2024 年外研社"教学之星"大赛（高职组）
教学设计方案

一、基本信息

课程类别	☑基础英语课程　□行业/专业英语课程　□专项技能课程
课程名称	高职英语
教学对象	非英语专业高职大一学生（参赛教学对象：市场营销专业）
教学时长	36 课时（参赛教学时长 45 分钟）
教材名称	《新生代英语基础教程 2》
参赛单元	第二册 第二单元 （*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）

1.1 院校特色

　　我校的发展紧密围绕数字中国和平安中国的建设，秉持"崇德尚能 知行合一"的校训精神，创建"准警务化育人"特色品牌，并建立了"校警军企"四方联动的机制。学校致力于培养"五强"型高素质技术技能人才——忠于祖国、勇于担当、善于执行、严于纪律、敢于创新——能够在未来的职场中有效地参与国际合作与竞争，并推动中国技能、文化及理念的国际化。因此，我校将"高职英语+专业英语+国际生人文课程"作为课程群构建基本框架，重视英语教学对各专业人才培养的语言赋能。为此，我校英语类课程主要以《高等职业教育专科英语课程标准（2021 年版）》为指导，致力于培养学生的四大英语学科核心素养，增强学生参与国际项目和交流的能力，同时培养学生的家国情怀与全球视野，以更有效地促进区域经济和社会发展。

1.2 学情分析

　　本课程面向我校 6 个专业群 28 个专业的大一学生，根据近 3 年的入学抽样调查和教师观察，他们具有如下学情特点：

　　语言基础：我校学生高考平均分在 370 分左右，学生英语能力水平相当于中国英语能力等级量表中的 2 级，能基本理解日常生活中的简单语言材料，能就熟悉的话题表达进行简单表达。但是，他们的英语语言基础不够夯实，且生源英语基础差异较大，因此整体上在真实跨文化背景下的语用能力相对较弱，无法有效地针对各种议题进行深入的交流和对话（见图 1）。

选项 ⬍	小计 ⬍	比例
可以说简单的英语，但听不懂他人的英语谈话	733	56.73%
在日常生活中能进行简单的英语交流	339	26.24%
听得懂，但表达不出来	182	14.09%
能清晰表达观点并交流	38	2.94%
本题有效填写人次	1292	

图 1 学生英语水平调查结果

学习态度和动机：高职大一学生在思想上正处在从高中向大学的过渡时期，能较好地遵循高中时期的良好习惯，但多数学生英语学习内驱力不足，英语学习兴趣不高，动机主要来自于外部压力和激励，如学校人才培养方案的要求、未来就业的现实压力。多数学生过分注重应试能力和考试成绩，却忽略了个人兴趣和职业发展对外语学习的重要作用。（见图2）
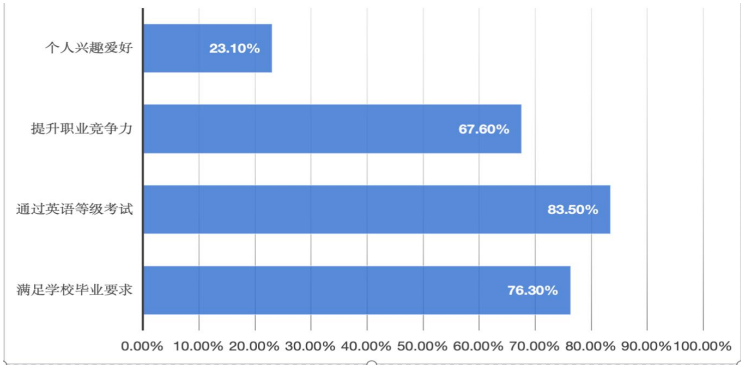

