

天主教輔仁大學課程資訊系統

Course Syllabus, Fu-Jen Catholic University

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一、課程基本資訊：

開課單位 Department/ Institute	英國語文學系碩士班		學制別 Education System	研究所		
學年度 Academic year	109	學期 Semester	<input checked="" type="checkbox"/> 第一學期 (Fall)	<input type="checkbox"/> 第二學期 (Spring)	<input type="checkbox"/> 全學年 (Entire Year)	
課程名稱 Course Title	跨文化外語翻轉教學法		選別 Required/ Elective	選修	學分數 Credits	3
擋修課程	無					
課程語言 Medium of Instruction	全英文		教材語言 Language for materials	全英文		
授課教師 Instructor	曾明怡	教師背景 Background	專任/副教授			
此課程是否符合教師專長		是				

二、基本素養

學科學習能力--關聯性
1.中文[間接相關] 2.英文[直接相關] 3.資訊[間接相關]

三、核心能力

知識項目--關聯性
13.歷史與文化[無關聯性] 15.教育與訓練[間接相關] 21.外國語文與文學[直接相關]

技能與態度項目--關聯性
2.積極傾聽[間接相關] 3.文字表達[間接相關] 4.口語表達[直接相關] 7.批判思考[間接相關] 9.學習策略[直接相關]

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| 12.合作[直接相關]
17.解決複雜問題[間接相關]
36.創意力[間接相關] |
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五、課程學習目標

課程學習目標	<p>Course Description</p> <p>This course aims to explore two new dimensions of foreign language teaching and learning: intercultural education and flipped instruction. It is designed to provide a selective and critical overview of current approaches to intercultural and flipped foreign language instruction, and to apply these approaches into experiential learning activities. Relevant theoretical foundations of intercultural education and flipped instruction are critically examined to help students conduct needs analysis, make informed decisions of teaching materials and strategies, as well as evaluate learning outcomes. This course culminates with two group projects, allowing students to integrate theory and practice.</p> <p>Course Objectives</p> <p>This course intends to achieve three major objectives. Students will</p> <ol style="list-style-type: none">understand and engage the theories and practices in the fields of intercultural education and flipped language instruction.identify, analyze, and understand various benefits and challenges involved in intercultural and flipped foreign language teaching and learning.develop intercultural communicative competence and critical awareness of applying intercultural and flipped teaching approaches into practice. <p>修畢本課，同學可以</p> <ol style="list-style-type: none">瞭解跨文化與外語翻轉教學的理論與實踐；認識、分析、瞭解跨文化外語翻轉教與學的優點與挑戰，發展跨文化溝通能力與批判力，以在教學時靈活地運用不同教學法。
先修課程	

六、授課進度

授課進度 Course Progress Outline				
週次 Week	日期 Date	主題 Topic	單元主題 Unit	備註 Remark

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1	09/17	Course Overview, Intercultural Education	Course Overview, Intercultural Education	
2	09/24	(1)History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	(1)History of Intercultural Teaching and Training (2) Theoretical Frameworks of Intercultural Teaching and Learning	
3	10/01	Intercultural Communicative Competence in Multiple Contexts	Intercultural Communicative Competence in Multiple Contexts	
4	10/08	Culture-Responsive Pedagogy: Design, Implementation, Assessment	Culture-Responsive Pedagogy: Design, Implementation, Assessment	
5	10/15	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	Interculturality in Foreign Language Classroom: ELF, Critical Literacy	
6	10/22	Intercultural Learning Activities: Tasks and Critical Incidents	Intercultural Learning Activities: Tasks and Critical Incidents	
7	10/29	Issues in Intercultural Education: Language, Identity, Ideology	Issues in Intercultural Education: Language, Identity, Ideology	
8	11/05	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (1)	
9	11/12	Project 1 (Intercultural Teaching): Presentation	Project 1 Presentation (2)	
10	11/19	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	(1) Flipped Classroom: Introduction of Flipped Classroom/ MOOCs (2) Bergmann & Sams Khan's academy, 均一教育平台, Minerva Schools	
11	11/26	(1)Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2)Iknow, Edmodo, TronClass, Pear Deck, Kahoot	(1)Flipped Class 101: Mindset, Technological Preparation, Communicate with Stakeholders (2) Iknow, Edmodo, TronClass, Pear Deck, Kahoot	
12	12/03	(1) Planning for the Flipped Classroom: Schedule Class Time, (2)	(1) Planning for the Flipped Classroom: Schedule Class Time, (2) Resources, Engage	

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		Resources, Engage Students Ted Ed., Voicetube, Edx/ Coursera	Students Ted Ed., Voicetube, Edx/ Coursera	
13	12/10	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	(1) Flipping Reading & Writing: Fiction/Nonfiction/Poetry, (2) Mentor/ Workshops/Group Edutopia	
14	12/17	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	(1) Flipping Grammar and Vocabulary: Tools, Tips on Flipping Grammar/ Vocabulary (2) 阿滴英語 Ray Du English	
15	12/24	Choice and Projects: Class Management, Genius hour of 20% time	Choice and Projects: Class Management, Genius hour of 20% time	
16	12/31	Pedagogy: Mastery, Gamification, and Inquiry	Pedagogy: Mastery, Gamification, and Inquiry	
17	01/07	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (1)	
18	01/14	Project 2 (Flipped Classroom): Presentation	Project 2 Presentation (2)	
Office Hours	Fri 10:00-12:00, Wed 13:30-15:30 or by appointments		聯絡方式及辦公室地點 Contact Information	曾明怡老師 Ming-i Lydia Tseng Office: SF830 聖言樓 830 Office Tel: 02-2905-3537 E-mail: 023148@mail.fju.edu.tw

