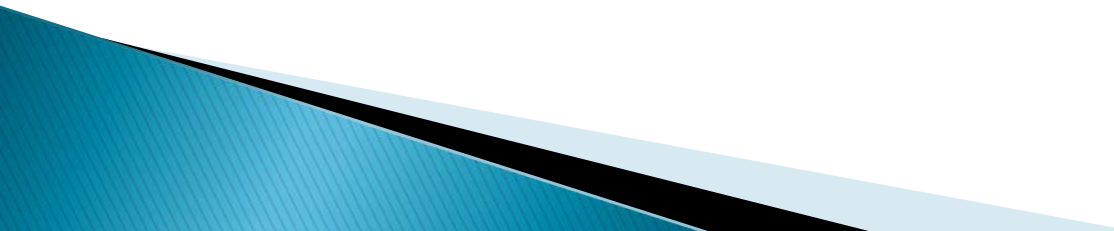


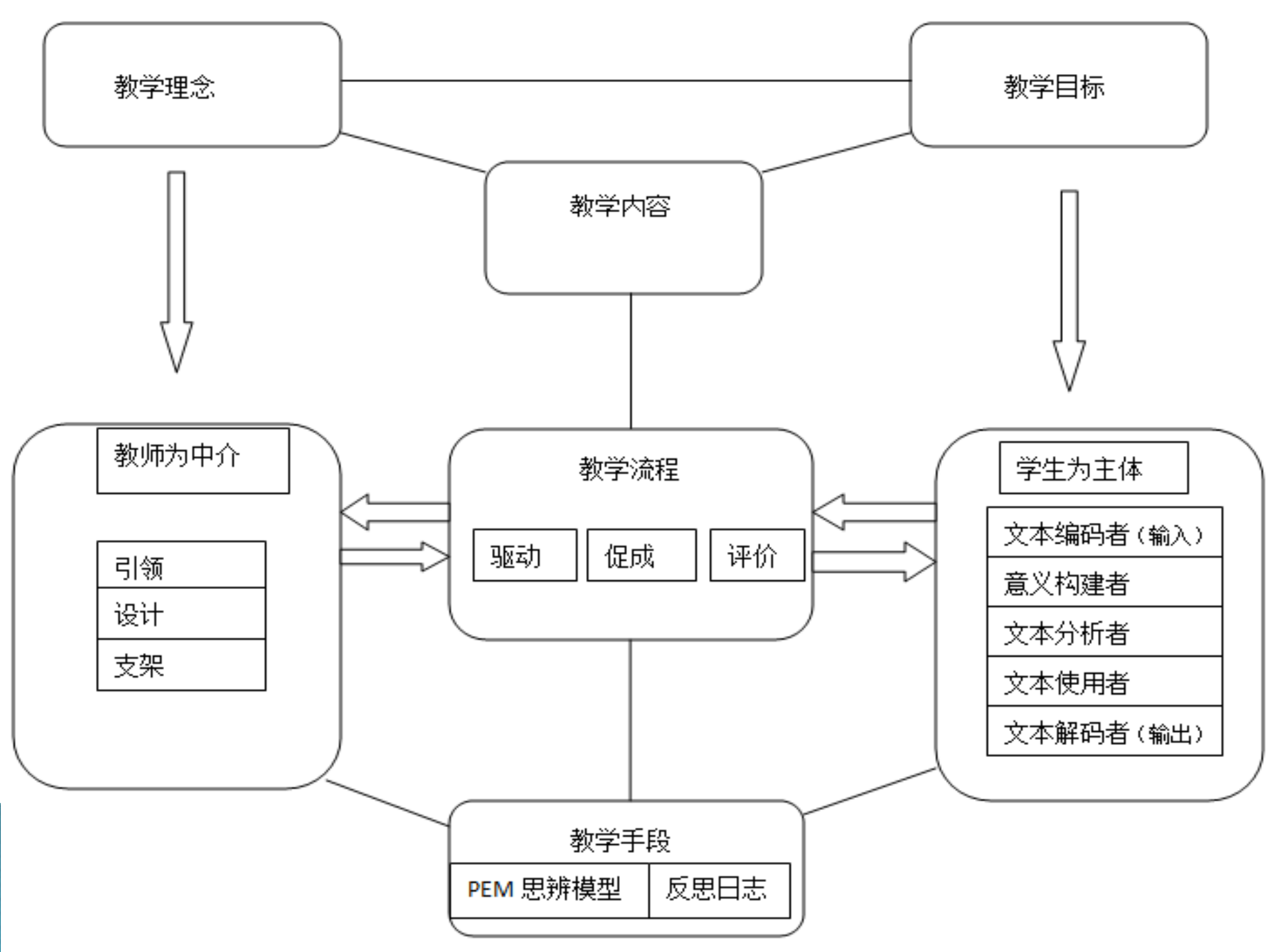
# 第九组 口语课程理念&单元设计展示

Unit 3 Supporting your ideas

王博佳（西外）

- ▶ 《国纲》 《国标》 指导下的人才培养方案发生变化
- ▶ 口语课开设多年的现状
  - 语言表达空洞、缺乏内容
- ▶ 口语课程面临巨大改革
  - 以成效为导向
  - 注重实践、应用能力和创新能力的培养
  - 注重思辨能力、跨文化能力的培养
  - 具有人文情怀、国际视野、通晓国际规则
- ▶ 口语-思维-能力 “三位一体” 的结合
- ▶ 口语思辨 “一体化”

- ▶ 学情分析
  - ▶ 教学目标
  - ▶ 教学内容
  - ▶ 教学方法
  - ▶ 教学流程
  - ▶ 评价体系
- 



教学理念

教学目标

教学内容

教师为中介

引领

设计

支架

教学流程

驱动

促成

评价

学生为主体

文本编码者（输入）

意义构建者

文本分析者

文本使用者

文本解码者（输出）

教学手段

PEM 思辨模型

反思日志

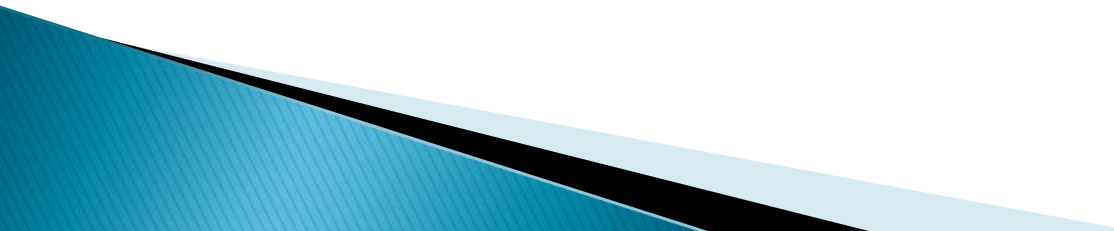
# 学情分析-以西外为例

- ▶ 优势：
  - ▶ 学生经过大一一年的口语课程训练，已具备良好的沟通能力和跨文化交际能力。
  - ▶ 学生期待更具有挑战性的语言任务，不仅能解决日常交际中的沟通问题，还能在公众场合自信的演讲、表达对事物的观点
- ▶ 劣势：
  - ▶ 学生的语言表达缺乏逻辑性，看待事物方面缺乏思辨性
  - ▶ 缺乏国际视野、不具备跨文化人格

# 本单元教学目标

- ▶ **Public speaking skills**
  - Using materials to support claims
  - Understanding argument co
- ▶ **Critical thinking skills**
  - Evaluating the credibility of sources of information
  - Evaluating the quality of evidence
- ▶ **Intercultural competence**
  - Identifying similarities and differences between the problems of adolescents in different cultures and solutions to those problems
  - Reflecting on cultural differences in argument construction

# 本单元教学内容

- ▶ Understand Toulmin argument constructing model
  - ▶ Understand the types of evidence
  - ▶ Use relevant and credible evidence to support your statements
- 

