

课标引领 数字赋能守正创新2023职业教育外语人才培养创新发展论坛

立足新课标， 展望新课堂

—高职英语教学设计探索



成都纺织高等专科学校

王朝晖

2023-05-27

广州 云凯酒店

目录

标准解读

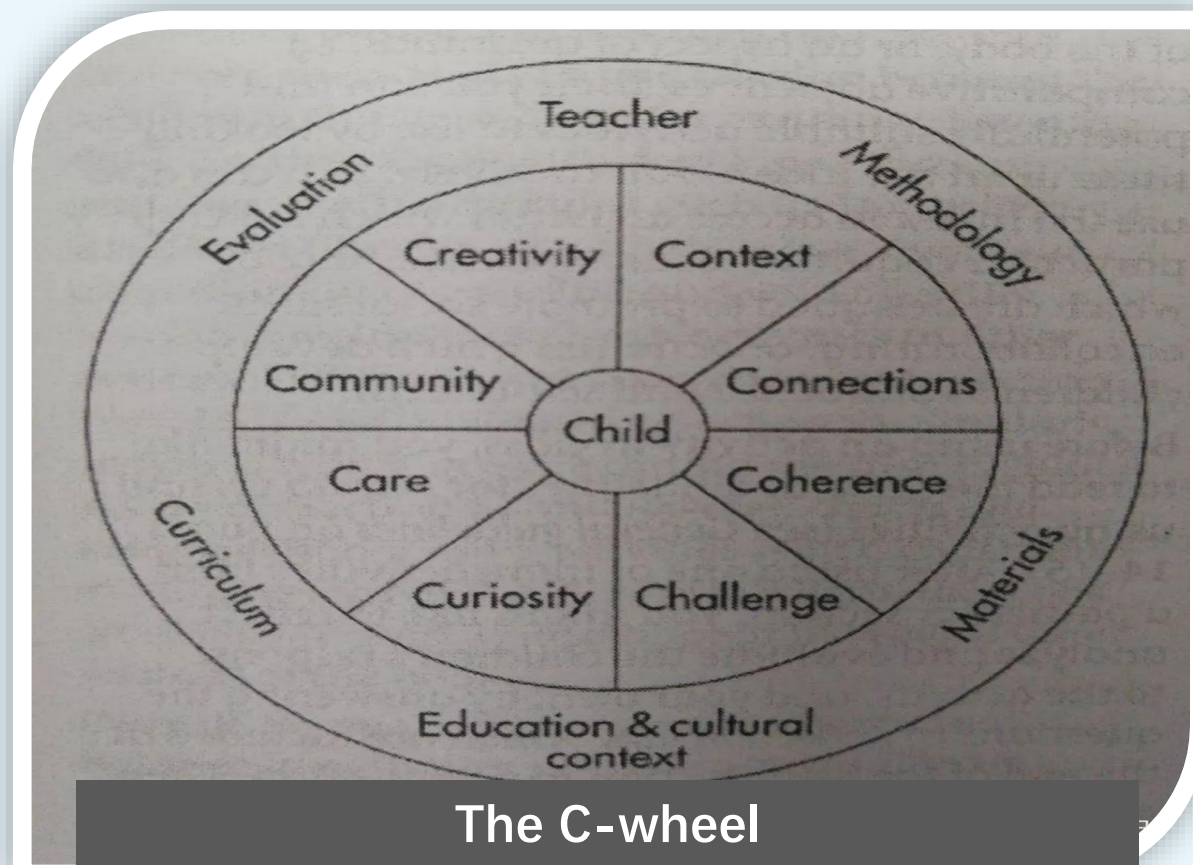
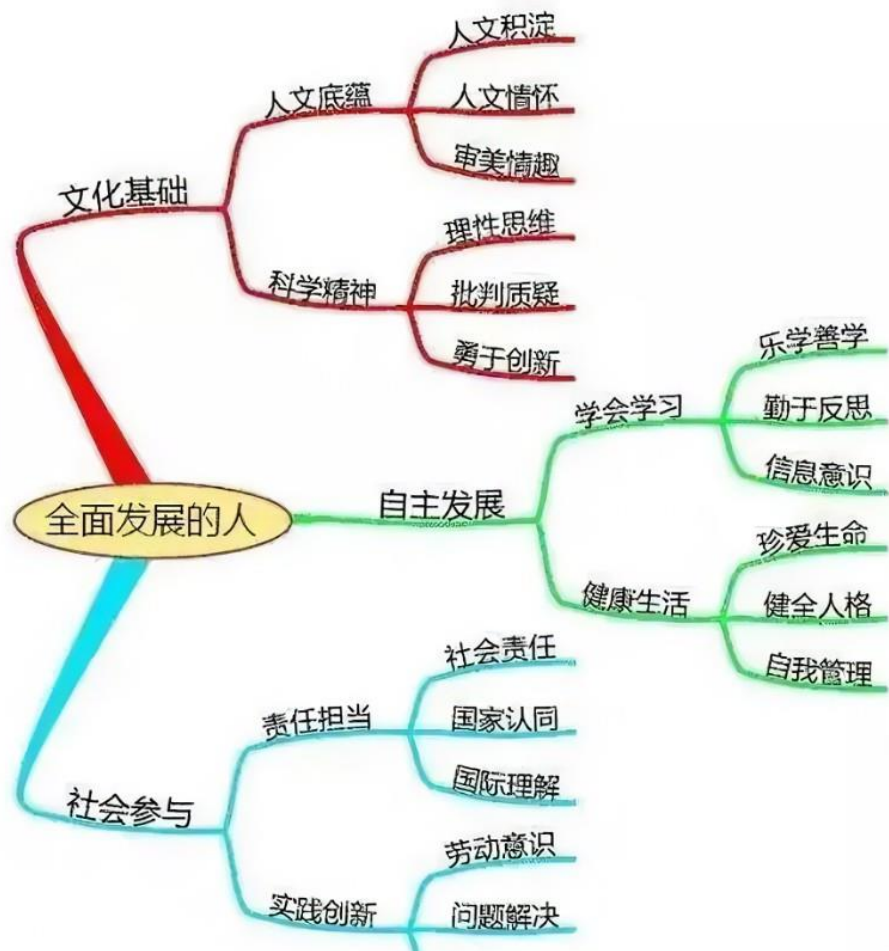
教学设计

