Syllabus (Summer, 2019)

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| **Meeting** | **Date** | **Discussion Focuses** |
| 1 | 7/03 | Syllabus  Chapter 1 Overview |
| 2 | 7/08 | Foundation  Chapter 2 CLT  Chapter 3 Principles  Chapter 4 Syllabus and curriculum design |
| 3 | 7/10 | Chapter 5 World Englishes  Listening  Chapter 6 SL listening comprehension  Chapter 7 Dimensions of academic listening |
| 4 | 7/15 | Speaking  Chapter 8 Second language speaking  Chapter 9 Fluency-oriented second language teaching  Chapter 10 Teaching pronunciation |
| 5 | 7/17 | Reading  Chapter 11 SL/FL Literacy and school-age learners  Chapter 12 Engaged readers  Chapter 13 Reading for academic purposes |
| 6 | 7/22 | Writing  Chapter 14 Tasks for mastering the mechanics of writing and going beyond  Chapter 15 Considerations for teaching SL writing  Chapter 16 Grammar in SL writing |
| 7 | 7/24 | Grammar and Vocabulary:  Chapter 17 Teaching grammar  Chapter 18 Spoken grammar  Chapter 19 Teaching and learning vocabulary for SL learners |
| 8 | 7/29  期中考周 | Assessing the language skills  Chapter 20 Large-scale second language assessment  Chapter 21 Assessment in SL classrooms |
| 9 | 7/31 | Unit III Skills for Teachers  Chapter 22 Tools and techniques for effective SL/FL teaching  Chapter 23 Lesson planning  Chapter 24 textbooks |
| 10 | 8/5 | Chapter 25 Culture and pragmatics  Chapter 26 Digital technology  Integrated Approaches  Chapter 27 Teaching language through discourse |
| 11 | 8/7 | Chapter 28 Content-based and immersion models of SL/FL teaching  Chapter 29 Task-based Teaching and Learning  Chapter 30 ESP |
| 12 | 8/12 | Chapter 31 Literature  Chapter 32 School-based bilingual education  Focusing on the learner  Chapter 33 Motivation |
| 13 | 8/14 | Chapter 34 Strategies and styles  Chapter 35 Young learners  Chapter 36 Adult learners |
| 14 | 8/19 | Chapter 37 Non-native English-speaking teachers  Chapter 38 Classroom research, action research  Chapter 39 Reflective teaching |
| 15 | 8/21 | Final project presentations and discussions |

The text

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). Teaching English as a second or foreign language (4th ed.). Australia: National Geographic Learning, Heinle Cengage Learning. (ISBN-10: 1111351694文鶴)

Assessment

I. Facilitating a discussion 20%

You will have the opportunity to lead one discussion. Give us an overview of the topic first based on selected chapters, and give us some interesting and engaging discussion questions.

II. Mid-term examination 30%

(to be announced)

III. Final project [a 20-minute ppt presentation] [individual] 50%

Select a topic and create a PPT report on two studies published after 2015 in SSCI journals.

Must include:

(1) The introduction: three moves +RQs

(2) Data collection

(3) Data analysis

(4) Results

(5) Discussions & Implications

(6) Suggestions

(7) Your thoughts (compare and contrast the two studies)