# 教学方法

- ▶ 1. POA产出导向法
- ▶ POA理论提倡“学习为中心”（learning-centered）、“学用一体”（learning-using integration）和“全人教育”（whole-person education）。这和《新国标》中强调的三大基本原则：突出学生中心，突出产出导向，突出持续改进高度契合。POA颠覆了“先输入、后输出”的常规教学顺序，提倡“输出一输入一输出”的教学步骤（文秋芳 2015），确保课堂教学的一切活动都要服务于有效学习，而不是盲目的将学习任务部署给学生实践。



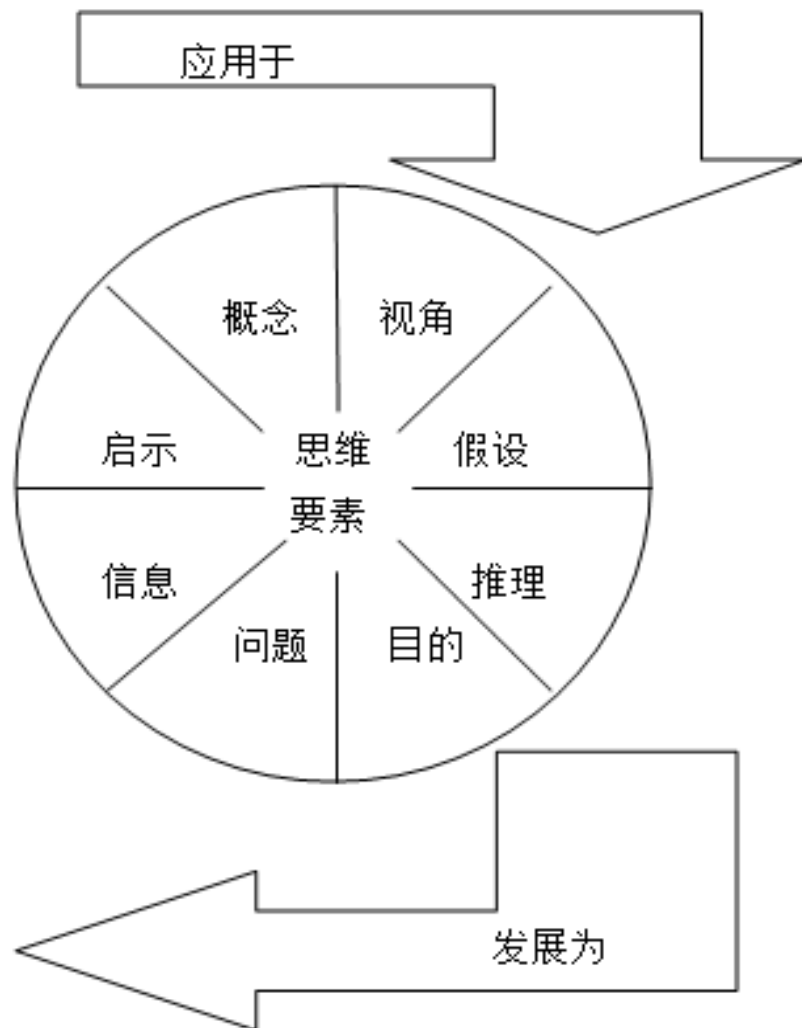
## ▶ 2. PEM思辨测量工具的运用

- ▶ 美国思辨中心（Center for Critical Thinking）Richard Paul和Linda Elder（2006）构建的三元结构思辨能力模型（简称PEM）自问世以来一直被作为衡量思辨能力的重要量具，这一模型包含八个思维要素（Elements of reasoning）、十个智力标准(intellectual standards)和八个智力特征(intellectual traits)。如图所示

