

National Tsing Hua University
 中高級選讀英文〔學術英語聽力〕Academic Listening Training
 Fall 2024



Course Information

Course Number	LANG 2000 __	Credits	2	Classroom	綜二 202
Class Hours	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input checked="" type="checkbox"/> 1:20P.M. – 3:10P.M. <input type="checkbox"/> 3:30P.M. – 5:20P.M. <input type="checkbox"/> _____ P.M. – _____ P.M.				
Course Type	<input type="checkbox"/> EGP (English for general purposes) <input checked="" type="checkbox"/> EAP (English for academic purposes) <input type="checkbox"/> EOP (English for occupational purposes)				
Language Level	<input type="checkbox"/> B1 (中級) <input type="checkbox"/> B1-B2 <input checked="" type="checkbox"/> B2 (中高級) <input checked="" type="checkbox"/> B2+ <input type="checkbox"/> C1				
Core Ability	<input checked="" type="checkbox"/> comprehension/reception <input checked="" type="checkbox"/> communication/interaction <input type="checkbox"/> production				
可選課學生身分別	<input type="checkbox"/> 頂標生 <input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Prerequisites	修畢中高級英文一、二或中高級英文三				
加簽說明	<input type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。 <input checked="" type="checkbox"/> 開放人工加簽_4_位學生。學生符合以下條件，得於第_1_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。 <input checked="" type="checkbox"/> 條件 1：必須於第一週到課 <input checked="" type="checkbox"/> 條件 2：須有其他時段【選讀英語文】衝堂無法選課之證明（如選課紀錄或本學期所有科目課程表） <input type="checkbox"/> 條件 3：自所屬選課階段（大二生：第 1-2 次選課；大三、大四學生：第 3 次選課）起，亂數選課皆未選上（選上但退選者，不得以人工加簽再次選課） <input checked="" type="checkbox"/> 條件 4：應屆畢業生 <input type="checkbox"/> 條件 5：_____（如老師有其他加簽條件，請自行書寫） 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，未對應年級而逕自改於其他修業年級選課之英文領域課程，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。				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
林嘉瑜	joylin.nthu@gmail.com	綜二 209 34417	Monday 13:00-15:00



Course Aims / Description

1. Primary aim

This course mainly aims to enhance students' listening ability in academic contexts with useful strategies. In addition, practical listening materials in daily life are provided as supplementary practices. Students are guided by a great variety of listening materials to master contextualized vocabulary and speaking skills. After listening input, students are encouraged to practice expressing opinions with related issues, demonstrating comprehension of listening materials. Supplementary course materials can be found on eeclass course website (<https://eeclass.nthu.edu.tw/>).

Participation in class discussions and activities is required and will contribute to the final grade. Homework may be given daily and will be due in the following week. Students are expected to come to class prepared to discuss designated chapters and assignments. Quizzes will be designed to test students' learning on listening skills. The final report will be designed to incorporate various listening skills covered in this semester.

2. Subsidiary aim

This course is designed in six levels to help students cultivate listening ability in academic contexts.

- (1) Students can recognize the topic presented in the academic listening passages.
- (2) Students can identify key points presented in the academic listening passages.
- (3) Students can apply different listening skills for different needs in academic listening scenarios.
- (4) Students can infer meanings from implied messages in academic listening scenarios.
- (5) Students can formulate comprehensive notes for the academic listening passages.
- (6) Students can interpret the speaker's purposes and intentions in the academic listening passages.

3. Corresponding CEFR Can-do statements

Reception	Listening	OVERALL LISTENING COMPREHENSION		
	B2	Can understand the main ideas of propositionally and linguistically complex speech of both concrete and abstract topics in a standard dialect, including technical discussions in his/her field of specialization. [overall listening comprehension]	EAP EOP	
	B2	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [overall listening comprehension]		
	B2+	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. [overall listening comprehension]	EAP EOP	

	C1	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. [overall listening comprehension]	EAP EOP
	LISTENING AS A MEMBER OF A LIVE AUDIENCE		
	B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentations which are propositionally and linguistically complex. [listening as a member of a live audience]	EAP EOP
	C1	Can follow most lectures, discussions and debates with relative ease. [listening as a member of a live audience]	EAP
	LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS		
	B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. [listening to announcements & instructions]	
	C1	Can understand complex technical information, such as operating instructions, specifications for familiar products and services. [listening to announcements & instructions]	EOP
	LISTENING TO RADIO, AUDIO & RECORDINGS		
	B2	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. [listening to radio, audio & recordings]	
	B2+	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. [listening to radio, audio & recordings]	EAP EOP
Working with Text	NOTE-TAKING (LECTURES, SEMINARS, ETC.)		
	B2	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information. [note-taking (lectures, seminars, etc.)]	EAP
	C1	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. [note-taking (lectures, seminars, etc.)]	EAP
	PROCESSING TEXT		
	B2	Can summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. [processing text]	EAP
B2	Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion. [processing text]	EAP	
C	Range	GENERAL LINGUISTIC RANGE	

	B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. [general linguistic range]	EAP
	B2+	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. [processing text]	
	C1	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. [processing text]	
	VOCABULARY RANGE		
	B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. [vocabulary range]	
	C1	has a good command of a broad repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. [vocabulary range]	EAP EOP
Control	GRAMMATICAL ACCURACY		
	B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [grammatical accuracy]	
	B2+	Good grammatical control. Occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. [grammatical accuracy]	
	C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. [grammatical accuracy]	EAP EOP
	VOCABULARY CONTROL		
	B2	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. [vocabulary control]	
	C1	Occasional minor slips, but no significant vocabulary errors. [vocabulary control]	EAP EOP



