

2023 年外研社 “教学之星” 大赛

教学设计方案



“理解当代中国”
英语演讲教程

2023 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	《演讲与辩论》
课程类别	<input type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> “理解当代中国”读写课程 <input checked="" type="checkbox"/> “理解当代中国”演讲课程 <input type="checkbox"/> “理解当代中国”翻译课程
教学对象	英语师范专业“地方优师专项计划”大一学生
教学时长	32 学时（一学期）
教材名称	《“理解当代中国”英语演讲教程》
参赛单元	第 4 单元 （*单本教材仅填写单元信息）

二、单元教学设计方案

1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

《“理解当代中国”英语演讲教程》（外语教学与研究出版社，2022）是习近平新时代中国特色社会主义思想“中国故事、外语表达”的“国家叙事”典范，是培养新时代外语人才讲好中国故事的**关键载体**，也是落实“三进”工作、深化课程思政、助力新文科建设的有效路径，具有鲜明的产出导向特色。

以教材为载体培养外语人才讲好中国故事的**关键**在于深度解读教材时政语篇的中国叙事逻辑（why），叙事文本（what），叙事技巧（how），将宏大“**国家叙事**”内化为外语人才的柔性“**个体叙事**”，进而展开个性化多模态故事讲述。

1.1 院校特色

作为一所地方性师范大学，建设教师教育特色鲜明的高水平综合性师范大学一直是我校发展目标，我院紧贴学校发展目标定位，自 1972 年开设英语师范专业以来，为地方中学英语教师培养做出了卓越贡献（数据表明，市内重点中学英语骨干教师近 1/3 为我院历届毕业生）。2019 年我院英语专业获批市级一流本科专业，2020 年获批国家级一流专业，新时代背景下，结合课程思政、三进工作、新文科建设要求与学校定位，凝练出以下**学院特色**：



图 1 院校特色定位

1.2 教学对象特点

《“理解当代中国”英语演讲教程》教学对象为英语师范专业“地方优师专项计划”大一（下）学生，共计 20 名。本着“定向招生、定向培养与定向就业”三原则，20 名学生均来自本地区边远区县，在我院接受四年订单式培养，学生需厚植家国情怀（特别是乡村教育情怀）、拓宽国际视野、提升英语学科专业与英语教育教学能力，未来回到定点区县，为地区乡村教育振兴做贡献。这部分学生经过第一学期学习，具备较好英语专业知识与一定英语学科教学专业知识与技能，其特点如下：

表 1 教学对象特点分析表

优 点	不 足
学习目标明确； 语言基础较扎实； 勤奋上进、能吃苦； 熟悉乡村与乡村教育； 愿意为乡村教育做贡献。	英语演讲知识欠缺； 对教育在乡村脱贫与共同富裕中的作用缺乏深刻认知； 语言表达的准确性与流畅性待提升； 批判性、创新性思维能力待培养。

为此，要讲好当代中国乡村教育故事，还需**重点培养以下能力**：

- 1) 深度解读教材时政语篇的中国叙事逻辑、叙事文本、叙事策略能力；
- 2) 运用中国叙事逻辑、叙事文本、叙事策略，个性化讲述中国乡村教育故事的能力。

1.3 本课程时长与总体目标

《“理解当代中国”英语演讲教程》共计开设一学期，十个单元教学内容分 32 学时完成，其中讲授 8 个单元，自学 2 个单元。前期开设相关专业课程为：《综合英语 I、II》《听力》《口语》《语音基础》与《英语朗读技巧》。结合本课程与教材特色、“地方优师专项计划”教学对象特点与人才培养目标定位，确定以下课程目标：

课程总目标：能用英语讲好当代乡村教育故事

课程分类目标：

1. 知识目标	2. 能力目标	3. 价值目标
1) 理解习近平新时代中国特色社会主义思想关于教育的重要论述； 2) 理解当代中国乡村与乡村教育； 3) 具备较好英语演讲知识与一定跨文化知识。	1) 具备良好跨文化故事讲述能力； 2) 具备较强思辨能力； 3) 具备一定数字媒体技术运用能力。	1) 践行习近平新时代中国特色社会主义思想的精髓要义； 2) 热爱乡村教育，具有扎根乡村教育的理想信念； 3) 具备乡村英语教师职业自豪感和责任感，爱岗敬业。

图 2 《“理解当代中国”英语演讲教程》课程目标

2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

参赛单元选自《“理解当代中国”英语演讲教程》第四单元，本单元围绕从减贫到共同富裕这一话题，深刻阐释以人民为中心的发展思想，坚持发展为了人民、发展依靠人民、发展成果由人民共享。根据单元主题、内容与教学对象特点，特设定以下单元教学目标：

表 2 单元教学目标

单元教学目标		
1. 知识目标	2. 能力目标	3. 育人目标
<u>1-1语言知识</u> ：建立以“脱贫减困、共同富裕”为中心的词汇库，句型 <u>1-2文本信息知识</u> ：理解中国农村脱贫的政策、措施和成就；共同富裕的阶段和目标 <u>1-3语篇结构知识</u> ：理解语篇跨文类的叙事模式（亚里斯多德的三种基本说服方式、Labov的叙事结构） <u>1-4融媒体知识</u> ：利用多种平台开展线上线下学习（ltest, 语料库，问卷网，腾讯会议，自媒体平台）	<u>2-1语篇解读能力</u> ：挖掘语篇主题，分析文本叙事策略，掌握叙事技巧与手段 <u>2-2演讲能力</u> ：围绕主题，运用语篇知识，从个人视角讲好中国乡村“教育脱贫”故事	<u>3-1家国情怀</u> ：理解中国从脱贫到共同富裕背后的“发展为了人民、发展依靠人民、发展成果由人民共享”的以人为本的理念 <u>3-2职业使命</u> ：能理解教育在乡村脱贫中的作用，认识到自己作为未来教师在共同富裕的进程中应有的责任 <u>3-3创新精神</u> ：能够自主开展调研、提升实证精神与能力；合作；探究；制定未来“乡村教师”个人5年职业发展规划

3、单元教学过程（1>说明本单元的主要内容、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>说明本单元教学过程如何体现数字赋能，创新育人）

3.1 本单元主要内容、课时分配、设计理念与思路

3.1.1 本单元主要内容

本单元为第四单元，题目为 **Making Development People-Centered**，其主要内容如下表所示：

表 3 单元教学内容

Title	Making Development People-Centered	
content	China's poverty reduction policy, measures, and achievements	
	Speech 1	China has written a new chapter in the history of the fight against poverty.
	Speech 2	"40 Years of Reform and Poverty Reduction"
Genre	Public speech	expository writing
Language features:	Lexical features	<ul style="list-style-type: none"> ➤ Expressions related to the unique phenomena of China ➤ Technical and policy-related terminologies ➤ Abstract nouns ➤ Words related to Statistics
	Syntactical features	<ul style="list-style-type: none"> ➤ Sentence patterns featuring objectivity ➤ "We" + predicative sentence patterns ➤ Sentences with the post-positioned long attributive clauses and participles
	Text structure	Deductive pattern (illustrated in the following two charts)

