

## Living English-Listening and Speaking

Fall 2023

楊幸瑜 (Jane Yang)



Course Number	LANG200070	Credits	2	Classroom	教育館 102
Class hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 10:10 A.M. – 12:00 P.M.				
Course Type	<input checked="" type="checkbox"/> EGP (English for general purposes) <input type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input checked="" type="checkbox"/> A2 (初級) <input checked="" type="checkbox"/> B1 (中級) <input checked="" type="checkbox"/> B1-B2 <input type="checkbox"/> B2 (中高級) <input type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input checked="" type="checkbox"/> production				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input type="checkbox"/> 前標生 <input checked="" type="checkbox"/> 中級生 <input checked="" type="checkbox"/> 初級生				
Prerequisites	「修畢初級英語一、二」或「修畢中級英語一、二」的學生/對各國文化有興趣且期待訓練口語聽力能力的同學				
加簽說明	<p> <input type="checkbox"/> 開放人工加簽 2 位學生。學生符合以下每項條件，得於第 <u>  1  </u> 週上課時，向老師提出加簽申請。老師簽署申請表後，申請表送英語教育中心辦公室。由老師進行線上簽核。           </p> <p> <input type="checkbox"/> 條件 1：必須於第一週到課           </p> <p> <input type="checkbox"/> 條件 2：如果同時段、同級選讀課還有位子，一概不給予加簽。           </p> <p> <input type="checkbox"/> 條件 3：整學期出席率未能有把握達 90% 出席率者，建議不要加簽這門課。           </p> <p>             提醒：學生修讀英文領域課程，請依本校規劃選課之修業年級選課。如因個人考量，未對應年級與學院分配時段而逕自改於其他修業年級選課或改選其他時段之英文領域課程，或指定加簽某特定課程，英語教育中心與任課教師將礙難配合或處理。           </p>				



Instructor &amp; Contact Information:

Name	Email	Office & Tel	Office Hour
楊幸瑜 Jane Yang	<a href="mailto:Janeyang1129@gmail.com">Janeyang1129@gmail.com</a>	N/A	By Appointment



## Course Aims / Description<sup>1</sup>

### Primary aim

The primary aim of this course is to help students develop their listening and speaking skills in English, while also enhance their interpersonal communication abilities in a variety of multicultural contexts.

Through a variety of class activities, such as pair-up discussion, group discussion, role play, interview, and class presentations, students will enhance their listening comprehension and speaking fluency as well as gain confidence in using English to achieve different tasks. By the end of the course, students will be more confident and effective communicators in English with an enhancement in their interpersonal and interpretive communicative strategies and presentational English skills.

### Subsidiary aim

In this class, students will have opportunity to

1. **Improve listening comprehension skills:** Students will listen to different types of stories and descriptions from cultures all around the world. This will help students improve their listening comprehension as they practice listening to dialogues, conversations, short stories, and lectures of each unit in this course.
2. **Develop speaking fluency:** Students will get to express their own opinions and share personal experiences about different cultural topics covered in class. They will also practice describing, telling stories and giving short speeches about what they learned in class. This will help students become more confident in speaking English.
3. **Enhance communicative skills and strategies:** Students will participate in discussions on daily topics, role play, question-asking game and interview activity. This will help them understand real-life English conversations. They will learn how to clarify misunderstandings, negotiate meanings, and summarize what they hear.
4. **Develop critical thinking through discussions:** Students will have discussions about different cultural topics in class. They will analyze different points of view and learn how to express their own ideas. This will help students become better at thinking critically about cultural diversity.

Corresponding

CEFR Can-do statements

<b>1.</b>	<b>[LISTENING]:</b> Students can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
-----------	---

<sup>1</sup> 請參閱 Bloom's Taxonomy of Measurable Verbs.

2.	[LISTENING]: Student can follow clearly spoken, straightforward short talks on familiar topics.
3.	[LISTENING]: Students can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech
4.	[LISTENING]: Students can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.
5.	[SPEAKING INTERACTION] Students can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interests
6.	[SPEAKING INTERACTION] Students can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think.
7.	[SPEAKING PRODUCTION]: Students can give a prepared presentation and answer clear questions.
8.	[INFORMAL DISCUSSION]: Students can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
9.	[STRATEGIES]: When students can't think of a word, they can use a word meaning something similar and invite "correction" from the person I am talking to
10.	[QUALITY OF LANGUAGE]: Students can use simple expressions politely in a neutral way in everyday situations.



