附件二:

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	大学英语视听说 3
课程类别	√大学英语基础课程 □大学英语后续课程 □英语专业课程　□商务英语专业课程　□翻译专业课程
教学对象	本校非英语专业大学二年级 X 班学生
教学时长	45 分钟*4 节
教材名称	新视野大学英语视听说教程(第三版)
参赛单元	第__3_册 第__1_单元 (*单本教材仅填写单元信息)

二、团队信息
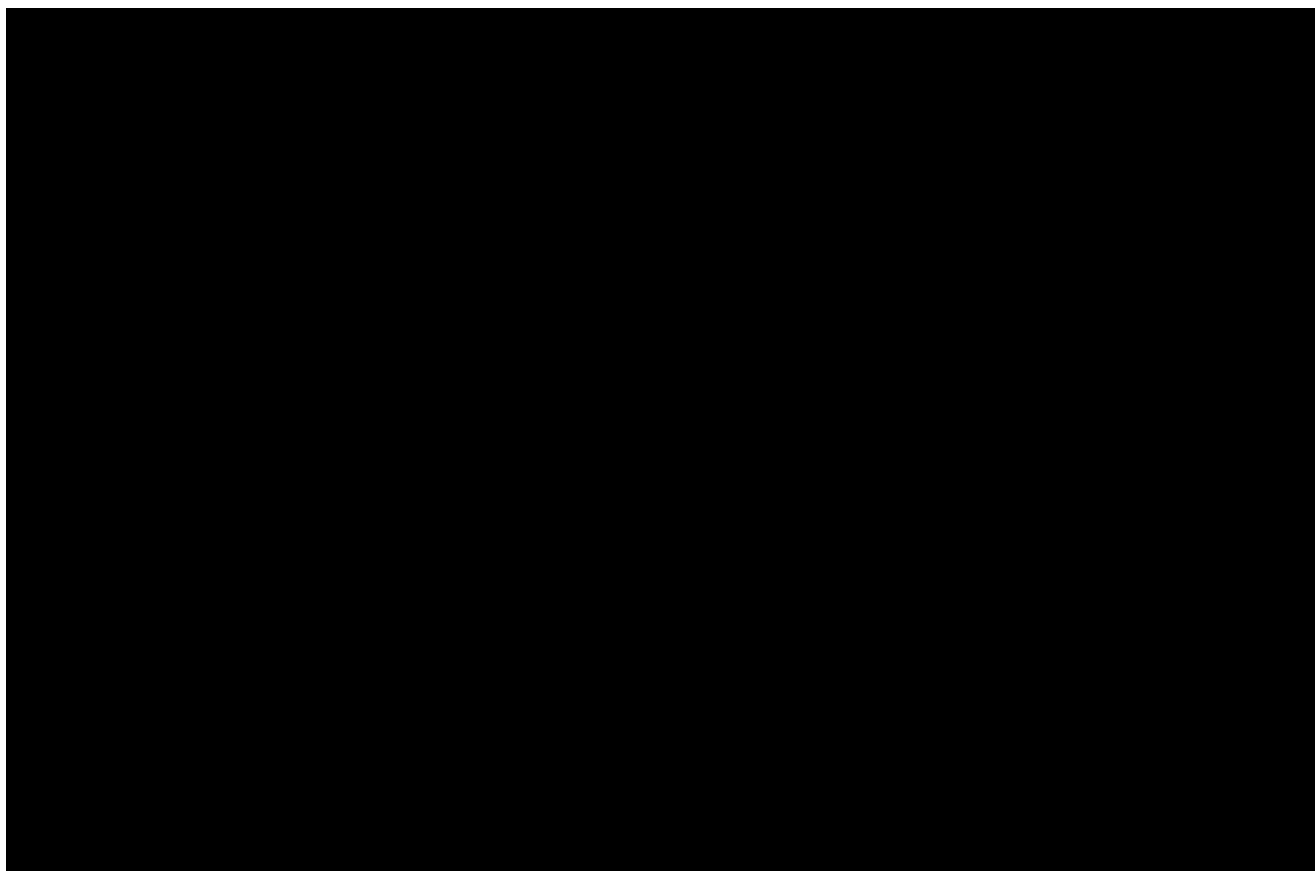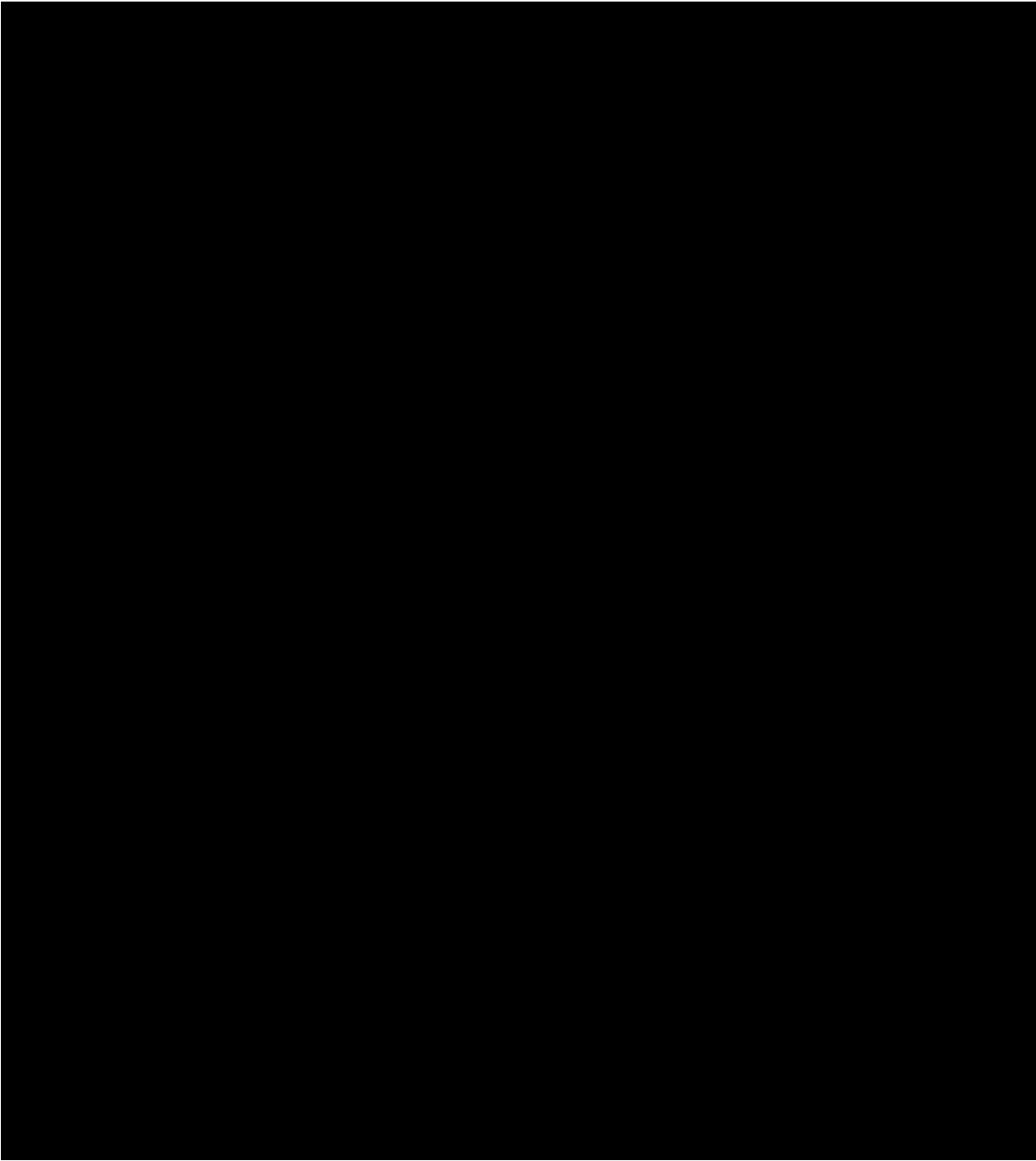
三、课程设计方案

