SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

英语教学法 课程教案

周次 1 第1次课 3学时 教案撰写人：谢徐萍

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| 课程单元名称 |  1 Language and Language Teaching |
| 本次授课目的与要求1 Language and Language Teaching1.1 How do we learn languages?1.2 Views on language1.3 Views on language learning and learning in general1.4 What makes a good language teacher?1.5 How can one become a good language teacher?  |
| 教学设计思路The first lesson is mainly conducted in the form of questioning and lecturing. The teacher introduces the basic concepts, basic theories of English teaching, the most influential teaching approaches. Through Ask-and-answer activity, the teacher involves the students into discussion of how they themselves learn English and their understanding of the teaching methods. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点1. The understanding of the basic concepts, basic theories of English teaching
2. What makes a good language teacher?
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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.Requirements of the course; Methods of Assessment 135’1.1 How do we learn languages?, 1.2 Views on language 1.3 Views on language learning and learning in general 1.4 What makes a good language teacher? 1.5 How can one become a good language teacher?  | 1.Case analysis2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internship4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 1 and write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the English teaching theories. |

周次 2 第2次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 |  2 Communicative Principles and Task-based Language Teaching |
| 本次授课目的与要求(1) How is language learned in classroom different from language used in real life?(2) What is communicative competence?1. What are the implications of CLT to teaching and learning?

(4) What are the main features of communicative activities? |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces communicative competence, the implications of CLT to teaching and learning, the main features of communicative activities and Task-based Language Teaching. The teacher guides the students to analyze the differences between the Task-based Language Teaching and PPT. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点(1) Analysis of the main features of communicative activities(2) How is Task-based Language Teaching different from PPT? |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 2.1 Language use in real life vs. traditional pedagogy 135’2.2 What is communicative competence? 2.3 Implications for teaching and learning 2.4 Principles of Communicative Language Teaching (CLT) 2.5 CLT and the teaching of language skills 2.6 Main features of communicative activities 2.7 Task-based language teaching 2.8 PPP and Task-based Language Teaching2.9 How to design tasks? 2.10 Appropriateness of CLT and TBLT in the Chinese context  | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teachingProject-based practical teaching项目式实践教学Project-based practice teaching项目式实践教学Can't load full resultsTry againRetrying...Retrying... |
| 课外复习、预习要求及作业布置Discuss in groups and write reports in detail about task 7/8, activity 1/2/3/4.  |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of Communicative Principles and Task-based Language Teaching. |

周次 3 第3次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 |  3 The National English Curriculum |
| 本次授课目的与要求(1) A brief history of foreign language teaching in China(2) The designing principles for the National English Curriculum 2001(3)The goals and objectives of English language teaching(4) The design of the National English Curriculum (5) The standards for different levels of competence(6) The implementation of the national curriculum(7) Challenges facing English language teachers  |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the history of foreign language teaching in China, then introduces the National English Curriculum and guides the students to do relevant tasks. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点Design of the National English Curriculum |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 3.1 A brief history of foreign language teaching in China 135’3.2 Designing principles for the National English Curriculum 2001 3.3 Goals and objectives of English language teaching 3.4 Design of the National English Curriculum 3.5Performance standards for different levels of compete 20’3.6 Challenges facing English language teachers  | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4.Project- based practical teaching |
| 课外复习、预习要求及作业布置Review unit 3 and write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of designing principles for the National English Curriculum. |

周次 4 第4次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 |  4 Lesson Planning |
| 本次授课目的与要求(1) The significance of lesson planning (2) Principles for good lesson planning(3) Macro planning vs. micro planning(4) Components of a lesson plan (5) Sample lesson plans |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the components of a lesson planning, then introduces the principles for good lesson planning and two levels of lesson planning. At the end of the class, students are required to write a lesson plan based of the samples. |
| 本次教学重点与难点Design of a lesson plan |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 4.1 Why is lesson planning important? 135’4.2 Principles for good lesson planning 4.3 Macro planning vs. micro planning 4.4 Components of a lesson plan 4.5 Sample lesson plans  | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 4 and write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of designing a lesson plan. |

