



大学英语线上线下混合式教学模式构建与实践

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大学英语教与学面临的问题

要求高 VS 学时少

个性化学习需求 VS 单一的教学模式

教育信息化 VS 传统教学手段

学生为中心的课堂 VS 教师为中心的课堂

教改背景

“办好我国高校，办出世界一流大学，必须牢牢抓住全面提高人才培养能力这个核心点。”

——习近平总书记（2016.12）

新时代全国高等学校本科教育工作会议（2018.6）

“人才培养为本，本科教育是根。” —— 陈宝生

“课程是人才培养的核心要素。” —— 吴岩



高阶性、创新性、挑战度

消灭“水课”，建设“金课”

大学英语教学改革

教学目标的理论基础

“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才。”

——《国家中长期教育改革和发展规划纲要（2010—2020年）》

“构建合作探究学习共同体，同步提高语言能力、思辨能力、跨文化能力和人文素养。”

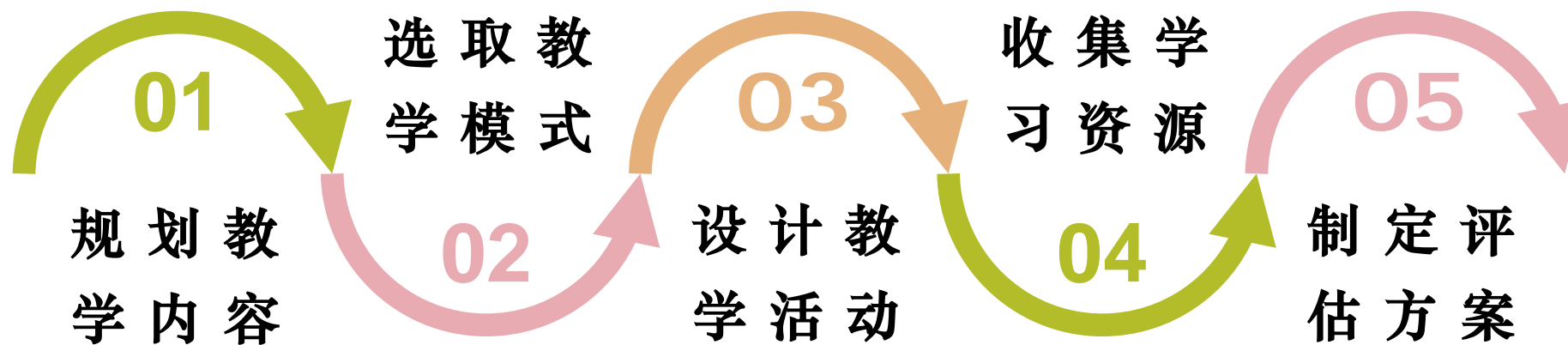
——人文英语教育论（孙有中，2017）

大学英语教学改革

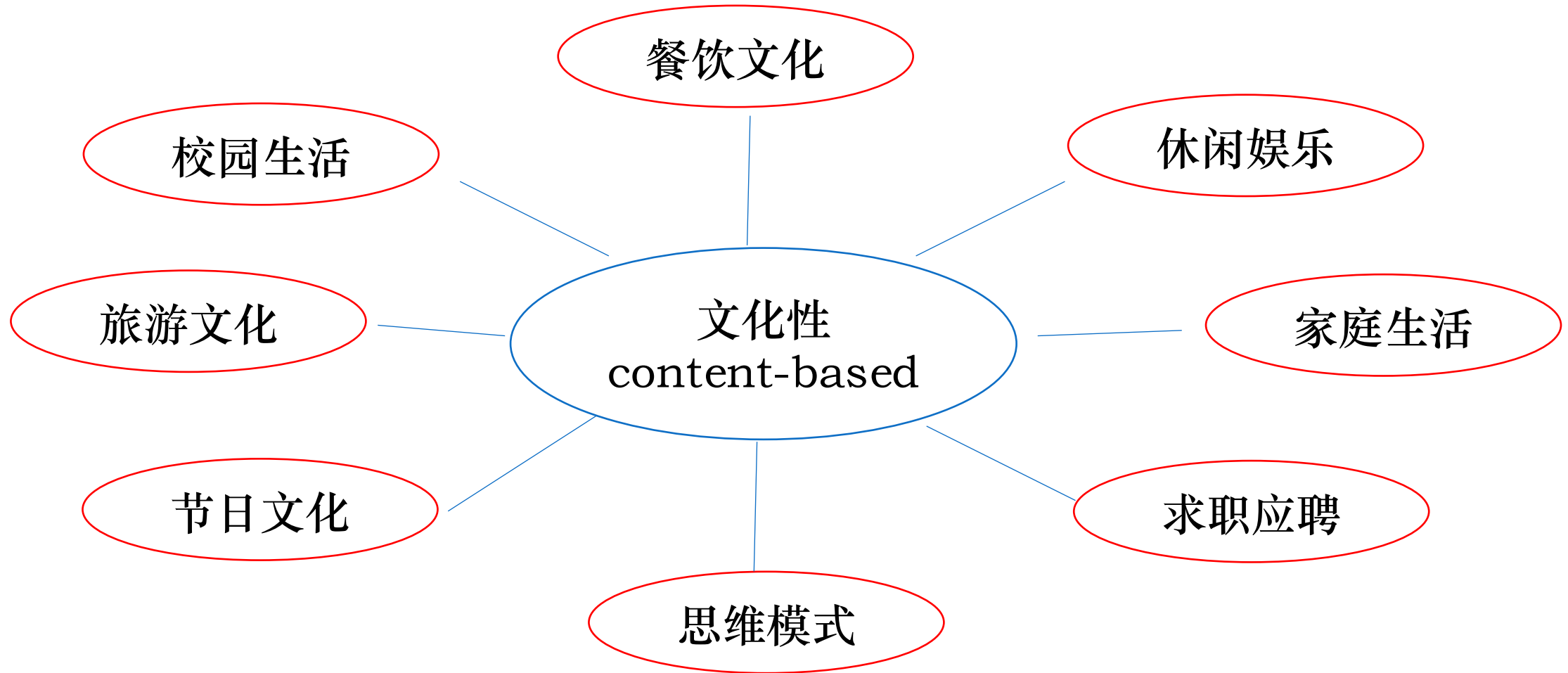
教学目标:



