



北京科技大学

UNIVERSITY OF SCIENCE AND TECHNOLOGY BEIJING

从理解到践行：基因式外语课程思政教学任务设计目标框架（VOTDF）建构与实践路径

北京科技大学外国语学院 王娜

2025年4月12日



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总书记关于加强国际传播能力建设的重要指示

2021.5

五·三一讲话

讲好中国故事，传播好中国声音，是加强我国国际传播能力建设的重要任务。要下大气力加强国际传播能力建设，形成同我国综合国力和国际地位相匹配的国际话语权，为我国发展营造有利的外部舆论环境。

2021.9

在中央人才工作会议上的讲话

要培养造就一批善于传播中华优秀传统文化的人才，发出中国声音、讲好中国故事，不断提高国际传播影响力、中华文化感召力、中国形象亲和力、中国话语说服力和国际舆论引导力。

2022.10

二十大报告

增强中华文明传播力影响力。坚守中华文化立场，提炼展示中华文明的精神标识和文化精髓，加快构建中国话语和中国叙事体系，讲好中国故事、传播好中国声音，展现可信、可爱、可敬的中国形象。

2023.10

全国宣传思想文化工作会议

习近平文化思想：着力加强国际传播能力建设、促进文明交流互鉴

2024.7

二十届三中全会

构建更有效力的国际传播体系。推进国际传播格局重构，深化主流媒体国际传播机制改革创新，加快构建多渠道、立体式对外传播格局。加快构建中国话语和中国叙事体系，全面提升国际传播效能。



国家战略推动外语教育新发展

专家观点

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2023年8月

当代外语研究

No. 4
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外语教育在国际传播能力建设和文明互鉴中的新责任和新担当

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在加强国际传播能力建设和推进文明互鉴的进程中, 外语教育应践行新责任, 展现新担当。

2016年2月19日, 习近平在党的新闻舆论工作座谈会上强调: “**要加强国际传播能力建设, 增强国际话语权, 集中讲好中国故事**, 同时优化战略布局, 着力打造具有较强国际影响的外宣旗舰媒体”。

2021年5月31日, 习近平在政治局会议上又着重强调, 我们应**推进国际传播能力建设, 讲好中国故事, 展现真实、立体、全面的中国, 提高国家文化软实力**。

在党的二十大报告中, 习近平总书记重申**加强国际传播能力建设**, 全面提升国际效能, 形成同我国综合国力和国际地位相匹配的国际话语权。深化文明交流互鉴, 推动中华文化更好走向世界”。

“外语是国际传播的纽带, 是世界文明互鉴的舟车。国际传播能力建设和世界文明互鉴呼唤**外语教育的新责任和新担当**”。外语教育需**以国际传播能力建设和增进文明互鉴为己任, 推进理论创新和实践创新**, 强化理论建设和实践探索的自在性和自为性。



| 国家战略推动外语教育新发展



课程定位与性质部分明确提出：“大学英语课程是普通高等学校通识教育的一个重要组成部分，兼具**工具性和人文性**。其工具性主要体现在两个方面：第一，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译等**语言综合应用能力**。第二，大学英语课程可通过专门用途英语让学生学习与专业相关的学术英语或职业英语，获得在**学术或职业领域进行国际交流的相关能力**。其**人文性**也主要体现在两个方面：第一，大学英语课程的重要任务之一是进行**跨文化教育**。语言是文化的载体，同时也是文化的组成部分。学生可通过英语学习了解国外的社会与文化，增进对不同文化的理解，加强对中外文化异同的认识，培养跨文化交际能力。第二，大学英语课程可培养学生**对中国文化的理解和阐释能力，服务中国文化对外传播**。

国家战略推动外语教育新发展

落实“三进”工作要求

《教育强国建设规划纲要（2024-2035年）》

第九届高等学校外语教育改革与发展论坛 聚力创新 全球卓越

1 建设背景

教育强国之大计、党之大计。“培养什么人、怎样培养人、为谁培养人”是教育的根本问题。事关中国特色社会主义事业兴旺发达、后继有人，事关党和国家长治久安。课程教材是体现党和国家意志，培养人的载体，直接关系到人才培养方向和素质。推动我国教育改革创新发展和培养担当民族复兴大任的时代新人，必须始终坚持以习近平新时代中国特色社会主义思想为指导，将其贯穿于教育教学全过程各环节。全面落实习近平新时代中国特色社会主义思想进课程教材，对引导广大青少年树立马克思主义信仰，坚定中国特色社会主义道路自信、理论自信、制度自信、文化自信，立志听党话、跟党走、形成正确的世界观、人生观、价值观，具有重大意义。

何莲珍 教授
教育部高等学校大学外语教学指导委员会主任委员
浙江大學

理解当代中国 讲述当代中国——大学英语教材建设探索与实践

第九届高等学校外语教育改革与发展论坛 聚力创新 全球卓越

1 建设背景

教育部高等学校大学外语教学指导委员会
鼓励各高校根据学校实际情况，将《理解当代中国》多语种系列教材的本科阶段教材相关内容有机融入大学外语教学，扎实推进“三进”工作。

何莲珍 教授
教育部高等学校大学外语教学指导委员会主任委员
浙江大學

理解当代中国 讲述当代中国——大学英语教材建设探索与实践

第九届高等学校外语教育改革与发展论坛 聚力创新 全球卓越

1 建设背景

二、塑造立德树人新格局，培养担当民族复兴大任的时代新人

- 加快构建以习近平新时代中国特色社会主义思想为核心内容的课程教材体系。
- 加强党史、新中国史、改革开放史、社会主义发展史教育。
- 深化爱国主义、集体主义、社会主义教育，开展中国共产党人精神谱系教育。
- 坚定文化自信，加强社会主义先进文化、革命文化和中华优秀传统文化教育。

——《教育强国建设规划纲要（2024-2035年）》

何莲珍 教授
教育部高等学校大学外语教学指导委员会主任委员
浙江大學

理解当代中国 讲述当代中国——大学英语教材建设探索与实践

第九届高等学校外语教育改革与发展论坛 聚力创新 全球卓越

2 探索实践：育人载体

教材是传播知识、新思想、新观念的重要载体，是教学内容的主体载体，也是实现教学目标的基本保证。大学英语教材编写应体现新时代、新要求，体现党和国家对教育的基本要求，服务高等教育改革和人才培养，应体现人类文化和知识积累和创新成果。

- 在教材建设上要自觉坚定文化自信，坚持中华文化的主体性，坚守中国文化的立场，充分体现中国特色、中国风格、中国气派。
- 在教材内容的选择上应自觉融入社会主义核心价值观和中华优秀传统文化，引导学生树立正确的世界观、人生观和价值观；应立足中国，面向世界，拓宽视野，博采众长，利用大学英语课程优势，及时反映世界科技新进展，吸收人类文明优秀成果，为培养具有前瞻思维、国际眼光的人才提供有力支撑。