大赛要求

案例分析



中国学生发展核心素养

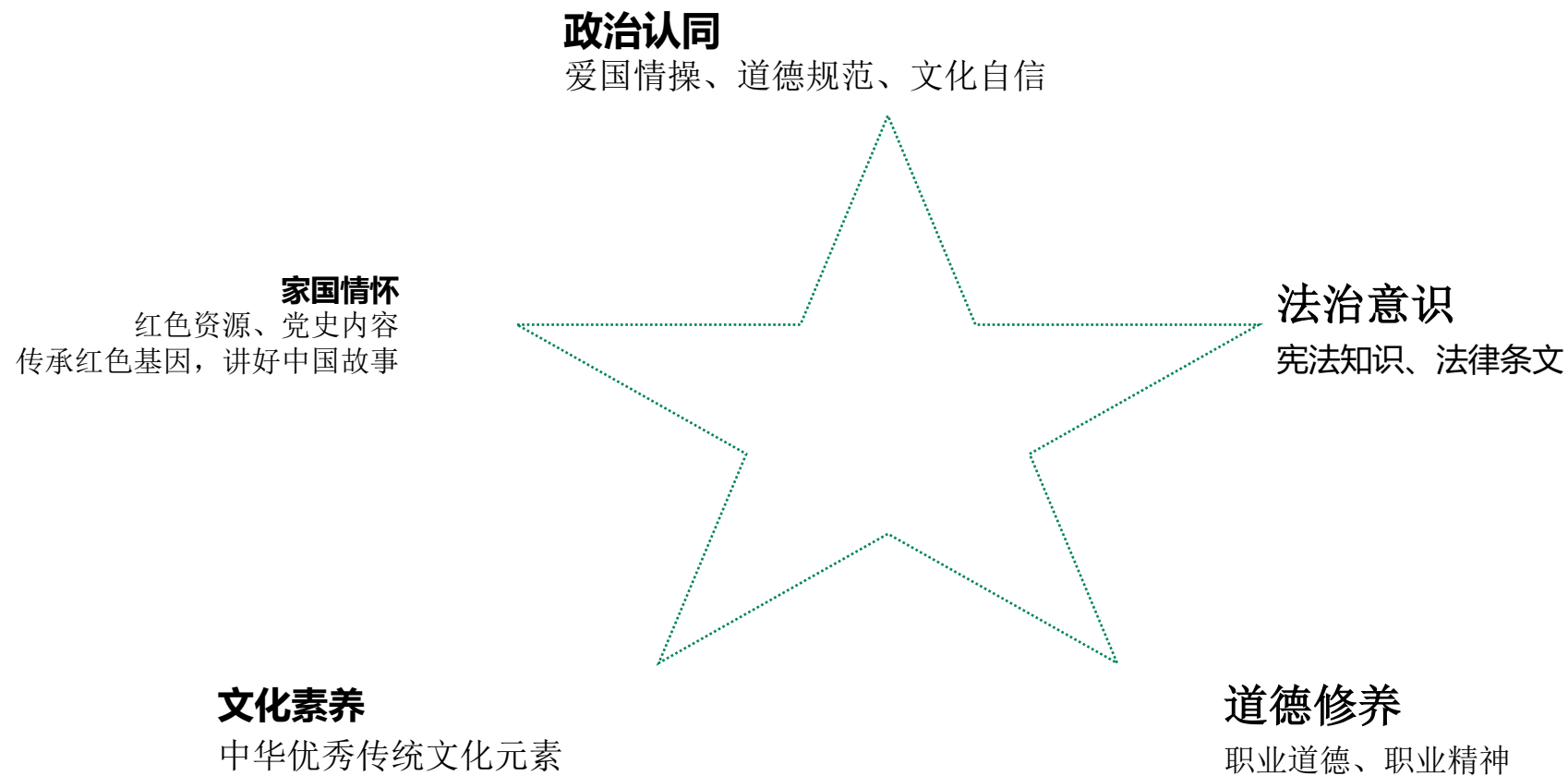


学科核心素养



程晓堂赵思奇（2016）：核心素养是“课程设计的 DNA”。

课程思政纲要（2020-05）



教学要求

坚持立德树人，发挥英语课程的育人功能——英语课程的育人功能

落实核心素养，贯穿英语课程教学全过程——全人教育、育人价值集中体现

突出职业特色，加强语言实践应用能力——语言服务专业与职场，真实情景创设

提升信息素养，探索信息化背景下教学方式的转变——信息技术与英语教学的融合

尊重个体差异，促进学生全面与个性化发展——以学生为中心，满足个性需求，发展自主学能

职业英语公共课程教学的痛点

- 职教课堂特殊性：生源日益多元化，学生成绩离散度大，众口难调。以学生为中心，以学定教、因材施教、差异化教学尤为重要。
- 如何提升课堂吸引力：让以前学习习惯普遍不好的学生爱上课堂？
- 如何增强课堂包容性：为不同学习基础、习惯、需求的学生提供适合的课堂？
- 教学内容的适应性：教学内容与新技术、新产业、新业态、新模式同步变化，课堂具有时代性、适应性和发展性。如何保证内容变化的及时性？
- 如何融入信息技术：课堂早已不是“粉笔加黑板”，对课堂教学如何有效利用信息技术？
- 课堂教学聚焦知识和技能，缺少素质养成的评价方式，不利于德技并修的育人目标。
- 改到深处是课程，改到痛处是教师，改到实处是教材。（吴岩）



1. 教师满堂灌；
2. 内容很枯燥；
3. 身份的认同；
4. 学习动力缺失

。 。 。 。 。 。

2

教学设计

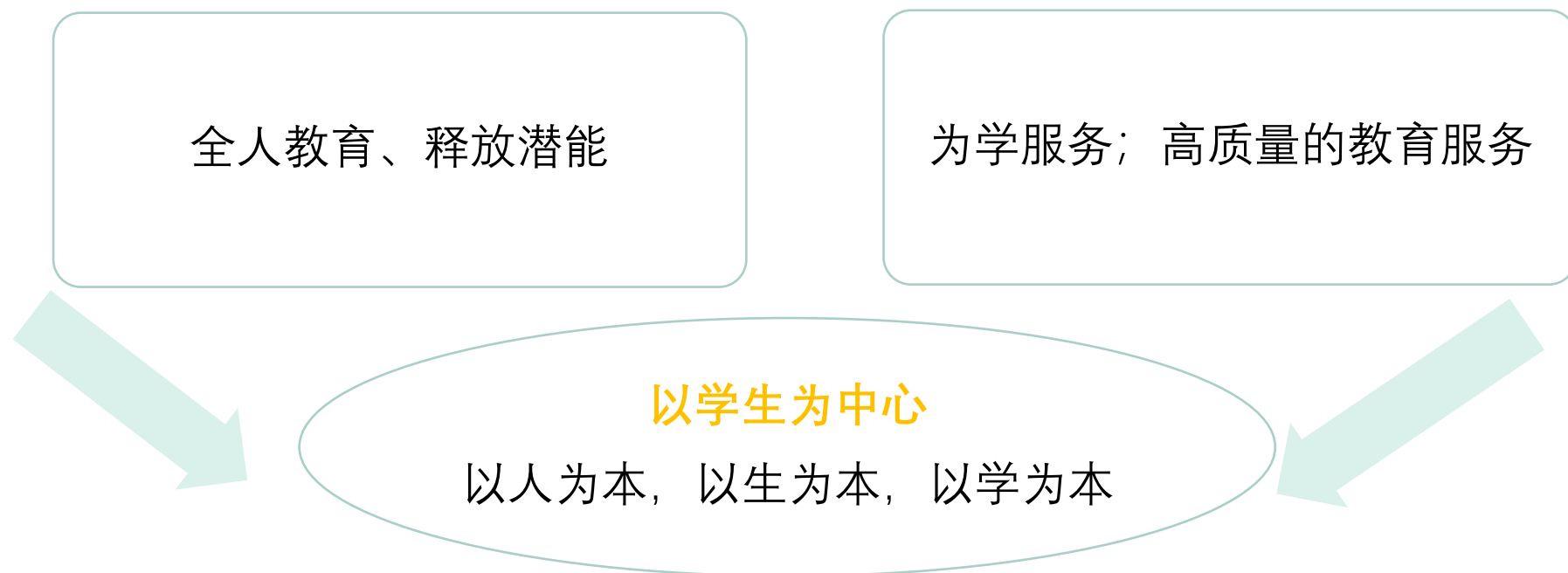
教案

教学设计



鲁子问（2016）.发展学生英语核心素养的沃土是课堂教学实践；发展学生英语核心素养的一切课堂实践，都离不开教师的教学设计与实践。

教学设计总原则



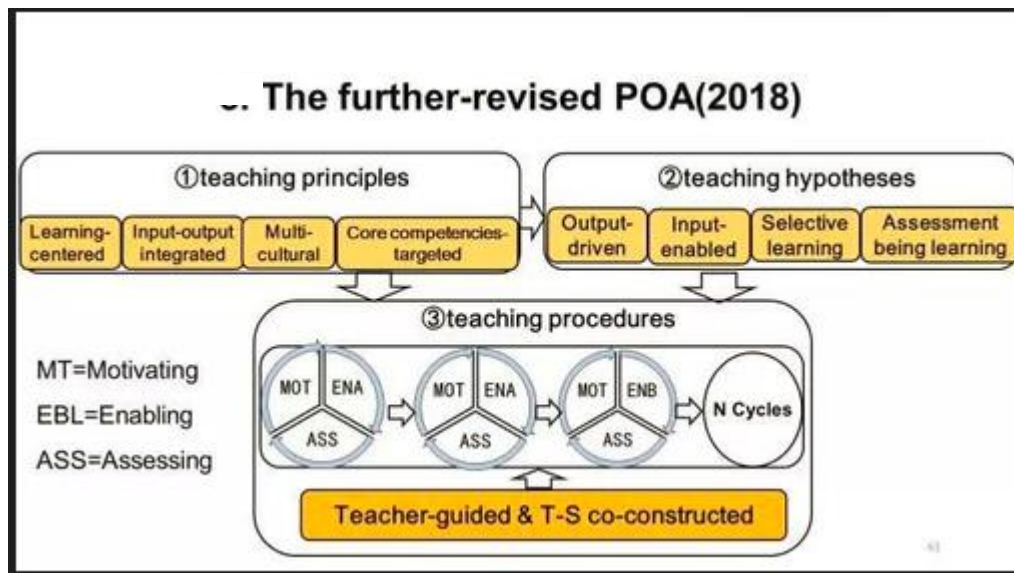
Whole person education:

- develops the whole person – intellectually, spiritually, and ethically;
- grounds teaching and learning in academic, social, and moral concerns;
- fosters critical thinking and develop sound citizens.

student-centered learning

- ✓ students' interest drives education.
- ✓ offers students the opportunity to decide : what material they learn and how they learn it. (personalized learning.)
- ✓ engages students as leaders and decision-makers in their own learning.