课程设计步骤



教学内容



线上 + 线下 —— 混合式教学模式





线上自主学习—交际英语慕课单元结构

语言知识建构 **Language Build-up**

语言技能



文化知识拓展 **Cultural Extension**

中西文化知识



思辨能力培养 **Critical Thinking Cultivation**

思辨能力





线下面授

教学活动形式：

研讨、探究

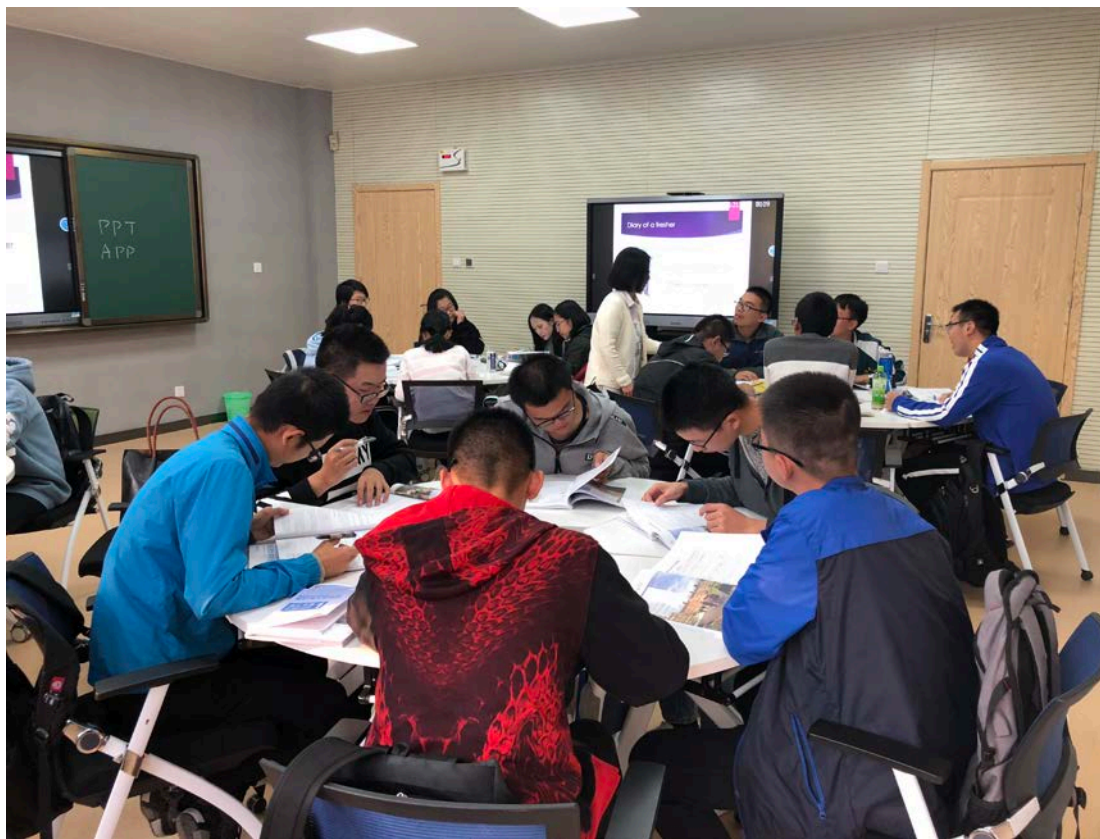
展示、角色扮演、辩论、游
戏竞赛（部分翻转课堂）

教师角色：

活动设计者，组织者，指