《大学英语教材编写（2019版）》

何莲珍 教授
教育部高等学校大学外语教学指导委员会主任委员
浙江大學

理解当代中国 讲述当代中国——大学英语教材建设探索与实践



| 外语教学实践中长期存在双重困境

困境一

语言工具属性易导致价值观隐性引导的遮蔽效应，西方文化渗透风险对意识形态安全构成挑战（杨金才，2020；曹进，2021；彭小飞，2022）



困境二

显性思政元素嵌入存在表层化、碎片化问题，与外语教学的深度融合机制尚未健全（胡杰辉，2021；刘正光、岳曼曼，2020）



外语教学实践中长期存在双重困境

现有研究

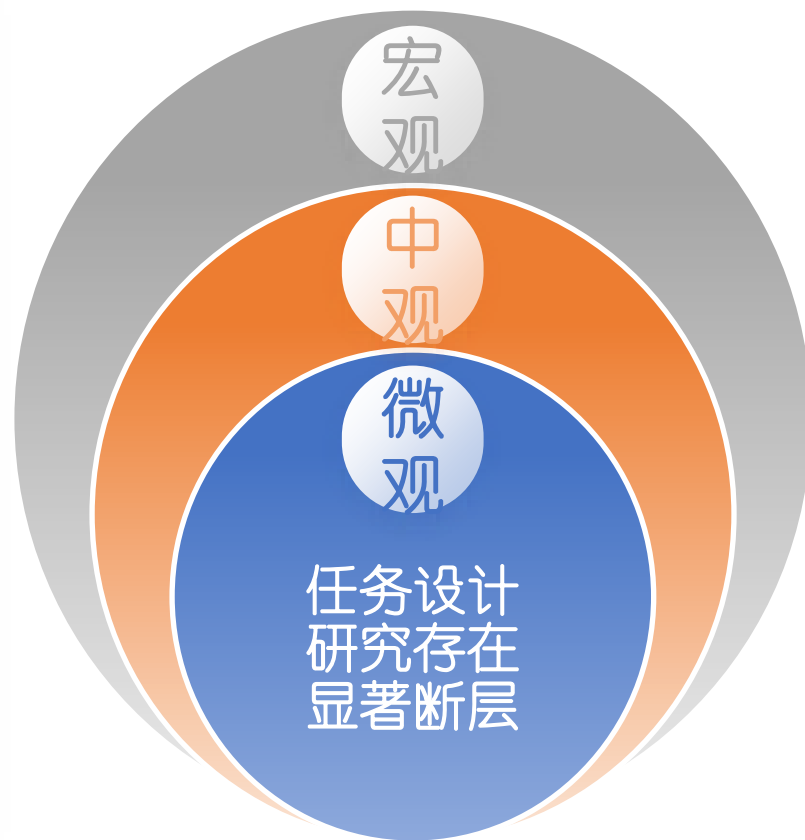
不限时间
不限语种

253篇

北大核心
CSSCI

外语课程思政相关研究

现有研究文献
(知网AI增强检索)



宏观层面

聚焦外语课程思政的核心理念、内涵与发展方向

中观层面

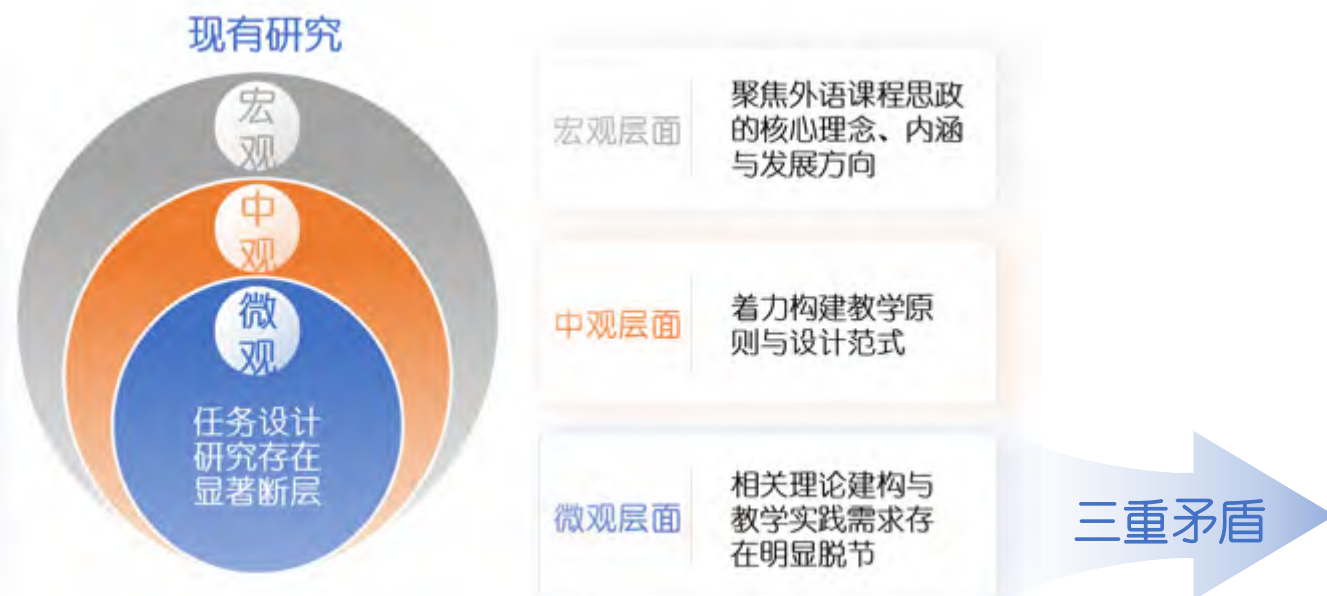
着力构建教学原则与设计范式

微观层面

相关理论建构与教学实践需求存在明显脱节



外语教学实践中长期存在双重困境



矛盾根源：课程论层面的目标系统缺位与认识论层面的认知机制误判，这种双重理论缺失引发“目标断层-内容失序-评价脱节”的实践链式反应，亟需建构“认知阶梯-任务序列-评价生态”系统整合框架

