

活動成果			
活動名稱	托福口說加強班		
執行單位	語文發展中心		
活動聯絡人	許雅雯	電話/分機	089-517543/4114
執行日期	107/9/28-107/11/9		
執行地點	H202-3		
參與人數	教師人數	學生人數	校外人士
	1	14	
活動主旨			
活動整體滿意度 (請提供滿意度調查附件)	請參照附件一		
活動過程簡介 (500~800 字說明)	<p><b>一、 講師介紹</b></p> <p>Charlie Taylor 為加拿大籍外師，擁有加拿大皇后大學教育碩士及多年豐富的 EFL 第二外語教學經驗。</p> <p><b>二、 授課內容</b></p> <p>This course ran for seven two-hour classes held on Friday nights in the fall of 2018.</p> <p><b>General overview</b></p> <p>The design of this course is informed by the philosophy that learning a language must be enjoyable in order to be effective. Memorizing long lists of vocabulary words and grammatical patterns is not the path to becoming a competent English speaker. Language acquisition is a process that takes a lot of time, and in order to ensure students continue to invest that time, it is necessary that they should not perceive the endeavour as an onerous chore; otherwise even the most dedicated student will become frustrated over time. Students who find the subject matter and process compelling are far more likely to continue investing the amount of time necessary to achieve proficiency. Furthermore, language acquisition occurs most naturally and effortlessly when a student is so interested in the subject matter that they forget they are getting input in a foreign language (Krashen, 2011, 2013).</p> <p>The subject matter covered in TOEFL exams is so varied that it is impossible to prepare specifically for all the questions one might encounter on the test. As such, the main strategy of this TOEFL class is to improve a student's English proficiency to the point where they can handle as wide a range of questions as possible. Having a solid mastery of English will allow students to infer meaning even in cases where they encounter some</p>		

vocabulary that is highly specialized. That said, the TOEFL is a very specific format, and it tests not only students' mastery of English, but also their ability to perform well within that format. This means a certain amount of class time is necessarily used for fairly dry explanation of the various formats of the questions asked. Classwork is also sometimes restricted by the format which is not always conducive to providing truly compelling material.

To combat this, and to maximize improvement in the students' English ability, it is strongly suggested that the student view the two hours per week spent in the classroom as only a small part of their overall learning plan as they prepare to take the TOEFL. Not only is weekly homework assigned from the textbook which is then taken up in class, but students are also encouraged to actively seek out additional sources of comprehensible input, and opportunities to practice communication outside the classroom. These could include anything from watching English movies with English subtitles, to chatting in English with friends, to reading books they find interesting and enjoyable. Pleasure reading in particular has been shown to improve scores on standardized tests dramatically (Nishizawa, Yoshioka, & Ichikawa, 2017).

It is highly recommended that students keep a learning journal where they record what strategies they use to improve their English outside of class time. This allows them to track what is useful, and what is not so useful, and to record any questions they encounter that they can bring to class. Keeping the journal prompts students to reflect on their learning. It allows them to take ownership of their own language acquisition process and understand that they are responsible for their own learning outcomes.

In a standard class, students sit in rows facing the instructor. As a result, most conversations are directed at, and fielded by, the instructor. This means the students can, at best, share 50 percent of the class time, while the rest is monopolized by the instructor—the person in the class who is least in need of practicing his output. In order to improve this dynamic, students in the TOEFL speaking class sit in a circle. This facilitates communication between classmates. By allowing students to look one another in the face, rather than at the back of their colleagues' heads, it encourages students to engage one another in conversation. This is not a lecture class, and students are expected to participate actively in class

discussions. The role of the teacher is that of a facilitator. Every class begins with a warm up, where each student will share an interesting experience they had within the previous week. We then take up the homework, and students share any questions they recorded in their learning journals over the previous week. These can be anything from what certain idioms mean, to clarification on grammatical points. Sometimes students share resources they found that help them with their language acquisition efforts.

After that we move on to discussing the specific format of a style of question that the students will encounter on the TOEFL speaking test. Once the format has been established and understood, we will tackle some practice questions based on that particular model. Depending on class size, we will sometimes divide the class into smaller discussion groups to ensure maximum opportunities for participation. At the end of class, we will reconvene as a single unit to share and discuss some of the answers. Finally, the instructor may briefly go over some grammar points if he has noticed there are some errors that are being made consistently. These are rarely raised during class. This surprises some students, who feel that the main role of the teacher should be to correct their mistakes. However, there are two main reasons why this is not done; first, so as not to disrupt the flow of conversation, and second, because evidence suggests correcting errors is of little benefit in terms of facilitating language acquisition, and may actually harm the process (Truscott, 1999; Krashen, 1982, 2013).

### **Weekly schedule**

The first class begins with introductions. Each student will tell the class a little about themselves, such as where they are from, what their major is, and why they are taking the TOEFL. After that the instructor introduces the textbook, discusses study strategies and outlines the course.