智力标准	
清晰性	相关性
准确性	公平性
精确性	完整性
逻辑性	重要性
深度	广度



智力特征	
谦逊	正直
勇气	坚持
同理心	自信
独立	公正



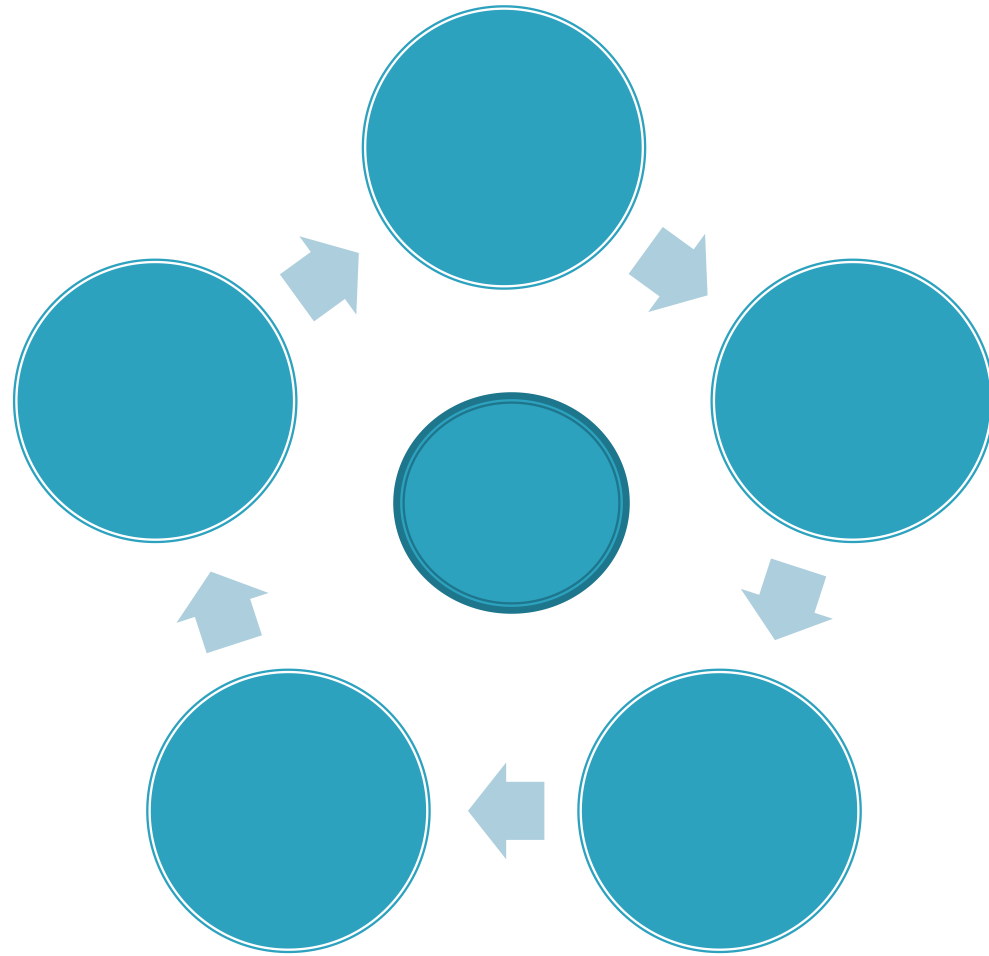
# 教学过程

- ▶ POA的教学方法和流程涵盖3个阶段：
  - ▶ 1. 驱动；
  - ▶ 2. 促成；
  - ▶ 3. 评价
- ▶ 教师在这三个环节中均起中介作用，例如：引领（guide）、设计（design）、支架（scaffolding）。

## ▶ Pre class work

- 教师将全班分为五个小组，分别代表不同的国家，每组参照四个引导问题，分别从至少三个不同的信息源查找其所代表国家的青少年问题和相关解决办法的资料，每组设计一个和该话题相关的即兴演讲题目，课前交给学习委员汇总并提交给任课老师审核。
- 阅读第四部分P273-274页Supporting your ideas，完成P268 Activity 3 的练习。

