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 | History and development of SLA | |
| 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 illustrate 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 | | |
| 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 90’  2. Historical background for the appearance of SLA,  3. Explanation of the paired concepts with examples  4. Group discussion:  How different are the paired concepts? How do you understand them?  5. Exercise 2/3 on P.17 | | * 1. Questioning;   2. Lecture;   3. Discussion;   4. Exercises |
| 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 | The external and internal factors in SLA | |
| 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. | | |
| 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: 90’  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  3. Analysis of internal factors in SLA  4. Group discussion:  Why do Chinese students make these errors?  5. Discussion of the communication strategies | | 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 | A review of first language acquisition | |
| 本次授课目的与要求  1.5 A review of first language acquisition  1.5.1 From babbling to words  1.5.2 Development of inflections and function words  1.5.3 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: 90’  (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. 3.Analysis of development of inflections and function words  4. Analysis of development of negatives and interrogatives  5. Group discussion:  Do you think the six stages reasonable according to your own learning experience?  6.Ex4: answer questions (7) (8) (9)in your homework books. | | 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. | |

周次4 第4次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | General introduction to Interlanguage | |
| 本次授课目的与要求  To know about Interlanguage in SLA:   1. To get to know characteristics of interlanguage 2. To get to know major findings in interlanguage studies 3. To discuss and analyze Interlanguage pragmatics | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the general idea of interlanguage. The teacher guides the students to analyze characteristics of interlanguage. 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 characteristics of interlanguage  (2) How to get to know Interlanguage pragmatics | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 2 General introduction to interlanguage 95’  2.1 Definition of interlanguage  2.2 Characteristics of interlanguage  2.3 Major findings in interlanguage studies  2.4 Interlanguage pragmatics | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex3: answer questions1/2/3/4 in your homework books. Each one should be written around100-200 words. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of interlanguage in SLA. | |

周次 5 第5次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | Major findings in interlanguage studies | |
| 本次授课目的与要求  To know about the major findings in interlanguage studies:   1. To get to know systematic change in grammar 2. To get to know acquisition order and sequence of acquisition 3. To get to know L1 influence | | |
| 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) Acquisition order and sequence of acquisition  (2) L1 influence | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 2.3 Major findings in interlanguage studies 90’  2.3.1 Systematic change in grammar  2.3.2 Acquisition order and sequence of acquisition  2.3.3 L1 influence | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex3:Answer questions (5)(6) | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of major findings in interlanguage studies. | |

周次 6第6次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | Interlanguage pragmatics | |
| 本次授课目的与要求  To know about Interlanguage pragmatics in SLA:   1. To get to know Second language speech act in SLA 2. To get to know Production of speech acts | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the idea of Interlanguage pragmatics in SLA, then guides the students to analyze Second language speech act in SLA. At the end of the class, students are required to finish written exercises for consolidation. | | |
| 本次教学重点与难点  Analysis of Second language speech in SLA | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 2.4 Interlanguage pragmatics 90’  2.4.1 Second language speech act  2.4.2 Production of speech acts: Differences between L2 learners and L1 speakers  2.4.3 Speech act research paradigm | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex2: Fill in the blanks and translate the paragraph into Chinese.  Ex3:Answer questions (7)(8), mini-discussion corner. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of t Second language speech act in SLA. | |

周次7第7次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | PPT Presentation about Chapter 1 and 2 | |
| 本次授课目的与要求  Use of SLA knowledge in Chapter 1 and 2 | | |
| 教学设计思路  Students are required to select a topic from the units learned, then design a PPT based on the relevant SLA knowledge. The groups are required to do about 25 PPT to illustrate the topic of a chapter. | | |
| 本次教学重点与难点  Based on what the students have learnt, they are required to present in PPT illustrate the main ideas such as principles, findings, etc. with their own researches. | | |
| 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.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 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 the knowledge in SLA. | |

周次8第8次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 3.1The nature of human language | |
| 本次授课目的与要求  To know about the nature of human language in SLA:   1. To get to know common characteristics of language 2. To discuss and analyze different aspects of language. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the nature of human language generally. The teacher guides the students to analyze the common characteristics of language and different aspects of language, as well as early approaches to SLA. At the end of the class, students are required to finish written exercises for consolidation. | | |
| 本次教学重点与难点  Different aspects of language | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 3.1.1Common characteristics of language 90’  3.1.2Different aspects of language  3.2 Early approaches to SLA  3.2.1Contrastive analysis hypothesis (CAH) | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex 1/2/3 on P.61  Ex4: answer questions1 with examples in your homework books around100-200 words. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the nature of human language in SLA. | |

周次9第9次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 3.3 Universal grammar (UG) | |
| 本次授课目的与要求  To know about UG and SLA:   1. To get to know Error analysis (EA) and Monitor Model 2. To discuss and analyze principles and parameters and UG and SLA. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces UG in many languages generally. The teacher guides the students to analyze principles and parameters. At the end of the class, students are required to finish written exercises for consolidation. | | |
| 本次教学重点与难点  UG and SLA | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 3.2.2 Error analysis (EA) 90’  3.2.3 Monitor Model  3.3 Universal grammar (UG) 3.3.1 Definition  3.3.2 Principles and parameters  3.3.3 UG and SLA | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex4: answer questions 6/7 with examples in your homework books around100-200 words.  Ex5 (4): mini-discussion corner | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of UG in SLA. | |