本单元包含两个演讲文本，其主要内容分别如下：

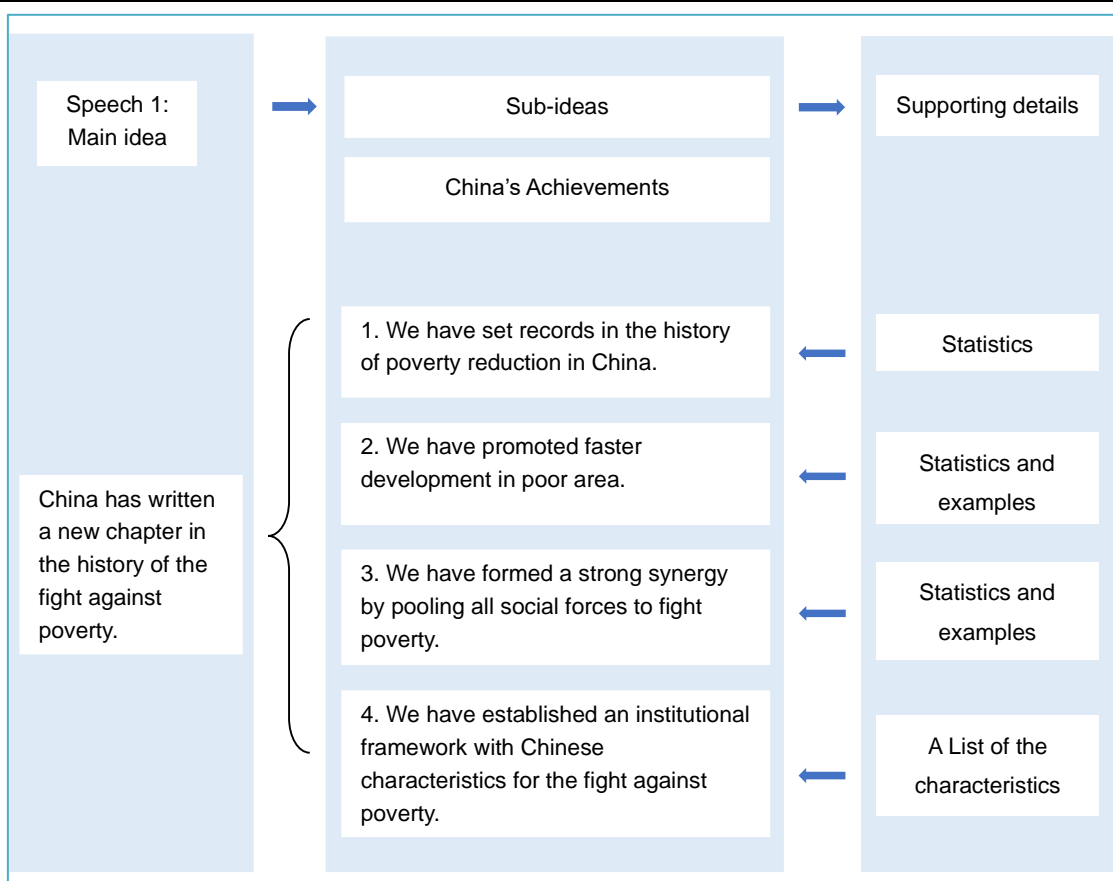


图3 文本一内容分析

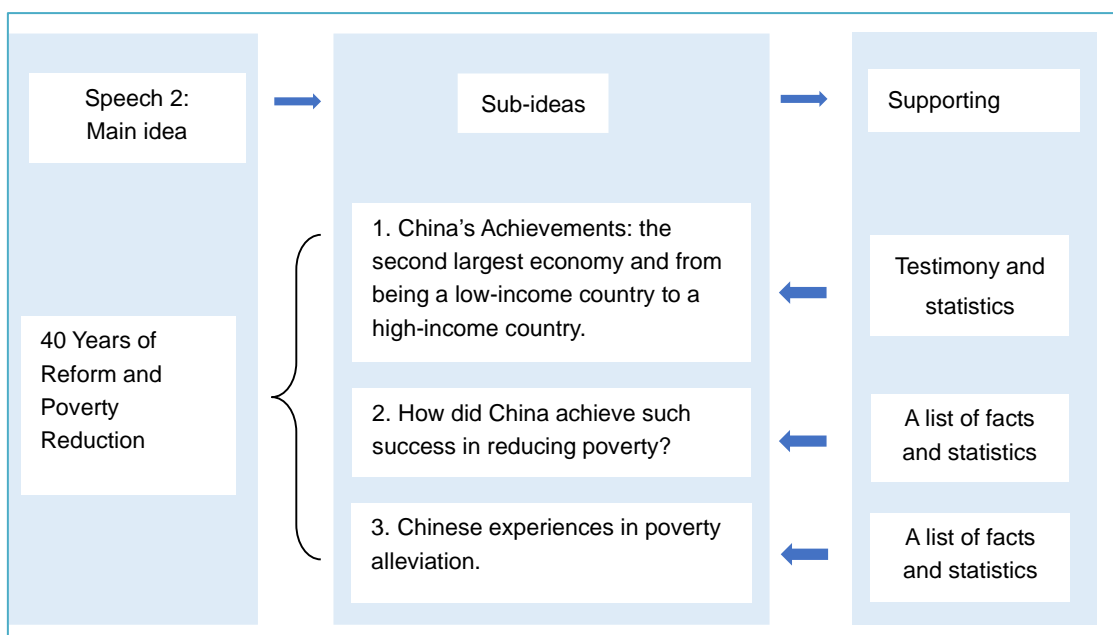


图4 文本二内容分析

3.1.2 课时分配

本单元教学采用线上线下结合的模式开展，线下教学共四个课时，线上学习主要体现在课前准备、课中学习、课后演讲网上发布等环节。

3.1.3 设计理念与思路

(1) 设计理念

输出驱动教学活动——基于二语习得输出驱动假设理论（Swain, 1985），本单元整体教学设计秉持逆向教学设计（Wiggins & McTighe, 1998）与产出导向法（文秋芳, 2008）理念，从“教学目标—教学评价—教学活动”逆向设计、正向施工，让学生明确单元学习后的预期产出任务，收集能够证明到达结果的证据，最后设计教学活动，使评价成为教学活动的有机组成部分，充分体现教、学、评一体化，促使教学目标有效达成。

学理支撑育人实践（Research-informed）——好的教学设计需要处理好“道”与“器”的关系。本设计充分体现理论对教学实践的学理支撑，即：教师不仅应知道 what to teach and how to teach, 更需清晰地辨析每一个教学活动背后的学理依据 why to teach, 具体包括：习近平新时代中国特色社会主义思想及其相关研究、语言学、叙事学、传播学、教育技术学等跨学科理论与研究。

EXIT-M 互动教学模式理论¹——基于 EXIT-M 互动教学模式关于传统文本（text）与其它媒体（multimedia）的深层互动理论，整个单元教学设计共分 4 课时完成，每一课时均由课前任务准备、课中任务实施、课后任务发布三阶段构成，充分运用外研社 Unipus 与 iTEST 平台、在线语料库、TikTok、MOOC 等多种平台，将教师的教（线上、线下）、学生的学（线上、线下）与教学评价（线上、线下）有机整合，有效促进学生深度学习（deep learning）的发生与高阶思维（如：思辨能力）的发展，进而实现教学目标的落地。

(2) 设计思路

单元整体产出任务：2023 年“外研社国才杯”“理解当代中国”全国大学生外语能力大赛即将举行，今年的主题是：The Chinese Path to Modernization。我班将要选派选手参加比赛。我们的选题方向是“从脱贫走向共同富裕的现代化进程——乡村教育的贡献与使命”。

遵循逆向教学设计理念（Backward Design），充分体现输出驱动（POA）、文本与多种媒介的深度互动融合（EXIT-M Model）、教学评一体化实施（Alignment of Teaching-Learning-Assessment），在单元总体任务驱动下，逆向设计课时 4、课时 3、课

¹ EXIT-M (extending interaction with text and other media)互动教学模式由英国学者 Mark Schofield（2005）提出，指教师充分利用多种媒体设计活动，通过文字和其它媒体的深层互动刺激，学习者在对话式的思考和学习中获得更具象的学习体验，从而实现从浅层学习到深层学习的转变。

时 2、课时 1；每一课时在课时目标驱动下，均由课前准备、课中教材语篇深度解读与 mini speech 演练、课后线下演讲视频评选与线上平台发布任务链构成，形成单元整体任务链闭环，设计思路如下：

