

TCSOL Practicum Final Project
Spring 2017

Yueming (Joy) Dong
Jiaqi (Jeffery) Huang
Xinyue Lu
Mason Su
Siwen Xi

Table of Contents

| | |
|--|-----------|
| Introduction | 3 |
| Project Overview | 4 |
| Task Overview | 5 |
| Task Description | 7 |
| I. Time Tasks 談論時間..... | 7 |
| i. Talk about Time 談論時刻 | 7 |
| ii. Talk about Date 談論日期 | 9 |
| iii. Hotel Check-In Time 酒店入住時間 | 11 |
| II. Price Tasks 談論價錢..... | 14 |
| i. Ask for Hotel Room Price 詢問價格 | 14 |
| ii. Price Comparison 比較價格 | 17 |
| III. Room Task 談論房間類型 | 19 |
| i. Find the match 找配對 | 19 |
| ii. Find a partner 尋找你的旅行夥伴 | 23 |
| IV. Itinerary 行程規劃 | 26 |
| i. Make an accommodation plan 住宿規劃 | 26 |
| ii. Role Play 角色扮演 | 30 |
| Appendix | 32 |
| Scripts | 32 |
| Video Links..... | 36 |
| Reflection | 37 |

Introduction

Working from the current understanding of how second language acquisition (SLA) takes place, the goal of language instruction is to cultivate a functional competence for our learners so that they acquire the skills necessary to communicate with others within a discourse community. In order to build that competence, it is of paramount importance for instructors to design courses that not only caters to learners' needs, but also focuses on minimizing the gap between the classroom and the real world.

For the final project to the year-long TCSOL course, we are designing a task-based language teaching (TBLT) unit on the topic of "hotel check-in". The unit is designed to cater to adult learners of beginner proficiency level. From a communicative language teaching (CLT) standpoint, our goal is to create an environment that centers around utilizing authentic input that is meaning-oriented to create authentic practices for the language user.

Our approach to designing the unit, thus, started from knowing the linguistic environment and context. One of our group members previously was trained and worked as a front desk agent at The Peninsula Shanghai hotel. Therefore, we simulated a check-in conversation and broke down the linguistic requirements that are necessary within the interaction between a hotel front desk agent and a traveler: describing time and date, understanding room types, pricing, and instructions, as well as being able to describe the desired characteristics to a room. Next, based on the procedures of a check-in, we have created a series of tasks that will lead learners to perform the final target task of being checked-in to a hotel. Through evaluating tasks complexity, we then sequence our tasks to scaffold our learners towards the target task. Our decisions in

designing the unit are informed by various theoretical understandings including but not limited to Vygotsky's (1978) Zone of Proximal Development (ZPD), Swain's (1985) Comprehensible Output Hypothesis, and Robinson's (2003) Task Complexity Model. All the materials presented in this project are used for students in class. The specific implementation procedures will be up to the teachers who will be using the tasks in the classroom.

Project Overview

Topic: Hotel Check-in

Target students: Adult beginners

Setting: Adult beginners who plan to travel to China during summer

Conditions:

1. The class input is shared among all the students.
2. The input is expected to be used in both diverging and converging manners.

Goals of the Project:

1. Integrate SLA concepts and theories into project design.
2. Create sequenced, integrated tasks to scaffold learners to achieve the target task.
3. Engage students in classroom with authentic input and give them the optimal environment to develop their language tools to utilize when checking-in at the hotel.
4. By the end of the unit, students will develop confidence to check-in at the hotel.

Objectives:

Students will be able to:

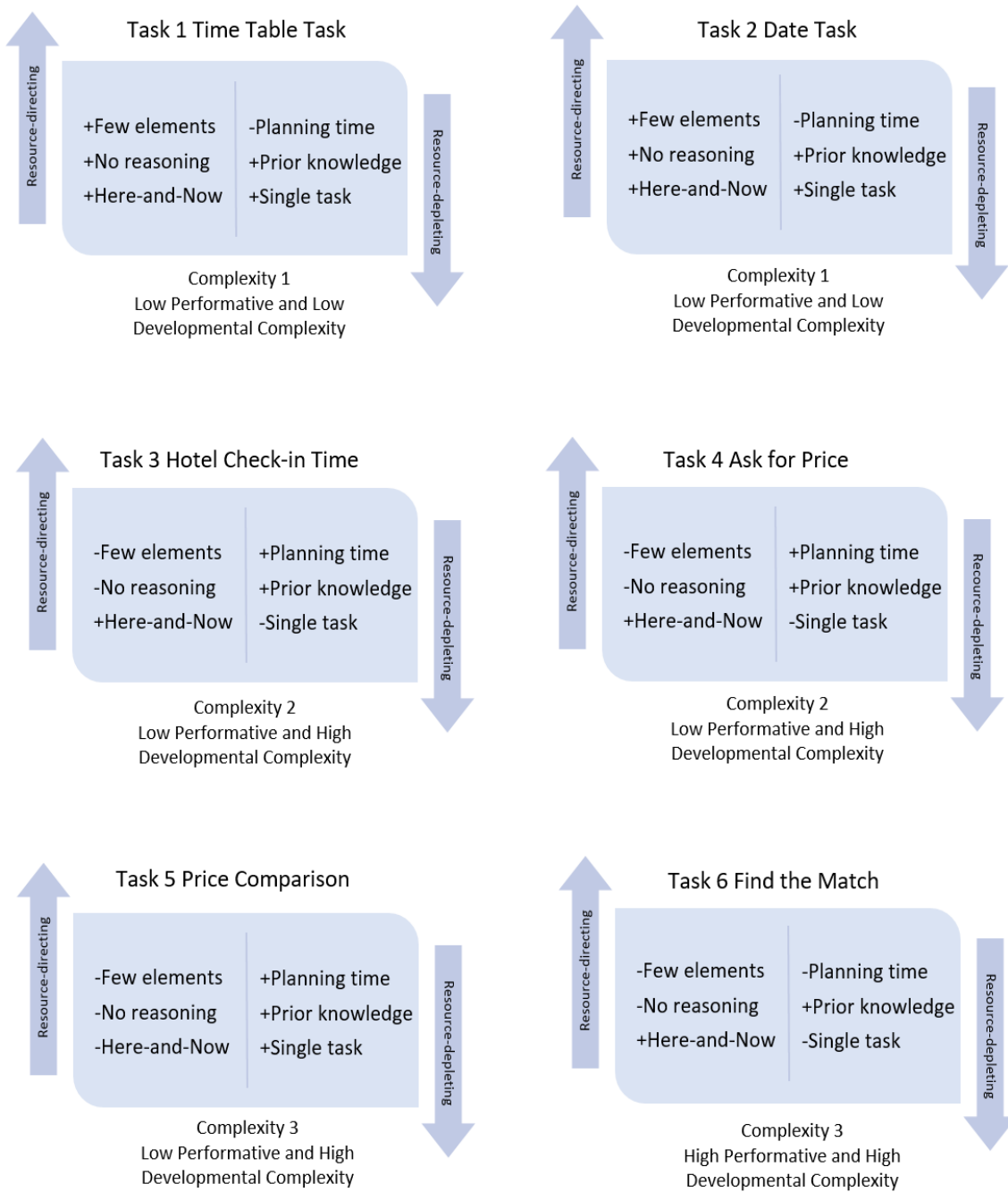
1. describe the time and date
2. understand price and describe currency