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)

本校是一所致力于打造外语应用型人才的民办外语高校，学校办学以'外语+'战略支撑，全面贯彻党和国家教育方针，树立科学的高等教育发展观，坚持立德树人、以生为本的办学理念，以学科专业建设为龙头，以培养国际视野的高素质应用型人才培养为根本，致力于培育"自信、和谐、竞成、人文"的校园文化，培养卓越中国民办大学人才。

本课程授课对象为本校非英语专业二年级学生 X 班学生，经过之前一年的综合英语、英语口语、听力和语法等相关课程，已经打下了较好的语言基础和思维能力。但是该班级学生未采用分层级教学的模式，所以班级中学生的英语水平存在差异：有的学生已经合格通过英语四级，但是有的学生仍然在准备再战。虽然如此，学生学习英语的积极性较高，在课堂中能参与课堂讨论和日常话题的探讨。

人才定位：根据教育部高教司《大学英语课程教学要求》提出的培养目标，大学英语应该培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。《新视野大学英语视听说教程 3》作为一门以听说能力为主的大学英语基础课程，十分复合《课程要求》中提出的培养目标，同时再结合我校'外语+'的教育战略理念，本课程将延续'以生为本，生为核心'的理念，让学生'在做中学，在学中做'，融入现代网络教育平台，从而将学生培养成**具有国际视野的、高素质、现代化、能适应我国社会发展的应用型**人才。不论是在课堂环境中还是在实际社会交往中都能够用英语，尤其是听说能力，胜任相应的交际任务与活动。

设计理念：为了响应近年来国家高校大力推广的'打造金课'的教学工程，本课程作为大学英语基础课程，旨在为学生在实际情景中运用听力和口语技能打下扎实的基础，培养**应用型有国际视野**的人才。因此，在课程设计上以**学生为中心**，激活学生的原有经验，并与新知识相联接。通过有效地运用这一原理，期望达到把任何知识，教会任何人，并在学习过程中充分发挥教师的'脚手架/支架'(scaffold)作用，指导支持学生能够更高效和有意义的获得新知。

在课程设计中，我团体采用了'HEART'作为课程支撑理念来进行线上和线下混合式教学：

1)H:humanistic 近年来，我国高校大力推广以'思政教育'为内涵的高校课程。大学英语视听说作为一门同时具有工具性和人文性的课程，理应在教学设计过程中融入人文素养提升的想法。为了提高学生的人文素质，体现大学英语课程的育人功能，本课程将在课中和课下结合单元主题和社会时事热点，安排进行人文素质培养的教学内容和活动，以促进学生人文素质、思维能力和正确价值观等的培养。

2) E:E-learning 随着'互联网+'对社会各领域的影响，高校大学英语课程的深化改革，越来越多的课程教学不仅局限于课堂。学生可以通过线上网络平台与线下课堂教育相结合的模式进行学习。本课程将采用线上线下混合的教学模式，打造'24 小时不关门的课堂'，让学生能够在课下也能通过线上平台进行交流学习，提升自身的英语听说能力。

3) A:assistance 根据'scaffold'的教育理念，教师在课程教学中的任务主要是通过

给学生提供'支架'引导学生学习，并在学习过程中逐渐减少教师的辅助，达到学生能够自主探索且继续攀升的目的。本课程学生将通过小组讨论、协作等方式在课堂中和课外完成相应的教学活动，并由学生参与课程评价，以此来达到相互学习、共同成长的目的。而教师将会在监督学生完成相应教学活动的过程中适时地给予反馈和纠正，帮助学生能够更加准确顺利地掌握知识。

4) R:relevant 学生作为大学英语教学的主体存在一定的特点：学生对与自己生活相关的话题和内容感兴趣而且愿意参与，但是对于太过于超出其生活的话题不是特别有积极性。所以，本课程从主题出发，制定出与主题相关同时又能够尽量贴近学生的日常生活和原有知识经验的子话题，进行探讨研究。由此，能够让学生在学习中能听懂、能交流、有话可说、并能延伸所学的内容，达到有挑战性、高层次的学习目标。

5) T:training　对提升学生英语听说能力来说，足够的练习是必不可少的。本课程将采用多样的活动形式来训练学生的听说能力。通过使用线上平台'蓝墨云班课'APP，打造开放式课堂，促进学生 '随时随地学习'。在材料选取方面，可以采用具有人文性和思辨性的材料，让学生进行语音讨论和录制音视频，使学生在课下也能充分的训练听说技能和思维能力。在课上通过小调查，课前展示和听力技巧的讨论总结等活动，使学生能够充分参与到学习中来，把学习真正变成自己的知识储备和职责。而且教师也能够通过学生训练的成功及时给予评价和反馈，让学生能够真正的学以致用，查漏补缺。

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)

本课程将分为 16 周进行学习，每周 2 个课时，每课时 45 分钟，每单元安排两周的时间进行学习(包含课内与课外的内容)。

知识目标：通过学习《新视野大学英语视听说教程 3》，1)学生能够区分事实和意见，用听力词汇和主题预测听力内容，辨别听力材料中的关键词和细节信息，写出全面的听力笔记，使用听力笔记来复述听力内容及概括大意。2)学生能够应用口语技能表达意图(要求、回应、处理误会等)，针对相关的话题给出信息、讲故事、对话、讨论。并且能够设计和发表 1 分钟左右的主题演说。3)学生能够在实际生活中遇到相关话题的情景中，进行比对和比较，并结合课上所学知识进行交流和讨论。

认知目标：1)学生能够对所学的主题进行描述、定义和举例；2)学生能够把所学的知识与自身经历进行联系，并应用相关知识去解决问题，分析和评价社会现象和时事；3)学生对他人的学习成果能够进行评价和讨论，能够对自己的每节课，甚至是每个单元的学习成果进行总结、自我反思和评价。4)从文化层面上，学生能够在课堂内外归纳概括文化的不同，并且对文化现象展开比较和对比的讨论。

情感目标：在提升语言能力的同时，学生能感受不同的文化，从多角度去欣赏文化的差异。提升文化自信，增强文化自豪感和归属感。树立正确且个性化的人生观价值观，培养辩证思维，提升对文化的多元认知和跨文化交际能力，增强文化包容力和批判力。

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)

大学英语视听说课程的首要任务在于培养和提升学生的英语应用能力，帮助学生在打好英语语言基础的同时学以致用。本课程内容贴近学生实际，紧扣社会问题与需求。为了，能够使学生在实际听力和口语情境中使用到相应的技能，课程要求学生写出完整听力笔记使用听力笔记来复述听力内容及概括大意。学生能够应用口语技能，针对相关的话题进行对话、讨论。并且能够设计和发表1分钟左右的主题演说。从认知角度来看，学生在针对单元内容的学习探讨之后能进行总结、自我反思和评价，从而达到有效地学习，促进教与学同步成长。(英语课程不仅仅是一门语言基础课程，同时也是拓宽学生知识，了解世界文化的素质教育中非常重要的一门课程，这也就是说明英语具有很明确的工具性和人文性；英语课程具有很强的育人，英语不仅仅是简单的语言工具，更是人们进行交流的渠道。英语课程的自身特点决定了其本身承担语言与非语言教学的双重教学任务，因此在日常教学中融入并加强教书育人理念，是教学的最佳方式。)