矛盾一

教学目标设定的经验依赖性与理论指导系统性缺失（胡杰辉，2021），导致教学目标设定不明确与评价标准缺位，反映出理论指导与实践需求间的深层矛盾

矛盾二

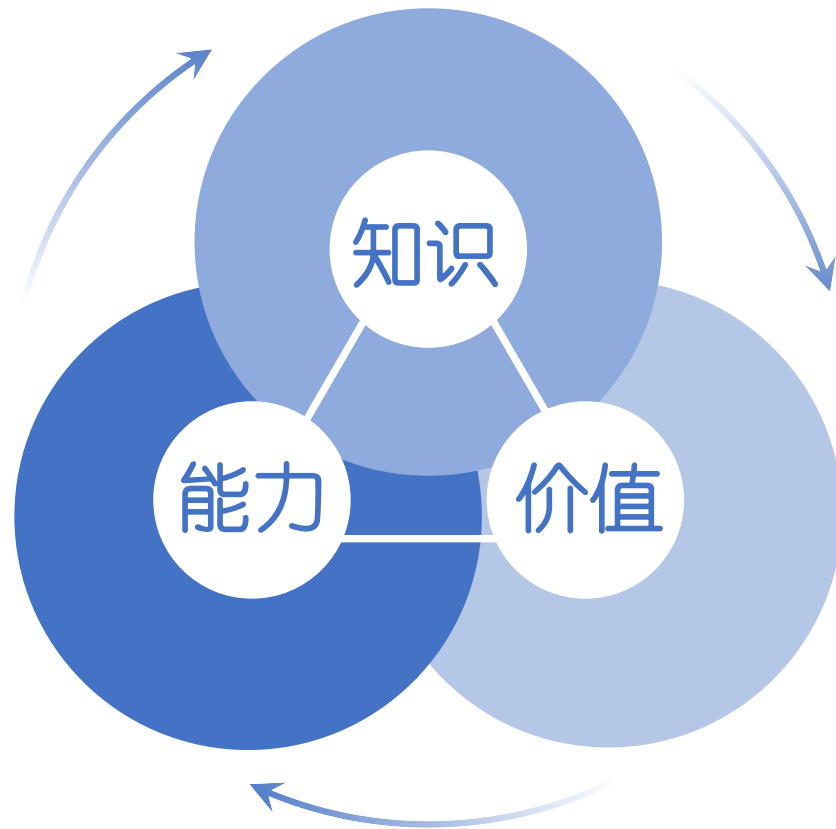
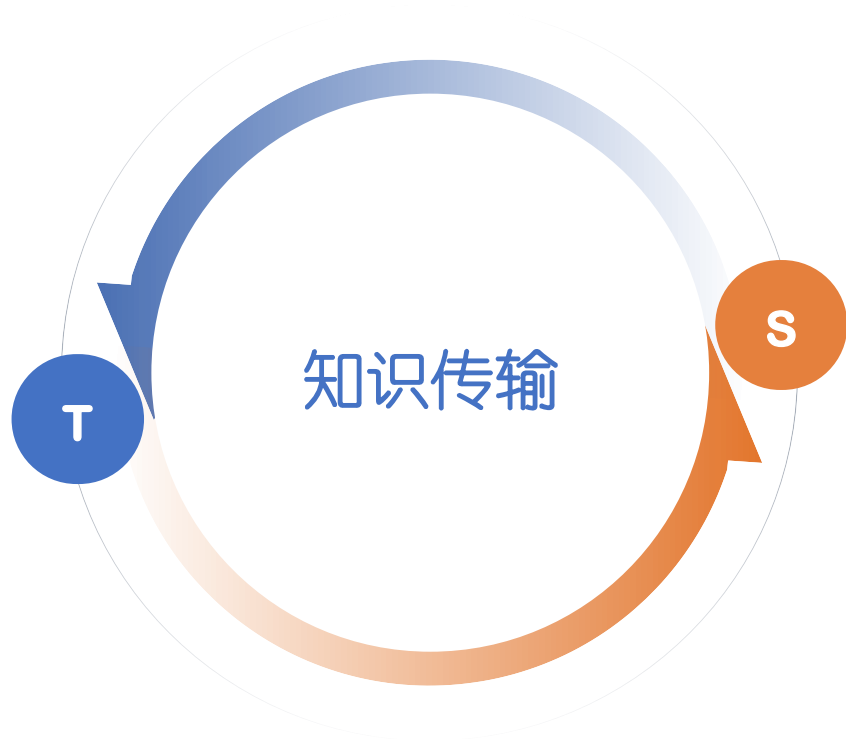
思政元素植入的机械性及其与认知规律的低适配性，引发学习者的认知抵触（黄国文、肖琼，2020）

矛盾三

实际教学中思政要素常随机嵌入语言训练，缺乏阶段衔接与目标递进，导致价值观认知停留于浅层感知



| 从“机械嵌入式”的“物理叠加”升维为“基因融合式”的“化学反应”



推动外语课堂从“知识传输场域”升维为“知识-能力-价值复合建构场域”



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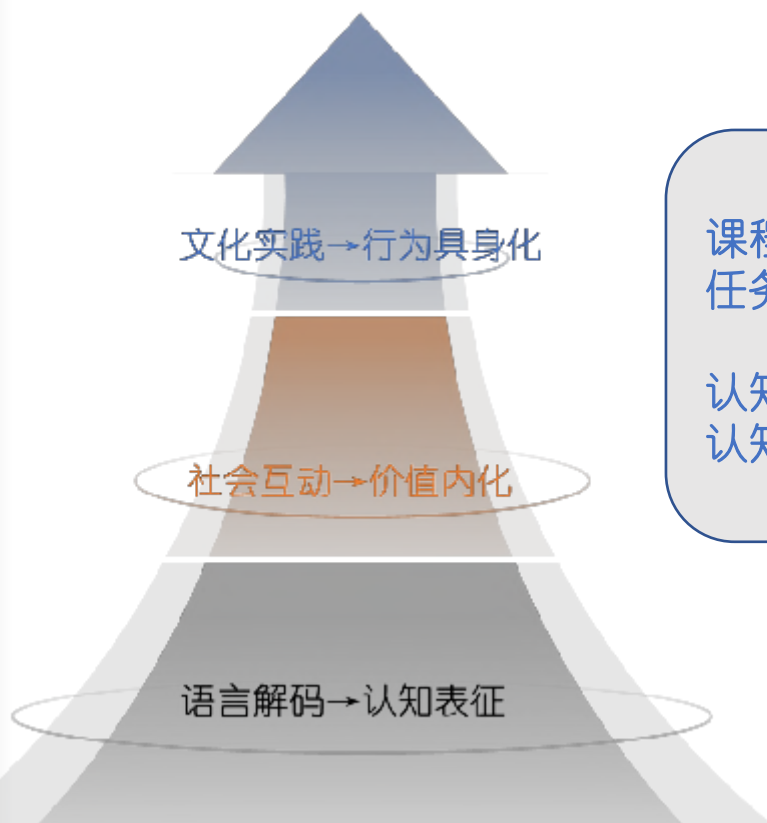
理论构建：VOTDF框架的基因式融合逻辑阐释

[核心理念——“基因式课程思政”][跨学科理论支撑]



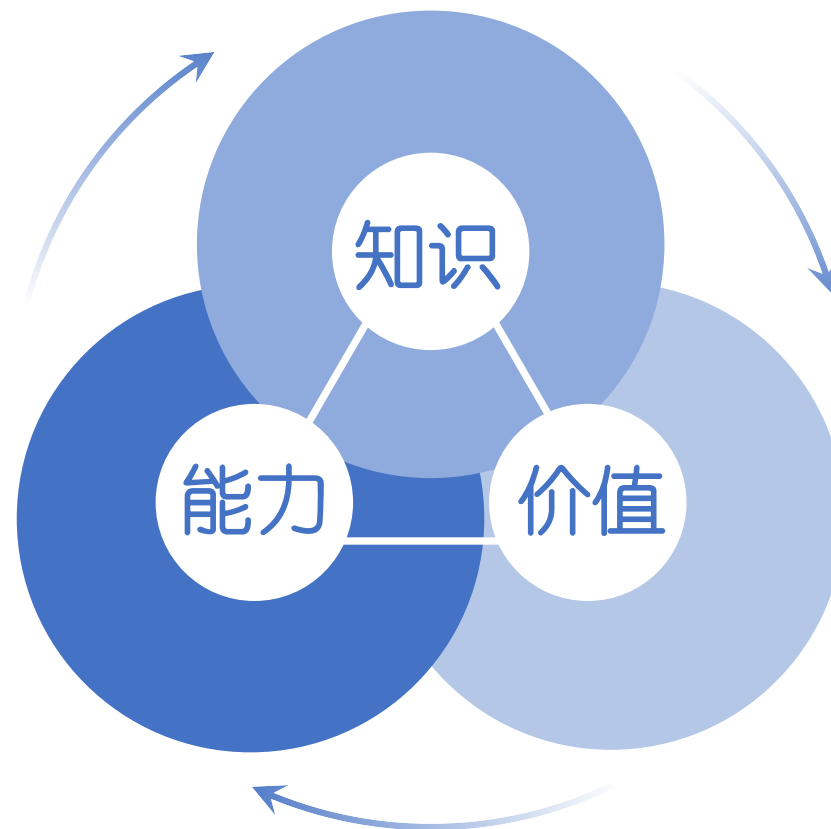
核心理念——“基因式课程思政”