图 2 学生英语学习动机调查结果

核心素养：职业涉外沟通方面，学生普遍对涉外沟通的兴趣较大，但相应所需的沟通技巧和能力相对欠缺；多元文化交流方面，学生对英语世界主流国家的情况有基本了解，但对他们的历史文化缺乏深入、批判性的认知；语言思维提升方面，学生能够理解日常简单的涉外对话，但对外国友人有别于国人的思维缺乏必要的敏感（见图3）；自主学习完善方面，部分学生已基本掌握外语学习方面，但大多数学生不懂得如何在多渠道获取学习资源，特别是通过最新技术获取学习资源。
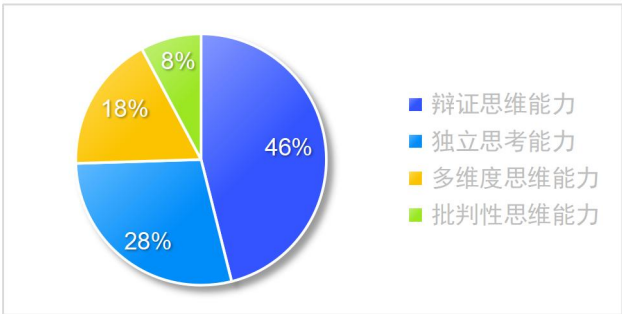

图 3 学生思维能力调查结果

价值观： 高职大一学生整体拥有积极向上的价值观和道德观，绝大多数认同主流的社会道德规范（爱国、敬业、诚信、友善），但由于学生本身处在价值观塑造关键时期以及信息化时代网络信息的冲击，加之自身阅历和社会生活经验不足的局限，暂时无法全面认识社会各种现象，对社会和职场的认识相对简单，对职业道德的认知相对比较片面，对国家层面的价值观（富强、民主、文明、和谐）认识比较抽象（见图4）。
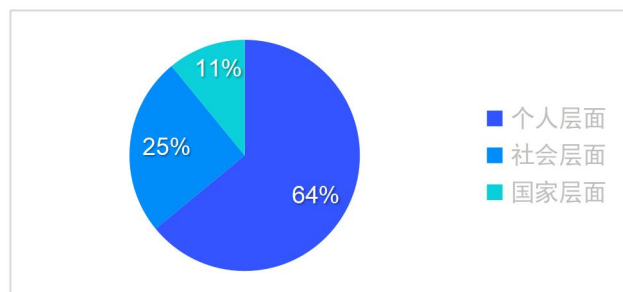

图 4 学生认知角度调查结果

专业特点： 聚焦到本次参赛的目标学生，即我校市场营销专业学生的特点，他们在整体上呈现以下几个特征：①学生的团队合作意识强，但团队协作中缺乏主动性和领导能力；②学生的服务意识较强，但跨文化服务能力有待加强；③学生的沟通意愿相对较强，但跨文化沟通技巧与储备还有所欠缺；④学生的市场分析能力较强，能够运用数字工具进行简单的数据处理和信息查找，但是他们的深度数据分析能力较弱，对最新技术资讯的了解较为滞后。

综上所述， 结合以上我校学生的普遍学情和目标学生的特殊学情，后续教学流程应注重在教学活动的设计上充分兼顾多样生源的差异性、充分调动目标学生的英语学习内驱力，在教学情境的设置上充分融入目标学生未来职场的真实涉外情境，充分调动他们英语四大核心素养在情境中的参与，在教学工具的使用上充分利用 AI、在线平台等智慧教学工具的多元功能，充分发挥学习理念与方法在英语学习中的重要性。

1.3 本课程时长及总体目标

课程时长： 本课程为高等职业专科非英语专业必修的《高职英语》课程。课程跨度为两学期，第一学期为 32 学时，第二学期为 36 学时。

总体目标： 根据教育部颁发的《高等职业教育专科英语课程标准》（2021 版），结合我校的办学定位和人才培养目标，《高职英语》课程设定的总体教学目标为：全面贯彻党的教育方针，培育和践行社会主义核心价值观，落实立德树人根本任务，在中等职业学校和普通高中教育的基础上，进一步促进学生英语学科核心素养的发展，培养具有中国情怀、国际视野，能够在日常生活和职场涉外情境中运用英语进行有效沟通的高素质技术技能人才。

