

# Theories of Teaching English as a Second/Foreign Language

## Fall 2022

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Classroom: 9212

Meeting Time: 13:20-16:20, Monday    Office Hour: 13:30-15:30, Tuesday

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Textbook: Celce-Murcia, M., Brinton, D., Snow, M., & Bohlke, D. (2014). *Teaching English as a Second or Foreign Language* (4th edition). Heinle ELT. ISBN-13: 978-1111351694

### Course description

This course is designed to introduce TESOL methodology, to discuss the current teaching trends, and for participants to gain knowledge from well-known scholars' and practitioners' perspectives on language teaching and learning in international contexts. Participants will get to know worldwide TESOL practices and apply the theories to review current TESOL practice.

Midterm: A written test based on the textbook and discussions

Final: Select one research paper (published in a journal, not proceedings) on the topic of teaching English in EFL elementary or high school classrooms. Do a review and critique (issues of TESOL theories, educational policies, research design, etc.).

### Assessment

Attendance: 10%, Class participation and discussion: 30%, Midterm: 30%, Final: 30%

### Schedule

Week	Topics
1 0912	Introduction Chapter 1: An Overview of Language Teaching Methods and Approaches Print and read Chapter 1 (the first week discussion topic): <a href="http://ngl.cengage.com/assets/downloads/tesfl_9781111351694/chapter_1_9781111351694_p03_lores.pdf">http://ngl.cengage.com/assets/downloads/tesfl_9781111351694/chapter_1_9781111351694_p03_lores.pdf</a>
2 0919	Chapter 2: Communicative Language Teaching
3 0926	Chapter 3: Principles of Instructed Second Language Learning
4 1003	Chapter 4: Syllabus and Curriculum Design for Second Language Teaching Chapter 5: Teaching English in the Context of World Englishes
5	No class: National Holiday

1010	(Self-study units: Chapter 6: Second Language Listening Comprehension: Process and Pedagogy, Chapter 8: Second Language Speaking)
6 1017	Chapter 9: Fluency-Oriented Second Language Teaching Chapter 10: Teaching Pronunciation
7 1024	Chapter 17: Teaching Grammar Chapter 19: Teaching and Learning Vocabulary for Second Language Learners
8 1031	Chapter 20: Large-Scale Second Language Assessment Chapter 21: Assessment in Second Language Classrooms
9 1107	<b>Mid test: A written test</b>
10 1114	Chapter 22: Tools and Techniques of Effective Second/Foreign Language Teaching Chapter 23: Lesson Planning in Second/Foreign Language Teaching
11 1121	Chapter 28: Content-Based and Immersion Models of Second/Foreign Language Teaching
12 1128	Chapter 29: Task-Based Teaching and Learning Chapter 31: Literature as Content for Language Teaching
13 1205	Chapter 33: Motivation in Second Language Learning Chapter 34: Language Learning Strategies and Styles
14 1212	Chapter 35: Teaching Young Learners in English as a Second/Foreign Language Settings Chapter 37: Non-Native English-Speaking Teachers in the Profession
15 1219	Chapter 38: Classroom Research, Teacher Research, and Action Research in Language Teaching Chapter 39: Reflective Teaching: Principles and Practices
16 1226	Final presentation and paper due

### Key words

TESOL, TESOL Methodology, TESOL research, teacher development, professional development, 英語教學概論, 外語教學, 英語教學研究, 教師成長, 教師專業成長