

## Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	TESOL PRACTICUM	Instructor	HUANG YUEH-KUEY
Course Class	TFLXM2A MASTER'S PROGRAM, DEPARTMENT OF ENGLISH, 2A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>

### D e p a r t m e n t a l   A i m   o f   E d u c a t i o n

- 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 opportunity for participants to teach, observe and reflect on their practice as a prospective ELT practitioner volunteering service to a community of learners. There are two components to the course: 1) Field component: Participants are required to spend a minimum number of hours working with English learners and observing teachers in classroom settings; 2) In-class component: Weekly meetings will involve participants in topic-focused discussions, workshops, student presentations, videos and seminar-style discussions.</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	Upon completion, participants will 1. demonstrate a competence in integrating ELT into classroom curriculum; 2. develop the ability to apply the theories and methodologies learned; 3. gain practical experience in developing lesson and unit alternatives/supplements to involve students in learning; 4. integrate different technologies and materials into a useful sequence of instruction	A6	BDEF

2	<p>1. demonstrate a competence in integrating the TESL into the classroom curriculum</p> <p>2. develop the ability to apply the theories and methodologies learned</p> <p>3. gain practical experience in developing lesson and unit alternatives/supplements to involve students in classroom learning</p> <p>4. integrate different technologies and materials into a useful combination of programs for classroom use</p>	C6	BDEF
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**Teaching Objectives, Teaching Methods and Assessment**

No.	Teaching Objectives	Teaching Methods	Assessment
1	<p>Upon completion, participants will 1. demonstrate a competence in integrating ELT into classroom curriculum; 2. develop the ability to apply the theories and methodologies learned; 3. gain practical experience in developing lesson and unit alternatives/supplements to involve students in learning; 4. integrate different technologies and materials into a useful sequence of instruction</p>	<p>Discussion, Simulation, Practicum, Visit, Problem solving</p>	<p>Practicum, Report, Participation</p>
2	<p>1. demonstrate a competence in integrating the TESL into the classroom curriculum</p> <p>2. develop the ability to apply the theories and methodologies learned</p> <p>3. gain practical experience in developing lesson and unit alternatives/supplements to involve students in classroom learning</p> <p>4. integrate different technologies and materials into a useful combination of programs for classroom use</p>	<p>Discussion, Simulation, Practicum, Problem solving</p>	<p>Report</p>

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	103/09/15~ 103/09/21	Introduction to course; overview of course requirements	
2	103/09/22~ 103/09/28	Meeting in Jhu-wei; field teaching arrangements	
3	103/09/29~ 103/10/05	Teaching values and beliefs; reflective practice	Begin teaching on-site
4	103/10/06~ 103/10/12	Planning lessons and managing resources: video and online sources; MOE curriculum standards	Teaching on-site
5	103/10/13~ 103/10/19	Guest speaker speech: "Teacher to be"	Teaching on-site
6	103/10/20~ 103/10/26	Planning lessons and using materials: published and authentic materials; games and more	Teaching on-site
7	103/10/27~ 103/11/02	Managing large/mixed ability class	Teaching on-site
8	103/11/03~ 103/11/09	Developing skills and strategies: literacy activities	Teaching on-site
9	103/11/10~ 103/11/16	Reader Theater	Teaching on-site
10	103/11/17~ 103/11/23	Storytelling	Teaching on-site
11	103/11/24~ 103/11/30	Rhyme, chants, songs	Teaching on-site

12	103/12/01 ~ 103/12/07	Assessment	Teaching on-site
13	103/12/08 ~ 103/12/14	Videotaped lesson presentation	Teaching on-site
14	103/12/15 ~ 103/12/21	videotaped lesson presentation	Teaching on-site
15	103/12/22 ~ 103/12/28	Videotaped lesson presentation	Teaching on-site
16	103/12/29 ~ 104/01/04	Videotaped lesson presentation (Teaching/observation logs due)	Teaching on-site
17	104/01/05 ~ 104/01/11	Reflections and review (E-portfolio due)	Teaching on-site
18	104/01/12 ~ 104/01/18	Wrap up week	
Requirement	Grading scheme: Attendance & participation in weekly class meeting: 20%; videotaped lesson(of on-site teaching) and critique:30%; teaching and observation logs: 20%; teaching portfolio 30%		
Teaching Facility	Computer		
Textbook(s)			
Reference(s)	Learning Teaching (2011) by J. Scrivener, Macmillan Publishing; Reflective Teaching in L2 Classroom (1996; 2009) by J. Richards, Cambridge Univ. Press		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 %   ◆ Mark of Usual : 20.0 %   ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other < journal & portfolio > : 60.0 %		
Note	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> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		