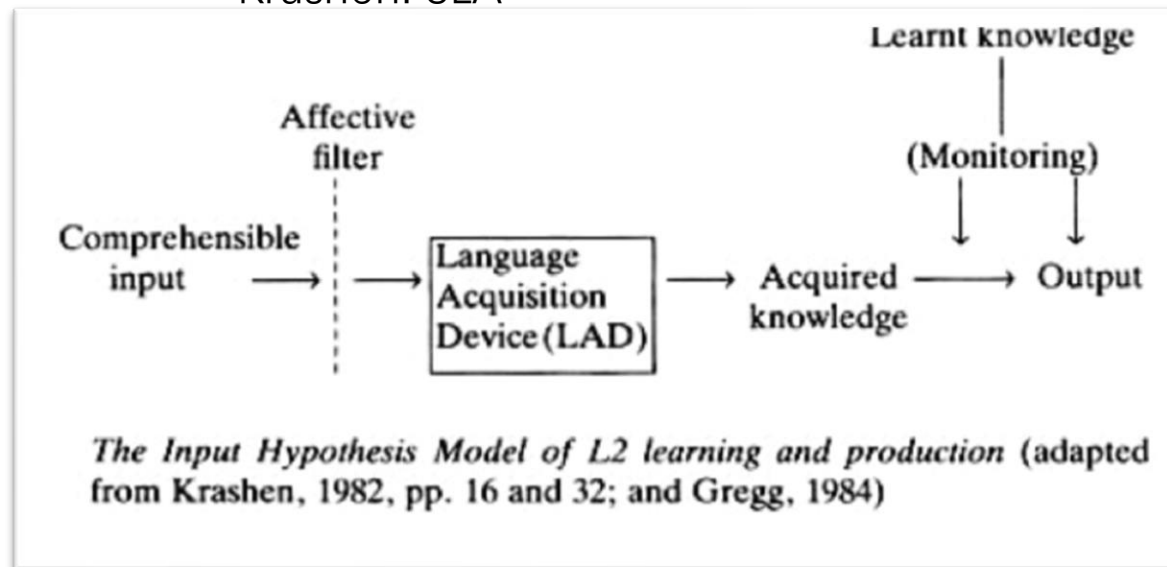
POA & SLA



文秋芳：2018修改后的“产出导向法”理论体系

1. 学用一体说：输入性学校要与产出性使用对接，克服学用有偏颇或学用脱节
2. 输出驱动与输入促成假设：有输出的语言学习带领更强的学习驱动力，合理选用输入性材料，设计输入性活动；
3. M-E-A三环节，即设计产出活动；选择优化恰当的输入材料，输入服务产出，产出目标决定输入内容；
4. 以评为学：把评价纳入教学过程，以评促教。

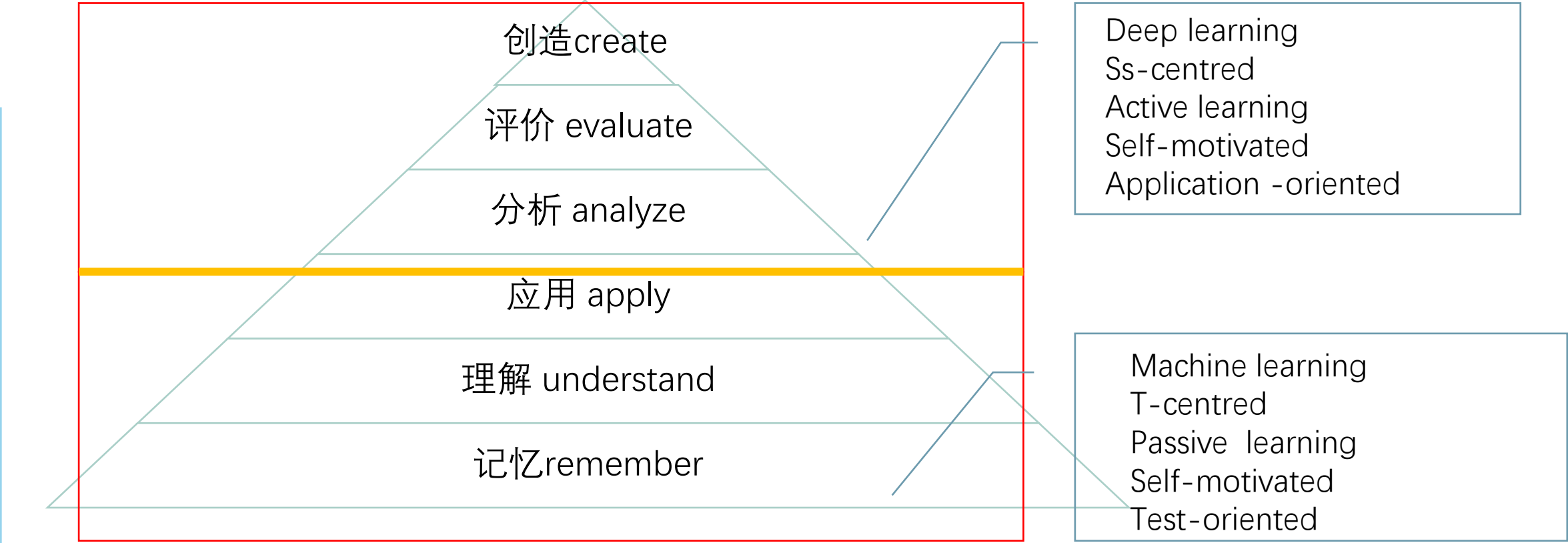
Krashen: SLA



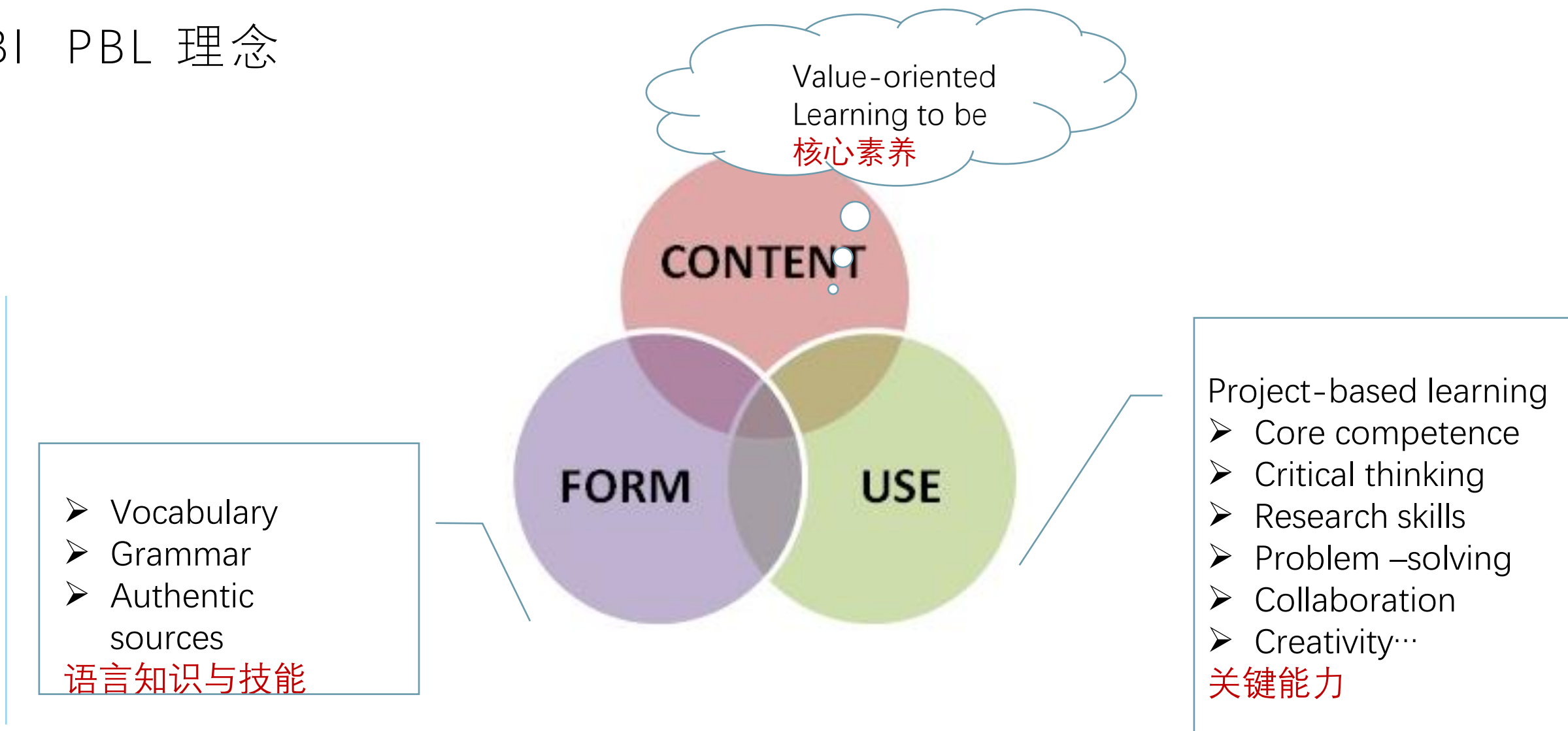
Krashen: 二语习得

1. 语言习得-language Acquisition
2. 可理解性输入 $i+1$ comprehensible input
3. 情感过滤：对非智力因素的重视

THE REVISED BLOOM'S TAXONOMY 6 LEVELS OF LEARNING



CBI PBL 理念



Integration of language and contents ensures **meaningful**, interesting learning;
Project-based learning enhances the development of key or core competence.

