SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

\_语言学概论\_课程教案

周次1 第1次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Course outline+ Chapter 1 Introduction |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To discuss the objectives, content, implementation, and assessment of this course;2. To understand the definition, designed features and function of language；3. To Understand the definition, scope of linguistics. |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in linguistics;
2. Group discussions help students understand better of the scope of linguistics.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: designed features of language2. Difficult points: function of language. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. Course outline sharing (30’)
2. Definitions of language (10’)
3. Designed features of language (20’)
4. Functions of language (20’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Question: What is the designed feature of language?
3. Preview the important distinctions in linguistics.
4. Questions for class report: Do you think animals also have languages? What are the design features of their languages compared to the human's?
 |
| 课后反思 | Through self-introduction, the students and the teacher can get to know each other. Through the lecture and class discussion, the students have better understanding of the key linguistics concepts. However, more discussions should be suggested for this is a new course for students. |

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周次2 第2次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 1 Introduction+ Chapter 2 Phonology |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the important distinctions in linguistics;2. To understand the different research focus of phonetics and phonology；3. To understand the organs of speech, the broad and narrow transcriptions. |
| 教学设计思路1. Lectures based on the PPT courseware enable students grasp the key points and important concepts in linguistics;
2. Group discussions help students understand better of the important distinctions in linguistics.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: important distinctions in linguistics.2. Difficult points: different research focus of phonetics and phonology. |
| 教学内容提要及时间分配  | 教学方法与手段设计 |
| 1. The scope of linguistics (20’)
2. Some important distinctions in linguistics (20’)
3. What is phonetics? (20’)
4. Organs of speech (20’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Question: What are the functions of language?
3. Preview the rest part of Chapter 2.
 |
| 课后反思 | Through the lecture and discussion, the students get to know the key concepts in linguistics and the main contents of these two chapters. The students still have difficulties in understanding the differences between phonetics and phonology, so more examples will be provided to help students understand these concepts. |

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\_语言学概论\_课程教案

周次3 第3次课 学时2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 2 Phonology |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be able to classify the English speech sounds;
2. Be able to identify phone, phoneme, allophone, phonemic contrast, complementary distribution and minimal pair;
3. To understand the rules in phonology;
4. To understand suprasegmental features, such as stress, tone and intonation.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points in phonetics and phonology;
2. Exercises help students understand better of important concepts in phonology.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: classification of English speech sounds; phonemic contrast, complementary distribution and minimal pair;
2. Difficult points: suprasegmental features, such as stress, tone and intonation.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Orthographic representation of speech sounds—broad and narrow transcriptions (15’)2. Classification of English speech sounds (15’)3. phone, phoneme, allophone (10’)4. phonemic contrast, complementary distribution and minimal pair (10’) 5. Some rules in phonology (20’) 6. Suprasegmental features, such as stress, tone and intonation. (10’) | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially key points and difficulties.
2. Question: What are the major phonological rules in English?
3. Preview chapter three: classifications of words; Derivational and inflectional morphemes; word formation.
 |
| 课后反思 | Through the lecture, the students can learn the key concepts in phonology. The students still have difficulties in understanding some pairs, like phone and phonemes, so more examples should be given to students to read and discuss. |

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周次4 第4次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 3 Morphology |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be able to identify the open class and closed class；
2. Learn to analyze word structures；
3. Be able to distinguish derivational and inflectional morphemes;
4. Understand different word formation process.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in Morphology;
2. Group discussions and exercises help students distinguish the open class and closed class, derivational and inflectional morphemes.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: word formation
2. Difficult points: Derivational and inflectional morphemes
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Open class and closed class (10’)
2. Morphemes—the minimal units of meaning (10’)
3. Analyzing word structures (10’)
4. Derivational and inflectional morphemes (20’)
5. Morphological rules of word formation (20’)
6. Word formation processes (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 40: 2,3 & 6;
3. Preview chapter four: categories; phrase structure rule; phrase element.
 |
| 课后反思 | Through the lecture and class discussion, the students have better understanding of the word formation. However, they still have difficulties in distinguishing derivational and inflectional morphemes, so more exercises should be given to students for this is a rather difficult course for students. |