## 英文核心能力指標 University Student Core Competency Indicators

1. 英語溝通與表達能力 (ability to communicate and express oneself in English) 30%
2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) 20%
3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) 20%
4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) 15%
5. 善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and develop of independent self-learning habit) 15%



## Teaching materials and References

Textbook(s)	<p>Textbook: <b>What a world. 1, <i>Listening</i></b> : amazing stories from around the globe ;</p> <p>Author: Milada Broukal</p> <p>ISBN : 9780132473897, 2011, Publisher: Pearson Education, Author: Milada Broukal</p> <p>CEFR Scale ■ B1 □ B1-B2 □ B2 □ B2+ □ C1</p> <p>“What a world-Listening 1” provides fascinating topics from around the world and across history and covers a diverse range of high-interest topics, from biographical pieces to exploration of cultures in various historical and contemporary periods to students.</p>
-------------	---

	With this cross-cultural textbook, we wish to take students on an exciting and enriching journey where they learn about new cultures while gaining a deeper insight into their own one. That is, students will be engaged in multi-cultural communication and packed with up-to-date facts, key issues and information in English-speaking contexts.
Additional Textbook(s)	<i>Taiwan in Simple English: The Best Guidebook for Travelers and Tour Guides (4th Ed.)</i> / Author: Peg Tinsley/Paul O' Hagan/Owain Mckimm Publisher: 寂天文化/publishing date: 2021/9/22, ISBN : 9786263000650
Learning/Resource Platform	清華大學 eeclass 數位學習系統 <a href="https://eeclass.nthu.edu.tw/">https://eeclass.nthu.edu.tw/</a>



### Requirements & Rules:

1.	Class attendance, lesson preparation and active class participation are required. *I will take attendance once in a while throughout the semester. If you are all present whenever I call the roll, you will get <b>90</b> (i.e. the primitive score) in this category (i.e. Class attendance). If you are absent for <b>two hours, ten points</b> will be deducted from this primitive score. If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me <b>the valid proof WITHIN TWO WEEKS</b> . Your health insurance card with correct stamp of date by accredited hospitals can be seen as a valid proof. Being late for more than <u>10 minutes</u> is treated as absence from that hour ( <b>five points</b> will be deducted). If you are absent for more than <u>8 hours, you will definitely be flunked</u> .
2.	Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. <b>It is your responsibility to ask your classmates or me what has been covered in the class.</b>
3.	<b>Cheating</b> on the exam is <b>absolutely not permitted</b> . If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
4.	There will be <b>no make-up exams</b> unless you have valid and official reasons for absence <b>beforehand</b> .
5.	The handouts I give you should be kept at least to the end of this semester for later reference or final exam.
6.	Please <b>turn off</b> your <b>cell phone</b> during the two-hour class period.

### Grading:



1.	Attendance and participation	20%
2.	Midterm Exam	20%
3.	Final Exam	25%

4.	Quizzes	15 %
5.	Small Group Presentation	20 %

Teaching Activities:

- Lectures 口頭講授    ■ Pair/Group discussion 配對 / 分組討論    ■ Assignments 作業
- Student presentations 學生報告    ■ Quizzes 小考    ■ Projects 專題

Ethics Statement on Generative Artificial Intelligence

Ethics Statement on Generative Artificial Intelligence

**Conditionally open; please specify how to utilize generative AI in course output**

Grounded in the principles of transparency and responsibility, this course encourages students to leverage AI for collaboration and mutual learning to enhance the quality of course outputs. In accordance with the published Guidelines for Collaboration, Co-learning, and Cultivation of Artificial Intelligence Competencies in University Education, this course adopts the following policy: Conditionally open

Students must briefly explain how generative AI was used for topic ideation, sentence refinement, or structural reference in the footnotes of the title page or after the reference in their assignments or reports. If usage is discovered without proper disclosure, instructors, the institution, or relevant units have the right to reevaluate the assignment or report or withhold scores. If the course materials or learning resources have been derived from generative AI, the instructor will also indicate this in the slides or orally. Students enrolled in this course agree to the above ethics statement if registering for the class.

Classroom Languages:

English      70 %  
Mandarin    30 %

Detailed Syllabus:

WEEK	DATE	UNIT	Class Activities / Assignments
------	------	------	--------------------------------

1	9/14	Course Orientation	<ol style="list-style-type: none"> <li>1. Course Overview, Syllabus Review, Introducing Yourself, and <u>Grouping</u></li> <li>2. <b>Pre-Class Survey Form</b> (Understand Students' backgrounds, and learning style and habits, and their expectation to this course)</li> </ol>
2	9/21	Unit 4: What animals are useful for humans?	<p><b>Arrange (Sing-up) for small group presentation Dates</b></p> <p><b>Content Focus:</b> Animals VS Human's daily life around the world</p> <p><b>Language Focus:</b> Simple Present Tense p.22-25</p> <p><b>Activity: Picture description activity</b></p>
3	9/28	Teacher's Day (Off Day)	
4	10/5	Unit 4: What animals are useful for humans?	<p><b>Content Focus:</b> Animals VS cultures (Animal-protection issue, and animals' cultural value)</p> <p><b>Language Focus:</b> Simple Present Tense with Adv of Frequency p.26-28</p> <p><b>Activity: Discussion (Animal and your life, Animal protection)</b></p>
5	10/12	Unit 6: What are some typical foods from around the world?	<p><b>Content Focus:</b> Food diversity: taste, ingredients, main grains</p> <p><b>Language Focus: Nouns (Uncountable/countable)</b> p. 36-38</p> <p><b>Small Group presentation #1</b></p>
6	10/19	Unit 6: What are some typical foods from around the world?	<p><b>Content Focus:</b> Special cuisines around the world: Food preferences in different countries</p> <p><b>Language Focus: Nouns (Uncountable/countable)</b> p. 39-40</p> <p><b>Activity: Reserving a table and Ordering food in a restaurant</b></p>
7	10/26	Unit 6: What are some typical foods from around the world?	<p><b>Content Focus:</b> Food cultures and table manners</p> <p><b>Language Focus: Nouns (Uncountable/countable)</b> p. 42-42</p>