TBL



A gap of some kind

Ss use or share resources

A focus on meaning

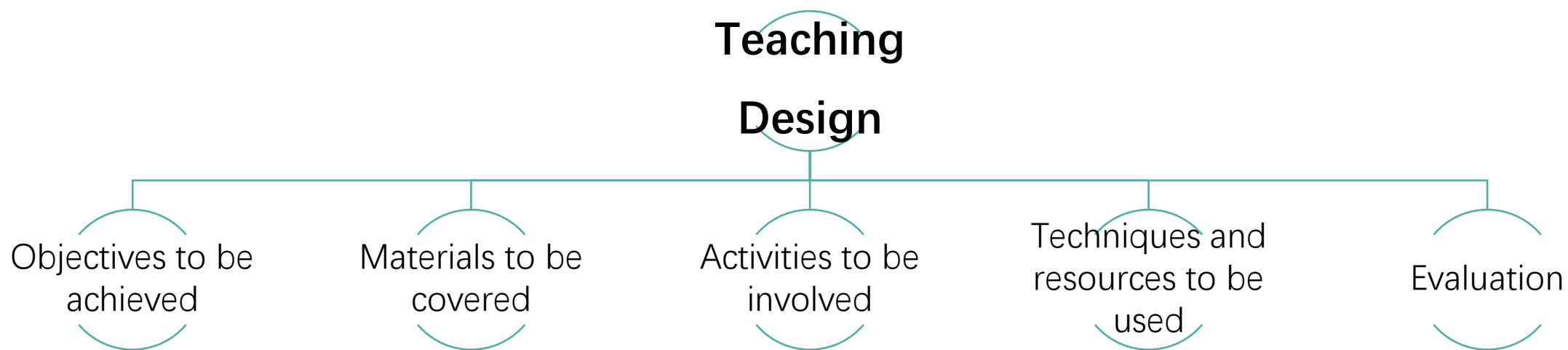
An out come rather than the display of language correctness

Task-Based Language Teaching (TBL)

- Facilitate meaningful communication and interaction;
- Focus on performance, authenticity, real-life outcomes;
- Tasks are the center of teaching;

教师需要设计有意义的、面向问题解决的学习任务以支持深度学习（deep learning）的发生。

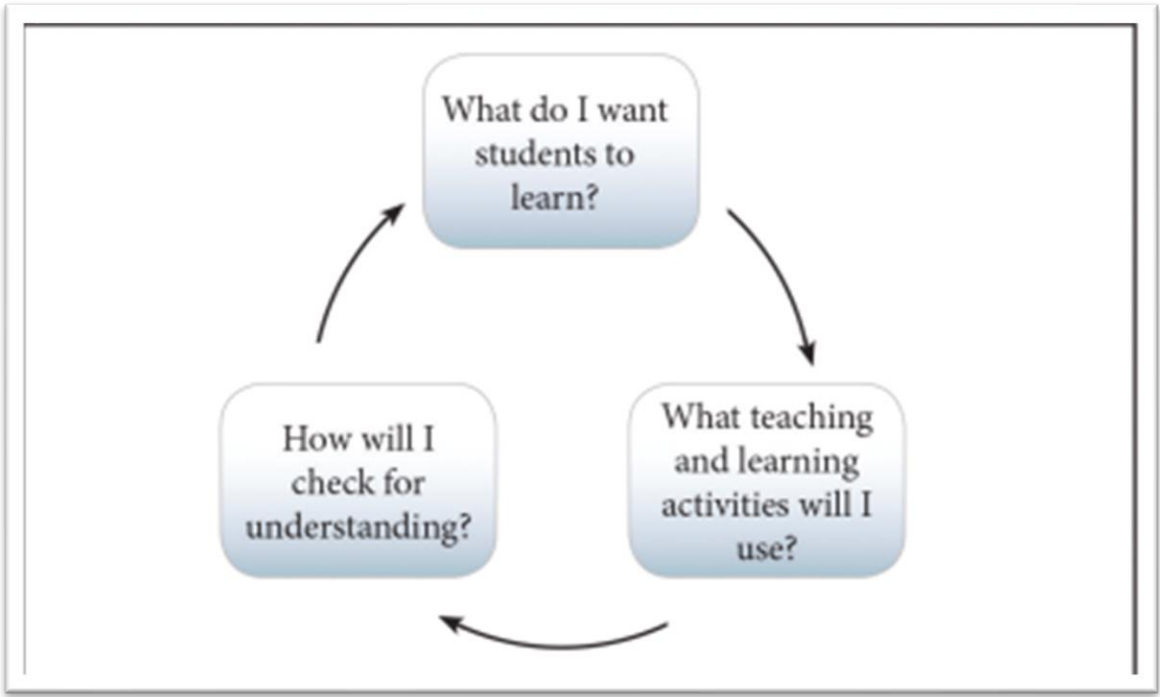
教学设计



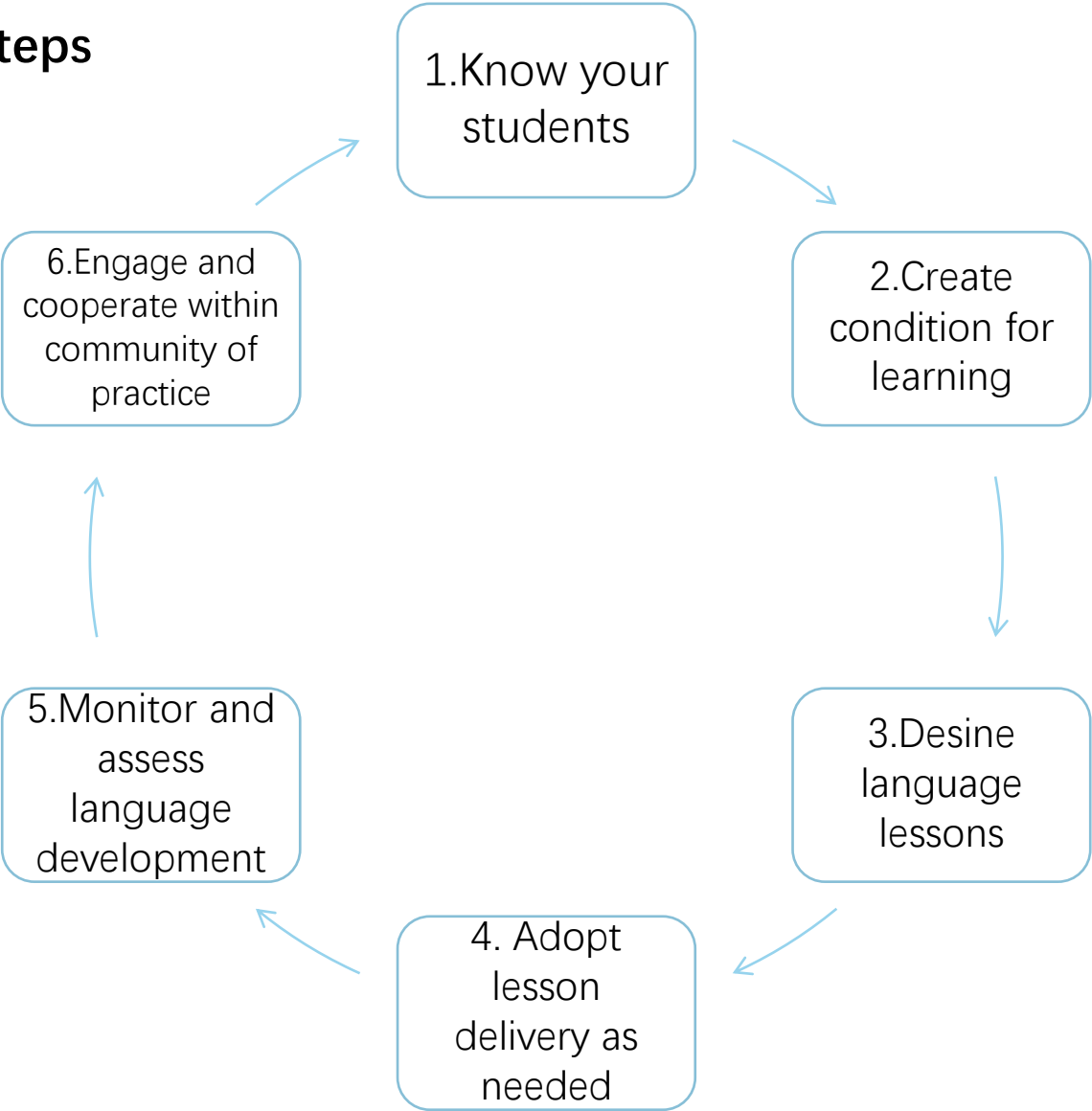
准确把握教育教学的认知规律和心理特点，有效链接教育过程的起点和终点，达成教学目标。

相关问题与设计步骤

Questions



Steps



BEFORE & WHILE PLANNING

Writing lesson plans ensures that you are

- addressing the **requirements** of the curriculum;
 - What state or **national standards** are you meeting?
 - What does the **curriculum from your state / your district / your college** require?
- effectively planning **teaching time**;
- using the best **strategies** to address student needs.

