

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

課號 Course Code	1365065_01	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	文化與語言教學		
課程名稱 (英文) English course Title	Culture in Language Teaching		
學年/學期 Academic year/ Semester	115 學年度第 1 學期	學分 Credits	3
學系 (所) Department	英語教學碩士班	必/選修 Required/Selected	☐ 必修 ■選修
上課時間 Class hours	每週二, 9:10 ~12:00	上課地點 Classroom	TBD
教師 Instructor	Dr. Chun-Chun Yeh (葉純純)	教師 Email Instructor's Email	folccy@ccu.edu.tw
助教 Teaching Assistant	TBD	助教 Email TA's Email	TBD
先修科目或先備能力 Prerequisites	Nil		
課程概述 Course Descriptions	This graduate-level course examines the role of culture in English language teaching. Students explore foundational frameworks for understanding culture and intercultural communicative competence, critically analyze how culture is represented in EFL materials, and develop skills to design materials that foster intercultural learning. A central distinction runs throughout the course: between materials that merely <i>contain</i> cultural content and those that are <i>designed</i> to develop intercultural awareness, critical reflection, and a dynamic view of culture in learners. Students will apply course frameworks to evaluate existing materials, engage in critical analysis of AI-generated cultural content, and complete a materials design project supported by a written theoretical rationale.		
學習目標 Learning Objectives	By the end of this course, students will be able to: • Explain key concepts in cultural theory and their relevance to EFL teaching. • Analyze how culture is represented in EFL textbooks and other teaching materials. • Distinguish between materials that contain cultural content and those that are interculturally oriented. • Apply theoretical frameworks from the course to evaluate and design EFL materials. • Design EFL materials that develop intercultural learning in students. • Articulate the theoretical rationale for their materials design decisions in writing.		
教科書及參考書 Textbooks and References	Required Readings (weekly, distributed electronically): • Byram, M. (2012). Language awareness and (critical) cultural awareness — relationships, comparisons and contrasts. <i>Language Awareness</i>, 21(1–2), 5–13. • Byram, M., Gribkova, B., & Starkey, H. (2002). <i>Developing the intercultural dimension in language teaching: A practical introduction for teachers</i>. Council of Europe. [Sections 1–2 required; Section 7 recommended]		

		- Chao, T.-C. (2014). The development and application of an intercultural competence scale for university EFL learners. <i>英語教學期刊</i>, 38(4), 79–124. [Selective reading] - Corbett, J. (2003). Implementing an intercultural approach. In <i>An intercultural approach to English language teaching</i> (pp. 31–46). Multilingual Matters. - Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Ed.), <i>Culture in second language teaching and learning</i> (pp. 196–219). Cambridge University Press. - Kanoksilapatham, B., & Suranakharin, T. (2021). Enhancing Thai elementary students' English and maintaining Thainess using localized materials: Two putative confronting forces. <i>Studies in English Language and Education</i>, 8(3), 1006–1025. - Lee, T.-Y., Ho, Y.-C., & Chen, C.-H. (2023). Integrating intercultural communicative competence into an online EFL classroom: An empirical study of a secondary school in Thailand. <i>Asian-Pacific Journal of Second and Foreign Language Education</i>, 8(1), Article 4. - Moran, P. R. (2001). Defining culture (Chapter 3) & Culture learning outcomes (Chapter 10). In <i>Teaching culture: Perspectives in practice</i> (pp. 23–33; 107–121). Heinle & Heinle. - Sercu, L. (2004). Assessing intercultural competence: A framework for systematic test development in foreign language education and beyond. <i>Intercultural Education</i>, 15(1), 73–89. - Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language (EFL) textbooks: A semiotic approach. <i>TESOL Quarterly</i>, 47(4), 694–716.
教學要點概述		
教材編選 Teaching Materials	☒ 自製簡報(ppt) ☐ 教學程式	☒ 課程講義 ☐ 自製教學影片 ☐ 自編教科書 ☐ 其他
教學方法 Teaching Methods	☒ 講述 ☐ 個案研究	☒ 小組討論 ☐ 其他 ☒ 學生口頭報告 ☐ 問題導向學習
評量工具 Evaluation Tools	☒ 期中考 ☐ 課後作業 ☐ 評量尺規	☐ 期末考 ☐ 期中報告 ☒ 其他 ☐ 隨堂測驗 ☒ 期末報告 ☐ 隨堂作業 ☐ 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
教師相關訊息 Instructor's Information	Attendance and participation: Regular attendance and active participation in class discussions and activities are essential for success in this course. Students are expected to come to class prepared, having completed all assigned readings and tasks. Late Submission Policy: Assignments submitted after the due date will incur a penalty of 5 points per day, up to a maximum of 3 days late. Assignments will not be accepted after 3 days without prior arrangement with the instructor. Academic Integrity: Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated and may result in failure of the assignment or course, or other disciplinary action in accordance with university regulations. AI Usage Policy: The use of generative AI tools is permitted for grammar checking, proofreading, and generating initial outlines. AI must not be used to summarize readings, generate substantive content, or produce the written rationale. All use of AI tools must be disclosed at the end of each assignment, specifying the tools used and how they were employed. Assessment Midterm Examination — 25% A pen-and-paper in-class examination held during Week 8. The midterm assesses students' understanding of foundational frameworks covered in Phase 1 and their ability to apply these frameworks to EFL materials analysis. Participation — 20%	