3.2 本单元教学组织流程，包括课内、课外具体步骤与活动

本单元采用线上线下结合的教学方式，四个课时从课前准备、课中生成到课后产出全程均体现线上、线下有机结合，课文文本与多种媒介的深层交互，从而实现数字赋能、创新育人。

3.2.1 本单元教学组织流程

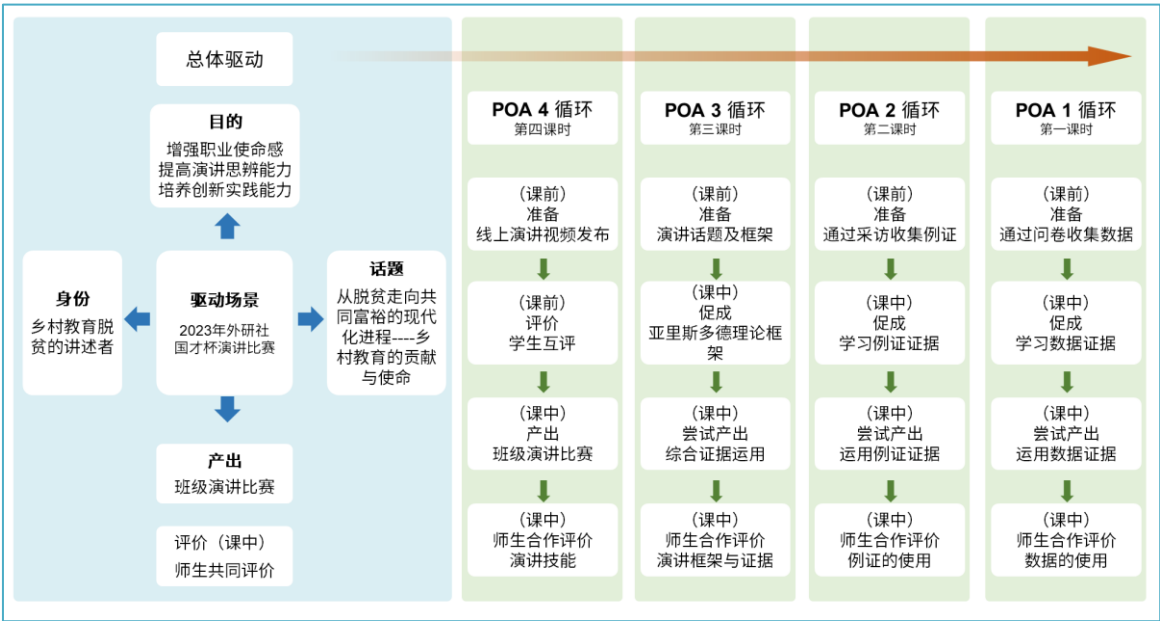


图 5 单元教学流程

3.2.2 单元课时教学目标、教学活动与教学评价

本单元分成四个课时完成，单元总体目标落实到各个课时之中，实现教学评一体化的理念。具体内容如下表：

表 4 单元目标、教学活动与评价表

数字赋能 创新育人	准备阶段	生成阶段	产出阶段	评 价
(1)全程线上、 线下有机融 合；	运用 iTEST 等 平台开展预 习，学生能在 完成作业之后	运用 iTEST、问卷 星、微信大屏幕等手 段，即时检测学生的 学习结果。	运用自媒体平 台，互评同学 的演讲。	数字化 测评手 段

(2)文本与多种媒介深层互动。	立即检查自己的预习效果。			
教学总体目标	布置任务	知识能力储备	知识能力运用	评 价
(1)增强职业使命感 (2)提高演讲思辨能力 (3)培养创新实践能力	参加 2023 年外研社国财杯演讲比赛	本单元四个课时都为完成这一任务作准备，从证据的收集，到各种证据的文体特征的学习，再到每次课的 mini speech 的演练，然后线下演讲视频的评选，都指向任务的达成。	1. 制作演讲视频： (1)身份：乡村教育脱贫的个人讲述者； (2)话题：从脱贫走向共同富裕现代化进程--乡村教育的贡献与使命 2. 演讲故事线上发布，学生线上投票，教师对视频进行讲评。	线上线 下 平台： 师生共同评价
	课 前	课 中	课 后	
第一课时目标	准备阶段	生成阶段	产出阶段	评 价
(1)理解贫困是一个全球问题 (2)认识中国在脱贫攻坚中的四大成就 (3)明白数据与证言对论点的支撑作用 (4)运用调研数据作证据讲述乡村教育在脱	1. 完成单元文本表层阅读，并在 iTEST 平台上完成阅读任务。 2. 布置演讲比赛任务。 3. 完成班级调查问卷及部分词汇预习。	1. 评讲课前预习，针对性解决 Text A 表层理解中的语篇大意与文章整体结构。 2. 深入阅读 Text A 第 1-7 段，理解数据作为证据的功能与方法。	运用该方法，选取课前问卷数据，合作完成 mini speech	教师评价 学生自评 互评

脱贫攻坚中的作用				平台媒介
第二课时目标	准备阶段	生成阶段	产出阶段	评 价
<p>(1)在演讲中使用“脱贫”相关英文表达</p> <p>(2)探索发展依靠人民的理念</p> <p>(3)运用 Labov 叙事结构分析故事</p> <p>(4)运用 Labov 叙事结构讲述个人故事</p>	<p>1. 采访身边的乡村教师。</p> <p>2. 利用语料库整理“脱贫”相关英文词汇。</p>	<p>1. 检测学生语料库搜寻结果。</p> <p>2. 深入阅读 Text A 第 8-14 段，借助 Labov 叙事结构模式重点解读 Para.12,理解例证作为证据的功能与方法。</p> <p>3. 运用 Labov 叙事模式，选取课前采访案例，合作完成 mini speech，从个人视角讲述乡村教师在教育脱贫中的故事。</p>	<p>运用例证作为证据的方法，选取课前采访对象，合作完成 mini speech</p>	<p>教师评价</p> <p>学生自评与互评</p> <p>平台媒介</p>
第三课时目标	准备阶段	生成阶段	产出阶段	评 价
<p>(1)理解中国四十年改革开放与减贫中的六大中国经验</p> <p>(2)运用所学语篇知识和叙事技巧分析文本</p> <p>(3)综合运用以上知识完成演讲</p>	<p>1. 完成 iTEST 上的教材语言习题，预习文本 B。</p> <p>2. 自行组织小组成员，确定演讲理念及框架。</p>	<p>1. 评讲学生的在线作业。</p> <p>2. 阅读语篇 2，借助亚里斯多德说理的艺术解读文本叙事策略，总结文本叙事策略，阐释中国减贫的努力与成效。</p>	<p>运用亚里斯多德的理论合作完成 mini speech</p>	<p>教师评价</p> <p>学生自评与互评</p> <p>平台媒介</p>
第四课时目标	准备阶段	生成阶段	产出阶段	评 价
运用数据、例子和证言讲述	(1)要求学生录制演讲视频，	(1) 学生分别演讲展示。	学生优化并在 TikTok 等平台	学生自评互评

个人乡村教育故事	并发布在自媒体平台。 (2)全班同学观看并在评论区留言。点赞最多的五位同学下次课现场演讲。	(2) 台下学生为观众评委，选出前三名参加学校比赛。 (3) 点评学生演讲。	在线发布演讲视频	教师点评
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3.3 数字赋能，创新育人的单元教学过程

3.3.1 数字赋能

基于 EXIT-M Model 文本与其他媒介的深层互动模式理论，本单元 4 课时课前、课中、课后全过程采用线上线下结合的混合教学模式，充分利用数字技术赋能教学实践，提升教学效益，促使单元教学目标的落地，进而助推“地方优师计划”英语师范生用英语讲好中国故事的能力。线上通过问卷网等平台，开展调研；利用语料库工具 LancsBox 整理单元主题相关的语言表达；通过 iTEST 等平台预习准备；通过自媒体平台发布演讲短视频并留言参与评论。课中教学利用微信大屏幕留言墙，即时检测学生的作业。