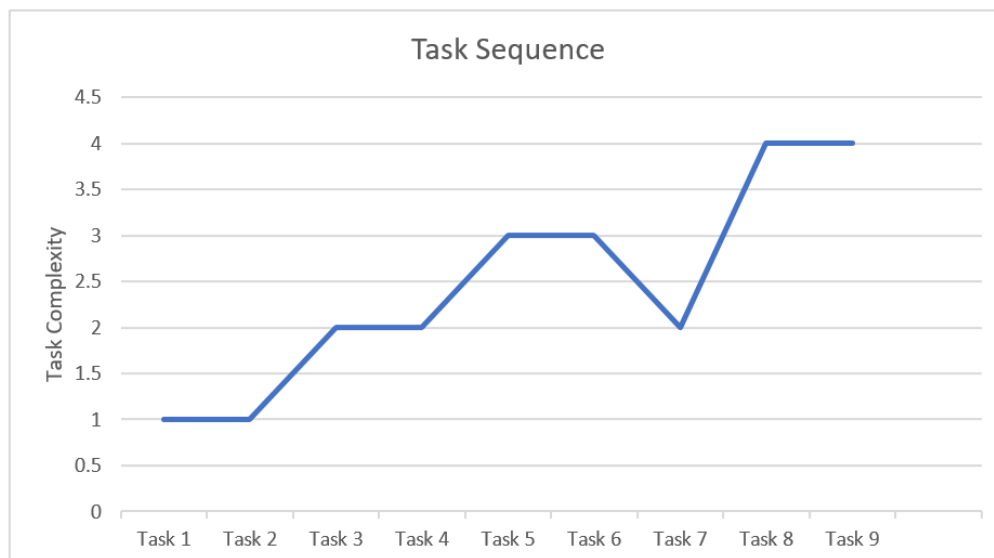
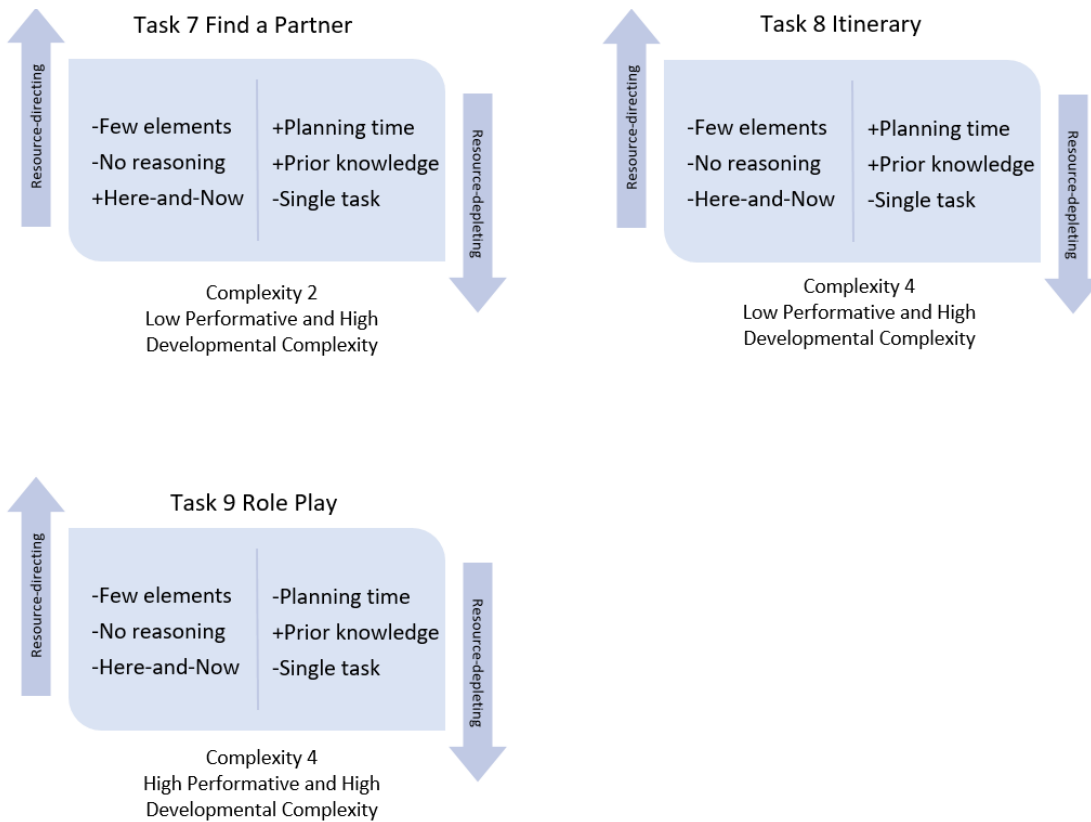
- understand room type and communicate details of desired room
- understand the cultural differences during the hotel check-in process.

Materials:

- Video clips
- Handouts (worksheets, calendar, pictures)

Task Overview





Task Description

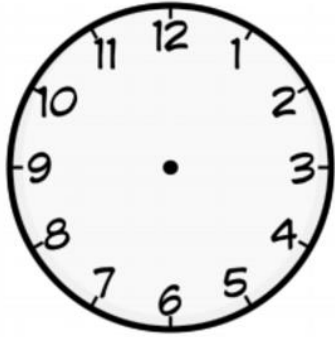
I. Time Tasks 談論時間

i. Talk about Time 談論時刻

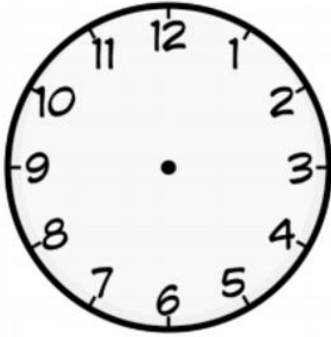
| |
|---|
| <p>Goal</p> <p>Linguistic: students will be able to comprehend time in Chinese.</p> <p>Communicative: students will be able to get to know the basic information about hotels and hotel check-in.</p> |
| <p>Input</p> <ol style="list-style-type: none">1. Video: a 1-minute video about hotel check-in and information inquiry (See Appendix Video Link 1, and Script A)2. Handout: clock pictures with prompts |
| <p>Condition</p> <ol style="list-style-type: none">1. The listening input is shared by all the students.2. The input is expected to be used in a converging manner. |
| <p>Procedures</p> <p>Individual work: students watch the video, and then draw the time on the handout according to the prompts.</p> <p>Pair work: students discuss and check their answers.</p> |
| <p>Outcome</p> <p>Students will be able to comprehend time in Chinese. Students will be able to get to know the basic information about hotels and hotel check-in.</p> |

