



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. It begins with a brief historical survey of language teaching and continues with a discussion of the current trends in the field. Students study language acquisition theory as it relates to classroom practice and learn to use technology appropriately in classroom settings. 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 potential language teachers with the information necessary to begin developing a repertoire of skills and techniques to be used in teaching languages. This course is an integral part of all language teaching programs. It is important that practitioners in the field of language teaching understand the current teaching techniques employed in the field. Moreover, potential teachers must have an understanding of the historical environment from which those techniques developed to create their own teaching style. This course is a core course for the Teaching Second and Foreign Languages emphasis.

Student Learning Outcomes:

Upon successful completion of this course, students will be familiar with the history of language teaching and the basics of language acquisition theory. They will be aware of the variety of classroom practices and techniques of language teaching. They will be able to develop and present their own lesson plans based in second language acquisition theory, and teach all language skills (speaking, listening, reading, and writing). Students will be able to integrate a variety of technologies into their second language teaching.

Content:

This course will focus on four topics of theory and pedagogy in the language classroom. First, the course will introduce students to Second Language Acquisition Theory, evaluate teaching issues and challenges, and explore

how theoretical concepts are translated into empirical issues. Second, the course will provide students with a historical perspective and current techniques of language teaching methods. Third, students will create lesson plans and gain practical teaching experience in the language classroom. Fourth, students will learn to use technology to supplement and enrich their classroom.

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

In lesson planning, students will have to write clear and effective process papers to show step-by-step what will be done in the classroom. They will receive instructor feedback between writing assignments.

Key Performance Indicators:

At the instructor's discretion, the following criteria will be used for the purpose of assessment:

Attendance	15-25%
Homework	15-25%
Lesson Plans	15-25%
Quizzes	15-25%
Tests	15-25%

Percentages are approximate.

Representative Text and/or Supplies:

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

Optimum Class Size: 12

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)