朝陽科技大學 099學年度第1學期教學大綱
Theories of Language Instruction 英語教學理論

當期課號	2163	Course Number	2163
授課教師	陳姿青	Instructor	CHEN,TZU CHING
中文課名	英語教學理論	Course Name	Theories of Language Instruction
開課單位	應用外語系(四日)三A	Department	
修習別	選修	Required/Elective	Elective
學分數	3	Credits	3
課程目標	此課程介紹學生認識各項基本的教學理論和技巧, 並透過各種不同的方法幫助學生將教學理論應用到教學實務。 主題含括: 教學情境; 聽力教學; 口語教學; 閱讀教學; 寫作教學等等各項相關之教學理論。	Objectives	This course is aimed at introducing to students basic theories and techniques in language instruction, and through repeated practices on different instructional concepts, helping students possess the competence to apply the theories of language instruction to practical situations. Topics to be covered include of: Contexts of Teaching; Teaching Listening; Teaching Speaking; Teaching Reading; Teaching Writing and etc.
教材	Brewster, J &Ellis, G & Girard, D. (2002). The primary English teacher's guide. England: Pearson Education Limited. Notes: Some additional readings may be distributed in class, e-mailed, or placed on reserve in the library. Reference Brown, H. D. (2000). Principles of Language Learning and Teaching. NY: Addison Wesley Longman, Inc. Vale, D. & Feunteun, A. (1995). Teaching Children English. UK: Cambridge University Press. Scott, W. & Ytreberg, L. H. (2002). Teaching English to Children. New York: Longman Inc. Paul, D. (2003). Teaching English to Children in Asia. Hong Kong: Longman Asia ELT.	Teaching Materials	Brewster, J &Ellis, G & Girard, D. (2002). The primary English teacher's guide. England: Pearson Education Limited. Notes: Some additional readings may be distributed in class, e-mailed, or placed on reserve in the library. Reference Brown, H. D. (2000). Principles of Language Learning and Teaching. NY: Addison Wesley Longman, Inc. Vale, D. & Feunteun, A. (1995). Teaching Children English. UK: Cambridge University Press. Scott, W. & Ytreberg, L. H. (2002). Teaching English to Children. New York: Longman Inc. Paul, D. (2003). Teaching English to Children in Asia. Hong Kong: Longman Asia ELT.
	Class Participation 10% Teaching demonstration 15% Storytelling presentation 15% Teaching demonstration critique 5% Storytelling presentation report 5%Mid-term 25% Final Exam 25% **Policy Statement on Quizzes, Exams, Assignments, etc.** 1.All assigned projects are due on the day specified and all reports are required to be submitted to e-learning platform (LMS). The preferred format of the paper: 12-pt Times New Roman and double spacing. 2.All exams must be taken as scheduled. No make-up exams will be given unless you have my prior approval before the exam date. Failure to attain prior approval will result in a missed exam, with the exception of an extreme emergency. "Instructor's prior approval" is only possible with personal discussions		Class Participation 10% Teaching demonstration 15% Storytelling presentation 15% Teaching demonstration critique 5% Storytelling presentation report 5%Mid-term 25% Final Exam 25% **Policy Statement on Quizzes, Exams, Assignments, etc.** 1.All assigned projects are due on the day specified and all reports are required to be submitted to e-learning platform (LMS). The preferred format of the paper: 12-pt Times New Roman and double spacing. 2.All exams must be taken as scheduled. No make-up exams will be given unless you have my prior approval before the exam date. Failure to attain prior approval will result in a missed exam, with the exception of an extreme emergency. "Instructor's prior approval" is only possible with personal discussions