畫出你聽到的時間

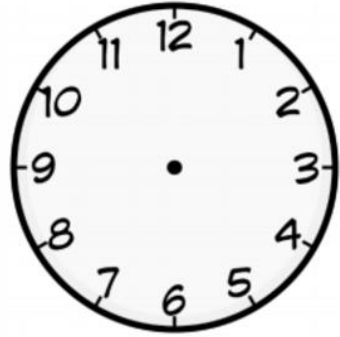
1. 早餐是什麼開始？



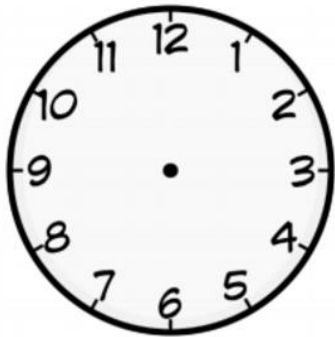
2. 早餐是什麼時候結束？



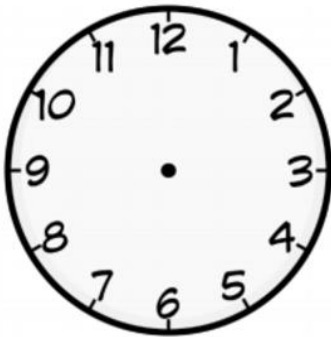
3. 健身房幾點開？



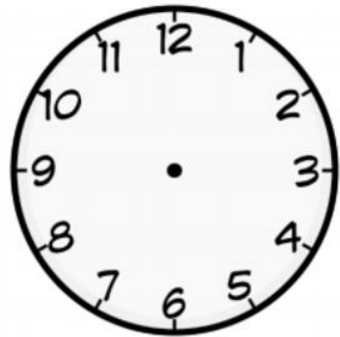
4. 健身房幾點關？



5. 退房時間是幾點？



6. 小新需要幾點被叫醒？



ii. Talk about Date 談論日期

Goal

Linguistic: students will be able to comprehend dates in Chinese.

Communicative: students will be able to understand the hotel check-in services.

Input

1. Video: a 1-minute video showing an agent and a traveler talking about the dates of staying in the hotel. (See Appendix Video Link 2, and Script B)
2. Handout: a calendar

Condition

1. The listening input is shared by all the students.
2. The input is expected to be used in a converging manner.

Procedures

Individual work: students watch the video, and then circle the dates on the calendar handout according to the prompts.

Pair work: students discuss and check their answers.

Outcome

Students will be able to comprehend dates in Chinese.

Students will be able to understand the hotel check-in services.

iii. Hotel Check-In Time 酒店入住時間

Goal

Linguistic goal: students will be able to talk about time expressions (including hours and dates) in Chinese.

Communicative goal: students will be able to have a better idea of hotel check-in dates.

Input

Handout: two different versions of a same hotel check-in dates.

Condition

1. The input is shared by all the students.
2. The input is expected to be used in a converging manner.

Procedures

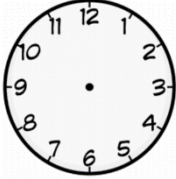
Pair work: students work in pairs. Student A and Student B have different sheets of a same hotel check-in dates. Students work in pairs, asking questions and giving information to each other to complete the hotel check-in dates information.

Outcome

Students will be able to talk about time expressions (including hours and dates) in Chinese.

Students will be able to have a better idea of hotel check-in dates.

小新一家人要去中國旅行，以下是他們的酒店入住時間表
 交換信息，完成時間表（你是同學甲）

| 酒店地點 | 日期 | 入住時間 |
|------|---|--|
| 北京 | 4月5號-4月29號 | 一月一號  |
| 西安 |  | 4月29號上午  |
| 杭州 | 5月25號-6月14號 | 一月一號  |
| 上海 |  | 6月14號中午  |
| 廣州 | 7月1號-7月12號 | 一月一號  |

小新一家人要去中國旅行，以下是他們的酒店入住時間表
 交換信息，完成時間表（你是同學乙）

| 酒店地點 | 日期 | 入住時間 |
|------|---|---|
| 北京 |  <p>2017年4月 农历丁酉(鸡)年癸卯月 建國68年</p> | <p>4月4號晚上</p>  |
| 西安 | <p>5月1號-5月24號</p> | <p>一月一號</p>  |
| 杭州 |  <p>2017年6月 农历丁酉(鸡)年乙巳月 建國68年</p> | <p>5月25號凌晨</p>  |
| 上海 | <p>6月25號-6月30號</p> | <p>一月一號</p>  |
| 廣州 |  <p>2017年 年 月 月</p> | <p>7月1號下午</p>  |

