به نام ایزد دانا

(کاربرگ طرح درس) تاریخ به­روز رسانی:

دانشکده علوم انسانی نیمسال دوم سال تحصیلی-97-98

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| مقکارشناسی ارشد\*□ | | | تعداد واحد: نظری2 عملی... | | فارسی:تدریس عملی | | نام درس |
| پیش­نیازها و هم­نیازها: | | | | | لاتین: Practical Teaching/Practicum | |
| شماره تلفن اتاق: 0233153349 | | | | مدرس/مدرسین: هادی فرجامی | | | |
| منزلگاه اینترنتی: | | | | پست الکترونیکی: hfarjami@semnan.ac.ir | | | |
| برنامه تدریس در هفته و شماره کلاس: دانشكده علوم انساني-كلاس ۰۱۳—دوشنبه : 8-10 | | | | | | | |
| اهداف درس: آتمرین عملی آموزش مهارته و دانش زبان انگلیسی | | | | | | | |
| امکانات آموزشی مورد نیاز: لپ تاپ- پروژکتور- وایت بورد | | | | | | | |
| امتحان پایان­ترم | امتحان میان­ترم | ارزشیابی مستمر(کوئیز) | | فعالیت­های کلاسی و آموزشی | | نحوه ارزشیابی | |
| 40+10=50 | 0 | 20 | | 30 | | درصد نمره | |
| 1. ***Learning Teaching*** by Jim Scrivener published by Macmillan, 2011. This the Only book which will guide the course and the exam directly. The book is accompanied by a **DVD**, which is essential to the course.  **3. *How to Teach English*,** Jeremy Harmer (2007)—this is highly practical.  5. ***The TKT Course***, M. Spratt, A. Pulverness, and M. Williams (2003) | | | | | | منابع و مآخذ درس | |

**بودجه­بندی درس**

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| **توضیحات** | **مبحث** | **شماره هفته آموزشی** |
|  | **Week One: Starting –out (introduction)** | **1** |
|  | **classroom Activities** | **2** |
|  | **Classroom management** | **3** |
|  | **Planning lessons and courses** | **4** |
|  | **Teaching grammar** | **5** |
|  | **Teaching vocabulary and idioms** | **6** |
|  | **Teaching speaking** | **7** |
|  | **Teaching writing** | **8** |
|  | **Teaching listening** | **9** |
|  | **Teaching reading** | **10** |
|  | **Teaching pronunciation** | **11** |
|  | **Focusing on language** | **12** |
|  | **Teaching different classes** | **13** |
|  | **Using technology** | **14** |
|  | **Classic language teaching techniques** | **15** |
|  | General discussion | **16** |
|  | **Procedure:**  Each week session will be focused on one chapter from Scrivener’s (2011) book (for minor changes see below). All topics and tips in the chapter will be targeted but one or two more significant topic or skill will be singled out for in-depth consideration and practice.  One chapter will be assigned for each week. All students are supposed to study and reflect on the assigned chapter and the related DVD sections. One, and for some sessions two, students will be responsible to present the chapter. S/he or they will introduce the chapter but will give pre-selected parts special attention by demonstrating/simulating them in the class. The selection will be done with consultation with the teacher (Farjami). The success of the chapter presentation and simulation will determine a large portion of the trainee’s score.  As the approach to this practicum is reflective practice, it is important for the students to study the chapter before the class, think about it and be ready to share their ideas during the class.  Evaluation of each student largely depends on the amount of reflection and hard work they do regardless of their experience and, skill, or success in chapter presentation. So an in experienced but active and reflective teacher-student may get 19, while an experienced and skilful but indifferent and uncaring one gets 15. |  |