从文化层面上，视听说课程是了解不同文化的窗口和桥梁。为此，在视听说课程中将通过融合与主题相关的学习材料与社会热门话题，结合学生学习的需求，并加入相应的活动设计以达到提升学生英语实际应用能力，培养学生人文与综合素质，使得学生在听说相结合地不同情境中，培养其思辨能力，了解社会，发现表达自我，树立正确而且多元化个性化的价值观，增强对文化的认知和自信，提升跨文化交际能力。

在视听说课程中，根据每个单元的主题，教师将加入TED演讲、电影片段、VOA/BBC/CNN等的视听材料，让学生在学习听力材料和看视频的过程中，潜移默化的了解其他文化，增强跨文化交际的知识和能力。在课程制定过程中，充分考虑到了学生情感态度价值观的需求。为达到课程情感目标，实现语言和育人融合，本课程将增加对时事和社会热点等讨论和比较对比等环节，引导和培养学生正确的价值观和文化领悟力，能够以开放包容的心态去接纳不同的文化，并用辩证的思维去评判看待其他文化。同时，课程还致力于提升学生自身的语言表达和交流能力，实现文化的双向传播，促进文化的交流与发展。

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)

本课程将结合综合过程性评价与总结性评价方式来形成完整的课程评价体系，从全面综合的角度考量评价学生的学习。其中，过程性评价与终结性评价各占50%的比例，以达到评价标准均衡的目的。过程性评价方式将会从学生的知识、认知和情感态度三方面全面进行测评：

评价类型	学习时间	活动内容	评价方式
过程性评价(50%)	课中(线下)	小组合作(讨论、小调查、小组汇报、举例子等)	教师评价、小组互评、生生互评
	课后(线上)	视频观看+线上讨论、作业、音频录制、**教学量表**、测试、E-portfolio 等	蓝墨云班课在线评估(小组评价+教师反馈)

终结性评价(50%)	期末测试	口试+笔试	统一测试、教师评价

为了能够促进学生情感态度与价值观的形成，在课后和课中会穿插或补充与主题相关的TED演讲和英文影片片段、新闻听力等视听材料，并设置讨论环节，要求学生对视频内容进行延伸、联系和讨论，与自己的生活学习和国家社会现状进行结合反思。通过讨论和联想，培养其中国情怀、讲出他们自己的**中国故事**、形成文化自豪感。学生将结合优秀中华传统文化的精神内涵，培养学生成为具有一定国际视野，能够倾听包容及欣赏不同的文化，客观理性地进行国际交流的世界公民。如此，大学英语视听说教学不仅加强了理论和实践的融合，还要注重文化内容的融入，将社会需求和学生学习与深厚的文化底蕴进行有机结合，真正达到教书育人的目的。

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)

Unit 1：Access to Success - Book 3

知识目标：1)学生能够识别听力文本中的 keywords，整理成 keyword outline，并利用听力中的 keywords 复述和概括听力内容；

2)学生能够利用课堂中学到过的关于提及前文讲到过的内容的词组，根据情境进行小组展示；

3)学生能够列举演讲的种类，并且把不同的演讲根据内容进行归类。

认知目标：1)学生能够把表示前文提及的内容的词汇进行归类，并区分和归纳不同种类词汇的使用方法。

2)学生能够讨论、批判和评价多种对成功和成功人士的定义，并且制定出适合自己实际情况的成功方案。

3)学生能够对成功的定义进行判断、分析和评价，结合视听材料内容对'成功'的定义修改和重新拟定。

情感(育人)目标：1)学生经过视听说综合训练，能够正确的去看待成功这一概念，并且

主动去反思和探讨当今社会对于成功的偏见的原因，形成批判式思维。

2)通过思考挑战和如何面对成功过程中的挑战，学生能够树立正确的价值观和人生观，展现思辨的思维和积极乐观的人生态度。

3)学生能够结合社会时事和自身实际来探讨'成功人士'的定义，树立自信心和文化自豪感。

教学重点：1. 识别听力材料中的 keywords，并写成提纲形式帮助学生完成听力和口语任务；2. 学生能够区分关于提及前文讲到过的内容的词组的三种类型，并利用其中的词汇进行 role-play

教学难点：通过结合视频、图像和听力材料，让学生在讨论过程中重新去看待'成功'的含义，并且主动去反思和探讨当今社会对于成功的偏见的原因，激发学生的学习欲望和批判式思维。

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)说明本单元主要内容、课时分配、设计理念与思路

主要内容：本单元从'成功'这一学生熟悉的话题入手，带领学生学习'成功与挑战'相关的词汇及表达，探讨正确客观'成功'的含义和在成功的路上如何面对挑战与困难，培养学生乐观积极地心态；搭配以名人和普通人成功的事例。通过学习这些事例，向学生传递正能量；在知识方面，学生能够有效地识别并记录 keywords，且应用 keywords 对听力材料和对话进行整理，完成听力、口语和小组展示等任务。将'成功'的大主题分成 4 个'子话题'来进行较全面的探讨、分析和反思，培养学生独立思考的能力。同时，能够对成功相关话题进行辩证思考后，有效表达自己的观点，从而培养学生批判性思维和正确客观的价值观、人生观。

课时分配：根据本单元 3 个大的教学目标，总体安排 4 学时，分主题进行探讨学习，由浅入深进行。

设计理念：本单元课程本着 '打造金课'的目标，旨在培养学生解决复杂问题的综合能力和高级思维。而对于本单元的话题—'成功'一直是为人们和社会所热议话题。但是在当前的社会和时代背景下，不少的学生乃至是教师对'成功'的认知有误或偏见，为了能达到'金课'教学育人的目的在保证课程互动性的前提下，对'成功'的意义进行探究和价值观的引导是具有社会必要性。'金课'强调在课程学习过程中以学生为中心进行教学设计，所以，教师在学习中处于**辅助地位**(facilitator)，主要作用为引导和帮助(scaffolding)学生学习，适时地给予教学反馈和补充。
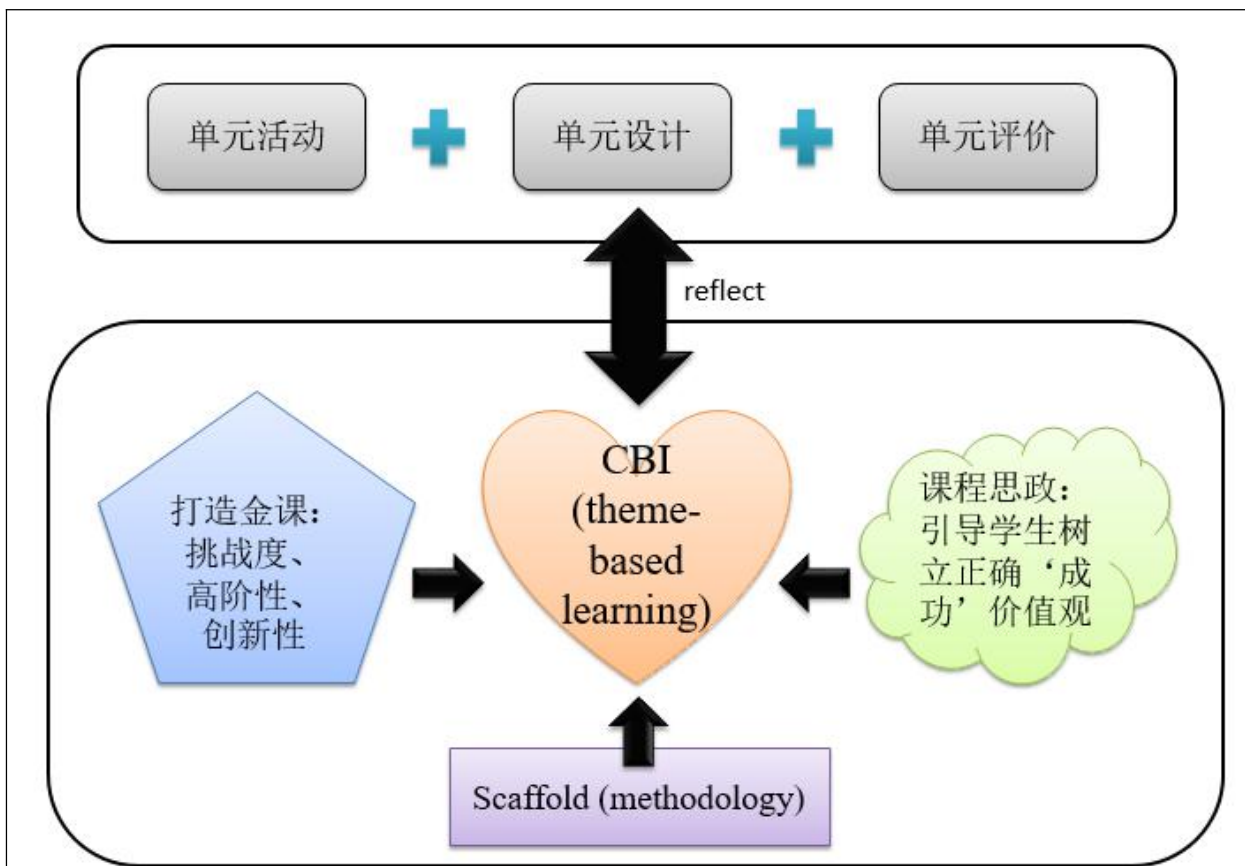
本单元将采用内容依托式(CBI）教学理念，由于其具有强调以学科知识为核心、使用真实的语言材料、符合特殊学生群体需求等特点，有利于学生在真实的语言环境中习得目标语言和知识内容。对于非英语专业的学生来说，其英语学习以应用为主要目的，而且班级中学生的学习水平和能力不同，比较适合采用主题教学模式(theme-based courses)或以内容为基础的语言训练课程。主题教学模式强调用语言作媒介来获取新信息，所选材料主要来自目标语原创的话题，在获取新信息的过程中，结合各项语言技能的训练，提高语言水平。此外，这种模式对学习者的语言能力和专业知识要求不高，语言教师可以单独开展教学活动。