In the following weeks, each class focuses on one particular style of question that is featured on the TOEFL speaking test. There are six in total.

The first question deals with personal experience. On the exam, the student will see a prompt on their screen. They will then have 15 seconds to prepare an answer, and 45 seconds to speak their answer into the microphone. In class, students are divided into small groups where they take turns asking each other questions which are provided by the instructor.

They provide answers to each question. At the end of class, students reconvene into a large group to share answers and give each other feedback. Follow up questions, suggestions, and requests for clarification are always welcome.

Some questions or prompts which were discussed during the Question One classes this semester were:

- Talk about an interesting place you have visited. Describe it and say why it was interesting.
- What is your proudest achievement? Why?
- Talk about a difficulty you have had to overcome.
- What is the scariest thing that has ever happened to you?
- What is the most embarrassing thing that has ever happened to you?
- What is your favourite childhood memory? Why?

There are other sample questions in the textbook, and students are encouraged to practice with these as homework.

Question two follows the same format as Question One, the main difference being that this one deals with personal preferences rather than personal experiences. Some of the Question-Two-style prompts that were discussed in class this semester are:

- Do “smart phones” do more harm than good?
- Do you believe Chinese history should be taught in Taiwanese schools?
- Is it better to have one really good friend or many acquaintances?
- What qualities are important in a good teacher?
- Would you rather be really smart or really good-looking?
- Do you prefer spending time indoors or outdoors? Why?
- Do you think it is OK to tell lies sometimes, or should you always tell the truth?
- Do you think it is better to get your news from the TV or the Internet? Why?
- Do you prefer travelling alone or with a friend?
- Do you support or oppose the death penalty?

Question Three involves a more complex format. Students have 45 seconds to read a brief passage. Then they listen to a dialogue, after which they are presented with a prompt. Students have 30 seconds to prepare, and then 60 seconds to give their response. The subject matter for this question is usually related to an announcement on a university campus, where the speakers in the dialogue section share their opinion about the news. The prompt usually requires students to summarize the argument being made by one of the speakers in the dialogue in favour, or in opposition to, the announcement. There are usually two main points which the student can identify while listening in order to later use them as the basis for the summary.

The format of Question Four is similar to that of Question Three, except that the subject matter is more academic in nature. The reading, for which the student again has 45 seconds, is similar in style to what might be found in a peer-reviewed journal, and the vocabulary can be highly specialized. After finishing the reading, the student will then listen to a lecture on a topic related to the reading, which is intended to simulate a lecture in a university classroom. Finally, the student is again given a prompt and has 30 seconds to prepare before giving their answer for 60 seconds. Once again, the prompt generally asks for a summary of the talk, and students can prepare themselves during the speech by noting two key points that the speaker makes.

For Question Five, students listen to a conversation, after which they will be given a prompt. Students will have 30 seconds to prepare, and then 60 seconds to give their response. The conversations will generally deal with a problem. The student is then asked to summarize the problem and outline which of the two solutions discussed they prefer, and why.

For Question Six, students will listen to an academic-style lecture. They will then be prompted to summarize some aspect of the lecture. They will be given 30 seconds to prepare and 60 seconds to give their response. As with Question Four, some of the language used can be highly specialized. Because it is impossible to anticipate what field the lecture might be from, it is impractical for students to try to memorize all the vocabulary they may encounter. Rather, it is recommended that students improve their general English ability to the point where they can infer the meaning of any words they are not familiar with from the context.

### Sources

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Krashen, S. (2011). *Free voluntary reading*. Santa Barbara, CA: Libraries Unlimited.

Krashen, S. (2013). The case for non-targeted, comprehensible input. *Journal of bilingual education research & instruction*, 15(1): 102-110.

### 三、結語

透過外師的教學，讓同學有實際英文口說演練的練習機會。增加學生口說練習的技巧及自信心。



上課照片



上課照片



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其他附件

1. 學習成效評量或滿意度調查表及分析結果說明

附件一

## TOEFL 口說加強班

主辦單位:語文發展中心

授課教師: Charlie Taylor 老師

時間:107年9月28日~107年11月9日



對本次課程進行方式的滿意程度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



本課程能增進您未來參與英語檢測的能力

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



授課教師專業知識程度

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



本課程能增加您報名語言檢測的信心

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



本課程能協助您建立英語檢測的技巧

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



希望下學期能繼續開設這門課

1=非常不同意;2=不同意;3=普通;4=同意;5=非常同意



## 課程心得：

同學 A：希望能開設寫作課程。

同學 B：老師讓我可以很勇敢說，練習說，建立自我信心及破除內心障礙。

蠻高興有此免費課程，而也透過老師幽默的上課方式，能進一步的去克服障礙希望能繼續開課