

# 督导眼中的一堂好课 | 入选课程——王聪聪《大学英语 1》

## 入选课程基本信息

课程名称：大学英语 1

主讲教师：王聪聪

推荐单位：基础一部



主讲教师 王聪聪

# 推 荐 词

教学督导 杜爱燕

王聪聪老师在《大学英语 1》教学中展现出扎实的专业功底与先进的教学理念，教学态度温和热忱，备课详尽充分，课堂设计兼具系统性与创新性，既坚守语言教学的核心本质，又注重文化浸润与价值引领，课程思政融入自然无痕、富有深度，充分彰显了大学英语课程的育人价值，教学效果广受学生认可。

**一、信息技术与语言教学深度融合，课堂效能显著提升。**王老师授课感染力强，肢体语言丰富，语速平缓适中，表达逻辑清晰，能有效调动学生的课堂注意力。板书工整规范，PPT 课件采用 16:9 宽屏版式，图文并茂、重点突出，关键知识点标注课本对应页码，便于学生同步对照教材深化理解。教学中灵活运用超星 AI 助教、QQ 群、多媒体设备等数字化工具，构建“课前预习-课中互动-课后拓展”的闭环教学体系，将信息技术与语言教学深度融合，既拓宽了语言输入的渠道，又通过实时答疑、作业微视频讲解等形式精准对接学生需求，有效提升了课堂教学的针对性与实效性。

**二、教学内容精耕细作，课堂互动高质高效。**课程从主题导入、课文精读、语言点解析到能力训练，环节设计层层递进、衔接自然。王老师善于结合单元主题（如“体育与社会文明”）设计情境化、任务型教学活动，组织学生借助 AI 工具开展小组汇报、围绕文本核心问题进行深度研讨、通过角色扮演强化语言应用等，既激发了学生的学习主动性，又扎实锻炼了学生的英语听、说、读、写综合能力与团队协作能力。课堂上注重与学生的双向互动，耐心回应疑问、巧妙引导思考，师生交流充分且富有深度，课堂氛围活跃有序，有效达成教学目标。

**三、聚焦核心素养培育，教学理念务实先进。**王老师始终秉持“以学生为中心、以应用为导向”的教学理念，在传授词汇、句型等语言知识的同时，注重叙事文特征分析等学科思维方法的渗透，通过分层任务设计兼顾不同基础学生的学习需求。教学中深挖教材的文化内涵与思政元素，如借助体育题材文本传递跨种族友谊、奥林匹克精神，引导学生树立平等包容的跨文化观念，实现了语言知识传授、综合能力提升、文化素养培育与价值引领的有机统一，真正践行了大学英语“立德树人”的教学使命。

# 教师教学经验与感悟

主讲教师 王聪聪

本人自从教以来，始终怀揣对大学英语教学的热爱与敬畏之心。《大学英语 1》作为一门核心通识必修课程，是学生跨越语言障碍、接轨国际视野的关键桥梁，但部分学生因基础薄弱、文化差异感知不足等问题，容易产生畏难情绪，因此教与学均需在趣味与深度之间寻找平衡。我的教学理念是：以学生中心为导向，以语言应用为核心，以文化浸润为纽带，将信息技术与教学实践深度融合，实现语言能力、思维素养与价值引领的协同发展。

## 一、深化信息技术与教学的全流程融合

针对大学英语课时有限、学生个性化需求多样的现状，我构建了三位一体的数字化教学体系。课前通过 QQ 群提前发布预习资料、词汇微课和课文背景视频，引导学生自主梳理核心知识点，带着问题走进课堂；课中采用“多媒体课件+板书+AI 工具”的混合教学模式，课件图文并茂且标注课本对应页码，方便学生同步参考，同时借助超星 AI 助教实时解答词汇、语法疑问，将有限课堂时间聚焦于文本分析、小组讨论等高阶任务；课后利用超星课程平台发布作业讲解微视频、拓展阅读材料和口语练习音频，学生可根据自身薄弱点自主选择学习，QQ 群则作为常态化交流渠道，及时回应学生疑问，形成闭环学习生态。

## 二、构建多元化评价体系，兼顾过程与成效

为全面考察学生的英语综合应用能力，本课程采用“过程性评价+终结性评价”相结合的多元评价方式。其中，平时成绩占比 50%，重点关注学生的参与度和学习态度；阶段性测试占 20%，设置开放性任务，如结合单元主题用英语分析文化现象、撰写短篇评论等，锻炼学生的逻辑表达与信息整合

