st&4 th period: Enabling	Teaching Design	Teaching Materials
Before Class	<p>A mix self-learning mode with both online and offline resources</p> <ol style="list-style-type: none"> 1. Read the news on Washington Post in Jan. 1982 pertinent to the Potomac Air Crash to find out the reasons why Flight crashed? 2. Watch Season 13, Episode 4 from Air Crash 	<ul style="list-style-type: none"> • News of Washington Post on Potomac Disaster; • Documentary

	Investigation to find out more possibilities that caused this disaster. 3. Do some research to find out who “the man in the water” is.	Video Clip • Pigai website • PPT • Lycheer App
In Class	Teacher’s Explanation (10 mins)	Subtask2: Analyzing the reasons Teacher explains the objective, subtask 2 and criteria <ul style="list-style-type: none"> Analyze the reasons why the disaster happened Analyze the reasons of the heroes’ behavior
	Ideas Accumulation (20 mins)	Group Discussion 1. In the text Reasons why disaster happened Reasons of the heroes’ behavior 2. Out of the text Newspaper and documentary videos <ul style="list-style-type: none"> Reasons why disaster happened Reasons of the heroes’ behavior 3. How to arrange the reasons in one article?
	Language Input (20 mins)	<ul style="list-style-type: none"> Analytical expressions from the text Analytical expressions from out-of-class reading and watching materials Reasoning conjunctive words and phrases Sentence patterns of cause-and-effect Text structure to analyze reasons
	Production (20 mins)	<ul style="list-style-type: none"> Draw a mind map to explain the reasons how the disaster happened? (for students whose English is weak) Present the drafted report on the analysis of the man’s heroic actions
	Instant Feedback (20mins)	<ul style="list-style-type: none"> Self assessment Students Group Assessment Teacher comments on the production Discuss if teaching methods in this class take effect in helping students analyze the reasons. Criteria: 1. Mind map: <ul style="list-style-type: none"> A clear route The relationship among the three reasons

		<ul style="list-style-type: none"> ● Expressions learnt and collected from the textbook and out-of-class materials. <p>2. Writing:</p> <ul style="list-style-type: none"> ● Language accuracy ● Structure ● Content ● Rationality of the reasons ● Relationship of the reasons 	
After Class	<p>1. Assignment: Upload the mind map to Lycheer app and explain it for a further review Exchange their reports for peer review with the help of online grading system</p> <p>2. Writing an article entitled “If I were there....” within 250 words and submit it online</p> <ul style="list-style-type: none"> ● What would you do if you were there? ● Explain the reasons why you would do that using the expressions and structure learnt in this lesson. <p>3. Complete a questionnaire on the assessment of teaching methods applied in this class.</p>		

5 th & 6 th period: Enabling	Teaching Design		Teaching Materials
Before Class	<p>A mix self-learning mode with both online and offline resources</p> <ul style="list-style-type: none"> ● Conduct a literature review to figure out the definition, content, and category of heroism to develop students’ research ability; ● Compare and contrast the heroism between China and other countries (not limited to western countries) to develop students’ critical thinking ability 		
In Class		Subtask 3: Stating your own opinion	<ul style="list-style-type: none"> • cnki.net • WoS • Baidu • PPT • Mindmap
	Teacher’s Explanation (5mins)	Teacher explains the objective, subtask3 and criteria	
Ideas Accumulation (20 mins)	<p>Group Discussion</p> <ul style="list-style-type: none"> ● What is heroism? (definition/content/category) ● Similarities and differences of heroism between China and other countries by illustrating points and examples ● What are your opinions on 		

		heroism?	
	Language input (20 mins)	<ul style="list-style-type: none"> ● Expressions to state one's opinion ● Sentence patterns to state one's own opinion ● Discourse structure to state one's own opinion (supporting your opinion with facts and evidence, emphasize the significance of your opinion) 	
	Production (20 mins)	<p>Debate</p> <p>Topics:</p> <p>1. Whether heroism is still needed in the contemporary world?</p> <p>Discussion: Pick up a side and state your own opinions on an evidence base (10 mins)</p> <p>Debate (10 mins)</p>	
	Instant Feedback (25mins)	<p>1. Students assessment:</p> <p>Votes to show your support of either side</p> <p>Individual student Comments</p> <p>2. Teacher assessment</p> <p>3. Criteria:</p> <p><input type="checkbox"/> Language accuracy</p> <p><input type="checkbox"/> Argument skills:</p> <ul style="list-style-type: none"> ● If the two sides' opinions are evidence-based; ● If debaters are able to state their own ideas by the expressions and sentence types learnt in this lesson; ● If the logic is strong; ● If your opinions are positive and show strong national confidence. 	
After Class		<p>Assignment: Write a complete feature story on Potomac Disaster by combining the previous knowledge learnt in the first 3 classes: describe the disaster; analyze the reasons; and state your own opinion.</p> <p>Reflection: Write up an assessment report about this whole unit's teaching from teaching materials, teaching methods, teaching tools, teaching content, and teachers respectively.</p> <p>Requirement:</p> <ul style="list-style-type: none"> ● Work in-group and each group is assigned to focus on one aspect of the assessment. ● Submit an assessment report including an analysis of teaching design for this unit and your own suggestions. 	