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周次5 第5次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 4 Syntax  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. Be familiar with basic concepts, such as the categories, phrase elements, transformations.
2. Be able to understand the XP rule and the S rule.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in Morphology;
2. Group discussions and exercises help students distinguish the open class and closed class, derivational and inflectional morphemes.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: categories, XP rule
2. Difficult points: transformations and S rule.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. What is syntax? (10’)
2. Categories (10’)
3. Phrase structure rule (20’)
4. Phrase elements (10’)
5. Sentences (The S rule) (20’)
6. Transformations (10’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 60: 8 & 9;
3. Preview chapter five: semantics.
 |
| 课后反思 | Through the lecture and class discussion, the students have better understanding of the key concepts in this chapter. However, they still have difficulties in understanding S rule and transformations, so more exercises should be given to students facilitate their understanding and application. |

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周次6 第6次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 4 Syntax + Chapter 5 Semantics  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the syntactic relations between sentences.
2. Be familiar with basic concepts of meaning: conceptual versus associative meaning.
3. be able to identify the lexical relations.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in Syntax;
2. Group discussions and exercises help students better understand the lexical relations.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: lexical relations between words.
2. Difficult points: basic concepts of meanings.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Transformations (20’)
2. What is semantics? (10’)
3. Some views concerning the study of meaning (20’)
4. lexical relations: synonymy, antonymy, hyponymy, and polysemy (30’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 60: 9;
3. Preview the rest part of chapter five.
 |
| 课后反思 | Through the lecture and class discussion, the students have better understanding of the key concepts in this chapter. However, they still have difficulties in understanding transformations, so more exercises should be given to students facilitate their understanding and application. |

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周次7 第7次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 5 Semantics  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To have a basic concept of sense relationships between sentences.
2. To understand the basic idea of componential analysis.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in semantics;
2. Group discussions and exercises help students better understand the lexical relations.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: lexical relations between words.
2. Difficult points: sense relationships between sentences.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Review lexical relations: synonymy, antonymy, hyponymy, and polysemy(20’);
2. Sense relation between sentences(30’);
3. Componential analysis (30’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 76: 4 & 5;
3. Preview chapter six: pragmatics.
 |
| 课后反思 | Through the lecture and class discussion, the students have better understanding of the key concepts in this chapter. However, they still have difficulties in understanding componential analysis, so more referent books and examples should be given to students facilitate their understanding. |

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周次8 第8次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 6 Pragmatics  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To be familiar with basic notions.
2. To understand the basic idea of Speech Act Theory

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| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in Semantics;
2. Group discussions and exercises help students better understand the Speech Act Theory.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: Speech Act theory.
2. Difficult points: sentence meaning/utterance meaning.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Some basic notions: context, semantics/pragmatics, sentence meaning/utterance meaning ( 20’);
2. Austin’s model of speech acts ( 20’);
3. Searle’s classification of speech acts ( 20’);
4. Indirect speech acts ( 20’);
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 92: 4 & 5;
3. Preview the rest part of chapter 6 as well as chapter 7.
 |
| 课后反思 | Through the lecture and class discussion, the students have better understanding of the key concepts in this chapter and are able to understand the three Speech Act Theories. However, they still have difficulties in understanding Searle’s classification of speech acts, so more referent books and examples should be given to students facilitate their understanding. |

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\_语言学概论\_课程教案

周次9 第9 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 6 Pragmatics + Chapter 7 Language Change |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To analyze conversations with the principle.
2. To understand the language changes at different language levels.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in pragmatics ;
2. Group discussions and exercises help students better understand the language changes.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: language changes at different language levels.
2. Difficult points: four maxims of the CP.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Principle of conversation (20’);
2. Cross-cultural pragmatic failure (20’);
3. Phonological change (20’);
4. Morphological and syntactic change (20’).

