Syllabus (Summer, 2019)

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| **Meeting** | **Date** | **Discussion Focuses** |
| 1 | 7/03 | Syllabus Chapter 1 Overview |
| 2 | 7/08 | FoundationChapter 2 CLTChapter 3 Principles Chapter 4 Syllabus and curriculum design |
| 3 | 7/10 | Chapter 5 World EnglishesListening Chapter 6 SL listening comprehensionChapter 7 Dimensions of academic listening |
| 4 | 7/15 | SpeakingChapter 8 Second language speakingChapter 9 Fluency-oriented second language teaching Chapter 10 Teaching pronunciation |
| 5 | 7/17 | ReadingChapter 11 SL/FL Literacy and school-age learnersChapter 12 Engaged readers Chapter 13 Reading for academic purposes |
| 6 | 7/22 | WritingChapter 14 Tasks for mastering the mechanics of writing and going beyondChapter 15 Considerations for teaching SL writing Chapter 16 Grammar in SL writing |
| 7 | 7/24 | Grammar and Vocabulary:Chapter 17 Teaching grammarChapter 18 Spoken grammarChapter 19 Teaching and learning vocabulary for SL learners |
| 8 | 7/29期中考周 | Assessing the language skillsChapter 20 Large-scale second language assessmentChapter 21 Assessment in SL classrooms |
| 9 | 7/31 | Unit III Skills for TeachersChapter 22 Tools and techniques for effective SL/FL teachingChapter 23 Lesson planningChapter 24 textbooks |
| 10 | 8/5 | Chapter 25 Culture and pragmaticsChapter 26 Digital technologyIntegrated ApproachesChapter 27 Teaching language through discourse |
| 11 | 8/7 | Chapter 28 Content-based and immersion models of SL/FL teachingChapter 29 Task-based Teaching and LearningChapter 30 ESP |
| 12 | 8/12 | Chapter 31 LiteratureChapter 32 School-based bilingual educationFocusing on the learnerChapter 33 Motivation |
| 13 | 8/14 | Chapter 34 Strategies and stylesChapter 35 Young learnersChapter 36 Adult learners |
| 14 | 8/19 | Chapter 37 Non-native English-speaking teachersChapter 38 Classroom research, action researchChapter 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)