周次 5 第5次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | 5 Classroom Management |
| 本次授课目的与要求(1) The role of teachers and teachers’ new roles(2) Classroom instructions (3) Rules to follow for making instructions effective(4) Student grouping (5) Discipline in the language classroom(6) Strategies to maintain discipline in their classroom(7) Questioning in the classroom(8) Classification of question types(9) The distinction between mistakes and errors(10) Deal with spoken errors |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the general role of teachers, then introduces teachers’ new roles, classroom instructions, student grouping, strategies to maintain discipline in their classroom and relevant issues. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点The role of the teacher |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 5.1 The role of the teacher 135’5.2 Classroom instructions5.3 Student grouping5.4 Discipline in the language classroom5.5 Questioning in the classroom5.6 Dealing with errors  | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 5 and write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the role of the teacher. |

周次 6 第6次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Educational trainee |
| 本次授课目的与要求(1) Through watching, observation, learn how to prepare well an English lesson.(2) Through watching, observation, learn how to teach an English lesson.(3) Through watching, observation, learn what good teaching methods are there in an English lesson.(4) Through watching, observation, learn how to maintain good teacher-student relationship in an English lesson classroom.   |
| 教学设计思路Watching, observationDiscussion |
| 本次教学重点与难点Design of an English lesson |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Watching, observation 45’Self-reflection and discussion 30’Paper writing in about 500 words 60’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Finish paper-writing |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of a good lesson designing |

周次 7 第7次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 |  6 Teaching Pronunciation 7 Teaching Grammar |
| 本次授课目的与要求(1) The role of pronunciation(2) Factors that determine whether students need to focus on pronunciation(3) Critical Period Hypothesis(4) The realistic goal of teaching pronunciation (5) Three aspects of pronunciation to teach (6) Focus on a sound; Perception practice; Production practice(7) Practicing stress and intonation(8) The role of grammar, grammar presentation(9) Distinction between implicit and explicit knowledge(10) New approaches to teaching grammar and grammar practice |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the role of pronunciation and grammar, then introduces Factors that determine whether students need to focus on pronunciation and grammar presentation; and guides the students to do relevant tasks. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点Practising stress and intonation; Grammar practice |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 6 Teaching Pronunciation 60’7 Teaching Grammar 75’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 6 and 7, and write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of designing Teaching Pronunciation and Teaching Grammar. |

周次 8 第8次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | 8 Teaching Vocabulary9 Teaching Listening |
| 本次授课目的与要求(1) Understanding of words’ denotative and connotative meaning(2) Understanding the sense relations among words(3) Ways of presenting vocabulary(4) Ways of consolidating vocabulary (5) Developing vocabulary learning strategies(6) Principles and models for teaching listening(7) Two approaches used to describe different processes of listening: Bottom-up; Top-down model(8)Activities of pre-listening, while-listening and post-listening |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the importance of knowing a word in real life, then introduces the ways of presenting vocabulary and guides the students to grasp the principles and models for teaching listening. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点Principles and models for teaching listening |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 8 Teaching Vocabulary 60’9 Teaching Listening 75’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 8 and 9, write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of teaching vocabulary and teaching listening. |

周次 9 第9次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | 10 Teaching Speaking11 Teaching Reading |
| 本次授课目的与要求(1)Characteristics of spoken language(2) Activities help prepare students for real-life speech in English(3)General principles of teaching speaking(4) Two types of communicative speaking activities (5) Three models of teaching reading(6) Pre-reading activities(7) While-reading activities(8) Types of post-reading activities  |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the common features of spoken language and features of effective readers, then introduces the principles and three models of teaching reading. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点Principles and models for teaching reading |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 10 Teaching Speaking 60’11 Teaching Reading 75’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 10 and 11, write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of teaching speaking and teaching reading. |

周次 10 第10次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | 12 Teaching Writing15 Assessment in Language Teaching |
| 本次授课目的与要求(1) A communicative approach to writing(2) A process approach to writing(3)The main procedures of process writing(4) Principles of helping teachers motivate students to write(5) The differences between testing, assessment and evaluation(6) Methods for assessment(7) Assessment principles  |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the reasons for writing in reality, then introduces the procedures and approaches to writing, as well as the differences between testing, assessment and evaluation. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点A process approach to writing |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 12 Teaching Writing 80’15 Assessment in Language Teaching 55’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4. Project-based practical teaching |
| 课外复习、预习要求及作业布置Review unit 12 and 15, write out all the answers to all the questions in your exercise books. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of Teaching Writing and Assessment in Language Teaching. |

