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 |  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 15’1.1 How do we learn languages?, 20’1.2 Views on language 25’1.3 Views on language learning and learning in general 25’1.4 What makes a good language teacher? 25’1.5 How can one become a good language teacher? 25’  | * 1. Questioning;
	2. Lecture;
	3. Discussion;
	4. Exercises
 |
| 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 10’2.2 What is communicative competence? 20’2.3 Implications for teaching and learning 20’2.4 Principles of Communicative Language Teaching (CLT) 5’2.5 CLT and the teaching of language skills 20’2.6 Main features of communicative activities 10’2.7 Task-based language teaching 20’2.8 PPP and Task-based Language Teaching 10’ 2.9 How to design tasks? 10’ 2.10 Appropriateness of CLT and TBLT in the Chinese context 10’ | 1.Questioning;2.Lecture; 3.Discussion;4.Exercises  |
| 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 20’3.2 Designing principles for the National English Curriculum 2001 25’3.3 Goals and objectives of English language teaching 25’3.4 Design of the National English Curriculum 25’3.5Performance standards for different levels of competence 20’3.6 Challenges facing English language teachers 20’ | 1.Questioning;2.Lecture;3.Discussion;4.Exercises |
| 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. |