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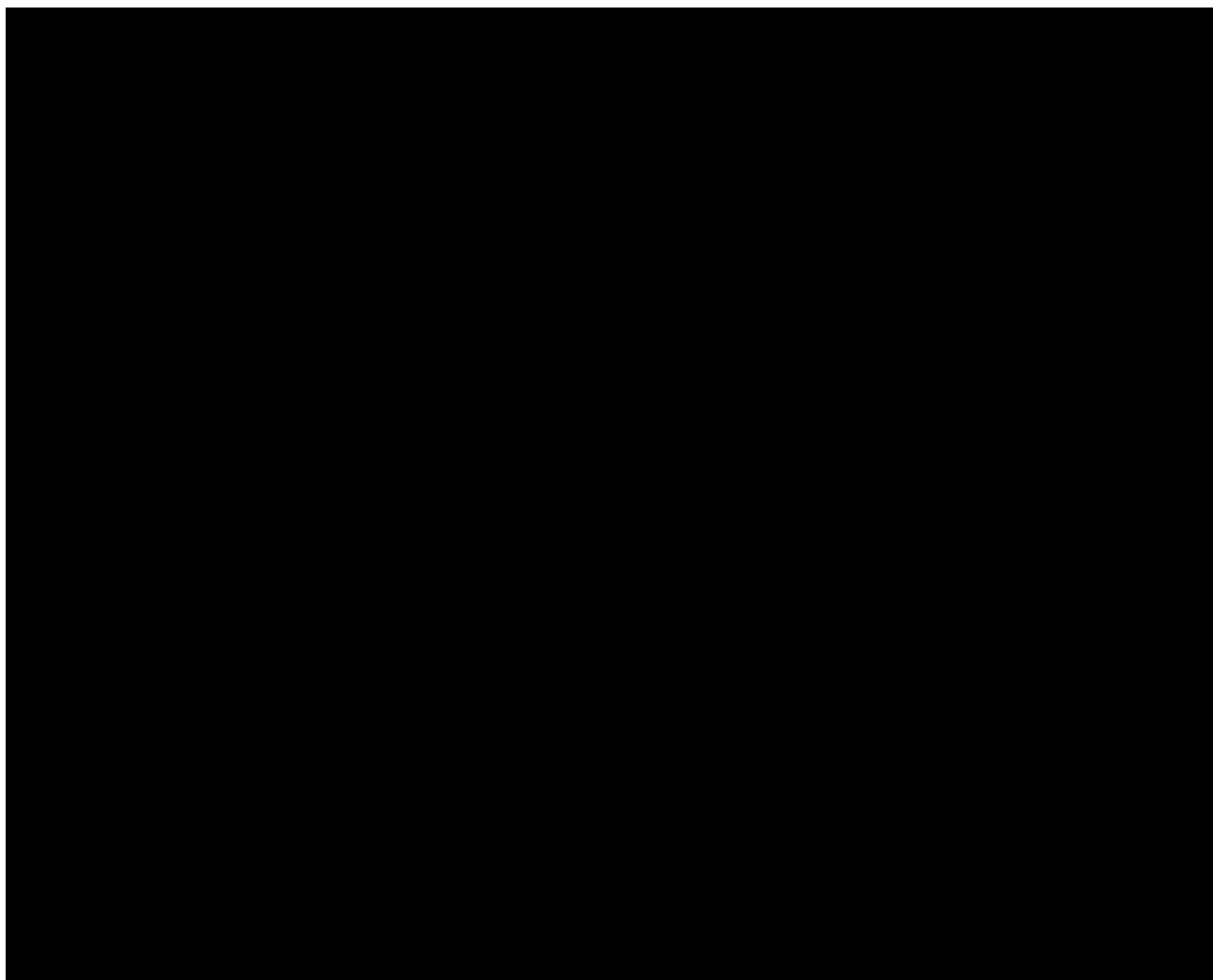
2020 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	综合英语 2
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 192 (师范类)
教学时长	20 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>一</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与设计理念）

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 192，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。