能力；期末成绩占 50%，侧重考察语言知识运用、篇章理解与写作能力。通过多元评价，既关注学生的学习结果，也重视学习过程中的成长与进步，激发学生的持续学习动力。

### 三、聚焦语言应用能力，培养跨文化思维

大学英语教学不仅是语言知识的传授，更注重语言应用能力与跨文化思维的培养。在教学中，我坚持“以用促学”，结合课文主题设计真实场景化任务，如围绕“体育与社会文明”主题开展小组汇报、模拟国际赛事采访对话等，让学生在实践中提升听、说、读、写综合能力。同时，深挖教材中的文化元素，通过对比中西方文化差异、解析语篇背后的价值观念，引导学生树立跨文化交际意识。例如在讲解《My Greatest Olympic Prize》时，结合 1936 年柏林奥运会的历史背景，让学生探讨“体育精神与种族、政治的关系”，既深化对文本的理解，也培养批判性思维与文化包容度。

### 四、坚持价值引领，实现课程思政有机融入

大学英语课程是进行价值引领的重要载体，我始终注重将思政教育与语言教学有机融合，避免“说教式”渗透。在教材解读中，深挖文本蕴含的人文精神与时代价值，如通过《My Greatest Olympic Prize》中杰西·欧文斯与卢茨·朗跨越种族的友谊，传递“平等尊重、团结协作”的体育精神；结合中国体育健儿在国际赛事中的表现，融入爱国主义情怀与民族自信教育；在跨文化交际教学中，引导学生坚守中华文化立场，学会尊重不同文明，培养全球视野与责任担当。通过潜移默化的价值引领，实现语言能力培养与立德树人的统一。

时代在发展，语言教学的内涵也在不断丰富。作为教师，仅拥有“一桶水”已远远不够，我始终保持终身学习的态度，一方面通过知网等平台研读英语教学前沿论文，更新教学理念；另一方面紧跟人工智能发展步伐，

探索 AI 工具在词汇教学、写作批改、文化拓展等方面的创新应用，不断提升自身的数字化教学能力，努力为学生提供更优质、更具活力的英语课堂。



# 学生评价

问卷

请对大学英语课教师做出评价，20字及以上

11-25 18:28

已交: 25/40

手动结束

编辑

导出

结束活动

必答(简答题)请对大学英语课教师做出评价，20字及以上

词云

本题已答(匿名): 25

品 知识点:



[匿名]

老师教学严谨生动，耐心答疑、关怀学生，用专业与温暖助力我们成长，是良师亦是益友。



[匿名]

教师教学认真负责，授课风格生动有趣，能通过多种方式如小组作业，颠倒课堂等多种方式进行讲授，激发学生兴趣，在词汇、语法及听说读写各方面的讲解都很细致，很有耐心，作业等讲评细致，是一位非常优秀的教师。



[匿名]

老师讲课很好 每次也足够的讨论时间 老师讲课耐心会给我们来解答 去讲台下转悠观察我们的情况 再适度调整讲课的方法 但是单词写的我有点却看不懂有点连笔



[匿名]

风格生动风趣，教师严格要求，认真负责，寓教于学，孜孜不倦



[匿名]

英语老师认真负责，关心同学  
可以很好的管理学生



[匿名]

教学态度好，专业水平高。  
师生和睦相处，树人光耀耀



[匿名]

