



电子科技大学  
University of Electronic Science and Technology of China

# 外语教材有效使用中的教师中介作用探索

电子科技大学 胡杰辉  
苏州 20210722

## 外语教材有效使用中的教师中介作用探索

- 为何要重视教师中介作用
  - 理论指导下的教学实践
  - 《指南》指导下的教师发展
- 中介理论探析
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  - SCT与互动假设
- 教师中介作用框架
  - 行为中介体系
  - 认知中介体系
  - 情感中介体系

# 为何要重视教师中介

## 理论指导下的教材使用实践

- **比赛章程：**
- 通过本赛题，大赛旨在实现以下三个目标：
  - 领会教材理念，深挖教材内涵。
  - 创新教学设计，落实育人使命。
  - 推动协作共建，培养优秀团队。
- **每项背后都是教师的中介作用！**

2021  
— FLTRP Star Teacher Contest —

**外研社“教学之星”大赛**

2021年外研社“教学之星”大赛  
外语教材的有效使用：培根铸魂，启智增慧 章程  
(本科英语组)

日期：2021/03/26 来源：高等教育出版社

### 一、大赛介绍

外研社“教学之星”大赛创办于2013年，是面向全国高校外语教师的大型公益赛事。大赛以引领教学发展、创新教学理念、交流教学方法为宗旨，以专业水准、规范流程、科学评价为原则，以多语种、多层次、多模式为特色，在全国高校外语教育领域广受认可，被连续列入中国高等教育学会“高校竞赛评估与管理体系研究”《全国普通高校教师教学竞赛分析报告》数据来源。

外研社“教学之星”大赛每赛季都根据国家人才需求与高校外语教育改革发展，广泛征集意见，确定赛题赛制，力求回应时代命题、担当教育使命，为全国高校外语教师搭建交流新思想、新理念与新方法的学习平台，为培养新时代所需的高素质国际化创新型人才作出应有贡献。

### 二、大赛赛题

教材是课程内容的载体，是教师开展教学的基本依据，也是学生获取知识的主要来源，承载价值观念，体现国家意志。教师对教材的理解、加工与转化是确保教学效果与育人成效的关键。2021年外研社“教学之星”大赛根据外语教育改革发展趋势与教师教学能力发展需要，在汇集各方意见的基础上，将赛题定为：**外语教材的有效使用：培根铸魂，启智增慧。**

# 为何要重视教师中介

## 理论指导下的教材使用实践

- 国际研究热点：
  - The rationale behind this special issue is to underscore the importance of studying instructional materials in context—that is, **how materials and textbooks are used by teachers and learners.**
  - Research on teaching materials needs to ... appreciate the place of instructional materials **in the wider social and educational context**, and to do so in a methodologically and analytically **principled manner.**
    - Harwood 2021

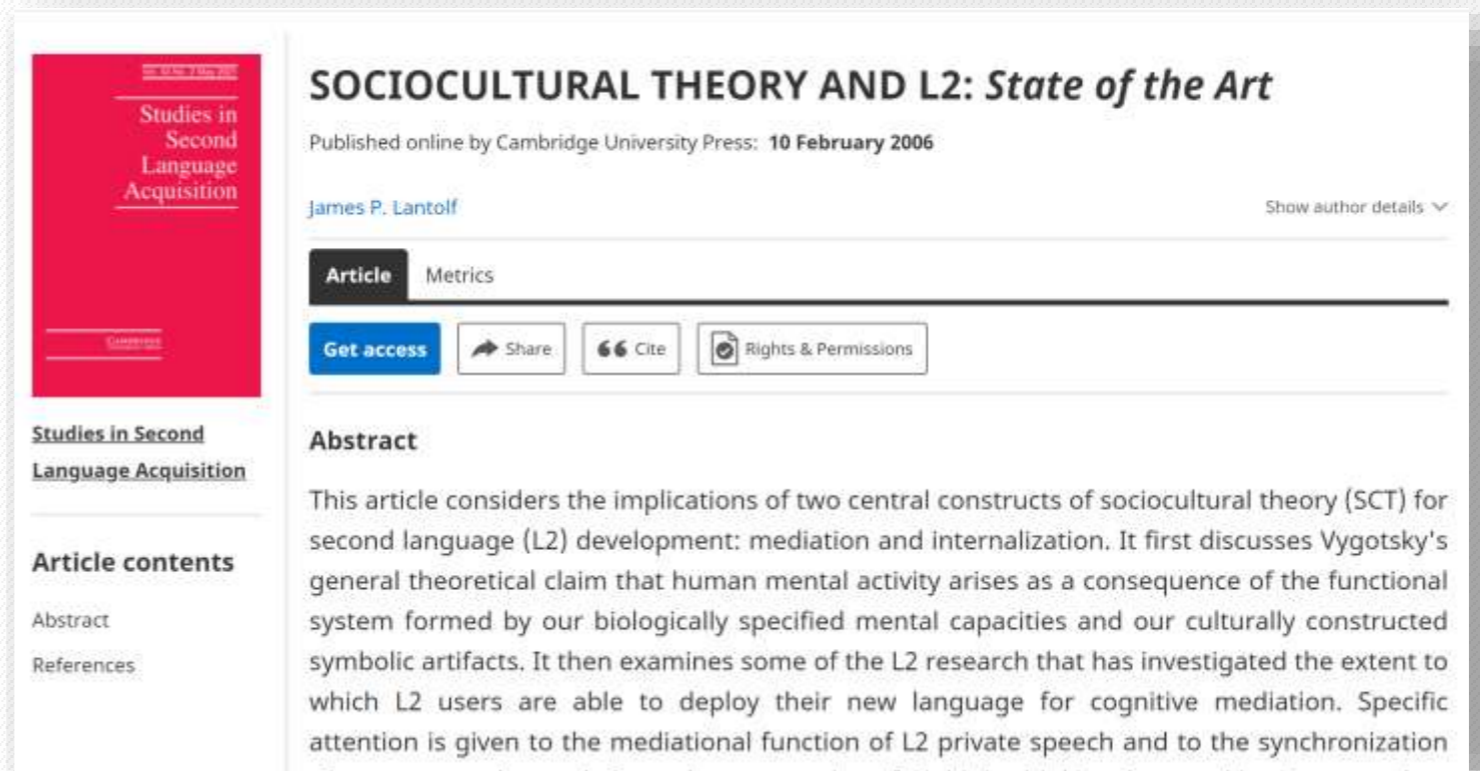


The screenshot displays the website for The Modern Language Journal. At the top, the journal's logo and title are visible. Below the title, there is a navigation bar with links for HOME, ABOUT, CONTRIBUTE, and BROWSE. The main content area features a cover image of the journal and the title of the special issue: "Volume 105, Issue S1: Materials Use Across Diverse Contexts of Language Learning and Teaching". The page number (1-185) and the date (January 2021) are also shown. The editors' names (Anne Marie Guerrettaz, Mel M. Engman, and Kathleen Graves) are listed at the bottom of the special issue information. A red box highlights the title and page information. Below the special issue information, there are links for "Previous Issue" and "Next Issue", a "GO TO SECTION" button, and options to "Export Citation(s)" and "Download PDF(s)". The "Issue Information" section at the bottom indicates "Free Access" and provides the "Issue Information - TOC", "Pages: 1", and "First Published: 11 March 2021". There are also links for "PDF" and "Request permissions".

# 为何要重视教师中介

## 理论指导下的教材使用实践

- **中介**在语言学习与教学中具有特殊的理论含义
- A key concept in Sociocultural Theory (SCT)
- Human mental functioning is fundamentally a **mediated** process that is organized by cultural artifacts, activities, and concepts (Ratner, 2002).