通过本课程学习，学生应该能够达到学科课程标准所设定的职场涉外沟通、多元文化交流、语言思维提升和自主学习完善四项学科核心素养的发展目标——

能够完成职场通用语用情境的沟通任务，助力专业领域岗位工作的顺利开展，

能够了解英语世界国家常见的文化知识，助力专业领域涉外沟通的顺畅开展，

能够理解英语世界人民惯常的思维方式，助力克服思维差异造成的沟通困难，

能够掌握智能时代自主学习的常用技巧，助力未来职场岗位的可持续性发展。

2、 **单元教学目标**（说明参赛单元的教学目标，体现语言目标、知识目标与育人目标的融合）

知识目标

1）理解并掌握服装销售相关的重点词汇、句型及销售技巧、着装规范；

2）理解并掌握服装品牌故事与设计核心理念；

3）理解并掌握使用问卷调查的格式和常用句型。

技能目标

1）能听懂音频中与服装销售相关的对话并能用英语进行有效沟通。

2）能用扫读和略读的技巧快速获取文本信息；

3）能用问卷调查的基本格式和句型完成应用文的写作。

思政育人目标

1）能树立诚信服务意识，做到以客为本，提升销售技能，增强职业核心竞争力；

2）能了解品牌文化，促进多元文化融合，激发创新思维，丰富销售内涵，拓展国际视野；

3）能提高数据分析能力，深入了解顾客需求，提升销售效率，强化数字素养。

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智融合，创新育人）

3.1 本单元的主要内容、课时分配

本单元的教学内容基于服装销售（clothing sales）的主题，设置了服装销售商业项目竞选的背景，学生们化身成为竞选小组成员，通过成果 PK 竞选出最后的胜利者。本单元计划三周教学时间，每周 2 课时，一共 6 个课时。第一周重点考查竞选者的基础销售能力与跨文化沟通技巧，第二周通过品牌历史考查竞选者的文化素养，竞选者们需了解品牌调性，拓展国际视野。第三周通过撰写分析问卷调查考查竞选者们的调研能力。在单元学习过程中，由低到高、层层递进地培养和考查学生的综合素养。具体课时及内容分配见下表（详见表 1）：

周次	主题	课时	内容
Week 1	Cross-cultural selling skills	2	Vocabulary focus and show time
Week 2	Cross-cultural fashion appreciation	2	Reading:Coco Chanel
Week 3	Cross-culturalinvestigation approach	2	Writing:a questionnaire

表 1 主要内容和课时分配

3.2 设计理念与思路

本单元教学设计的主要指导理念是产出导向教学法（Product Oriented Approach），融合项目式学习法（Product-Based Learning）并使用布鲁姆目标分类法制定语言、技能和育人三个层面的教学目标，教学目标的制定由低到高，层层递进。使用多种数智化教学工具实现测评手段、评价角度，评估方式多元化。

产出导向法（**Product Oriented Approach**）：旨在通过强调语言产出（口语和写作）来提升综合语言能力。该方法包含"Motivating↔ Enabling↔ Assessing"三个核心阶段。驱动（Motivating）阶段设计真实且具挑战性的任务，激发学生的学习动机；促成(Enabling)阶段通过语法讲解、词汇扩展和文化背景介绍等方式提供语言输入，帮助学生积累完成任务所需的知识和技能；评价(Assessing)阶段通过自评、互评和教师评等方式，对学生的语言产出进行反馈和改进。通过三个阶段的深入融合，教师在各个环节中发挥了引导和辅助的作用，激发学生的学习动机，提供有效的学习支持，并通过多种形式的评估促进学生的全面发展。

