## Theories of Teaching English as a Second/Foreign Language Fall 2023

Instructor: Chiou-hui Joyce Chou (周秋惠)

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Classroom: 9212

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

Office: 9606

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%

### **Notes**

This course does not involve AI. (■本課程無涉及 AI 使用)

#### Schedule

Week	Topics
1	Introduction
0911	Chapter 1: An Overview of Language Teaching Methods and Approaches
	Print and read Chapter 1 (the first week discussion topic):
	http://ngl.cengage.com/assets/downloads/tesfl_9781111351694/chapter_1_97
	81111351694 p03 lores.pdf
2	Chapter 2: Communicative Language Teaching
0918	
3	Chapter 3: Principles of Instructed Second Language Learning
0925	
4	Chapter 4: Syllabus and Curriculum Design for Second Language Teaching

1002   Chapter 5: Teaching English in the Context of World Englishes		
1009   (Self-study units: Chapter 6: Second Language Listening Comprehension: Process and Pedagogy, Chapter 8: Second Language Speaking)	1002	Chapter 5: Teaching English in the Context of World Englishes
Process and Pedagogy, Chapter 8: Second Language Speaking)  Chapter 9: Fluency-Oriented Second Language Teaching  Chapter 10: Teaching Pronunciation  Chapter 17: Teaching Grammar  Chapter 19: Teaching and Learning Vocabulary for Second Language Learners  Chapter 20: Large-Scale Second Language Assessment  Chapter 21: Assessment in Second Language Classrooms  Mid test: A written test  Chapter 22: Tools and Techniques of Effective Second/Foreign Language  Teaching Chapter 23: Lesson Planning in Second/Foreign Language Teaching  Chapter 28: Content-Based and Immersion Models of Second/Foreign  Language Teaching  Chapter 29: Task-Based Teaching and Learning  Chapter 31: Literature as Content for Language Teaching  Chapter 33: Motivation in Second Language Learning  Chapter 34: Language Learning Strategies and Styles  Chapter 35: Teaching Young Learners in English as a Second/Foreign  Language Settings Chapter 37: Non-Native English-Speaking Teachers in the Profession  Chapter 39: Reflective Teaching: Principles and Practices  Final presentation and paper due	5	No class: National Holiday
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1016 Chapter 10: Teaching Pronunciation 7 Chapter 17: Teaching Grammar 1023 Chapter 19: Teaching and Learning Vocabulary for Second Language Learners 8 Chapter 20: Large-Scale Second Language Assessment 1030 Chapter 21: Assessment in Second Language Classrooms 9 Mid test: A written test 1106 10 Chapter 22: Tools and Techniques of Effective Second/Foreign Language 1113 Teaching Chapter 23: Lesson Planning in Second/Foreign Language Teaching 11 Chapter 28: Content-Based and Immersion Models of Second/Foreign 1120 Language Teaching 12 Chapter 29: Task-Based Teaching and Learning 1127 Chapter 31: Literature as Content for Language Teaching 13 Chapter 33: Motivation in Second Language Learning 1404 Chapter 34: Language Learning Strategies and Styles 14 Chapter 35: Teaching Young Learners in English as a Second/Foreign 15 Chapter 37: Non-Native English-Speaking Teachers in the Profession 15 Chapter 38: Classroom Research, Teacher Research, and Action Research in 1218 Language Teaching Chapter 39: Reflective Teaching: Principles and Practices 16 Final presentation and paper due		Process and Pedagogy, Chapter 8: Second Language Speaking)
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		Chapter 39: Reflective Teaching: Principles and Practices
1225	16	Final presentation and paper due
	1225	

# 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