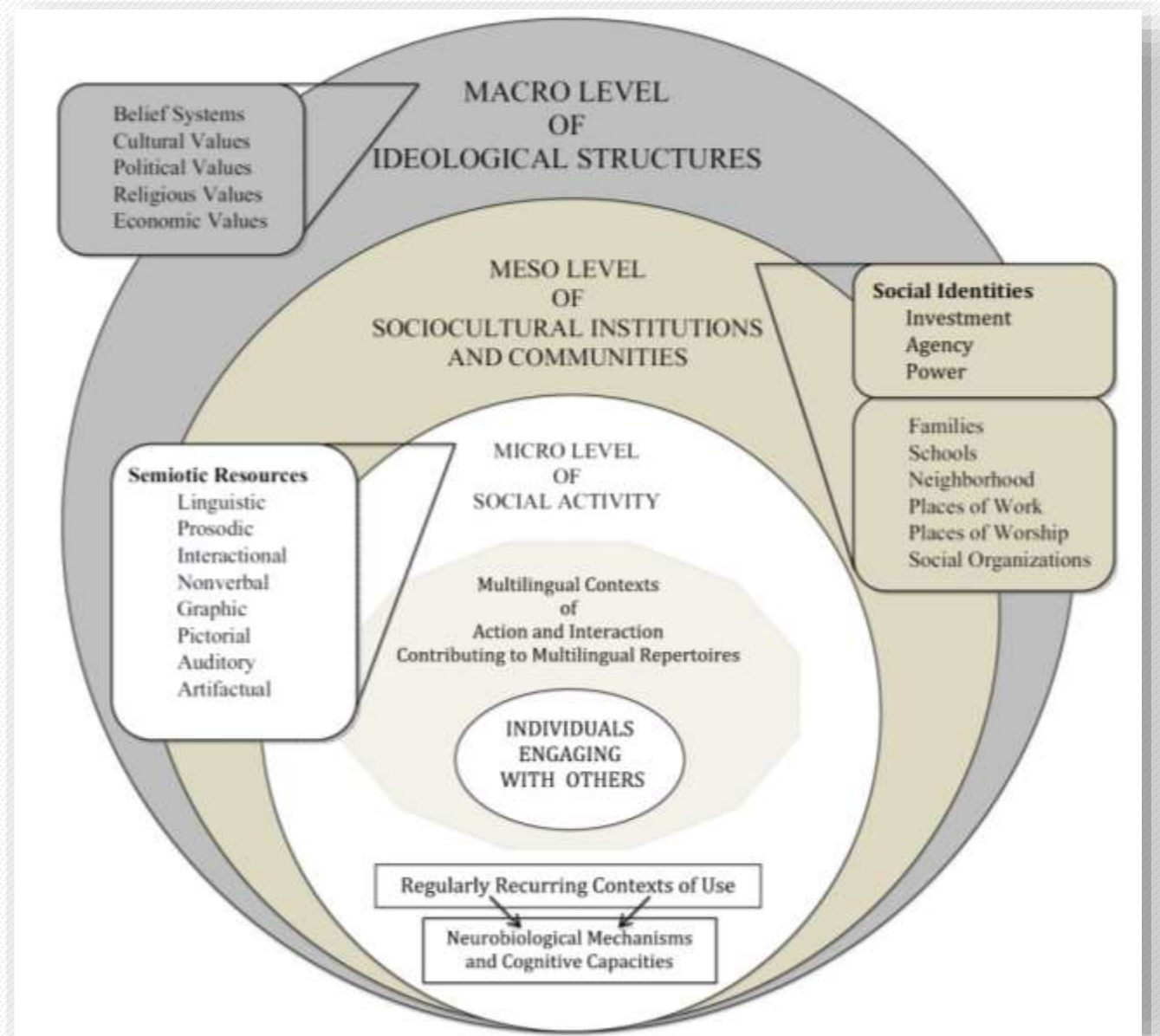
The screenshot shows a digital article page. On the left is a red book cover for 'Studies in Second Language Acquisition'. The main content area features the article title 'SOCIOCULTURAL THEORY AND L2: *State of the Art*', the author 'James P. Lantolf', and the publication date '10 February 2006'. Below the title are tabs for 'Article' and 'Metrics', and buttons for 'Get access', 'Share', 'Cite', and 'Rights & Permissions'. The 'Abstract' section begins with the text: 'This article considers the implications of two central constructs of sociocultural theory (SCT) for second language (L2) development: mediation and internalization. It first discusses Vygotsky's general theoretical claim that human mental activity arises as a consequence of the functional system formed by our biologically specified mental capacities and our culturally constructed symbolic artifacts. It then examines some of the L2 research that has investigated the extent to which L2 users are able to deploy their new language for cognitive mediation. Specific attention is given to the mediational function of L2 private speech and to the synchronization

# 为何要重视教师中介

## 理论指导下的教材使用实践

- 理论和实践相结合是提升大学英语教学质量的关键途径
- 我本是认知背景，但是二语习得是超学科研究
- 外语教师要以问题为导向，从多维视角出发，基于语言学习本身的复杂性，深入理解外语教学现象和规律。
- 在欣赏比赛时，反思是否较好发挥了“外语教材有效使用”的教师中介作用

- The Douglas Fir Group 2016 *MLJ*  
The Multifaceted Nature of Language Learning and Teaching



# 为何要重视教师中介

## 《指南》指导下的教师发展

- 育人者必先育己，立己者方能立人。
- 大学英语教师必须主动适应高等教育发展的**新形势**，主动适应大学英语教育的**新要求**，不断提高自身的**育人素养、学科素养、教学素养、科研素养和信息素养**。

### 大学英语教学指南 (2020版)

教育部高等学校大学外语教学指导委员会

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#### 教师发展

教育大计，教师为本。提升大学英语教师的育人素养、学科素养、教学素养、科研素养和信息素养是保证大学英语教学质量的关键。大学英语教师发展既需要学校和院系的支持和政策保障，也需要教师自身的追求和努力。

各高校应重视大学英语教师队伍建设，坚持分类指导，建立健全教学科研评价、职称评聘等机制，持续优化大学英语教师队伍结构，系统提升大学英语教师队伍的实力和竞争力；以立德树人为根本，以学生成长为中心，建设一支师德高尚、业务精湛、充满活力的高素质大学英语教师队伍。

# 为何要重视教师中介

## 《指南》指导下的教师发展

### 1 前言

为全面贯彻落实党的教育方针和全国教育大会精神，顺应新时代高等教育发展要求，进一步深化大学英语教学改革，提高教育教学质量，根据《中国教育现代化 2035》和《关于加快建设高水平本科教育 全面提高人才培养能力的意见》等指导高等教育发展的文件精神，在总结大学英语课程建设和教育教学改革经验的基础上，制订本指南。

本指南对大学英语教学提出的指导性意见，是各普通高等学校制订大学英语教学大纲、进行大学英语课程建设、实施大学英语课程教学与课程评价的主要依据。

英语作为全球目前使用最广泛的语言和开展国际交流的重要工具，是中国与其他国家和地区在科技、人文等领域进行交流的最主要媒介，是中国持续深化对外开放过程中不可或缺的

### 新要求

- **高校开设大学英语课程具有重大意义。**
- **学生成长需求：**大学英语课程不仅有助于学生学习了解世界各国优秀的文明和文化、前沿的科学技术……，而且为学生知识创新、潜能发挥提供一个基本工具，为迎接经济全球化时代的挑战和机遇做好准备。
- **国家战略需求：**大学英语课程有助于培养和储备一大批具有世界眼光、国际意识和跨文化交际能力，通晓国际规则，精通国际谈判的人才，为促进国家改革开放和社会经济发展、提高我国履行国际义务及参与全球治理的能力、推动构建人类命运共同体提供充足的优质人才支撑。



# 为何要重视教师中介

## 《指南》指导下的教师发展

### • 新形式

- 习近平在中共中央政治局第三十次集体学习时强调 加强和改进国际传播
- 讲好中国故事，传播好中国声音，展示真实、立体、全面的中国，是加强我国国际传播能力建设的重要任务。
- 要更好推动中华文化走出去，以文载道、以文传声、以文化人，向世界阐释推介更多具有中国特色、体现中国精神、蕴藏中国智慧的优秀文化。
- 推进中国故事和中国声音的全球化表达、区域化表达、分众化表达，增强国际传播的亲合力和实效性。



## 《指南》指导下的教师发展

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### 教学管理

教学管理是指学校为实现人才培养目标、保证教学有序进行而实施的一系列决策、计划、组织、协调和信息反馈等活动。提高大学英语教学管理质量和管理水平是实现大学英语教学质量提升的重要保障。教学管理涉及教学目标管理、教学过程管理、教学质量管理等，重点是协调好教师、学生、管理者三方的责、权、利，理顺各种关系，充分调动各方面的积极性，提高人才培养质量。

各高校教学管理部门和大学英语教学管理者应贯彻落实本指南的指导思想，根据学校定位和人才培养目标，制订切合实际的大学英语教学大纲，用以指导、组织、规范大学英语的日

## 新形式

- 百年未有之大变局
- 大学英语教师发展既需要学校和院系的支持和政策保障，也需要教师自身的追求和努力。
  - 突出教学研究在教学改革、课程建设等方面的重要作用，深入研究人才培养需求、学生认知特点、语言学习规律，积极推进外语教学模式的创新和教学方法的改革，探索具有中国特色的大学英语教学理论和方法，全方位提升大学英语教学质量。

## 外语教材有效使用中的教师中介作用探索

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  - 《指南》指导下的教师发展
- 中介理论探析
  - SCT理论中的中介观
  - ZPD与支架
  - SCT与互动假设
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  - 认知中介体系
  - 情感中介体系

## SCT理论的中介观

- SCT 是关于个体认知发展的理论，来自Vygotsky 所创立的文化历史心理学，开启了认知研究的社会转向。Lantolf & Thorne(2006)等引入到应用语言学领域。
- SCT was construed to refer to the **theory of mental development and functioning** formulated by Vygotsky and his colleagues (Lantolf, 2006)
- 围绕个体高级心理机能发展，有几个关键概念：
  - 内化( internalization)
  - 中介( mediation)
  - 最近发展区  
( zone of proximal development, ZPD)

SSLA, 28, 67-109. Printed in the United States of America.  
DOI: 10.1017/S0272263106060037

## SOCIOCULTURAL THEORY AND L2

*State of the Art*

James P. Lantolf  
*The Pennsylvania State University*

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This article considers the implications of two central constructs of sociocultural theory (SCT) for second language (L2) development:

# 中介理论探析

## SCT理论的中观观：内化

- **人的心理机能分两类：**

- 区别反映在人与世界的关系上

- **低级心理机能**是生物进化的结果，受生物学规律支配、由客体引起的直接关系
- **高级心理机能**是以社会文化等因素(社会关系、物质、语言等工具)为中介建立的间接关系

- **高级心理发展特点**

- 不是从内部自发产生的，而只能产生于人们的协同活动和人与人的交往之中
- 最初必须在人的外部活动中形成，随后才可能转移至内部，成为人的内部心理过程结构，即**内化**
- **内化是个体高级心理机能的发生和发展机制**：是个体**在社会交际活动中**将社会平台的行为和思维方式转化到个体心理平台，从而调节自身行为和思维方式的发展过程( Vygotsky 1978: 57)

# 中介理论探析

## SCT理论的中介观: mediation

- **中介**是促进学习者**内化**发展的媒介方式，是以促进学习者能力发展为目的、最终提高学习者发展潜能的帮助过程。
- **是构建主客体之间联系的社会关系、人造物等**
  - 学习者从一开始就和周围的人建立各种联系，通过交往互动学会使用语言、了解世界。学习者身边的这些人(父母、老师、同伴等)在其认知发展过程中起中介作用，充当中介者角色。