　　本单元的教学设计围绕"clothing selling"主题，通过口语、阅读和写作三个环节，帮助学生在真实情境中学习和运用英语。在每一个环节中，丰富多彩的教学任务引导着学生进一步深入探索与应用新知识，如口语的"服务刁钻客人"情景演练活动，阅读的"假如你是 Chanel"读写活动以及写作的"你到底喜欢什么"问卷调查分析活动等。多元化评价推动学生反思，改进不足。以上教学活动充分锻炼了学生的跨文化沟通能力，文本写作与数据分析能力，强化了学生的创新思维与批判性思维，进一步巩固了学生敬业、友善、自由等社会主义核心价值观。
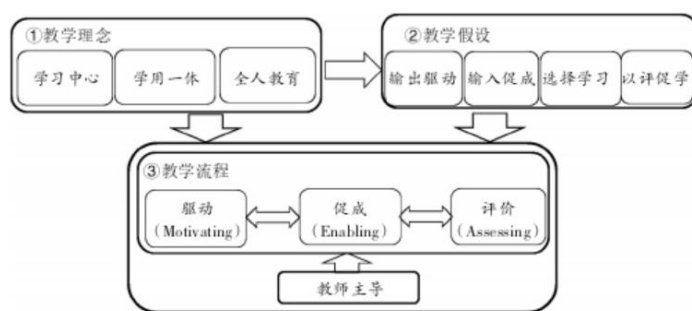

图 5 产出导向法

　　项目式学习法（**Project-Based Learning**）：旨在以项目为核心，通过实际项目的设计与制作，让学生获取知识和技能。在这种方法中，学生从实际问题出发，通过团队合作、研究探讨和动手实践，完成一个具体的产品或项目。在教师的引导下，帮助学生在实践中应用所学知识，并培养他们的创新能力、解决问题的能力和团队合作精神。
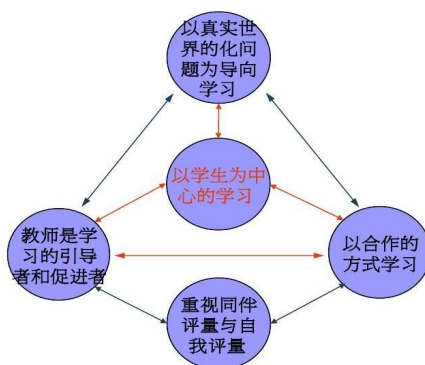

图 6 项目式学习法

布鲁姆教育目标分类理论（Bloom's Taxonomy）：将教学目标分为认知、情感和动作技能三个领域，侧重于从基础知识的记忆和理解，到知识的应用、分析、综合和评价。在"clothing selling"单元中，教师设计了多层次的教学目标：通过情景演练和品牌故事阅读，学生能够记忆并理解销售相关的词汇和句型；在实际销售模拟和问卷调查分析中，学生应用和分析所学知识；通过总结Chanel品牌核心价值和设计问卷调查，学生实现知识的综合运用和批判性评价，全面提升语言能力和跨文化沟通技巧。
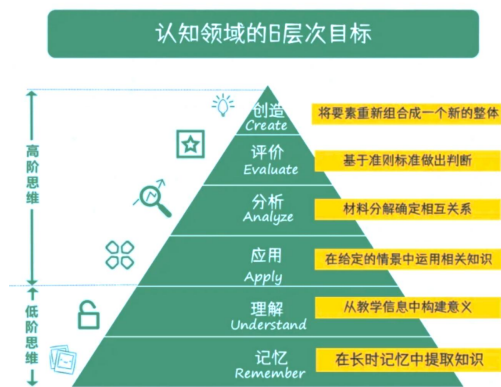

图 7 布鲁姆教育目标分类法

3.3 教学组织流程与数智融合

第一周的教学主题是跨文化销售技能 (Cross-cultural selling skills)，重点在词汇学习和口语对话练习，以下是课前、课中、课后的教师活动和学生活动表格：

