

國立清華大學師資培育中心課程大綱

科目中文名稱	英語文/語文領域教材教法 TE 252700	學分	2
科目英文名稱	Teaching Materials and Methods in English		
任課教師	徐憶萍 Angela Yi-ping Hsu angela@mx.nthu.edu.tw (03) 574-2452 教育館 209A	上課 時間	Classroom: 312 Edu. Bldg. Class time: W15:30 – 17:20 Office hours: W 13:00 – 15:00
先修(擋修)科目	教學原理-成績需 C-以上 課程發展與設計-成績需 C-以上 上述條件任選一科且成績符合要求，則不擋修。		
是否全英語授課/英語授課比例	<input checked="" type="checkbox"/> 是，英語授課比例:80% <input type="checkbox"/> 否		
融入議題 *者為法定議題	<input type="checkbox"/> *性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> *環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input checked="" type="checkbox"/> 資訊教育(含數位教習) <input type="checkbox"/> 能源教育 <input type="checkbox"/> *安全教育 <input type="checkbox"/> *防災教育 <input type="checkbox"/> *家庭教育 <input type="checkbox"/> *生涯規劃教育 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 原住民族教育 <input type="checkbox"/> 藝術與美感教育 <input type="checkbox"/> 勞動教育 <input type="checkbox"/> *家政教育 <input type="checkbox"/> 新移民教育 <input type="checkbox"/> 本土教育 <input type="checkbox"/> 媒體素養教育 <input type="checkbox"/> 藥物教育 <input type="checkbox"/> 性教育 <input type="checkbox"/> 理財教育 <input type="checkbox"/> 消費者保護教育 <input type="checkbox"/> 觀光休閒教育 <input type="checkbox"/> 另類教育 <input type="checkbox"/> 生活教育 <input type="checkbox"/> 融合教育 <input type="checkbox"/> 特殊教育 <input type="checkbox"/> 媒體識讀 <input type="checkbox"/> 通用設計 <input type="checkbox"/> 修復式正義 <input type="checkbox"/> 其他新興議題_____		
一．素養指標			
	專業素養	專業素養指標	
	<input type="checkbox"/> 1. 了解教育發展的理念與實務	<input checked="" type="checkbox"/> 1-1 了解有關教育目的和價值的主要理論或思想，以建構自身的教育理念與信念。 <input type="checkbox"/> 1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。 <input type="checkbox"/> 1-3 了解我國教育政策和法規與學校實務，以作為教育實踐基礎。	
	<input type="checkbox"/> 2. 了解並尊重學習者的發展與學習需求	<input type="checkbox"/> 2-1 了解並尊重學生身心發展、社經及文化背景的差異，以作為教學與輔導的依據。 <input checked="" type="checkbox"/> 2-2 了解並運用學習原理，以符合學生個別學習需求與發展。 <input type="checkbox"/> 2-3 了解特殊需求學生的特質與鑑定歷程，以提供適切的教育與支持。	
	<input type="checkbox"/> 3 規劃適切的課程、教學及多元評量	<input checked="" type="checkbox"/> 3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學與評量。	

		<p>■3-2 依據課程綱要/大綱、課程理論及教學原理，以協同發展跨領域/群科/科目課程、教學與評量。</p> <p>■3-3 具備任教領域/群科/科目所需的專門知識與學科教學知能，以進行教學。</p> <p>■3-4 掌握社會變遷趨勢與議題，以融入課程與教學。</p> <p>■3-5 應用多元教學策略、教學媒材與學習科技，以促進學生有效學習。</p> <p>■3-6 根據多元評量結果調整課程與教學，以提升學生學習成效。</p>
	<input type="checkbox"/> 4 建立正向學習環境並適性輔導	<p>■4-1 應用正向支持原理，共創安全、友善及對話的班級與學習環境，以養成學生良好品格及有效學習。</p> <p><input type="checkbox"/>4-2 應用輔導原理與技巧進行學生輔導，以促進適性發展。</p>
	<input type="checkbox"/> 5 認同並實踐教師專業倫理	<p>■5-1 思辨與認同教師專業倫理，以維護學生福祉。</p> <p><input type="checkbox"/>5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。</p> <p>■5-3 透過教育實踐與省思，以發展溝通、團隊合作、問題解決及持續專業成長的意願與能力。</p>
二、專業素養 核心內容	<p>專業素養核心內容</p> <p>1. 了解教育發展的理念與實務</p> <p>■(1)教育本質、教育目的與內容</p> <p><input type="checkbox"/> (2)主要教育理論與思想</p> <p><input type="checkbox"/> (3)教育與社會變遷及進步</p> <p><input type="checkbox"/> (4)教育與社會流動及公平</p> <p><input type="checkbox"/> (5)學校與教育行政制度的理念、實務與改革</p> <p><input type="checkbox"/> (6)我國主要教育政策、法規及實務</p> <p>2. 了解並尊重學習者的發展與學習需求</p> <p><input type="checkbox"/> (1)主要身心發展理論及其教育應用</p> <p><input type="checkbox"/> (2)主要學習理論及其教育應用</p> <p>■(3)主要學習動機論及其教育應用</p> <p>■(4)學習策略</p> <p><input type="checkbox"/> (5)身心、社經與文化等背景差異及其與學習、發展的關係</p> <p><input type="checkbox"/> (6)學生特質與需求的辨識</p> <p><input type="checkbox"/> (7)特殊教育學生的特質與鑑定歷程</p> <p><input type="checkbox"/> (8)特殊教育學生個別化教育計畫/個別輔導計畫</p> <p>3 規劃適切的課程、教學及多元評量</p> <p><input type="checkbox"/> (1)主要課程、教學與評量的理論</p> <p><input type="checkbox"/> (2)重要議題融入課程、教學與評量</p> <p>■ (3)我國課程、教學與評量的重要政策</p> <p>■(4)12年國民基本教育素養導向(單科/跨領域統整/跨科統整)課程、教學及評量的發展及實踐</p> <p>■(5) 課程、教學與評量的創新及學習科技的應用</p> <p>■(6)學生特質與需求的辨識</p> <p>■(7)領域/學科(或科目)/群科專門知識與學科教學知能</p> <p>■(8)分科/分領域(群科)教材教法 (8)探究與實作設計與實施</p>	