# 中介理论探析

## SCT理论的中介观: mediation

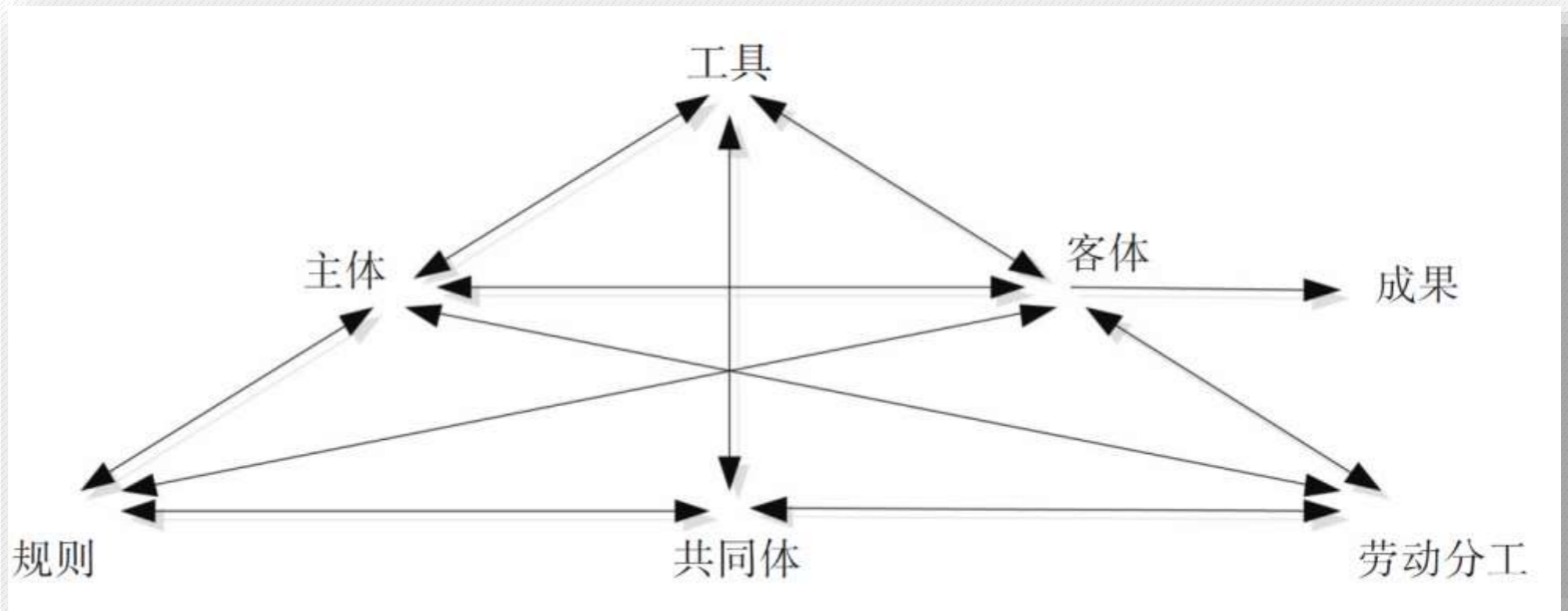
- 从功能上看，**中介是一种认知工具**
  - 对外的**物质工具**和对内的**心理工具**
  - **语言?**
    - 作为高级心理机能发展的主要工具，通过个体在社会活动(日常交际和学校教学)中对语言意义(language meaning)的模仿和学习，最终发展成为个体对外与社会成员交流信息的中介、对内进行思维活动的心理中介。
    - SCT-SLA 研究关注二语作为工具的双重属性，探索二语由外在的社会文化活动转向内在的心理功能的过程：**内化发展及其各因素之间的关系。**

# 中介理论探析

## SCT理论的中介观: mediation

- **活动系统模型**(Engeström 1987: 45)

- 主体、客体和中介位于三角模型的上半部分。主体采用一定中介，作用于客体（目标）使其转化为成果。
- 这一过程发生在规则、共同体和劳动分工组成的社会文化环境中(Cole 1996)。





## 外语教材有效使用中的教师中介作用探索

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## ZPD

- **高级心理机能发展的动态过程**
  - 实际发展水平 vs. 潜在发展水平
  - **儿童实际水平**：由独立解决问题的能力而定
  - **潜在水平**：在成人指导下或与能力较强的同伴合作时能够解决问题的能力 (Vygotsky 1978: 86)
  - **SLA实际水平**：由个人语言产出所决定
  - **潜在水平**：与通过同伴或教师合作所产出的语言所决定
  - 因此ZPD常被用来解释外语课堂中的同伴/师生互动

## ZPD vs. Scaffolding

- **支架：**
  - **中介：**学习者在抵达ZPD过程中，来自教师、同伴以及他人提供的中介辅助
  - **梯度：**支架可以帮助分解任务难度、减轻认知负荷等，从而把学生从一个水平引导到另一个更高水平
  - **动态：**一旦学习者已经完成了从他人调整到自我调整的内化过程，达到目标高度时，支架就应该及时撤除
  - **互动：**与传统的教师单向指导不同，支架的搭建是一个共同的合作过程
- **支架vs 中介**
  - **支架**着眼于完成当前任务，具有特定的情景性；
  - **中介**着眼于未来个体发展的潜能—ZPD

## SCT互动 vs 互动假设

- Interaction Hypothesis Long(1981)
- SCT强调语言发展在个体间的**社会互动**中产生
- **互动假说**实质是语言能力较强的说话人对**话语结构的认知调整**, 并非人际之间的社会互动。
- 源于Long(1981)对“外国式语言”(foreigner talk)研究的开拓性质疑
  - 母语者在与非母语者交谈时, 常采用简化语言形式、调整语言输入的方式: 语速慢、声音大、停顿多、发音夸张.....因此外国式语言不符合语法规范(Ferguson, 1975)。
  - Long 区分了输入和互动两个语言现象
    - 输入调整modified input, 调整形式结构
    - 互动调整modified interaction, 实现语义重复, 最终达到成功交际的目的。

NS :Do you wanna hamburger ?

NNS :Uh ?

NS :What do you wanna eat?

NNS :Oh ! Yeah , hamburger.

## SCT社会互动 vs 互动假设

- **互动假设1.0:**

- **Long 肯定了输入调整和互动调整在二语习得中的作用:**

- **输入**是字、词、句、篇等语言结构形式。
- **互动**是指语言形式的交际功能，即语言结构的话语调整，目的是保证**可理解性输入**，而非社会意义上的人际互动。
- 互动假说从微观的角度注重语言的输入调整，认为通过调整的输入向学习者提供语言的原始资料，学习者再对这些材料进行内在的、无形的加工。语言输入必须是调整的、可理解的，在互动过程中有意义协商。

## ZPD vs. 输入假设

- **comprehensible input hypothesis (i+1) ( Krashen 1985)**
- **两者都主张输入应略微超过学习者当前水平，但发展观不同：**
  - “i+1”认为发展本身是学习者自发产生，途径是理解高于其现有水平的语言输入
  - **ZPD**认为发展源于个体在社会交际活动中与他人、工具的互动，相互合作可以完成原本自己无法完成的任务
- **ZPD启示：**
  - “i+1”无法揭示语言输入是如何**内化**的，因此“可理解性输入”必须与“交际”相结合（邹为诚 2000）
  - 教师不仅要关注语言输入，同时还要关注语言学习者，创造有利于主动建构与发展的语言环境，帮助学习者意义建构

## SCT社会互动 vs 互动假设

### • 互动假设2.0

- Schmidt (1990 ;1993 ;1994) Noticing Hypothesis
  - 只有当学习者理解并且有意识地注意的时候，二语习得才能发生。注意力是语言摄入的充分必要条件。
- Swain (1995) **输出假说**将认知互动的心理机制推进了一大步。
  - **外部语言环境**(可理解性输入)只是二语习得中的一个因素，**学习者内部因素**在也发挥作用，Comprehensible output除了提高语言流利度之外，还有三大功能：noticing/ triggering, hypothesis testing, metalinguistic reflection
- Long (1996: 451):
  - 意义协商会调动**输入**、学习者大脑机能(选择性**注意**)和**输出**，产生了形式协商，提高了目标语项目的再现频率、凸显度，推动语言习得。
  - 本质是语言互动的认知功能，核心是语言互动的结构调整，结果是学习者大脑内部的中介语系统。

## 教师的中介作用

- SCT视角
  - **知识内化**并不是一个被动吸收的过程，这种转化需要一定的条件，**社会情境**是学习者认知与发展的重要资源。
  - 学习者带着不同的先前经验，进入社会文化情境，互动、交流，相互启发，增进知识理解，实现知识内化，这种互动就是**中介**。
  - 教师应该进行中介而非传授，教师和学生积极互动是促使学生进入下一个ZPD的最佳途径( Feuerstein, 1990 )。
  - 有效的学习在于学习者和中介者之间的互动质量，教师通过和学生互动，帮助学生使用语言而不是仅仅告诉他们有关语言的知识(Williams & Burden, 2000)；