培养定位：本课程作为学时最多的专业主干课，其主要目的在于借助语篇学习和多种活动设计，帮助学生积累并夯实基础语言知识，全方面提升语言技能，培养学生的文化素养和思辨意识，同时引领师范类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。因此，本课程旨在培养学生的英语学科核心素养以及初步的教师职业技能。

设计理念：依据综合英语课程的培养目标和英语专业（师范类）人才培养方案，将英语学科核心素养与教师职业素养相结合，作为课程设计的总方向；以

CLIL(Content and Language Integration Learning) 语言与内容整合式教学为课程的设计理念：多样化的主题内容即是语言的载体，也是核心素养、思政教育的载体，通过巧妙的设计能够使语言和育人得到自然融合；同时，本课程以线上和线下混合为教学模式，以多元评价方式以评促学，以评促教，致力于培养特色型“师范英语学科素养”。

2、课程目标 (介绍课程时长及总体目标，目标应包括语言目标与育人目标)

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 16 周，共 96 学时。

总体目标：依据应用型大学的办学定位，以培养应用型人才为宗旨，旨在培养学生的“师范英语学科素养”，即将英语学科素养的组成要素---语言能力、学习能力、文化意识、思维品质，与教师职业素养相结合，成为我校卓越师范生的培养课程。具体体现在：

语言目标	语言知识	熟练掌握英语语音、词汇、语法及语篇等学科知识，关注语言使用的得体性；同时对历史地理、社会文明、政治经济等相关学科知识有所涉猎。
	语言技能	能够通过听、说、读、写、译等活动，理解口头和书面语篇所传递的信息、观点、情感和态度等；能利用所学语言知识、文化知识等，根据不同目的和受众，通过口头和书面等形式创造新语篇。
	学习策略	能够计划、监控、评价、反思和调整自己的学习过程或学习结果；能够充分利用交际机会进行语言实践；能够调控学习情绪、保持积极的学习态度；树立团队意识，锻炼团队协作能力，掌握合作学习方式。
	文化意识	形成多元文化意识，理解文化内涵，具备基本的跨文化交际能力；比较文化异同，坚定文化自信，将优秀文化进一步内化为个人的意识和品行，自觉传播和弘扬中国特色社会主义文化。
育人目标	思维品质	能够辨析语言和文化中的具体现象，梳理、概括信息，推断信息的逻辑关系，以客观的批判性的态度对待思想观点，尝试利用所学知识创造性地提出解决问题的方案。
	家国情怀	坚定中国特色社会主义道路自信、理论自信、制度自信和文化自信；进一步加强祖国意识，开阔国际视野，树立人类命运共同体意识；提升政治素质、道德品质和健全人格，重道义，勇担当。
	职业意识	树立师范教育的职业方向意识，主动学习并探究教学相关技能；在课程学习的过程中，即关注“学”，也留意“教”，能够对教学手段、教学设计、教学方法等进行评价与反思；体会教师职业的重要意义，树立爱岗敬业的责任意识；积极参加微课大赛等活动，意识到信息技术与课程教学深度融合的必然性，并积极学习教育信息技术。

3、课程内容（介绍课程主要内容，特别说明如何实现语言与育人的融合）

本课程以 CLIL(Content and Language Integration Learning)语言与内容整合式教学为设计理念，这里的 content 是育人与语言的融合之所，也是培养英语核心素养的媒介，在此理念和目标的基础上，课程内容安排如下：

- 语言知识输入与内化
- 语言技能训练与产出
- 自主学习能力与策略培养
- 跨文化交际能力训练
- 思辨、研究与创新能力训练
- 弘扬家国情怀，激发使命担当
- 教育教学职业意识引导