- ▶ In class:
- ▶ 1 驱动
  - Warm up
  - 按照课前的分组，以小组为单位做一个即兴演讲接龙，每组选出一位代表稍后上台演讲，其余四位组员按照黑板上展示的即兴演讲话题面对队员依次进行一分钟的即兴演讲，五组同时进行，这一环节充分调动每位同学语言产出的积极性，激发他们语言表达的欲望。(4 min)



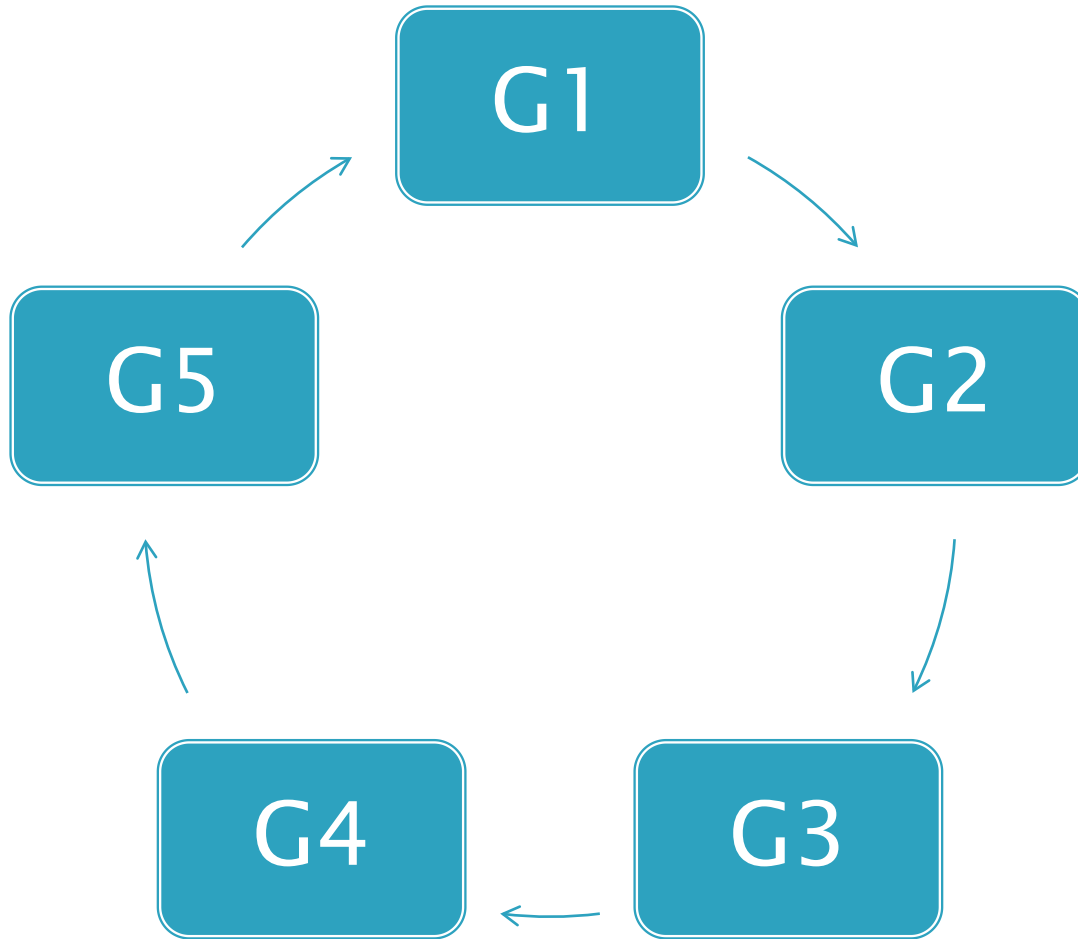
## 2. 促成

### 1) 教师描述产出任务

演讲接龙结束后，每组的第五位代表同学依次上台演示自己小组在pre class work 中做的本国关于adolescence 问题和解决方法的调查研究。

(15min, 3min/each)