Before Writing the Plan, begin with the end in mind(OBE).

Ask the following questions:

- ✓What **do you want** the students to learn from this lesson?
- ✓What are **the needs of** your students in meeting the requirements of the curriculum?

While-planning

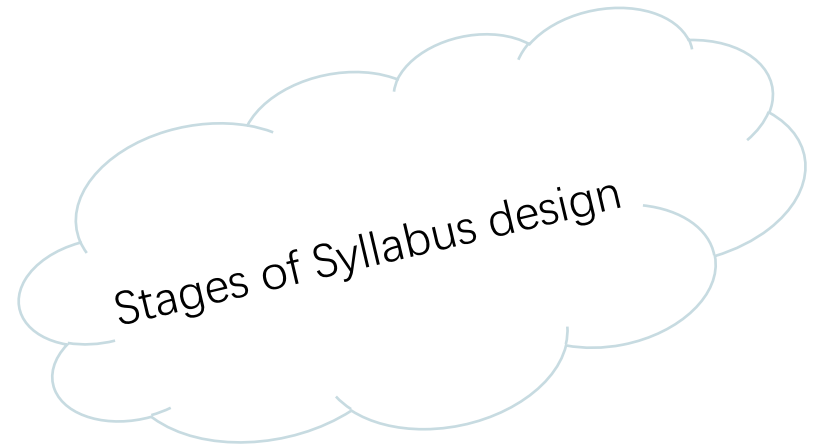
- Know our **audience**
- Familiar with teaching **contents**
- Teaching steps or **procedures**
- Be **flexible** in case of emergencies

逻辑顺序

LOGICAL SEQUENCE OF TEACHING DESIGN

- needs analysis;
- formulation of objectives;
- selection of content; location of focus and difficulties
- organization of content;
- selection of learning activities;
- organization of learning activities;
- decisions about what needs evaluating and how to evaluate.
- formative and summative evaluation or assessment

suggested by Taba (1962)



教学目标

Arranging **cognitive** skill structure from the simplest to the most complex

knowledge level

- Define.
- Name.
- Match.
- Select.

analysis level

- + Diagram.
- + Outline.
- + Subdivide
- + Discriminate

comprehension level:

- Estimate.
- Predict.
- Explain.
- Summarize.

synthesis level

- Categorizes.
- Rearranges.
- Combines.
- Composes.

application level

- Compute.
- Demonstrate.
- Apply.
- Prepare.

evaluation level

- Compares.
- Criticizes.
- Justifies.
- Supports.

COGNITIVE SKILL



SPECIFICITY OF OBJECTIVES

Compare the two sets of statements for the objective of the lesson.

To learn the use of comparative forms of adjectives.	Able to use a number of comparative adjectives to compare things or people.
Read the following paragraph and then we will talk about it.	Read the following paragraph and determine what the main idea is and supporting details are. Be prepared to talk about why you chose the main idea and why you know that some things are supporting details.
To do a role play.	Can role play the dialogue between Mary and Tom about AI application .

The first instruction **has no cognitive purpose** from the students' standpoint, they will simply be reading without a knowing what they are supposed to do with the text..

The instruction tells students to **analyze the information and then to be prepared to contribute evidence and explain their thinking.**

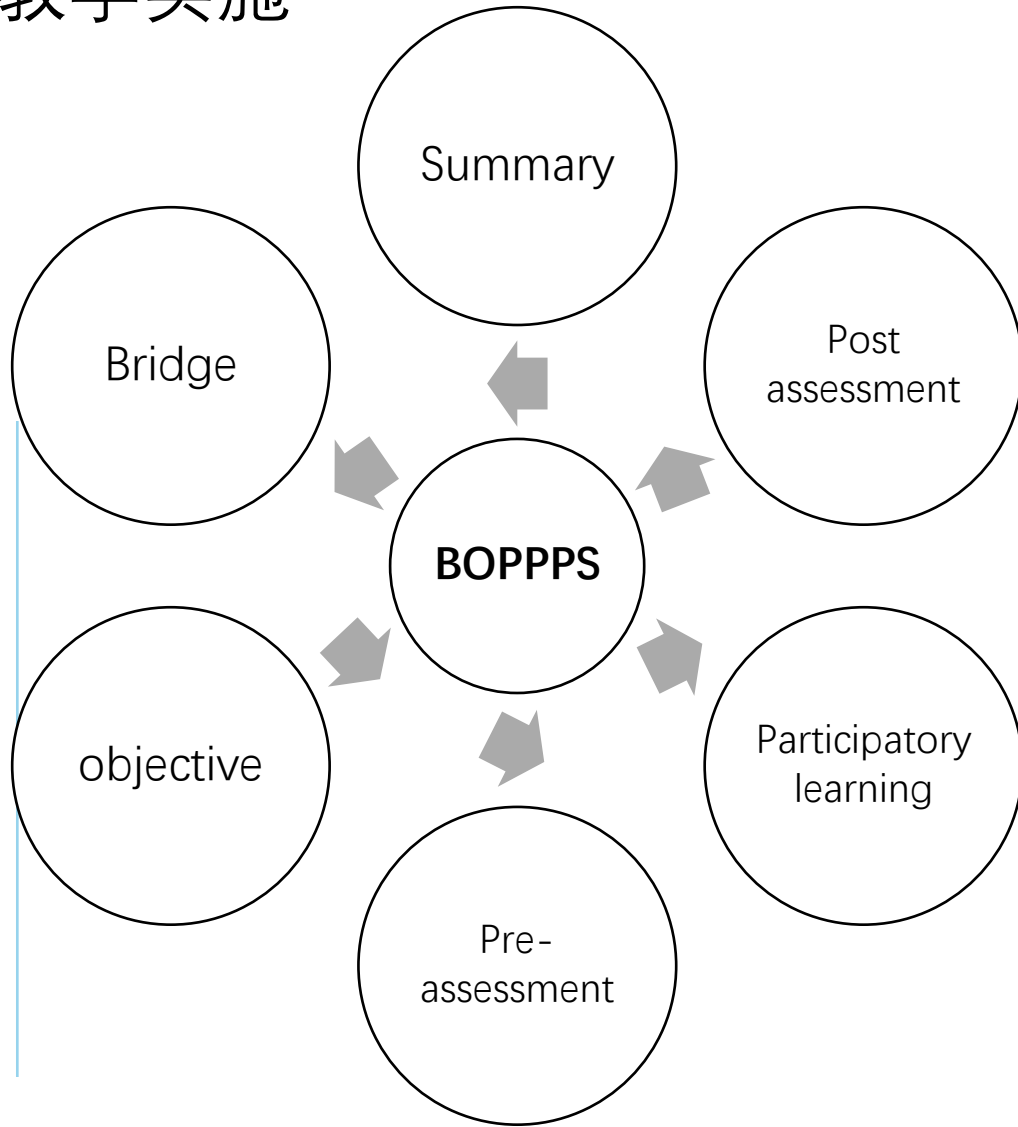
教学设计 - 内容优化

- 从已知到新知: progress from known to unknown;
- 内容密度适中: appropriate size of teaching units;
- 呈现方式多样: a proper variety of presenting;
- 可教性强: teachability;
- 内容的实用性: practical ,connect to life and work.

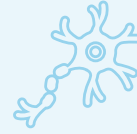
Reading & Writing



教学实施



Warming & Review



Assesses prior knowledge by reviewing previous materials relevant to the current lesson. (matching)

Introduction



Provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson. *(relating the objective to learners' own lives)*

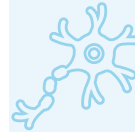
Presentation



Teaches the lesson content and concepts.

(introduce information through a variety of modalities by visuals, realia, description, explanation, and written text.)

Practice



Models the skills and provides opportunities for guided practice. (learners work in groups, in pairs, or independently to practice the skills, concepts, and information presented)

Evaluation



Assesses each learner's attainment of the objective. (oral, aural, written, or applied performance assessments)

Application



Provides activities that help learners apply their learning to new situations or contexts beyond the lesson and connect it to their own lives.

教学策略

To convey information:

- lecture, selected reading, information gap ,case study, information transfer...

