SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

英语学科课程与教学论 课程教案

周次 1 第1次课 学时 2 教案撰写人 

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| **课程单元名称** | Curriculum and Instruction of Teaching English as a Foreign Language | |
| **本次授课目的与要求**  To differentiate the definition of curriculum and instruction  To arouse students’ interest in this theory-based course | | |
| **教学设计思路**  Lead-in & Course instruction  Lecture & Communicative Teaching | | |
| **本次教学重点与难点**  To arouse students’ interest in this theory-based course  To understand new terms and the relationship between them | | |
| **教学内容提要及时间分配** | | **教学方法与手段设计** |
| **1. Sharing the course outline (35 minutes)**  The teacher introduces this course to the students including teaching objectives, syllabus, assignments and evaluation methods.  **2. Lecture of Chapter 1 Period1 (20 minutes)**  1) To compare the new terminology such as “curriculum” ,syllabus, programme  2) To discuss nature, features and purpose of curriculum  3) To introduce the new terminology “instruction” and explain their different definitions  4) To compare explicit curriculum, implicit curriculum, and implicit curriculum.  **3. Pair work (20 minutes)**  1) How to balance curriculum and instruction in an English class in China? Explain your idea with specific details or examples.  **4. Topic study with a chant about number(10 minutes)**  **4. Summary (5 minutes)**  Help students grasp the main idea of this chapter.  Explain the requirements of assignment 1 to students. | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Preview next unit；Finish the design for the topic study. | | |
| **课后反思** | The importance of this course needs to be highlighted with more details. | |

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英语学科课程与教学论 课程教案

周次 2 第2次课 学时 2 教案撰写人 

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| **课程单元名称** | | Theoretical Basis of the English Curriculum | |
| **本次授课目的与要求**  To compare the relationship between English curriculum instruction and three academic fields.  To understand the historical development of curriculum and instruction theory and their research content | | | |
| **教学设计思路**  Lead-in & Chapter 1 instruction  Lecture & Communicative Teaching | | | |
| **本次教学重点与难点**  The focus of the English curriculum instruction  The research content of curriculum theory | | | |
| **教学内容提要及时间分配** | | | **教学方法与手段设计** |
| **1. The relationship between English curriculum instruction**  **(20 minutes)**  Etymology of curriculum and instruction  Instruction is included in curriculum  Instruction is separated from curriculum  Curriculum is included in instruction  **2. Understanding of the relationship (25 minutes)**  A static view toward curriculum and instruction  A dynamic view toward curriculum and instruction  Views of English curriculum and instruction in China  **3. Curriculum and instruction theory (25 minutes)**  Historical development of curriculum theory  Research content of curriculum theory  Combination of Curriculum and instruction  **4. Summary (10 minutes)**  Summarize the main idea of this chapter.  Q & A of assignment | | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Review and prepare for quiz 1;  Preview next unit；  Course-design | | | |
| **课后反思** |  | | |

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英语学科课程与教学论 课程教案

周次 3 第3次课 学时 2 教案撰写人 

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| **课程单元名称** | Theories of Teaching English as a Foreign Language | |
| **本次授课目的与要求:**  To know about the background, features, teaching procedures, merits and demerits of different English teaching theories;  To differentiate several theories | | |
| **教学设计思路:**  Lead-in & Chapter 2 instruction  Lecture & Communicative Teaching | | |
| **本次教学重点与难点**  To compare the advantages and disadvantages of the English teaching theories in teaching practice | | |
| **教学内容提要及时间分配** | | **教学方法与手段设计** |
| **1 .Grammar translation Method (20minutes)**  Background information of grammar translation method  Features of grammar translation method  Teaching procedures grammar translation method  Merits and demerits of grammar translation method  **2. Direct Method (20 minutes)**  Background information of direct method  Features of direct method  Teaching procedures of direct method  Merits and demerits of direct method  **3. Audio-lingual Method (20 minutes)**  **4. Communicative method/TBLT (20 minutes)**  **5. Compare the above theories**  **6. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment 1 | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| **课外复习、预习要求及作业布置**  Review and prepare for quiz 2;  Preview the next unit； | | |
| **课后反思** |  | |

