

Tamkang University Academic Year 112, 1st Semester Course Syllabus

Course Title	CORPUS-AIDED LANGUAGE TEACHING	Instructor	LIN, MING HUEI
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG4 Quality education		
Departmental Aim of Education			
<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. 			
Subject Departmental core competences			
<p>A. Nurture the ability to do research in literary studies, language teaching and linguistics. (ratio:35.00)</p> <p>B. Strengthen qualitative and quantitative research methods and abilities in critical thinking. (ratio:35.00)</p> <p>C. Cultivate professional ethics and social responsibility.(ratio:30.00)</p>			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:10.00)			

2. Information literacy. (ratio:30.00)
3. A vision for the future. (ratio:10.00)
4. Moral integrity. (ratio:30.00)
5. Independent thinking. (ratio:5.00)
6. A cheerful attitude and healthy lifestyle. (ratio:5.00)
7. A spirit of teamwork and dedication. (ratio:5.00)
8. A sense of aesthetic appreciation. (ratio:5.00)

Course Introduction

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.

The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	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.	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABC	12345678	Lecture, Discussion, Publication, Practicum	Study Assignments, Discussion(including classroom and online), Practicum

Course Schedule			
Week	Date	Course Contents	Note
1	112/09/11 ~ 112/09/17	Orientation 1 & Introduction to COCA	Please bring a laptop to the class.
2	112/09/18 ~ 112/09/24	Orientation 2 & Introduction to COCA	Please bring a laptop to the class.
3	112/09/25 ~ 112/10/01	Introduction to COCA	Please bring a laptop to the class.
4	112/10/02 ~ 112/10/08	Introduction to COCA	Please bring a laptop to the class. // Reflective Journal 1 (500 Words) due March 19
5	112/10/09 ~ 112/10/15	Articles 1 to 3	
6	112/10/16 ~ 112/10/22	HOLIDAY	
7	112/10/23 ~ 112/10/29	Articles 4 to 6	
8	112/10/30 ~ 112/11/05	Articles 7 to 9	
9	112/11/06 ~ 112/11/12	Practicum/Design	
10	112/11/13 ~ 112/11/19	Mid-term/Reading	
11	112/11/20 ~ 112/11/26	Practicum/Design	
12	112/11/27 ~ 112/12/03	Practicum/Design	
13	112/12/04 ~ 112/12/10	Practicum/Design	
14	112/12/11 ~ 112/12/17	Experiment/preparation	
15	112/12/18 ~ 112/12/24	Experiment/preparation	
16	112/12/25 ~ 112/12/31	Experiment/preparation	
17	113/01/01 ~ 113/01/07	Experiment/preparation	
18	113/01/08 ~ 113/01/14	Final exam	
Key capabilities			
Interdisciplinary			

Distinctive teaching	
Course Content	Corpora
Requirement	<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>
Textbooks and Teaching Materials	Self-made teaching materials:To be announced
References	<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;ryei, 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>
Grading Policy	<p>◆ Attendance : 25.0 % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : 5.0 %</p> <p>◆ Other 〈實驗與回饋日誌〉 : 70.0 %</p>
Note	<p>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 .</p> <p>✘ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>