II. Price Tasks 談論價錢

i. Ask for Hotel Room Price 詢問價格

| |
|---|
| <p>Goal</p> <p>Linguistic: students will be able to comprehend dates and prices during the hotel check-in.</p> <p>Communicative: students will be able to understand the information about hotel room price inquiry.</p> |
| <p>Input</p> <p>Video: presenting a short conversation between the agent, Xiaomei, and the tourist, Xiaoxin, talking about the room prices for different periods. (See Appendix Video Link 3, and Script C)</p> <p>Handout: a calendar and questions derived from the conversation presented in the video.</p> |
| <p>Conditions</p> <ol style="list-style-type: none">1. The video input is shared among all the students.2. The worksheet input is expected to be used in a converging manner. |
| <p>Procedures</p> <p>Individual work: (1) students watch to the video and finish the questions provided on the worksheet; (2) students watch the video and identify the language that people use to talk about room prices.</p> |
| <p>Outcome</p> <p>Students will be able to comprehend dates and prices during the hotel check-in.</p> <p>Students will be able to understand the information about hotel room price inquiry.</p> |

任務二

聽一聽小美和小新的對話。填寫空白。

Talk about Hotel Price 房間價格

前台小美：您好，請問有什麼能夠幫您的嗎？

小新：_____ 8月15日到8月30日_____。

前台小美：好的，請您稍等

前台小美：您好，這段時間的房間價格是688元

小新：啊？怎麼這麼貴！

前台小美：因為7月1日到9月30日是旅遊旺季，所以價格會比其他月份貴一些。

小新：那淡季是什麼時候？

前台小美：淡季一般是從11月1號到1月30號

小新：那淡季的_____？

前台小美：淡季的價格是488元。

小新：那我考慮一下。

前台小美：請您快點考慮，我們只有一間空房了。

小新：那好吧，我就住你們這了，_____？

前台小美：總共是10320元，押金是2000塊，請問您刷卡還是現金？

ii. Price Comparison 比較價格

Goal

Linguistic: students will be able to talk about hotel pricing with a partner.

Communicative: students will be able to negotiate with a partner and come up with the best price.

Input

Handout: containing the prices of 10 hotels in five districts of Shanghai.

Conditions

1. The input is shared by all the students.
2. The input is expected to be used in a converging manner.

Procedures

Pair work: students will have to find the cheapest hotel in five different districts in Shanghai.

They will have to tell each other and compare the prices based on the information given on their handouts.

Outcome

Students will be able to talk about hotel pricing with a partner.

Students will be able to negotiate with a partner and come up with the best price.

你要和你的夥伴要去上海玩，你們要選賓館入住，所以需要比較每個區的賓館價格，並且找到每個區中價格最便宜的賓館。與你的搭檔討論，選出合適的賓館。

| 學生甲 |
|------------------|
| 浦東新區：A 賓館 448 元 |
| 靜安區：B 賓館 1,184 元 |
| 黃浦區：C 賓館 3,400 元 |
| 楊浦區：D 賓館 852 元 |
| 普陀區：E 賓館 119 元 |

| 學生乙 |
|------------------|
| 浦東新區：F 賓館 498 元 |
| 靜安區：G 賓館 1,995 元 |
| 黃浦區：H 賓館 2,800 元 |
| 楊浦區：I 賓館 862 元 |
| 普陀區：J 賓館 217 元 |

III. Room Task 談論房間類型

i. Find the match 找配對

| |
|---|
| Goal Linguistic: students will be able to understand the information given by the front desk agent. Communicative: students will be able to speak about the preference that learners have heard. |
| Input Video: showing the actual procedures of checking-in at a hotel. Worksheet: including pictures of different types of hotel rooms. |
| Conditions <ol style="list-style-type: none">1. The input is shared by all the students.2. The input is expected to be used in a converging manner. |
| Procedures I. (1). Individual work: students select and match what they hear in the video to the worksheet. (2). Pair work: students discuss and check their answers. II. Individual work: students watch the video again and identify the language that people use to talk about room types. |
| Outcome Students will be able to understand the information given by the front desk agent. Students will be able to speak about the preference that learners have heard. |

任務一：看視頻，選擇對應的房型要求。

1) 小新想住什麼樣的房間？那間房能吸菸嗎？

| | |
|---|--|
| <p style="text-align: center;"><u>1</u></p>  <p style="text-align: center;">標準間</p>  <p>禁菸</p> | <p style="text-align: center;"><u>2</u></p>  <p style="text-align: center;">雙人房</p>  <p>吸菸</p> |
| <p style="text-align: center;">3</p>  <p style="text-align: center;">行政套間</p>  <p>吸菸</p> | <p style="text-align: center;">4</p>  <p style="text-align: center;">總統套房</p>  <p>禁菸</p> |

