

淡江大學 109 學年度第 2 學期課程教學計畫表

課程名稱	語料庫教學與研究	授課 教師	林銘輝 LIN, MING HUEI
	CORPUS-AIDED LANGUAGE TEACHING		
開課系級	英文一博士班 A	開課 資料	實體課程 選修 單學期 2學分
	TFLXD1A		
課程與SDGs 關聯性	SDG4 優質教育		
系（所）教育目標			
<p>一、使命 (Mission) - 培養英文語言、文學及文化、生態、英語教學等多元研究的專才。</p> <p>二、願景 (Vision) - 秉持英文系為國內英語教學及文學研究的優良傳統，將此傳統發揚光大，成為教學與研究並重之科系。</p> <p>三、價值 (Value) - 英文全方位的學習，語言與文學並重，實用與理論兼顧。</p> <p>四、策略 (Strategies) -</p> <ol style="list-style-type: none"> 1. 密集訓練聽、說、讀、寫、譯五技。 2. 加強英文學習的資訊化及國際化。 3. 提昇大三出國留學計畫的質與量。 4. 實施英語能力檢測，提高學生就業競爭力。 5. 加強與國外著名大學的視訊教學。 6. 發展英美文學、文化研究、生態文學以及英語教學研究方面的特色及學術研究國際化。 			
本課程對應院、系(所)核心能力之項目與比重			
<p>A. 培養與深化文學研究、英語教學和語言學之專業能力。(比重：50.00)</p> <p>B. 強化質與量的研究方法及批判性思考能力。(比重：50.00)</p>			
本課程對應校級基本素養之項目與比重			
<p>2. 資訊運用。(比重：50.00)</p> <p>5. 獨立思考。(比重：50.00)</p>			

課程簡介	幫助學生認識語料庫教學研究。學生需要閱讀大量的文章，書寫每月回饋，學習如何操作語料庫，並且於學期時間內進行、完成一小型語料庫的實務教學研究。
	This course is given the aim to develop students' knowledge of corpus aided language learning. Students enrolled will have to read a great number of papers, write reflections on them, learn how to operate a corpus, and within given time finish conducting a small scaled experiment teaching students using a corpus.

本課程教學目標與認知、情意、技能目標之對應

將課程教學目標分別對應「認知 (Cognitive)」、「情意 (Affective)」與「技能(Psychomotor)」的各目標類型。

- 一、認知(Cognitive)：著重在該科目的事實、概念、程序、後設認知等各類知識之學習。
- 二、情意(Affective)：著重在該科目的興趣、倫理、態度、信念、價值觀等之學習。
- 三、技能(Psychomotor)：著重在該科目的肢體動作或技術操作之學習。

序號	教學目標(中文)	教學目標(英文)
1	學生將受訓練成為能以語料庫授課的教師，並能夠獨立執行語料庫教學研究。	Students enrolled in this course are trained to become a teacher capable of teaching with the corpus aided language learning approach as well as an independent researcher in the field.

教學目標之目標類型、核心能力、基本素養教學方法與評量方式

序號	目標類型	院、系(所)核心能力	校級基本素養	教學方法	評量方式
1	認知	AB	25	講述、討論、發表、實作	作業、討論(含課堂、線上)、實作

授課進度表

週次	日期起訖	內容 (Subject/Topics)	備註
1	110/02/22~ 110/02/28	Orientation 1 & Introduction to COCA	Please bring a laptop to the class.
2	110/03/01~ 110/03/07	Orientation 2 & Introduction to COCA	Please bring a laptop to the class.
3	110/03/08~ 110/03/14	Introduction to COCA	Please bring a laptop to the class.
4	110/03/15~ 110/03/21	Introduction to COCA	Please bring a laptop to the class. // Reflective Journal 1 (500 Words) due March 19
5	110/03/22~ 110/03/28	Articles 1 to 3	

6	110/03/29~ 110/04/04	HOLIDAY	
7	110/04/05~ 110/04/11	Articles 4 to 6	
8	110/04/12~ 110/04/18	Articles 7 to 9	
9	110/04/19~ 110/04/25	Practicum/Design	
10	110/04/26~ 110/05/02	Mid-term/Reading	
11	110/05/03~ 110/05/09	Practicum/Design	
12	110/05/10~ 110/05/16	Practicum/Design	
13	110/05/17~ 110/05/23	Practicum/Design	
14	110/05/24~ 110/05/30	Experiment/preparation	
15	110/05/31~ 110/06/06	Experiment/preparation	
16	110/06/07~ 110/06/13	Experiment/preparation	
17	110/06/14~ 110/06/20	Experiment/preparation	
18	110/06/21~ 110/06/27	Final exam	
修課應 注意事項	<p>*****[MUST READ]*****[VERY IMPORTANT]*****</p> <p>0. For the first few weeks, students are encouraged to bring their own laptop to class.</p> <p>1. This course is more demanding than you can ever imagine in a doctoral program. Please do not consider taking this course at all if you are not to devote your energy and time into it.</p> <p>2. Students have to produce monthly reflective journals of at least 500 words (Both Chinese and English are fine). Please do not consider taking this course if you are not able to comply with this simple request. *If you join the class and do nothing, your final scores will be nothing as well.*</p> <p>3. Every student will have to conduct a small-scale experimental study where s/he will teach about 4 hours with the aid of a corpus. If you do not think you are able to comply with this simple request, please do not take this course at all.</p>		
教學設備	電腦、投影機		
教科書與 教材	No textbook. Articles will be given in due course.		

<p>參考文獻</p>	<p>1. Johns T. F. (1991). Should you be persuaded: Two samples of data-driven learning materials. ELR Journal, 4, 1-16.</p> <p>2. Flowerdew, L. (2015). Data-driven learning and language learning theories. In A. Leńko-Szymańska & A. Boulton (Eds.). Multiple affordances of language corpora for data-driven learning (pp. 15-36). John Benjamins.</p> <p>3. Leńko-Szymańska, A., & Boulton, A. (2015). Introduction: Data-driven learning in language pedagogy. In A. Leńko-Szymanska, & A. Boulton (Eds.), Multiple affordances of language corpora for data-driven learning (pp. 1-14). John Benjamins.</p> <p>4. Huang, L. S. (2017). Has corpus - based instruction reached a tipping point? Practical applications and pointers for teachers. TESOL Journal, 8(2), 295-313.</p> <p>5. Bruner, J. S. (1961). The act of discovery. Harvard Educational Review, 31(1), 21 - 32.</p> <p>6. D&#246;rnyei, Z. (2001a). Motivational strategies in the language classroom. Cambridge: Cambridge University Press.</p> <p>More articles will be given. (I stop here because the 'smart system' only allows a teacher to key in a limited number of words. LOL</p>
<p>批改作業 篇數</p>	<p>5 篇 (本欄位僅適用於所授課程需批改作業之課程教師填寫)</p>
<p>學期成績 計算方式</p>	<p>◆出席率： 25.0 % ◆平時評量： % ◆期中評量： %</p> <p>◆期末評量：5.0 %</p> <p>◆其他〈實驗與回饋日誌〉：70.0 %</p>
<p>備考</p>	<p>「教學計畫表管理系統」網址：https://info.ais.tku.edu.tw/csp 或由教務處首頁→教務資訊「教學計畫表管理系統」進入。</p> <p>※不法影印是違法的行為。請使用正版教科書，勿不法影印他人著作，以免觸法。</p>