Addition of affixesLoss of affixesChange of word orderChange in negation rule | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 92: 8;
3. Preview the rest part of chapter 7.
 |
| 课后反思 | Through the lecture and class discussion, the students can understand the four maxims of the CP, but it is still difficult for them to apply these principles in explaining the concrete language phenomena, so more referent books and examples should be given to students facilitate their understanding. |

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\_语言学概论\_课程教案

周次10 第10 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 7 Language Change |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To know the recent trends in language changes;
2. To understand the causes of language change.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in language change ;
2. Group discussions and exercises help students better understand the language changes as well as the underlying reasons.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the recent trends in language changes.
2. Difficult points: the causes of language change.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Lexical and semantic change (20’)

Addition of new wordsLoss of wordsSemantic changes1. Some recent trends (30’)

Moving towards greater informalityThe influence of American EnglishThe influence of science and technology1. The causes of language change （30’）
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 109: 6 & 8;
3. Preview chapter 8.
 |
| 课后反思 | Through the lecture and class discussion, the students can understand the major contents in this chapter , but it is still difficult for them to give plausible explanations for linguistic changes, so more referent books and examples should be given to students facilitate their understanding. |

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\_语言学概论\_课程教案

周次11 第11 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 | Chapter 8 Language and Society |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the relations between language and society;
2. To understand some basic notions in the chapter: speech variety, dialectal varieties, register, pidgin, bilingualism and diglossia.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts ;
2. Group discussions and exercises help students better understand the relationships between language and society.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the scope of sociolinguistics;
2. Difficult points: pidgin and creole.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. The scope of sociolinguistics (10’);
2. Varieties of language (20’);
3. Standard dialect (10’);
4. Pidgin and Creole (20’);
5. Bilingualism and diglossia (20’)
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 124: 1;
3. Preview chapter 9.
 |
| 课后反思 | Through the lecture and class discussion, the students can understand the major language varieties, but it is still difficult for them to distinguish some of the varieties, so more referent books and examples should be given to students facilitate their understanding. |

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\_语言学概论\_课程教案

周次12 第12次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 |  Chapter 9 Language and Culture  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the relations between language and culture;
2. To understand the Sapir-Whorf Hypothesis;
3. To understand the linguistic evidence of cultural differences;
4. To enhance the cultural awareness in language learning.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts ;
2. Group discussions and exercises help students better understand the relationships between language and culture.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: linguistic evidence of cultural differences;
2. Difficult points: Sapir-Whorf Hypothesis.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. What is culture? (10’);
2. The relationship between language and culture (20’);
3. Sapir-Whorf Hypothesis (10’);
4. Linguistic evidence of cultural differences(20’);
5. Cultural contact, cultural overlap and diffusion(10’);
6. The significance of cultural teaching and learning(10’);
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 139: 6;
3. Preview chapter 10
 |
| 课后反思 | Through the lecture and class discussion, the students can understand the linguistic evidence of the cultures, but they still have difficulties in understanding the relationships between language and culture, so more referent materials should be given. |

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\_语言学概论\_课程教案

周次13 第13 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 |  Chapter 10 Language Acquisition  |
| 本次授课目的与要求 Teaching Objectives and Requirements 1. To understand the theories of child language acquisition;
2. To know the Critical Period Hypothesis;
3. To understand the different stages in child language acquisition development.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in first language acquisition ;
2. Group discussions and exercises help students better understand the Critical Period Hypothesis.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: theories of child language acquisition and the different stages in child language acquisition development;
2. Difficult points: Critical Period Hypothesis.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Theories of child language acquisition (20’);
2. Cognitive development in child language acquisition (20’);
3. Language environment and the Critical Period Hypothesis(20’);
4. Stages in child language development. (20’);