根据 Kasper(2000)的论文所述，内容为依托的教学理念在学习过程中发挥着'**支架**'(scaffold)作用。学生在学习过程中对提出的问题进行信息的探究、收集、评价和综合，最终完成具有挑战性的语言学习任务。CBI 教学理念下，学生在掌握了相应的学习技能和策略后，就逐渐可以减少相应的'支架'，使学生进行定向自我探索，达到使学生成为有独立学习能力且走出课堂也能继续学习的人。

设计思路：本单元围绕'success'为主题词，主要可以分为四个 sub-topic 来进行探讨学习分别为：'What is success to you?'，'Who are considered as successful?'，'What are some challenges/obstacles when accessing success?'和 'How can you access success?'。这些问题通过课堂活动和课下作业之间紧密衔接，通过口语、听力材料、视频观看的方式让学生去正确客观的分析和评价'成功'，也会在学习的过程中对'成功'这一概念有一个新的定义和认知。
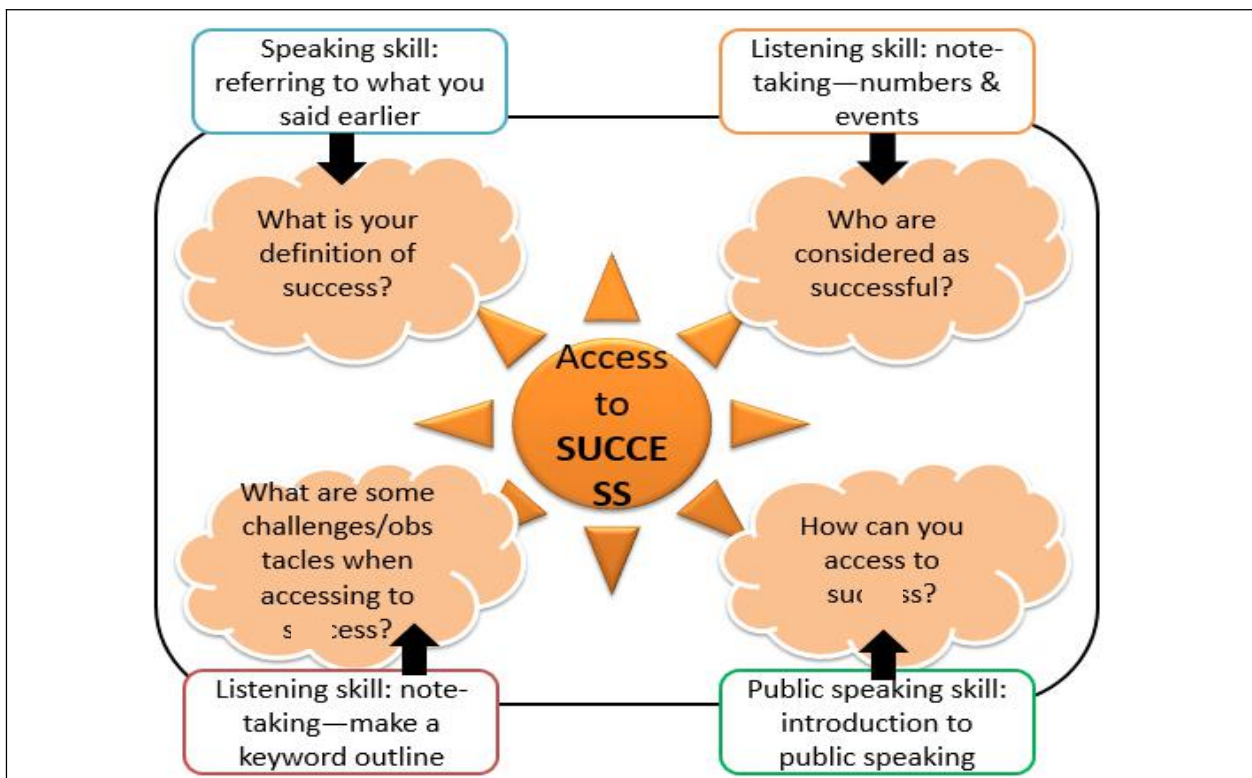
2)教学组织流程，包括课内、课外具体步骤与活动

教学材料：与教学单元的'success'主题相关的视听说语料，并按照子话题来分配。包括一些"原汁原味"的视听说材料(包括书本的视听说材料)，TED 演讲视频，四六级听力题目，影视片段以及讲解听说技巧的微课视频。然后，教师在课前将这些材料上传到网络教学平台。学生可以利用蓝墨云班课 APP 的电脑端或手机端以及便利的校园网络，随时随地地完成教师布置的视听任务。当学生碰到有疑问或难点的地方，可以利用平台的交互功能向同学和教师求助，通过教师和同学的协助，自主完成学习。

补充材料：TED Talk-- *8 Traits of Successful People* by Richard St. John；*A Kinder, Gentler Philosophy of Success* by Alain de Botton；*Embrace the Near Win* by Sarah Lewis；*Try Something New for 30 Days* by Matt Cutts

China Daily：网友隔离在家自拍模仿世界名画走红，来看看你认出几张｜观天下

Better arrangements needed for disabled; *Epidemic shaping better hygiene habits*

VOA：VOA 慢速 ｜ 新冠疫情带来更"洁净"的地球

组织流程:

Section 1—Learning Objectives:

1. Students will be able to identify and classify expressions 'referring to what was said earlier'

(knowledge goal);

2. Students will be able to design a role-play while applying the expressions 'referring to what was said earlier' *(cognitive goal)*;

3. With group discussion, students can evaluate those qualities to success, develop and cultivate those qualities in life *(emotional goal)*.