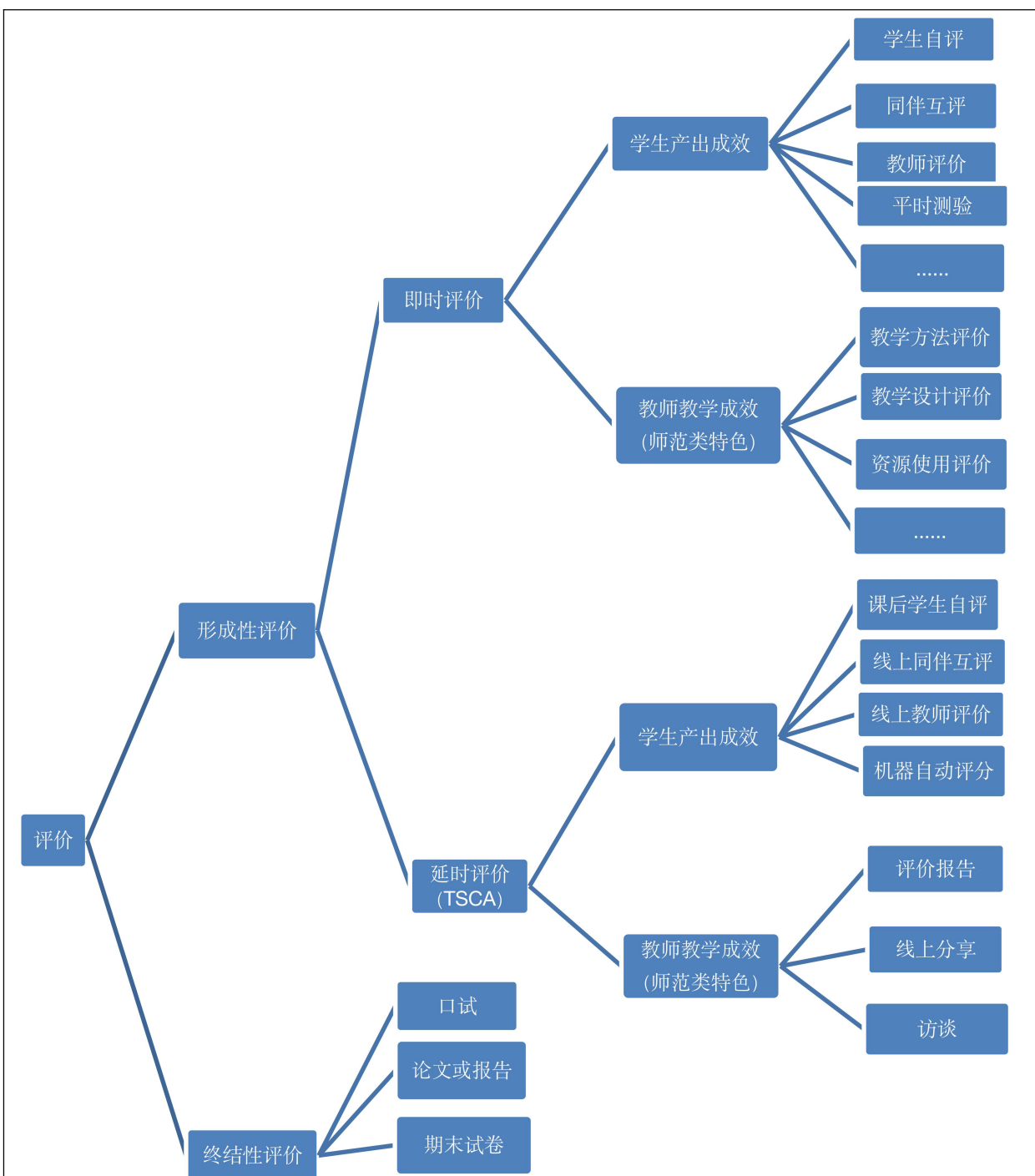
语言与育人的融合途径：

- 话题融合：warming-up 音视频及活动取材；课文主题及背景引申；讨论、报告话题联想；作文主题选取；
- 语言输入：从思政素材中选取词语和语法结构的使用范例
- 语言产出：造句、翻译的内容聚焦时事、哲理等观点

4、课程评价（介绍课程评价方式，特别说明如何在评价中实现语言与育人的融合）

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 TSCA 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：



评价中语言与育人的融合:

