

國立臺灣師範大學課程綱要

一、課程基本資料

課程代碼	CLU1049	課程名稱	華語教學英語
英文名稱	English for Teaching Chinese Language		
全/半年	半	必/選修	選
學分數	3	每週授課時數	3
開課系級	華語文教學系應用華語文學組		
先修課程	無		
課程簡介	In this course students will be introduced to a number of concrete methods and approaches for employing English successfully in Chinese language classrooms. At the end of this course students will have either developed or enhanced their own stances towards how and when to effectively incorporate English into their classes, reflected on and created their own approaches towards using English in a variety of Chinese classroom teaching applications, and an understanding of why, in some cases, using two languages to teach a language might be better than one.		
課程目標		對應系所核心能力	
1	請看簡介。	1-1 具備中國文學經典及跨文化知識。 1-2 具備中/外語言學知識。 1-3 具備華語文作為第二語言教學相關原理知識。 2-1 具備華語文教學能力。 2-2 具備英文及第二外語表達能力。 3-1 具備國際觀及跨文化的素養。 3-2 能尊重不同個體，具備養成服務、關懷的教學態度。	

二、教學大綱

授課教師	韓森 Jason D. Hendryx
教學進度與主題	
9/14 Introduction to English as a Chinese Language Classroom Resource 9/21 English and Chinese Pronunciation (I) 9/28 English and Chinese Pronunciation (II) 10/05 English and Vocabulary (I) 10/12 English and Vocabulary (II) 10/19 English and Writing Chinese Characters 10/26 English and Grammar	

11/02 English and Culture

11/09 Midterm

11/16 English and Student Rapport & Methods/Study Tips

11/23 English and Translation

11/30 English and the Textbook

12/07 English and Assessments

12/14 English and Classroom Management

12/21 English and Demo Classes

12/28 Materials Adaptation Project

1/05 Group Presentations

1/12 Final

教學方法		
方式	說明	
<input type="checkbox"/> 講述法		
<input checked="" type="checkbox"/> 討論法	課堂討論	
<input type="checkbox"/> 問題解決教學		
<input type="checkbox"/> 合作學習		
<input checked="" type="checkbox"/> 實驗/實作	課堂演示	
<input type="checkbox"/> 實地考察、參訪		
<input type="checkbox"/> 媒體融入教學		
<input type="checkbox"/> 專題研究		
<input checked="" type="checkbox"/> 其他：	讀指定的文章以提供思考與討論的基礎	

評量方法		
方式	百分比	說明
<input checked="" type="checkbox"/> 作業	20%	Materials Adaptation for English 選擇只有中文的材料自行加入英文以幫助教學
<input type="checkbox"/> 期中考		
<input type="checkbox"/> 期末考		
<input checked="" type="checkbox"/> 課堂討論參與	15%	Statement of English use in the Classroom 闡述如何利用英文教華語
<input checked="" type="checkbox"/> 出席	20%	要準時上課並參與課堂討論（缺席兩次以上就不及格不管任何理由）
<input checked="" type="checkbox"/> 報告	30%	Group project (Complete One) English for teaching: 1) pronunciation (pinyin/tones), 2) vocabulary, 3) writing characters, 4) grammar, 5) culture, 6) translation, 7) the textbook, 8) assessments, 9) classroom management, 10) demo classes

<input type="checkbox"/> 成果展覽		
<input type="checkbox"/> 專題		
<input checked="" type="checkbox"/> 其他：	15%	Resource Analysis 分析華語教科書中的英文使用
參考書目	<p>Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? <i>ELT Journal</i>, 41(4), 241-247.</p> <p>Chen, P. (1999). <i>Modern Chinese: History and sociolinguistics</i>. Oxford, UK: Oxford University Press.</p> <p>Cook, V. (2001). Using the first language in the classroom. <i>The Canadian Modern Language Review</i> 57(3), 402-423.</p> <p>Duff, P. A., & Polio, C. G. (1990). How much foreign language is there in the foreign language classroom. <i>The Modern Language Journal</i>, 74(2), 154-166.</p> <p>Ellis, R., & Shintani, N. (2014). Using the L1 in the L2 classroom. In <i>Exploring language pedagogy through second language acquisition research</i> (pp. 225-248). London, UK: Routledge.</p> <p>Gao, M. C. F. (2000). <i>Mandarin Chinese: An introduction</i>. Oxford, UK: Oxford University Press.</p> <p>Kane, D. (2006). <i>The Chinese language: Its history and current usage</i>. North Clarendon, VT: Tuttle.</p> <p>Meyer, H. (2008, March). The pedagogical implications of L1 use in the L2 classroom. <i>共愛学園前橋国際大学論集</i>, 8, 147-160.</p> <p>Morris, M. (1999). Beliefs and Practices of Teaching Assistants toward Target Language Use in First-Year University Language Classrooms, in L. K. Heilenman, (Ed.), <i>Research Issues in Language Program Direction</i> (pp. 101-139). Boston, MA: Heinle & Heinle.</p>	

	<p>Peng. T. H. (1980-1983). <i>Fun with Chinese characters: The straits times collection</i> (3 Vols.). Singapore: Federal</p> <p>Peng. T. H. (1987). <i>Chinese Radicals</i> (2 Vols.). Torrance, CA: Heian.</p> <p>Polio, C. G., & Duff, P. A. (1994). Teachers' language use in university foreign language classrooms; A qualitative analysis of English and target language alternation. <i>The Modern Language Journal</i>, 78(3), 313-326.</p> <p>Schweers, W. (1999, April-June). Using L1 in the L2 classroom. <i>English Teaching Forum</i>, 6-9, 13.</p> <p>Turnbull, M. (2001) There is a role for the L1 in second and foreign language teaching, but...<i>The Canadian Modern Language Review</i> 57(4), 531-540.</p> <p>Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. <i>Annual Review of Applied Linguistics</i>, 22, 204-218.</p> <p>Wei, C. H. (1953). <i>How to recognize Chinese characters</i>. Tokyo: 東京岡書院. (original published in 1923)</p> <p>Xie, G. H. (Ed.). (2003). <i>Illustrated account of Chinese characters</i>. Hong Kong: Joint Publishing.</p> <p>Yao, T. C., & McGinnis, S. (1989). <i>Let's play games in Chinese: A collection of games and teacher aids</i>. Lincolnwood, IL: National.</p> <p>Yin, B. Y., & Rohsenow, J. S. (1994). <i>Modern Chinese characters</i>. Beijing: Sinolingua.</p>
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