课程安排	教学步骤	教学内容及活动	原因/理念阐述
Section 1	before class	1. Preview the topic and do brainstorming in groups. 1) Every student will come up with 10 words and expressions related to the topic – 'Success'. Post the word list on the discussion forum in the *'Yunbanke' APP*. Then compare and contrast the similarities and difference in words with those written by others. Also, illustrate and record. 2 reasons underlying the similarities and differences on the forum. Every student should comment on another person's post before class.	To **list** words related to the topic is making a connection to students' previous knowledge. And get students **assess** students' previous knowledge—what should be complemented in class.
	during class	1. Introduce the topic and initiate students to participate. (7 minutes) 1）Open up the lesson with the question: 'What is success?' and to use the words and expressions on 'success' students collected before class to make a word cloud. 2）Different student groups exchange their opinion on the definition of success and take notes.	1) To begin the lesson with a familiar topic can motivate students in participation and arouse their previous knowledge. 2) To check student's comprehension by **explaining** what success is as well as to get students involved.
		2. Listen to the audio in Speaking for Communication part twice. (7	1)&2) To lead the students to listen to the material and give

			minutes)	students enough chance to attempt to understand the material, which can help to build up confidence to some degree.	
			1）For the first time, students will listen and summarize the main idea based on Exercise 1 on p.11. 2）Before listening for the second time, students need to read the questions on p.11. Then listen to the audio again and answer the questions in Exercise 2. The teacher will elicit answers from students.		
			3. Identify and apply the expressions on 'referring to what you said earlier' in Speaking skill on p. 12. (8 minutes) 1) Intensive listening- listen carefully to the audio in Speaking for Communication on p.11. Identify the expressions to refer to what was said earlier and fill the blanks. 2) In groups of 3, by referring to Speaking Skill part on p.12 students will discuss the 3 types of expressions on 'referring to what you said earlier' and put the expressions in the last paragraph into categories.	1)&2) To guide the students on identifying the language feature, which is more effective for learning language than directly telling students about it. After all, learning is a process of discovering and practicing.	
			4. Conduct a role-play by using the expressions in the Speaking Skill. (18 minutes) 1）In pairs, students will choose one of the situations on p.12 and prepare for a role-play. Apply the skill to refer to what was said earlier. 2）Pick 2-3 pairs of students (of different situations) and perform their role-play in front of the class. The rest of students need to	1) Role-play: To **create** a dialogue while using the speaking skill. It can help teachers assess how well students can use the knowledge point. 2) While students are observing others' role-play, it is also a process of reviewing and **self-evaluation.**	

		listen and take notes on the expressions the groups used to refer to what was said earlier and ask questions afterward.	
		5. Summary and assignments (5 minutes) 1）Ask students to summarize what we've learned today in class, especially on the Speaking Skill. List as many expressions on 'referring to what you said earlier' as possible. 2）Assign homework. (See below)	1) Since students are the center of learning, they should be able to reflect on what is important in the learning rather than teachers telling them what should be learned.
	after class	1）If students didn't have a chance to do their role-play in class, they need to record themselves and upload the video onto the online platform. The students can watch the videos and comment on their discussion and usage of speaking skill. 2）Watch a TED Talk-- *8 Traits of Successful People* by Richard St. John. In groups of 3, students need to discuss the 2 questions: 'What are qualities for success? Who are considered as successful?' Upload their discussion onto the forum. 3）Also in groups, students need to collect examples of successful individuals and upload the stories onto the online platform.	1) It can make **evaluation** on how well students can use the skill in producing dialogues. **Peer review** sometimes works better than the teachers' and students can learn from each other. 2)&3) To preview the next lesson and prepare students for it. Also, it prepares the students to talk about the sub-topic for the next lesson.

Section 2—Learning Objectives:

1. Students will be able to identify numbers and events in the audio and organize the events in order based on the notes *(knowledge goal)*;

2. Students will be able to compare and contrast between the two versions of definitions;

further develop their own definition of 'successful people' *(cognitive goal)*;

3. Students will be able to investigate the reason behind the differences in the two versions of definitions in groups *(cognitive goal)*;

4. With group discussion and comparison and contrast, students can establish a relatively unbiased and open-minded view on the term 'successful people', which can adjust students' value on job-seeking and life. *(emotional goal)*

课程安排	教学步骤	教学内容及活动	原因/理念阐述
Section 2	before class	1. Feedback (3 minutes) The teacher will give students feedback on the videos they have uploaded. Then ask students to explain the 8 traits in the video.	To comment on students' work and give timely feedback is important since it can make students feel valued and they can make timely adjustment and correction to their learning strategies and outcome.
	during class	1. Introduce the topic and check homework.(4 minutes) Start off the class with the question-'Who are considered as successful people?' Students will need to match the stories with the names of successful people. (The teacher needs to read students' examples before class and prepare for it.)	To **relate** to the topic of the lesson and prepare students for the class. In order to prevent some students from evading doing some homework, it is better to relate it to in-class activities. And activities can **motivate** students in participation.
		2．Watch the video on p.5 and think over the definition of successful individuals. (10 minutes) 1) The instructor will introduce the words and expressions on p.5 and complement some background information related to the listening material. The students need to listen for the main idea and define the term 'successful people'. 2)Watch the video again and fill in the blanks on p.5	1)&2) To provide students with background of the material can **facilitate** in listening by helping them predicting the topic of the material. Subsequently, they may succeed in understanding the topic. 1) English proficiency of students varies in the class, so the students have higher proficiency should be given an extra task to further their learning.

| | | 3. Watch a clip of TED Talk-*A Kinder, Gentler Philosophy of Success* by Alain de Botton and redefine the term 'successful people'. (12 minutes)

1)The instructor will raise a question 'Does a successful person has to be rich，famous and intelligent?' Students need to answer the question based on the video clip.

2) Students will see the cover of *Time* magazine issued on March 19th, which shows the a picture of a take-out delivery man during the COVID-19 epidemic outbreak and pictures of heroes in harm's way. Students will talk about whether they are successful people and explain their reasons.

3) In pairs, students will integrate the two materials and redefine the term of 'successful people'. | 1)&2) The **Socratic questing and answering method** can help students **reflect** on some common myths and make corrections to these plausible ideas. With visual aid, students can better relate to the idea.

3) Redefine the term--**creation**: to help students **develop** their own definition of 'successful people'.

Learning is also about constantly analyzing, making adjustments and corrections. When students redefine the term, they are making correction to their previous knowledge, which means they are learning. | |
| | | 4. Listen to Passage 1 in Further Practice in Listening on p.20 and complete the exercise. (12 minutes)

1) Introduce the topic with film posters like *Crouching Tiger, Hidden Dragon* and *Brokeback Mountain*. The students need to brainstorm what they know about Ang Lee. The instructor will make complement if necessary.

2) Do an extensive listening on the audio and generalize the main idea.

3) Intensive listening- students will | 1) With visual aid, it can arouse students' previous knowledge about the topic and better relate to the topic. Also, it will make students interested in it.

2)&3) To give every students enough chance to attempt to succeed in understanding the material, which can help to build up confidence to some degree.

