SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

英语学科课程与教学论 课程教案

周次 1 第1次课 学时 2 教案撰写人 盛慧晓

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| **课程单元名称** | Curriculum and Instruction of Teaching English as a Foreign Language | |
| **本次授课目的与要求**  To make sure students understand the definition of curriculum and instruction  To stimulate students’ interest in this theory-based course | | |
| **教学设计思路**  Opener & Course instruction  Lecture & Communicative Teaching  Contented-based Teaching | | |
| **本次教学重点与难点**  Stimulate students’ interest in this theory-based course  Understand new terms and the relationship between them | | |
| **教学内容提要及时间分配** | | **教学方法与手段设计** |
| **1. Sharing the course outline (35 minutes)**  The teacher introduces this course to the students including teaching objectives, syllabus, assignments and evaluation methods.  Students raise questions.  **2. Lecture of Chapter 1 Period1 (20 minutes)**  1) Introduce the new terminology “curriculum” and the different definitions  2) Introduce the new terminology “instruction” and explain their different definitions  3) Critical analyze of these perspectives  **3. Pair work (20 minutes)**  1) How to balance curriculum and instruction in an English class in China? Explain your idea with specific details or examples.  **4. Explain a song (10 minutes)**  **4. Summary (5 minutes)**  Help students grasp the main idea of this chapter.  Explain the requirements of assignment 1 to students. | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Preview for the next class；  Learn a chant or song | | |
| **课后反思** |  | |

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SJQU-QR-JW-013（A0）

英语学科课程与教学论 课程教案

周次 2 第2次课 学时 2 教案撰写人 盛慧晓

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| **课程单元名称** | | Theoretical Basis of the English Curriculum | |
| **本次授课目的与要求**  To understand the relationship between English curriculum instruction and these three academic fields.  To understand the historical development of curriculum and instruction theory and their research content | | | |
| **教学设计思路**  Opener & Chapter 1 instruction  Lecture & Communicative Teaching  Q & A to help students understand all the theories. | | | |
| **本次教学重点与难点**  The relationship between English curriculum instruction  The research content of curriculum theory | | | |
| **教学内容提要及时间分配** | | | **教学方法与手段设计** |
| **1. The relationship between English curriculum instruction**  **(20 minutes)**  Instruction is included in curriculum  Instruction is separated from curriculum  Curriculum is included in instruction  Aims—methods view  **2. Understanding of the relationship (25 minutes)**  A static view toward curriculum and instruction  A dynamic view toward curriculum and instruction  View of English curriculum and instruction in China  **3. Curriculum and instruction theory (25 minutes)**  Historical development of curriculum theory  Research content of curriculum theory  Historical development of curriculum theory  Research content of curriculum theory  **4. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment | | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Review and prepare for quiz 1;  Preview for the next class；  Learn a chant or song | | | |
| **课后反思** |  | | |

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英语学科课程与教学论 课程教案

周次 3 第3次课 学时 2 教案撰写人 盛慧晓

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| **课程单元名称** | Theories of Teaching English as a Foreign Language | |
| **本次授课目的与要求:**  To make sure students know about the background, features, teaching procedures, merits and demerits of different English teaching theories;  To understand the differences among different theories | | |
| **教学设计思路:**  Opener & Chapter 2 instruction  Lecture & Communicative Teaching  Q & A to help students understand all the theories. | | |
| **本次教学重点与难点**  Analyze the advantages and disadvantages of the English teaching theories when we use all these theories in our teaching practice | | |
| **教学内容提要及时间分配** | | **教学方法与手段设计** |
| **1 .Grammar Method (20minutes)**  Background information of grammar translation method  Features of grammar translation method  Teaching procedures grammar translation method  Merits and demerits of grammar translation method  **2. Direct Method (20 minutes)**  Background information of direct method  Features of direct method  Teaching procedures of direct method  Merits and demerits of direct method  **3. Audio-lingual Method (20 minutes)**  **4. Communicative method/TBLT (20 minutes)**  **5. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment 1 | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Review and prepare for quiz 2;  Preview for the next class；  Learn a chant or song | | |
| **课后反思** |  | |

