

TESOL Method Course 英語教材教法 11110KENI320300 (2022 fall)

Instructor: Chin-Wen Chien 簡靜雯

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Time: Monday 15:20-18:20

Course location: 推廣大樓 9512

Office and Office hours: 推廣大樓 9605, Tuesday 10:00-12:00

Credits: 3

Course Description and objectives:

This course prepares you to teach English as a foreign language (EFL) and to meet the educational and linguistic needs of students at various levels of English language proficiency. Emphasis will be on second-language acquisition research, its educational implications, and instructional strategies that support English learners' development in listening, speaking, reading, and writing.

You will be able to:

1. Explain and critique methods and approaches of teaching EFL both past and present.
2. Plan and demonstrate an EFL lesson using appropriate techniques and methods.
3. Explore the sociocultural aspects of working with EFL learners within a variety of classroom settings.
4. Develop techniques for teaching the four language skills (listening, speaking, reading and writing) using a balanced literacy approach.
5. Apply knowledge of EFL methods by developing learning materials for current or future classroom use.

Course requirements:

The instructor expects all requirements to be fulfilled. No late assignments will be accepted for credit. This course is a three-credit hour course. The course will consist of the following: an interaction of lectures, hands-on activities, discussions, and presentations.

Attendance, Participation, and in-class tasks (65 points)

Your attendance, collaboration, and participation are expected at all times. Effective participation means being prepared for class, having completed readings, and engaging in class discussions/activities.

Quizzes (10 points)

Quizzes will be given in the first five minutes of each class. No made-up quizzes will be provided.

Final Exam (10 points)

The final exam will be given on Week 16 in class. No made-up final exam will be provided.

Final project

Choice 1: Multimodal presentation on Lesson Designs (15 points)

A 5-minute oral presentation with PPT slides on your overall lesson designs

Choice 2: Analysis of My Lesson Designs (15 points)

Use the theories to analyze your lesson designs.

Choice 3: On Your own (15 points)(Discuss with the instructor)

2021 Fall Course Schedule:

Week	Dates	Topics	in-class tasks
1	9/12	course introduction, ice breakers	<ul style="list-style-type: none"> . class introduction . self-introduction . gallery walk on ice breakers
2	9/19	classroom management and teacher talk	<ul style="list-style-type: none"> . analysis of your classroom management profile . a C-wheel song . designing effective classroom English and questioning strategies as class routine
3	9/26	curriculum guidelines and lesson plans	<ul style="list-style-type: none"> . a lesson plan . self-evaluation on the lesson plan . peer-review on the lesson plan . the revised lesson plan
4	10/3	contextualized language instruction	<ul style="list-style-type: none"> . an authentic context design as dialogue . self-evaluation on the authentic context design . peer-review on the authentic context design . the revised context
5	10/10	Double Tenth Day	x
6	10/17	listening instruction	<ul style="list-style-type: none"> . before, during, and post-listening activity designs based on the authentic context . self-evaluation on the listening activity designs . peer-review on the listening activity designs . the revised listening activity designs
7	10/22	speaking instruction	<ul style="list-style-type: none"> . comprehensible oral output designs . self-evaluation on the oral output designs . peer-review on the oral output designs . the revised oral output designs
8	10/31	content language integrated learning (CLIL)	<ul style="list-style-type: none"> . CLIL lesson designs . self-evaluation on the CLIL lesson designs . peer-review on the CLIL lesson designs . the revised CLIL lesson designs
9	11/7	CLIL vocabulary instruction	<ul style="list-style-type: none"> . CLIL vocabulary task designs . self-evaluation on the CLIL vocabulary task designs . peer-review on the CLIL vocabulary task designs . the revised CLIL vocabulary task designs
10	11/14	reading instruction	<ul style="list-style-type: none"> . a CLIL reading text . before, during, and post-reading activity designs based on the CLIL reading text

			<ul style="list-style-type: none"> . self-evaluation on the reading activity designs . peer-review on the reading activity designs . the revised reading activity designs
11	11/22	writing instruction	<ul style="list-style-type: none"> . comprehensible written output designs . self-evaluation on the written output designs . peer-review on the written output designs . the revised written output designs
12	11/28	differentiated instruction	<ul style="list-style-type: none"> . choice designs . self-evaluation on the choice designs . peer-review on the choice designs . the revised choice designs
13	12/5	tiered assignments	<ul style="list-style-type: none"> . tiered assignment designs . self-evaluation on the tiered assignments . peer-review on the tiered assignments . the revised tiered assignments
14	12/12	issue-based instruction	<ul style="list-style-type: none"> . an issue-based lesson plan . self-evaluation on the issue-based lesson . peer-review on the issued-based lesson plan . the revised issue-based lesson plan
15	12/19	final exam review	<ul style="list-style-type: none"> . reflective practice
16	12/26	multimodal presentation on lesson designs	<ul style="list-style-type: none"> . multimodal presentation on lesson designs . self-evaluation on the multimodal presentation . peer-review on the multimodal presentation . the revised the multimodal presentation