4) Note-taking is one of the most significant skills in listening, students | |

		listen again and take notes on the numbers and events. Complete the multiple choice afterward. 4) In pairs, students need to organize the things happened to Ang Lee by referring to the notes.	should apply it to **organize** the story in order, which is necessary in real-life context where notes can help students retell and **reproduce** news and stories.	
		5. Summary and assignments (4 minutes) 1）Students need to summarize the lesson by recalling the redefined definition of 'successful people' and give some more examples. 2) Assign homework.(See below)	1) Since students are the center of learning, it is them who should **recap** what is important in the learning rather than teachers telling them what should be learned.	
	after class	1）Complete the listening exercise on p.13. 2）In groups of 3, compare and contrast the two versions of the definition of 'successful people' and discuss the reason why there are such differences. 3）Watch a TED Talk- *Embrace the Near Win* by Sarah Lewis and discuss in groups about how the speakers' definition of success is different from our own understanding and explain inspirations implied from the video. Upload the audio of discussion onto the online platform. 4）Collect some examples of challenges that you have faced in life. Post your challenges on '*Yunbanke*' App. Read other students' posts before class.	1) To review the listening skill learned in class with practice. 2) To discuss the implied reasons can cultivate and **develop** students' critical thinking skill. 3) To provide multiple angles to **analyze** the same term, which is critical to cultivate students' values and **establish** life goals. Also, it will initiate students' motivation to think critically. 4) To **prepare** students for discussion next lesson.	

Section 3—Learning Objectives:

1. Students will be able to identify keywords in the listening material and apply the skill to

retell and produce answers *(knowledge goal)*;

2. Students will be able to make a keyword outline based on what their group mates said and develop a presentation based on the outline *(cognitive goal)*.

3. With group discussion and presentation, students can make a plan to deal with challenges *(cognitive goal)*.

4．Students can form a positive attitude towards difficulties and feel proud of what they have achieved in difficulties/challenges *(emotional goal)*.

课程安排	教学步骤	教学内容及活动	原因/理念阐述
Section 3	before class	1. Feedback (3 minutes) The teacher will give students feedback on their online discussion. Some students will be elicited to talk about inspirations they have got from the video.	To comment on students' work and give timely feedback is important since it can help students **evaluate** their learning and make timely adjustment and correction to their learning strategies and outcome.
	during class	1. Introduce the topic with homework to make connections. (5 minutes) 1) Begin the class with students brainstorming their classmates' challenges they have read about before class. 2) Elicit some students' posts. Students need to summarize the challenges their classmates face in life and introduce the concept of keywords.	1) &2) To familiarize students with the topic as well as pre-assess students' knowledge on the topic while checking homework. To **prepare** students for further discussion on challenges. 2) Students will be able to **locate** keywords in the text.
		2．Ask a student to read the passage on p.6 and learn the listening skill – note-taking skill: use a keyword outline. (10 minutes) 1) Listen to the paragraphs read by one of the students on p. 6 while other students take notes. 2) Compare students' own notes	1)&2) It is better for students to figure out a knowledge point through **analysis** and **discussion** rather than teachers telling them since teachers are just facilitators in learning. 2) To analyze and <u>generalize</u> keywords in the

		with the notes in paragraph 4 on p.6 and discuss the part of speech of keywords. 3) Students will generalize the part of speech of keywords together.	text through discussion. 3) To reinforce and **summarize** different types of keywords.	
		3. Further apply the listening skill in listening to the audio. (12 minutes) 1) Students will listen to a short paragraph about positive effect of COVID-19 epidemic outbreak and write down keywords. 2) Carry out a competition on keywords they have identified. 3) Use the keyword outline to **summarize** the main idea of the audio.	1) To make a connection between the listening skill and current affairs is critical in improving students' humanistic quality. 2) In-class activities like competition can adjust class atmosphere and get students engaged. 3) To **evaluate** students' application of listening skill through practice so that students know how to use the skill.	
		4. To further the discussion on challenges and think about achievements. (12 minutes) 1) Introduce background and new words in the listening. 2) Watch a clip of news cited from *China Daily*. Take down keywords. 3) In groups of 3, students will discuss their achievements and challenges during the COVID-19 outbreak and take down keywords of what their group mates have said. Use the keywords to **present** their ideas. 4) Pick 2-3 groups of students to present their ideas. The rest of	1)&2) Since students are not familiar with the listening, they should be provided with information to get them prepared. 2) Apply the skill in 'real' listening context. Also, listening to news has always been a difficulty for students at all levels. To **challenge** students, listening to a piece of news will better practice their listening. 3)&4) To relate to students' own experience is an effective way to make students talk. When students think about	

		students need to listen and take notes on the challenges/ achievements they talked about and ask questions afterward.	COVID-19 in a positive way it will be better for them to **form** a positive attitude toward life and pass on the positive energy to others.
		5. Summary and assignments (3 minutes) 1）Students need to summarize the listening skill—how to make a keyword outline. And do a quick quiz. 2) Assign homework. (See below)	1) Since students are the center of learning, it is them who should **sum up** what is important in the learning rather than teachers telling them what should be learned.
	after class	1）Do the survey on '*Yunbanke*' APP and evaluate. 2）Complete exercise on p. 10 and make a keyword outline. Take a photo and upload it onto the platform. 3）Watch a TED Talk- *Try Something New for 30 Days* by Matt Cutts and write down keywords. Use the keywords in group discussion and make a plan to overcome challenges and difficulties in life. Also, explain why a certain measure is effective for dealing with challenge. Upload the audio of discussion onto the online platform.	1) To help students **assess** their learning. 2) To reinforce the listening skill we've learned in class and apply the skill in different listening materials. 3) To preview the next lesson and **prepare** students for it. Also, practice makes perfect.

Section 4—Learning Objectives:

1. Students will be able to differentiate the 3 types of public speaking and put speeches into category *(knowledge goal)*;

2. Students will be able to discuss ways to success and formulate a plan to achieve the goal *(cognitive goal)*;

3. With group discussion, listening and reading, students can build up confidence and pay

attention to details which can promote students' chance of achieving success *(emotional goal)*.

课程安排	教学步骤	教学内容及活动	原因/理念阐述
Section 4	before class	1. Feedback (3 minutes) The teacher will give students feedback on the students' keywords outline. Some students will be elicited to come up with ways of overcoming challenges and difficulties in life.	To comment on students' work and give timely **feedback** is important. Teachers, as facilitators, are responsible for making adjustment and correction, which can help students in learning.
	during class	1. Introduce the topic with a survey to make connections. (5 minutes) 1) Introduce the topic with an **online** survey—'How can you achieve success in life?' Students are going to rank the key qualities to success from the most important to the least important. 2) Students will discuss in pairs the reason of their ranking with examples.	1)&2) To **explain** the importance of keys to success can better relate students to the topic. Different types of in-class activities can motivate students in participation, activating students in learning. Discussing with other students can help open up/exchange ideas and thoughts.
		2．Listen to the audio on p.21 and figure out why confidence is important to success. (10 minutes) 1) Listen to Passage 2 in Further Practice in Listening section and summarize the main idea of the passage. 2) When listening for the second and third time fill in the blanks. 3) The teacher will elicit students for answers after listening. 4) Students need to discuss in pairs about why confidence is important	1)&2)&3) To lead the students to listen to the material and give students enough time to attempt to succeed in understanding the material, which can help to build up confidence to some degree. Since students vary in proficiency, it is necessary to give less proficient student more chance in listening. 4) **Evaluation**—students can better **support** the topic by relating to their own experience, which is

		to success.	beneficial for learning.	