**上 海 建 桥 学 院**

英语学科课程与教学论 课程教案

周次 4 第4次课 学时 2 教案撰写人 盛慧晓

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| 课程单元名称 | Theories of Teaching English as a Foreign Language | | |
| **本次授课目的与要求:**  To make sure students know about the definitions, learning modes and influences of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;), cognitive learning theory, constructive learning theory and social constructive leaning theory  To comment on the influences of the learning theories on the teaching practice | | | |
| **教学设计思路:**  Opener & Chapter 2 instruction  Lecture & Communicative Teaching  Q & A to help students understand all the theories. | | | |
| **本次教学重点与难点**  Analyze the advantages and disadvantages of the English learning theories when we use all these theories in students’ learning practice | | | |
| **教学内容提要及时间分配** | | | **教学方法与手段设计** |
| **1 .** [**Behaviorist**](javascript:;)[**learning**](javascript:;)[**theory**](javascript:;) **(20minutes)**  Background information of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;)  Basic views of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;)  influences of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;) in English teaching practice  **2. Cognitive learning theory (20 minutes)**  Background information of cognitive learning theory  Basic views of cognitive learning theory  influences of cognitive learning theory  **3. Constructive learning theory (20 minutes)**  Background information of cognitive learning theory  Basic views of cognitive learning theory  influences of cognitive learning theory  **4. Social constructive leaning theory (20 minutes)**  **5. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment | | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| 课外复习、预习要求及作业布置  Review and prepare for quiz 3;Preview for the next class；Learn a chant or song | | | |
| **课后反思** | |  | |

**上 海 建 桥 学 院**

英语学科课程与教学论 课程教案

周次 5 第次课 5 学时 2 教案撰写人 盛慧晓

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| 课程单元名称 | Theories of English Curriculum | |
| 本次授课目的与要求  To understand the history, nature, significance of English curriculum  To know analyze the English curriculum standard | | |
| 教学设计思路  Chapter 3 instruction  Lecture & Task-based Teaching  Q & A to help students understand all the principles. | | |
| 本次教学重点与难点  Meaning of English curriculum contents  Definitions & characters of English curriculum structure | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| **1. The history, nature, significance of English curriculum (30 minutes)**  The development of English curriculum in China  The nature of English curriculum   * Instrumental nature * Humanist nature   The significance of English curriculum  **2. The Structure of English Curriculum Standard of Compulsory Education (50 minutes)**  principles of English curriculum standard  objective of English curriculum standard   * Language knowledge * Language skills * Cultural awareness * Emotional attitude * Learning strategies   Content of English curriculum standard  Implementation of English curriculum standard  Assessment of English curriculum standard  **3. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| 课外复习、预习要求及作业布置  Review and prepare for quiz 4; Learn a chant or song | | |
| 课后反思 |  | |

**上 海 建 桥 学 院**

英语学科课程与教学论 课程教案

周次 6 第6次课 学时 2 教案撰写人 盛慧晓

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| 课程单元名称 | Theories of English Curriculum | |
| 本次授课目的与要求  To analyze the English Curriculum Standard of Compulsory Education;  To analyze a textbook of elementary school level, for example, Oxford English  To design a course outline for one semester in the elementary level | | |
| 教学设计思路  Students need to design a real English course outline for one semester’s teaching on the basis of the English Curriculum Standard of Compulsory Education and the textbook of Oxford English | | |
| 本次教学重点与难点  The designed course outline need to incorporate the curriculum objective, content, implementation and assessment, and each part need to be aligned with each other. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1. **Analyze the textbook of Oxford English of elementary level (20 minutes)**   Structure of the textbook  Learning objectives need to be achieved  Possible learning activities need to be implemented  2. **Analyze the English Curriculum Standard of Compulsory Education (20 minutes)**  Find out the appropriate level of teaching objectives for a certain grade of students  Transfer the objectives of curriculum standards into learning standards for a certain grade of students  3. **Discuss how to design the course outline for one semester in the elementary school level (40 minutes)**  Background analysis  Objective  Content  Implementation  Assessment  Alignment of objective, content, implementation and assessment  **4. Summary(10 minutes)**  Q & A of assignment | | Presentation  Discussion  Instruction |
| 课外复习、预习要求及作业布置  Design a course outline；Learn a chant or song | | |
| 课后反思 |  | |