

National Tsing Hua University, Department of Foreign Languages and Literature
10920 FL 202600 **Introduction to Foreign Language Teaching and Learning**

Spring Semester 2024

Tuesday 15:30 PM – 18:20 PM

Instructor: Viphavee Vongpumivitch (viphavee@mx.nthu.edu.tw)

Course objectives:

This course is an introductory course for FLL major students who are interested in teaching English as a foreign language (EFL). Students will learn theories of language teaching, issues and challenges in EFL education, and practical aspects of language teaching. Students will also learn about the Taiwanese Ministry of Education's *Curriculum Guidelines of 12-year Basic Education for Elementary School, Junior High and General Senior High Schools* (108 課綱) specifically for the English subject. In addition to the lectures, students will gain more understanding of real-world practices through watching videos, creating a course plan, conducting classroom observations and teachers' interviews, and tutoring. Students will also give at least one teaching demonstration in which they will apply the concepts learned from the teaching materials. The course emphasizes collaborative learning as well as individual reflections on the course contents.

核心能力 Core capability

10% 溝通表達與語文能力

The ability to communicate and express oneself in the English/a foreign language.

40% 問題發掘與研究能力

The ability to look for problems and conduct research (including conducting linguistic analysis through scientific methods)

20% 創作與創新能力

The ability to think creatively

40% 全球化與國際視野及多元文化認知能力

The ability to examine issues through global and multicultural perspectives

Textbook:

Celce-Murcia, M., Brinton, D.M., Snow, M.A. (2014). *Teaching English as a Second or Foreign Language*. Heinle Cengage Learning.

Teaching Methods:

Lectures, class discussion, pair class observations and teachers' interviews, individual tutoring, pair teaching demonstration, lesson planning

Course Rules:

- Please inform the instructor every time you need to miss a class. Each student is allowed no more than three notified absences throughout the semester. Every time you are absent from class, a classmate has to know what happened to you and inform the teacher.
- Active course participation refers to your reading the assigned works "before" coming to class, being ready to ask the instructor's clarification questions, volunteering to answer the instructor's questions and participating in course discussion. Silence and passiveness will result in reduced participation grade.
- **Homework is submitted on Microsoft Teams.** You must put your name and a title of your work on the first page and include a page number on each page. Use **Times New Roman font size 12, double spaced**. Save your work as a **Microsoft Word file, NOT a PDF file**. Homework that does not follow these formats will not be graded.
- Please take the initiative to contact the teacher whenever you have problems/questions about the course. **Emails written to the teacher must be written in English.**

Course Evaluation:

25% (Pair work) **Class observations & teachers' interviews report plus reflection**

- With a classmate, find two teachers teaching at the same level (e.g., both teaching elementary school or both teaching junior high school).
- Observe one class taught by each teacher. After the observation, interview the teachers using our agreed-upon set of interview questions.
- Write one report of the observation and interview as a **compare-contrast** essay. Which teacher did a better job as a teacher, in your opinion, and why? End the report with at

least two paragraphs of your reflection, each student writing separately.

25% (Individual work) **Report of tutoring experience**

- Find one student to tutor. Meet the students six times, about one hour each time.
- Meeting 1: Give the student a test of an ability in English that you want to teach (listening, speaking, reading, writing, vocabulary, grammar – just choose one).
- Meetings 2, 3, 4, 5: Teach the student to improve the target ability. Be very specific about what you want to improve. You only have about four hours to teach.
- Meeting 6: Give the student the same test (adapted) to see if an improvement is made. Then sit down and interview the students. Ask the student for feedback. Ask him/her evaluate your teaching.
- Write one report of the tutoring experience, chronologically recounting what you did and what you found. End with a reflection of your performance as a one-on-one tutor.

20% (Pair/Group work) **Teaching demonstration Plus a Reflection Paper**

- Choose at least one topic from the following seven: Grammar, Vocabulary, Pronunciation, Reading, Listening, Writing, Speaking
- Prepare a 45-minute lesson where you show some techniques discussed in the textbook. The 45-minute lesson can be divided into several parts according to your own design. Each member of the pair must lead at least one activity.
- Print out for Viphavee your lesson plan and all related materials (PPT, handouts, etc.).
- Half of your grade will come from peer evaluation. The other half will come from Viphavee.
- After your teaching demonstration, individually you will write a reflection paper that reflects on the experience, and evaluates your strengths and weaknesses as a classroom teacher.

30% (Individual work) **Final Exam**

- The final exam comes in two parts. The first part you will work on it throughout the semester. The second part you will do it in class (timed exam).

- For the first part, you will create a series of 45-minute lesson plan that aim to teach at least one item on the MOE's 108 課綱. You will explain and justify your lesson plans for this series of lesson.
- For the second part, you will take an in-class exam that reviews the key concepts that are covered in the textbook (only the 17 chapters that we will cover). The exam is open-book, but you must complete the exam in class. You will write the exam by hand in a given booklet.

Class Schedule (To be adjusted as the semester goes on.)

Dates	Course contents
(1) Feb 20	Course introduction <i>Video: A Child's Guide to Language</i> Chapter 1 (Celce-Murcia): An overview of language teaching methods and approaches
(2) Feb 27	Chapter 2 (Duff): Communicative language teaching Chapter 3 (Ellis): Principles of instructed second language learning
(3) March 5	Chapter 6 (Goh): Second language listening comprehension: Process and pedagogy
(4) March 12	Chapter 8 (Lazaraton): Second language speaking Chapter 9 (Bohlke): Fluency-oriented second language teaching
(5) March 19	Chapter 11 (Ediger): Teaching second/foreign language literacy to school-age learners Chapter 13 (Grabe & Stoller): Teaching reading for academic purposes
(6) March 26	Chapter 15 (Cushing Weigle): Considerations for teaching second language writing Chapter 16 (Frodersen): Grammar in second language writing

(7) April 2	Chapter 17 (Larsen-Freeman): Teaching grammar Chapter 19 (Zimmerman): Teaching and learning vocabulary for second language learners
(8) April 9	Chapter 22 (Brinton): Tools and techniques of effective second/foreign language teaching Chapter 23 (Purgason): Lesson planning in second/foreign language teaching
(9) April 16	Chapter 21 (Katz): Assessment in second language classrooms Chapter 33 (Dörnyei): Motivation in second language learning
(10) April 23	Chapter 35 (Shin): Teaching young learners in English as a second/foreign language settings
(11) April 30	In-class final exam (part 2) 108 課綱 Examples of lessons created by Professor Lu Hsiu-Lien's S2
(12) May 7	Teaching demonstration day 1
(13) May 14	Teaching demonstration day 2
(14) May 21	Teaching demonstration day 3
(15) May 28	Teaching demonstration day 4
(16) June 4	Oral presentation of your Teachers' Interview Report and Tutoring Report

Due Friday June 14th

- **Final exam (part 1)**
- **Observation/Interview Reports**
- **Tutoring Reports**