2) 小新想住什麼樣的房間？那間房能吸菸嗎？那間房面向哪裡？

| | |
|--|--|
| <p style="text-align: center;"><u>1</u></p>  <p style="text-align: center;">標準間</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>禁菸</p> </div> <div style="text-align: center;">  <p>面向公園</p> </div> </div> | <p style="text-align: center;"><u>2</u></p>  <p style="text-align: center;">雙人房</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>吸菸</p> </div> <div style="text-align: center;">  <p>面向泳池</p> </div> </div> |
| <p style="text-align: center;"><u>3</u></p>  <p style="text-align: center;">行政套間</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>吸菸</p> </div> <div style="text-align: center;">  <p>面向街道</p> </div> </div> | <p style="text-align: center;"><u>4</u></p>  <p style="text-align: center;">總統套房</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>禁菸</p> </div> <div style="text-align: center;">  <p>面向公園</p> </div> </div> |

3) 請問小新是要用現金付押金還是用信用卡付押金？

| 現金 | 信用卡 |
|---|--|
|  |  |

任務二：聽一聽小美和小新的對話。填寫空白。

前台小美：您好，請問有什麼能夠幫您的嗎？

小新：_____標準間_____？

前台小美：好的，我幫您看一下

前台小美：您好，我們有一間標準間，價格是 2000 人民幣。

小新：_____吸菸房_____？

前台小美：是吸菸房。

小新：_____禁菸的房間。

前台小美：我們還有間大床房，在 15 樓，是禁菸樓，價格是 3500 塊，行嗎？

小新：好的，但是_____安靜_____？

前台小美：那間房靠街道，所以有點吵。

小新：不行不行，_____安靜的房間。

前台小美：我們還有一間套房，朝公園，所以很安靜。

小新：那間房多少錢？

前台小美：是 5000 塊，行嗎？

小新：好，_____。

前台小美：好的，請您在這張卡上填好您的個人信息，並在這簽名。

ii. Find a partner 尋找你的旅行夥伴

Goal

Linguistic: students will be able to use vocabulary items that are related to the descriptions of room types.

Communicative: students will be able to talk about their own room preferences.

Input

Handout: including pictures of the target vocabulary items that will assist in student comprehension and usage of the vocabulary words in finding a partner for their trip.

Conditions

1. Input on the worksheet is the same for all learners.
2. Production of questions and answers using the target vocabulary items will be in a diverging manner.

Procedures

Pair work: Learners will first see a demonstration by the teachers in using the proper language to ask their partners questions in relation to room type. Guided by the pictures, learners will then try to ask their classmates of their traveling preferences with regard to room type.

Outcome

Students will be able to use vocabulary items that are related to the descriptions of room types.

Students will be able to talk about their own room preferences.

下一次旅行，你想住什麼樣的房間？問一問你的同學，找到和你越多一樣的越好。

| 訊息 | 你的喜好 | 同學 1 | 同學 2 |
|---|------|------|------|
| <p>你想住在什麼樣的房間：</p>  <p>標準間</p>  <p>套房</p> | | | |
| <p>你想住的是禁烟房還是吸烟房？</p>  <p>吸菸房</p>  <p>禁菸房</p> | | | |
| <p>你想用現金支付還是信用卡支付？</p>  <p>現金</p>  <p>信用卡</p> | | | |

你想住朝向街道還是背向街道？



面向街道



面向泳池

IV. Itinerary 行程規劃

i. Make an accommodation plan 住宿規劃

| |
|--|
| <p>Goal</p> <p>Linguistic: students will be able to use room types, price, and dates to make a travel itinerary.</p> <p>Communicative: students will be able to negotiate an accommodation plan with a partner using their linguistic knowledge on date, price and room types.</p> |
| <p>Input</p> <p>Handouts: pictures of different hotel room types with corresponding prices; description of the task and information required to be gathered in order to complete the task.</p> |
| <p>Conditions</p> <ol style="list-style-type: none">1. Input on the worksheet is the same for all learners.2. Production will be in a diverging manner based on learners' actual backgrounds. |
| <p>Procedures Pair work:</p> <ol style="list-style-type: none">1. Students work in pairs to plan a trip accommodation together.2. They will first make a decision on the 3 days out of the Thanksgiving holiday to go on a trip to China. A total fixed budget for the 2 travelling family groups in accommodation is set.3. Students have 10 minutes to gather information on their family background (family size, numbers of adults and kids, numbers of males and females, etc.). |

4. Students make decisions on the number of rooms they are going to book, the types of rooms, and the appropriate allocation of each travelling member.
5. Each pair will make a brief oral presentation on their plan.

Outcome

Students will be able to use room types, price, and dates to make a travel itinerary.

Students will be able to negotiate an accommodation plan with a partner using their linguistic knowledge on price and room types.