3.3.2 创新育人

育人理念创新：创新育人，需理念先行。本单元教学设计充分体现理论对育人实践的指导作用，大量整合语言学、叙事学、政治学、传播学、教育学等跨学科理论的最新研究成果，将《“理解当代中国”英语演讲教程》的时政语篇内容界定为“中国故事、英语表达”的“国家叙事”典范，是人才培养的关键性载体。要培养未来乡村英语教师从个人视角讲好中国乡村与乡村教育故事的能力，就需要引领学生挖掘教材时政语篇的中国叙事逻辑、叙事文本、叙事技巧，并有效内化为个人跨文化叙事能力，最终实现中国故事的个性化多模态讲述与发布。

育人模式创新：基于本课程教材时政语篇的特点与教学对象特色，在人才培养模式上，探索构建“英语+思政+教师教育+传播”跨学科多元协同育人模式，思政课教师主要在课前参与教学设计讨论，帮助精准把握习近平新时代中国特色社会主义思想的精髓要义；新闻传播学教师主要指导英语专业教师与学生通过多种媒介的灵活运用，有效实现乡村教育故事的多模态讲述与发布；英语专业内部由语言学、叙事学与学科教学三大专业方向教师组成，聚焦对《“理解当代中国”英语演讲教程》时政语篇的中国叙事逻辑、叙事文本与叙事技巧的挖掘，帮助学生实现从国家叙事到个人叙事的内化。

育人实践创新：本单元教学设计有效融通课内、课外与社会实践三大类课堂，学生不仅有第一课堂的集中学习与第二课堂的课外任务，学生还需走出校园，就乡村教育在脱贫与走向共同富裕的进程中的贡献及使命进行小型调研、制定自己的职业规划。

4、单元教学评价（说明本单元的评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

4.1 评价理念

本单元以逆向教学设计理念（Backward Design）为指导，以输出驱动（POA）为框架，借助第三方平台，实现教师和学生（互评+自评）评价主体融合，采用线上线下、课内课外、过程性评价与终结性评价相结合的方式，实施教学评一体化，构建多元立体教学评价体系(plural-subject multi-dimensional assessment)。具体如下图所示：

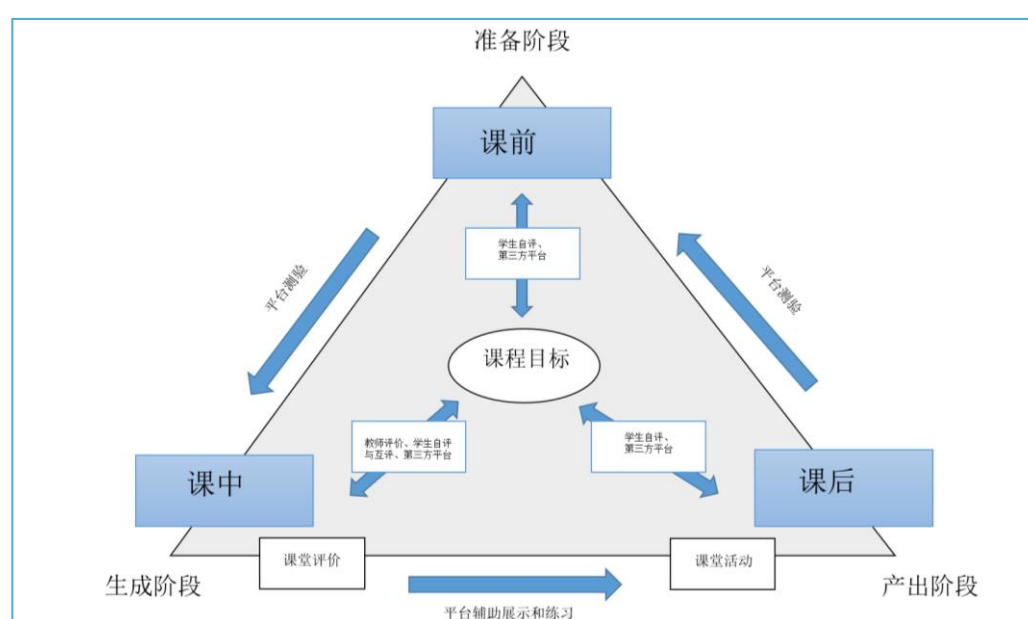


图6 单元教学评价理念

4.2 评价体系实施

本单元体系以逆向教学设计理念（Backward Design）为指导，以输出驱动（POA）教学活动设计，因而，教学目标设定和分解是评价的起点。根据教学单元总目标进行分层目标设定，并设计教学任务，进而设计相应的评价（目标导向的教学评一体化实施详见表4 单元目标、教学活动与评价表）。

4.2.1 评价主体和方式

本单元教学评价借助第三方平台（各大数字平台），实现教师和学生评价主体的融合；综合运用形成性评价与终结性评价相结合，采用线上线下、课内课外、过程性评价与终结性评价相结合的方式。

每一个分级评价测试对应每一课时的教学目标，检查该课时的目标达成度；每个课时结束前，学生都将开展一次 mini speech，综合运用本节课所学知识 with 策略，这将作为对一节课学习的总体评价；每一个课时的课前检查、课中评价和课后检查前后连贯，并且上一课时的课后练习和测试结果需要与下一课时的讲解结合；最后，整个单元教学结束后的任务检测整个教学单元的课程目标达成情况，形成一个内循环，

在学习的各个环节，教师将设计不同的教学活动，在活动中观察学生的学习表现，以此评价学习效果，从而调整或修改教学进程。

评价方式除了教师评价，更多采用学生自评和互评，鼓励生生对话，从而提高教学效果。

4.2.2 评价内容

围绕语言能力、思辨能力、思政能力、自主学习能力及合作精神，通过不同的课堂活动对学生在本单元的学习效果进行综合评价。

（1）语言能力

通过对文本的深入理解、语言知识的学习，评估学生运用语言理解文本意义的能力；通过课堂讨论及 mini speech 的活动，评估学生运用语言表达意义的能力。

（2）思辨能力

通过课堂讨论，评估学生是否能变换不同视角看待问题，是否能用不同的证据支持自己的观点。

（3）思政能力

通过课堂讨论及演讲，评估学生能否用发展的眼光看待问题，能否在表达意见时表现科学的世界观、价值观和人生观。

（4）自主学习能力

通过课前的预习，课后的作业，评估学生是否能开展自主的调研，是否能有效地使用不同渠道收集信息。

（5）合作精神

通过每堂课的小组学习及演讲准备，评估学生是否能与小组成员合理分工，从而有效达成目标。

4.2.3 运用数字化测评手段

课前：运用 iTEST 等平台开展预习，学生能在完成作业之后立即检查自己的预习效果。

课中：运用微信大屏幕等手段，即时检测学生的学习结果。

课后：运用自媒体平台，互评同学的演讲。

三、参赛课时教学设计方案

1、教学目标（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

参赛课时为本单元教学第二课时，选取自《“理解当代中国”英语演讲教程》中的第四单元的 Activity 2 “Understanding China’s efforts in poverty alleviation” 的重要讲话节选：A New Chapter in the Fight Against Poverty 的第 8 至 14 段作为讲解内容，尤其聚焦第 12 段的案例故事。

以下为参赛课时教学目标及所对应的单元教学目标：

表 5 参赛课时教学目标与单元目标的关系

教学目标	目标分项	目标描述	拟实现的单元目标
知识目标	1. 词汇知识	能总结与“脱贫”相关的英文表达和搭配规律。	1-1; 1-4
	2. 语篇知识	能提炼Labov的叙述模式中的6个基本要素。	1-3
能力目标	1. 语篇解读能力	能应用Labov的叙事模式分析故事的叙事结构。	2-1
	2. 演讲能力	能运用Labov的叙事模式从个人视角讲述乡村教师在教育脱贫中的故事。	2-2
育人目标	1. 创新精神	能借助语料库工具归纳话语特征，提升实证精神和客观分析的能力。	3-3
	2. 家国情怀	能探索中国脱贫攻坚到共同富裕背后“发展依靠人民”的理念。	3-1
	3. 职业使命	能理解教育对脱贫和共同富裕的作用，树立乡村教师的责任感与使命感。	3-2

