Course Title	Language Learning Strategies: From Theory to Applications		Instructor	Carrie Chang
Department/Year/Class		Course Details		
English Department, 3rd year	☐ Required X Elective	**X0（One Semester）** ☐**1（1st Semester）** ☐**2（2nd Semester）** ☐**3（3rd Semester）**	Credits	2
Aim of Education		Core Competences		

Aim of Education	Core Competences
1. Mission: Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching. 2. Vision: Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching. 3. Value: Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice. 4. Strategies ■ Train students' abilities in five skills: English listening, speaking, reading, writing and translation. ■ Promote technologicalization and internationalization. ■ Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program. ■ Launch a common English Proficiency Test and enhance students' competiveness in the job market. ■ Enrich international video conferencing. ■ Promulgate such areas of research as English and American literature, cultural studies, eco-criticism, and English Teaching.	1. Strengthen students' abilities in English listening, speaking, reading, writing and translation. 2. Develop students' critical thinking skills in an English language learning context. 3. Enable students to comprehend and appreciate English language media. 4. Strengthen students' workplace English ability. 5. Develop students' professional abilities in linguistics and English teaching 6. Develop students' ability to appreciate Anglophone literature in social, cultural and historical contexts.

Course Introduction (50 to 100 words)	Students will be introduced to the taxonomy of Oxford's language learning strategies, and better understand their own strategy repertoire. Students will also learn how to conduct strategy training and use strategy assessment tools.

The Relevance among Teaching Objectives, Objective Levels and Core Competences

I.Objective Levels (select applicable ones)：

(I) Cognitive Domain：C1 Remembering、C2 Understanding、C3 Applying、C4 Analyzing、C5 Evaluating、C6 Creating

(II) Psychomotor Domain：P1 Imitation、P2 Mechanism、P3 Independent Operation、P4 Linked Operation、P5 Automation、P6 Origination

(III) Affective Domain：A1 Receiving、A2 Responding、A3 Valuing、A4 Organizing、A5 Charaterizing、A6 Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Core Competences：

(I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.

(II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)

(III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
1. Students will be introduced to Oxford's taxonomy of language learning strategies, and understand/analyze the strategies they have been using.	C4	1,2,4
2. Students will be able to probe into strategies they do not use frequently, and try to apply them in their current language learning via in-class exercises. This will in turn help students apply wider ranges of LLS in higher frequency, and therefore, improve their general English abilities or test-taking skills.	C5	1,2
3. To apply theories into practice, students as teachers-to-be will learn to use techniques/tools (e.g. observation, surveys, interviews) to assess their potential students' learning strategies, and then design strategy-based instruction accordingly.	C6	1,2,5

Teaching Objectives, Teaching Methods and Assessment		
Teaching Objectives	Teaching Methods	Assessment
1. Students will be introduced to Oxford's taxonomy of language learning strategies, and understand/analyze the strategies they have been using.	Assigned readings, instructor demonstrations/hands-on simulations, and in-class discussions	Group demo, class discussion, and mid-term exam

2. Students will be able to probe into strategies they do not use frequently, and try to apply them in their current language learning via in-class exercises. This will in turn help students apply wider ranges of LLS in higher frequency, and therefore, improve their general English abilities or test-taking skills.	Class exercises and discussion	Class exercises and discussion
3. To apply theories into practice, students as teachers-to-be will learn to use techniques/tools (e.g. observation, surveys, interviews) to assess their potential students' learning strategies, and then design strategy-based instruction accordingly.	Class exercises and discussion	Final paper

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
X global perspectives	
□a vision for the future	
□information literacy	
□ethical and moral principles	翻譯建構中
X independent thinking	
□an awareness of healthy living	
X effective teamwork	
□an appreciation of the arts	

Course Schedule			
Week	Date	Subject/Topics	Note
1	02/22	Class orientation	
2	03/01	Memory Strategies	
3	03/08	Memory Strategies & Cognitive Strategies	
4	03/15	Cognitive Strategies	
5	03/22	Compensation Strategies	
6	03/29	Compensation Strategies & Metacognitive Strategies	
7	04/05	Spring Break	No class
8	04/12	Affective Strategies	
9	04/19	Social Strategies	
10	04/26	Mid-term Exam (place TBA)	
11	05/03	Interpretation of SILL	
12	05/10	Ch. 6: LLS assessment and training	
13	05/17	Ch. 6 (continued)	
14	05/24	Strategy-based instruction (supplementary reading)	
15	05/31	Critiques of LLS (supplementary reading)	
16	06/07	Critiques of LLS (supplementary reading)	
17	06/14	Lesson Planning & Paper findings sharing	Final paper due
18	06/21	Final Exam Week	

Requirement	N/A
Teaching Facility	**X** Computer **X** LCD Projector □Other（＿＿＿＿＿＿）
Textbook(s)	Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.* Boston: Heinle & Heinle.

Suggested Readings	N/A
Number of Assignment(s)	(Filled in only for those courses that apply)
Grading Policy	Attendance/Participation: 35% Group Demo: 20% Mid-term Exam: 20% Final paper: 25%
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at **http://info.ais.tku.edu.tw/csp** or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp. ※**Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**