形成三位一体的基因式课程思政理论支撑体系



课程论方面：建构任务目标体系

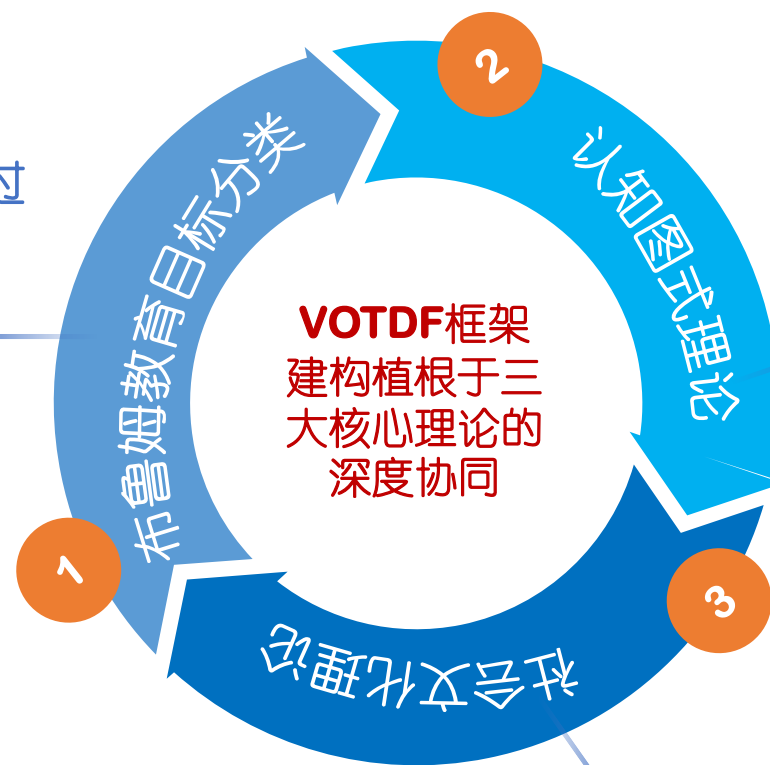
认知机制上：提升认知适配性





跨学科理论支撑

布鲁姆教育目标分类的**认知过程维度** (Bloom, 1956; Anderson & Krathwohl, 2001) 与**情感价值维度** (Krathwohl et al., 1964)



认知图式理论的**同化-顺应模型** (Rumelhart, 1980)

社会文化理论 (SCT) 的**中介调节机制** (Vygotsky, 1978/1986)



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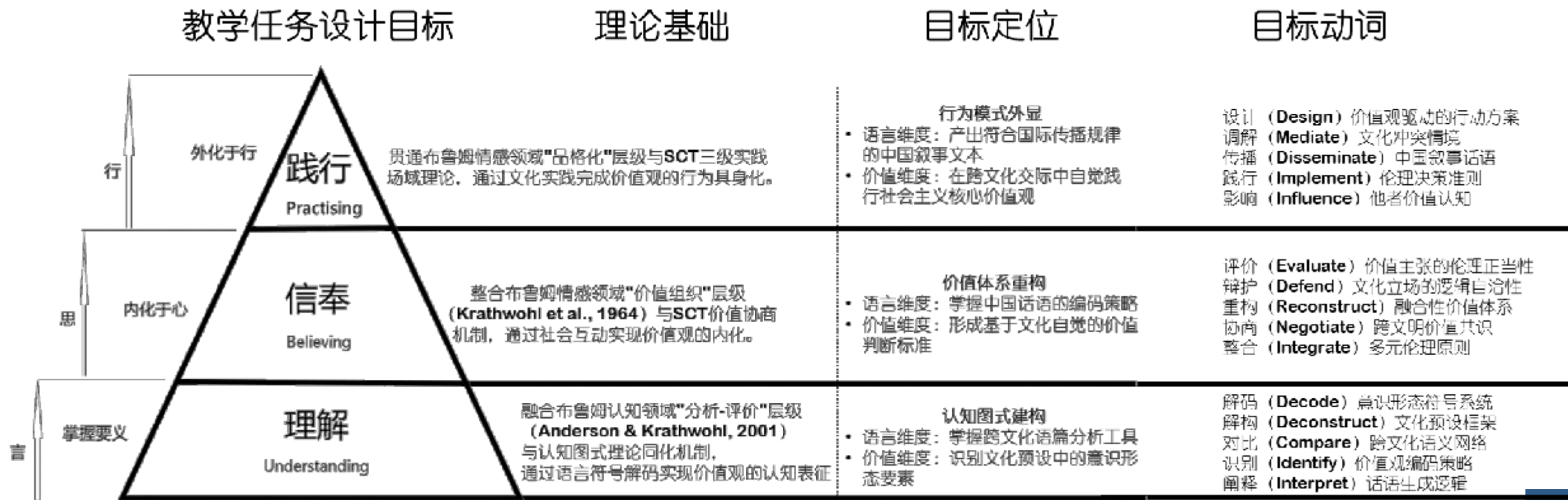
目标体系：从认知解码到全球践行的基因式进阶

[理解层级] [信奉层级][践行层级]



价值导向型外语课程思政教学任务设计目标框架

Value-Oriented Task Design Framework for Ideological-Political Education in Foreign Language Curriculum (VOTDF)



价值导向型外语课程思政教学任务设计目标框架

基因式外语课程思政教学任务设计目标框架 (VOTDF)

教学任务设计目标		理论基础	目标定位	目标动词	
<div>行</div> <div>思</div> <div>言</div>	外化于行	<div>践行</div> <div>Practicing</div>	贯通布鲁姆情感领域“品格化”层级与SCT三级实践场域理论，通过文化实践完成价值观的行为具身化。	行为模式外显 <ul style="list-style-type: none">• 语言维度：产出符合国际传播规律的中国叙事文本• 价值维度：在跨文化交际中自觉践行社会主义核心价值观	设计 (Design) 价值观驱动的行动方案 调解 (Mediate) 文化冲突情境 传播 (Disseminate) 中国叙事话语 践行 (Implement) 伦理决策准则 影响 (Influence) 他者价值认知
	内化于心	<div>信奉</div> <div>Believing</div>	整合布鲁姆情感领域“价值组织”层级 (Krathwohl et al., 1964) 与SCT价值协商机制，通过社会互动实现价值观的内化。	价值体系重构 <ul style="list-style-type: none">• 语言维度：掌握中国话语的编码策略• 价值维度：形成基于文化自觉的价值判断标准	评价 (Evaluate) 价值主张的伦理正当性 辩护 (Defend) 文化立场的逻辑自治性 重构 (Reconstruct) 融合性价值体系 协商 (Negotiate) 跨文明价值共识 整合 (Integrate) 多元伦理原则
	掌握要义	<div>理解</div> <div>Understanding</div>	融合布鲁姆认知领域“分析-评价”层级 (Anderson & Krathwohl, 2001) 与认知图式理论同化机制，通过语言符号解码实现价值观的认知表征。	认知图式建构 <ul style="list-style-type: none">• 语言维度：掌握跨文化语篇分析工具• 价值维度：识别文化预设中的意识形态要素	解码 (Decode) 意识形态符号系统 解构 (Deconstruct) 文化预设框架 对比 (Compare) 跨文化语义网络 识别 (Identify) 价值观编码策略 阐释 (Interpret) 话语生成逻辑



| 理解层级：解码价值观的符号基因

在认知维度上，“理解层级”目标基于Anderson与Krathwohl（2001）的修订模型与认知图式理论同化机制，突破传统语言教学中表层知识记忆（如词汇、语法、句法）的局限，通过批判性阅读任务培养话语解构能力（分析-评价层级），在跨文化语境中发展语境适应能力（应用层级），为价值观的深层认知奠定思维基础。情感维度上，引导学习者感知价值表征意义（接受层级），初步建立对文化立场的认知理解。



| 信奉层级：内化价值观的思维基因

在认知维度上，“信奉层级”目标进一步**导向高阶思维**，通过**跨文化比较与反思任务**激发**话语重构与创新表达**（创造层次）。情感维度则系统整合**Krathwohl et al. (1964)**的情感目标“价值组织”层级与**SCT**价值协商机制，推动学习者**通过社会互动产生文化立场的情感共振**（反应层次），通过**辩证分析形成价值判断标准**（价值评价层级），完成**价值观的理性认同与内化**。



| 践行层级：外显价值观的行动基因

“践行层级”目标将认知与情感目标协同外显为实践能力。认知维度强调在真实交际场景中综合运用语言技能（应用与创造层级）；情感维度要求将内化价值观整合进认知体系（组织层级），并通过跨文化交际中的立场表达、文化传播等文化实践任务外显为稳定的价值品格（品格化层级）。此阶段突破工具性导向，推动价值观向具体行为的动态迁移，在真实语境中实现语言能力、人文素养与价值观塑造的三维共生。