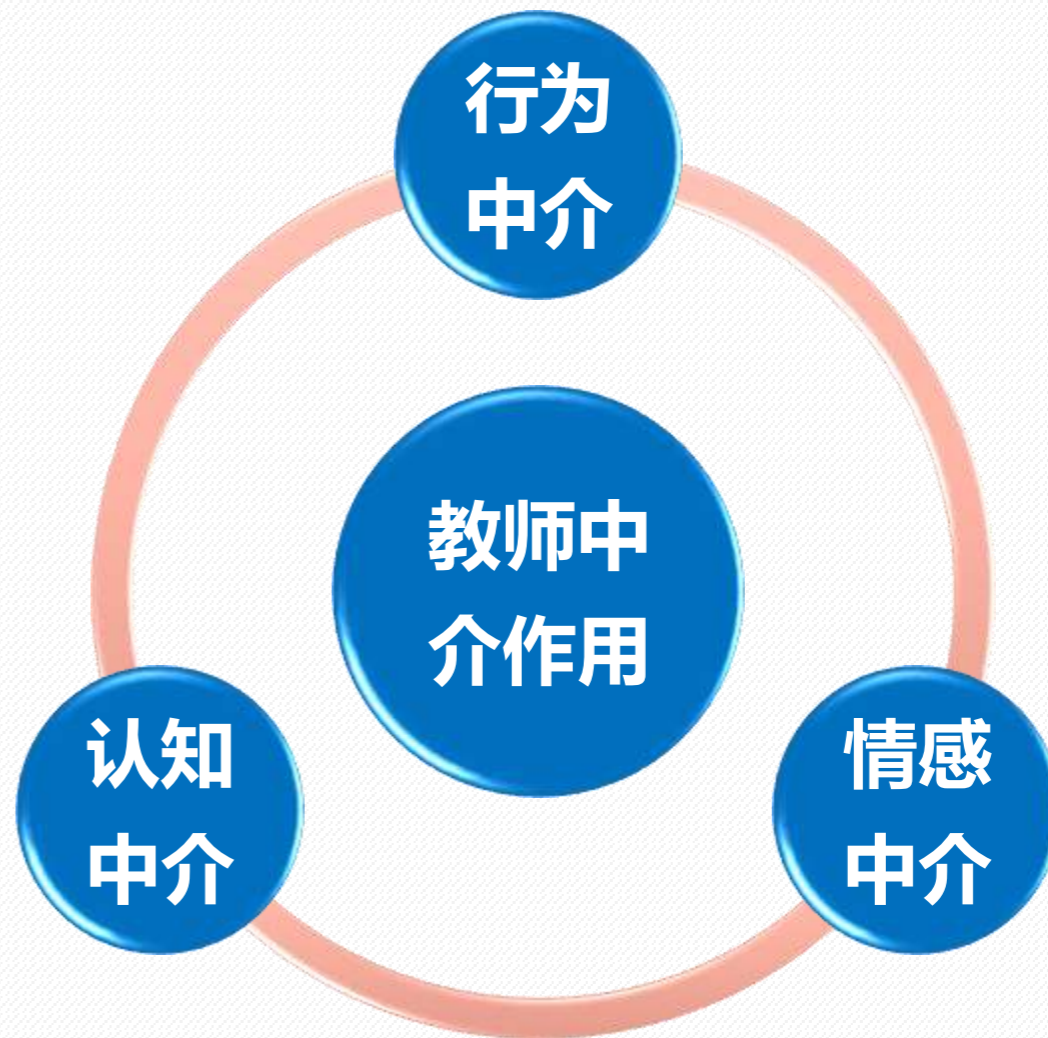
## 外语教材有效使用中的教师中介作用探索

- 为何要重视教师中介作用
  - 理论指导下的教学实践
  - 《指南》指导下的教师发展
- 中介理论探析
  - SCT理论中的中介观
  - ZPD与支架
  - SCT与互动假设
- 教师中介作用框架
  - 行为中介体系
  - 认知中介体系
  - 情感中介体系

# 教师中介作用框架

## 教师的中介作用

- 三个维度
  - 行为互动中介
  - 认知互动中介
  - 情感互动中介



# 教师中介作用框架

## 行为中介

- **驱动：激发学习欲望**
  - 设定学习目标
  - 构建学习情境
- **促成：搭建动态支架**
  - 纵向支架：设计学习活动
  - 横向支架：加工学习材料（选择、调整）
- **评价：促进反思提升**
  - 开展动态评价
  - 提供有效反馈

# 教师中介作用框架

## 行为中介

- **驱动：激发学习欲望**
  - 设定学习目标：
    - “自下而上”和“自上而下”互动的过程
    - Bottom-up供给侧：研读教材内容，理解教材目标
      - 教材中有目标，但是教师需要重新设定目标，符合课程要求和学生需求，认知习惯
    - Top-down需求侧：研究校本育人目标、学科本专业目标、课程教学目标、学生学习目标（校情学情）
      - 教学目标与教材目标良性互动，形成切合实际的学习目标，确定单元目标



# 教师中介作用框架

## 行为中介

- 驱动：设计



## 前言

### 1 教材定位

《新未来大学英语》是由中外英语教育专家合作研发、外语教学与研究出版社与牛津大学出版社联合出版的一套集思想性、科学性、民族性、时代性于一体的国际化、立体化大学英语系列教材。

《新未来大学英语》以服务我国积极参与全球治理、构建人类命运共同体、促进人的全面发展和社会全面进步为宗旨，全面贯彻党的教育方针，落实立德树人根本任务，深入践行课程思政理念，寓价值观引导于知识传授和能力培养之中，帮助学生塑造正确的世界观、人生观和价值观。本系列教材响应教育部关于加快建设高水平本科教育、全面提高人才培养能力的号召，致力于大学生专业学习、国际交流、继续深造、工作就业提供有力支撑，为培养国家急需的具有中国情怀和国际视野、堪当中华民族伟大复兴大任的国际化人才做出应有贡献。

本系列教材以《大学英语教学指南》为指导，针对“基础目标”与“提高目标”设计内容，有机对接《中国英语能力等级量表》四至五级，兼顾大学英语的工具性和人文性，在着重培养学生通用英语能力的基础上，促进职场英语和学术英语能力发展，全面提升综合素养。

教材包含4个级别，分别对应个人领域（级别1）、公共领域（级别2）、职场领域（级别3A）、学术领域（级别3B），其中3A和3B为平行级别，难度均承接级别2。各院校可根据学校特色、人才培养目标、学生水平、课程设置等情况，灵活搭配选用3个或4个级别。

### 2 教材理念

**体验式外语学习范式，创造学用一体的真实实际情境**

《新未来大学英语》采用体验式外语学习范式，创造真实的实际情境，营造愉悦的深度学习体验，让学生运用英语完成富有挑战性的真实实际任务，从而调动学习兴趣，提升学习效果；构建师生和生生互动的线上线下学习共同体，通过合作探究不断提高学生的英语运用能力和其他多元能力，实现情感、心智、知识和能力的全面发展。同时，本系列教材充分吸收我国大学英语教学优良传统中被实践证明行之有效的英语教学方法与语言练习设计，博采众长，推陈出新。

## 前言

**多元能力发展观，融合外语教育与全人教育**

《新未来大学英语》体现外语教学多元能力发展观，不仅关注学生语言能力的发展，而且致力于促进其思辨能力、跨文化能力、学习能力等多元能力的发展，实现通过语言实践活动融合多元能力培养、通过多元能力发展促进语言能力发展的双重目标。与此同时，本系列教材将全人教育于外语教育之中，以润物细无声的方式实现外语思政教育目标。

**混合式教学模式，实现外语泛在学习与教研相长**

《新未来大学英语》基于智能化教学管理平台，促进教学模式改革与创新。通过混合式教学最大化利用课堂教学时间，设计丰富多彩的课内外活动，有效促进学生的语言能力和多元能力融合发展；通过教学大数据分析学情，优化教学管理，提升教与学的效率与效果；通过云技术促进外语自主学习和泛在学习；鼓励教师跨院校共建、共享教学资源，合作创新，并同步开展教学研究，实现教研相长。

### 3 教材特色

**选材丰富，价值引领落实立德树人**

《新未来大学英语》注重外语教材的语言学习功能和立德树人功能。选材凸显语篇多元化和英语多样性特点，语篇类型覆盖真实实际情境中的各类应用性文体以及全媒体时代丰富多彩的多模态素材。与此同时，教材内容扎根中国，彰显正能量，有机融入社会主义核心价值观、中国梦、文化传承、“一带一路”倡议、人类命运共同体理念等思政关键词，以文化人，以文育人，塑造健全人格，夯实理想信念。

**主题牵引，善融工具，人文双重属性**

本系列教材以内容为依托，探索青年文化、社会生活、职场经纬、学术视野四大主题，既关注青年学生兴趣所在的时代前沿话题，引导学生探索人与自我、人与社会、人与自然、人与未来等四大知识领域，凸显大学英语的人文性，又聚焦职场英语和学术英语，满足学生职业发展或学业深造的需要，凸显大学英语的工具性，实现大学英语工具性和人文性的有机统一。

**设计精透，多维立体营造真实体验**

本系列教材通过巧妙设计营造真实实际环境，搭建任务脚手架，创设意趣盎然的深度学习体验。《综合教程》将英语学习剧情化，以情景剧形式

## 行为中介

- 驱动：设计

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# 教师中介作用框架

## 行为中介

- **驱动：激发学习**
  - 设定学习目
    - “自下
    - Bottom
    - 目标
    - 教
    - 目
    - 之
  - Top-do
  - 本专业
  - (校情
  - 教
  - 合

本系列教材以《大学英语教学指南》为指导，针对“基础目标”与“提高目标”设计内容，有机对接《中国英语能力等级量表》四至五级，兼顾大学英语的工具性和人文性，在着重培养学生通用英语能力的基础上，促进职场英语和学术英语能力发展，全面提升综合素养。

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## 2 教材理念

### 体验式外语学习范式，创造学用一体的真实交际情境

《新未来大学英语》采用体验式外语学习范式，创造真实的交际情境，营造愉悦的深度学习体验，让学生运用英语完成富有挑战性的真实交际任务，从而调动学习兴趣，提升学习效果；构建师生和生生互动的线上线下学习共同体，通过合作探究不断提高学生的英语运用能力和其他多元能力。