时段	教师活动	学生活动	数智化辅助教学
课前	1. 准备服装销售相关专业术语．2. 布置小组服装销售视频拍摄任务．3. 收集在线学习资源，如文章、视频和练习题。	1. 预习服装销售相关专业术语．2. 了解课程安排和教学目标．3. 拍摄小组服装销售视频。	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
课中	1. 引导学生学习服装销售相关术语．2. 组织小组讨论与角色扮演口语练习．3. 运用形成性评价了解学生进度和理解程度．4. 及时纠正错误和提供帮助。	1. 学习服装销售相关专业术语2. 参与小组讨论和口语练习．3. 接受形成性评价，了解自己的学习进度．4. 向教师请教，改正错误。	DoBao(AI智能评价)超星学习通（师生评价、生生评价）
课后	1. 为学生提供在线学习资源．2. 跟进学生课外学习情况．3. 给学生的自我介绍提供反馈。	1. 编写自我介绍．2. 利用在线学习资源巩固所学知识．3. 根据教师反馈修改自我介绍。	U校园（自主学习，机器评价）U校园学习平台（提交视频作业）

表 2 第一周教学组织流程

第二周的主题是跨文化时尚鉴赏力 (Cross-cultural fashion appreciation)，围绕Reading - Coco Chanel单元主题课文，关注英语阅读技能提升和强化创新创业意识，以下是课前、课中、课后的教师活动和学生活动表格：

时段	教师活动	学生活动	数智化辅助教学
课前	1.准备阅读材料和话题．2.设计分组阅读、角色扮演、问题解答等活动．3.收集中国类似服装品牌文化背景资料．	1.预习阅读材料．2.了解课程安排和教学目标．3.研究中国类似服装品牌文化背景．	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
课中	1.引导学生阅读文章，理解结构、特点和主要内容．2.组织分组阅读、角色扮演、问题解答等活动．3.组织比较中西服装品牌的异同点，引导学生认识品牌价值核心，增强文化认同．4.进行形成性评价，及时纠正错误和提供帮助．	1.阅读文章，理解文章结构和内容．2.参与分组阅读、角色扮演、问题解答等活动．3.比较中西服装品牌的异同点，认识品牌价值核心，增强文化认同．4.接受形成性评价，改正错误．	钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
课后	1.提供阅读材料和习语练习．2.跟进学生课外学习情况．3.给学生的阅读和习语练习提供反馈．	1.复习阅读材料和习语．2.完成阅读和习语练习．3.根据教师反馈修改阅读和习语练习．	U校园（自主学习，机器评价）超星校本在线聊天平台（问题讨论，师生和生生评价）

表 3 第二周教学组织流程

第三周的主题是"ability to investigate"，学生将学习如何完成一份问卷调查，以下是课前、课中、课后的教师活动和学生活动表格：

时段	教师活动	学生活动	数智化辅助教学
课前	1.准备问卷调查写作指导和示例．2.收集有关中国大学生服装消费的数据资料．	1.预习问卷调查写作指导和示例．2.了解课程安排和教学目标．3.研究中国大学生服装消费的数据资料．	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
课中	1.教授问卷调查写作策略和技巧．2.监督学生完成问卷调查写作任务．3.组织学生分享问卷调查并提供反馈．4.进行形成性评价，及时纠正错误和提供帮助．5.根据三次课表现，与学生一起选出最优团队跟进合作项目	1.学习问卷调查写作策略和技巧．2.完成问卷调查写作任务．3.分享问卷调查并接受反馈．4.接受形成性评价，改正错误．5.参加评选，选出最优团队．	Iwrite写作平台钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
课后	1.提供感问卷调查写作练习．2.跟进学生课外学习情况．3.给学生的问卷调查提供反馈．	1.复习问卷调查写作策略和技巧．2.完成问卷调查写作练习．3.根据教师反馈修改问卷调查．	Iwrite写作平台（机器评价，教师评价）

表 4 第三周教学组织流程

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

4.1 评价理念

本课时基于文秋芳教授提出的"产出导向法（POA）"教学理念，同时融合"师生评价（teacher-student assessment）"和"生生评价(student-student assessment)"，以线上线下结合的方式进行评价，使用多种数智化教学工具实现测评手段，优化教学效果。