语言与育人的融合主要体现在话题融合、语言输入和语言产出三个方面，因此在评价话题讨论、语言输入和产出效果的同时，对内容的评价即可引发育人思考，具体体现在形成性评价的过程中:

- **评价学生产出成效:** 学生自评是自我反思，促进思维品质育人目标的达成；学生互评，观点碰撞，思辨促成；教师观察学生课堂反应和任务完成情况，判断育人目标的达成情况；教师对学生总结评价，开阔学生视野，了解自己的优点和不足，促进

理性思维。这三个方面的综合评价应用到课程中的每一次讨论、辩论等产出活动中，能进一步深化思想认知，使与主题相关的育人理念得以内化。

- **评价教师教学成效：**学生以评价主体和教学体验者的身份，对教学材料分析、教学设计、教学方法、教学效果等多方面的教学问题评价，最具发言权。评价过程中的思考即是自身认知的提升，是职业素养意识的提升，也必然激发奋进意识，更有力争当一名优秀的师范人才的信心与决心，这是对育人目标中职业目标的保证。

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，目标应包括语言目标与育人目标）

语言目标：

- 掌握本单元学习的词汇、短语和句型，语法及语篇等知识，议论文的写作模式
- 能够将所学的词汇、短语和句型等运用到产出任务当中，如翻译、复述、辩论等
- 能够借助课前任务和 warming-up,对国外文学艺术有所涉猎，接触多元文化
- 能够评价并反思自己的学习效果、学习方法、语言知识与技能的收获与不足

在语言目标达成的过程中，借助词语和语法结构讲解，采用从思政素材中选取的范例；在造句、翻译和写作的练习及任务中，内容与时事、哲理及人文思想接轨，以实现“WPS+”中“语言+育人”的输入理念。

育人目标：

- 能够辨析语言中所反应的作者的观点、态度，能够梳理、概括篇章段落大意，推断议论文的逻辑关系，以客观的批判性的态度对待单元主题“大学教育的真正意义”，并能联系实际，深入思考大学带给自身的改变以及是否真的满足教育需求。
- 借助课文中“工作”内容，使学生能够形成责任意识（疫情中各行各业履职尽责）、民族意识（疫情中的祖国力量和民族团结）、奋斗意识（实现自我价值，响应习主席“**无奋斗，不青春**”的倡导）；借助“家庭时间利用”话题，使学生正视合理利用闲暇时间，提升品味与格调的必要性，能够寻找提升自己的有效途径---**爱读书，读好书，善读书**。
- 借助“职业技能”内容，引导学生正视未来教师职业的重担，使学生意识到应早日起步，武装自己的职业知识和职业技能等素养，才能不负教师使命。通过让学生评价教学，促使学生形成教学的方法意识、效果意识、评价意识，萌生从事教学研究和设计教学实践的渴望。

2、单元教学过程（1>说明本单元主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>特别说明单元教学过程如何实现语言与育人的有机融合）

1>本单元主要内容、课时分配、设计理念与思路

本单元是《现代大学英语》第二册 Unit 1 Text A Another School Year—What For? 课文通过对比职业学校和大学教育的人才培养目标的不同，引发了对大学教育的真正意义的思考，共计6学时。

设计理念秉承 CLIL，内容上通过话题分析和课文理解，挖掘思政要素和育人理念；语言上通过单词 (Word)、短语 (Phrase)、句子 (Sentence) 的教学与操练，借助练习和产出，融合国际视野、家国情怀、文化自信和人格养成，整个语言教学过程可以概括为 WPS+ (+ 指的是融入育人内容)。