Phonological developmentVocabulary developmentGrammatical developmentPragmatic development | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 154: 1&3;
3. Preview chapter 11
 |
| 课后反思 | Through the lecture and class discussion, the students get to know the basic theories of child language acquisition and the stages in child language development, but they still have difficulties in understanding the relationship between the cognitive development and the language development, so more referent materials should be given. |

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\_语言学概论\_课程教案

周次14 第14 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 |  Chapter 10 Language Acquisition + Chapter 11 Second Language Acquisition  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand Connections between first language acquisition and second language acquisition;
2. Be able to use Contrastive analysis and Error analysis in language explanation;
3. To understand the features of interlanguage.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in second language acquisition ;
2. Group discussions and exercises help students better understand the features of interlanguage.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: Contrastive analysis and Error analysis;
2. Difficult points: features of interlanguage.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. Atypical development (10’);
2. Connections between first language acquisition and second language acquisition (10’);
3. Contrastive analysis (20’);
4. Error analysis (20’);
5. Interlanguage (10’);

  | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 169: 3;
3. Preview the rest part of chapter 11
 |
| 课后反思 | Through the lecture and class discussion, the students get to know the two major analysis, but they still have difficulties in applying the analysis in language errors, so more referent materials and examples should be given. |

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\_语言学概论\_课程教案

周次15 第15 次课 学时 2 教案撰写人：张艳春

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| 课程单元名称 |  Chapter 11 Second Language Acquisition  |
| 本次授课目的与要求 Teaching Objectives and Requirements1. To understand the role of native language in second language;
2. To know the second language learning models and input hypothesis;
3. To understand the pedagogical implications of the second language acquisition.
 |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in second language acquisition ;
2. Group discussions and exercises help students better understand the role of native language in second language learning.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: the second language learning models and input hypothesis;
2. Difficult points: input hypothesis.
 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. The role of the native language in second language learning (20’);
2. Second language learning models and input hypothesis (20’);
3. Individual differences (20’);
4. Second language acquisition and its pedagogical implication (20’);

  | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 169: 6&7;
3. Preview chapter 12.
 |
| 课后反思 | Through the lecture and class discussion, the students get to the basic notions and theories in second language acquisition, but they still have difficulties in applying the learning strategies listed in this chapter to their language study, so more efficient learning strategies and methods should be introduced. |

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\_语言学概论\_课程教案

周次16 第16 次课 学时 2 教案撰写人：张艳春

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| --- | --- |
| 课程单元名称 |  Chapter 12 Language and the Brain  |
| 本次授课目的与要求 Teaching Objectives and Requirements 1. To understand the relationship between language and the brain;
2. To know the basic research areas of neurolinguistics and psycholinguistics;
3. To understand the focus and research methods of the two main branches.

  |
| 教学设计思路1. Class presentation based on the PPT courseware enable students grasp the key points and important concepts in the two main branches of linguistics ;
2. Group discussions and exercises help students better understand the role of brain in language learning.
 |
| 本次教学重点与难点 Key Points and Difficult Points in Teaching1. Key points: basic research areas of neurolinguistics and psycholinguistics;
2. Difficult points: the relationship between language and the brain.
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| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1. What is neurolinguistics? (10’);
2. Methods for the study of the brain and evidences for lateralization (20’)
3. What is psycholinguistics? (10’)
4. Psycholinguistic research methods (20’)
5. Linguistics and language processing (20’).
 | Employ multimedia teaching approach, and combine theories with specific examples. |
| 课外复习、预习要求及作业布置1. Review contents of this chapter, especially the key and difficult points;
2. Exercises on page 190: 7;
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| 课后反思 | Through the lecture and class discussion, the students get to the basic notions and research methods and focus in neurolinguistics and psycholinguistics, but they still have difficulties in understanding the research methods, so more reading materials should be given to them for reference. |