	<p>4 建立正向學習環境並適性輔導</p> <p><input type="checkbox"/> (1) 主要輔導理論</p> <p><input type="checkbox"/> (2) 輔導技巧與正向管教</p> <p><input type="checkbox"/> (3) 三級輔導與資源整合</p> <p><input type="checkbox"/> (4) 學生輔導倫理與主要法規</p> <p><input checked="" type="checkbox"/> (5) 班級經營的意義、目的、內容與方法</p> <p><input type="checkbox"/> (6) 學生自律與自治</p> <p><input checked="" type="checkbox"/> (7) 親師生關係</p> <p>5 認同並實踐教師專業倫理</p> <p><input checked="" type="checkbox"/> (1) 教師專業、倫理及其承諾</p> <p><input type="checkbox"/> (2) 教師專業角色及其權利與義務</p> <p><input type="checkbox"/> (3) 教師角色與社區關係</p> <p><input type="checkbox"/> (4) 服務學習與實務體驗</p> <p><input checked="" type="checkbox"/> (5) 教師自我反思、溝通互動與解決問題</p> <p><input type="checkbox"/> (6) 教師專業社群與終身學</p>
三、課程概述	<p>This course provides an overview of theoretical and practical issues related to language teaching, with special focuses on teaching materials and lesson planning. Participation in the class should also enhance students' English skills through practical application of those skills in a language-teaching context. Class activities include lectures, micro-teaching, small-group and whole-class discussions, as well as class observations.</p>
四、授課重點	<p>1. To familiarize students with theories and practices in EFL teaching and learning;</p> <p>2. To foster students' awareness of current issues in education and of the recently revised curriculum guidelines issued by MOE;</p> <p>3. To guide students in compiling and analyzing teaching materials;</p> <p>4. To help students construct/design and implement lesson plans;</p> <p>5. To help students learn to prepare effective exams for their classes;</p> <p>6. To help students develop their own teaching philosophy and build up their teaching portfolio;</p> <p>7. To help students become more confident about their teaching and more comfortable in their role as teachers;</p> <p>8. To further strengthen students' English skills.</p>
五、教學進度	<p>TENTATIVE DAILY SCHEDULE (subject to change)</p> <p>Week 1</p> <p>09/13 – Course introduction Learning Pack discussion World Café - Get you involved!</p> <p>Week 2</p> <p>09/20 – Teaching demo A+: Candy, Josephine; Pretty tall: Lauren, Emily Teng, Viola Geisha: Peichi, Emily Chen; Teachers four Japan: Samuel, Alice, Tiffany</p>

Week 3

- 09/27 – Chapter 2: The Grammar-Translation Method _____
Chapter 3: The Direct Method _____
Demo _____
Quiz

Week 4

- 10/04 – Chapter 4: The Audio-Lingual Method _____
Chapter 7: Community Language Learning _____
Demo _____
Quiz

Week 5

- 10/11 – **Class observation (move to 11/15)**

Week 6

- 10/18 – Chapter 5: The Silent Way _____
Chapter 6: Desuggestopedia _____
Demo _____
Quiz

Week 7

- 10/25 – *Student-teacher conference I*

Week 8

- 11/01 – Chapter 8: Total Physical Response _____
Chapter 9: Communicative Language Teaching _____
Demo _____
Quiz