2、教学过程（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；3>说明本课时教学组织流程，包括具体步骤与活动；4>说明本课时教学过程如何有效使用教材实现教学目标，如何通过数字赋能教学，提升育人成效）

2.1 本课时设计理念与思路

本课时基于语言学、叙事学、教育学、传播学、政治学等学科理论与相关研究成果，基于逆向教学设计、文本与多种媒介深层互动理论，有机整合 POA, CBLT, Flipped Classroom 等教学模式方法，设计自学检查、语篇分析、故事讲述三大教学步骤。教师作为中介，主要起引领、设计和支架作用。

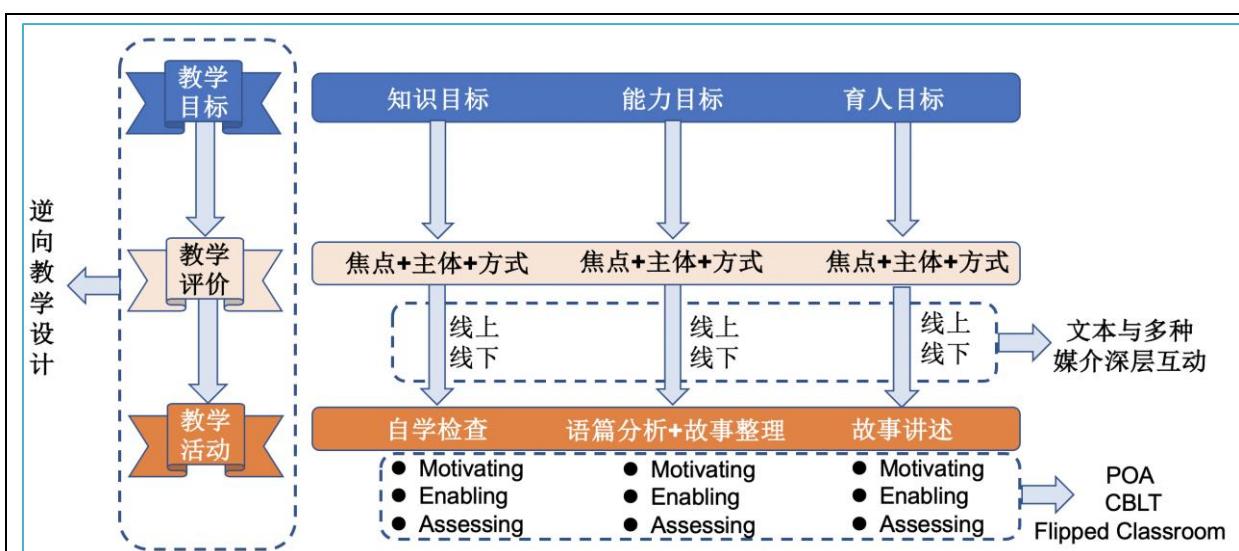


图 7 参赛课时设计理念与思路

2.2 所选取的教材内容及依据

本课时主要选取教材中 Activity 2 中的文本，具体内容及选取依据如下表

表 6 参赛课时选取教材内容及依据

教学活动	教材内容	选取依据
自学检查	Activity 2 第 61-65 页	检查学生对“脱贫”相关英文表达的梳理，提升实证精神和客观分析能力，启发学生使用中国特色话语体系讲好中国故事；考查学生对课文主要内容的理解情况。 总结搭配分类，。归纳“发展为了人民”的主旨思想。 回顾教材数据证据的作用，引出案例类型的证据
语篇分析	Activity 2 第 64 页 12 段	总结教材中例证故事的文本特征和主旨大意。 从例证故事的叙事结构中提炼 Labov 叙事模式的 6 个要素。 挖掘教材语篇背后“发展依靠人民”的深层思想。
故事讲述	Activity 2 第 66 页	应用 Labov 叙事模式从个人视角讲述乡村教师在教育脱贫中的故事，实现从国家叙事到个人叙事的转化。

2.3 本课时教学组织流程，包括具体步骤与活动

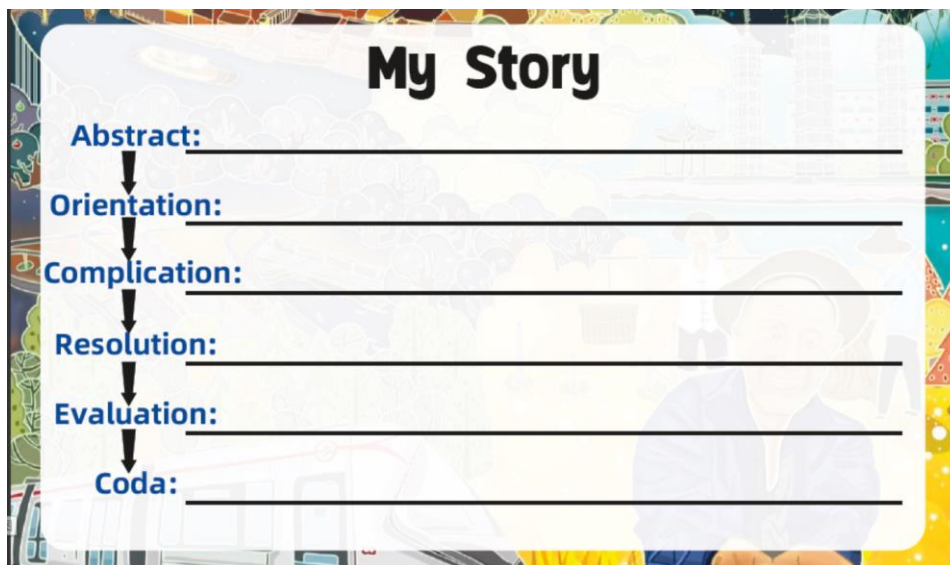
本课时遵循学生的认知规律，由学习理解的输入，运用实践的内化，到迁移创新的输出，设计了如下表的教学组织流程：

表 7 参赛课时教学组织流程表

教学流程	教学步骤与活动	教学评价	教学目标
活动 1 自学检查 (10 分钟) 复习巩固	<u>1. 作业展示</u> 学生展示其借助语料库工具整理的“脱贫”相关英文表达，归纳这些表达的频率及常用搭配分类 <u>2. 主旨归纳</u> 根据搭配分类，归纳“发展为了人民”的深层思想。 <u>3. 引入本课</u> 回顾数据证据的作用，引出案例类型的证据。	评价焦点：词汇知识 评价主体：教师 评价方式：线上展示+课堂提问	知识目标 1 育人目标 1
活动 2 语篇分析 (15 分钟) 学习理解	<u>1. 语篇文类分析</u> 学生阅读课文第三、四部分，发现证据类型。 以第三部分为例，总结跨文类语篇的定义 <u>2. 核心段落内容分析</u> 带领学生分析 12 段的双叙事人的特征。总结出“故事嵌套故事”的基本结构框架。 聚焦第二叙事人，分析语篇中的人物及事件。总结出段落的主要内容 <u>3. 叙事模式分析</u> 带领学生逐句分析，提炼出 Labov 的叙事模式 6 个要素。 归纳例证故事作为证据的特点与功能。 <u>4. 语篇主旨归纳</u> 从两代人的共同努力到全社会扶贫的强大合力，探索出“发展依靠人民”的主旨	评价焦点：语篇理解+叙事 评价主体：教师 评价方式：填表任务+课堂提问	知识目标 2 能力目标 1 育人目标 2