我的英语老师专业严谨又风趣亲和，因材施教且循循善诱，总能点燃学习热情。

## 《大学英语 1》课程教案

授课内容	Unit 5 Sports and Social Civility			学时	2
授课时间	2025. 11. 27	课次序号	11	教学形式	理论（线下）
本节课内容简介	<p>This lesson centers on Sports and Motivation, particularly track &amp; field, helping students grasp sportsmanship. Students will learn key text vocabulary and phrases, develop fast reading and sentence translation skills. They'll master 5 narration elements to retell stories and language points like "insist(that)", "not... any more than", and subjunctive mood in IF clauses. Key points are new Text A words and fast reading skills, while difficulties are skimming/scanning and correct word usage. Taught via Task-Based Language Teaching, flipped classroom, etc., students learn through group discussion and reading practice, and are encouraged to understand fairness, ethics, respect, and competitor fellowship.</p>				
教学目标	<p><b>【知识目标】</b>            1.熟悉主题“体育与动机”，能讨论田径运动并理解体育精神的含义。            Be familiar with the topic Sports and Motivation, talk about track &amp; field and be familiar with the meaning of sportsmanship.            2.掌握课文核心词汇与短语            Grasp the key words and phrases of the text.</p> <p><b>【能力目标】</b>            学习快速阅读技巧及句子翻译方法。            Learn the ability of fast reading and learn how to translate a sentence.</p> <p><b>【素质（思政）目标】</b>            引导学生理解公平、道德、尊重及竞争者间的友谊。            Encourage students to have a good understanding of fairness, ethics, respect, and a sense of fellowship with one's competitors.</p> <p>1.掌握叙事文五大要素并复述故事；            Master 5 key elements of narration and retell the story in your words;            2.掌握语言点：insist(that)、not... any more than、条件句中的虚拟语气。            Master Language points: insist(that) ; not... any more than; subjunctive mood in an IF clause;</p>				
教学重点	<p>1. Learn the new words and phrases in Text A;            2. Learn the skills of fast reading.</p>				

教学难点	1. Try to improve reading skills of skimming and scanning through practice; 2. How to use new words and phrases correctly.			
教学方法	教法	Task-Based Language Teaching Method + Pair work, Flipped Classroom, Blended Teaching.		
	学法	Through group discussion and fast reading practice, we can enhance students' mastery of language knowledge and cultivate their reading ability.		
教学环境与资源	Fan-ya network teaching platform.			
课程思政元素与切入点	The ideological and political element is to foster students' understanding of fairness, ethics, respect, and fellowship with competitors. Through the topic of sportsmanship in track & field, integrating these values into discussions about sports and motivation.			
教学过程设计				
环节	教学环节的设计及信息化应用	教师活动	学生活动	设计意图 (基本目标)
课前环节	<b>发布课前任务清单:</b> <b>Post pre-class task list :</b> 1. 要求学生学习词汇微课, 并完成学习通上的测试。 Teacher asks students to learn the micro-lecture about the new words and finish the test on Xuexitong. 2. 布置课文预习任务, 要求学生完成预习表格。 Teacher asks students to preview the passage and finish the Previewing chart.	向学生推送课前任务清单。 Send the pre-class task list to the students.	1. 通过手机平台学习词汇微课。 Use mobile phone platform to learn the micro-lecture about the new words. 2. 阅读 Text A 并完成预习表格 Read Text A and finish the Previewing chart.	通过学习词汇微课, 让学生掌握核心词汇用法; 通过完成预习表格, 帮助学生初步了解课文内容。 Through learning the micro-lecture about the new words, students can know the usage of the key words. By completing the Previewing chart, students can have a general understanding of the article.