7 th & 8 th period: Assessing	Teaching Design		Teaching Materials
Before Class	<ul style="list-style-type: none"> ● Complete the quick answers to the questions designed and uploaded by teachers on educational administration system; ● Exchange their compositions for a peer review 		<ul style="list-style-type: none"> • Educational administration system • Online writing analysis system
In Class	Teacher's Explanation (10mins)	Teacher explains the objective, task and assessing criteria.	<ul style="list-style-type: none"> • A time recorder • PPT • Students' writing samples
	Oral presentation (15 mins)	<p>Oral Contest: A list of questions regarding Potomac disaster and heroism designed for students to answer in a limited time, with a time recorder.</p> <p>Criteria:</p> <ul style="list-style-type: none"> ● Familiarity of the text ● Decent pronunciation ● Language accuracy ● A clear structure of the oral presentation ● The abilities to describe, analyze an event and state your own opinions 	
	Writing Sample Explanation (25 mins)	<p>A Sample study: select two sample writings from students at different levels: intermediate and advanced, to give feedback</p> <p>Criteria:</p> <ul style="list-style-type: none"> ● The accuracy of the language; ● Diversification of sentence patterns; ● If the key elements are covered; ● If the content is complete; ● If the structure is logic and reasonable. ● If the reasons listed are true and strong; ● If there is author's own opinion; 	

	Assessment (25 mins)	Teacher-Student Collaborative Assessment (TSCA) <ul style="list-style-type: none"> ● Ask students in group to assess the sample writings following the criteria ● The two writer students conduct self-assessment ● Teacher gives prepared assessment 	
	Reflection (15 mins)	<ul style="list-style-type: none"> ● Teacher shows the results of students' assessment on teaching methodology; ● Discuss with students about their findings; ● Teacher illuminates the pedagogy theory of the teaching design; ● Clarify misunderstandings if any; ● Admit the deficiency and consider the suggestions offered by students if any. 	
After Class	A checklist offered to students for them to double check if they reach the anticipated teaching objectives: <ul style="list-style-type: none"> ● Linguistic objectives: expressions, structure, writing skills (description, analysis, and statement of own opinion); ● Communicative objectives: if they can describe a disaster, analyze the reasons and state their own opinions about the event. 		

4、单元教学评价（说明本单元的评价理念与评价方式）

本单元的评价理念采用了 POA 创设的“师生合作评价”模式。结合了教师评价、学生自评、同伴互评、机器自动评分等多种评价模式的一种新型综合的评价模式。POA 评价理念旨在以学习为目的进行评价（assessment for learning），以评价作为学习手段之一（assessment as learning），并且强调评价就是学习本身（assessment is learning）。本单元教学的教學评价本着这一宗旨设计了课上、课下一系列的教學评价活动。

师生合作评价模式不仅仅局限在课堂的即时评价，同时也包括了课后的延时评价。评价方式包括课上学生的自我评价，群组评价，同伴互评，教师点评，也包括课后针对学生课外完成的产品（书面和口头），教师做出有准备的详细的评述，并在课堂上向学生们展示评价的内容、方式和方法。在此基础上，学生在课下再做出有针对性、内容性强的自我评价。

特别需要指出的是我们对于 POA 评价理念和模式的新运用和新尝试。我们针对师范类专业的一表学生扩大并加深了我们的测评内容和测评层面。作为师范专业的学生，在英语课堂上他们不仅仅是英语学习者，同时他们还有另一个身份，那就是教学体验者。

作为未来走向讲堂的教师们，学生们应该在每一堂课的学习中体验并了解英语教学的理论指导、实践操作以及两者之间的辩证关系。因此，我们在每一堂课后都设置了一项新的评价内容，即：针对本堂课的教学内容，教学活动，教学方法，教学材料和教师等方面进行有针对性的评价和探讨。

评价方式包括：教师口头点评，学生投票，学生讨论性评价，教师书面评价，学生口头或书面自评

五、教学设计特色

设计特色：

1. 将文秋芳教授倡导的 POA (production-oriented approach) 理论引入师范英语方向基础课的教学中，对非 POA 教材进行“产出导向”设计，从语言，交际，策略，思辨等几方面创设成效导向目标，教学理念和教学设计具有创新性。
2. 根据英语专业师范类人才培养目标的要求，本课程首次尝试在评价体系中，将课堂教学成效纳入评价内容当中，使师范类学生在学习知识的同时，以教学体验者的身份，针对课程的教学内容，教学设计，教学方法，教学材料等方面进行有针对性的评价和讨论，为其职业生涯积累教学方面的素材。
3. 在现有的《综合英语》课程资源基础上，把课堂教学作为打造金课的“主阵地”，利用齐齐哈尔大学课程平台，融合手机新媒体，教师制作的课程微课，引入及建设 SPOC 资源，课堂教学致力于学生产出成效和教师教学成效，在建设金课过程中，根据我校情况，构建“线上线下混合式教学”课程模式。