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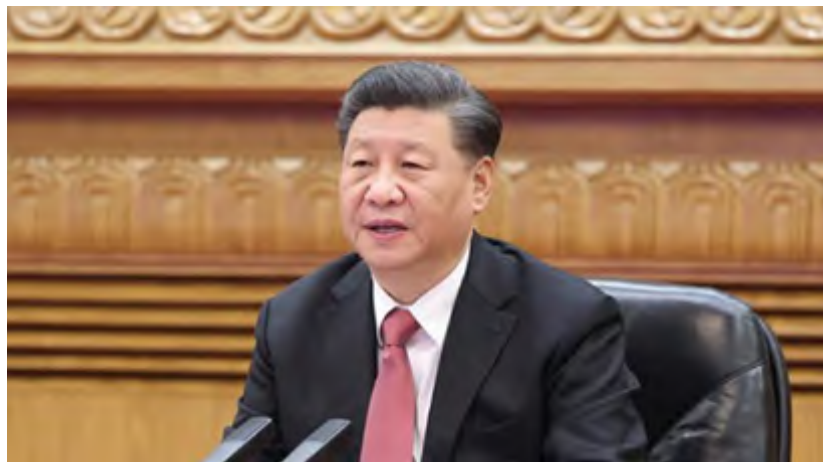
04

实践路径：响应教材作为育人剧本的核心命题

[《新时代大学英语教程通用篇》编写]



瞄准国际传播能力提升、解析国际传播能力内涵



习近平在中共中央政治局第三十次集体学习时强调
加强和改进国际传播工作
展示真实立体全面的中国

习近平总书记强调，要广泛宣介**中国主张、中国智慧、中国方案**，我国日益走近世界舞台中央，有能力也有责任在全球事务中发挥更大作用，同各国一道为解决全人类问题作出更大贡献。要高举人类命运共同体大旗，依托我国发展的生动实践，立足五千多年中华文明，**全面阐述我国的发展观、文明观、安全观、人权观、生态观、国际秩序观和全球治理观**。要**倡导多边主义**，反对单边主义、霸权主义，引导国际社会共同塑造更加公正合理的国际新秩序，建设新型国际关系。要善于**运用各种生动感人的事例，说明中国发展本身就是对世界的最大贡献、为解决人类问题贡献了智慧**。……推进中国故事和中国声音的全球化表达、区域化表达、分众化表达，增强国际传播的亲和力和实效性。



瞄准国际传播能力提升、解析国际传播能力内涵

叙事体系

话语能力

话语体系

中国话语





| 瞄准国际传播能力提升、解析国际传播能力内涵

01

编写原则

- 落实“三进”工作
- “用中学、学中用，学以致用、以用促学”

02

编写目标

- 在外语学习中培养各学科专业人才**国际传播能力**；创新落实“基因式”课程思政，“语言实践、价值塑造、能力培养”三位一体，整体设计

04

学科融合

- “5W”传播模型，融合外语、特别是国际传播中国话语模式建构能力培养的需求、规律与特点

03

问题驱动

面向全球关切主题，基于学生可以体验到的国际交流中的问题场景，聚焦国际传播内容，立足中国、放眼国际

《新时代大学英语教程通用篇》



| 中国故事、国际传播

单元主题

BOOK I

Unit 1 Repaying Kindness with Kindness

Unit 2 Living in Freedom

Unit 3 Bringing Legends to Life

Unit 4 Bridging East and West

Unit 5 Beaming with Pride

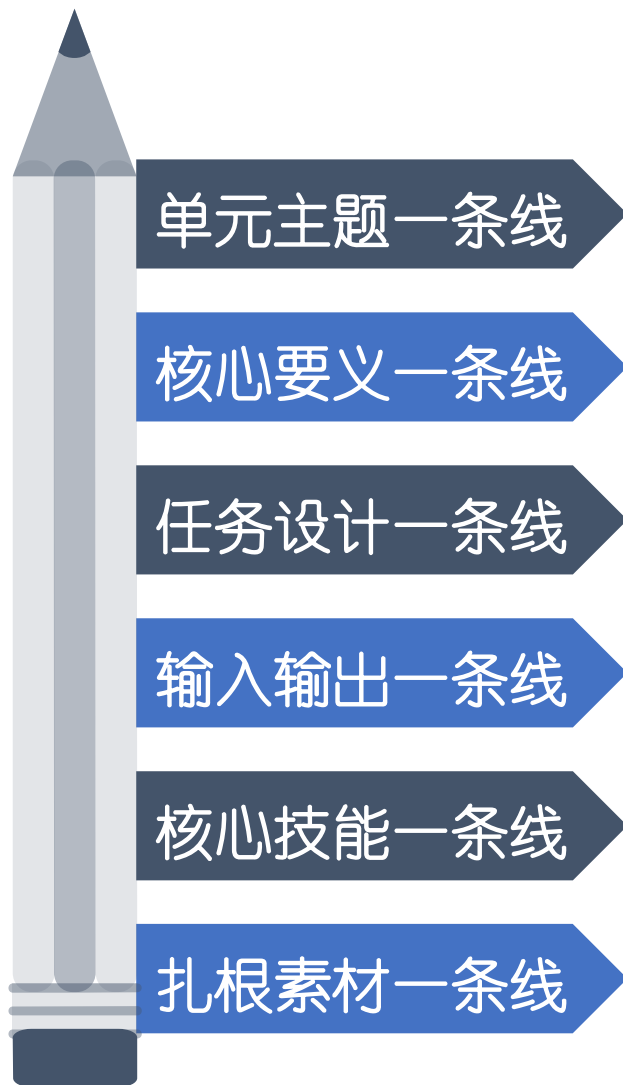
Unit 6 Engineering for the Future

Unit 7 Promoting Sustainable Agriculture

Unit 8 Empowering the People



| 《新时代大学英语教程通用篇》单元设计“六线合一”





《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线



时政微观察 | “投我以木桃，报之以琼瑶”

中央广播电视总台 2025-03-30 09:46:25



主题深度聚焦



《新时代大学英语教程通用篇》单元设计“六线合一”

总书记讲话中提到的
中华优秀传统文化、体
现中国智慧的名句

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

CHINESE WISDOM

Chinese Wisdom in Xi's Words: Only by studying history can one understand the Great Way
...(Xinhua) — China on Saturday inaugurated the National Archives of Publications and Culture. This is the latest effort by the Chinese authorities to boost the preservation of cultural relics and promote the drawing of wisdom from the history to gain...
新华社 2022-07-23

Chinese Wisdom in Xi's Words: Agriculture is a fundamental undertaking
BEIJING, July 20 (Xinhua) — "Agriculture is a fundamental undertaking," President Xi Jinping has cited this ancient saying...
新华社 2022-07-20

Chinese Wisdom in Xi's Words: Study of history illuminates the way to good governance
...history of Chinese civilization, and develop a keener awareness of the history while building up cultural confidence. Chinese civilization is extensive and profound, and has a long history stretching back to antiquity. It is the cultural identity...
新华社 2022-07-17

Chinese Wisdom in Xi's Words: Those who only seek comfort for themselves will ultimately be rejected
BEIJING, July 6 (Xinhua) — As an ancient Chinese adage goes, "Those who only seek comfort for themselves will ultimately be rejected and those who sacrifice their...
新华社 2022-07-06

Chinese Wisdom in Xi's Words: Borrow a pair of wings from crane to soar up to sky
BEIJING, July 5 (Xinhua) — "I would like to borrow a pair of wings from the crane to soar up to the sky," Chinese President Xi Jinping on Friday quoted the poem by Meng Jiao in Tang Dynasty (618-907) when delivering a speech during...
新华社 2022-07-05

Chinese Wisdom in Xi's Words: Well-measured use of nature key to ecological conservation
BEIJING, July 5 (Xinhua) — "The well-measured use of natural resources is key to ecological conservation," Chinese President Xi Jinping once quoted an ancient official's proposal, which deeply echoes Xi's vision for ecological civilization...