## 行为中介

- 驱动：激

- 设定

- 

- 

- 

### 设计精湛，多维立体营造真实体验

本系列教材通过巧妙设计营造真实交际环境，搭建任务脚手架，创设意趣盎然的深度学习体验。《综合教程》将英语学习剧情化，以情景剧形式

展现学习内容，让学生体验剧情发展，参与交际任务，在不同的情境中学习语言、训练思维、提高素养，实现知识和能力的有效内化。《视听说教程》注重视听输入、技能讲解与口语训练的有机结合，帮助学生在学习知识和技能的同时，实现有效产出，全面提高英语交际能力。此外，本系列教材将教学理念融于装帧设计，为体验式学习创设了栩栩如生的语言生态



# 教师中介作用框架

## Map of the book

Unit	Section 1				Section 2			
	Episodes	Skills	Language in focus	Tasks	Texts	Skills	Language in focus	Tasks
<b>1</b> A new life, a new you p2	<b>Episode 1</b> First days on campus p5  <b>Episode 2</b> Building a social life p12	<b>Communication skill</b> Making small talk p6  <b>Critical thinking skill</b> Evaluating relevance of information p7  <b>Intercultural skill</b> Exploring other cultures at university p14	<b>Words and expressions</b> p11; p17  <b>Collocations</b> make, do p11 with, to, for, about p17  <b>Structure</b> Past participle phrase p11  <b>Translation</b> p17	<b>Over to you 1</b> Writing a description of a place on campus p10  <b>Over to you 2</b> Writing an outline of clubs and events on campus p16  <b>Project</b> Creating a campus guide brochure for international students p18	<b>Text A</b> Are universities slowly becoming a thing of the past? p20  <b>Text B</b> A long way from home p26	<b>Reading skill</b> Skimming texts for general ideas p22  <b>Critical thinking skill</b> Developing counter-arguments p23  Considering different perspectives on an issue p27  <b>Intercultural skill</b> Evaluating classroom culture p23	<b>Words and expressions</b> p24  <b>Collocations</b> feed, go p24  <b>Structure</b> likewise p25  <b>Translation</b> p25	<b>Text A</b> Writing an essay describing your classroom culture and sharing your feelings about it p23
<b>2</b> Learning is living p34	<b>Episode 1</b> Welcome to the first class! p37  <b>Episode 2</b> Different ways of learning p42	<b>Communication skill</b> Making polite corrections p37  <b>Critical thinking skill</b> Engaging in self-reflection p42  <b>Intercultural skill</b> Explaining how culture affects learning styles p45	<b>Words and expressions</b> p41; p47  <b>Collocations</b> build, acquire, celebrate p41  make, solve, varied, leading, contribute p47  <b>Structure</b> it p47  <b>Translation</b> p41	<b>Over to you 1</b> Writing a reflective journal about your English course p40  <b>Over to you 2</b> Identifying your strengths and weaknesses as a language learner p46  <b>Project</b> Creating and sharing your new semester resolution about English learning p48	<b>Text A</b> Learning to become local p50  <b>Text B</b> Being a learner for life p56	<b>Reading skill</b> Identifying narrative structure p52  <b>Critical thinking skill</b> Analyzing underlying reasons p53  <b>Intercultural skill</b> Anticipating and planning for cultural challenges p53  Interpreting quotes about learning in different cultures p57	<b>Words and expressions</b> p54  <b>Collocations</b> confidence, opinion p54  <b>Structure</b> as p55  <b>Translation</b> p55	<b>Text A</b> Writing a letter asking for advice about studying abroad p53

# 教师中介作用框架

## 行为中介

- **驱动**：激发学习欲望
  - 创建学习情境：
    - 宏观：
      - 物理环境、人文环境、制度环境
      - 线上线下、分组模式.....

# 教师中介作用框架

## 行为中介

- 电子科大校本情况、学生层次、培养目标

## Section1: Project-based learning

- 小组项目必做
- 如果时间紧张的话牺牲Section2的某个Passage
- 分组的依据:

# Which topic do you like most?

1. Create your own brochure for international students new to your university
2. Create and share your new semester resolution about English learning
3. Make a presentation about a dish from your hometown
4. Make travel arrangements for a friend visiting your hometown
5. Write the script for a three scene play and perform it.
6. Write an essay about different generations and their dreams

Unit  
**4**  
A job  
the

Objectives

Section 1

**Episode 1** 📄📄  
Where to go, what to do?  
• to create an Itinerary  
• to ask for and give opinions

**Episode 2** 📄📄  
City explorers  
• to describe a tourist attraction  
• to categorize information  
• to ask appropriate questions about other cultures

**Project**  
• to make travel arrangements

# 教师中介作用框架

## 行为中介

- **驱动：激发学习欲望**
  - 创建学习情境：
    - 宏观：
      - 物理环境、人文环境、制度环境
      - 线上线下、分组模式.....
    - 微观：
      - 单元任务情景, localize
      - 学生初步尝试, 明确目标差距 (最近发展区)

# 教师中介作用框架

## 行为中介

- 调整单元目标localize
- Visiting your hometown
  - Visiting Chengdu



# 教师中介作用框架

## 行为中介

- **促成**：搭建动态支架
  - 纵向支架：设计学习活动
    - 分解单元任务，细化单元目标为每一个活动目标，为单元产出做纵向的分布准备
  - 横向支架：加工学习材料

# 教师中介作用框架

## 行为中介

- 促成：搭建动态支架

### Section1: Project-based learning

- 完成项目挑战很大，弹性也很大，需要项目再细化设计
- 把项目做小，做透，多轮改进
- 个体与小组项目逐级递进

<b>3</b> A matter of taste p64	<b>Episode 1</b> Preparing dishes for a potluck party p67	<b>Critical thinking skill</b> Making an evaluation by setting criteria p71	<b>Words and expressions</b> p73; p79	<b>Over to you 1</b> Writing and explaining the recipe for a dish from your hometown p72
	<b>Episode 2</b> The story behind the dish p74	<b>Communication skill</b> Giving step-by-step instructions p75	<b>Collocations</b> bring up, bring along p73 keep, go p79	<b>Over to you 2</b> Writing a description of a dish from your hometown p78
		<b>Intercultural skill</b> Introducing cultural items p77	<b>Structure</b> sth. goes that ... p79	<b>Project</b> Making a presentation about a dish from your hometown p80
			<b>Translation</b> p73	

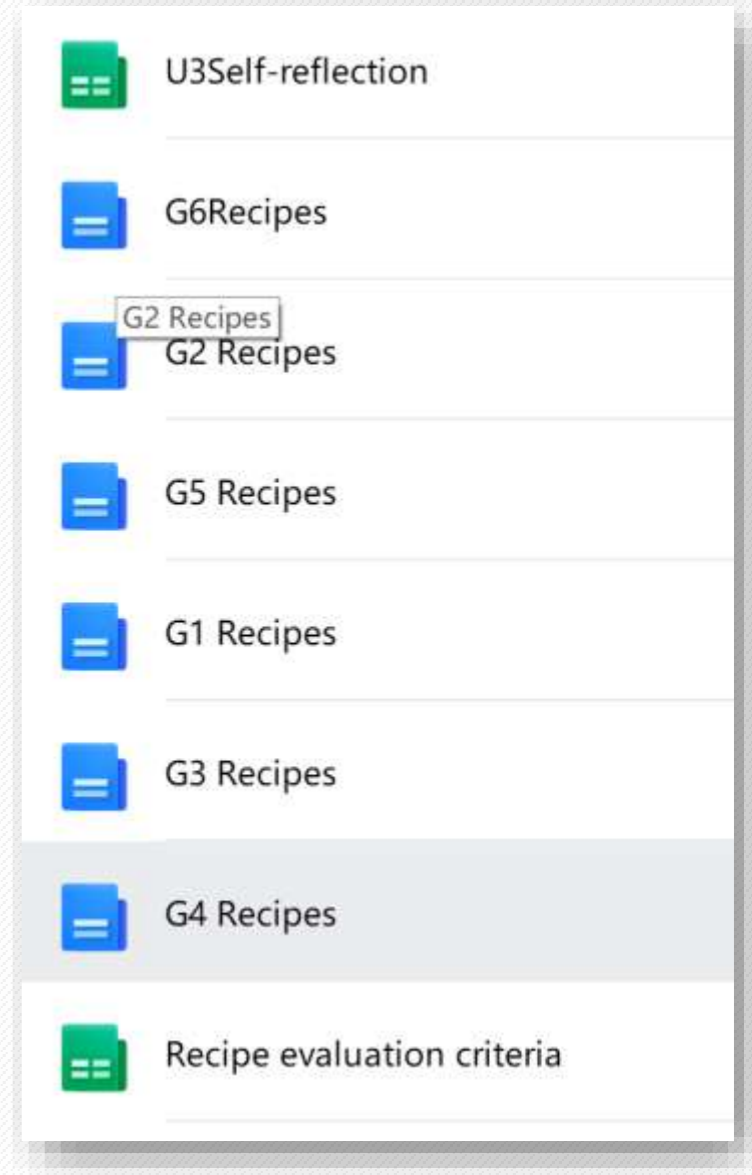
# 教师中介作用框架

## 行为中介

- **促成**：搭建动态支架

### Section1: Project-based learning

- 个体与小组项目逐级递进





# 教师中介作用框架

## 行为中介

- 促成：搭建动态支架

### Section1: Project-based learning

- 个体与小组项目逐级递进
  - Individual level
  - Group level

	U3Self-reflection
	G6Recipes
	G2 Recipes
	G5 Recipes
	G1 Recipes
	G3 Recipes
	G4 Recipes
	Recipe evaluation criteria

## G4 Recipes

许思杰

Potatoes mud with sauce

Ingredients:

potatoes , chopped	(1 pound)
oil	(1 tablespoon)
starch	(1 tablespoon)
bean-sauce	(1 tablespoon)
oyster sauce	(1 tablespoon)
water	(1/2 cup )
garlic	(5 pieces)
green onion	(5 pieces)
salt	(1 teaspoon)
suger	(1 teaspoon)

Directions:

1. Put the potatoes on a plate and steam it in a steam pot for 15 to 20 minutes, then grind them to mud.
2. Chop the garlic and green onion into bite-size shape, then mix the starch and water and stir them.
3. Heat oil in the pan , fry garlic and green onion, then add the bean- sauce and oyster sauce, stir them, next , pour the starch water into the pan, at the same time, add salt and suger, simmer for 2 minute, your sauce have been accomplished.
4. Pour the sauce into your potatoes mud and serve.

