

Studies on Current Issues in English Teaching and Learning (Spring 2024)

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Instructor: Wen-Hsing Luo, PhD

Class Time: Tuesday, 9:00-12:00

Office Hours: Tuesday, 13:00-15:00

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Course Description

This course is a venue where participants will explore current issues of English teaching and learning (ETL). The course focuses on three main areas including (1) theories in ETL, (2) practice in ETL, and (3) current issues in ETL. Considerations will be given to issues and practices that are specific in the Taiwanese context vis-à-vis the development of ETL elsewhere in the world. Course participants will gain familiarity with current issues and practices in the field of teaching English to speakers of other languages (TESOL) through leading and participating in discussions. They will learn to relate practice to theory through critical reflection on their own experiences of learning or teaching English and gain knowledge about TESOL by reviewing literature in the field.

The course participants are required to complete reading assignments and participate in discussions. Additionally, they will write a short version of a research proposal on a topic of their choice and present it to the class.

Students enrolled in this course should be aware that they may not generate and submit assignments, reports, or personal reflections using artificial intelligence. If such usage is discovered, the instructor will reject the assignment or report and withhold scores. Students enrolling in this course agree to the above ethics statement if registering for the course.

Medium of instruction of this course is English.

Instruction Modes:

Mini-lectures, discussions, and presentations

Course Requirements

Attending class	10%
Participating in discussions	15%
Leading discussion (in English)*	25%
Research proposal (in English)**	40%

Presentation of research proposal (in English)***

10%

*Each student will lead a discussion on the reading (e.g., journal articles) of the topic s/he decides. S/he needs to interpret and show a full understanding of the reading and engage the class in discussion.

**Each student will write a short version of a proposal (including the statement of research purposes, brief literature review, and research methods) of research s/he wishes to conduct on an issue in ETL. The topic of the research proposal is decided by the student after s/he has discussed it with the instructor. The length of the research proposal should be no less than 2000 words. The proposal should be written following APA style (7th ed.).

***Each student will give a presentation of the research proposal s/he has completed to the class and answer questions from the class.

Required readings

Readings required by the instructor will be uploaded and may be found on NTHU eLearn Platform.

Course Overview

Week/Date	Topics	Assignments
1 02/20	Introduction/Course Overview	
2 02/27	EFL vs. ESL vs. ELF vs. Glocalization of English	
3 03/05	Practice: textbook analysis from a perspective of ELF/Glocalization	
4 03/12	NESTs vs. non-NESTs	
5 03/19	Practice: evaluating collaborative teaching of English	
6 03/26	EMI vs. CLIL vs. CBLT	
7 04/02	Practice: evaluating bilingual lessons	
8 04/09	Discussion 1: Bilingual education/policy	Topics of discussions may be changed and decided by the students after they have discussed them with the instructor.
9 04/16	Discussion 2: Teacher knowledge	
10 04/23	Discussion 3: Learning strategies	
11 04/30	Discussion 4: CALL/MALL	
12 05/07	Discussion 5: Language assessment	
13 05/14	Discussion 6: SLA	
14 05/21	Study week	
15 05/28	Presentation of research proposal	
16 06/04	Presentation of research proposal (continued)	Research proposal due on 06/07