导者，管理者，评估者



线下面授



课堂教学特点

基于任务的 (task-based)

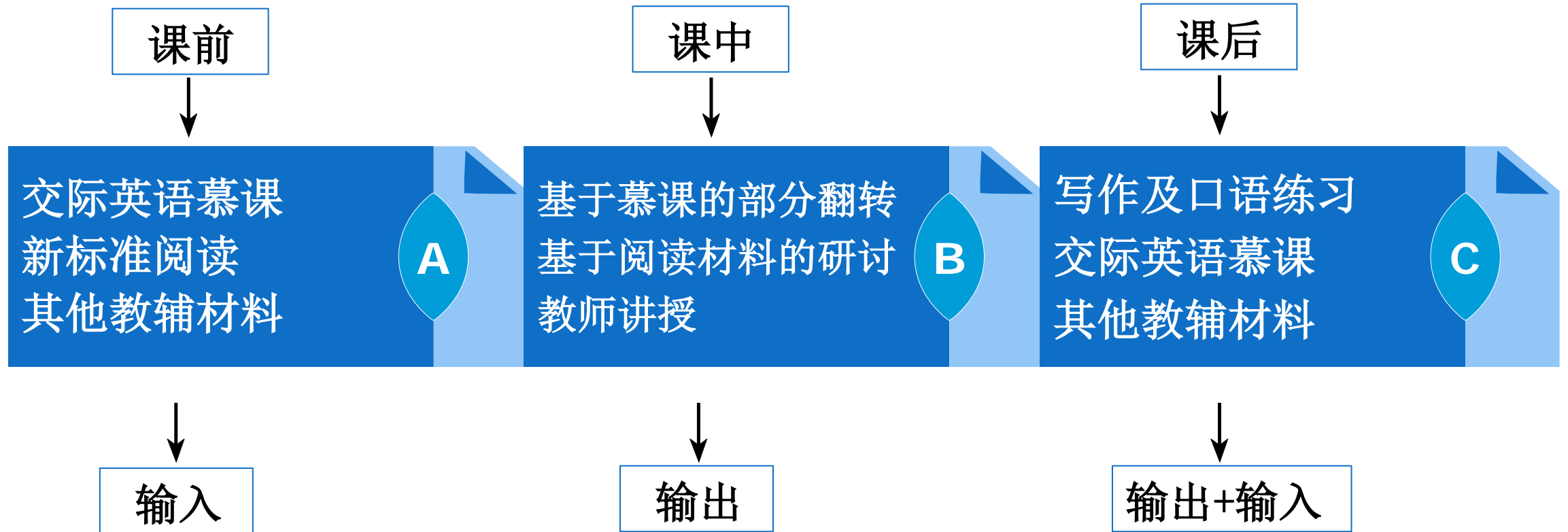
交际的 (communicative)

交互的 (interactive)

合作的 (cooperative)

学生为中心的 (student-centered)

教学步骤



tasks + small lectures



评估方法：形成性评估（60%）+ 终结性评估（40%）

形成性评估考核点（60%）

慕课学习成绩

课堂表现

预习情况 (learning circle)