4.2 评价方式

教师将"评"与"讲"相结合。"评"是指评价并指出修改意见，重点在于"如何改"；"讲"是指针对评价焦点的讲授，重点在于"如何做"。根据评价目标和对象的特点，选择适合的数智化测评手段和工具：

评价方式多元化：数字化测评工具与其他评价方法相结合，以提高评价的准确性和可靠性。通过 U 校园在线自主学习平台完成语言学习，适时在线测试，数据分析；通过学生视频展示上传超星学习通平台开展师生合作评价；通过 AI 教学助手参与课堂测试，进行学生的产出评价。

4.3 评价工具数智化

利用 U 校园 3.0 在线交互课件中提供的在线测试工具开展课堂测试； 选择 Unipus 平台的数智化测评工具实现评价结果的实时化，将评价结果及时反馈给学生，以便他们了解自身的优势和不足，调整工作策略和方法。

持续改进评价体系：根据评价结果和实际需求，不断优化和完善评价体系，提高评价的有效性和科学性。

单元教学内容	评价过程	评价内容	评价方式	评价工具、方式
第一周：词汇	课前自主学习	主题单词和短语；主题视频	线上评价在线讨论	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
	课堂教学	掌握主题词汇的定义并适当延伸拓展语言点；用主题词汇完成涉外情境的对话交流	线上评价教师评价生生讨论评价小组互评	DoBao(AI智能评价)超星学习通（师生评价、生生评价）
	课后学习反馈	复习相关词汇；对话角色扮演等	线上评价教师评价小组评价	U校园（自主学习，机器评价）U校园学习平台（提交视频作业）
第二周：阅读	课前自主学习	课文单词短语课前讨论问题	线上评价在线讨论	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
	课堂教学	分组阅读讨论	线上评价教师评价生生讨论评价小组互评	钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
	课后学习反馈	复习课文语法点和课文延伸问题讨论	线上评价教师评价小组评价	U校园（自主学习，机器评价）超星校本在线聊天平台（问题讨论，师生和生生评价）
第三周：写作	课前自主学习	写作相关单词短语	线上评价在线讨论	U校园（自主学习，机器评价）钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
	课堂教学	单元写作讲解	线上评价教师评价生生讨论评价小组互评	Iwrite写作平台钉钉、超星校本在线聊天平台（问题讨论，师生和生生评价）
	课后学习反馈	完成相关写作练习	线上评价教师评价	Iwrite写作平台（机器评价，教师评价）

表 5 教学评价

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）

Knowledge objectives

1) Remember the common sales words and expressions, including their pronunciations, meanings, and usages.

2) Understand the problems in the sales service video, such as inappropriate attire and incorrect sentence expressions.

Ability objectives

1) Ability to analyze, identify problems in the sales service video, and propose improvement suggestions.

2) Ability to apply learned sales phrases to communicate effectively with customers and improve sales skills.

3) Ability to improve ability to work as a part of the team.

Moral objectives

1) Be able to cultivate cross-cultural communication abilities, fostering respect and understanding towards consumers from diverse cultural backgrounds.

2) Be able to practice the core socialist value "Dedication", strengthening sense of social responsibility and enhance core competitiveness.

3) Be able to cooperate with team members to complete a project.

2、**教学过程**

2.1 Teaching content：Unit 2 Vocabulary builder and show time (P20)

This class revolves around enhancing students' skills in clothing sales and customer service by watching and analyzing videos between customers and salespersons and practical exercise.

2.2 Basis for selection of this teaching content:

The basis for selecting teaching content is rooted in a comprehensive understanding of the characteristics of students majoring in Marketing. Before finalizing the content, a detailed questionnaire tailored to gather insights into students' needs and aspirations in the field of marketing was conducted.

Based on the questionnaire, over 85% respondents say that "decently communicate with customers" is the most difficult part in their eyes. Over half of them lack workplace adaptability skills. Most students expressed a desire to enhance their sales skills, including knowledge of appropriate selling expressions and effective customer engagement techniques, which are transferable across various sales domains. From another survey, "professionalism", "communication", and "customer-centrality" are three important characters in sales interactions.