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七、教學方法

教學方法 Pedagogical Methods	方法 Method	%	方法 Method	%	方法 Method	%
	講述	20	影片欣賞	0	討論	20
個案研討	0	服務學習	0	問題導向學習	0	
競賽遊戲	0	專家演講	0	專題實作	20	
電子教學	0	體驗教學	20	角色扮演實境教學	0	
競賽讀書會	0	產業實習	0	自主學習	0	
對話教學法	0	樣本觀察	0	校外參訪	0	
實作教學	20	個別指導	0	其他	0	

說明：

備註：1.若使用其他教學方法，請自行說明。若所列之教學方法未使用，只需於百分比欄位中填0。各項總合須等於100%
2.教學方法與核心能力相關之說明亦可於此欄位中敘明。

八、課程教材

課程教材 Course Material	<p>Bergmann, J., & Sams, A. (2015). Flipped learning for English language instruction. United States: International Society for Technology in Education.</p> <p>Liddicoat, A. J. & Scarino, A. (2013). Intercultural language teaching and learning. Chichester, West Sussex: Wiley-Blackwell.</p>
教科書	<p>Bergmann, J., & Sams, A. (2015). Flipped learning for English language instruction. United States: International Society for Technology in Education.</p> <p>Liddicoat, A. J. & Scarino, A. (2013). Intercultural language teaching and learning. Chichester, West Sussex: Wiley-Blackwell.</p>
參考書目 Reference	<p>黃國禎, 伍柏翰, 朱蕙君, 葉丙成, 楊韶維, 許庭嘉, & 洪駿命. (2018). 翻轉教室: 理論, 策略與實務. 高等教育.</p> <p>Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (2012). Principles and practices for teaching English as an international language. London: Routledge.</p> <p>Bennet, J. M., Bennet, M. J., & Allen, W. (2003). Developing intercultural competence in the language class. Greenwich: IAP.</p> <p>Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon, UK: Multilingual Matters.</p> <p>Byram, M. (2012). Language awareness and (critical) cultural</p>

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	<p>awareness-relationships, comparisons and contrast. Language Awareness, 21(1-2), 5-13.</p> <p>Correa, M. (2015). Flipping the foreign language classroom and critical pedagogies: A (new) old trend. Higher Education for the Future, 2(2), 114-125.</p> <p>Holliday, A. (2018). Understanding intercultural communication: Negotiating a grammar of culture. 2nd Edition. London: Routledge.</p> <p>Jenkins. J. (2007). English as lingua franca: attitude and identity. Oxford: Oxford University Press.</p> <p>Kachru, B. (1992). The other tongue: English across cultures. Urbana (IL): University of Illinois Press.</p> <p>Kramsch, C. (1998). Language and culture. Oxford: Oxford University Press.</p> <p>Loucky, J. P., & Ware, J. L. (Eds.). (2016). Flipped instruction methods and digital Technologies in the language learning classroom. IGI Global.</p> <p>Mehring, J., & Leis, A. (2018). Innovations in flipping the language classroom. Springer.</p> <p>Porto, M. & Byram, M. (2017). New perspectives on intercultural language research and teaching: Exploring learners' understandings of texts from other cultures. New York: Routledge.</p> <p>Scollon, R., & Scollon, S. W. (1995). Intercultural communication. Oxford: Blackwell.</p> <p>Seidlhofer, B. (2011). Understanding English as a lingua franca. Oxford: Oxford University Press.</p>
教學平台網址	2

九、學習評量

	方法 Method	%	方法 Method	%	方法 Method	%
學習評量 Learning Evaluation	課堂之前測	0	學生表現側寫報告	0	個案分析報告撰寫	0
	專題發表	0	課堂上實作演練	30	專業團體之證照檢定	0
	期中考	15	期末考	15	隨堂考(小考)	0
	書面報告(含小組或個人)	0	課堂參與	0	心得或作業撰寫	10
	口頭報告(含小組或個人)	30	面試或口試	0	自評與小組互評	0
	參加競賽	0	展演	0	筆記	0
	其他	0				

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	說明：
	備註：1.若使用其他評量方法，請自行說明。若所列之評量方法未使用，只需於百分比欄位中填0。各項總合須等於100% 2.學習評量與核心能力相關之說明亦可於此欄位中敘明。

十、學習規範

學習規範	<p>Requirements:</p> <ol style="list-style-type: none">1. Attendance: All students are required to attend class on time. Each unexcused absence will result in a 10-point deduction of the semester grade. Late arrivals and early departures will cost you a 5-point deduction each time. Authorized absences, such as sickness, official activities, and emergencies require proven documents (e.g. doctor's notes, official letter, etc.) for the instructor's official approval. Proven documents should be given to the instructor for "granting" authorized absences within 2 weeks. If you are absent for more than FOUR times without acceptable reasons, you will fail this course.2. You will get a ZERO if you miss a test/report. There will be NO make-up tests/reports unless you have the legitimate reason & provide official evidence.3. Unless specified by the instructor, electronic devices (e.g., mobiles phones, iPads, laptops, etc.) can't be used in class. Please switch off your cell phone during class and don't deal with your private things during class (e.g. reading materials unrelated to the course, listening to music, writing assignments for the other courses, etc.). Otherwise, you will lose 1 point each time.4. Group projects: All students are required to join a group of 4-5 people. Please help with each other, and make sure everyone contributes efforts to work on the team projects. If a member of the group did not participate in doing group assignment, his or her name should not be placed on the assignment and s/he will not receive the group grade.
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說明：有關上課的規則，例如：請假、遲到、遲交作業等相關規定

十一、備註

備註	
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