



TSFL 1600

Department: TFSL

Course: TSFL 1600

Title: Language Learning Strategies

Catalog Description:

This course will focus on understanding the process of language learning and on developing strategies for successful language learning. Students in the course will find that successful language learning is possible for everyone and begin to create their own preferred pathways to proficiency.

General Education Requirements: N/A

Semesters Offered: Fall 2, Spring 2

Credit/Time Requirement: Credit: 1; Lecture: 2; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

Knowledge of other languages is important for building international awareness and developing an appreciation for other cultures and people, and this course, with its focus on development of personal language learning styles and strategies, makes that knowledge more accessible. By teaching strategies for success in foreign language study and building self confidence in students as language learners, this course will encourage and promote language study in general at Snow College. Students who themselves wish to become language teachers will benefit from this course through their increased knowledge of themselves as language learners. From their firsthand understanding of the language learning process, they can better assist their students with the difficulties they encounter in the process. 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:

- understand the language learning process, and thereby will become more successful and better prepared language learners
- develop strategies for successful language learning
- be able to use a step by step approach to language learning which they will modify as they develop their own pathway to language proficiency.

Content:

This course will include:

- First language acquisition:
 - How do children talk?
 - What insights can a learner of second or foreign languages gain from this understanding?
 - Why are children so adept at language learning?
 - Why do adults seem to find language learning so difficult?
- The human learning process:
 - How can understanding of this process help us learn other languages?
 - How can we keep from forgetting what we learn?
- Strategies from success:
 - Do people have different cognitive styles and problem solving techniques?
 - What strategies can people use to make a difference in the quality of their language learning?
- Building self confidence:
 - How can a person learn it?
 - How can motivation be created if it isn't already there?
- Understanding mistakes:
 - Why do we make mistakes?
 - Where do mistakes come from?
 - What does it mean when we make mistakes?
 - How can making mistakes help us?
- Creating your own pathway:
 - Students will take self tests of cognitive styles and preference and be introduced to strategies that will help them create their own pathway to success.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students must be able to read and understand textbook material and other related articles about language learning strategies. They will also have to read tests which they will take to determine cognitive styles and preferences.

2) Write clearly, informatively, and persuasively.

Students will write self analysis of what they have learned about themselves as language learners. This evaluation will be part of their final grade.

3) Speak effectively in a variety of contexts.

Students will participate in group work and discussions of the material presented in class and readings done outside of class. This will help the students to articulate and define their own learning style and learning needs to develop their individual language learning plan.

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

Students will need to access the Internet for additional information. They may also be expected to view videos and use a variety of sources to gain information about language learning strategies.

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

Students will learn about theories of first language acquisition and how to apply that knowledge to second or foreign language learning.

8) Apply ethical reasoning to a variety of contexts.

Students will gain an understanding that people learn in a variety of ways; therefore, they will understand that their preferred way of learning may not be the preferred method for the language learning students that they will someday be teaching.

Key Performance Indicators:

- Students will create and submit a plan to help them succeed in learning their target languages. The effectiveness of the course will be measured by students' self evaluation of what they have learned about themselves as language learners. The student's grade will be based on the completeness of the submitted language learning plan and how it works with the student's individual learning style.

Representative Text and/or Supplies:

- Terry Marshall, *The Whole World Guide to language Learning*, current edition, Intercultural Press.

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)