

# 國立彰化師範大學 106學年度 第2學期

## 課程大綱暨教學計畫表

授課教師：黃聖慧

科目名稱：英語教學專題討論 (1)

英文譯名：Seminar in TEFL (I)

學分時數：3 學分/ 3 小時

必選修別：必修 選修

全英文授課：是 否

教學意見反應問卷類型：(8)

1. 講述
2. 討論
3. 實習 (教育商管類)
4. 實習 (理工類)
5. 實驗
6. 體能
8. 一般課程
9. 實習 (驗) 課程
10. 體能課程

教學型態：(0)

0. 課堂教學
1. 實習工場
2. 遠距教學 (同步)
3. 遠距教學 (非同步)
4. 課堂教學+小組討論
8. 課堂教學+遠距輔助教學 (同步、非同步)
9. 其他 (如體育、教育實習或實驗課程…等)

<註：課堂教學+小組討論 定義：每學期小組討論的授課時數佔總授課數的三分之一(含)以上>

本課程學習融入議題或具有內容：

品德教育

教學目標：

This is an advanced course to one of the issues in foreign language teaching. In this course we will discuss corrective feedback and language learning styles in foreign language teaching. For each topic, book chapters need to be read, summarized and discussed. Finally, a well done paper will be revised and ready to publish to become one of the fruits of your learning in this course. At the end of this semester, you are expected to have an in-depth concept about all the topics discussed.

## 教學大綱：

Introduction  
CF, individual differences and L2  
CF, individual differences and L2  
CF, individual differences and L2  
Input, Interaction, CF  
Inter-collegiate Week  
Input, Interaction, CF  
Input, Interaction, CF  
Role of Feedback  
CF in L2 teaching & learning  
CF in L2 teaching & learning  
Error correction in FL classroom  
Error correction in FL classroom  
Learning style  
Learning style  
Learning style  
Wrap up  
Final presentation

## 必讀經典或名著：

### ☆ 主要教材：

- ? Sheen, Y. (2011). *Corrective Feedback, Individual Differences and Second Language Learning*. New York: Springer.
- ? Mackey, A. (2013). *Input, Interaction and Corrective Feedback in L2 Learning*. Oxford: Oxford University Press.
- ? Loewen, S. (2012). Role of feedback. In A. Mackey & S. M. Gass (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 24–40). New York: Routledge.
- ? Nassaji, H. (2015). *The Interactional Feedback Dimension in Instructed Second Language Learning: Linking Theory, Research, and Practice*. New York: Bloomsbury Publishing.
- ? Pawlak, M. (2013). *Error Correction in the Foreign Language Classroom: Reconsidering the Issues*. New York: Springer.
- ? Kinsella, K. (1995). Understanding and empowering diverse learners in the ESL classroom. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom*, (p.170–194). Boston, Massachusetts: Heinle & Heinle Publishers.
- ? Castro, O. & Peck, V. (2005). Learning styles and foreign language learning difficulties. *Foreign Language Annals*, 38 (3), 401–409.
- ? Wong, L. L. C. & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39, 144–163.