Based on these findings, we carefully selected teaching content that encompasses key areas such as sales techniques, workplace attire guidelines, customer engagement strategies, and product knowledge applicable to diverse sales contexts. Through training and learning in these areas, our goal is to equip students with versatile skills and knowledge that can be applied not only in clothing sales but also in other sales and customer service roles.

Additionally, we integrated digital teaching tools into the selected content to reflect the digital trends in the marketing field. By utilizing these tools, students will have the opportunity to explore and apply the

latest digital marketing techniques, enhancing their competitiveness in this field.

In summary, this teaching design is to provide students majoring in marketing with the industry insights, professional knowledge, and practical skills they need to succeed.

2.3 Teaching design philosophy：

This class aims to develop selling skills of the students, to help them to internalize the core socialist values of "Dedication" into their college learning and future career, and to enable them to becoming internationalized high-quality technical personnel who are capable of shouldering the mission of national rejuvenation.

To this end, this class adopts task-based teaching method and blended learning method under the guidance of the POA concept. By adopting project-based teaching method, the teaching content or the reading passage becomes a practical task of "how to make our customer happy" and the two questions summarized in the students' videos becomes three subprojects for each learning group. Since the learning task is clear, the teaching procedure can be systematically designed to emphasize on the enhancement of students' pragmatic competence and professional spirit rather than the just text analysis of the textbook videos' learning and the grasping of language knowledge. At the same time, blended learning method is adopted to increase learning opportunity and improve learning expectation. With the help of different informative teaching means, this class can provide personalized pre-class, in-class and after-class learning opportunities for the students, endow the students with various of ways to interact with classmates and the teacher, help the teacher to monitor the students' learning progress so that they can give more targeted guidance to the students.

Thus, the teacher mainly acts as a facilitator in this teaching design, keeping the learning project on track and ensuring that every student can positively participated in course learning.

2.4 Teaching process: Show time (P16)

This class has two periods, 90 minutes in total. In the first period, we mainly deal with problems encountered by students in the pre-class learning including vocabularies, sentence structures, grammar, etc. In the second period, we invite students watch and analyze both their own and textbook videos, motivating students to identify areas for improvement in language expression and selling skills. They then enable to participate in practical exercises, such as role-playing exercises where they interact with the teacher and AI acting as a customer. Last, they and the teacher assess their performance through major-related tasks. These activities not only enhance students' knowledge and skills in clothing sales but also foster cross-cultural communication abilities and encourages reflection on the importance of caring and social responsibility in their professional development. The following In-class teaching design is about the second period of the class.

Pre-class:

The students (Ss) should do the following 3 tasks according to the requirement of the teacher (T) in Unipus:

1）Self-study Words & Expressions on P14

  Get familiar with the pronunciation, meaning, and usage of the words and phrases listed in Words & Expressions. Complete word building tasks on P15.

2）Video Shooting

Shoot service videos related to a customer and salespersons with your group members and upload them on Chaoxing.

In-class (the 2ⁿᵈ periods, 45 minutes):

1) Student videos' analysis

Group task

Ss watch two videos shoot by their classmates. Meanwhile, they observe and discuss issues in the service videos, including highlights and improvements. Groups will be asked to share their findings whether good or bad after discussion.

① Each group discusses and record their opinions about classmates' performance;

② Each group sends a representative to share their discussion result;

③ T makes a summary according to students' feedback;

④ T leads Ss to think about questions: How can you communicate with customers effectively? How to better satisfy customer's needs?

2) Textbook video's analysis

Analysis of commonly used sales expressions and selling skills

① Ss use Unipus app on their phones to watch relevant video materials from the textbook on P15, focusing on commonly used sales expressions including size, price, style etc.

② Each group is supposed to summarize the expressions according to the videos. Then, each group sends their answers on Chaoxing.

