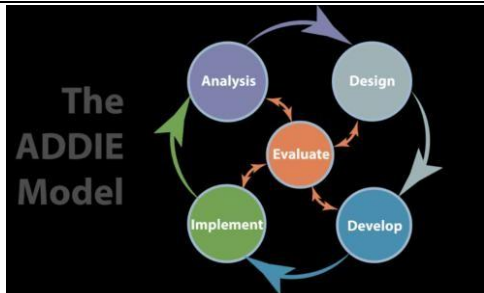


國立中正大學碩士班課程大綱
Course Syllabus (Graduate Program)
National Chung Cheng University

This syllabus is subject to change. Refer to the updated version on ecourse2.

課號 Course Code	1365061	全英文授課 EMI	■ 是 □ 否
課程類別 Course Type	☐ 人文關懷課程(Humanistic Care Course) ☐ 競賽專題課程(Competition Specialized Course) ☒ 問題導向課程(Problem-Based Course) ☒ 專題導向課程(Project-Based Course) ☐ 總整課程(Capstone Course) ☒ 實作課程(Practical Course) ☒ 實習(Practicum) ☐ 其他(Others)		
課程名稱 (中文) Chinese course Title	AI 輔助字彙教學		
課程名稱 (英文) English course Title	Teaching and Learning Vocabulary through AI		
學年/學期 Academic year/ Semester	114 學年度第 1 學期 Fall 2025	學分 Credits	3
學系 (所) Department	英語教學碩士班 MA TEFL	必/選修 Required/Selected	■ 必修 □ 選修
上課時間 Class hours	每週三，13:10 ~16:00 Wed. (13:10-16:00)	上課地點 Classroom	355
教師 Instructor	鄭英雪 Dr. Ying-Hsueh (Sherry) Cheng	教師 Email Instructor's Email	folyhc@alum.ccu.edu.tw
助教 Teaching Assistant	Ann	助教 Email TA's Email	
先修科目或先備能力 Prerequisites	N/A		
課程概述 Course Descriptions	This course equips MA TEFL students with theoretical knowledge and practical skills in vocabulary instruction and AI-assisted pedagogy. It is structured according to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to guide students through the process of lesson design. Students will explore vocabulary learning principles, apply AI tools such as ChatGPT for instructional planning, and conduct two micro-teaching practicums (midterm and final) to apply their learning in practice.		
	ADDIE model: 1. Analysis → learner needs, goals, context 2. Design → objectives, sequencing, assessments 3. Development → materials and tasks 4. Implementation → delivery (teaching, practice) 5. Evaluation → reflection and revision		
學習目標 Learning Objectives	By the end of the course, students will be able to: 1. Explain key theories of vocabulary acquisition in L2 learning. 2. Evaluate the benefits and limitations of AI tools in vocabulary instruction. 3. Design AI-assisted vocabulary learning tasks for various EFL contexts. 4. Analyze learner data to inform vocabulary teaching strategies. 5. Reflect critically on the ethical and pedagogical implications of using AI in education.		
教科書及參考書 Textbooks and References	Course materials will be posted on ecourse2 (or see below).		

教學要點概述	
教材編選 Teaching Materials	☒ 自製簡報(ppt) ☒ 課程講義 ☐ 自編教科書 ☐ 教學程式 ☐ 自製教學影片 ☐ 其他
教學方法 Teaching Methods	☒ 講述 ☒ 小組討論 ☒ 學生口頭報告 ☐ 問題導向學習 ☒ 個案研究 ☐ 其他
評量工具 Evaluation Tools	☐ 期中考 ☐ 期末考 ☐ 隨堂測驗 ☒ 隨堂作業 ☐ 課後作業 ☐ 期中報告 ☐ 期末報告 ☒ 專題報告 ☐ 評量尺規 ☐ 其他
教學資源 Teaching Resources	● ecourse2: Course materials will be uploaded here; assignments should also be uploaded here. - Some chapters will be selected from: <u>Nation, I. S. P. (2013). Learning vocabulary in another language. Cambridge University Press.</u> ● Facebook: will be used for announcements, reminders, and after-class communication. Join our FB class group here: https://www.facebook.com/groups/740464578980208 
學習評量與成績配分 Assessment and Grade Distribution	1. Attendance & Participation: 25% 2. Reading Presentation and Leading Discussion (30 mins in pairs): 10% 3. Teaching Practicum: 45% (analysis report, lesson plans & materials, annotated chat logs, teaching videos, revised lesson plans & materials, midterm & final reflections) 4. E-Portfolio Showcase & Final Presentation – 20%
課程相關訊息 Course Information	1. Attendance: Attendance is required. Students who are enrolled in this course must attend the <i>first class</i> or take leave with a good reason. Being late is considered the same as being absent. Students are expected to: 1) send a message to the instructor regarding your absence; 2) apply for leave of absence through online application system (學生請假系統) within a week. Leave of absence (with official proof) is only allowed 2 times per semester. Absences exceeding and including six hours, with or without leave, will be considered failure for the course. 2. Classroom etiquette: Mute your smart phone. Use your phone wisely. 3. Assignment submissions: All the assignments should be submitted <i>electronically</i> on e-course2. There is no need to submit a hardcopy of your reflection paper or final paper. 4. Using AI for writing: You're encouraged to use ChatGPT as an assistant or peer to brainstorm and deepen your knowledge related to topics and materials discussed in this course. However, please draft your own ideas first before consulting ChatGPT for feedback or suggestions. Remember, the originality and authenticity of your ideas are most important.