3. Read the passage on p.17 and introduce public speaking. (15 minutes) 1) Students will read the passage – *Success in Details* on p. 17 and summarize the way to success mentioned in the passage. 2) The instructor will introduce public speaking and its types. Students should take notes while listening. 3) 3 different video clips on public speaking will be played. Students need to **discuss in pairs** and put the clips into the right category after watching.	1)&2) Since students are the protagonists on the stage of learning, it is better for them to read the passage by themselves first. Then, the teacher mediate and complement some more points of knowledge afterward. 3) To **categorize** by discussion is a great way of **scaffolding**. With the minimum help from the teacher, students can distinguish the types of public speaking through cooperation.
4. Watch the video clips again and discuss the questions. (8 minutes) 1) Students will watch the video clips again and discuss the following questions: What do you think makes speeches powerful? Who are the possible audience for the speeches? 2) The instructor will elicit answers from students and make complements when necessary.	1)&2) To **initiate** students on forming a basic idea on public speaking. During discussion, students can exchange ideas, which can help students broaden horizon and become open-minded to **embrace** different ideas. In the meanwhile, the teacher is another possible source of ideas. So it is critical for the instructor to make complements when necessary.
5. Summary and assignments (4 minutes) 1）Students need to summarize the lesson with ① tips of becoming successful; ② Do a quiz on 3 types of public speech and tips of delivering good speeches.	1) Quiz is an efficient method of evaluating students' learning in class. Also, it is student-oriented and explicit.

		2) Assign homework. (See below)	
	after class	1) Make a self-reflection on what was learned in this unit. The following things should be included: ① what was useful to you? ② what was difficult or confusing to you, which needs further explanation? ③ what was inspiring in the unit? Upload the reflection onto the online platform. 2) Work in groups of 3 and choose 4 pictures from the assignment section in '*Yunbanke*' App. **Make a story** of 'Success in my life': 1. What did you succeed in? 2. What were your challenges and achievements? 3. How did you make it in detail? 4. Why do you think you are successful in doing so? Record and upload the story onto the designated module on the online platform. 3) Preview Unit 2- find at least 12 words related to emotions and draw *Emoji* based on the words. Bring it to class next week.	1) To **reflect** on the listening in the unit is beneficial for the students to **evaluate** their learning of the unit as well as for the teacher to get **feedback** adjusting her teaching method and materials, which is a vital procedure in **scaffolding**. It is also a chance to assess the outcome of learning. 2) To **combine** the knowledge learned in the unit and to **author** a story of 'success' which will be challenging but of higher cognitive ability. 3) To preview the next unit and prepare students for it. To arouse students' interest in the unit while **preparing** them for exploring into the topic.

2）单元教学过程如何实现语言与育人的有机融合

本单元围绕成功为话题进行语言教学和育人思想的渗透。在日常教学过程中，我发现不论是学生甚至是教师都会存在对成功的认识上的偏见和狭义的解读。为了能够引导学生树立正确、客观而且包容的价值观，本单元的第二和三课时都针对'成功'在不同角度进行了剖析和讨论。Section 2 学生通过在课前对'successful people'定义对课程主题有一个大致的掌握。但是，由于学生普遍存在对成功人士的定义较为狭义或存在偏见的状况，这就需要教师发挥引导作用去帮助学生破除陈旧的狭隘的成功价值观。学生通过在课堂中观看 TED 视频及与疫情期间**'逆行者'**的图片后讨论这些人是否成功以及其成功的缘由，进一步对'成功人士'重新定义(**成功无关乎职业和身份地位，而在于自我人生价值的实现**)，以达到学生思辨能力的培养和正确价值观和**就业观**引导及树立的目的。课后，学生将对课前和课中的'成功人士'的定义进行对比和比较，并以小组为单位讨论差异的产生原因，在这个过程中促使学生对价值观进行反思，同时也能够达到在人生目标和思想上破旧立新的效果。而且，为了能够让学生接受包容多元化的价值观，

在课后学生将观看一个 TED 演讲视频，对成功的标准有一种新的认知。

Section 3 主要是针对学生该如何面对成功路上的挑战而设计的。根据调查显示，现今高校的大学生普遍存在缺乏吃苦耐劳的精神，遇事消极丧气。课堂中安排了学生观看疫情时期商家用创新的方式来递送货物，并让学生结合自身实际讨论在疫情期间的自身的成就与挑战，并以此话题来进行 presentation，从小处着手，让学生意识到成就不论大小，只要勇于尝试就能有所得，有助于学生树立成功的信心。而且，结合视频和音频的内容，学生可以总结出事物的两面性，真切的体会到'塞翁失马焉知非福'的道理，这有助于培养学生的**逆向思维，传递正能量**。在课后，通过观看 Christine Bleakley 滑水横渡英吉利海峡的视频来引导学生树立永不言弃的人生态度。同时也增加了 TED 演讲视频-用 30 天完成新的挑战-以此来引导学生树立良好的面对挑战的习惯和勇于尝试的心态为了能够通过提升学生的直面挑战的信念。

Section 4 主要是通过阅读讨论课本中'Success in Detail'这篇文章来达到以小见大的目的和树立正确人生观和价值观的目标。就如**中国传统思想**中'不积跬步无以至千里，不积小流无以成江海'的思想一致，成功也是需要从细节处和微小处积累堆砌而成的。然而，当代大学生普遍存在成功是'一蹴而就'的幻想，为了能纠正这种偏激的思想，在课程中会让学生去搜集相关的事例，通过真人真事来引导学生用正确的态度去走向成功，培养学生细心和耐心的品质，使学生重视细节和积累成就。

马克思在《德意志意识形态》中明确指出，"语言是一种实践的、既为别人存在并仅仅因此也为我自己存在的、现实的意识。"英语与其他语言一样，是人们传递着情感、价值、伦理观念的载体。大学英语教学作为语言与实践的统一体，其本身就是一种社会场景下的话语实践。本单元的课程在学习语言知识和话语技能的前提下，激活语言中蕴含的社会立场、价值原则、情感态度等精神因子来满足学生成长发展的长远需求。并通过'教于学'的过程实现知识教育与价值教育的双重目标。

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)

本单元采用了**多样的教学评价方式**：1.在课前预习时安排如 Brainstorm 和 collect examples 这类的活动，进行诊断性评价。在课程开始之前大致掌握学生的知识、技能等状况，并按照预测的学生的知识基础和准备状况，以判断他们是否具备实现当前教学目标所要求的条件，并根据情况安排课堂教学活动。

2. 为了能更好地达到教学目标，将语言与育人相结合，本单元结合了**形成性教学评价**的方式。如在 Section 2 当中要求学生在课的开始对'successful people'进行定义。随着课堂教学内容和材料的补充深入，学生将修改并重新定义'successful people'，从而改变原先狭义或偏颇的认知。形成性教学评价既有利于教师判断教学工作是否达到了教学目标的要求及时调整和改进教学工作，更有利于学生在循序渐进的过程中形成正确客观的价值观和人生观。

3. 评价的功能不只是检查学生知识、技能的掌握情况，更为关注学生掌握知识、技能的

过程与方法，以及与之相伴随的**情感态度与价值观的形成**。为了能够让每个学生都参与到课堂活动当中来，在本单元在课后补充与主题相关的 TED 演讲，并设置讨论环节，目的就在于检测学生知识的同时关注学生的情感态度价值观的发展。如 Section 4 课堂中活动过程中对在听力材料结束后，学生进行小组讨论关于自信心在成功中的重要性，关注学生的情感导向以及培养。

4．本单元评价方式注重**综合评价**，关注个体差异，实现评价指标的多元化。在课堂中和课后设置开放式讨论题，让所有学生都能够参与到讨论中来。在学生相互交流过程中展开思想、思维、情感和价值观的碰撞。在关注学业成就的同时，也尊重关注学生作为个体发展的其他方面，如积极的学习态度、创新精神、分析与解决问题的能力以及正确的人生观、价值观等。在学习过程中不仅检测基本知识和技能，还敦促学生从学会合作、学会做人等，从多方面进行考查和综合评价。

