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 Teaching 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? | | |
| 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? | | |
| 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 5’  1.1 How do we learn languages?, 15’  1.2 Views on language 15’ 1.3 Views on language learning and learning in general 15’ 1.4 What makes a good language teacher? 15’ 1.5 How can one become a good language teacher? 15’ | | * 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? 10’  2.3 Implications for teaching and learning 10’  2.4 Principles of Communicative Language Teaching (CLT) 3’  2.5 CLT and the teaching of language skills 10’  2.6 Main features of communicative activities 10’  2.7 Task-based language teaching 15’  2.8 PPP and Task-based Language Teaching  2.9 How to design tasks? 5’  2.10 Appropriateness of CLT and TBLT in the Chinese context 7’ | | 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 10’  3.2 Designing principles for the National English Curriculum 2001 15’  3.3 Goals and objectives of English language teaching 15’  3.4 Design of the National English Curriculum 15’  3.5Performance standards for different levels of competence 10’  3.6 Challenges facing English language teachers 15’ | | 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. | |