課程進度 Course Schedule

(The schedule is subject to change; always see ecourse2 for updated version)

Week	Date	Contents	Notes
1	9/10	Course orientation: ADDIE model & ChatGPT	Join FB class group
Analysis			
2	9/17	Principles of ESL/EFL Vocabulary Acquisition Reading: Nation (2013)—Ch 2: Knowing a word	ChatGPT questionnaire
3	9/24	Conducting Needs Analysis for Lesson Design ➤ Reading: Nation (2013)—Ch 14: Designing the vocabulary component of a language course ➤ Tutorial: How to construct your teaching e-portfolio with Google Sites	Leading discussion 1 (Shining & Snowy)
4	10/1	Setting Learning Goals & Identifying Challenges ➤ Reading 1: Using the Four Strands to Help Students Learn the Academic Word List ➤ Reading 2: An investigation into vocabulary learning strategies used by senior high school students in Taiwan	Leading discussion 2 (Keith)
Design			
5	10/8	Designing Objectives & Sequencing Content ➤ Reading 1: Teaching & learning vocab with AI ➤ Reading 2: Examining the Role of Prompt Engineering in Utilizing Generative AI Tools for Lesson Planning: Insights From Teachers' Experiences and Perceptions	Leading discussion 3 (Arvin)
6	10/13	Mon. Class observation@CYVS	Meet at bus stop: 13:20
	10/15	Task Design for Vocabulary Instruction Reading: Nation (2013)—Ch 3 Teaching & explaining vocabulary (pp. 92-143)	Analysis report due Leading discussion 4 (Dora & Shaina)
7	10/22	No class meeting	Lesson objectives & lesson plan 1 due
Development			
8	10/29	Creating Instructional Materials & Differentiation ➤ Reading 1: Unlocking the Potential: Exploring Student Teachers' Perceptions of Human-Generated and ChatGPT Lesson Plans in Education ➤ Reading 2: ChatGPT and Generative AI: Possibilities for Its Contribution to Lesson Planning, Critical Thinking and Openness in Teacher Education Peer Review of Lesson Plan 1 & Material	Leading discussion 5 (Eunice & Marie) Leading discussion 6 (Tim & Ann) Lesson plan 2 & materials due
9	11/5	Consultation with Teacher Ray (at CCU)	Lesson plan 3 & materials due
10	11/12	Integrating Digital Tools & Gamification ➤ Reading: Impact of Gamified Vocabulary Learning Using Quizlet on Low Proficiency Students Peer Review of Lesson Plans & Materials 2 & 3 Assessment Planning ➤ Reading: Nation (2013)—Ch 13 Testing vocabulary knowledge & use	Leading discussion 7 (Paul & Henry) Leading discussion 8 (Emma & Jane) Midterm reflection due
Implementation			
11	11/19	Micro-teaching Teaching Rehearsal Attention to instructional language	Peer Review of Lesson Plan 3 & Material

12	11/24	Teaching Practicum 1 (Getting to know marketing-related topic vocabulary words)	Annotated chat logs 1 due Teaching video 1 due Revised lesson plan 1 & materials 1 due
13	12/1	Teaching Practicum 2 (Writing a presentation draft)	Annotated chat logs 2 due Teaching video 2 due Revised lesson plan & materials 2 due
14	12/8	Teaching Practicum 3 (1-min. presentation)	Annotated chat logs 3 due Teaching video 3 due Revised lesson plan & materials 3 due
Evaluation			
15	12/17	Reflective Practice & Revision Ethical Considerations & AI Bias	Final reflection due CCU survey
16	12/24	Final presentation	ChatGPT questionnaire
17	12/31	No class (interviews)	
18	1/7	No class (interviews)	

Textbook used for teaching practicum: [Business Partner B1 Coursebook with Digital Resources](#)

Business Partner B1: <http://accessories.tunghua.com.tw:5000/sharing/A3wHa7ITt> (Password: password)

Notes:

1. **Class observation:** 10/13 14:15-15:05
2. **Consultation** with Teacher Ray for lesson plan materials changed to: 11/5 at CCU
3. **Dates for practicum:**
4. **Online teaching:** 1 CCU student teacher paired with only 2-3 vocational students (whole class: only 34 students)
5. **Teaching goal:** using **Marketing**-related topic vocabulary words to prepare a 1-min. presentation