☆ 參考教材：

- ?Nassaji, H., & Kartchava, E. (Eds.). (2017). *Corrective Feedback in Second Language Teaching and Learning*. London: Taylor & Francis Ltd.
- ?Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1, 3–18.
- ?Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28, 339–368.
- ?Ellis, R. & Sheen, Y. (2006). Re-examining the role of recasts in L2 acquisition. *Studies in Second Language Acquisition*, 28 (4), 575–600. doi : 10.1017/S027226310606027X
- ?Junqueira, L., & Kim, Y. J. (2013). Exploring the relationship between training, beliefs, and teachers' corrective feedback practices: A case study of a novice and an experienced ESL teacher. *The Canadian Modern Language Review*, 69 (2), 181–206.
- ?Lyster, R. (1998). Recast, repetition and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition*, 20, 51–80.
- ?Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 20, 37–66.
- ?Lyster, R., Saito, K. & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46 (1), 1–40.
- ?Rassaei, E. (2014). Scaffolded feedback, recasts, and L2 development: A sociocultural perspective. *The Modern Language Journal*, 98 (1), 417–431. doi : 10.1111/j.1540-4781.2014.12060.x
- ?Russel, J. & Spada, N. (2006). The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching*, (pp.133–164). Amsterdam: John Benjamin Publishing.
- ?Sheen, Y. (2010). The role of oral and written corrective feedback in SLA. *Studies in Second Language Acquisition*, 32, 169–179. doi : 10.1017/S0272263109990489
- ?Tedick, D., & Gortari, B. (1998). Research on Error Correction and Implications for Classroom Teaching. *The Bridge*, ACIE Newsletter. Center for Advanced Research on Language Acquisition, University of Minnesota, v1. Retrieved from <http://www.carla.umn.edu/immersion/acie/vol1/May1998.pdf>
- ?Tomczyk, E. (2013). Perceptions of oral errors and their corrective feedback: Teachers vs. students. *Journal of Language Teaching and Research*, 4, 924–931.
- ?Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46, 327–369.
- ?Truscott, J. & Hsu, Y. A., (2008). Error correction, revision, and learning. *Journal of Second Language Writing*, 17, 292–305.
- ?Akbari, R. & Hosseini, K. (2008). Multiple intelligences and language learning strategies: Investigating possible relations. *System*, 36, 141–155.
- ?Rao, Z. & Liu, F. (2011). Effect of academic major on students' use of language learning strategies: A diary study in a Chinese context. *Language Learning Journal*, 39 (1), 43–55.

<註：請遵守智慧財產權相關規定，不得非法影印>

☆ 必修先導課程：

☆ 建議先導課程：

教材上網：

教學方法：

講述
習作
個案研究
※ 教學方法備註： (none)

評量方式：

評量方式項目	百分比
課堂參與	15%
書面報告	35%
個案分析報告撰寫	50%
※ 評量方式備註： (none)	

課程對核心能力的幫助：

核心能力項目	關聯性
(博士班) 具備運用科技資訊之能力	7
(博士班) 具備深度英語文與英語教學之專業知能	10
(博士班) 具備英語文與英語教學之學術研究能力	10
(博士班) 具備英語文與英語教學之專業批判撰寫能力	10
(博士班) 具備科技資訊與英語文專業能力	8
(博士班) 具備英語文教師之教學與研究專業能力	10
(博士班) 具備專業獨立思考及分析能力	10
(博士班) 具備英語文研究創新能力	10
(博士班) 具備英語文專業領域主動探求與解決問題能力	10
(博士班) 具備終身學習英外語能力	10
(博士班) 具備團隊合作學習能力	7
(博士班) 具備美學欣賞能力與人文關懷精神	8
(博士班) 具備珍惜資源與環境關懷能力	8
(博士班) 具備跨文化的理解與溝通能力	10
(博士班) 具有國際視野並理解多元文化	10

# 教學計畫表

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開課班級：英博三

科目名稱：英語教學專題討論(1)

學分/時數：3/3

上課時間與日期：(二) 02-04 英研4(新館2F)

教學內容與進度：

週次	上課日期	教學單元與進度	學生應預習之章節	作業評量與檢討
1	02/27	Introduction		
2	03/06	CF, individual differences and L2	Sheen Chap. 1-2	
3	03/13	CF, individual differences and L2	Sheen Chap. 3-4	summary
4	03/20	CF, individual differences and L2	Sheen Chap. 5-6	the article
5	03/27	Input, Interaction, CF	Mackey Chap. 1-2	the article
6	04/03	Inter-collegiate Week		the article
7	04/10	Input, Interaction, CF	Mackey Chap. 3-4	the article
8	04/17	Input, Interaction, CF	Mackey Chap. 5-6	the article
9	04/24	Role of Feedback	Loewen	the article
10	05/01	CF in L2 teaching & learning	Nassaji Chap. 1-2	the article
11	05/08	CF in L2 teaching & learning	Nassaji Chap. 4, 6	the article
12	05/15	Error correction in FL classroom	Pawlak Part 4	the article
13	05/22	Error correction in FL classroom	Pawlak Part 3	the article
14	05/29	Learning style	the article	the article
15	06/05	Learning style	the article	the article
16	06/12	Learning style	the article	the article
17	06/19	Wrap up		
18	06/26	Final presentation		Final paper
※ 教學內容備註：(none)				