

## Tamkang University Academic Year 102, 1st Semester Course Syllabus

Course Title	PRINCIPLES AND METHODOLOGY OF TESOL	Instructor	HUANG YUEH-KUEY
Course Class	TFLXM1A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 3 Credits</li> </ul>

### D e p a r t m e n t a l   t e a c h i n g   o b j e c t i v e s

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. 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.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
  1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
  2. Promote technologicalization and internationalization.
  3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
  4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
  5. Enrich international video conferencing.
  6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

### D e p a r t m e n t a l   c o r e   c o m p e t e n c e s

- A. Establish a foundation for academic specialization.
- B. Foster the ability to discover, analyze and solve problems.
- C. Promote professional ethics.
- D. Foster English teaching theory and practice along with major professional competencies.
- E. Strengthen the language teaching foundation of linguistics (including applied linguistics).
- F. In accord with the teaching trend, train teaching competency that combines computer technology and internet resources.

Course Introduction	<p>The course provides an overview of principles of L2 learning with a focus on approaches designed to develop communicative competence. It is intended to help prospective teachers create a rationale for their teaching by exposing them to a range of theory and research in applied linguistics, learning theory, psycho-sociolinguistics and the various teaching methodologies rooted in these fields. The aim is to cultivate insights into issues and practices of ELT to enable participants to make informed choices in different language teaching situations.</p>
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**The Relevance among Teaching Objectives, Objective Levels and Departmental 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 Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. 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 Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	--to provide students with knowledge in the key concepts of L2 theory and its application --to enable students to apply knowledge of pedagogical approaches to teaching EFL --to enable participants to make informed decisions about ELT methods, syllabuses and materials --to enable students to evaluate and reflect classroom practice	A6	ABCDEF

**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment

1	--to provide students with knowledge in the key concepts of L2 theory and its application --to enable students to apply knowledge of pedagogical approaches to teaching EFL --to enable participants to make informed decisions about ELT methods, syllabuses and materials --to enable students to evaluate and reflect classroom practice	Lecture, Discussion, Appreciation, Simulation, Problem solving	Written test, Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	102/09/16 ~ 102/09/22	Introduction and overview	
2	102/09/23 ~ 102/09/29	Starting out: What is a good teacher TBP 1,2,3 and pp. 489-498; LT 1,2	Teaching by Principle=TBP
3	102/09/30 ~ 102/10/06	Language teaching methods and post-methods TBP 2,3	Learning Teaching=LT
4	102/10/07 ~ 102/10/13	Teaching by Principles; motivation TBP 4,5	Reading response #1
5	102/10/14 ~ 102/10/20	Teaching across age, proficiency level; classroom activities and learners; TBP 6,7; LL 3,4	Reading response #2

6	102/10/21 ~ 102/10/27	Curriculum design; Lesson planning; techniques and materials TBP 9, 10, 11; LL 6	Reading response #3
7	102/10/28 ~ 102/11/03	Technology in the classroom; Initiating and sustaining interaction; TBP 12, 13, 14; LL 16	
8	102/11/04 ~ 102/11/10	Classroom management, Strategies-based instruction TBP 15, 16; LL 5	
9	102/11/11 ~ 102/11/17	Skill integration; Teaching listening and speaking; TBP 17, 18, 19; LL 15	Reading response #4
10	102/11/18 ~ 102/11/24	Teaching speaking TBP 19; LL 7, 13	Reading response #5
11	102/11/25 ~ 102/12/01	Teaching reading TBP 20; LL 8	Reading response #6
12	102/12/02 ~ 102/12/08	Teaching writing TBP 21; LL 9	Reading response #7
13	102/12/09 ~ 102/12/15	Form-focused instruction; lexis and grammar TBP 22; LL 11, 12	Reading response #8
14	102/12/16 ~ 102/12/22	Language assessment; TBP 23	
15	102/12/23 ~ 102/12/29	Classroom-based assessment TBP 24	Observation report due
16	102/12/30 ~ 103/01/05	Teacher development; learning teaching TBP 25; LL 17	Teaching/tutorial report due
17	103/01/06 ~ 103/01/12	Wrap up; project presentation	
18	103/01/13 ~ 103/01/19	Final exam	
Requirement	attendance & participation; assigned reading and discussion; writing response to reading and video; pair-teaching; observation and teaching/tutorial reports		
Teaching Facility	Computer		
Textbook(s)	Teaching by Principles: An Interactive Approach to Language Pedagogy (2007) by D. Brown, Pearson Education, Inc. Learning Teaching (2011) by J. Scrivener, Macmillan.		
Reference(s)	Second Language Learning Theories, 3rd ed. (2013) by R. Mitchell, F. Myles & E. Marsden. Principles of Language Learning and Teaching (2007) by D. Brown, Pearson Education, Inc.		
Number of Assignment(s)	5 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 10.0 %   ◆ Mark of Usual : 20.0 %   ◆ Midterm Exam :   % ◆ Final Exam : 30.0 % ◆ Other < journal & report > : 40.0 %		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> .</p> <p>※ <b>Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>
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