活动 3 故事整理 (5 分钟) 应用实践	<u>1. 话题迁移</u> 认识教育在脱贫减困的进程中的作用 <u>2. 拼图阅读</u> 教师发放乡村教师刘秀祥的故事卡片打乱顺序，学生小组阅读并按叙事模式排序 <u>3. 文化提升</u> 观看乡村老师刘秀祥的视频，深入理解人物精神	评价焦点：叙事分析 评价主体：学生、教师 评价方式：排序任务+互动点评	能力目标 2 育人目标 3
活动 4 故事讲述 (10 分钟) 迁移创新	<u>1. 故事写作</u> 小组将事先采访的乡村教师人物素材，按 Labov 模式制作故事海报 <u>2. 故事分享</u> 小组展示海报并讲述故事 <u>3. 全班评价</u> 师生根据评价量表提出建议性意见	评价焦点：故事产出 评价主体：学生、教师 评价方式：海报展示+评价量表+互动点评	能力目标 2 育人目标 3
小结与作业 (3 分钟)	<u>1. 反思与评价</u> 教师引导学生回顾本课目标，学生扫码在线进行自我评价和反思。 <u>2. 作业布置：</u> 完成 iTEST 上的教材习题（P65 练习 2）。 进一步个人故事并在 TikTok 上发布。	评价焦点：课时学习效果 评价主体：学生、教师 评价方式：评价量表+反思日志	目标整合

板书设计



2.4 有效使用教材实现教学目标

本课时所选课文聚焦中国脱贫攻坚成就的第三、四点，让学生能够在演讲中使用“脱贫”相关英文表达；探索“发展依靠人民”的深层思想；学会用例证证据支撑自己的观点并讲述个人故事。整体而言，本课时三个教学目标的实现都基于对教材语篇的深度解读：

1. 通过整理教材语篇中的**核心词汇**短语，学生可以归纳时政话语的英文搭配规律。
2. 通过对**语篇的内容**理解，学生能够认识当代中国的脱贫成就以及全社会扶贫的强大合力。
3. 通过对**语篇的思想挖掘**，学生能够理解脱贫和共同富裕背后“发展依靠人民”的发展理念。
4. 通过对**语篇的叙事分析**，学生可以提炼并运用 Labov 的叙述模式讲述个人的故事。
5. 借助教材的**演讲技能讲解**和各类习题，学生可以在课前、课中、课后不断强化知识技能。

2.5 通过数字赋能教学，提升育人成效

本课时体现**全过程数字赋能**，包括**课前**学生利用语料库工具 LanksBox 分析文本；**课中**师生展示的图片 and 视听材料、微信投屏、问卷星评价量表等；**课后**学生在 iTEST 线上平台完成作业、在线反思日志、利用 Tiktok 等制作演讲短视频等。在育人成效上，现代信息技术的融入，既可以提升课堂教学效果，从文字、图片、视频等多种媒介感受国家脱贫的伟大成就，明确教育对脱贫和共同富裕的作用，提升自己作为未来乡村教师的责任感和使命感。除此之外，也锻炼了学生在信息时代的资源获取能力和价值传播能力，更有效地讲述中国故事，传播中国声音。

3. 教学评价（说明本课时评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

3.1 评价理念


充分体现作为学习活动的评估（**assessment as learning**）与促进学习的评估（**assessment for learning**）理念，总体遵循教学评一体化设计与教学实施。基于目标导向，具体借助第三方平台（各大数字平台），实现教师和学生评价主体的融合；采用线上线下、课内课外、过程性评价与终结性评价相结合的方式。

3.2 评价方式

具体从评价内容焦点、评价主体、评价方式进行逆向设计与教学实施，具体内容如下表所示：

表 8 参赛课时评价方式

教学活动	评价焦点	评价主体	评价方式												
自学检查	词汇知识	教师	线上展示+课堂提问 												
语篇分析	语篇理解+叙事模式	教师	填表任务+课堂提问 <table><tr><th>Sentence</th><th>Who/Subject</th><th>What</th></tr><tr><td>2-3</td><td></td><td></td></tr><tr><td>4-5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table>	Sentence	Who/Subject	What	2-3			4-5			6		
Sentence	Who/Subject	What													
2-3															
4-5															
6															
故事整理	叙事分析	学生、教师	排序任务+互动点评 <div>Reorder the story via Labov's model</div> <div>1. We can learn from Liu's story...</div> <div>2. Liu is now...His enthusiasm...</div> <div>3. Liu Xiuxiang, a headmaster of...</div> <div>4. In 2008, Liu became widely known...</div> <div>5. Liu was born in a remote and isolated...</div>												

故事讲述	故事产出	学生、教师	<div>海报展示+评价量表+互动点评</div> <table><tr><th>Items</th><th>★</th><th>★★</th><th>★★★</th></tr><tr><td>1. Do they use English expressions of “脱贫” ?</td><td></td><td></td><td></td></tr><tr><td>2. Do they use Labov’s model?</td><td></td><td></td><td></td></tr><tr><td>3. Does the story present the theme of this lesson?</td><td></td><td></td><td></td></tr><tr><td>4. Do they deliver fluently?</td><td></td><td></td><td></td></tr><tr><td>5. Do they use proper body language ?</td><td></td><td></td><td></td></tr></table>	Items	★	★★	★★★	1. Do they use English expressions of “脱贫” ?				2. Do they use Labov’s model?				3. Does the story present the theme of this lesson?				4. Do they deliver fluently?				5. Do they use proper body language ?									
Items	★	★★	★★★																														
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5. Do they use proper body language ?																																	
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（注：本表请保存为 PDF 格式，以“大学英语组/大英理解当代中国组/英语类专业组/英专理解当代中国组+学校名称+团队负责人姓名”的形式命名，并上传至报名网站：<https://heep.fltrp.com/star>。）

附件一：单元内容结构

Title	Making Development People-centered				
Lead-in	Embarking on the journey to comprehensively build a modern socialist country, China envisions a future where prosperity is shared by everyone in the country, namely common prosperity.				
	The CPC Central Committee has made plans and effective measures have been taken to fight poverty. Decisive achievements have been made.				
	In this unit, you will learn how these achievements were accomplished.				
objectives	<p>At the end of this unit, you should be able to:</p> <ul style="list-style-type: none"> ● understand China's poverty reduction policy, measures, and achievements; ● describe the vision of common prosperity and discuss how it will be achieved; ● use evidence to support ideas in speeches. 				
Pre-class work	1 Search on the internet to find out how life in a previously impoverished region has changed in the past years. Be prepared to tell stories of individual families from that region in class.				
	2 Do research on why China emphasizes common prosperity now and how our government plans to achieve it.				
	3 Read the speech in Activity 2, and do research on the measures and achievements of China's poverty reduction campaign.				
In-class work	Warming-up	Excise 1: The achievements in poverty alleviation: President Xi Jinping declared that China has scored a “complete victory” in its fight against poverty.			Multiple choice exercise
		Excise 2: The principal challenge facing China now: the gap between the unbalanced and inadequate development and the ever-growing expectation of the people for a better life.			Reading-out exercise
	Understanding Contemporary China	Activity 1	Understand poverty as a global issue	1 Quote from the UN Millennium Declaration	testimony
				2.The world poverty ratio & China’s poverty ratio	diagram
		Activity 2	Understanding China’s efforts in poverty alleviation.	1 Reading the speech and highlight China’s four major achievements in poverty alleviation.	Statistics
				The first achievement: we have set records in the history of poverty reduction in China.	Statistics and examples
				The second achievement: We have promoted faster development in poor area.	
				The third achievement: We have formed a strong synergy by pooling all social forces to fight poverty.	Statistics and examples

					The fourth achievement: We have established an institutional framework with Chinese characteristics for the fight against poverty.	A List of the characteristics
				2 Group work.		
				3.Work in pairs.		
		Activity 3	Leaning from an example	1 Read the speech and complete the table that show the use of evidence in the speech.	“40 Years of Reform and Poverty Reduction” 1. China’s Achievements: the second largest economy and from being a low-income country to a high-income country 2. How did China achieve such success in reducing poverty? 3. Chinese experiences in poverty alleviation.	Testimony & statistics & Examples
				Activity 4	Illustrating with an example	1 Put the following paragraphs in the correct order.
		2 Work in pairs.				
		3 Group discussion.				
After-class work	Making your voice heard	Prepare a 5-minut speech on China’s poverty alleviation at the “ Understanding China” summer camp.				

