



TSFL 1400

Department: TFSL

Course: TSFL 1400

Title: Methods in Teaching Second and Foreign Languages

Catalog Description:

This is an introductory course in techniques of language teaching. Beginning with a brief historical survey of language teaching, the course continues on to the current trends in language teaching. Students will understand language acquisition theory in relation to teaching practice. There is a technology component in this course, so students will learn how to use technology and other types of equipment appropriately in classroom situations.

Preparation and presentation of lesson plans is a major focus of this course.

General Education Requirements: N/A

Semesters Offered: Fall

Credit/Time Requirement: Credit: 4; Lecture: 4; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

The purpose of this course is to provide language teachers with the information necessary to begin developing a repertoire of skills and techniques to be used in teaching languages. Theoretical aspects of language teaching and acquisition will be presented. This course is an integral part of all language teaching programs. It is important that practitioners in the field of language teaching understand not only the current teaching techniques employed in the field, but also to have an understanding of the historical environment from which those techniques developed. This course is required for completion of the AAS in Teaching Second and Foreign Languages.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- be familiar with the history of language teaching and the basics of language teaching theory
- be aware of the possibilities for classroom practices which focus on the teaching of languages
- be able to develop their own lesson plans to teach specific points of language
- be able to present their lesson plans
- gain experience in front of the classroom.

Content:

This course will focus on four different aspects of the language classroom:

- introduce students to Second Language Acquisition Theory, evaluate issues and explore how theoretical concepts are translated into empirical issues
- provide students with a historical perspective and current techniques of Language Teaching Methods
- teach students to develop and present lesson plans
- teach students to use technology in the classroom
- this course will be a lecture/discussion based class. Students will read and discuss materials related to language teaching and language acquisition. They will work with textbook materials, journal articles, and scholarly papers in order to understand principles and theoretical orientations and prepare solutions to teaching problems.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students must read textbooks, journal articles and scholarly papers in order to understand the principles, history, and theoretical orientation of second/foreign language teaching. Students will build on the information they acquire from the readings to establish their own philosophy of teaching. This will be demonstrated through quizzes, tests, class discussions, and the lesson plans they create for the class.

2) Write clearly, informatively, and persuasively.

Students will respond in writing to some of the issues of language teaching which will be presented in the class. They will write response papers to videos, readings, and presentations in the classroom. They also must write comprehensive, intelligible lesson plans.

3) Speak effectively in a variety of contexts.

Students will present their lesson plans to their peers in the classroom. They will also participate in discussions of the pros and cons of lesson plans which have been presented.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students learn how to use technology (both high tech and low tech) in the classroom as they prepare and present lesson plans.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will be introduced to historical methods of language teaching. They will contrast those with current methodology.

8) Apply ethical reasoning to a variety of contexts.

Students will be able to discern the most appropriate content and method of presentation for various age groups and ethnic/cultural groups of language learners. Students will discuss the ethics of appropriate teacher/student behavior inside and outside of the classroom.

Key Performance Indicators:

- Students will be graded on an A,B,C,D,E scale for the course. The grade will be based on completion of self evaluation instruments, class participation, lesson plan preparation and presentation, group projects, tests, and homework exercises.

- Jeremy Harmer, *How to Teach English*, current edition, Longman.
- Teacher prepared materials will be used.

Optimum Class Size: 10

Maximum Class Size: 20

Signatures:

I hereby submit this course syllabus:

Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the TFSL Department:

, , , Chair

I hereby find this course consistent with the goals and resources of the Division:

Amber Epling, MSN, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)