To involve people:

- role- play, pair work, group discussion, written work...

To teach a skill:

demonstrate, workshop, guided practice...

To pool thoughts

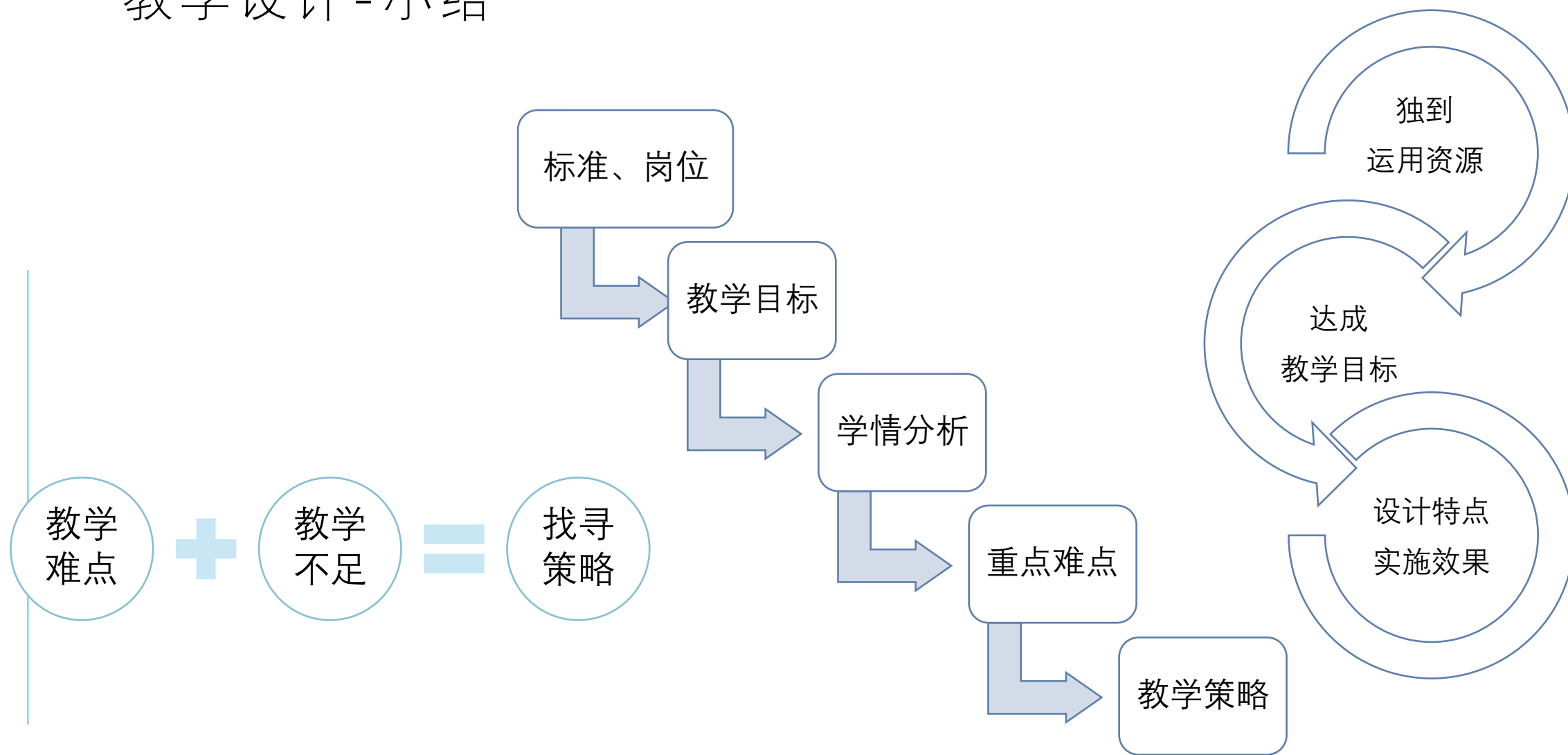
- brainstorming, discussion...

To reinforce memory:

- written work, practice with coaching

Motivate students
Increase interaction
Achieve the objectives

教学设计-小结



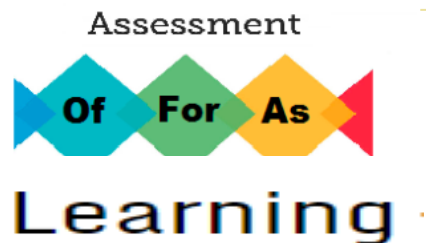
教学评价

- How will I know if students have achieved the learning objectives of a particular lesson or an entire course?
- What am I willing to accept as evidence that students have achieved the objectives?

Self-evaluation/ reflection (check list)

After each lesson, teachers are encouraged to keep a brief account of what happened in the lesson, which may include :

- *Feelings about the lesson;*
- *Ss' performances, unexpected incidents;*
- *Things went wrong or to be improved for next lesson.*



Text Title:	Student Name:
STUDENT READING STRATEGIES CHECKLIST	
Before Reading	<ul style="list-style-type: none"><input type="checkbox"/> I look at clues in the title and pictures<input type="checkbox"/> I determine if the story is fiction or non-fiction<input type="checkbox"/> I predict what the story is about, or what I will learn<input type="checkbox"/> I predict what the main character might need<input type="checkbox"/> I decide why I want to read the story<input type="checkbox"/> I predict the meaning of new vocabulary<input type="checkbox"/> I determine what I might already know about the topic
During Reading	<ul style="list-style-type: none"><input type="checkbox"/> I predict what might happen next in the story<input type="checkbox"/> I predict how the story might end<input type="checkbox"/> I decide how the story reminds me of something in my life<input type="checkbox"/> I determine how I feel about the main character or events<input type="checkbox"/> I think of questions I have about the text or character<input type="checkbox"/> I stop when a word or phrase doesn't make sense and correct it<input type="checkbox"/> I identify parts of the text I don't understand<input type="checkbox"/> I identify important parts of the text<input type="checkbox"/> I re-read the text to understand confusing parts
After Reading	<ul style="list-style-type: none"><input type="checkbox"/> I discuss or consider the main idea in the text<input type="checkbox"/> I determine what the author is trying to tell me<input type="checkbox"/> I decide how the story or text made me feel<input type="checkbox"/> I determined what predictions I had were right or wrong<input type="checkbox"/> I retell or write the sequence of events in the story<input type="checkbox"/> I identify clues in the text to help me understand the meaning in the story<input type="checkbox"/> I return to the text for evidence to prove my points about the story

© Action Potential Learning

教学能力大赛



- 比赛推动职业院校“**课堂革命**”，坚持学生中心、依据学情开展教学，坚持融合创新、运用最新技术资源。
- 参赛教师构建以学习者为中心的教育生态，充分研究学情，**以学定教**，为学生提供个性化、多样化、高质量的教育服务；
- 参赛教师适应大数据、人工智能等最新信息技术发展，合理地**使用信息技术以及数字资源**，提高学生的学习兴趣和教师的教学管理。

- -王扬楠（教育部职教所所长）

2022全国职业院校教学能力比赛：参赛要求

1. 指导思想：《职业教育法》《关于推动现代职业教育高质量发展的意见》《深化新时代教育评价改革总体方案》；赛出水平、赛出**基本功**；示范引领，**标准**落地；落实**课程思政**要求，深化**三教改革**，将**信息技术**融入到教学活动中，促进教师**综合**育人能力。
2. 比赛要求：
 - 1) 教学内容：**公共基础课程**应体现思想性、科学性、基础性、时代性、职业性，体现学科和应用场景的融合；**专业课程对接**产业、新业态、新模式、新职业，体现专业升级及数字化转型（对接新的专业目录），融入科学精神、专业精神、工匠精神，注重劳动精神、人文素养培养；
 - 2) 教学设计：依据标准人培方案，基于教学内容、针对学情，确定目标，优化教材过程，**因材施教**；
 - 3) 教学实施：推动**深度和广度学习**，采用相关软件技术收集教学过程真实数据，动态调整**教学策略**，有效利用数字化教学资源，创设情景，选用优质、手册式、活页式教材，引入典型案例，有效示教，规范操作，突出**重点**、破解**难点**，关注实效。

2022比赛方案： 参赛要求

增值性评价：

- ❑ 学生的“发展程度”
- ❑ 综合素质在接受某一阶段教育时前后对比的进步程度。
- ❑ 尊重差异；重视起点；关注过程；强调发展。

4) 教学评价：注重过程与结果评价结合，健全综合评价，探索增值性评价，关注育人成效，促进学生全面成长，鼓励借助AI， Big data，开展精准评价与分析，关注育人成效，检测教学质量，促进学生成长；注重综合考核学生的思想政治素质，促进其成长；

5) 教学反思：深度思考在教学设计、实施、评价过程中的经验与不足，总结在更新理念、优化教学内容、转变教师角色、改进教学评价、运用信息技术等方面的改革与创新。做到设计理念、教学实施及育人成效有机统一；

3. 文档资料：

4. 视频材料：；

比赛方案：参赛要求

5. 评分标准

- 1) 目标与学情：着力培养学生人文素养、职业素养、信息素养，培养工匠精神、科学精神、创新精神和终身学习的能力；详实反映学生整体情况与个体差异，准确判断教学难点；
- 2) 内容与策略：落实课程思政与思政课程同向同行，结合课程特点挖掘思政元素，有机融入教育教学活动；落实基础课程标准，突出思想性、基础性、职业性和时代性；
- 3) 实施与成效：教学环境真实、满足教学需要，教学互动深入有效、氛围活泼，学有所获；创新教学方法，合理运用信息技术和数字化资源，提升学习效果和管理成效。
- 4) 教学素养：教学研究深入，学术功底扎实，熟知教育学心理学原理、运用信息化技术有效运用；
- 5) 特色创新：在落实立德树人、文化素养提升、课程思政建设等方面的有效做法，能够调动学生全面参与、给学生深刻体验；在贯标、推荐三教改革方面的特色与创新。

What is vocabulary?