2>本单元教学组织流程

1 st &2 nd period (90mins)	Teaching Design (Introduction to the text and Paras1-4)	IPE (Ideological and political Education)
Pre- Class	Self-learning with online resources from Zhihuishu education platform Pre-class Tasks * Preview the text and outline the theme of the essay * Find out the main idea of Paras 1-4 * Watch the micro-lesson to preview the key points of this part * Brainstorming: Shakespeare and <i>Hamlet</i>	* Literature inspires international version * Logical analytical ability
In- Class	1. Check-on Preview (15mins): words and comprehension 2. Warming-up (15mins): Video clip from <i>Hamlet</i> and a discussion (1) Understand “To be or not to be, that is the question” from <i>Hamlet</i> and discuss whether it is necessary for a pharmacist to learn the courses of liberal art in college? (2) What have you learned from this video? 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 to assess each task. 3.Detailed study (Input through reading)	* Awareness of the aesthetic value of language. * Philosophically inspired. * Critical thinking ability

	Language building (40mins) (WPS+)	<p>I. Have an in-depth reading of Paras1-4.</p> <p>II. WPS language building</p> <p>Eg. It would <u>certify that</u> he had <u>specialized in</u> pharmacy, but it would further certify that he had <u>been exposed to</u> some of the ideas mankind has <u>generated</u> within its history. (para. 2)</p> <p>❶ Word study: certify, generate</p> <p>❷ Phrases and expressions specialize in... / be exposed to...</p> <p>❸ Sentence paraphrase</p> <p>➔ Production Practice/ Sentence Translation</p> <p>III. Retell the writer's encounter with his student.</p> <p>IV. Discussion in groups on <i>If you were the student, what would you do with the professor's advice?</i></p>	<p>✪ Literature helps to cultivate international version</p> <p>✪ Translation practice helps to develop cultural confidence</p> <p>✪ Group work builds Cooperation consciousness</p>
	Critical thinking (WPS+) (10mins)	<p>Extension :</p> <p>What else can university education offer us besides job training?</p> <p>Develop your ideas in the following ways</p> <ul style="list-style-type: none"> ➤ Understanding ideas ➤ Developing ideas ➤ Presenting ideas 	<p>✪ Develop personality</p> <p>✪ Cultivate emotion of family- country</p>
	Production (10mins): (WPS+)	<p>Oral Debate</p> <p>On job training only or taking more course in liberal art in college between Side A and Side B.</p>	✪ Logical thinking ability
	<p>4. Writing Assignment:</p> <p>Picture Your Whole Life as a Teacher, write an introductory paragraph of at least 50 words.</p>		<p>✪ Critical thinking</p> <p>✪ Cultivation of Personality</p>
Post- Class	<p>1. Make a list of Dos and Don'ts regarding the teaching objective in this class.</p> <p>2. Rewrite and recast the text into a complete speech by combining the fifth and sixth paragraphs with the first and ninth paragraphs according to the writing features of speech.</p>	✪ Training on Ss' teaching awareness	
3st&4nd period (90mins)	Teaching Design (Paras5-8)		IPE
Pre-Class	<p>Self-learning with online resources from Zhihuishu education platform</p> <p>Pre-class Tasks</p> <ul style="list-style-type: none"> * Find out the main idea of this part. * Watch the micro-lesson to preview the key points of this part 		✪ Logical thinking ability

In- Class	1. Check-on Preview (15mins) 2. Warming-up (15mins) Listen to a piece of music by Bach and talk about the importance of music in our life.		✪Awareness of humanistic quality
	3. Detailed study (Input through listening)		
In- Class	Language building (WPS+) (40mins)	Teaching materials for this part: Speech Audio Clips adapted from the text which was originally a speech made by the author at the College of Men at Rutgers University. Four audio clips form 4 teaching periods.	
		I. Lead-in What kind of life do you want to lead after graduation? II. Detailed Study Periods Period 1 <ul style="list-style-type: none"> ● Fill in the blanks with the words you hear ● Check the blanks and build the language ● Understand the main idea of Period 1 ● Mindmap key points related to “jobs” and “responsibility” ● Construct sentences with the pattern “As a ..., you’ll see to it that...” and do more oral practice Period 2 <ul style="list-style-type: none"> ● Listening comprehension Have you found what jobs can bring us? <ul style="list-style-type: none"> ●Moral extension: the meaning of hard work Period 3 <ul style="list-style-type: none"> ● Listening comprehension What's the main idea of this part? What can people do at home? <ul style="list-style-type: none"> ● Language building Be exposed to/maintain contact with/keep in touch Period 4 <ul style="list-style-type: none"> ● Complete the chart with proper information ●Inspire Ss to find out “the business of college” ●Encourage Ss to identify “whole person” III. Oral work: interpret the picture Deliver a short speech based on your interpretation, employing the words and phrases you've learned today. I’ve listed them below.	✪Professional consciousness ✪Sense of responsibility ✪No struggle, no youth. ✪A rewarding life, a civilized mind ✪To be a whole person ✪On reading ✪Development of personality
In- Class	Critical thinking (10mins)	Discussion: If you were I (the speaker), a teacher, what should you do in instructing students with such problems?	✪Cultivate sense of responsibility