翟培钰

Powder steamed pork ribs

Ingredients:

ribs(2 pieces)
sweet potato(1 pound)
thick broad-bean sauce(2 tablespoon)
chopped ginger(2 tablespoon)



# 教师中介作用框架

## 行为中介

- 促成：搭建动态支架

### Section1: Project-based learning

- 个体与小组项目逐级递进
  - Individual level
  - Group level
  - Class level competition
  - Teacher feedback
  - Student reflection

Team	Content	Language	Delivery	Total	Comments & suggestions
1					
2					
3					
4					
5					
6					

The screenshot shows a video player interface. On the left, a recipe titled "G4 Recipes" is visible, listing ingredients like potatoes, oil, starch, beans, oysters, water, garlic, green, salt, and sugar. The video content shows a person in a kitchen. Overlaid on the video is a table titled "Section 1" with the heading "What makes a good project report?".

**Section 1**  
What makes a good project report?

- Rating criteria:
  - 1 (totally disqualified) – 5 (totally qualified)

Aspects	Comments	Points
Content	<b>Relevance:</b> All elements of each genre are included in both Description of place on campus place and Club introduction or poster.	12345
Language	<b>Appropriacy:</b> Correct use as many as possible of the new words and expressions, structure patterns learned in this unit. e.g., past participles, informal language for club posters...	12345
Delivery	<b>Clarity:</b> Speak clearly with good preparation instead of reading. Appealing to the audience...	12345
Total		15

At the bottom of the video player, there is a control bar with a progress slider and technical information: 1920x1080 resolution, 59.23fps frame rate, and a timestamp of 02:23/05:53.

# 教师中介作用框架

## 行为中介

- **促成**：搭建动态支架
  - 纵向支架：设计学习活动
    - 分解单元任务，细化单元目标为每一个活动目标，为单元产出做纵向的分布准备
  - 横向支架：加工学习材料
    - 三个维度：内容ideas，语言形式language，话语结构discourse structures
    - 选择、调整，突出选择性学习

# 教师中介作用框架

## 行为中介

- **促成**：搭建动

- 纵向支架

- 分解  
准备

- 横向支架



How would you explain the following Chinese concepts to a foreigner?

### Guanxi

- 三个维度：内容ideas，语言形式language，话语结构discourse structures
- 选择、调整，突出选择性学习

# 教师中介作用框架

## 行为中介

- 促成：搭建沟通桥梁
  - 纵向支架
  - 分解任务
  - 准备资源
- 横向支架
  - 三个维度
  - 选择策略



...*Guanxi*, which roughly translates as ‘relationship’. Western companies wanting to do business in China are encouraged to take their time and establish long-term relationships with their business partners to build up trust. It’s not necessarily that the business itself is not important, but without the *Guanxi* there is a potential issue of trust. *Guanxi* can range from the fact that two people went to the same school, have a friend in common, or their families know each other. This relationship extends beyond two people and pervades business life across all the sectors in China and **helps grease the wheels. I believe that in the past *Guanxi* was more important than it is nowadays as regulations are incorporated in business practices and technology makes everything more transparent.**

# 教师中介作用框架

## 行为中介

- 促成：搭建动态网络
  - 纵向支架
    - 分解任务
    - 准备资源
  - 横向支架
    - 三个维度
    - 选择策略



...*Guanxi*, which roughly translates to 'relationship', is essential for anyone wanting to do business in China. It is not necessarily that the business is done through long-term relationships with individuals, but rather that there is a potential issue of trust. If people went to the same school or know each other. This relationship is crucial in business life across all the sectors in China and helps grease the wheels. I believe that in the past *Guanxi* was more important than it is nowadays as regulations are incorporated in business practices and technology makes everything more transparent.

beyond immediate colleagues and can be found in business life across all sectors in China. However, you could say that Westerners often **overemphasize** the role played by **familiarity** or *guanxi* in business success in China, forgetting the similar function of networking back home. The true value of *guanxi* is that it emphasizes the importance of mutual trust, **reciprocity**, sharing and long-term relationship rather than just short-term gains.

## 行为中介

### 促成

#### PRONUNCIATION

Stress in two-word phrases and compounds

1. Listen to the sentences and focus on the underlined words. Which word or syllable is stressed? Check (✓) the correct one. Then work in pairs and take turns reading the sentences aloud.

[Ed: in the recording, make sure that the correct word or syllable is naturally stressed (the one in red)]

- 1) There many jobs in the high-tech industry.  high  tech
- 2) He paid a high price for the information.  high  price
- 3) Journalism is a fast-paced career.  fast  paced
- 4) I don't own a fast car.  fast  car
- 5) I bought two one-way tickets because it was cheaper.  one  way
- 6) Most problems can be solved more than one way.  one  way
- 7) That company developed a breakthrough technology.  break  through
- 8) The thieves were unable to break through.  break  through





# 教师中介作用框架

## 行为中介

### 促成

PROM

Stress

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1

Experience the world

## Language in focus

### Usage

- 1 Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold, which are frequently used when discussing workplace changes.

1. This comes with some benefits, such as an increase in healthcare **job openings**.
2. **Repetitive physical jobs** like dishwashing are most likely to be replaced, and jobs like accounting and data collection will also **be increasingly affected**.
3. Workers now need a **set of** skills that their parents' generation barely ever used, if at all.
4. Second, flexibility and adaptability **are in demand**. **Large-scale business projects** bring together professionals from many fields.
5. If your knowledge of social media, mobile technology, data analytics, or **cloud computing** needs improving, don't put it off.

Unit 1 The changing workplace

EVERYBODY KNOWS...  
When things reach their extreme, change happens, either the change they create themselves, and then they continue for a long time...  
— The Road of Change

The only way to make sure you're always in the change side is, once you're in it, and you're there...  
— Alan Watts (1896-1957)

Get on board

Here are some changes taking place in today's workplace. Which ones are you happy about? Which ones make you worried?

- more automation replacing the job
- more workplace technology
- more working from home and telecommuting
- more frequent job hopping
- to keep things going with new resources and tools
- increasing educational requirements
- cloud-based tools

Work as you and discuss your ideas.

1. Do you think you'll ever compete for the job market during recruitment candidates? Do you think it might be difficult for you to get the job? Why?
2. There are also constant changes in technology in the workplace. Do you think a lot of businesses are keeping up or falling behind the latest tech trends?

LEARNING OBJECTIVES

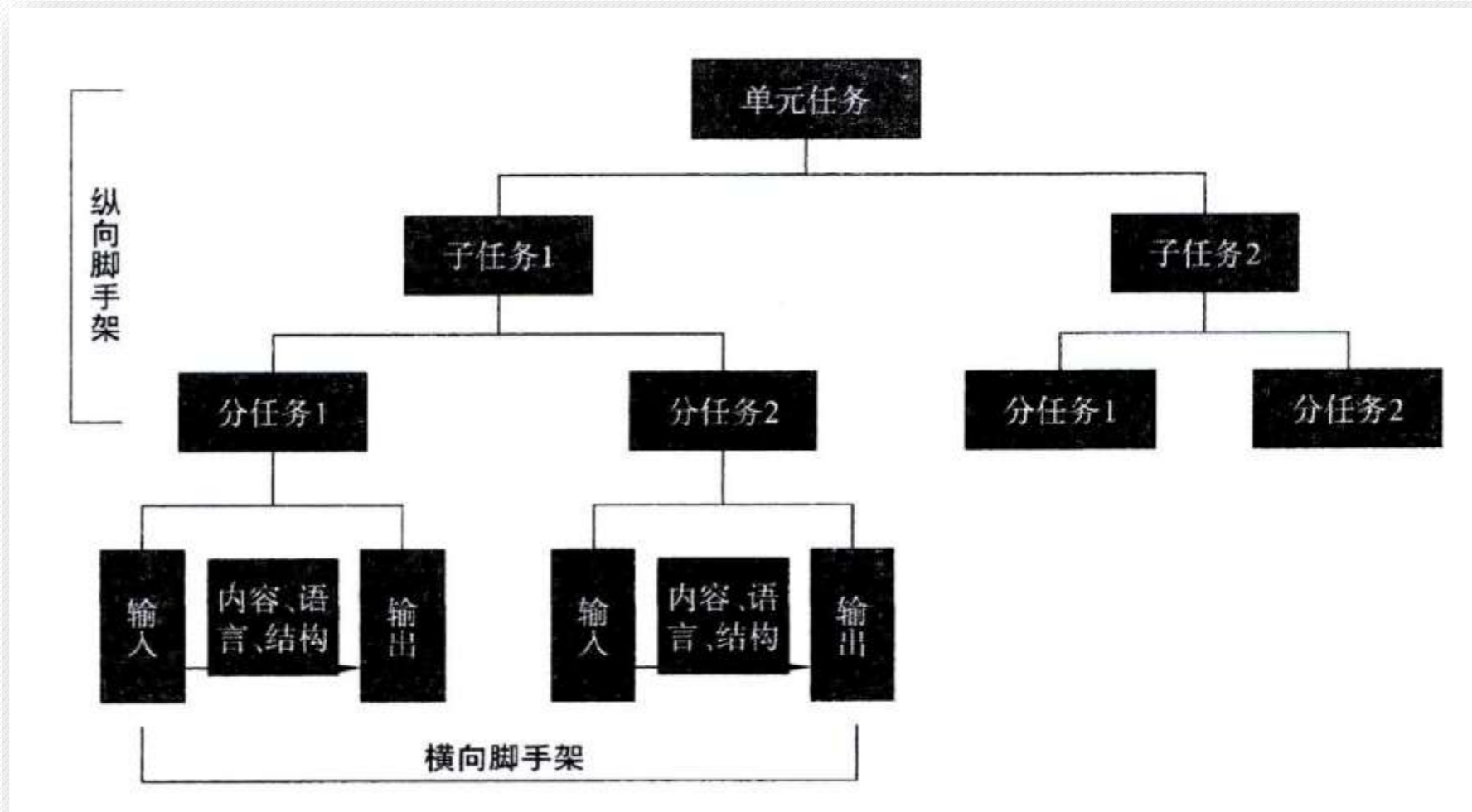
After learning this unit, you will be able to:

- describe, identify and explain workplace changes
- explain the impact of workplace changes
- understand the relationship between technology and the future of the workplace
- evaluate systems and features used to support a statement
- give a presentation on an emerging profession or job
- evaluate your own workplace

# 教师中介作用框架

## 行为中介

- 促成：搭建动态支架
  - 曹巧珍2017



# 教师中介作用框架

## 行为中介

- **评价**：促进反思提升
  - **开展动态评价**
    - 此处评价是教学的过程而非结果
    - 边评边学，多轮循环
    - 关注内容、语言和结构的动态性和即时性发展过程
    - 关注所学的语言形式和话语结构的应用效果

## 行为中介

- **评价：促进反思提升**
  - DA emerges from SCT and is distinct from traditional forms of assessment and instruction in **that the two are united, permitting a teacher to intervene in and diagnose** a learner's cognitive and/or linguistic development.
  - when the teacher's instruction is expertly **tailored to the learner's emerging abilities, it becomes a powerful mediator** of the learner's linguistic development

### Classroom Dynamic Assessment: A Critical Examination of Constructs and Practices

KRISTIN J. DAVIN  
*Loyola University Chicago*  
*School of Education*  
*820 N. Michigan Ave*  
*Chicago, IL 60611*  
*Email: kdavin@luc.edu*

This article explores the implementation of dynamic assessment (DA) in an elementary school foreign language classroom by considering its theoretical basis and its applicability to second language (L2) teaching, learning, and development. In existing applications of L2 classroom DA, errors serve as a window into learners' instructional needs and provide opportunities for the teacher to mediate, prompting learners to reformulate their utterance. The investigation presented here draws on data from a combination of classroom DA and small-group work in a unit focused on Spanish interrogatives. Extending earlier studies (Davín, 2013; Davín & Donato, 2013), it critically evaluates the extent to which the teacher's DA records, the heart of DA assessment, provide sufficiently robust evidence for central claims in DA for the dynamic link between assessment and teaching in order to advance learner development. It does so by contextualizing the teacher's record with transcripts from small-group work that alternated with DA, and with a microgenetic analysis of two learners across both DA and small-group work. It concludes that whole classroom applications of DA will require considerable expertise on the part of teachers that would have to become part of teacher education programs. Equally importantly, it will benefit from being anchored in an explicitly meaning-oriented theory of language.

# 教师中介作用框架

## 行为中介

- **评价**：促进反思提升
  - **开展动态评价**
    - 此处评价是教学的过程而非结果
    - 边评边学，多轮循环
    - 关注内容、语言和结构的动态性和即时性发展过程
    - 关注所学的语言形式和话语结构的应用效果
  - **提供有效反馈**
    - 智慧评价手段，反馈**及时性**
    - 师生互评，生生互动，反馈**多元性**
    - 学生协商并明确评价内容、形式和要求，反馈**透明性**
    - 项目式任务式学习评价，反馈**创新性**

# 教师中介作用框架

## 行为中介

### 评价:

U3 Self-reflection			three most useful things you have learnt	things you still need to improve
序号	学号	姓		
1	2020100403001	艺	1.make a brief introduction of a dish 2.summarizing the main idea of a paragraph 3.relate to text personally	teamwork thinking skill presentation skill
2	2020100403002	安	1.Introducing a dish 2.Thinking deeply the thesis of essay	Speaking and presentation skills Reading speed
3	2020100403003	渝	1.Having a deeper comprehension in the teamwork 2.Evaluating an argument in different visions 3.Having known how to conclude a paragraph fastly and accurately	Speaking my opinions in public bravely. Enlarging my vocabulary. Improving my writing skills.
4	2020100403005	世	1.make a brief introduction of dishes 2.get to know how to use pr 3.a lot of names of dishes	1.my ability to using pr 2.learn to review books before class 3.team work
5	2020100403008	毅飞		
6	2020100403009	加宇		
7	2020100403010	东旭		
8	2020100403011	梓	1.Giving a introduction of a dish 2.Learn a lot about cooking verbs 3.Know the food culture in some countries	Summarizing skill
9	2020100403012	蕊	1.how to make an introduction of a dish. 2.Some ways to make a deli	listening skill prouncation words
10	2020100403014	小	1.learn about the difficulty of making a dish 2.remember some vocult	the way to communicate more fluently
11	2020100403016	三	1.Learn a lot of new words about cooking. 2.Learn how to cook a dish. 3.I know how to cooperate with others.	Make full use of what I have learned.
12	2020100403018	思	1.Many new wards about food. 2.How to make a video. 3.How to do a dish.	1.Use what you have learned. 2.Make a good video. 3.Spoken Skills.

# 教师中介作用框架

## 认知中介

- **从他人调节到自我调节**
  - 促进教材生态给养
  - 解决教材学习疑难
  - 注重认知互动，跨文化思辨讨论
  - 注重元认知、认知、策略训练

# 教师中介作用框架

## 认知中介

- 从他人调节到自我调节

## Secion2: 思辨讨论式学习

- 讨论重点

- Reading comprehension: logical development
- Critical thinking: idea sharing
- Intercultural reflection: topics for writing task

- 讨论形式

- Socratic dialogue in class
- Pair discussion
- Group discussion

**Comprehension**

① Skim the text and complete the diagram. You can refer to the **Reading skill** below.

**Argument**  
No matter how advanced our 1) \_\_\_\_\_ becomes, there will likely always be a place in society for the classroom, and 2) \_\_\_\_\_.

**Reason**  
A university education prepares young people to become 3) \_\_\_\_\_ of society.

**Reason 1**  
When a student attends classes at 4) \_\_\_\_\_, they can experience real-time, face-to-face 5) \_\_\_\_\_.

**Reason 2**  
The university education gives students access to 6) \_\_\_\_\_.

**Reason 3**  
The social aspect of college life brings about a third benefit: 7) \_\_\_\_\_.

**Conclusion**  
Technology can only 8) \_\_\_\_\_ of physical universities and will never be able to 9) \_\_\_\_\_ them.

**Reading skill**

**Skimming texts for general ideas**

Skimming is a method of fast reading to get a text's general idea. It allows you to quickly identify the overall meaning of a text.

② Check (✓) the benefits of attending a physical university as mentioned in the text.

- 1. Professors can make students work harder.
- 2. Good professors can match individual students' needs and guide them through their education.

通用英语C班课堂发言次数统计

序号	学号	姓名	09.21	9.23	9.27	9.28	9.30	10.12	10.13	10.14	10.19	10.21	10.26	10.28	11.02
1	2020100403001	杨萌			1	1		1				1	1		2
2	2020100403002	安源													
3	2020100403003	徐昊											3		
4	2020100403005	王世	1		1		2	1	1		2	2	1		2
5	2020100403008	殷飞						1			1				
6	2020100403009	田宇								1	3				
7	2020100403010	东旭		1	4	1	1					1	8	1	1
8	2020100403011	仲琳					1				1	1		1	
9	2020100403012	宽宇	1	2	4	2	1	2	1	1	2	1	2	1	2
10	2020100403014	小倩					2				1	2	3		2
11	2020100403015	王昱			1	2	2					5			2
12	2020100403018	恩杰						1			1				
13	2020100403020	田钰			2		3	2	1			2	5	1	1
14	2020100403021	家鑫													1
15	2020100403023	子歌			3	1		2						2	2
16	2020100403024	国	1					1						1	
17	2020100403025	子	1					1			1	1			
18	2020100403026	璇	2	2	3	1	2	3		2			6		2
19	2020100403028	姜雯瑶													
20	2020100403029	邵昊				1					1	1			
21	2020100403030	鑫悦									1	1			
22	2020100403031	家慧			1						1	1			



# 教师中介作用框架

## 认知中介

- 从他人调节到自我调节

## Secion2: 思辨讨论式学习

- 讨论重点
  - Reading comprehension: logical development
  - Critical thinking: idea sharing
  - Intercultural reflection: topics for writing task
- 讨论形式
  - Socratic dialogue in class
  - Pair discussion
  - Group discussion

### Critical thinking

#### ③ Think-Pair-Share

**Step 1 THINK** Try to think of a counter-argument to each of the statements below.

Lessons online are often pre-recorded, so professors can't use flexible teaching methods to suit students.

Counter-argument:

Professors can learn about their students in advance, so that they can record online lessons to suit the students.

You can share your educational journey with other students in physical universities.

Counter-argument:

You can join clubs and societies in physical universities.

Counter-argument:

A university education is necessary for the success of young people.