8	11/2	Taiwanese Culture Introduction Presentations preparation (Role Play)	Quiz #1: Unit 4,6, <b>Script discussion and plot designing (Group Discussion for the Taiwanese Cultural Presentations)</b>
9	11/9	<b>Mid-term Exam</b>	<b>Role Play: Taiwanese Local Cultures</b>
10	11/16	Unit 13: What are some different kinds of houses?	<b>Content Focus:</b> Popular houses in different places around the world <b>Language Focus:</b> Simple Present Non-action verbs (p.89-91) <b>Small Group presentation #2</b> <b>Activity: Question-asking skill: 20 question game</b>
11	11/23	Unit 13: What are some different kinds of houses?	<b>Content Focus:</b> Features, reasons, and functions, and history of popular houses in different places around the world <b>Language Focus:</b> Simple Present Non-action verbs (p.92-93) <b>Activity: Sharing your room or house or dream living place (Part1)</b>
12	11/30	Unit 13: What are some different kinds of houses?	<b>Content Focus:</b> Popular houses in different places around the world/features, reasons, and functions, and history <b>Language Focus:</b> Simple Present Non-action verbs (p.94-95) <b>Activity: Sharing your room or house or dream living place (Part2)</b>
13	12/7	Unit 5: What do you know about gift giving?	<b>Content Focus:</b> Gift-giving culture around the world <b>Language Focus:</b> Comparative Adjectives p. 29-31 <b>Activity: Small Presentation #3</b>
14	12/14	Unit 5: What do you know about gift giving?	<b>Content Focus:</b> Gift-giving culture around the world/preferences and taboos <b>Language Focus:</b> Comparative Adjectives p. 32-33

			Activity: Discuss in pairs and groups for gift-giving taboos in Taiwan
15	12/21	Unit 5: What do you know about gift giving?	<b>Content Focus:</b> Gift-giving culture + Holidays <b>Language Focus:</b> Comparative Adjectives p. 34-35 Activity: Discussion: gift-giving cultures VS holidays (Christmas, Chinese New Year, Valentine's Day, etc.)
16	12/28	Unit2: What do you know about New Year's Greeting?	<b>Content Focus:</b> Chinese New Year: customs/beliefs/practices <b>Language Focus:</b> Comparative Adjectives p.8-11 Activity: Discussion: Chinese New Year's customs and taboos Activity: Small Group Presentation#4
17	1/4	Unit2: What do you know about New Year's Greeting? <a href="#">Review and Evaluation</a>	<b>Content Focus:</b> + New Year around the world: customs/beliefs/practices <b>Language Focus:</b> Comparative Adjectives p.12-14 Activity: Interview each other about unique family practices on New Year's Day
18	1/11	<b>Final Exam</b>	Unit 13, 5, 2

### SDGs (UN Sustainable Development Goals) Indicators<sup>2</sup>



<sup>2</sup> Teachers may indicate the relevancy of the units or the themes in this course to the Sustainable Development Goals, which were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030.





### Academic Linguistic Skills Indicators<sup>3</sup>

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> Academic Writing                | <input checked="" type="checkbox"/> Attention to Detail | <input checked="" type="checkbox"/> Brainstorming | <input checked="" type="checkbox"/> Collaborating         |
| <input checked="" type="checkbox"/> Critical Thinking    | <input checked="" type="checkbox"/> Debate              | <input type="checkbox"/> Editing                  | <input checked="" type="checkbox"/> Information Gathering |
| <input checked="" type="checkbox"/> Listening            | <input checked="" type="checkbox"/> Note Taking         | <input type="checkbox"/> Organizing               | <input checked="" type="checkbox"/> Peer Review           |
| <input checked="" type="checkbox"/> Presentations        | <input checked="" type="checkbox"/> Public Speaking     | <input type="checkbox"/> Reading Comprehension    |   |
| <input checked="" type="checkbox"/> Verbal Communication |   | <input type="checkbox"/> Writing                  |   |

<sup>3</sup> Teacher may indicate the academic skills taught or practiced in this course.