DEPARTMENT: Modern Languages  COURSE NUMBER: MLA 514  CREDIT HOURS: 3

I.  TITLE: MLA 514  Methods of Teaching Foreign Languages  (3.0)

II. CATALOG DESCRIPTION: Designed to prepare undergraduate students for the teaching of foreign languages in the public school. Current teaching philosophies, techniques and materials, curriculum innovation and extracurricular activities discussed. Limited observation and performance in a language classroom.

III. PURPOSE: The purpose of this course is to give an overview of the theoretical aspects which affect teaching and learning in foreign language education. It will also analyze current methods, techniques and materials that are prevalent to foreign language education and to develop the appropriate skills to put those methods, techniques and materials into practice. Emphasis is placed on strategies that will equip students for effective teaching in the public schools by helping them develop their own unique teaching style and approach to teaching all skills. Major current issues facing the teaching profession will be discussed in this course. The use of multiple contextualized activities in the foreign language classroom will give students the opportunity to explore and try new techniques in second language acquisition.

IV. COURSE OBJECTIVES: The following behaviors are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective and enclosed in parentheses, are Roman numerals, which reference the Kentucky New Teacher Standards. As a result of participation in this course, students will:

1. develop knowledge about theoretical issues and their application to foreign and second language teachings. (Standards I, II, III)
2. demonstrate an understanding of planning for foreign language instruction by designing and preparing daily lesson plans for teaching different skills and goals. (Standards I, II, III, IV)
3. develop skills both in reading and interpreting theories and in responding to such theories appropriately in the context of classroom interaction. (Standards I, III, IV, VIII)
4. develop materials to cover the four skills (listening-comprehension, speaking, reading and writing) required in language learning. (Standards I, IV, IX)
5. develop specific knowledge about foreign language cultures and understand how cultures influence oneself and others. (Standards I, II, V, VIII)
6. prepare a practicum unit through which s/he demonstrates the ability to organize curriculum and/or other instructional tasks which are varied and developmentally appropriate. (Standards I, II, III, VI, VIII, IX)
7. reflect, in writing, on all parts of the practicum experience and make suggestions for improvement. (Standards I, III, V)
8. evaluate, in writing, all materials that are most appropriate for the grade they chose to teach, language level and teaching style. (Standards I, III, V, VI, IX)
9. demonstrate a wide range of questioning techniques and reinforcement strategies during micro-teaching episodes. (Standards I, II, III, V, VIII)
10. demonstrate an understanding of the appropriate and inappropriate use of technology in the foreign language classroom. (Standards, I, II, III, IX)
11. demonstrate the use of several types of evaluation tools and testing techniques (Standards I, III, V, VI)
12. demonstrate an understanding of the different challenges of teaching a diverse population (minorities, learning disabled, etc.) (Standards, I, II, III)
13. function effectively and professionally in collaborative situations with other teachers and classmates at the university and public school settings. (Standards I, IV)
14. reflect upon their growth and development as a reflective decision-maker. (Standard V)
V. **INSTRUCTIONAL ACTIVITIES:** Lecture, observation, discussion, microteaching, case studies

VI. **COURSE OUTLINE:** The course will address the following topics:
1. What is language proficiency?
2. What are the National Standards for Foreign Language Learning?
3. Error Correction
4. Contextualization
5. Lesson planning
6. Language Teaching in the Elementary and Middle School
7. Language teaching in a High School
8. Teaching grammar
9. Teaching reading
10. How do we test grammar?
11. Issues in Teaching Listening Comprehension skills and Reading
12. Developing Oral and Written Proficiency
13. How to test Oral and Written Proficiency
14. Teaching a Diverse Population (minorities, learning disabled)
15. Teaching Culture
16. Testing and Evaluation
17. Choosing appropriate materials for the classroom
18. Choosing the appropriate text for your foreign language classroom
19. Technology and Language Learning
20. Professional Development
21. Verbal and non-verbal language
22. How to write a good exercise for listening comprehension at all levels?
23. How to test input from oral activities?
24. Do we all have to get an A?
25. How to correct compositions at all levels
26. Giving positive feedback to students
27. Assessment of various levels in your classes
28. Historical background of Second Language Acquisition
29. The role of the learner in a classroom
30. How to increase students’ interest in a foreign language classroom
31. Planning lessons (some practical guidelines)

VII. **FIELD, CLINICAL, OR LABORATORY EXPERIENCES:** Students will have the opportunity to do at least two observations of a foreign language teacher, as well as a field experience of at least 8 hours at the elementary, middle or secondary level. Students will also do micro-teaching units which will be video-taped and evaluated by the instructor and peers.

VIII. **PROVIDED RESOURCES:** Library, Language and Culture lab, university and school foreign language classrooms, instructor's handouts.

IX. **GRADING PROCEDURES:** Computation of the final grade in this course will be determined in the following manner:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preparedness and active class participation</td>
<td>10%</td>
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<tr>
<td>Written Assignments</td>
<td>10%</td>
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<tr>
<td>Quizzes (12 quizzes, lowest dropped)</td>
<td>10%</td>
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<tr>
<td>Micro Teaching Units</td>
<td>20%</td>
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Mid-Term Exam 20%
Practicum Portfolio & Final Paper 30%
TOTAL 100%

X. ATTENDANCE POLICY: Attendance is mandatory. If you miss one-fourth of the class meetings (3 ½ absences) for any reason (excused or unexcused), you will automatically receive a failing grade for this course. You need to be prepared for the next class. If you are late or absent it is your responsibility to double check the assignment with a classmate or with me and to pick up all handouts.

Class Participation: Progress in this course involves the development of a skill (teaching) and, therefore, is dependent upon practice and participation by the student. Hence, each student is expected to attend class, participate fully in class activities and discussions, and prepare completely the out of class work before you come to class each week. Failure to comply with the above will result in a lower grade and will also have a significant effect on your final grade.

XI. ACADEMIC HONESTY POLICY:
A. It is the responsibility of every student to be informed about the collegiate Academic Integrity Policy. Cheating in whatever form constitutes academic dishonesty.
B. Copies of the policy are available in: CIV workbooks, Classroom bulletin boards, Department of Modern Languages office, College of Humanities & Fine Arts
C. Your signature on every assignment, quiz and exam represents your pledge to adhere to this policy.
D. We expect students to abide by the highest ethical standards.

XII. TEXTS:

XIII. PREREQUISITES: EDU 303 (Strategies of Teaching) and at least Junior standing at the time you register for this course.