成績評量方式	between instructor and student. Voice mail and e-mail messages are notifications, not approvals. 3.A good participation grade requires attendance, solid contributions to the class discussion, and thoughtful response to other students' contributions. 4.Your academic integrity in this class should be of the highest standard. Unauthorized collaboration with another person in preparing academic work is unacceptable and appropriate action will be taken. This includes all forms of cheating, copying, and plagiarizing. 5.The instructor reserves the right to change this syllabus by adding items, changing items, or deleting items as the pace and environment of the classroom dictates. 6.Reading assignments It should be completed by the class date for which they are listed. While the examinations will focus on the reading in Brewster &Ellis & Girard, please note that the readings in reference list or handouts are also very useful for deepening your understanding and enriching any essay questions. 7.Storytelling presentation There will be at least 5 members in a group. Each group works as a team to prepare and present a story in about 8 minutes. A report of the story should be submitted to e-learning platform after the presentation. The report contents are: 1) What was your first reaction after reading the book? 2) What feeling did the book evoke in you? 3) Who was your favorite character in the story? 4) Was there a character you disliked? Why? 5) Do you resemble any character in the story? Who? How? 6) What was your favorite part of the story? Why? 7) If you could talk to author, what would you say to him/her about the story? 8) If you can change any part of the story, what would it be? 9) Would you recommend this story to a friend? Why? 8.Teaching Demonstration There will be no more than three students in a group. Each student is expected to fully participate in the demonstration. A written lesson plan should be handed after the demonstration is done. The demonstration should not be more than 10 minutes and a handout to everyone in class is required. 9.Teaching Demonstration Critique 10.A critique for every teaching demonstration is required to be submitted to e-learning platform (LMS). Please listen to the presentations carefully and take notes if necessary.	**Grading**	between instructor and student. Voice mail and e-mail messages are notifications, not approvals. 3.A good participation grade requires attendance, solid contributions to the class discussion, and thoughtful response to other students' contributions. 4.Your academic integrity in this class should be of the highest standard. Unauthorized collaboration with another person in preparing academic work is unacceptable and appropriate action will be taken. This includes all forms of cheating, copying, and plagiarizing. 5.The instructor reserves the right to change this syllabus by adding items, changing items, or deleting items as the pace and environment of the classroom dictates. 6.Reading assignments It should be completed by the class date for which they are listed. While the examinations will focus on the reading in Brewster &Ellis & Girard, please note that the readings in reference list or handouts are also very useful for deepening your understanding and enriching any essay questions. 7.Storytelling presentation There will be at least 5 members in a group. Each group works as a team to prepare and present a story in about 8 minutes. A report of the story should be submitted to e-learning platform after the presentation. The report contents are: 1) What was your first reaction after reading the book? 2) What feeling did the book evoke in you? 3) Who was your favorite character in the story? 4) Was there a character you disliked? Why? 5) Do you resemble any character in the story? Who? How? 6) What was your favorite part of the story? Why? 7) If you could talk to author, what would you say to him/her about the story? 8) If you can change any part of the story, what would it be? 9) Would you recommend this story to a friend? Why? 8.Teaching Demonstration There will be no more than three students in a group. Each student is expected to fully participate in the demonstration. A written lesson plan should be handed after the demonstration is done. The demonstration should not be more than 10 minutes and a handout to everyone in class is required. 9.Teaching Demonstration Critique 10.A critique for every teaching demonstration is required to be submitted to e-learning platform (LMS). Please listen to the presentations carefully and take notes if necessary.
教師網頁			

教學內容	Teaching English to children has become a worldwide phenomenon, especially in Asia. The goal of this course is to introduce ESL/EFL (English as Second/foreign Language) knowledge along with children's English teaching techniques to aid students who are seeking to become children's English teachers upon completing their college studies. The goals of this course are: 1. To introduce students to the essential theories and concepts of Children's English teaching. 2. To familiarize students with Children's English teaching in Taiwan. 3. To give students insight into what good Children's English teaching means, and to give them the skills necessary to be comfortable in their teaching roles.	**Syllabus**	Teaching English to children has become a worldwide phenomenon, especially in Asia. The goal of this course is to introduce ESL/EFL (English as Second/foreign Language) knowledge along with children's English teaching techniques to aid students who are seeking to become children's English teachers upon completing their college studies. The goals of this course are: 1. To introduce students to the essential theories and concepts of Children's English teaching. 2. To familiarize students with Children's English teaching in Taiwan. 3. To give students insight into what good Children's English teaching means, and to give them the skills necessary to be comfortable in their teaching roles.

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