课堂任务完成质量

主动承接任务次数

写作练习成绩

课堂测试成绩



大学英语教学改革

教学目标：国际化人才

高层级的语言综合素养

文化认知与跨文化交际能力

思辨能力

实现路径：

教学内容：8大文化主题

教学模式：混合式教学（翻转课堂练习）

线上：《交际英语》慕课

线下：《新标准》综合教程

教学方法：研讨式、探究型小班教学

评估方式：形成性评估 60%



Unit One Campus Life 教学示例





Passages selected:

Passage 1 *A diary of a fresher*

Unit 1 Starting out, Book 1

Passage 1 *College just isn't special anymore*

Unit 1 College culture, Book 2





Period 1 & 2:

My college life & campus culture





Task 1 Group work: Read & Talk (30mins)

designed from Passage 1 *A Diary of A Fresher*, Unit 1, Book 1

Directions: The class is divided into 6 groups. Each group reads a day of the 1st week in the writer's university life. Then discuss the 3 questions:

- 1. What happened to the writer?**
- 2. What happened to you in the same situation?**
- 3. Which aspects about the writer's university do you like or dislike? Which aspects about your university do you like or dislike?**

Task 2: Role play (20 mins)

designed from Section 1, Unit 1, MOOC

Passage 1 *A Diary of A Fresher*, Unit 1, Book 1

Directions: You've learned from MOOC the formal and informal ways of greetings and introductions. Please **role play** the dialogues between *the writer and her tutor, the writer and Sophie.*

Make use of the expressions you have learned from the MOOC.

Teacher's lecture (20 mins)

Passage 1 *A Diary of A Fresher*, Unit 1, Book 1

Grammar: a rhetorical effect- exaggeration
a rhetorical effect- repetition

Writing style: informal & personal

- 1) elliptical sentences
- 2) Colloquial & chatty expressions

Task 3 Discussing work (20 mins)

designed from Section 2, Unit 1, MOOC

Directions: In Section 2, Unit 1, MOOC, you have learned the terms on the right and know that Chinese universities are different from western countries in these aspects.

What other differences can you think of?

What do you think about the differences?

sorority

fraternity

gap year

sabbatical year

visual identity system

sharing rooms

part-time jobs on campus

...



Period 3 & 4:

College in the past & college today



Task 1: Term explanation (20 mins)

designed from Passage 1 *College just isn't special anymore*, Unit 1, Book 2

What happened in the 1960s in America (a time of anger and violence)?

Civil rights movement

Woman's rights movement

Anti-war movement

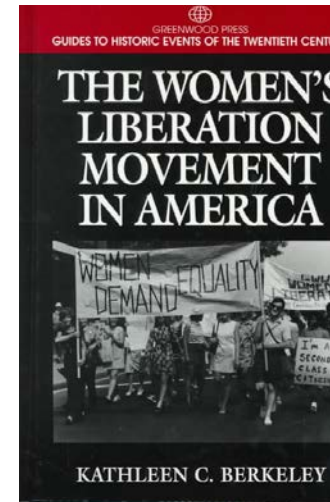
Environment-protection movement

Gay liberation movement/Homophile movement

John Kennedy & Robert Kennedy

Martin Luther King assassination

Appollo Program

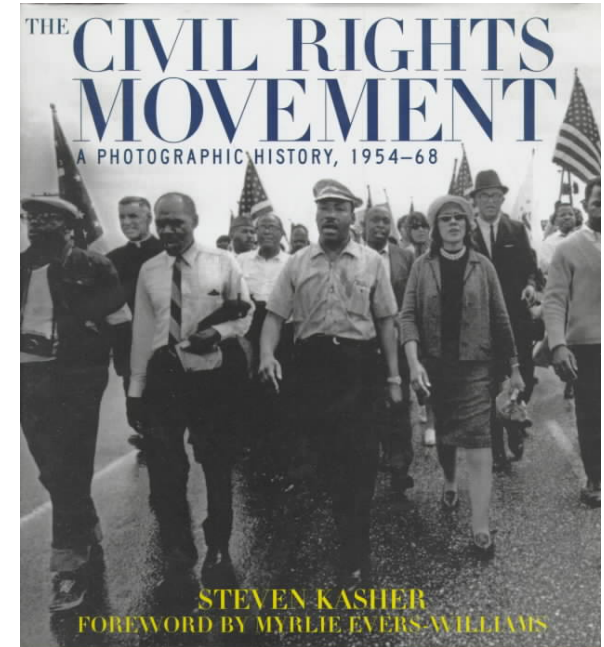


Teacher's lecture (10 mins)