	<p><b>Previewing the passage</b> Scan Passage A to complete the Previewing Chart</p> <p><b>Previewing Chart</b></p> <p>1. What questions does the title raise for you? A. <u>What was the author's Olympic prize?</u> B. <u>How did the author win his prize?</u></p> <p>2. Key words. (What words appear several times?) <u>Olympics</u>      <u>qualify</u>      <u>just</u> <u>win</u>              <u>medal</u>      <u>friend</u></p> <p>3. Read the heading or the first sentence in each paragraph. What do you think the reading is probably about? <u>I think that the text is probably about two rival athletes who</u> <u>form an unlikely friendship.</u></p>			
<p>课 中 环 节</p>	<p><b>问候与复习</b> <b>Greetings and Review(10 mins)</b></p> <p>1. 要求学生运用学习通微课中学到的核心词汇完成句子填空。 Teacher asks students to complete the sentences with the key words learned in the micro-lecture on Xuexitong.</p> <p><small>These sentences are about the passage. Complete the words and phrases in the box. Change the form when necessary.</small></p> <p style="text-align: center;"><small>insist   point   attempt   conquer   count</small></p> <p>1. Luz easily qualified for the running broad jump finals on his first attempt. 2. Jesse believes that the essential thing in life is not to <u>conquer</u> but to <u>insist</u>. 3. Luz <u>pointed</u> to the takeoff board and suggested that Jesse centimetres behind it, and jump from there. 4. Luz tells Jesse that his placement in the trials does not <u>count</u> for anything. 5. At the 1936 Olympics in Berlin, Adolf Hitler <u>insisted</u> that German athletes were members of a "master race".</p> <p>2. 邀请部分学生展示第 71 页习题答案，并在黑板呈现预习表格。 Teacher asks some students to present the answers on Page 71.</p>	<p>1. 要求学生运用核心词汇完成句子填空。 Ask students to complete the sentences with the key words.</p> <p>2.邀请部分学生展示第 71 页习题答案，并在黑板呈现预习表格。 Ask some students to present the Previewing chart on Page 71 on the blackboard.</p>	<p>1.运用核心词汇完成句子填空。 Complete the sentences with the key words.</p> <p>2. 在黑板呈现第 71 页预习表格内容。 Present the Previewing chart on Page 71 on the blackboard.</p>	<p>1.通过词汇填空任务，帮助学生巩固新学词汇，掌握其用法。 Through doing the first task, students can review the new words again, which enables students to grasp the new words well and learn how to use them.</p> <p>2.加深学生对课文的初步理解。 The second task can enable students to have a better understanding of the text.</p>
	<p><b>导入 (10 分钟)</b> <b>Lead in (10 mins)</b></p> <p><b>1.讨论与体育相关的话题</b></p> <p>1. Talk about something about participating in sports.</p> <p><small>Discussion (group work) 1. What do you think is the greatest benefit of participating in sports? 2. What do you think is the greatest disadvantage of participating in sports?</small></p> <p><b>2.小组合作:</b></p>	<p>1. 组织学生分组讨论与体育参与相关的问题，必要时给予指导，并邀请小组代表分享观点 Teacher organizes ss to discuss the question within groups and give guidance if necessary. And then invite some representatives to share</p>	<p>1. 小组讨论，推选代表发言。 Students discuss in groups and find a representative to present their ideas.</p> <p>2.与同伴对话交流，分享体育活动感受。 Students talk with their partner and make a dialogue.</p>	<p>1. 通过小组讨论，激发学生对体育参与的兴趣。 Through group discussion, arouse ss' interest in participating in sports.</p> <p>2.帮助学生理解参与体育活动的利弊。 Through discussion about the opinion of</p>

与同伴对比第一个任务的答案，讨论对于体育的感受  
**Pair work : Compare your answers to Task 1 with a partner. How does participating in sports make you feel? Talk with your partner.**



2.



**新单词**

**New Words (25 mins)**

1. 要求学生先自主朗读新词汇，再听录音正音  
Listen to the recording and read the new words.
2. 在课本中标注关键词  
Mark the key words on textbook.
3. 要求学生完成第77页 Task 5 剩余习题。  
Finish the rest of the exercises of Task 5 on Page 77.

their opinions.  
 2. 要求学生与同伴对比答案，交流参与体育活动的感受。  
 Teacher asks the students to compare their answers to Task 1 with a partner.

1. 要求学生先自主朗读新词汇，再听录音正音。  
Ask ss to read the new words by themselves for the first time and then listen to the recording.
2. 引导学生标注核心词汇与短语，并讲解部分难点词汇。  
Teacher asks students to mark the key words and phrases and explain some of the difficult ones.
3. 要求学生完成习题，邀请部分学生朗读并翻译句子。  
Teacher asks students to finish the exercises and invite some students to read and translate the sentences.

1. 朗读新词汇，听录音正音。  
Read the new words and listen to the recording.
2. 教师讲解重点时做好笔记。  
Taking notes while teacher explains the important points.
3. 自主完成习题并翻译句子。  
Finish the exercises by themselves and translate the sentences.

participating in sports, students can understand the benefit and disadvantage of participating in sports.

1. 巩固新词汇发音，掌握核心词汇在课文中的用法。  
Consolidate the pronunciation of the new words and know the usage of the key words in the passage.
2. 学习新词汇重点知识，熟练运用相关词汇。  
learn the important points of the new words and learn to use them.