高等学校外国语言文学类专业“理解当代中国”系列教材

英语系列教材

UNDERSTANDING
CONTEMPORARY
CHINA

理解当代中国

英语演讲教程

A Public Speaking
Course

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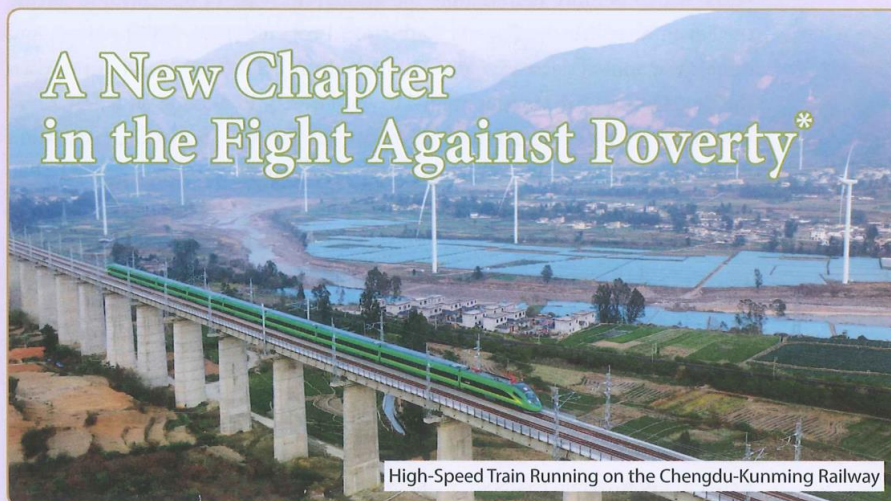
Contents

Unit	Theme	Warming-up	Understanding Contemporary China
		Speech Delivery	Key Text
1 Making People's Life Better <i>p2</i>	Chinese Dream	Personal Appearance <i>p5</i>	Realize Youthful Dreams <i>p8</i>
2 Upholding the Core Socialist Values <i>p20</i>	Core Socialist Values	Volume and Pitch <i>p24</i>	Young People Should Practice the Core Socialist Values <i>p25</i>
3 Boosting Cultural Confidence <i>p38</i>	Confidence in Chinese Culture	The Rate of Speech <i>p41</i>	Enhance China's Cultural Soft Power <i>p43</i>
4 Making Development People-Centered <i>p56</i>	From Poverty Alleviation to Common Prosperity	Pauses <i>p59</i>	A New Chapter in the Fight Against Poverty <i>p61</i>
5 Furthering Reform and Opening Up <i>p74</i>	Comprehensive Reform	Stress and Rhythm <i>p78</i>	Improve Governance Capacity Through the Socialist System with Chinese Characteristics <i>p80</i>

Understanding Public Speaking		Making Your Voice Heard
Public Speaking Skills	Learning from Examples	
Speaking Publicly for Intercultural Communication <i>p13</i>	The Chinese Dream Is the People's Dream <i>p14</i>	Give a 5-minute speech on the responsibilities of the young Chinese generation at the International Youth Forum. <i>p18</i>
Selecting Your Topic and Purpose <i>p31</i>	Foster and Practice Core Socialist Values from Childhood <i>p32</i>	Give a 5-minute speech on China's core socialist values in a workshop at the Global Young Leaders Dialogue. <i>p36</i>
Analyzing Your Audience <i>p48</i>	Round Table: A Symbol of China <i>p52</i>	Give a 5-minute speech on the transformation and innovation of Chinese culture at the International Public Speaking Competition. <i>p54</i>
Using Evidence to Support Your Ideas <i>p66</i>	40 Years of Reform and Poverty Reduction <i>p67</i>	Give a 5-minute speech on China's poverty alleviation at the "Understanding China" summer camp. <i>p72</i>
Organizing Your Speech <i>p85</i>	Further Reform and Opening Up Creates a Brighter Future <i>p86</i>	Give a 10-minute group presentation on the development and reform of China in an international youth leadership training program. <i>p92</i>

Activity 2 Understanding China's efforts in poverty alleviation

- 1 Read the speech and highlight China's four major achievements in poverty alleviation.



¹ At its 18th National Congress in 2012, the CPC vowed to achieve moderate prosperity in all respects throughout the country. Accordingly, the CPC Central Committee has included development-driven poverty alleviation in the Five-Sphere Integrated Plan and the Four-Pronged Comprehensive Strategy, and made it one of the key tasks for realizing the First Centenary Goal. We have produced a raft of major strategies for the fight against poverty on all fronts. This is a fight of unprecedented intensity, scale and influence. But we have made decisive progress, significantly improving the working and living conditions of poor areas and poor people, and in so doing we have written a new chapter in the history of the fight against poverty.

² First, we have set records in the history of poverty reduction in China. The rural poor population living under the current poverty line fell from 98.99

* Part of the speech made by President Xi Jinping at the Seminar on Targeted Poverty Elimination on February 12, 2018.

million at the end of 2012 to 30.46 million at the end of 2017, a decrease of 68.53 million and about 70 percent. The incidence of poverty fell from 10.2 percent at the end of 2012 to 3.1 percent at the end of 2017, a decrease of 7.1 percentage points. The average annual decrease was 13.7 million in the five years, which is more than double the annual decrease of 6.39 million during the Seven-Year Priority Poverty Reduction Program (1994-2000) period, and double the annual decrease of 6.73 million during the 2001-2010 period when the first Outline for Development-Driven Poverty Reduction in Rural Areas was implemented. This is a departure from the old pattern that the population escaping poverty would decrease after new standards were adopted. The number of impoverished counties has dropped for the first time, with 28 emerging from poverty in 2016, and it is estimated that 2017 will see around 100 more such cases when the final evaluation is complete. This shows our solid progress in addressing regional poverty.

- ³ Second, we have promoted faster development in poor areas. We have strengthened poverty alleviation by developing industries and businesses that leverage local strengths, including new models of poverty alleviation such as tourism, photovoltaic technology, and e-commerce programs. This approach has strengthened poor areas' endogenous vitality and motivation for development.
- ⁴ By promoting eco-environmental protection, relocating the impoverished population from inhospitable areas to places with better economic prospects, and returning farmland back to forest, poor areas have seen significant improvements in the environment and good results achieved in poverty alleviation through environmental protection.
- ⁵ The development of infrastructure and public services has greatly improved basic conditions in poor and especially rural areas, breathing new life into them.
- ⁶ By identifying those living under the poverty line, helping them escape poverty, and carrying out poverty alleviation projects, grassroots governance and management in poor areas have seen significant improvement, and rural grassroots Party organizations have strengthened their cohesion and vitality.
- ⁷ By dispatching first Party secretaries and resident working teams to impoverished villages, we have trained government officials and produced competent people

working in the countryside. To date, we have dispatched a total of 435,000 officials to work as first Party secretaries and 2,778,000 working team members resident in poor villages. Right now the corresponding figures are 195,000 first Party secretaries and 775,000 working team members. Shouldering heavy responsibilities, these officials fight side by side with their local peers in leading villagers to emerge from poverty. These officials work hard to bring happier lives to the poor, and some have even given their lives to this cause, demonstrating their strong sense of responsibility and deep love for the people.