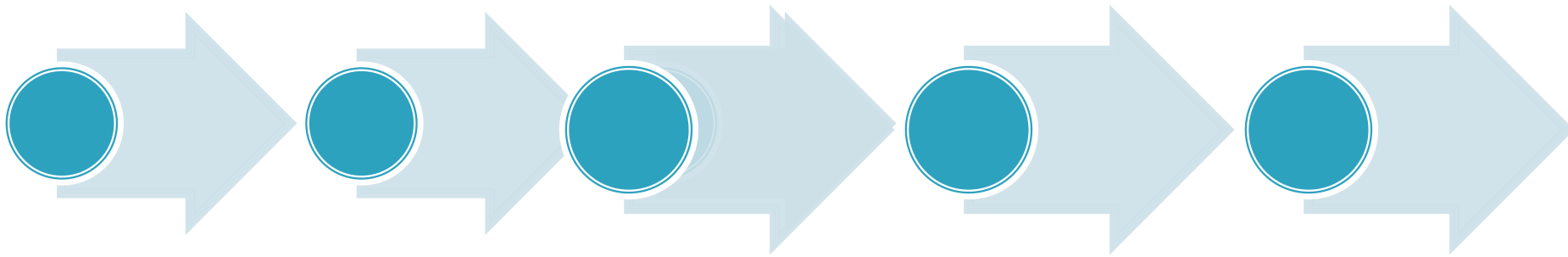
- ▶ 每组的代表演讲完毕，由下一组的同学按照Toulmin model 的三个重要组成部分分析该组论证单元构建的科学性以及是否具说服力。(10min, 2min/each)

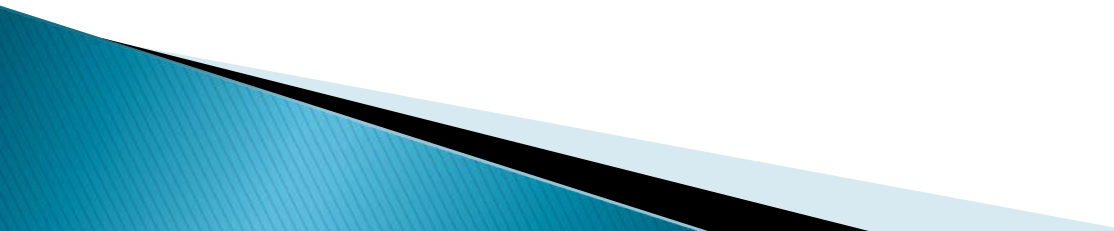




- ▶ 2) 学生进行选择学习
- ▶ 分成新的小组，每一组包括代表五个不同国家的组员，讨论分析这五个国家的青少年问题和在处理青少年问题方面有什么共同点和不同点。（5min）

- ▶ 3) 学生练习产出，教师给予指导并检查。
- ▶ 每组选一位新的代表汇报小组的讨论结果。（10 min, 2min/each）



- ▶ 3. 评价
  - ▶ 教师进行综合点评，总结本节课课堂活动存在的优劣。（5min）
  - ▶ 综合多维评价体系
  - ▶ 自评、他评、师评
- 

**Tool 7: Self-Assessment Checklist**

	a good preparation (data-collecting, audience analysis, brainstorming, topic selection, script-writing, preparing visual-aids, rehearsing, etc)
	a clear and definite message
	a logical development of ideas
	a fluent and accurate use of language
	a dynamic opening that captures audience attention
	an effective eye-contact
	a well-paced presentation
	a well-modulated voice
	a rapport with audience members
	fresh material that holds audience attention
	a well-practiced speech, acted with spontaneity rather than read or memorized
	an effective use of humor
	an effective use of visual aids in presentations
	an uncontrived genuine closing that touches or motivates audience members
	a good time-management

49% OK's OK's

**Tool 6: Speech Evaluation Form**

Speaker: \_\_\_\_\_  
Topic: \_\_\_\_\_  
Specific Purpose: \_\_\_\_\_  
Central Idea: \_\_\_\_\_