	<p><b>快速阅读</b> <b>Fast Reading (35 mins)</b></p> <p><b>1.复习快速阅读技巧并完成以下任务</b> Review fast reading skills and finish the following task.</p> <p><small>A. Jesse was not worried about competing, because he had trained for the Olympics to succeed. B. On the first of his qualifying jumps, Jesse was angry, and leaped sometimes beyond the takeoff board for a foul. C. Luz Long has a lean, muscular frame, blue eyes, blond hair, and a doublet face. D. The night after the broad jump trials, Jesse met Luz in his room in village, and the two of them talked for two hours. E. Despite the fact that Hitler was glaring at Jesse from the stands, Jesse shook hands after Jesse landed from his record setting jump. A. Para.2 ... B. Para.3 ... C. Para.8 ... D. Para.11 ...</small></p> <p><b>2.总结文章关键信息</b> Summary with key information from the passage.</p> <p><small>Task 1 Identifying main ideas Complete the summary with key information from the passage than one answer may be possible.</small></p> <p><small>In 1936, the Olympics were held in Berlin, as Germany was Adolf Hitler, and 1. <u>nationalistic feelings</u> were high. African-American had his eye on winning gold in 2. <u>running broad jump</u>, but was saw German Luz Long qualify for the finals. Angry and determined Owens 3. <u>failed</u> in his first attempts to qualify. However, Long 4. <u>gave him some encouragement</u> to Jesse and 5. <u>set the Olympic record</u> at the which was solidified when Owens 5. <u>set the Olympic record</u> at the was by his side congratulating him.</small></p> <p><b>总结 (5 分钟)</b> <b>Summary(5 mins)</b></p> <p>1.复习关键词 Review key words.</p> <p>2.复习快速阅读技巧 Review the skills of fast reading.</p> <p>3.讨论文章结构 Talk about the structure of the text.</p>	<p>1. 讲解快速阅读技巧 (略读与寻读)。 Teacher introduces fast reading skills (Skim &amp; Scan).</p> <p>2.布置阅读任务, 要求学生分组完成。 Present the task and ask students to finish it within groups.</p> <p>帮助学生分析课文主旨大意。 Help students to analyze the main idea of the text.</p> <p>与学生共同总结本节课所学内容, 随机提问学生相关知识点。 Teacher summarizes the contents learned today with the students together and sometimes asks several students to answer the questions.</p>	<p>1.认真听讲, 有疑问及时提问。 Listen and ask questions if they are not clear.</p> <p>2. 快速阅读课文, 寻找问题答案。 Read the text very quickly and find the answers to the questions.</p> <p>3.小组推选代表展示答案 Each group finds a representative to provide their answer.</p> <p>4.分组讨论课文主旨大意。 Discuss in groups about the main idea of the text.</p> <p>回顾本节课核心内容, 回答教师提问。 Students review the main contents of today's class and answer the questions.</p>	<p>通过完成快速阅读任务, 锻炼学生快速阅读技巧, 为后续阅读学习奠定基础。 By finishing fast reading tasks, students can practice the skills of fast reading, which can help them in reading.</p> <p>2.通过讨论课文主旨, 帮助学生理清课文脉络, 学习写作技巧。 Through discussing the main idea of the text, students can be clear with the text and learn some writing skills.</p> <p>帮助学生加深对本节课重点知识的理解与记忆。 Through doing this task, students can have a better understanding of the key points in this class and keep them in mind.</p>
<p>课后环节</p>	<p><b>作业 (5 分钟)</b> <b>Assignments(5 mins)</b></p> <p>1. 预习课文, 学习句子分析相关微课 Preview the text and learn the micro-lecture about sentence analysis.</p> <p>2.完成 Task 8 与 Task 11 的习题 Finish the exercises of task 8 and task 11.</p>	<p>布置课后作业, 明确作业要求。 Teacher gives the assignments and tells them the requirements.</p>	<p>通过小组讨论与自主学习完成课后作业。 Finish the assignments through group discussion and autonomous learning.</p>	<p>通过完成课后任务, 培养学生良好的学习习惯 By finishing the tasks, try to cultivate students' good learning habits.</p>

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加强学生口语表达能力训练。针对基础薄弱学生，设计阶梯式口语任务（如提供表达模板、话题提示等），降低其表达压力；增加课堂结对讨论、快速应答等互动环节，为学生创造更多英语口语练习机会。

Strengthen the training of students' oral expression abilities. For students with weak foundations, design stepped oral tasks, such as providing expression templates and topic prompts, to reduce their speaking pressure. Increase interactive links such as pair discussions and quick responses in class to create more opportunities for students to practice oral English.