CORE

- Reading
- Critical
- Writing
- Transla
- Expansio
- Discours
- Global C
- Effective

显性设计

隐性呈现



《新时代大学英语教程通用篇》单元设计“六线合一”

总书记讲话中提到的
中华优秀传统文化、体
现中国智慧的名句

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

CHINESE WISDOM

A favor for getting a drop of water in need
spring indeed.

— from Zeng Guang Aphorisms · Chu Tzu
Home

CORE SKILLS

- **Reading:** Identifying the Author's Tone
- **Critical Thinking:** Evaluating the Author's Purpose
- **Writing:** Factualization—Telling a Story through Facts
- **Translation:** Preservation of Cultural Identity, Expansion for Clarity
- **Discourse Construction:** Narrating a Story of Repaying Kindness in Modern China
- **Global Cross-Cultural Communication:** Bridging Culture Divides Creatively and Effectively

PART ONE INTERPRETING THE WISDOM

Giving Thanks is to Repay Kindness

PART TWO EXPERIENCING THE WISDOM IN STORIES

Repaying Kindness: Exploring Its Philosophical Roots

PART THREE TRANSLATING CHINESE WISDOM

Translate the following paragraph about 'repaying kindness with kindness' into English.

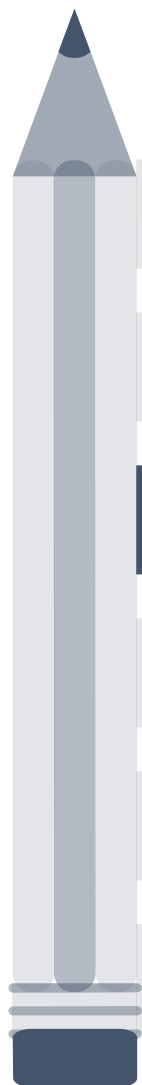
PART FOUR BETTER TELLING CHINA'S STORIES

显性设计

隐性呈现



《新时代大学英语教程通用篇》单元设计“六线合一”



单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

PART ONE INTERPRETING THE WISDOM

Giving Thanks Is to Repay Kindness

Time to *Listen*

PART TWO EXPERIENCING THE WISDOM IN STORIES

Repaying Kindness: Exploring Its Philosophical Roots

Time to *Think and Discuss*

Time to *Read*

PART THREE TRANSLATING CHINESE WISDOM

Translate the following paragraph about 'repaying kindness with kindness' into English.

Time to *Research*

Time to *Write*

Time to *Present*

PART FOUR BETTER TELLING CHINA'S STORIES

Time to *Narrate*

Time to *Evaluate*

理解→信奉→践行
三级进阶



《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

所选素材是对核心要义的显性阐释

Time to *Think and Discuss*

Time to *Read*

Time to *Listen*

While in the West gratitude is valued as a virtue to keep in the heart, the Chinese hold that gratitude should be actively shown in the form of repayment for kindness. Confucius always advocated 'being a superior man (jun zi 君子)'; and one of the most important aspects of being a superior man was to repay kindness and remember the help one once received. Listen to the audio and fill in each blank with the word(s) you hear from the audio.

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*

The spirit of giving thanks is deeply ①_____ in Chinese traditions as ②_____ in common idioms. For example, the phrase "to repay a peach with a plum" is ③_____ "give thanks and return favors."

The phrase comes from China's oldest collection of poems The Classic of Poetry (诗经), dating from the 11th to 7th centuries BC. "You throw a peach to me, and I give you a plum in return," means that we should always ④_____ goodwill with equal or greater kindness.

As a nation, China believes in repaying kindness with kindness. A favor for getting a drop of water in need should be returned with a spring indeed – this saying has been taught to Chinese children for hundreds of years.

This concept is perfectly ⑤_____ by Han Xin (韩信), a military general who served Liu Bang (the first emperor of the Han Dynasty) during the Chu-Han Contention and ⑥_____ greatly to the founding of the Han dynasty (206 BC-AD 24). Once, when he was ⑦_____ from hunger, and met a woman who provided him with food. He ⑧_____ to repay her for her kindness after he ⑨_____ great success in life, but she said that wasn't necessary.

Several years later, after becoming the king of Chu, Han Xin returned to his hometown and found the woman who ⑩_____ him. He took her to his palace and treated her like his birth mother. (243 words)



《新时代大学英语教程通用篇》单元设计“六线合一”