➤ According to curriculum standard issued in 2021

Fundamental Module 1800-1900; (义务: 1500-1600 普高:
2000-2100 高职:2300-2600)

Developing Module 2700-3000 (基础+400)

form

spelling, regular and irregular form, pronunciation, stress, intonation, suffix prefix

meaning

denotative and connotative meaning

use

collocation, in appropriate grammatical forms, level of formality .etc..

What it means to **know a word?**

- 1) recognize it in its spoken or written form;
- 2) recall it at will;
- 3) relate it to an appropriate object or concept;
- 4) use it in the appropriate grammatical form: writing ; speak
- 5) in speech, pronounce it in a recognizable way;
- 6) in writing, spell it correctly goes with, i.e. in the correct collocation.

Vocabulary

Match the words or expressions in the three columns. Use the example to help you.

Where?	Who?	What?
1. fire station	police officer	a football match
2. hospital	waiter	serves food
3. library	actor	meat, fruit and vegetables
4. police station	firefighter	books
5. restaurant	spectator	helps in an emergency
6. stadium	nurse	helps when you are sick
7. supermarket	librarian	a play or musical
8. theatre	shop assistant	helps stop criminals

Match a word from Box A with a word from Box B to make ten compound nouns. Write them in your notebook.

A

sun roller hill
water Ferris wild
foot boat snow fun

B

ride animal run
slide rise path
wheel board
top coaster

1. Questions

Q1: Has anyone heard of compound words?

Q2: What do you notice about these words?

Meaning:

seatbelt: seat+ belt= a belt designed to hold a person

steady in a seat

snowman: snow +man= a man made out of snow

Butterfly \neq butter + fly ?

- ✓ You can figure out the meaning from the **small root words**, which can help you figure out some pretty big words!
- ✓ you will have to look for other **context clues** in your reading to figure out the meaning.

围
主题范围
课程内容

主题范围	专题	话题	职场情境任务
职业与个人 Man and self	1 人文底蕴	1. 历史文化	求职应聘文件处理活动策划活动组织客户管理参访接待拜访安排反馈处理市场调查产品说明技术服务产品推介营销策划危机公关商务谈判订单管理交易善后
		2. 国情社情	
		3. 文学艺术	
		4. 审美情操	
	2 职业规划	1. 职业类型	
		2. 职业选择	
		3. 创新创业	
		4. 职业发展	
	3 职业精神	1. 职业理想	
		2. 职业道德	
		3. 职业规范	
职业与社会 Man and society	4 社会责任	1. 产品质量	
		2. 公益事业	
		3. 志愿活动	
		4. 企业使命	
	5 科学技术	1. 科学精神	
		2. 科技发展	
		3. 技术应用	
	6 文化交流	1. 职场文化	
		2. 国家认同	
		3. 国际理解	
职业与环境 Man and environment	7 生态环境	1. 自然环境	
		2. 绿色发展	
	8 工作环境	1. 制度环境	
		2. 生产环境	
		3. 数字环境	
		4. 职业安全	

READING & WRITING

自主学能培养

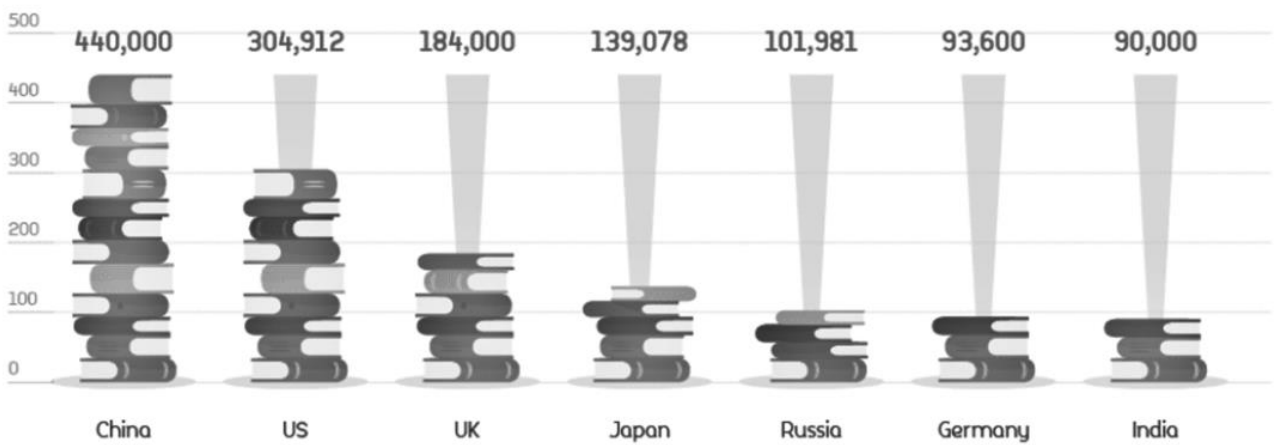
NO	Topic	skills
1	Look beyond what you do for a living, or have as a hobby	Contextual word guessing
2	Let's Have a Bite of the World	Topic sentence
3	The greatest wealth is health	Word-attack skills: Compound word
4	Learning is the eye of the mind	Understanding infographic
5	Example is better than precept	Scanning
6	Going slowly doesn't matter, while keeping on going counts	Creating a mind map
7	You really can change the world if you care enough	Facts and opinions
8	Tell China's stories to the world	Index reading

价值引领

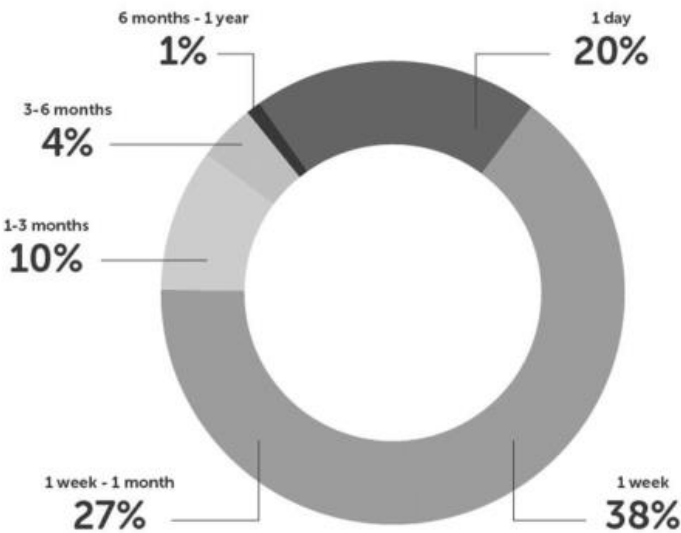
Key Areas of Onboarding Training 2018



Which country publishes the most books each year?

