

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. Do not print until the first week of the course.

課號 Course Code	1365042	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(Lab) ☐ 其他(Others)		
課程名稱 (中文) Chinese course Title	專業英語：教學與研究		
課程名稱 (英文) English course Title	ESP: Pedagogy and Research		
學年/學期 Academic year/ Semester	115 學年度第 1 學期 Fall 2026	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	folyhyc@alum.ccu.edu.tw
助教 Teaching Assistant		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 aims to prepare you some basic understandings of English for Specific Purposes (ESP). ESP adopts a learner-centered, cross-disciplinary approach and is based on an investigation of the purposes of the learners and the set of communicative needs arising from these purposes. To meet the target needs of the learners, the course content and teaching methods are derived from an analysis of a specific situation, such as English for Occupational Purposes or English for the workplace.		
學習目標 Learning Objectives	Throughout this course, you are expected to: ➤ have a basic understanding of the origins and development of the ESP field, ➤ conduct needs analysis of a target learner groups, ➤ design a course syllabus based on the needs/corpus analysis results.		
教科書及參考書 Textbooks and References	● Weekly assigned readings (including selected book chapters and journal articles) will be posted on e-course2. Book chapters will be selected from the followings: ➤ Woodrow, L. (2018). <i>Introducing course design in English for specific purposes</i>. Routledge. ➤ Brown, J. D. (2016). <i>Introducing needs analysis and English for specific purposes</i>. Routledge.		
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	☐ 期中考 ☐ 期末考 ☐ 隨堂測驗 ☒ 隨堂作業		

Evaluation Tools	☐ 課後作業 ☐ 評量尺規	☒ 期中報告 ☐ 其他	☒ 期末報告	☒ 專題報告
教學資源 Teaching Resources	☐ 課程網站 ☒ 教材電子檔供下載 ☐ 實習網站			
學習評量與成績配分 Assessment and Grade Distribution	1. Attendance and participation: 20% 2. Weekly posts to assigned readings: 20% 3. Reading presentation and leading discussion: 10% 4. Term project: 50%, including midterm proposal (15%), presentation (10%), term paper (25%)			
教師相關訊息 Instructor's 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 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 to brainstorm and deepen your knowledge related to topics and materials discussed in this course. However, all the assignments should be your own work, written in your own words. Any plagiarism or copying will fail this course, including AI-generated text.			
每週課程內容 Weekly Scheduled Contents				
Week	Date	Topics	Contents	
1	9/9	Introduction	Orientation & Sign up for reading presentation Introduction to National Digital Library of Theses and Dissertations in Taiwan	
2	9/16	Overview of ESP	Woodrow: Ch 1 & 2	
3	9/23	Language and skills in ESP	Woodrow: Ch 3 Cheng & Vo (2020). Needs analysis of Vietnamese Daikin engineers in their workplace. <i>Taiwan International ESP Journal</i> , 11(2), 54-70.	
4	9/30	Vocabulary and ESP	Woodrow: Ch 4 Use Wh- questions to describe your target group due	
5	10/7	Selecting & sequencing ESP needs analysis data collection	Brown: Ch 3 Wozniak (2010). Language needs analysis from a perspective of international professional mobility: The case of French mountain guides. <i>English for Specific Purposes</i> , 29(4), 243-252. [Kelly]	
6	10/14	Collecting needs analysis data	Brown: Ch 4 5 relevant studies and research questions due	
7	10/21	Collecting needs analysis data	Bui & Cheng (2024). English needs analysis of food & beverage employees: A case study of a 5-star resort in Vietnam. <i>English for Specific Purposes</i> , 76, 74-105. [Snowy] Questionnaire/interview questions due	
8	10/28	Collecting needs analysis data	Spence & Liu (2013). Engineering English and the high-tech industry: A case study of an English needs analysis of process integration engineers at a semiconductor manufacturing company in Taiwan. <i>English for Specific Purposes</i> , 32(2), 97-109. [Shining]	
9	11/4	Peer Review & Conference	Outline due [Begin your data collection]	
10	11/11	Analyzing & interpreting needs analysis data	Brown: Ch 5 Workshop: use a corpus/ChatGPT to analyze language features of a particular disciplinary discourse	

11	11/18	Reporting on the needs analysis project	Brown: Ch 7
12	11/25	Work outside of class for data collection	
13	12/2	Using NA results for syllabus development	Staples (2019). Using corpus-based discourse analysis for curriculum development: Creating and evaluating a pronunciation course for internationally educated nurses. <i>English for Specific Purposes</i> , 53, 13-29.
14	12/9	NA and course evaluation Work outside of class for data analysis	Nateghian (2024). English language needs of Iranian students of civil engineering: Are the courses aligned with workplace needs?. <i>English for Specific Purposes</i> , 76, 122-135.
15	12/16	Conference	Discuss term project
16	12/23	Wrap-up	Term project presentation
17	12/30	Final	No class
18	1/6	Final	Term paper due (No class)

核心能力 Core Competency

核心能力 Core competency		本課程與核心能力關聯強度 Degrees of Related to Core Competence				
		1	2	3	4	5
專業能力 Specific Competency	(1) 理論統整應用能力 (Integration and Application of Theories)					V
	(2) 研究方法運用能力 (Application of Research Methods)					V
	(3) 教學創新能力 (Pedagogical Innovation)				V	
	(4) 學術論文發表能力 (Academic Performance)			V		

註：關聯強度以五點量表標示，1 表示沒有關聯，5 表示非常有關聯。

與教育部職能診斷 UCAN 的關聯 (Relevance to UCAN of MOE)

☐ 建築營造 ☐ 製造 ☐ 科學、技術、工程、數學 ☐ 物流運輸 ☐ 天然資源 ☐ 食品與農業 ☐
 醫療保健 ☒ 藝文與影音傳播 ☐ 資訊科技 ☐ 金融財務 ☐ 企業經營與管理 ☐ 行銷與銷售 ☐
 政府公共事務 ☒ 教育與訓練 ☐ 個人及社會服務 ☐ 休閒與觀光旅遊 ☐ 司法、法律與公共安全

Weekly Posts to Assigned Readings: 20%

1. Throughout the semester, you're required to read and respond to assigned readings a number of times on **ecourse2** before you come to class **(by Sunday midnight)**.
2. Your response can be either: 1) a question, 2) a critique, or 3) any reflection based on your experience.
3. It should be concise within 100 words. You will earn higher scores if your posts can enhance critical thinking. That means, the quality of your post matters, not the word amount.
4. If you're the presenter of the article, you do NOT need to post a response that week.

Reading Presentation and Leading Discussion (10%)

1. This is an individual presentation.
2. Time duration: 30 mins (15-min presentation of the article, and 15-min discussions).
3. Your job is to help your classmates understand the assigned reading and also respond to their questions/reflection posted on ecourse2.
4. You may email me your PPT before your presentation.

Term Project (50%)

1. **Midterm proposal:**
 - **Length:** 3 pages not including references and appendix
 - **Content:** Title of the study, abstract, introduction, relevant studies, research questions, methods (data collection and analysis), references, and appendix (questionnaire/interview questions)
2. **Final presentation** (Week 16): 15 mins. with PowerPoint slides.
3. **Term paper:**
 - **Length:** 5 pages not including references and appendix
 - **Content:** Title of the study, abstract, introduction, relevant studies, research questions, methods (data collection and analysis), **findings and discussion, conclusion and implications**, references, and appendix (questionnaire/interview questions)