

國立政治大學課程教學大綱

Syllabus

課程資訊	
學年學期 Academic Year / Semester	107 學年度第 1 學期 Summer, 2018
開課單位 Course Department	英文系 ETMA, Department of English
課程名稱 Course Name	英語聽說教學 Developing Oral Proficiency in English: Teaching Listening and Speaking
授課教師 Instructor	許麗媛 (Leah Hsu) leehsu@nccu.edu.tw
職稱 Title	專任副教授 Associate Professor
學分數 No. of Credits	3.0
修別 Type of Credit	選修 Elective
上課時間 Session	一、三 M & W 13:30-16:40
上課地點 Location	研究 303(季陶 before 7/13)
課程簡介 Course Description	
<p>The main aim of this course is to link theoretical bases with practical techniques for the teaching of listening and speaking skills in the English classroom. The course focuses on key issues in the teaching of listening and speaking skills including such topics as listening and speaking processes, skills, strategies, text types, teaching approaches, course planning, and assessment.</p>	
課程目標與學習成效 Course Objectives & Learning Outcomes	
<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of key concepts relating to teaching foreign language listening and speaking skills 2. Reflect critically on current approaches to teaching foreign language listening and speaking skills, 3. Adapt existing listening and speaking teaching materials and assessment tools using the concepts, and analytical approaches to which they have been introduced, 4. And develop research questions about issues regarding teaching listening and speaking skills in the EFL context. 	
每週課程進度與作業要求 Course Schedule & Requirements	
<p>【請詳述：課程內容與指定閱讀 / 教學活動與課前、課後作業/學生學習投入時間</p>	

(含課堂教學時數)

I. General Requirement

1. To preview and review the assigned readings
2. To participate actively in class discussions
3. To do an oral presentation on the assign reading
4. To give a teaching demonstration
5. To take a final test

II. Course Schedule

週次	課程內容與指定閱讀	教學活動與課前、課後作業	學生學習投入時間 (含課堂教學時數)
1. 7/4	1. Course Intro 2. Ch.1: L2 Listening Processes (R&B)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Compiling the course reading materials 	6 h.s
2. 7/9	1. Ch.2: Listening Skills (R&B) 2. Ch.3: Listening Strategies (R&B)	<ul style="list-style-type: none"> ◆ In-class reading & discussion 	6 h.s
3. 7/11	OFF	OFF	OFF
4. 7/16	1. Ch.4 Listening Text Types (R&B) 2. Ch.7: Approaches to Teaching Listening (Rost)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 1: Ch.4 (R&B) 	
5. 7/18	1. Ch.8: Input (Rost) 2. Yeldham, M. (2015) Second language listening instruction: Comparing a strategies-based approach with an interactive, strategies/bottom-up skills approach. <i>TESOL Quarterly</i> , 50(2), 394-420.	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 2: Ch.8 (Rost) 	6 h.s
6. 7/23	1. Ch.6: The Pre-Listening Phase (R&B) 2. Ch.7: The While-Listening Phase (R&B) 3. Ch.8: The Post-Listening Phase (R&B)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 3: Ch.7 & 8 (R&B) 	6 h.s
7. 7/25	1. Ch.9: Designing Instruction (Rost) 2. Ch.10: Listening Assessment (Rost)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 4: Ch.10 (Rost) 	6 h.s
8. 7/30	1. Ch.1: Speaking and the Language Learner (G&B) 2. Ch. 2: Cognitive Processes in Speaking (G&B)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 5: Ch.1 (G&B) 	6 h.s
9. 8/1	1. Ch.3: Speaking Competence (G&B) 2. Ch.4: Speech: Features (G&B)	<ul style="list-style-type: none"> ◆ In-class reading & discussion ◆ Oral presentation 6: Ch.1 (G&B) 	6 h.s

10. 8/6	1. Ch.6: A Methodological Framework (G&B) 2. Ch.7: A model for Teaching Speaking (G&B)	♦ In-class reading & discussion ♦ Teaching Demo	6 h.s
11. 8/8	1. Ch.8: Planning a Speaking Course (G&B)	♦ In-class reading & discussion ♦ Teaching Demo	6 h.s
12. 8/13	1. Ch.9: Speaking Tasks (G&B)	♦ In-class reading & discussion ♦ Teaching Demo	6 h.s
13. 8/15	1. Ch. 11 Raising Metacognitive Awareness 2. Tan H. T., and Tan, S. C. (2010). A metacognitive approach to enhancing Chinese language speaking skills with audioblogs. <i>Australian Journal of Educational Technology</i> , 26(7), 1075-1089.	♦ In-class reading & discussion ♦ Teaching Demo	6 h.s
14. 8/17	1. Ch.12: Assessing Speaking (G&B) 2. Davison C., Leung, C., Hill, K. and Sabet, M. (2009), Dynamic speaking assessments. <i>TESOL Quarterly</i> , 43, 537-545.	♦ Make-up class (季陶) ♦ In-class reading & discussion	6 h.s
15. 8/20	1. Huang H. T., and Hung, S. T. (2017). EFL test-takers' feedback on integrated speaking assessment. <i>TESOL Quarterly</i> , 51, 166-179. 2. Wagner, E. (2013). An investigation of how the channel of input and access to test questions affect L2 listening test performance. <i>Language Assessment Quarterly</i> , 178-195.	♦ In-class reading & discussion	6 h.s
16. 8/22	Final Test	Final Test	6 h.s

評量工具與策略、評分標準 Evaluation Criteria 【明列評量項目與給分標準】

1. Attendance, participation, and assignments 25%
2. An oral presentation on the assigned reading 20%
3. A teaching demonstration 20%
4. Final exam (an open-book test) 35%

授課教師 Office Hours、地點 Office Location

Office: R416, Research Bld.

Office Hours: 10-12 Friday (*By Appointment*)

指定 / 參考書目 Textbook & References 【為維護智慧財產權，請務必使用正版書籍】

I. Main Textbooks:

1. Richards, J. C. & Burns, A. (2012). *Tips for teaching listening: A practical approach*. White

Plains: Pearson Education. **(R&B)**

2. Rost, M. (2016). *Teaching and researching listening*. New York: Routledge. **(Rost)**
3. Goh, C. C. M, & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press. **(G&B)**

II. Other reading materials (TBA)