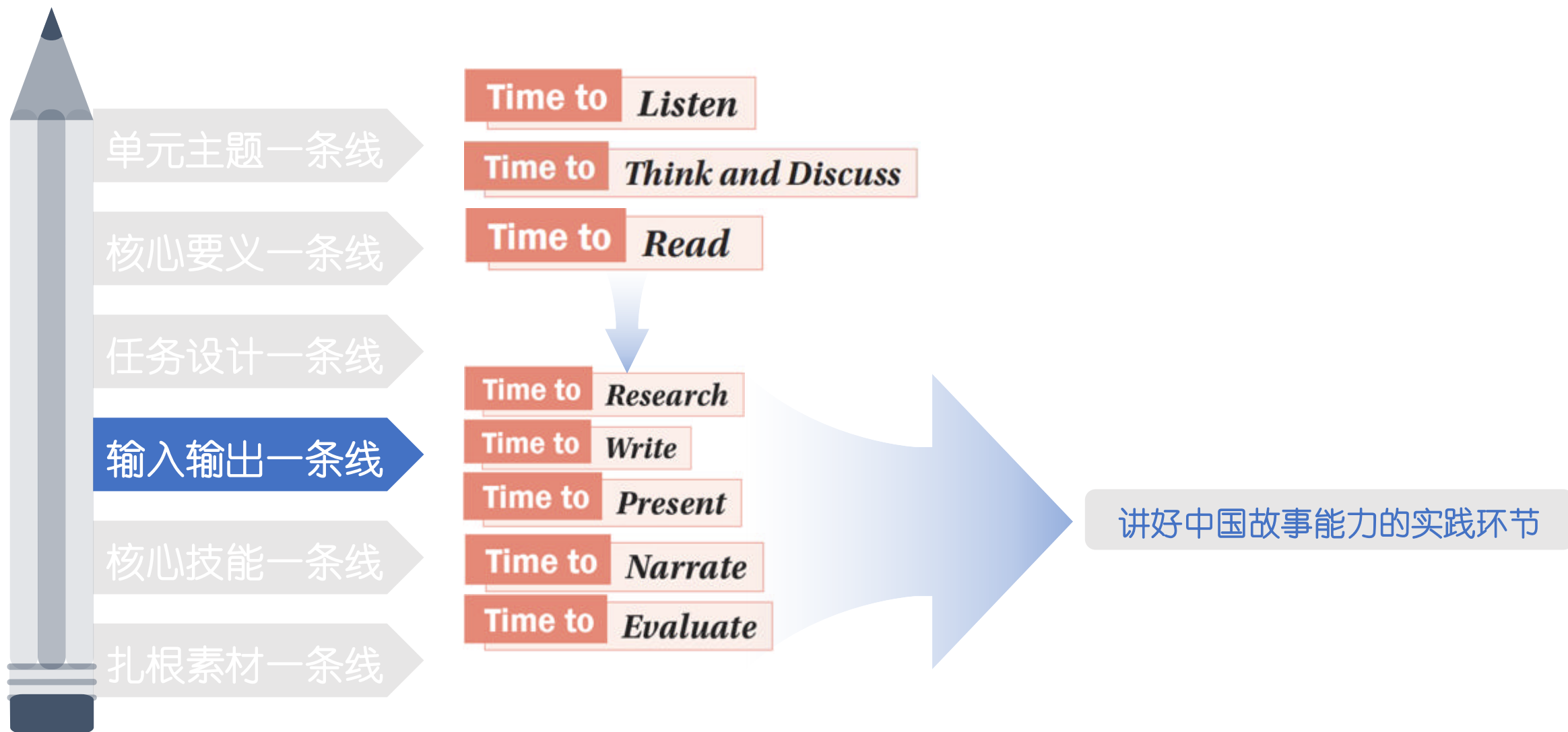


《新时代大学英语教程通用篇》单元设计“六线合一”





《新时代大学英语教程通用篇》单元设计“六线合一”





《新时代大学英语教程通用篇》单元设计“六线合一”





《新时代大学英语教程通用篇》单元设计“六线合一”

语言能力、思维能力、跨文化沟通能力、叙事能力

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

CORE SKILLS

- **Reading:** Identifying the Author's Tone
- **Critical Thinking:** Evaluating the Author's Purpose
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- **Global Cross-Cultural Communication:** Bridging Culture Divides Creatively and Effectively



《新时代大学英语教程通用篇》单元设计“六线合一”



Time to Listen

结合语篇特征，挖掘语言特征，并结合学术英语技能聚焦语言功能

Time to Think and Discuss

Time to Read

Time to Research

Time to Write

Time to Present

Time to Narrate

Time to Evaluate

PHRASEBANK DEFINING TERMS

In international communication scenarios, we are often expected to give definitions of concepts, be it tangible or intangible, with Chinese characteristics. More generally, however, people from different cultures define concepts so that their audience understand exactly what is meant when certain key concepts are mentioned.

When important concepts are not clearly understood, misinterpretation may result. In fact, many disagreements (academic, legal, diplomatic, personal) arise as a result of different interpretations of the same words. In telling China's stories to a global audience, we often have to define important terms before moving on to telling a specific story. When defining concepts, the following words and phrases can be used:

The terms 'X'	refers to ...
	encompasses A), B), and C).
	has come to be used to refer to ...
	is generally understood to mean ...
	has been used to refer to situations in which ...
	carries certain connotations in some types of ...
	is a relatively new name for a Y, commonly referred to as ...

The 'is widely used to mean', in "... the phrase 'to repay a peach with a plum' is widely used to mean 'give thanks and return favors'", is a perfect example. Can you identify other example terms that help define the concept of 'repaying kindness with kindness'? Try to utilize those defining terms the next time you tell stories.



《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

Time to *Think and Discuss*

Time to *Read*

TEXT A 跨文化内涵丰富，能够为学生开展有意义国际传播创设跨文化沟通空间（**Inter-Cultural Communication Space, ICCS**）

READING A Giving Thanks in China

结合语篇特征，瞄准国际传播过程中学生接收到信息对信息进行解读时所需的阅读技能进行知识输入与任务设计（任务类型为四六级仔细阅读，但是内容针对阅读技能）

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*



Reading skill

IDENTIFYING THE AUTHOR'S TONE

A reader must read between the lines to feel the author's attitudes and identify the tone, particularly in an international communication context. The tone is the attitude of the author toward the subject and characters of a story. Tone is important in determining the author's purpose of the story. Tone is not explained or expressed directly, but through word choices. When looking for tone, think of how you understand the tone of a speaker's voice—happy, funny, sad, angry, sarcastic, offending, etc. Look at the word choices, types of sentences, and author's descriptions to find emotion and tone. Tone is NOT an action; it's an attitude!



《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*Time to *Think and Discuss*Time to *Read*

应用传播学5Ws框架解读故事，潜移默化让学生掌握传播学相关知识

Time to *Research*Time to *Write*Time to *Present*Time to *Narrate*Time to *Evaluate*

TASK 2 Using the 5Ws to Find Details in the Story

Here's a structure map based on the narrative 'Giving thanks in China' organized around the 5Ws (Who, What, When, Where, Why). This structure map delineates the progression of the narrator's journey, highlighting the pivotal experiences and the outcomes that shaped his personal and professional life. Please complete the structure map with details in the story.





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核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

Time to *Think and Discuss*

Time to *Read*

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*

提供国际传播跨文化沟通技能相关知识输入，引导学生基于情境、浸润于中国文化强大感召力开展创新、精准跨文化交流

◆ TASK 3 Learning from the Story and Reflecting

After reading the story, compare your solution offered in 'Time to Think' with the one offered by the students in the story. What are the similarities and differences between them? Which solution is more creative and effective? What can you learn from their solutions? Work with your group members and figure out the answers to the three questions. Then complete the table below.

Solutions	Sim
Yours	
Students' in the story	



Global cross-cultural communication

BRIDGING CULTURE DIVIDES CREATIVELY AND EFFECTIVELY

Here are some tips for creatively and effectively bridging cultural divides. Inspired by the example of students organizing a Thanksgiving potluck:

Leverage Empathy and Respect: Cultivate an understanding of others' backgrounds and traditions. When organizing events or collaborating across cultures, consider integrating elements from all cultures involved. For example, adapting a menu to include dishes from another culture, as with the inclusion of Peking duck instead of turkey, demonstrates respect and sensitivity to others' cultural preferences.

Take Initiative and Collaborate: Actively seek opportunities to celebrate and learn about different cultures together. Organizing culturally inclusive events, like a potluck that blends traditions, can facilitate understanding and appreciation among diverse groups. Encourage everyone to contribute ideas and share their traditions.

Embrace Adaptability: Flexibility is key in cross-cultural interactions. Be prepared to adjust plans and expectations based on what is practical and culturally sensitive. This might mean substituting elements of a cultural celebration or finding common ground in shared values and practices.

Promote Cultural Exchange and Sharing: Create environments where people can share their cultural backgrounds and experiences. Whether through storytelling, cooking, music, or art,



《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

核心要义一条线

任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

Time to *Think and Discuss*

Time to *Read*

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*

TASK 4 针对四六级所考察的快速阅读能力提升

TASK 5 适当变形。针对**Reading A&B**中的重点词汇、短语，词汇、短语选择关照四六级，同时确保主题相关。所有句子均有来源，且来源权威

◆ TASK 4 Identifying the Main Points

Each of the ten statements below contains information given in one of the paragraphs in the text. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.