5．本单元课程评价还强调参与和**互动、自评与他评相结合**，实现评价主体的多元化。教师在本单元的评价中被弱化了，取而代之的使学生互评和小组互评。学生从被动接受评价逐步转向主动参与评价。尤其是在 Section 1 和 Section 3 的课堂 role-play 和 presentation 评价的过程中，以学生和小组互评为主，体现了英语教学民主化、人性化发展进程的体现。在学生拥有了民主评价的权力之后，其情感需要和意见建议得到了关注和重视，会让学生主动且积极的参与到评价过程中来。

6．在本单元的 Section 4 的课后作业中，学生将对自己本单元的学习进行较为全面的**反思**，来发现自身学习中的不足和疑惑，并及时的提出问题，让教师能关注学生求知的过程、探究的过程和努力的过程，关注学习和教学在各个时期的进展状况。而对于教师来说，只有关注过程，评价才可能深入学生发展的进程，及时了解学生在发展中遇到的问题、所做出的努力以及获得的进步，这样才有可能对学生的持续发展和提高进行有效地指导，评价促进发展的功能才能真正发挥作用。与此同时，也只有在关注过程中，才能有效地帮助学生形成积极的学习态度、科学的探究精神，才能注重学生在学习过程中的情感体验、价值观的形成，实现"知识与技能""过程与方法"以及"情感态度与价值观"的全面发展。

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．采用线上与线下混合式教学，整合线上与线下课堂教学：

为了响应近年来国家高校课程改革的号召，在设计教学的过程当中采用了线上线下的混合教学模式。大学英语视听说课程一直以来存在'课堂教学时间有限，学生学习投入不足'的问题。为了能够改善现状，增加学生学习投入参与，提升学生的听说能力，每单元教学将以线上平台(蓝墨云班课 APP)为依托,在课前布置任务，让学生在原有的知识经验基础上对单元内容进行预习和准备。这样在课堂上学生就不会手足无措，不知所云。在课后，教师通过云班课 APP 发布相关视频和音频，让学生在收听观看音视频的基础上进行线上讨论，并要求学生参与回帖评论，充分调动了学生的学习主动性。在交互的环境中，教师和学生形成了探讨共同体，共同促进学生达到学习的期望。同

时，教师通过课堂教学设计整合线上和线下资源，形成一个相关关联和影响的整体。整合式教学设计促使学生在掌握了一定的知识基础后，被动机驱使去主动参与学习活动，使得学生的学习积极性和投入提高，减少了被动输入的弊端。

2. "支架式建构"教学理念与"学习投入"理念相结合：

在教学理念上，为了打破传统的以教师讲授为主的教学方式，本课程采用了以学生为中心的两大教育理念'支架式建构'理念和'学习投入'理念的结合。这两种教学理念在某种程度上有共通之处。'支架式建构'理念提出学习是利用概念框架作为学习过程中的脚手架作为支撑，应按照学生智力的"最邻近发展区"来建立，因而可通过这种脚手架的 "支架作用"（scaffolding）不断地把学生的智力从一个水平提升到另一个新的更高水平，其中一个重要的环节就是'协作学习'—即学生通过小组讨论、协商在共享集体思维成果的基础上达到对当前所学概念比较全面、正确的理解，即最终完成对所学知识的意义建构。而'学习投入理论'也提出学习有三个基本原则中首要的是合作学习。因此，在课堂和课外的学习过程中，教师的教学设计依照合作学习的理念安排教学活动，如小组讨论、小组汇报等。在学习评价上，这两个教育理念也都在教学评价上强调'要结合教师及学生个人的自我评价和学习小组对个人的学习评价。'，所以，课程在学习评价上鼓励师生交流、使学生之间和谐合作、提供及时反馈、尊重不同才能和学习方法的学生。通过线上蓝墨云班课 APP 的交流平台和发帖功能，给学生以充分的空间去进行互评和自评，也让教师发挥辅助（facilitator）作用—为学生提供及时的指导与帮助，激励学生主动学习。

3. 教学过程设置合理，满足金课要求：

根据国家教育部吴岩司长提出的金课"两性一度"，即高阶性、创新性、挑战度。所谓"高阶性"的理念，就是知识能力素质的有机融合，是要培养学生解决复杂问题的综合能力和高级思维。所谓"创新性"，是课程内容反映前沿性和时代性，教学形式呈现先进性和互动性，学习结果具有探究性和个性化。所谓"挑战度"，是指课程有一定难度，需要跳一跳才能够得着，老师备课和学生课下有较高要求教学方案是基于教材的创新设计，在难度和深度方面根据学生接受能力进行适当挖掘。

为此，在本单元中做了以下设计：1) **创新性**：①本课程最主要的创新在于打破常规按照教材内容授课的方式。将课本内容按照子话题进行划分，重新安排授课内容，使授课内容以主题为中心体系化。授课内容更清晰，框架更清晰，形式更灵活。②本课程采用线上线下平台进行教学，充分发挥学生的主观能动性，利用网上学习平台，学生可上传音频与视频成果以及讨论发帖等形式进行交互式学习借鉴。③本课程在思政教育的选材上结合社会时事和学生实际，贴近学生的需求和社会需求。并且结合 China Daily 和 21st Century 等英文推送平台的相关文章来进行时事讨论和评论发表。由此达到教学手段和材料的创新。

2)**高阶性**：从育人的角度来看，语言学习中的过程也是学生培养思辨能力和树立人生观和价值观的过程。本单元谈及'成功'该话题，在高校学生的认知中普遍存在偏见和误解。课程 Section 2 通过将'successful people'进行定义对比的教学活动，引导学生重新思考'成功'正确的含义，培养现今大学生客观的价值观。在课程评价中

设计并加入了**教学量表**，帮助学生去反思评估课堂中的学习成果，及时进行学习反馈。

Grade Criteria	Fully capable	Somewhat capable (what is incapable)	Incapable	I don't know
1. After having this lesson, I can define and list the concept of keywords.				
2. After having this lesson, I can identify and write down keywords in listening.				
3. After having this lesson, I can make a keyword outline and use it to retell.				
4. After having this lesson, I can talk about challenges and achievements in life.				

3)**挑战度：**

①对于大学英语视听说课程来说，最主要的挑战之一就是听力和口语练习的不足。因此，为了能挑战这个难题，本单元将加入 TED 演讲视频作为课程补充内容(Section 2&4 是课内使用，其他 TED 演讲在课后都有涉及)。而且学生不只是无意义的去听去看，而是带着问题去思考视频的内容，并将自己的想法分享给小组成员，乃至班级中的其他同学，这个任务对于学生来说是相当具有挑战性的，而且能够促进学生间思想的交流和批判思维得形成。

②在每个单元的结尾，教师会针对本单元所学习的主话题和子话题设计小组活动，让学生对本单元的话题进行融会贯通。例如在第一单元的 Section 4 结束后，教师会让学生结合本单元'成功'这个话题以及 4 个子话题，以小组为单位来编写自己的'成功故事'。对于学生来说用英语讲故事，把故事讲清楚本身就具有一定挑战性。而在我团队的视听说课程中，讲的故事要与教师给出的图片或者视听材料相结合，<u>对学生讲的内容有限定，所以对学生来说更具有挑战性</u>。为了能够帮助学生顺利完成学习任务，此项活动以小组为单位进行，让学生能够在挑战中学会**合作和共赢**。

③对于非英语专业大二学生来说进行小组互评和学生课堂总结也是个挑战。在传统课堂中，教师作为主体剥夺了学生的自主思考能力和民主权利，而在本单元的课程评价中采用学生互评和小组互评的方式，使学生脱离了传统意义上的教师为主体的评价模式，给了学生高度的民主自由的同时也赋予了学生责任—他们要为自己做出的评价负责，这是相当具有挑战性的。而且，不同于传统，课堂总结的任务也将由学生自己承担，毕竟学习的主体是学生，他们要为自己的学习负责，让自己学有所得，而不是在课堂中浑水摸鱼。