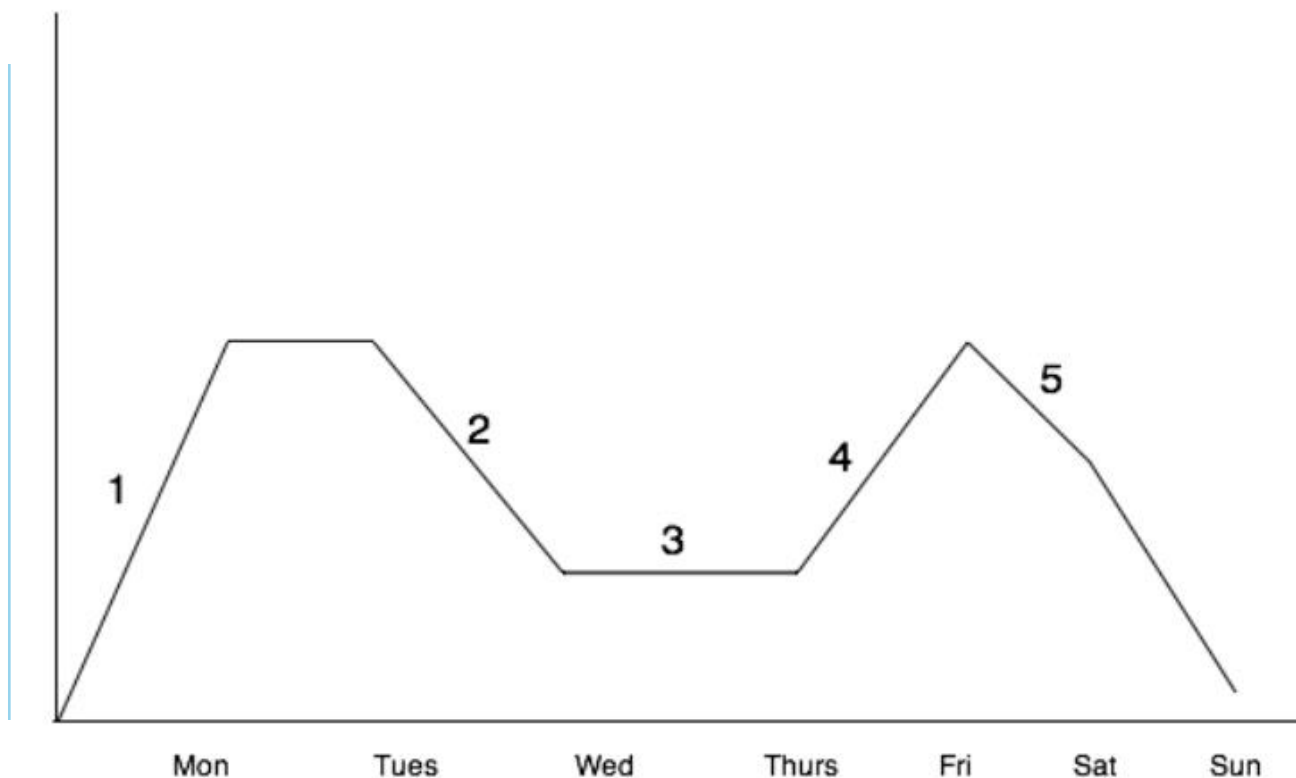


Duration of Onboarding Training 2018



教学设计

My work graph



Vocabulary

“increase sharply”

“is/remain steady” peak

“grow slowly” “decrease steadily”

“decrease rapidly”

“reduce spending”

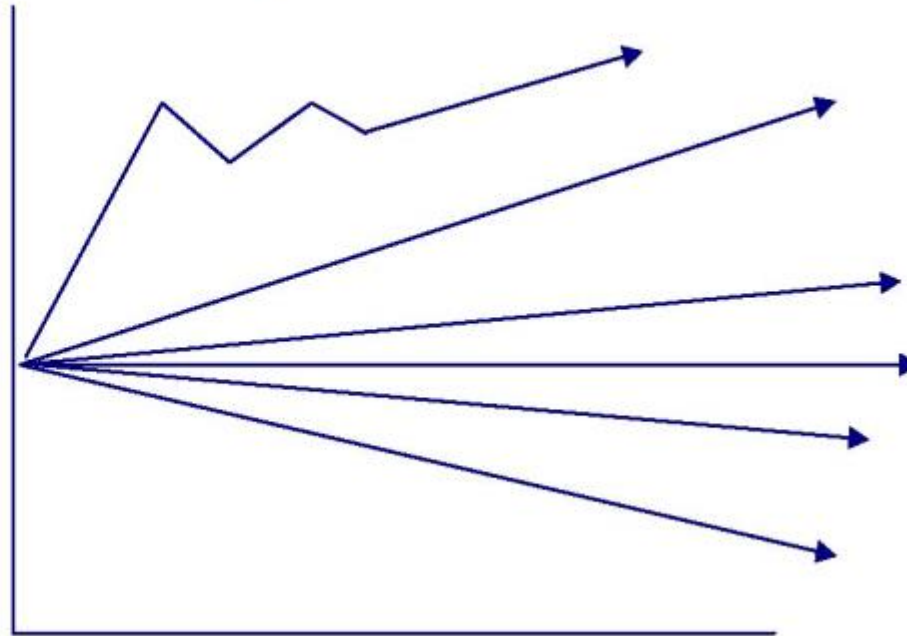
“increase steadily”

plummet/plunge

“fluctuate wildly”

Match the phrases below to the lines on the right.

remain steady
fluctuate
increase slightly
decrease sharply
decrease slightly
increase sharply
drop sharply
stay the same
go up a little
go down slightly



- 1 Then profits will increase for the rest of the year.
- 2 Costs will decrease slightly for the next few years.
- 3 Costs have been rising for the last year.
- 4 I think profits will drop for the next two months.
- 5 Profits have remained steady for the last 6 months.

Describe the followings

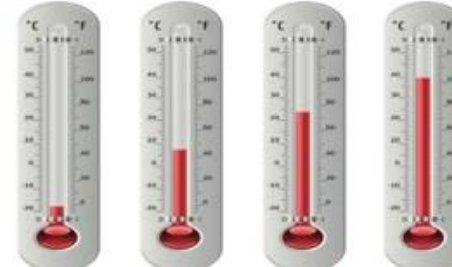
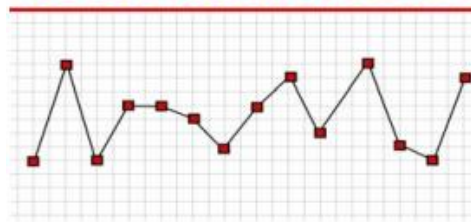


1. I think I'm quite healthy.
My heart beat **is steady**.



10 We are seeing an increase
_____ 5 % _____ sales each year.

BLOOD SUGAR LEVEL



3.

1. The patient's blood sugar level **fluctuated wildly** after she ate a big meal.
2. It got really hot. The temperature increased sharply during the day.
3. Apple's profit **increased sharply** after the release of iPhone with 5G

赛教融合

Consumer Concerns About Self-Driving Cars

% of respondents naming the following reasons for their reluctance to use self-driving cars



Base: 1,260 consumers from 10 countries who say they are unlikely/very unlikely to take a ride in a self-driving car

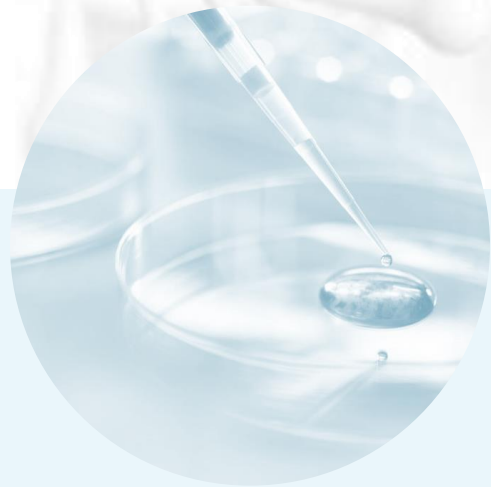
Scaffolding

How to begin a description?

- Let me show you this bar graph...
- Let's turn to this diagram...
- I'd like you to look at this map...
- If you look at this graph, you will notice...
- Let's have a look at this pie chart...
- If you look at this line chart, you will understand.
- To illustrate my point, let's look at some charts...

Evaluation—Writing

序号	评价方式	测评方法	测评内容
1	Self- assessment	测评学生大致掌握的情况。 鼓励学生自主地进行自我测评； 关注 学生学习情况并适当给予帮助。 组织课堂讨论;写作内容是否全面？ 写作后是否进行了检查？ 本单元所学写作技能的运用？”	测评内容包含学生已经大致掌握的能力与还需提高的能力。 鼓励学生自我测评， 教师需要实时关注学生的学习情况并适当给予帮助。 自我测评结束后组织班级进行课堂讨论。
2	Peer assessment	提供了一个同学之间相互学习的机会， 帮助学生了解其他人的写作任务完成情况， 并进行自我反思、补救学习、改进。	鼓励学生对同伴写作内容提出建议或细节的改进方案。 同伴间讨论， 学生加深对测评标准的理解。 定期更换同伴， 确保学生参与不同进行课堂活动。 实时关注学生互评状况并适当给予适当帮助基于测评结果， 以便他们在充分了解自己的优势和不足之处后改进。
3	Group assessment	有效建立学生自信； 有归属感 多人协同减少出错率。	班级、小组讨论测评标准 一起改正、提高了效率
4	Teacher assessment	肯定细节， 并指出不足， 提出改进方案， 鼓励学生在改进中提高。	反馈书面评语，



THANKS !



We do not learn from experience.
We learn from reflecting on experience.
John Dewey-

千锤百炼设计好每一节课
彰显外语课程学文化、启心智的作用
还外语课堂应有的样子