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

No.	Core Competency Indicators	%
1.	英語溝通與表達能力 (ability to communicate and express oneself in English)	20%
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)	30%
4.	對英語與多元文化的國際視野 (global views of English and multicultural diversity)	10%
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 development of independent self-learning habit)	20%



Teaching materials and References

Textbook(s)	Hamlin, D., & Koza, Linda-Marie. (2016). Inside Listening and Speaking 4. New York: Oxford University Press. CEFR Scale <input type="checkbox"/> B1 <input type="checkbox"/> B1-B2 <input type="checkbox"/> B2 <input type="checkbox"/> B2+ <input checked="" type="checkbox"/> C1
Additional Textbook(s)	Ingrid Wisniewska. (2013). Vocabulary and Grammar for the TOEFL Test. London: HarperCollins Publishers.
Learning/Resource Platform	https://eeclass.nthu.edu.tw/



Requirements & Rules

- Class attendance, lesson preparation and active class participation are required.
 - If you are absent in case of uncontrollable situations (e.g. illness, emergency, important occasions, etc.), please give me the **valid proof WITHIN TWO WEEKS**.
 - If you miss more than 3 CLASSES (without valid reasons), you will FAIL the course.**
 - Being LATE for more than 20 minutes is treated as ABSENCE from that day's class.**
- Absence from a class is no excuse for not knowing the assignment and what has been discussed in that class. **Ask your classmates or me what has been covered in the class.**
- Cheating** on the exam is **absolutely not permitted**. If someone is found cheating on an exam, it means he/she will get a zero point for that exam.
- There will be **no make-up exams** unless you have valid and official reasons for absence **beforehand**.
- Please **turn off** your **cell phone** during the two-hour class period.
- Late assignments** should be delivered to me or my mailbox **with your name, your course number, and teacher's name** written on it **by the Friday noon of the due week**.
- 學生使用 AI 的條件 [AI-assisted reports and assignments are](#)
 - allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming, but students must show how it helped them reach the result.
限定使用，請註明如何使用生成式 AI 於作業或報告之準備（如腦力激盪等）

Reminder: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of ChatGPT's biggest limitations is its databases only goes up to 2021, making it unaware of current events.



Grading Scheme

No.	Grading	%
1.	Attendance and participation	<u>15%</u>

2.	Final exam	25%
3.	Final presentation	10%
4.	Skill-related assignments	30%
5.	Unit quizzes	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



Classroom Languages

English 70 %
 Mandarin 30 %



Detailed Syllabus:

WEEK	DATE	Class Content (Content Area)	Class activities / Assignments	Main EAP language skills
1	9/4	Course Introduction	Class survey	
2	9/11	Listening strategies	Proficiency test	
3	9/18	U2 Wait for it (Psychology)	Outlining lecture notes	Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring)
4	9/25	U2 Wait for it (Psychology)	Stating, rephrasing, and illustrating	Following descriptions of processes and sequences
5	10/2	U4 Sound Response (Public Health)	Cause-Effect Relationship	Following an account of the development of ideas over time
6	10/9	U4 Sound Response (Public Health)	Citing Sources	Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts)
7	10/16	U5 Changing your brain (Neuroscience)	Listening for signal phrases	Following descriptions of processes and sequences

8	10/23	U5 Changing your brain (Neuroscience)	Expressing and responding to an opinion	Following discussions between multiple speakers
9	10/30	Midterm checkup Mock proficiency test		
10	11/6	No class (School Sports Day)		
11	11/13	U6 Macro approach, macro improvement (Economics)	Inferences	Understanding and evaluating a speaker's interpretation of data
12	11/20	U6 Macro approach, macro improvement (Economics)	Checking for understanding	Following an account of the development of ideas over time
13	11/27	U7 Nature or Nurture (Sociology)	Telegraphic language	Understanding the description of data in spoken language
14	12/4	U7 Nature or Nurture (Sociology)	Summarizing academic research	Comparing and synthesizing ideas and arguments
15	12/11	Final presentation		
16	12/18	Final exam (Textbook & proficiency test)		

Academic Linguistic Skills Indicators¹

Listening	<input checked="" type="checkbox"/> Understanding the description of data in spoken language
	<input checked="" type="checkbox"/> Understanding and evaluating a speaker's interpretation of data
	<input checked="" type="checkbox"/> Understanding references to graphic data
	<input checked="" type="checkbox"/> Following descriptions of processes and sequences
	<input checked="" type="checkbox"/> Following an account of the development of ideas over time
	<input checked="" type="checkbox"/> Following discussions between multiple speakers
	<input checked="" type="checkbox"/> Comparing and synthesizing ideas and arguments
Vocabulary	<input checked="" type="checkbox"/> Expanding academic vocabulary and knowledge of definitions and parts of words (prefixes, suffixes, roots, etc.)

¹ Teacher may indicate the academic skills taught or practiced in this course.

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| ■ Developing a sophisticated knowledge of lexical resources (that are used to determine referents, organize ideas, establish relationships between concepts, and develop cohesion within a text) |
| ■ Getting familiar with discourse patterns (the structure of persuasive, argumentative, and informative texts) |
| ■ Developing sentence structures and discourse patterns for academic competence (comparing, classifying, synthesizing, evaluating, and inferring) |