	Production practice (10mins)	<p>Translation practice by using the words and phrases learned in class.</p> <p>①请确保所有人带好防疫宣传手册，准时到达志愿者活动现场。</p> <p>②为了更好的了解世界，拓宽国际视野，我们应该经历不同的文化冲击。</p> <p>③这位退休老人整天忙于读书、写作，真正践行了爱读书、善读书、读好书的理念。</p>	<p>★Develop personality</p> <p>★Cultivate sense of responsibility</p>
	<p>4. Writing Assignment:</p> <p>Picture Your Whole Life as a Teacher, write the developing paragraphs of at least 100 words.</p> <p>In Content:</p> <ul style="list-style-type: none"> ➤ List the profession skills you need to acquire as a teacher ➤ Make plans to enjoy a meaningful leisure time <p>In Language:</p> <ul style="list-style-type: none"> ◇ Use the vocabulary learned in class, such as “employed, involve, train, bring, and penetrating”. ◇ Employ phrases and structures such as “be exposed to, maintain contact with, see to it that....., will be (doing)” in the writing production. 		
	<p>5. Summary: What have you learned in this class?</p>		
Post- class	<p>1. Make a list of Dos and Don'ts regarding the teaching objectives and methods in this class.</p> <p>2. Complete a questionnaire to learn what students do in another 8 hours after study online and submit it online.</p>	<p>★ Cultivation of teaching cognition</p>	
5st & 6nd period (90mins)	<p>Teaching Design (paras 9-14)</p> <p>Conclusion and Argument</p>	IPE	
Pre- class	<p>Pre-class Tasks</p> <ul style="list-style-type: none"> ★ Have an in-depth reading of the 2nd Section. ★ Brainstorming: Name some celebrities in this part and describe their influence on human minds. ★ Identify the topic sentence of each paragraph. ★ Discuss how the author presents his argument? ★ Analyze the language style of this section. 	<p>★ Brainstorming task inspires international version</p> <p>★ Logical analytical ability</p>	

In- class	1. Check-on Preview (15mins): tasks online by free discussion 2. Warming-up (15mins) Reading <i>Of Study</i> by Francis Bacon and share your ideas about reading books and discuss on the following topics: ◆ What is the role of reading literature, philosophy and history? ◆ How do these great minds influence people’s life? ◆ How to understand “love to read, read good books and be good at reading”?		☆Deep reflection on the meaning of reading ☆Form the awareness of improving minds and broadening horizon by reading
	3.Detailed study (Input through reading)		
	Language building (WPS+) (30mins)	I. Have an in-depth reading of Paras9-14. III. WPS language building Eg. And as this <u>is true of</u> the techniques of mankind, so it <u>is true of</u> mankind’s spiritual resources. (para. 12) ❶ Word study: spiritual--spirit Exercise: synonyms and antonyms ❷ Phrases and expressions Be true of, to apply to Exercise: V+noun collocations ❸ Sentence paraphrase ❹ Grammar: future expression	☆The importance to be civilized ☆Understand Spiritual resources ☆Ways to become civilized human ☆Reiterate the necessity of reading
	Analysis on Writing Techniques (10mins)	Criteria for argumentative essay (1) Proposition: a debatable point which can be viewed from more than one angle (2) Evidence: common knowledge; specific examples; hard evidence or facts (3) Presentation: all facts and reasons logically connected with the conclusion Discussion: How does the author present his argument?	☆Logical thinking ability
	Production (10mins)	Debate topic: Does university education really give us young people much advantage in the job market?	☆Critical thinking
	Reflection (10 mins)	● 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.	☆Reflection on teaching methods and design ☆Teaching quality building