周次 10 第10次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 4.1 Language and the brain | |
| 本次授课目的与要求  To know about the relationship between language and the brain in SLA:   1. To get to know behaviorist way of learning in SLA 2. To discuss and analyze cognitive perspective of learning. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the relationship between language and the brain in SLA. The teacher guides the students to analyze behaviorist way of learning and cognitive perspective of learning. 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 relationship between language and the brain | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 4.1 Language and the brain 90’  4.2 Behaviorist way of learning  4.3 Cognitive perspective of learning  4.3.1 Information processing (IP)  4.3.2 Connectionist/emergentist models  4.3.3 Competition model (CM)  4.3.4 Bialystok’s theory of L2 learning  4.3.5 Gass’s integrative model of SLA  4.3.6 Usage-based model | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex 1/2 on P.90  Ex4: answer questions 1/2/3/4/5，8 with examples in your homework books around100-200 words. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of the the relationship between language and the brain in SLA. | |

周次11第11次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 4.4 Individual differences | |
| 本次授课目的与要求  To know about individual differences in SLA:  (1To get to know the concepts such as Aptitude, Age, Motivation, Cognitive style, Personality  (2)To discuss and analyze learning strategies. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the concepts such as Aptitude, Age, Motivation, Cognitive style, Personality. The teacher guides the students to analyze learning 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  Individual differences | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 4.4 Individual differences 90’  4.4.1 Aptitude  4.4.2 Age  4.4.3 Motivation  4.4.4 Cognitive style  4.4.5 Personality  4.4.6 Learning strategies | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex3: answer questions 13/14/15 with examples in your homework books around100-200 words.  Ex4: choose one among the five in mini-discussion corner. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of individual differences in SLA. | |

周次 12 第12次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 5.1 Microsocial factors | |
| 本次授课目的与要求  To know about the microsocial factors in second language learning:   1. To get to know Input and interaction, Interactional modification, Feedback 2. To discuss and analyze Socio-cultural theory and its implication for second language learning. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces the microsocial factors. The teacher guides the students to analyze Socio-cultural theory and its implication for second language learning. At the end of the class, students are required to finish written exercises for consolidation. | | |
| 本次教学重点与难点  Microsocial factors | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 5.1 Microsocial factors  5.1.1 Input and interaction  5.1.2 Input modification  5.1.3 Interactional modification  5.1.3.1 Discourse management  5.1.3.2 Discourse repair  5.1.4 Feedback  5.1.5 Interaction hypothesis  5.1.6 Socio-cultural theory | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex 1/2 on P.109  Ex3: answer questions 1/2 with examples in your homework books around100-200 words. | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of Microsocial factors in SLA. | |

周次 13第13次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | 5.2 Macrosocial factors | |
| 本次授课目的与要求  To know about Macrosocial factors in SLA:   1. To get to know Accommodation Theory and Acculturation model 2. To discuss and analyze Social identity and investment in L2 learning. | | |
| 教学设计思路  The lesson is mainly conducted in the form of questioning, lecturing and discussion. The teacher introduces Macrosocial factors in SLA with the help ofrelevant examples and challenging questions. The teacher guides the students to analyze Social identity and investment in L2 learning. At the end of the class, students are required to finish written exercises for consolidation. | | |
| 本次教学重点与难点  Macrosocial factors | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 5.2 Macrosocial factors 90’  5.2.1 Accommodation Theory  5.2.2 Acculturation model  5.2.3 Social identity and investment in L2 learning | | 1.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 课外复习、预习要求及作业布置  Ex3: answer questions (3) with examples in your homework books around100-200 words.  Ex4 (3): mini-discussion corner | | |
| 课后反思 | Design questions to guide the students while looking for research materials, so that students can have better understanding of Macrosocial factors in SLA. | |

周次14第14次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | PPT Presentation about Chapter 3 and 4 | |
| 本次授课目的与要求  Use of SLA knowledge in Chapter 3 and 4 | | |
| 教学设计思路  Students are required to select a topic from the units learned, then design a PPT based on the relevant SLA knowledge. The groups are required to do about 25 PPT to illustrate the topic of a chapter. | | |
| 本次教学重点与难点  Based on what the students have learnt, they are required to present in PPT illustrate the main ideas such as principles, findings, etc. with their own researches. | | |
| 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.Questioning;  2.Lecture;  3.Discussion;  4.Exercises |
| 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 the knowledge in SLA. | |

周次15第15次课 2学时 教案撰写人 谢徐萍

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| 课程单元名称 | Review | |
| 本次授课目的与要求  Grasp all the contents about course book | | |
| 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 SLA 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 | Reflect what the students have learnt and about what the students still feel puzzled. | |

周次16第16次课 2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 |  | |