- ⁸ Third, we have formed a strong synergy by pooling all social forces to fight poverty. Government investment is the major input and plays a guiding role. We have strengthened collaboration between the eastern and western regions. We have reinforced the efforts of Party and government institutions directed towards designated regions, buttressed the role of the military and armed police forces, and extended the participation of social forces.
- ⁹ The state budget allocated to poverty alleviation grew at an average annual rate of 22.7 percent, and provincial funds for poverty alleviation at 26.9 percent. Impoverished counties have integrated agricultural development funds totaling RMB529.6 billion for poverty alleviation. Government financial departments have arranged loans of RMB350 billion for relocation of the poor, and granted small loans of more than RMB430 billion and re-lending loans of more than RMB160 billion for poverty alleviation. Local governments of poor areas brought in more than RMB46 billion by transferring surplus land quotas for urban construction.
- ¹⁰ In cooperation between the eastern and western regions, 342 more-developed counties in the east paired up with 570 impoverished counties in the west, contributing to poverty alleviation in western China and promoting coordinated development between regions. By providing poverty alleviation assistance to designated targets, Party and government institutions, particularly central Party and government departments, are able to gain a better understanding of rural and impoverished areas, and improve their working practices and train their officials in the process.
- ¹¹ All sectors of society have participated widely in poverty alleviation. State-owned enterprises directly under the central government have provided

targeted assistance to more than 10,000 impoverished villages in around 100 counties in former revolutionary base areas. Private enterprises have participated in the pairing-up program to help more than 10,000 poor villages. By the end of 2017, 46,200 private enterprises had provided assistance to 51,200 villages, investing RMB52.7 billion in poverty alleviation projects through support for local businesses and donating RMB10.9 billion to programs for public benefit. These endeavors have benefited more than 6.2 million registered poor. The China Glory Society organized more than 500 well-known entrepreneurs to participate in targeted poverty alleviation activities in Liangshan Prefecture, Sichuan Province. Cooperation agreements were reached on 149 projects with a contract value totaling RMB203.7 billion, and more than RMB40 million was donated for public welfare in the prefecture. These activities have not only helped impoverished villages and people to escape poverty, but also promoted the great Chinese tradition of helping the poor and assisting those in difficulty.

- ¹² Not long ago, I received a letter from 20 young Party members of the China Railway Tunnel Group who were working on the Chengdu-Kunming Railway expansion project. They said that more than 50 years before, the fathers or grandfathers of many of them had been involved in constructing the Shamulada Tunnel, the most difficult section of the Chengdu-Kunming Railway. Builders of the previous generations feared neither danger nor death, and dared to break through natural barriers; with this heroic spirit they turned natural chasms into thoroughfares, and their achievements are unsurpassed in the history of railway construction anywhere in the world. Now these young people have taken on the mantle from previous generations, and accepted the mission of building the Xiaoxiangling Tunnel, the longest and most difficult run on the new Chengdu-Kunming Railway. Determined to match their predecessors and remain true to their mission, they are working hard to complete the expansion project as quickly as possible. Once complete, the railway will become an “accelerator,” helping people along its route to escape poverty. Reading the letter, I am very pleased to see that the younger generations take responsibility for and are loyal to the country and the people.
- ¹³ Fourth, we have established an institutional framework with Chinese characteristics for the fight against poverty. While strengthening CPC leadership, we have included in the framework the following systems:

- a responsibility system where every party fulfills their own duties and functions;
- a working system where targets of assistance are accurately identified and targeted efforts are made to help them out of poverty;
- a policy system where policies at all levels are coordinated;
- an investment system to guarantee financial support and provide human resources;
- an assistance system where targeted measures are implemented for different regions, villages, households, and individuals;
- a social mobilization system to elicit extensive participation and build synergy;
- a multi-channel and omni-dimensional oversight system; and
- a stringent evaluation system.

¹⁴ This framework provides a strong institutional guarantee to back up the fight against poverty. The most fundamental element of this framework is a working mechanism whereby the central leadership makes overall plans, provincial authorities take overall responsibility, and city and county authorities take charge of implementation—authorities at all levels sign written pledges so that clear goals are set, accountability is ensured, and implementation measures are adopted. With these achievements, we have contributed China's vision and approaches to the global cause of poverty reduction.

2 Later in the same speech, President Xi summarizes the Chinese experience in fighting poverty into the following six points. Find supporting evidence from the speech for these points. Work in groups of three or four first and then share your findings with the class.

1. We uphold CPC leadership to provide a strong organizational guarantee.
2. We uphold the strategy of targeted poverty alleviation to improve effectiveness.
3. We increase investment and strengthen financial support.
4. We mobilize people from all quarters.
5. We have strict requirements to encourage hard work and concrete results.
6. We ensure the principal role of the people in poverty elimination and arouse their enthusiasm in fighting poverty.

3 Work in pairs. Prepare a 3-minute speech on common prosperity. The target audience is a group of international students in your university. In your speech, explain what common prosperity means and how it can be achieved.

Understanding Public Speaking

Using evidence to support your ideas

A good speech needs strong supporting materials. In order to inform and persuade your audience, you need to support your ideas with statistics, examples, and testimony.

Statistics are collection of information shown in numbers. They are often used to prove facts, describe or draw conclusions about the nature or characteristics of people, objects, or scientific phenomena or highlight trends. For example, in President Xi's speech in Activity 2 a series of numbers are used to illustrate the progress of poverty reduction in China.

Examples are also good supporting materials. An example refers to a specific case or an incident used to make an abstract idea concrete. Examples can be brief descriptions or detailed stories. They are often used to clarify, emphasize, and reinforce ideas. To talk about the impact of poverty, for instance, you may say, "Poverty brings many problems, such as hunger, disease, inequality, insecurity, and precarious livelihoods." Detailed stories of families who suffer from poverty can be told to illustrate these consequences of poverty.

Testimony refers to quotations or paraphrases of someone who has first-hand experience or expertise in a certain field. A statement from such a person is considered more believable than a statement made by a non-expert.



附件三 iTEST 在线作业

<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>1 We uphold CPC leadership to provide a strong organizational guarantee.</div><div></div></div>	<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>2. We uphold the strategy of targeted poverty alleviation to improve effectiveness.</div><div></div></div>
<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>3 We increase investment and strengthen financial support.</div><div></div></div>	<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>4 We mobilize people from all quarters.</div><div></div></div>
<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>6. We ensure the principal role of the people in poverty elimination and arouse their enthusiasm in fighting poverty.</div><div></div></div>	<div><div>iTEST</div><div><div>姓名:</div><div>学号:</div></div><div><div>答题卡 ^</div><div>Part I</div></div></div> <div><div>5. We have strict requirements to encourage hard work and concrete results.</div><div></div></div>



Self-assessment

Learning Objectives

*1. I can use English expressions related to “脱贫” in speech.

很不满意12345很满意

*2. I can explore the theme of “development by the people”.

很不满意12345很满意

*3. I can analyze a story based on Labov’s narrative model.

很不满意12345很满意

*4. I can tell stories about rural teachers via Labov’s narrative model.

很不满意12345很满意

提交

附件五 老一辈乡村老师的故事（基于课前调研访谈文本转写）

Liu Xiuxiang, a headmaster of Experimental High School in Wangmo county in Southwest China's Guizhou Province, has been using his abilities to help children living in poverty to have more opportunities in education, which could change their fates.

Liu was born in a remote and isolated county in China, where many people had outdated ways of thinking. It was a common notion that education was useless, especially for girls. That was one reason Liu decided to work in high school education in the county.

In 2008, Liu became widely known in China for taking his mother, who suffered from mental illness, to a university thousands of miles away from his hometown. He was then offered many opportunities, from financial donations to work positions in big cities, but he turned them down. He chose to return to Wangmo to become a high school history teacher.

After eight years since returning home, Liu is now a headmaster of a newly built high school in Wangmo county. His enthusiasm in education has motivated many students to bravely pursue their dreams.

We can learn from Liu's story that the progress of rural education in China is closely linked to the perseverance and passion of rural teachers. Their contributions are essential to China's rural revitalization and common prosperity.