Week 9

- 11/08 – Chapter 10: Content-based Language _____
Chapter 11: Task-based Language _____
Demo _____
Quiz

Week 10

- 11/15 – *Sports Day (Class observation - alternative)*

Week 11

- 11/22 – Observation discussion
Teaching philosophy

Week 12

- 11/29 – Discussion

Week 13

- 12/06 – *Invited speaker*

Week 14

- 12/13 – *Student-teacher conference II*

	<p>Week 15 12/20 – Final teaching demo I + lesson plan</p> <p>_____</p> <p>Week 16 12/27 – Final teaching demo II + lesson plan</p> <p>_____</p> <p>Week 17 01/03 – Final teaching demo III + lesson plan Course wrap-up</p> <p>_____</p> <p>Week 18 01/10 – Final exam week</p>										
六、指定用書 (教科書)	Larsen-Freeman, D. & Anderson, M. (2011). <i>Techniques & Principles in Language Teaching (3rd edition)</i> . Oxford, UK: Oxford University Press.										
七、參考書籍 (參考書目)	Brown, D. (2014). <i>Principles of language learning and teaching (6th edition)</i> . White Plains, NY: Addison Wesley Longman.										
八、教學方式 (教學型式)	Class activities include lectures, micro-teaching, small-group and whole-class discussions, as well as class observations.										
九、成績考核 (評量方式)	<p>Percentages for the final grade are assigned in the following manner:</p> <table> <tr> <td>Attendance</td> <td>15%</td> </tr> <tr> <td>Participation</td> <td>30%</td> </tr> <tr> <td>Teaching philosophy</td> <td>10%</td> </tr> <tr> <td>Presentations, teaching demos & lesson plans</td> <td>30%</td> </tr> <tr> <td>Homework (including reflection reports and various postings on the discussion board)</td> <td>15%</td> </tr> </table> <p>Homework may be given daily. You are expected to come to class prepared to discuss assignments. Participation in class discussions and activities is expected and will contribute to the final grade. Some homework assignments will be handed in to be graded- with or without prior notice. A grade of zero will be given to all work missed due to an unexcused absence. Late homework will not be accepted.</p> <p>COURSE POLICIES</p> <p>• Attendance</p> <p>Attendance and participation are vital to your success in this class. Therefore, you are required to attend all classes. If, for some reason, you must be absent, please contact me before class. In any case, if absent, you are responsible for all notes and assignments.</p>	Attendance	15%	Participation	30%	Teaching philosophy	10%	Presentations, teaching demos & lesson plans	30%	Homework (including reflection reports and various postings on the discussion board)	15%
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	<p>• Lateness for class</p> <p>Class will begin promptly on the hour. If you are more than 10 minutes late for class, you will lose attendance and participation points for that day. Please be on time for class. Lateness will directly affect your grade in this class.</p> <p>• Cell phone</p> <p>Cell phone has to be turned off during the class. If it rings twice and above, points will be taken off from your final grade.</p> <p>• Plagiarism</p> <p>The work that you turn in for this class must be your own. Plagiarism is one type of academic dishonesty, which may result in a student's suspension or dismissal from the University. Therefore, always cite the sources you use for information in all assignments.</p> <p>Ethics Statement on Generative Artificial Intelligence https://curricul.site.nthu.edu.tw/p/404-1208-248378.php?Lang=zh-tw#example</p> <p>In accordance with the published Guidelines for Collaboration, Co-learning, and Cultivation of Artificial Intelligence Competencies in University Education, <u>this course adopts the following policy: Conditionally open</u>. Students must briefly explain how generative AI was used for topic ideation, sentence refinement, or structural reference in the footnotes of the title page or after the reference in their assignments or reports. If usage is discovered without proper disclosure, instructors, the institution, or relevant units have the right to reevaluate the assignment or report or withhold scores. If the course materials or learning resources have been derived from generative AI, the instructor will also indicate this in the slides or orally. Students enrolled in this course agree to the above ethics statement if registering for the class.</p> <p>生成式人工智慧倫理聲明 https://curricul.site.nthu.edu.tw/p/404-1208-248357.php?Lang=zh-tw#example</p> <p>根據本校公布之「大學教育場域 AI 協作、共學與素養培養指引」，<u>本門課程採取有條件開放</u>，以下說明如何使用生成式 AI 於課程產出學生須於課堂作業或報告中的「標題頁註腳」或「引用文獻後」簡要說明如何使用生成式 AI 進行議題發想、文句潤飾或結構參考等使用方式。若經查核使用卻無在作業或報告中標明，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。本門課授課教材或學習資料若有引用自生成式 AI，教師也將在投影片或口頭標注。修讀本課程之學生於選課時視為同意以上倫理聲明。</p>
十、教材資源	