*Rate the speaker on each following point: 1-poor 2-fair 3-average 4-good 5-excellent*

INTRODUCTION					CONCLUSION						
Gained attention and interest	1	2	3	4	5	Prepared audience for ending	1	2	3	4	5
Introduced topic clearly	1	2	3	4	5	Reinforced central idea	1	2	3	4	5
Established credibility	1	2	3	4	5						
Previewed body of speech	1	2	3	4	5	DELIVERY					
Related to audience	1	2	3	4	5	Maintained eye contact	1	2	3	4	5
						Used voice effectively	1	2	3	4	5
BODY					Used physical action effectively	1	2	3	4	5	
Main points clear	1	2	3	4	5	Presented visual aids well	1	2	3	4	5
Main points fully supported	1	2	3	4	5						
Organization well planned	1	2	3	4	5	OVERALL EVALUATION					
Language accurate	1	2	3	4	5	Topic challenging	1	2	3	4	5
Language clear, concise	1	2	3	4	5	Specific purpose well chosen	1	2	3	4	5
Language appropriate	1	2	3	4	5	Speech adapted to audience	1	2	3	4	5
Connectives effective	1	2	3	4	5	Speech completed in time limit	1	2	3	4	5

Critique and Suggestions (either in English or Chinese):  
What did the speaker do most effectively?

\_\_\_\_\_

\_\_\_\_\_

What should the speaker pay special attention to next time?

\_\_\_\_\_

\_\_\_\_\_

General Comments:

\_\_\_\_\_

\_\_\_\_\_

49% OK/s OK/s

Tool 4: Informative Speech Peer Evaluation Form

Speaker: \_\_\_\_\_  
Topic: \_\_\_\_\_  
Specific Purpose: \_\_\_\_\_  
Central Idea: \_\_\_\_\_

Rate the speaker on each following point: 1-poor 2-fair 3-average 4-good 5-excellent

- 1. speaker appeared poised and credible: 1 2 3 4 5
- 2. topic selection proper: 1 2 3 4 5
- 3. visual aid helped your understanding: 1 2 3 4 5
- 4. introduction gained attention: 1 2 3 4 5
- 5. organization easy to follow: 1 2 3 4 5
- 6. conclusion ended on a strong note: 1 2 3 4 5
- 7. language clear and concise: 1 2 3 4 5
- 8. speaker maintained strong eye contact: 1 2 3 4 5
- 9. speaker had sufficient vocal variety: 1 2 3 4 5
- 10. speech purpose achieved: 1 2 3 4 5

Critique and Suggestions (Please start with three positive comments. You can write either in English or Chinese):

\_\_\_\_\_  
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\_\_\_\_\_

Rater: \_\_\_\_\_ Date: \_\_\_\_\_

49% OK/s OK/s

Tool 5: Persuasive Speech Peer Evaluation Form

Speaker: \_\_\_\_\_  
Topic: \_\_\_\_\_  
Specific Purpose: \_\_\_\_\_  
Central Idea: \_\_\_\_\_

Rate the speaker on each following point: 1-poor 2-fair 3-average 4-good 5-excellent

- 1. speaker appeared poised and credible: 1 2 3 4 5
- 2. topic selection proper: 1 2 3 4 5
- 3. introduction aroused interest: 1 2 3 4 5
- 4. main points easy to be identified: 1 2 3 4 5
- 5. testimony, examples, proofs, narratives, etc, well-used or reliable: 1 2 3 4 5
- 6. conclusion ended on a strong note: 1 2 3 4 5
- 7. language clear and concise: 1 2 3 4 5
- 8. speaker maintained strong eye contact: 1 2 3 4 5
- 9. speaker had sufficient vocal variety: 1 2 3 4 5
- 10. speech purpose achieved: 1 2 3 4 5

Critique and Suggestions (Please start with three positive comments. You can write either in English or Chinese):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rater: \_\_\_\_\_ Date: \_\_\_\_\_

50% OK/s OK/s





▶ Thank You!