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英语学科课程与教学论 课程教案

周次 4 第4次课 学时 2 教案撰写人 

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| 课程单元名称 | Theories of Teaching English as a Foreign Language | | |
| **本次授课目的与要求:**  To compare [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;), cognitive learning theory, constructive learning theory and social constructive learning theory  To reflect on the influences of the learning theories on the teaching practice | | | |
| **教学设计思路:**  Lead-in & Chapter 2 instruction  Lecture & Communicative Teaching | | | |
| **本次教学重点与难点**  To compare the advantages and disadvantages of the English learning theories in students’ learning practice | | | |
| **教学内容提要及时间分配** | | | **教学方法与手段设计** |
| **1 . [Behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;) (20minutes)**  Background information of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;)  Basic views of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;)  Influences of [behaviorist](javascript:;) [learning](javascript:;) [theory](javascript:;) in English teaching practice  **2. Cognitive learning theory (20 minutes)**  Background information of cognitive learning theory  Basic views of cognitive learning theory  Influences of cognitive learning theory  **3. Constructive learning theory (20 minutes)**  Background information of cognitive learning theory  Basic views of cognitive learning theory  influences of cognitive learning theory   1. **Social constructive leaning theory (20 minutes)** 2. **Comparison of these theories**   **6. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment | | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| 课外复习、预习要求及作业布置  Review and prepare for quiz 3;Preview for the next class；Learn a chant or song | | | |
| **课后反思** | |  | |

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英语学科课程与教学论 课程教案

周次 5 第次课 5 学时 2 教案撰写人 

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| 课程单元名称 | Theories of English Curriculum | |
| 本次授课目的与要求  To understand the history, nature, significance of English curriculum  To analyze the English curriculum standard | | |
| 教学设计思路  Lecture & Task-based Teaching | | |
| 本次教学重点与难点  Meaning of English curriculum contents  Definitions & characters of English curriculum structure | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| **1. The history, nature, significance of English curriculum (30 minutes)**  The development of English curriculum in China  The nature of English curriculum   * Instrumental nature * Humanist nature   The significance of English curriculum  **2. The Structure of English Curriculum Standard of Compulsory Education (50 minutes)**  principles of English curriculum standard  objective of English curriculum standard   * Language knowledge * Language skills * Cultural awareness * Emotional attitude * Learning strategies   Content of English curriculum standard  Implementation of English curriculum standard  Assessment of English curriculum standard  **3. Summary (10 minutes)**  Help students grasp the main idea of this chapter.  Q & A of assignment | | 1.Lecture;  2.Q &A;  3.Discussion;  4.Multi-media; |
| 课外复习、预习要求及作业布置  Review and prepare for quiz 4; Learn a chant or song | | |
| 课后反思 |  | |

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英语学科课程与教学论 课程教案

周次 6 第6次课 学时 2 教案撰写人 

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| 课程单元名称 | Theories of English Curriculum | |
| 本次授课目的与要求  To analyze the English Curriculum Standard of Compulsory Education;  To analyze a textbook of elementary school level, for example, Oxford English  To design a course outline for one semester in the elementary level | | |
| 教学设计思路  Students need to design a real English course outline for one semester’s teaching on the basis of the English Curriculum Standard of Compulsory Education and the textbook of Oxford English | | |
| 本次教学重点与难点  The curriculum objective, content, implementation and assessment needs to be highlighted, and each part needs to be aligned with each other. | | |
| 教学内容提要及时间分配 | | 教学方法与手段设计 |
| 1. **Analyze the textbook of Oxford English of elementary level (20 minutes)**   Structure of the textbook  How to achieve Learning objectives  How to implement learning activities  2. **Analyze the English Curriculum Standard of Compulsory Education (20 minutes)**  Locate the appropriate level of teaching objectives for a certain grade of students  Transfer the objectives of curriculum standards into learning standards for a certain grade of students  3. **Discuss how to design the course outline for one semester in the elementary school level (40 minutes)**  Background analysis  Objective  Content  Implementation  Assessment  Alignment of objective, content, implementation and assessment  **4. Summary(10 minutes)**  Q & A of assignment | | Presentation  Discussion  Instruction |
| 课外复习、预习要求及作业布置  Design a course outline；Learn a chant or song | | |
| 课后反思 |  | |