◆ TASK 5 Language in Use

A Complete the following sentences with the words given in the box. Change the form where necessary.

offer
inherit

B Complete the following sentences with the phrases or collocations given in the box. Change the form where necessary.

at its core build bonds regardless of through thick and thin set forth
strive for take initiative step up hold high at the crossroad



《新时代大学英语教程通用篇》单元设计“六线合一”

单元主题一条线

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任务设计一条线

输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

Time to *Think and Discuss*

Time to *Read*

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*

针对四六级段落翻译能力训练，所选段落主题相关，且内容上有深化主题功能；挖掘翻译内容及过程，基于具体翻译提供国际传播中关键翻译技能知识输入，学以致用



Translation skill

PRESERVATION OF CULTURAL IDENTITY, CONCEPTUAL EQUIVALENCE AND EXPANSION FOR CLARITY

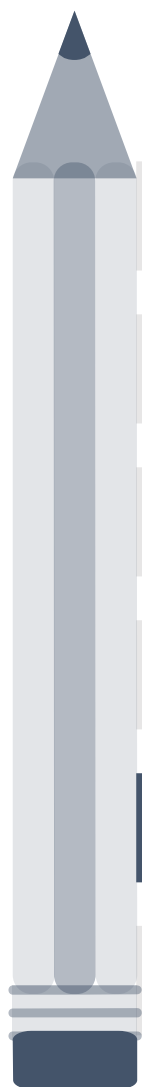
The three skills are integral to producing translations that are not only faithful to the original text but also accessible and comprehensible to the target audience. They help bridge cultural and linguistic gaps, ensuring that translations are not just accurate word-for-word but are meaningful and useful in practical contexts.

Preservation of Cultural Identity: Preservation of cultural identity is vital in translation, particularly when dealing with content that is steeped in cultural, historical, or philosophical significance. This skill involves translating in such a way that the cultural essence and identity inherent in the original text are maintained, ensuring that the target audience can appreciate not just the literal meaning but also the cultural context of the source material. The translations retain a strong link to the original Chinese cultural and philosophical context. For example, by translating '仁' and '报恩' in ways that reflect their profound roles in Confucian ethics and maintaining the use of the original pinyin (*ren* and *bao en*) alongside, the translations respect and preserve the terms' cultural identity, facilitating deeper cross-cultural dialogue.

Conceptual Equivalence: Conceptual equivalence involves finding terms or expressions in the



《新时代大学英语教程通用篇》单元设计“六线合一”



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输入输出一条线

核心技能一条线

扎根素材一条线

Time to *Listen*

Time to *Think and Discuss*

Time to *Read*

Time to *Research*

Time to *Write*

Time to *Present*

Time to *Narrate*

Time to *Evaluate*

培养学生在国际传播中接收信息时具有批判性思考的能力



Critical thinking

EVALUATING THE AUTHOR'S PURPOSE

When you read a text, it's important to think about the author's purpose or point of view. The



Reading skill

IDENTIFYING THE AUTHOR'S TONE

A reader must read between the lines to feel the author's attitudes and identify the tone, particularly in an international communication context. The tone is the attitude of the author toward the subject and characters of a story. Tone is important in determining the author's purpose of the story. Tone is not explained or expressed directly, but through word choices. When looking for tone, think of how you understand the tone of a speaker's voice—happy, funny, sad, angry, sarcastic, offending, etc. Look at the word choices, types of sentences, and author's descriptions to find emotion and tone. Tone is NOT an action; it's an attitude!

Remember, you might not always see the author's purpose right away. But if you look closely, you can usually find clues that will help you figure it out.



《新时代大学英语教程通用篇》单元设计“六线合一”

写作技能根据具体任务设计灵活出现；技能以提升国际传播效能（即 有效建立可亲可信可敬可爱的中国形象）为核心目标设计

单元主题一条线

Time to Listen

核心要义一条线

Time to Think and Discuss

任务设计一条线

Time to Read

输入输出一条线

Time to Research

Time to Write

核心技能一条线

Time to Present

Time to Narrate

扎根素材一条线

Time to Evaluate

Time to Write



TASK 3 Drafting a Script for a Role-play Activity

Work in groups. Each group create a scenario where the professor returns to China after so many years. He is now a guest in a class similar to the one he taught.

In groups, write a script for a role-play activity. The script should include a dialogue between the professor and the students, where students explain how China has changed since his last visit and discuss the cultural, social, and educational advancements. While telling the stories, you should include facts that help make your story vivid and compelling.



Writing skill

FACTUALIZATION—TELLING A STORY THROUGH FACTS

Factualization is a representation of actuality in the reality of a particular discourse, using



《新时代大学英语教程通用篇》单元设计“六线合一”

Presenting Skill 虽然没有在**CORE SKILLS**中列出, 但会在**presenting**任务类型中提供

单元主题一条线

Time to *Listen*

核心要义一条线

Time to *Think and Discuss*

任务设计一条线

Time to *Read*

输入输出一条线

Time to *Research*

Time to *Write*

核心技能一条线

Time to *Present*

Time to *Narrate*

扎根素材一条线

Time to *Evaluate*



Presenting skill

PRESENTING FACTS ENGAGINGLY AND PERSUASIVELY

Prepare to present your factual narrative to a group. This could be in a classroom setting, a video conference for distant learners, or as part of a public speaking event.

Practice how to present facts engagingly and persuasively. Focus on clear articulation, appropriate pacing, and the use of emphasis to highlight key points. Consider the use of visual aids, such as maps, photographs, or charts, to support your facts visually during presentations.

Seek feedback from peers or instructors to refine your approach.

Pay attention to clarity, engagement, and factual accuracy.

Evaluate your own performance based on audience engagement and feedback. Reflect on what worked well and what could be improved in future storytelling efforts.



《新时代大学英语教程通用篇》单元设计“六线合一”

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Time to *Narrate*

Time to *Evaluate*

叙事内容+话语（建构）能力：以引导学生精准面向具体传播对象，拓展精小故事（TEXT A）、深耕宏大叙事（TEXT B）开展叙事内容组构与叙事话语建构为目标设计实操性强、思辨性强的任务。

Time to *Narrate*

◆ TASK 5 Reflecting and Narrating

Reread TEXT B. Each student writes a reflective essay on what you learned about the prominent feature of peace in the Chinese civilization and the importance of cultural sensitivity when narrating China's stories to a global audience.

Each student, keeping the prominent feature of peace in the Chinese civilization in mind, response to Professor



Discourse construction

NARRATING A STORY OF REPAYING KINDNESS IN MODERN CHINA

When narrating a story about repaying kindness in modern China, especially in the international context, to a global audience, it's effective to emphasize the interconnectedness and mutual benefits of such acts. Begin by setting the stage with a specific instance of China's international aid, such as disaster relief efforts or medical assistance provided during global crises. Use this scenario to frame the narrative, detailing both the immediate impact and the long-term relationships built from these acts of generosity.

For instance, you could describe how Chinese medical teams were dispatched to a country

SK 2), the rationale
lived (in TASK 4).



| 《新时代大学英语教程通用篇》单元设计“六线合一”



所有任务、技能均紧密依托素材内容设计
即从素材中挖掘任务和技能
素材贴近生活、适配认知



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结语展望：语言载文明密码 实践连世界人心



结语 展望

处于中华民族伟大复兴和百年未有之大变局的时代，外语教育在服务国家战略的大背景下发生着巨大变化，我们必须**立足新时代，在服务国家战略需求和学校人才培养目标中自我革命，主动变革、主动创新，获得新发展。**

高质量外语课程思政需超越“内容嫁接”的低效模式，转向“**认知重构-价值扎根-话语赋能**”的全链条设计。教师应**通过冲突性任务激活批判性思维，并依托真实场景推动价值观的行为外显。**唯有将思政教育深度融入语言能力发展的认知机制，方能培养出兼具全球胜任力与国际传播力的新时代人才。





结语 展望



教得更得法



教得更起劲



学得更充实



学得更有效



北京科技大学

UNIVERSITY OF SCIENCE AND TECHNOLOGY BEIJING

THANKS !

北京科技大学外国语学院 王娜

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