

淡江大學 97 學年度第 2 學期課程教學計畫表

Subject : 語文領域英文教材教法 (2 credits) & 語文領域英文教學實習 (2 credits)

Instructor : Chiu, Shu-chuan (邱淑娟)

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Course blog: <http://teachenglishnow.wordpress.com/>

Class meeting: 08:00 – 12:00, Thursday

Course Objective

- ✚ To provide students with a chance to explore their belief and philosophy as an English teacher.
- ✚ To raise the students' awareness of a shift from the teacher-centered approach to the learner-centered paradigm in teaching.
- ✚ To provide students with the opportunity to put the language teaching theory into real practice.
- ✚ To inform the students of the different media, the Internet and other computer network skills so that they can integrate these resources into English teaching.

Course Schedule

W	D	contents	Activities	Reading Assignments
1	02/19	<ul style="list-style-type: none"> • ICT in ELT (computer session) • Course Introduction • Experience of learning English • Exploring personal teaching philosophy and belief 	<ul style="list-style-type: none"> • Making use of web 2.0 tools • Building your blogs • Working on del.icio.us & bloglines • Prepare your Philosophy Statement about English Learning and Teaching 	Unit 1 Learners Unit 2 Teachers Unit 3 Managing the classroom
2	02/26	<ul style="list-style-type: none"> • Learners, teachers and classroom management • How to give effective instructions and explanations • teacher-centered vs. learner-centered 	<ul style="list-style-type: none"> • Video 2-4 • Discussion • Tips & practice 	Unit 5 Describing language <ul style="list-style-type: none"> • Pronunciation • Vocabulary
3	03/05	<ul style="list-style-type: none"> • 10 teaching approaches • Grammar translation vs. communicative approach • How to teach pronunciation and vocabulary 	<ul style="list-style-type: none"> • Video 6 • Discussion • Tips & practice 	Unit 6 language system <ul style="list-style-type: none"> • Grammar • Topics, situations, notions & functions
4	03/12	<ul style="list-style-type: none"> • How to teach grammar • Different kinds of grammar activities 	<ul style="list-style-type: none"> • Discussion • Tips & practice 	<ul style="list-style-type: none"> • Unit 10 Listening • Unit 9 Speaking
5	03/19	<ul style="list-style-type: none"> • How to teach listening and speaking (I) • dictation/information gap • visual aids 	<ul style="list-style-type: none"> • Video 8 • Discussion • Tips & practice 	
6	03/26	• School Visit 1 (Junior High School)		
7	04/02	• How to teach listening and speaking (II)		<ul style="list-style-type: none"> • Unit 7 Reading • Unit 8 Writing
8	04/09	<ul style="list-style-type: none"> • How to teach reading & writing (I) • graphic organizers • content vs. language (meaning vs. form) • from sentences to paragraphs 	<ul style="list-style-type: none"> • Video 7 • Discussion • Tips & practice 	
9	04/16	• How to teach reading & writing (II)		Unit 12 Planning lesson
10	04/23	Mid-Term Exam		
11	04/30	• How to plan lessons	<ul style="list-style-type: none"> • Video 9 • Discussion • Tips & practice 	Unit 13 Testing
12	05/07	<ul style="list-style-type: none"> • How to design tests • How to design teaching and learning activities • Games 	<ul style="list-style-type: none"> • Video 10 • Discussion • Tips & practice 	
13	05/14	• School Visit 2 (Senior High School)		
14	05/21	• Weaving it all together 1	Teaching demonstration / Peer Evaluation	
15	05/28	• Weaving it all together 2	Teaching demonstration / Peer Evaluation	
16	06/04	• Weaving it all together 3	Teaching demonstration / Peer Evaluation	
17	06/11	• Reflection on learning and teaching	Group Discussion	Teaching development: practice, reflection & sharing
18	06/17	Final Exam		

Required reading

Harmer, J. (1998). *How to Teach English*. UK: Longman Group Limited.