Counter-argument:

**Step 2 PAIR** Work in pairs. Discuss your counter-arguments and try to make improvement.

**Step 3 SHARE** Share your counter-arguments with the rest of the class.

### Critical thinking tip



#### Developing counter-arguments

When reading and evaluating an argumentative text, it is important to get a more balanced view of the topic being discussed. To do this, we can develop counter-arguments to what the author says by:

- **Thinking the other way around**  
Argument: *The university environment supports young people with opportunities for personal development.*  
Counter-argument: *If young people don't go to university but start working earlier, they can develop themselves in the more realistic environment of the workplace.*
- **Finding an exception**  
Argument: *The structure, regularity, and scheduling found in campus-based education are beneficial for students.*  
Counter-argument: *But not for all of them, as some students learn more effectively when they do it at their own pace.*

### Intercultural reflection

- 📌 In the text, the author mentions "contributions from students". In some cultures, students are encouraged to make meaningful contributions to class discussions. In some other cultures, knowledge is mainly handed down from teachers. Write a short essay describing your classroom culture and expressing your feelings about it. You may consider the following aspects:
- What is the relationship between teachers and students like?
  - To what extent are students involved in class activities?
  - What do you like or dislike about it?

# 教师中介作用框架

## 情感中介

- 情感互动是认知互动、行为互动的前提
  - 注重价值塑造，挖掘教材的课程思政育人内涵；
  - 排除消极情绪，引导学生积极心理
  - 助力学生自主学习能力提升

# 教师中介作用框架

## 情感中介

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  - 注重价值塑造，挖掘教材的课程思政育人内涵；
  - 排除消极情绪，引导学生积极心理
  - 助力学生自主学习能力提升
  - **教师介入要基于课本，超越课本，教师参与对话，引导鼓励学生**
  - **公民精神讨论的例子**

.....我有一次上课回答问题答错了，而在此之前，讨论环节中，我比较激进，其他同学在这个时候群起而攻之，此时胡老师解释了我回答的问题，说我回答的答案也算正确，圆了场，不知道怎么说，这份对别人的尊重成为了我的一份收获

.....

# 教师中介作用框架

## 情感中介

- 情感互动是认知互动、行为互动的前提
  - 注重价值塑造，挖掘教材的课程思政育人内涵；

.....我有一次上课回答问题答错了，而在此之前，讨论环节中，我比较激进，其他同学在这个时候群起而

教材还是很好的，涵盖范围广，也比较符合当代的学生的审美，和大学生活息息相关，在学习时可以增加对学习和生活的思考，自我反思，自我提升。在潜移默化之中让学生对文化，社会有更好的理解，无疑比传授的知识更重要。

- 助力学生自主学习能力提升

问题，说我回答的合不合适。

Time has wings. 转眼三个月过去了，一切好像就发生在昨天，我还不相信英语课就要结课了。回首看，我们学习了五个单元，结交了Wang Hao, Yi Fei, Thomas, Alice，了解了大学教育，知道了如何学习英语，认识了各地的美食，观赏了名胜古迹，走进了艺术殿堂。这三个月给我印象最深的就是课堂的展示环节，这是大学课堂独有的。我们会将五六个人分为一个小组，基本每两周会有一次小组展示活动：从每个人的自我介绍，展示自己的家乡，到介绍校园的美景，再到社团宣传，然后介绍家乡的美食，最后表演电影的桥段，每次小组展示都是一次历练，因为我是一个很好胜的人，每件事都想做的最好，于是每次都认真准备文本，准备上台发言，这种历练下，我感受到了疲惫，但更多的是一种成就感，每当自己小组的评分第一、PPT最精美时，我就会有一种完成自己使命的感觉，很自豪，很美好。

在这个过程中，我体会到了其实英语学习与其他学科的学习截然不同，它绝非理科那样需要沉浸在茫茫公式和题海中，又绝非文科那样在考前突击一下就可以拿到很好的分数。慢工出细活，英语最贴切的形象怕就是根iron pestle吧。时时锤日日磨，不可有一时的松懈和放弃，它才能到最后蜕变成为最完美的needle。好像大二之后就不会再开设英语课了，但我也要日复一日的学下去，不用多，每天a quarter就足够了，因为我从小就很喜欢英语，而且我也有个目标就是大学期间可以让英语达到一个高水准，起码可以和老外流利对话。我知道这不容易实现，需要一系列努力，但我不会放弃的，加油，(ง •̀•́)ง。

# 教师中介作用框架

## 最喜欢自由发言讨论和小组汇报展示

### • 语言

- 提升口语表达能力
- 积累语法词汇

### • 认知

- 锻炼思辨能力
- 提升合作能力，
- 向其它小组学习

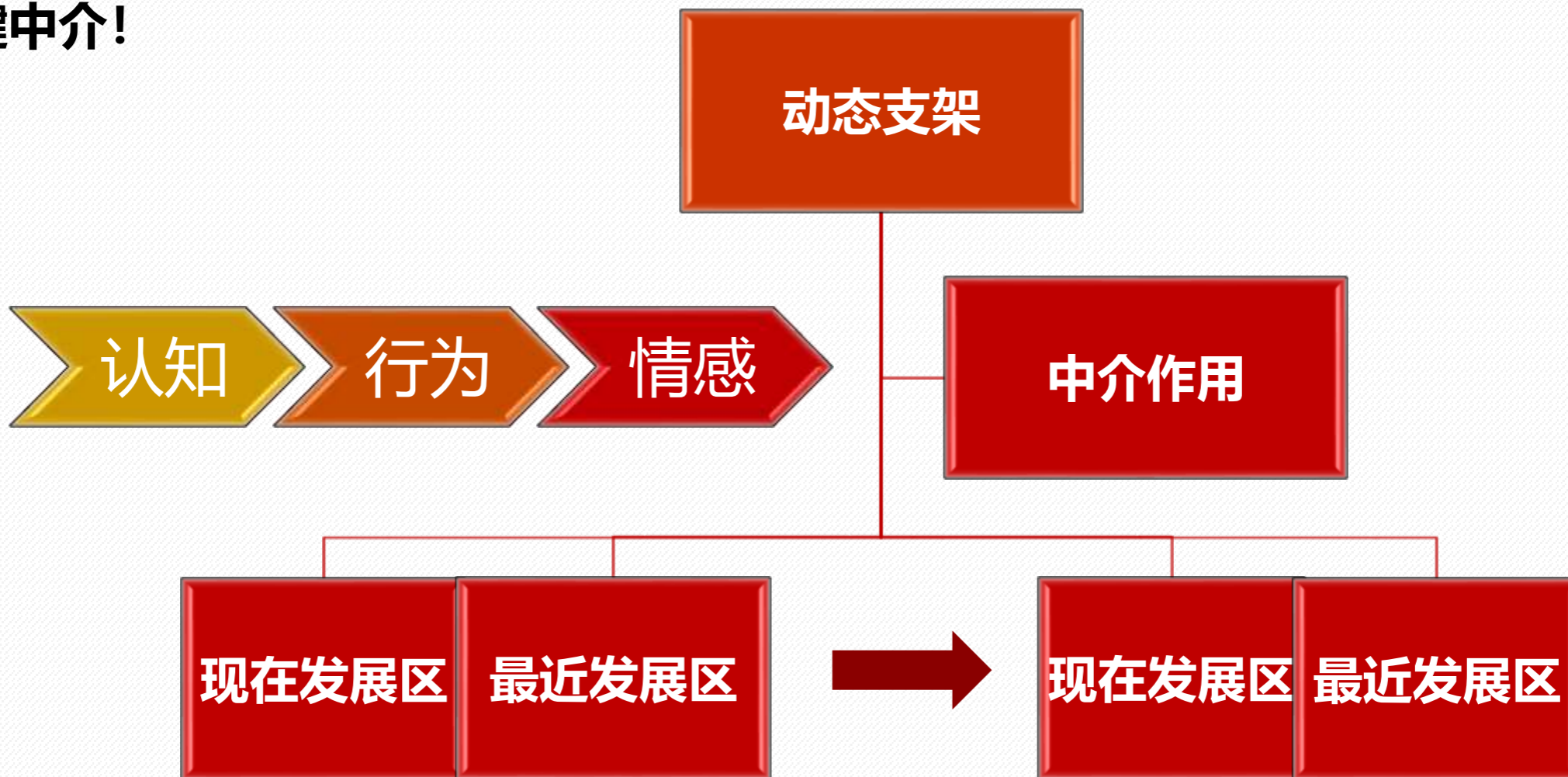
### • 情感

- 与高中不同关注自我表达
- 教师不惩罚错误，总是鼓励表达
- 培养团队友谊

Like most	Reason	Like least	Reason
Different forms of homework	I learn the importance of teamwork	Hard to unite everyone as a team	bad experience of teamwork
More freedom in class Topic is close to life	better for critical thinking	Communication	I can't express myself well which makes me negative in class
Discussion in class	have a deeper understanding; build friendship with members; improve oral English	Homework	troublesome take a lot of time
Presentation	learn cooperation; learn from other groups	Not mentioned	
Communicating with partner in English	improve oral English; become familiar with each other	Written homework	necessary but boring
Teamwork	feel happy to express my view to my team member	Too much teamwork	sometimes hard to communicate
Open environment	we can express what we think and communicate them with teacher and	Online English tasks	too much to do and do not have enough time to finish it
Learn new words and grammar	not mentioned	Listening test	always lose myself while listening
freedom in class	everyone can express their ideas; teacher is humorous and cute	some parts of teamwork	some students do not have the spirit of cooperation
small debates	different from high school and focuses on how to express ourselves and listen to others	Not mentioned	
classroom interaction	The teacher will not criticize my mistakes but encourage me to express myself as much as I can.	Final exam	anxious because I think my English is poor

# 教师中介作用框架

好的教材是基础，但不会自动保障外语学习的成功  
教师是关键中介！



## 外语教材有效使用中的教师中介作用探索

- 为何要重视教师中介作用
  - 理论指导下的教学实践
  - 《指南》指导下的教师发展
- 中介理论探析
  - SCT理论中的中介观
  - ZPD与支架
  - SCT与互动假设
- 教师中介作用框架
  - 行为中介体系
  - 认知中介体系
  - 情感中介体系

**Thank you!**