	4. Writing Assignment: Picture Your Whole Life as a Teacher , write a concluding paragraph of at least 50 words.	
Post-class	<p>A checklist for students to double check if they reach the anticipated teaching objectives:</p> <ul style="list-style-type: none"> ● Linguistic objectives: expressions, structure, writing skills (argument, analysis, and statement of own opinion); ● Educational objectives: if they can understand the meaning international communication, the cultivation of personality, the cultural awareness and love for country-family. ● Submit an assessment report including an analysis of teaching design for this unit and your own suggestions. 	<ul style="list-style-type: none"> ✦ Reflection on teaching skills and design ✦ Cultivation of teaching cognition

3、单元教学评价 (说明本单元的评价理念与评价方式, 特别说明如何在评价中实现语言与育人的融合)

单元教学评价关注形成性评价, 融合 TSCA 评价体系, 通过即时评价和延时评价, 对学生产出成效和教师教学成效进行课上和课下的全面考核。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。

评价中语言与育人的融合:

育人蕴藏在内容之中, 内容由语言呈现, 对语言教学成果的评价不仅在于评价语法是否正确, 用词表达是否地道, 还在于对语言内容的深度和广度的评价。因此, 对语言学习的产出成效进行评价, 不可避免要对语言内容进行评价, 从而过渡到对思想的评价。

本单元的主题内容与学生的实际学习生活情况比较契合, 例如教师借助《哈姆雷特》的电影片段、巴赫的音乐、培根的《论读书》等人类文明成果, 设计活动和任务, 将音乐感悟、阅读意识等植入育人思想。针对活动和任务成果, 学生进行自评、互评、小组评价等方式, 不断拓宽视角, 理性思辨, 同时也促进育人主题在头脑中的深化和内省, 更好地实现育人效果。

特色的教师教学成效评价, 本身即是针对育人理念中的职业素养而设计的。学生根据自身体验评价教学效果, 更具信服力。学生对教学设计、教学方法等方面进行评价, 是对教育教学问题的思考、探索、甚至创新, 用实际的评价行动实现了育人理念。

五、教学设计特色

(说明教学设计方案在体现语言与育人融合方面的创新特色)

1、设计理念特色:

将课程的培养目标和专业（师范类）人才培养大目标结合，将英语学科核心素养与教师职业素养相结合，创新提出“**师范英语学科素养**”作为课程设计指导方向；以**CLIL**(Content and Language Integration Learning) 语言与内容整合式教学为课程的设计理念，使语言和育人有了共同的载体；创新提出“**WPS+**”的**语言教学输入**思想，使得在学习语言的同时，通过巧妙的衔接与设计，灵活植入相关的育人思想。

2、育人目标中融合教师职业素养:

对于英语师范类的学生来说，从步入大学选定方向那一刻起就应该逐步树立教师职业意识，明确未来的责任重大。因此，对于这类学生的育人理念就不仅仅包括国际视野、家国情怀、文化自信、人格养成等，还应该包括教师职业素养的教育，从责任意识，爱岗敬业，到钻研教学方法与设计，学习教学理论等都需要各门课程的教师引导师范类学生，在日常的学习中不断积累并思考，最终促成职业素养的养成。

3、课堂教学成效的评价特色:

为了达成教师职业素养的育人目标，本课程在评价体系中，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，促进其职业技能和教育教学知识的成长。

注：本表请保存为 PDF 格式，与教学视频放入一个文件夹，文件夹以“**大学英语组/英语类专业组+学校名称+团队负责人姓名**”的形式命名，上传至百度网盘。并务必将**分享链接有效期限**设置为“永久有效”。