Make an accommodation plan 住宿規劃

Handout #1



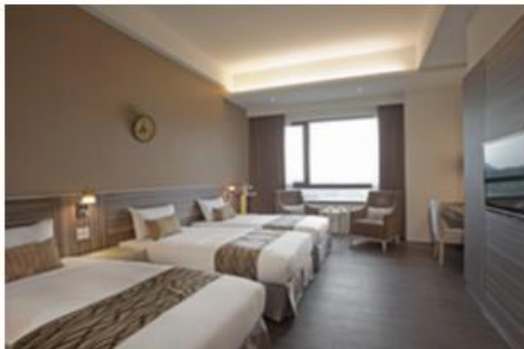
dān rén fáng
單人房 ¥ 300 可睡^{kě shuì}1-2人^{rén}



dà chuáng fáng
大床房 ¥ 500 可睡 2-3 人



shuāng rén fáng
雙人房 ¥ 500 可睡 2-4 人



sān rén fáng
三人房 ¥ 600 可睡 3-6 人

Make an accommodation plan 住宿規劃

Handout #2:

搜集信息 (10 min) :

今年的感恩節假期是 11 月 16 日到 11 月 23 日。首先跟你的組員商量并確定假期中的 3 天前往中國旅行。

你即將攜帶全家與另一名組員的全家成員一同組團前去。

整個旅行團每天在酒店住宿方面的預算是每天 ¥ 1800。

| | 組員 A | 組員 B |
|------------|----------------------------|------|
| 全家總人數 | | |
| 這些家庭成員分別是： | <i>例(eg.): 爸爸、妈妈、姐姐、弟弟</i> | |
| 男士人數 | | |
| 女士人數 | | |

| 房型分配 | 價格 | 人數 | 入住成員 |
|--------------|-------------|----------|-----------------------|
| <i>例：大床房</i> | <i>¥500</i> | <i>3</i> | <i>爸爸 A、媽媽 A、弟弟 A</i> |
| | | | |
| | | | |
| | | | |
| | | | |

小組中一名同學發言描述他們的計劃。發言中要提到以下內容：

1. 你們打算幾號到幾號去旅行？
2. 一共有多少人前去旅行？他們分別是誰？
3. 房型如何分配？（分別需要哪些房型？誰和誰一間房？）
4. 每天在酒店住宿上需要花費多少錢？超過預算了嗎？

ii. Role Play 角色扮演

Goal

Linguistic: students will be able to use their linguistic knowledge of time, date, price, and room type descriptions to check-in to a hotel.

Communicative: students will be able to check into a hotel successfully.

Input

Input will be the result from the previous (itinerary) task and the script of a front desk hotel agent (see Appendix Script E).

Conditions

1. Input is based on the different results from the previous task.
2. Production of answers based on learner's unique situations will be in a diverging manner.

Procedures:

Pair work:

1. Student A plays the role as a hotel front desk agent by using the script provided
2. Student B answer questions to Student A based on the outcome of the previous task.
3. Instructor will randomly mix the pairs and repeat steps 1 and 2 again.

Outcome

Students will be able to use their linguistic knowledge of time, date, price, and room type descriptions to check-in to a hotel.

Students will be able to check into a hotel successfully.

