

## **Methods in Foreign Language Instruction**

This course provides an overview of current and historical approaches to foreign language teaching in general, with special reference to the instruction of languages in a university setting. Past and current trends and methodologies of language instruction are examined in order to acquaint students with various classroom approaches. Research findings in second language acquisition (SLA) are explored and their implications discussed, so as to show how these findings lead to more effective classroom practices.

Course objectives are the following:

- 1) to become acquainted with different approaches and techniques in foreign language teaching;
- 2) to explore how research findings may inform classroom practice;
- 3) to work on instructional materials development;
- 4) to develop skills in evaluating teaching performance and instructional materials;
- 5) to reflect on your development as an instructor and prepare for continued professional growth.

Class meetings will be devoted to discussion, short presentations, and demonstrations by students and the instructor. Assignments may include presentation of a teaching method, classroom observations and write-ups, classroom materials development, a textbook review, journal article summaries, development of a teaching philosophy and portfolio.

### **POSSIBLE READINGS**

- Anderson, N. J. (2005). L2 learning strategies. In E. Hinkel (Ed.). *Handbook of Research in Second Language Teaching and Research*. New Jersey: Lawrence Erlbaum.
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- Chaput, P. (2001). Language teaching: Raising expectations for instructor preparation. In B. Riftkin (Ed.), *Mentoring foreign language teaching assistants, lecturers, and adjunct faculty*. Boston, MA: Heinle and Heinle.
- Cohen, A. D., & Macaro, E. (Eds.) (2007). *Language Learner Strategies*. Oxford: Oxford University Press.
- Durocher, Jr., D. O. (2007). Teaching sensitivity to cultural difference in the first-year foreign language classroom. *Foreign Language Annals*, 40 (1), 143-160.
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- González-Lloret, M. (2019). Technology and L2 pragmatics learning. *Annual Review of Applied Linguistics*, 39, 113–127.
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- Henshaw, F. G. & Hawkins, M. D. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. Indianapolis, Indiana: Hackett Publishing Co.
- Jee, M. J. (2011). Web 2.0 technology meets mobile assisted language learning. *The IALLT Journal*, 41 (1), 161-175.
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- Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Lee, J. F. and VanPatten, W. (2003). *Making Communicative Language Teaching Happen*. Boston: McGraw-Hill.
- Levine, G. S. (2006). Problematizing the Teaching and Learning of Grammar in the Intermediate German Classroom: A Sociocultural Approach. *Die Unterrichtspraxis/Teaching German*, 39 (1/2), 1-13.
- Liddicoat, A. J. (2006). Learning the culture of interpersonal relationships: Students' understandings of personal address forms in French. *Intercultural Pragmatics* 3 (1), 55-80.
- Lightbown, P. (2000). Anniversary article. Classroom SLA research and second language teaching, *Applied Linguistics*, 21 (4), 431-462.
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- Wilkinson, J. (2012). The intercultural speaker and the acquisition of intercultural/global competence. In J. Jackson (Ed.), *The Routledge Handbook of Language and Intercultural Communication*. New York: Routledge.
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