1. Student levels	2. The teacher in the classroom	3. giving instructions
4. organizing student groupings	5. different seating arrangements	6. teaching vocabulary
7. A reading sequence	8. speaking tasks	9. beginning the lesson
10. games	Meet the teachers	11.

Learning activities

Lectures, class discussions, group presentation, teacher interviews, student teaching, school visits

Evaluation

✚ Attendance & Participation 10%

Always complete the reading and writing assignments before the class meetings. Attend the class on time. Active participation in class is required.

✚ Blogs and delicious 15%

U Set up **a group blog** at Wordpress (www.wordpress.com). Go to Bloglines (www.bloglines.com) to subscribe to your coursemates' blogs. You group blogs should include:

1. Each member's Resume (in separate page), including your stance on English Teaching in Taiwan (Final Philosophy Statement)
2. In-school teaching assignments
3. Reflections and discussions (this shows the depth of your reflection upon your learning; organize them into meaningful concepts/perspectives)

U Use **group del.icio.us** (online social bookmarks) to collect teaching resources or materials (organize your data into meaningful resources)

Write in the group blog (once a week at least) and invite your classmates to comment on your entries. Remember, your blog serves as your e-portfolio. So, please add useful links of online resources or articles you read to your blog. Photos or any kind of file you create for this course can be uploaded too. To know more about blog projects, please visit "[Weblogs in English Teacher Training](#)."

✚ 2 School Visit Reports 10%

Two school visits will be arranged. One week after the visit, submit a 2 pages report about the visit.

✚ Midterm 20%

✚ Teaching demonstration on ELT 20%

The demonstration aims to help the class understand the theory and practice of certain skills. After the demonstration, share your teaching experience (reflection on reading and presentation) **on your blog**. The others need to comment on at least **one** blog entry. Peer editing is suggested before you publish it.

✚ Final exam 25%

NOTE: Bonus will be given if you provide **the proof of language proficiency** from TOEFL (電腦化213以上，另加發音測驗)，or 全民英檢 (中高級以上，另加發音測驗)。

Reference resources

Brewster, J., Ellis, G. & Girard, D. (2002). *The Primary English Teacher's Guide*. UK: Penguin English Guides.

Celce-Murcia, M. (Ed.) (2001). *Teaching English as a Second or Foreign Language*. (3rd Edition). Boston: Heinle & Heinle.

Gebhard, J. G. & Oprandy, R. (2003). *Language Teaching Awareness: a guide to exploring beliefs and practices*. Cambridge: Cambridge University Press.

Harmer, J. (2002). *The Practice of English Language Teaching*. UK: Longman Group Limited

Paul, D. (2003). *Teaching English to Children in Asia*. Hong Kong: Longman Asia ELT.

Richards, C. J. & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Ur, P. (2005). *A Course in Language Teaching: practice and theory*. Cambridge: Cambridge University Press.

Online resources

Action Plan for Teachers at http://www.teachingenglish.org.uk/download/books_notes/Action_Plan.pdf

BBC British Council Teaching English website Tips and Lesson plans (<http://www.teachingenglish.org.uk/try/try.shtml>)

BBC British Council Teaching English Website idea on teaching (<http://www.teachingenglish.org.uk/think/think.shtml>)

Theme	Reading banks		
Basic ideas	Planning a lesson	Teaching approaches	Teaching philosophies & beliefs
ICT in ELT	Using yahoo groups	Blogs and Podcasts	webquests
vocabulary	Seven steps to vocabulary learning	Presenting vocabulary	Remembering vocabulary
grammar	Planning a grammar lesson		
listening	Pre-listening activities	A framework for planning a listening skills lesson	Making listening an authentic experience
speaking	Teaching speaking skills 1	Teaching speaking skills 2 - overcoming classroom problems	Find the gap - increasing speaking in class
Reading	Theories of reading	Theories of reading 2	Interacting with texts
writing	Planning a writing class	Using mind maps to develop writing	Product & process writing

Language Assistant at http://www.teachingenglish.org.uk/download/books_notes/whole_manual.pdf