Appendix

Scripts

A. Talk about time 時刻

前台小美：請問有什麼可以幫您的嗎？

小新：我在網上預定了一間房，請問現在可以辦理入住嗎？

前台小美：可以的，請出示您的證件。

小新：你們賓館有早餐嗎？

前台小美：有的，在賓館一樓大堂。早餐時間是從 6 點半開始，到 10 點半結束。

小新：好的謝謝，請問你們賓館裡有健身房嗎？

前台小美：有的，我們健身房的開放時間是早上 7 點到晚上 11 點。

小新：好的

前台小美：請問您需要叫早嗎？

小新：什麼？

前台小美：就是叫醒服務。

小新：嗯，好。

前台小美：需要幾點叫您起來？

小新：6 點 50 吧。

前台小美：好的。這是您的房卡。我們的退房時間是 12 點。祝您入住愉快。

B. Talk about dates 日期

前台小美：請問有什麼可以幫您的嗎？

小新：我想要辦理入住。

前台小美：好的，請問您要住幾天？

小新：嗯...5天。

前台小美：好的，那是從4月22號到4月27號，對嗎？

小新：是的。

前台小美：請您出示一下您的證件。

小新：好的。

前台小美：謝謝。

小新：請我能在這裡提前預定北京的半島酒店嗎？我5月份要去北京。

前台小美：可以的，您是要從幾號住到幾號？

小新：從5月1號住到5月6號。

前台小美：好，5月1號到5月6號，一共是5個晚上，對嗎？

小新：沒錯。那...那還可以提前預定接送嗎？我4月29號早上的飛機。

前台小美：可以的，需要幾點送您去機場？

小新：早上9點吧。

前台小美：好的，已經幫您預定好了。

小新：謝謝。

C. Talk about Hotel Price 房間價格

前台小美：您好，請問有什麼能夠幫您的嗎？

小新：我想問一下 8 月 15 日到 8 月 30 日的房間價格。

前台小美：好的，請您稍等

前台小美：您好，這段時間的房間價格是 688 元

小新：啊？怎麼這麼貴！

前台小美：因為 7 月 1 日到 9 月 30 日是旅遊旺季，所以價格會比其他月份貴一些。

小新：那淡季是什麼時候？

前台小美：淡季一般是從 11 月 1 號到 1 月 30 號

小新：那淡季的房間價格是多少？

前台小美：淡季的價格是 488 元。

小新：那我考慮一下。

前台小美：請您快點考慮，我們只有一間空房了。

小新：那好吧，我就住你們這了，一共多少錢？

前台小美：總共是 10320 元，押金是 2000 塊，請問您刷卡還是現金？

D. Talk about Room Type 房型

前台小美：您好，請問有什麼能夠幫您的嗎？

小新：請問有標準間嗎？

前台小美：好的，我幫您看一下

前台小美：您好，我們有一間標準間，價格是 2000 人民幣。

小新：請問是吸菸房嗎？

前台小美：是吸菸房。

小新：我要住禁菸的房間。

前台小美：我們還有間大床房，在 15 樓，是禁菸樓，價格是 3500 塊，行嗎？

小新：好的，但是那間房安靜嗎？

前台小美：那間房靠街道，所以有點吵。

小新：不行不行，我需要安靜的房間

前台小美：我們還有一間套房，朝公園，所以很安靜。

小新：那間房多少錢？

前台小美：是 5000 塊，行嗎？

小新：好，那就住那間。

前台小美：好的，請您在這張卡上填好您的個人信息，並在這簽名。

E. Scripts of the front desk hotel agent 前台問題

根據剛剛小組中一名同學發言結果，請另一名同學為全體成員辦理入住手續，回答以下來自酒店前台的問題：

請問您幾位入住？

請問您要住什麼樣的房間？我們有單人房、大床房、雙人房和三人房可供選擇。

請問有人吸煙嗎？

請問您喜歡樓層高一點的還是低一點的？

請問您需要房間包含早餐嗎？

含：早餐時間為每天上午 6：00 到 9：30，地點在一樓咖啡廳。

不含：早餐價格為 68 元/人。

請問您對房間還有別的特殊要求嗎？

請問您住幾天？

好的您要的 ~ 間 ~ 層（吸煙/無煙）房（含早/不含早），價格是 ~。

請出示您的證件。

請付押金 1000 元，請問您刷卡還是現金？

請在這裡簽字。

這是您的收據，請保存好。我們的退房時間是中午 12 點。祝您入住愉快！

Video Links

1. 賓館時間安排：<https://www.youtube.com/watch?v=Eyn5kzhkd2Q>
2. 賓館日期安排：<https://www.youtube.com/watch?v=uyJeyGGth8I>
3. 賓館入住：<https://youtu.be/6inCUSJMQHI>
4. 價格詢問：<https://youtu.be/z5s-T1tWiug>

Reflection

Yueming (Joy) Dong

I have learned a lot in the process of designing the TBLT syllabus. I am really grateful for the opportunity to actually apply what I have learned from Dr. Han's lecture classes to Chinese language teaching. It really enhances my understanding of what TBLT really looks like, and also deepens my understanding of second language acquisition. This project, indeed, offers me hands-on experience of designing a TBLT syllabus.

Jiaqi (Jeffrey) Huang

After working in the administrative department in an education company for almost 3 years, it is such a valuable add-on for me to take TCSOL certificate program as I could broaden what I'm able to do right now and I am finally able to teach. The TBLT method promoted through the whole year is truly innovative compared to the traditional language teaching method, by using which I will be able to make my future language teaching experience even more effective and efficient.

Xinyue Lu

Working with my colleagues to develop the final project allowed me to check my understanding of TBLT and helped me gain a clearer view of how it works and how to implement in classrooms. I really enjoyed the process working with my colleagues and appreciated everyone's contribution to our project. I am very proud of our final product!!

Mason Su

I have thoroughly enjoyed the process of creating this course unit for the final project. The project gave us an opportunity to check our knowledge and understanding of SLA and TBLT.

Though challenging, it was a wonderful experience to put what we have learnt in class into practice.

Siwen Xi

As a musician, it is the first time for me to get to know about language teaching. I really enjoyed the process, such as designing the final project and discussing with other classmates in class. I learnt a lot about second language acquisition and Task-based language teaching. Even though I have to say that the program is relatively challenging for me, yet I got an excellent experience during these two semesters.