

上海建桥学院课程教学进度计划表

一、基本信息

课程代码	2020512	课程名称	英语教学法
课程学分	3	总学时	48
授课教师	谢徐萍	教师邮箱	18089@gench.edu.cn
上课班级	英语教育 B20-1/2/3	上课教室	一教 106, 一教 312
答疑时间	时间: 周二下午 7-8 节 地点: 外国语学院 208、班级微信群		
主要教材	《A Course in English Language Teaching 英语教学法教程》(第 2 版), 王蔷主编, 高等教育出版社, 2006		
参考资料	<p>【Breen,M. 1987. Learner contribution to task design. In Candlin, C. & D. Murphy (eds). <i>Language Learning Tasks</i>. (pp.23-46) London: Prentice Hall.】</p> <p>【Long, M. H. & Porter, P. A. 1985. Group work, interlanguage talk and second language acquisition. In <i>Working Papers</i> 4(1): 103-37. Department of English as a Second Language, University of Hawaii at Manoa.】</p> <p>【Ur, P. 1996. <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge: Cambridge University Press.】</p>		

二、课程教学进度



周次	教学内容	教学方式	作业
1	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?	Lecture, Discussion	1. topic; 2.preparation; 3.discussion; 4. practice
2	2 Communicative Principles and Task-based 2.1 Language use in real life vs. traditional pedagogy 2.2 What is communicative competence? 2.3 Implications for teaching and learning 2.4 Principles of Communicative Language Teaching (CLT)	Lecture, Discussion	1. topic; 2.preparation; 3.discussion; 4. practice

	<p>2.5 CLT and the teaching of language skills</p> <p>2.6 Main features of communicative activities</p> <p>2.7 Task-based language teaching in China</p> <p>2.8 PPP and Task-based Language Teaching</p> <p>2.9 How to design tasks?</p> <p>2.10 Appropriateness of CLT and TBLT in the Chinese context</p>		
3	<p>3 The National English Curriculum</p> <p>3.1 A brief of foreign language teaching in China</p> <p>3.2 Designing principles for the National English Curriculum</p> <p>3.3 Goals and objectives of English language teaching</p> <p>3.4 Design of the National English Curriculum</p> <p>3.5 Performance standards for different levels of competence</p> <p>3.6 Challenges facing English language teaching</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
4	<p>4 Lesson Planning</p> <p>4.1 Why is lesson planning important?</p> <p>4.2 Principles for good lesson planning</p> <p>4.3 Macro planning vs. micro planning</p> <p>4.4 Components of a lesson plan</p> <p>4.5 Sample lesson plans</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
5	<p>5 Classroom Management</p> <p>5.1 The role of the teacher</p> <p>5.2 Classroom instructions</p> <p>5.3 Student grouping</p> <p>5.4 Discipline in the language classroom</p> <p>5.5 Questioning in the classroom</p> <p>5.6 Dealing with errors</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
6	Educational trainee	Watching, Discussion	Paper writing in about 500 words
7	<p>6 Teaching Pronunciation</p> <p>7 Teaching Grammar</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
8	<p>8 Teaching Vocabulary</p> <p>9 Teaching Listening</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
9	<p>10 Teaching Speaking</p> <p>11 Teaching Reading</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p> <p>4. practice</p>
10	<p>12 Teaching Writing</p> <p>15 Assessment in Language Teaching</p>	Lecture, Discussion	<p>1. topic;</p> <p>2.preparation;</p> <p>3.discussion;</p>

			4. practice
11	PPT Presentation	Lecture, Discussion	1. topic; 2. preparation; 3. discussion; 4. practice
12	Collaborative teaching by business expert	Lecture, Discussion	1. topic; 2. preparation; 3. discussion; 4. practice
13	Training	Lecture, Discussion	1. topic; 2. preparation; 3. discussion; 4. practice
14	Training	Lecture, Discussion	1. topic; 2. preparation; 3. discussion; 4. practice
15	Revision	Contents about course book and analysis about practice	
16	Examination	Contents about course book	

三、评价方式以及在总评成绩中的比例

总评构成 (1+X)	评价方式	占比
1	期终开卷考	50%
X1	教学观摩总结+课堂表现	15%
X2	小组项目报告	15%
X3	模拟上课 PPT	20%

任课教师:  系主任审核:  日期: 2022.9