SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

二语习得 课程教案

周次 1 第1次课 2学时 教案撰写人：谢徐萍

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| 课程单元名称 | Understanding Second Language Acquisition |
| 本次授课目的与要求Introducing to students the history and development of Second Language Acquisition;Introducing to students the basic concepts, methods, theories and major approaches to Second Language Acquisition; Helping students answer the three questions:(1) What does the L2 learner come to know?(2) How does the learner acquire the knowledge?(3) Why are some learners more successful than other learners? |
| 教学设计思路The first lesson is mainly conducted in the form of questioning and lecturing. The teacher introduces the historical background for the appearance of SLA, the representative events which illustrates the formation and development of its history and the development paths in the study of SLA. Through Ask-and-answer activity, the teacher involves the students into discussion of how they themselves learn a second language and their understanding of the paired concepts. 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 SLA
2. The distinction between the paired concepts
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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 10’2. Historical background for the appearance of SLA, 20’3. Explanation of the paired concepts with examples 35’4. Group discussion: 15’How different are the paired concepts? How do you understand them?5. Exercise 2/3 on P.17 10’ | * 1. Questioning;
	2. Lecture;
	3. Discussion;
	4. Exercises
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| 课外复习、预习要求及作业布置Ex4: answer the first four questions in your homework books. Each one should be written around100-200 words.Ex5 Group work (1), (2)a/b/c/d/k/l/m, (5)(6): discuss and then write 2 reports. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the background knowledge of SLA. |

周次 2 第2次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | Understanding Second Language Acquisition |
| 本次授课目的与要求To know about the external and internal factors in SLA:1. To get to know the types of external factors in SLA
2. To discuss and analyze such internal factors as L1 transfer, cognitive mechanisms, communication strategies, general world knowledge and linguistic universals.
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| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the external and internal factors in SLA with the help ofrelevant examples and challenging questions. The teacher guides the students to analyze the L1 transfer phenomena and get to know the communication strategies. 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 external and internal factors in SLA(2) How to get to know the communication strategies |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1.Warm-up questions: 5’Look around at the people you know and ask yourself: Who are good language learners? Who are not? Can you come up some general rules? 2. Analysis of external factors in SLA 20’3. Analysis of internal factors in SLA 35’4. Group discussion: 15’Why do Chinese students make these errors? 5. Discussion of the communication strategies 15’ | 1.Questioning;2.Lecture; 3.Discussion;4.Exercises  |
| 课外复习、预习要求及作业布置Ex4: answer questions (5) and (6) in your homework books. Each one should be written around100-200 words.Ex5 Group work (2)e/f/g/h/i/j/o/p, (3)(4): discuss and then write 2 reports. |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the external and internal factors in SLA. |

周次 3 第3次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | Understanding Second Language Acquisition |
| 本次授课目的与要求1.5 A review of first language acquisition1.5.1 From babbling to words1.5.2 Development of inflections and function words1.5.3 Development of negatives and interrogatives |
| 教学设计思路The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher reviews the first language acquisition generally, then with the help of a lot of vivid examples involves the students step by step in the process from babbling to words, to the development of inflections and function words and to the development of negatives and interrogatives. 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 first language acquisition(2) Development of inflections and function words, negatives and interrogatives |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1.Warm-up questions: 5’(1) *daꞌda→ ?* *dada↑ → ?*(2) 强强汽车Qiangqiang car → ? 2. Analysis of the first characteristic of children’s speech as “babbling” as well as its functions in different situations. 25’ 3.Analysis of development of inflections and function words 15’4. Analysis of development of negatives and interrogatives 25’ 5. Group discussion: 20’Do you think the six stages reasonable according to your own learning experience? 6.Ex4: answer questions (7) (8) (9)in your homework books. 15’ | 1.Questioning;2.Lecture; 3.Discussion;4.Exercises  |
| 课外复习、预习要求及作业布置Each one should be written around100-200 words.Write a report about Chapter 1 in 300 words: What have you learned? |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the first language acquisition. |