Cultural background of 1960s' America

Campus radicalism (New left movement) (1964)

Counterculture movement (mainstream culture)



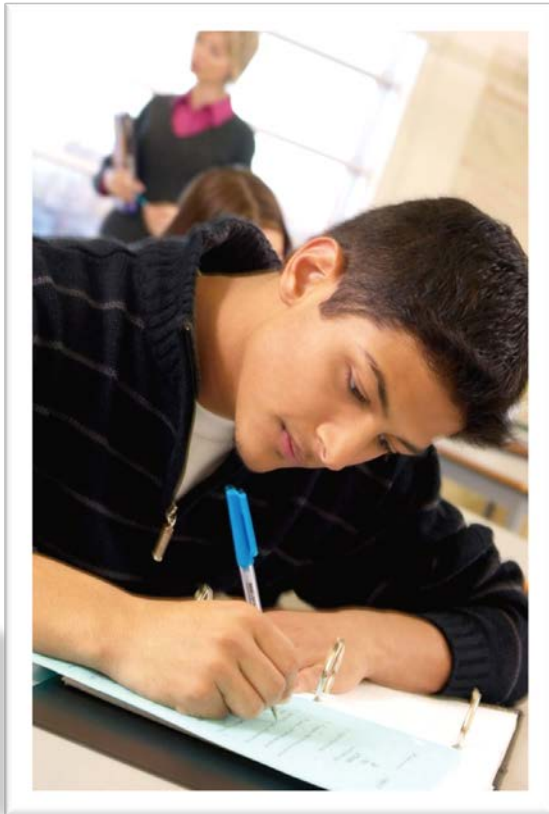
Task 2 Read & discuss (20 mins)

designed from Passage 1 *College just isn't special anymore*, Unit 1, Book 2

1. What is your impression of college students and the college life in 1960s after reading the text?
2. How college students have been different from those in 1960s according to the text?
3. Is college a means to an end or an end in itself according to the author?
4. What are the possible reasons for the phenomenon that the gap between childhood, real world and college has shrunk?

Task 3 Group discussion (20 mins)

designed from Passage 1 *College just isn't special anymore*, Unit 1, Book 2



1. How do you understand the title of the passage
“College just isn't special anymore”?
2. What is the writer's attitude to the present
college students?
3. What do you think is college like today?

Teacher's lecture (20 mins)

Response to students' questions related to text understanding

The writing technique -- comparison & contrast

the way of being critical





Period 5:

What is a college education for?



Task 1 Presentation (20 mins)

designed from Section 2 & 3, Unit 1, MOOC

Directions: Make a presentation introducing a social club to your classmates and encourage them to apply for it. Use the expressions and follow the presentation tips given in MOOC.

The audience should raise questions to show their interest in knowing it.

Task 2 Debate (25 mins)

designed from Passage 1 *College just isn't special anymore*, Unit 1, Book 2
Section 3, Unit 1, MOOC

What do you think is the purpose of a university education?

Directions: debate on the following ideas mentioned by the author of “College just isn't special anymore”.

College is a means to an end vs. **College is an end in itself**

Since you have learned from the conversation “studying in China or abroad?” in Section 3, Unit 1, MOOC the expressions of agreeing and disagreeing, and made notes, please make use of them in the debate.

Writing task

My dream univerversity life

Directions: you are supposed to think about the purpose that you receive university education after today's discussion. Then make a good plan for your 4-year life, based on which you draw a picture of your ideal univerversity life.

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解决途径

在线课程

线上+线下 混合式教学

多媒体技术+网络

研讨探究、交互合作

教师--组织、管理、监督、

指导、评估

启发思考、培养兴趣

几点思考：

1. 自主学习 ~~==~~ 放任自流
2. 教师讲解所占比重
3. 教学设计成为重点
6. 研讨、探究、交互、合作是现代语言课堂的特点
7. 教师完成学生档案，学生完成反思日记
8. 真正有效的学习方式是混合式的

谢谢！



交际英语微信二维码