

Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	TEACHING ENGLISH AS A LINGUA FRANCA: THEORIES AND PRACTICES	Instructor	JUI-MIN TSAI
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
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			
<p>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>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.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> 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			
<ol style="list-style-type: none"> A. Foster the ability to delve into a specialized knowledge of literature. B. Nurture the ability to do original research. C. Cultivate professional ethics and social responsibility. D. Develop original English teaching and research. E. Utilize qualitative and quantitative research concepts and methods to plan, implement, analyze and write about English teaching and pertinent research. F. Cultivate language teaching ethics and social responsibility. 			

Course Introduction	English as a lingua franca features its linguistic common ground that shared by speakers with diverse linguistic, social, cultural, and national backgrounds. In this course, issues on describing ELF in relation to language accent, language attitudes and identities, pragmatic strategies will be covered and discussed in order to obtain a general review on the relevant research and theories from the perspectives of both ELF teaching and learning.
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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-Characterizing, 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	In this course, the students will obtain a general review on the relevant research and theories from the perspectives of both ELF teaching and learning.	C2	B

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	In this course, the students will obtain a general review on the relevant research and theories from the perspectives of both ELF teaching and learning.	Lecture, Discussion	Report, Participation

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	105/09/12 ~ 105/09/18	Course Orientation	
2	105/09/19 ~ 105/09/25	General trends in ELF research	
3	105/09/26 ~ 105/10/02	General trends in ELF research	
4	105/10/03 ~ 105/10/09	ELF and pronunciation	
5	105/10/10 ~ 105/10/16	ELF and pronunciation	
6	105/10/17 ~ 105/10/23	ELF and pragmatics	
7	105/10/24 ~ 105/10/30	ELF and pragmatics	
8	105/10/31 ~ 105/11/06	ELF and identity	
9	105/11/07 ~ 105/11/13	ELF and identity	
10	105/11/14 ~ 105/11/20	ELF and intercultural communication	
11	105/11/21 ~ 105/11/27	ELF and intercultural communication	
12	105/11/28 ~ 105/12/04	ELF and intercultural communication	

13	105/12/05 ~ 105/12/11	Teaching ELF	
14	105/12/12 ~ 105/12/18	Teaching ELF	
15	105/12/19 ~ 105/12/25	Analyzing ELF	
16	105/12/26 ~ 106/01/01	Analyzing ELF	
17	106/01/02 ~ 106/01/08	Final project presentation	
18	106/01/09 ~ 106/01/15	Final project presentation	
Requirement	Professionalism includes both regular attendance and participation in class, as well as timely completion of all required readings. It is necessary to complete all of the required readings.		
Teaching Facility	Computer, Projector		
Textbook(s)	Cogo, A. & M. Dewey (2011). Analysing English as a Lingua Franca: A corpus-driven investigation. London: Continuum.		
Reference(s)			
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : % ◆ Final Exam : % ◆ Other 〈Final project〉 : 60.0 %		
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/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		