③ Each group vote for the best answer. T make make comments on the best answer and show students a mind map related to the common selling expressions.

3) Who is good salesclerk?

① Talk with AI: Listen to the requirements of an AI businessman and help the Businessman to find suitable clothes;

② Every group needs to discuss possible details which may be mentioned in the conversation and practice with their group members;

③ One group is supposed to make a conversation with the AI and provide suitable clothes for him;

④ T and Ss make comments the group's performance after the activity.

4) Who is sales champion?

T role-play 2 customers. Each group choose one scenario. According to customers' requirements select "Selling tricks"cards which includes some right expressions about bargain, complimentary and style etc. to prepare the conversation.

After preparation, they are supposed to make a conversation with the teacher and persuade customers to buy the clothes. T and Ss mark each group's performance after the activity.

Scenario 1: College Student

As a college student volunteering to clean the garden on weekends, I need affordable, comfortable clothes that are presentable and durable for outdoor activities.

Scenario 2: Rich Woman

Being a wealthy woman with refined tastes, I seek unique, exclusive wardrobe additions that exude elegance and sophistication, valuing prestige and luxury over price.

5) Summary

Ss will be asked to fill an incomplete mind map about what they learn from this lesson. T will arrange assignment for Ss: AI-Enhanced Sales Dialogue Activity

① Each group should record a 3-mins video of sales dialogue;

② The sales dialogue should contain the above 3 questions and answers;

③ The mock interview should also pay attention to non-verbal elements of interview;

④ The video should be uploaded to and released by a famous social networking software and the score of assignment depends on the number of "likes" and "comments" they get.

After-class:

Each group will record a video of selling clothes and upload it to Unipus.

1) Choose scenarios: Ss select a sales scenario, such as a clothing store or electronics shop.

2) Dialogue Recording with Doubao: Using AI applicataion Doubao, students input their scenarios scripts and interact with Doubao to simulate sales conversations.

Video Recording: Students record their dialogues with Doubao.

3) Upload and Evaluation: Students upload their recorded dialogue videos to Unipus. Each group will comment on other groups' video by fill out the following questionnaire in a questionnaire software:

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

The difficulty of the content set in this lesson is slightly higher than the current level of English proficiency of students, which is somewhat challenging. It aims to promote language use and application among students, as well as cooperation with others. Therefore, the assessment should be conducted from the evaluation subject, evaluation method, and evaluation approach.

3.1 Diversified evaluation subjects.

The evaluation subject is no longer a single teacher evaluation, however, it was transformed into an evaluation subject through various teaching activities. Starting from self-evaluation, guided by teacher evaluation, relying on student evaluation and online machine evaluation, comprehensive evaluation is conducted in a cyclic and interactive manner. Enable students to receive corresponding evaluations for each process during the learning process, thus forming a comprehensive evaluation process.

3.2 Diversified evaluation methods.

Targeting project output, self-evaluation, machine evaluation, teacher-student evaluation, and student evaluation were conducted for different stages both online and offline learning. Integrating evaluation into parts of the formative evaluation, which helps students enhance their critical thinking and communication,through which provide the possibility for teachers and students to jointly supervise the learning process.

3.3 Intelligent evaluation methods.

Both machine evaluation and teacher evaluation were completed through the U-campus digital intelligence platform. Students mastered vocabularies and finished preview and review activities on the U-campus digital intelligence platform.Teacher collected homework and gave grades and comments through online platforms instead of traditional paper-based grading, which is fast and clear.By using AI platforms to assist classroom teaching, teacher-student evaluation and student evaluations can be completed through classroom activity such as filing in the blank, selection, and making a dialogue, besides it can also be facilitated through superstar voting, bullet comments, and word clouds, stimulating interaction between teacher and students.Extracurricular discussions through online chat platforms can also be achieved and evaluated, and the discussion content can be saved. Though which student engagement expanded and communication barriers reduced. Thus evaluation at any time during the course was improved.