	Active participation in seminar discussions, in-class activities, and workshops across the semester. Each student will also deliver one reading presentation (approximately 15 minutes), summarizing key arguments, offering critical analysis, and stimulating class discussion. Participation quality is assessed on the basis of preparation, engagement, and contribution to class learning. Materials Design Project — 55% Students design a set of EFL materials oriented toward intercultural learning. The project comprises three components: • Materials design (20%): A set of original EFL materials designed to develop intercultural learning in students. • Written rationale (25%): A written rationale (1,500–2,000 words) that explicitly connects design decisions to theories and frameworks discussed in the course. • Presentation (10%): Students present their completed project during Week 15.
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每週課程內容 Weekly Scheduled Contents

Week	Date	Phase	Topic	Reading
Week 1	Sep. 08	Phase 1 Foundations	Course Introduction	—
Week 2	Sep. 15		What Is Culture?	Moran (2001), Ch. 3
Week 3	Sep. 22		Culture, Language, and EFL Materials	Cortazzi & Jin (1999)
Week 4	Sep. 29		Intercultural Communicative Competence	Byram et al. (2002) [Sections 1–2 required; Section 7 recommended]
Week 5	Oct. 06		Culture Learning Outcomes	Moran (2001), Ch. 10
Week 6	Oct. 13	Phase 2 Culture in EFL Materials and Classrooms	How Culture Appears in EFL Textbooks	Weninger & Kiss (2013)
Week 7	Oct. 20		ICC in the EFL Classroom: An Empirical View	Lee et al. (2023)
Week 8	Oct. 27		Midterm	—
Week 9	Nov. 03		Critical Cultural Awareness	Byram (2012) Kanoksilapatham & Suranakkharin (2021)
Week 10	Nov. 10	Phase 3 Designing Materials for Intercultural Learning	Designing Materials for Intercultural Learning	Corbett (2003)
Week 11	Nov. 17		AI and Cultural Content: A Critical Look	—
Week 12	Nov. 24		Assessing Intercultural Learning	Sercu (2004) Chao (2014) [selective]
Week 13	Dec. 01		Scaffolding Session 1: Project Proposals	—
Week 14	Dec. 08		Scaffolding Session 2: Draft Materials Sharing	—
Week 15	Dec. 15		Final Presentations	—
Week 16	Dec. 22		No Class — Project Submission Deadline	—

Note: This syllabus is subject to change. Any modifications will be communicated to students in advance and an updated syllabus will be provided.

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)					■
	(2) 研究方法運用能力 (Application of Research Methods)					■
	(3) 教學創新能力 (Pedagogical Innovation)					■
	(4) 學術論文發表能力 (Academic Performance)					■

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