周次 11 第11次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | PPT Presentation |
| 本次授课目的与要求Use of pedagogical knowledgeUse of pedagogical knowledge教学知识的运用Application of pedagogical knowledge教学知识的应用Can't load full resultsTry againRetrying...Retrying...  |
| 教学设计思路Students are required to select a topic from the units learned this term, then design a lesson based on the relevant pedagogical knowledge. The groups are required to do about 25 PPT to illustrate the topic of a lesson . |
| 本次教学重点与难点Use of pedagogical knowledge |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Groups PPT Presentation 90’Group evaluation 30’Teacher evaluation 15’ | 1.Discussion;2.Evaluation |
| 课外复习、预习要求及作业布置Revise the groups’ PPT. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of use of pedagogical knowledge. |

周次 12 第12次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Collaborative teaching by business expert |
| 本次授课目的与要求(1) To understand the newest teaching reform situation in schools(2) To understand the current popular teaching methods in English(3) To understand the requirements for students to prepare to be teachers after graduation  |
| 教学设计思路Experts are invited to introduce the newest teaching reform situation in schools and the current popular teaching methods in English, so that the students are clear about the requirements for them to prepare to be teachers after graduation. |
| 本次教学重点与难点Case analysis |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| An expert’ lecture 135’ | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4.Project-based practical teaching |
| 课外复习、预习要求及作业布置Review what the expert has said and write out a reflection paper in about 500 words in groups. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of requirements for them to be teachers. |

周次 13 第13次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Training 1 |
| 本次授课目的与要求Simulation Teaching |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the excellent teaching videos and guides the students to do relevant tasks. At the end of the class, students are required to finish Simulation Teaching. |
| 本次教学重点与难点Design of the teaching plan |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Simulation Teaching in groups 90’Group evaluation 30’Teacher evaluation 15 | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4.Project-based practical teaching |
| 课外复习、预习要求及作业布置Revise the Simulation Teaching plans and prepare a reflection orally in groups. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of designing good teaching plans. |

周次 14 第14次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Training 2 |
| 本次授课目的与要求Simulation Teaching |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the excellent teaching videos and guides the students to do relevant tasks. At the end of the class, students are required to finish Simulation Teaching. |
| 本次教学重点与难点Design of the teaching plan |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Simulation Teaching in groups 90’Group evaluation 30’Teacher evaluation 15 | 1.Case analysiscase analysis...case study...Can't load full resultsTry againRetrying...Retrying...2.School- enterprise cooperation and collaborative teaching3. Internship, practical training, internshipInternship, practical training, internship实习、实训、实习Apprenticeship, practical training, internship学徒制、实践培训、实习Can't load full resultsTry againRetrying...Retrying...4.Project-based practical teaching |
| 课外复习、预习要求及作业布置Revise the Simulation Teaching plans and prepare a reflection orally in groups. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of designing good teaching plans. |

周次 15 第15次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Revision |
| 本次授课目的与要求Grasp all the contents about course book and analysis about practice |
| 教学设计思路First, the teacher puts forward the most important ideas, concepts, and questions for the students to answer, then ask then to do relevant tasks, so that the students may have a general revision of the course. |
| 本次教学重点与难点Concepts and principles about the pedagogic knowledge |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| Teacher’s guidance of revision 60’ Exercises 75’ | 1.Questioning;2.Lecture;3.Discussion;4.Exercises |
| 课外复习、预习要求及作业布置Review all the units and write out all the answers to all the questions in your exercise books. |
| 课后反思 | What the students have learnt and about what the students still feel puzzled. |

周次 16 第16次课 3学时 教案撰写人 谢徐萍

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| 课程单元名称 | Examination |
| 本次授课目的与要求  |
| 教学设计思路 |
| 本次教学重点与难点 |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
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| 课外复习、预习要求及作业布置 |
| 课后反思 |  |