



Course Title

Foundations of Language Teaching

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Course Overview

This course is designed to give you an in-depth look into national and international approaches, methods, settings, and materials. The course also provides an overview on macro-skills (i.e. listening, speaking, reading, and writing) and on effective lesson planning with a focus on instructional objectives, assessment, and classroom management.

Required Textbook

No required textbook. Necessary readings provided throughout the D2L course.

Tech Help

If you are having issues with D2L or want to learn how to do something in it, please follow this series of steps:

- **Step 1:** Familiarize yourself with D2L by enrolling in this self-paced course: [Getting Started with D2L](#)
- **Step 2:** Visit the [D2L Help Page](#).
- **Step 3:** Contact D2L Support by using [this D2L tech support form](#)

Below is a list of video tutorials explaining some of the basic D2L tools you'll use in this course. The page design in these videos may be different from that of our courses, but the functionality is the same.

- [How to take a quiz](#)
- [How to navigate course content](#)

Did you encounter any issues or broken website links for readings or other content?

Please report any broken links or issues to tesolcrt@msu.edu.

Final Portfolio Assignment [Only Required for Full TESOL Online Certificate Participants]

For your final assignment, we'd like you to apply everything you've learned in this course by designing and describing one language learning activity that you could use in your own classroom. Think about your current or past teaching contexts, or imagine one you may find

yourself in the future and submit a lesson plan that includes an activity you designed. You can view more instructions in the Final Assignment link in D2L.

Course Outline

Unit 1 - Language Awareness

- A: Native Speaker Job Interview Example
- B: Non-Native Speaker Job Interview Example
- C: Introduction to Linguistics and Language Contexts
- D: Language & Power

Unit 2 - Language Teaching Methodology - Past and Present

- A: Methodology Definitions
- B: Early Methods in Language Teaching
- C: Recent Approaches to Language Teaching
- D: Principles of Language Teaching

Unit 3 - Teaching Listening & Speaking

- A: Integrated Skills
- B: Teaching Listening
- C: Teaching Speaking
- D: Listening & Speaking Challenges

Unit 4 - Reaching Reading & Writing

- A: L2 Literacy & Discourse Awareness
- B: Teaching L2 Writing
- C: Teaching L2 Reading
- D: Digital Literacy

Unit 5 - Teaching Other Aspects of Language

- A: Culture
- B: Pronunciation
- C: Vocabulary

Unit 6 - Assessment and Course Design

- A: Learning Objectives
- B: Language Assessment Principles
- C: Language Assessment in Practice
- D: Course Design

Unit 7 - Lesson Planning

- A: Lesson Design
- B: Lesson Planning
- C: Sequencing & Scaffolding

Unit 8 - The Classroom Experience

- A: Classroom Management
- B: Navigating Pair and Group Work
- C: Online Teacher Presence
- D: Managing Online Environments

Course Objectives

Unit 1 - Language Awareness

1. analyze a speech event (e.g. job interview)
2. identify non-linguistic and linguistic elements that may be necessary to teach in a language classroom
3. define these linguistics terms: syntax, morphology, phonology, semantics, pragmatics
4. describe how mode, audience, and purpose affect language
5. explain why a recognition of English varieties is important

Unit 2 - Language Teaching Methodology - Past and Present

1. define the terms “methodology,” ”method,” ”approach,” and “technique”
2. describe the evolution of language teaching methodology over time
3. associate teaching techniques with the methods they came from
4. compare and contrast the principles underlying those methods
5. explain the benefit of a post-methods teaching practice
6. articulate principles that will underlie your own teaching practice

Unit 3 - Teaching Listening & Speaking

1. explain the benefits of teaching through an integrated skills approach
2. identify the components of L2 listening skill
3. Identify the components of L2 speaking skill
4. explain the unique challenges of listening and speaking
5. articulate principles that will underlie your teaching of listening and speaking

Unit 4 - Teaching Reading & Writing

1. explain the importance of discourse awareness
2. identify the components of L2 reading skill
3. identify ways to train strategic readers
4. describe each step in the writing process
5. describe the options for providing feedback on writing
6. explain the unique challenges of online reading
7. articulate principles that will underlie your teaching of reading and writing

Unit 5 - Teaching Other Aspects of Language

1. articulate how under-the-surface aspects of culture and identity can affect student success in language acquisition

2. identify the most important features of suprasegmental pronunciation and provide a rationale for focusing on these features in an (adult) second or foreign language classroom setting
3. list specific strategies and activities for teaching both segmental and suprasegmental features
4. differentiate between incidental vocabulary learning, explicit vocabulary instruction, and vocabulary-building strategies and identify tasks to foster each

Unit 6 - Assessment and Course Design

1. identify the components of a learning objective
2. differentiate between language and content objectives
3. describe effective assessment principles
4. design basic assessments and rubrics
5. explain the effect of washback on course design

Unit 7 - Lesson Planning

1. outline the steps in the lesson planning process
2. describe the flipped classroom approach
3. explain the importance of scaffolding and sequencing
4. explain the importance of universal design for learning
5. choose a lesson planning template that fits your style and approach

Unit 8 - The Classroom Experience

1. identify strategies for establishing control of one's classroom without being overly controlling of students
2. provide a rationale for why pair and group work is important
3. identify important factors that must be considered when forming groups
4. list and differentiate the three types of presence online instructors need to establish and maintain
5. Identify the keys to success for effective online discussion board management

Reading List

Unit	Title	Author	Citation
1	World Englishes and English as a Lingua Franca: A changing context for ELT	Philip Seargeant	Seargeant, P. (2016). World Englishes and English as a lingua franca: A changing context for ELT. In G. Hall (Ed.), <i>The Routledge Handbook of English Language Teaching</i> (pp. 13-26). Routledge. http://search.ebscohost.com.proxy2.cl.msu.edu/login.aspx?direct=true&db=nlebk&AN=1237681&site=bsi-live

1	Combatting the altruistic shield in English language teaching	JPB Gerald	Gerald, JPB. (2020). Combatting the altruistic shield in English language teaching. <i>NYS TESOL Journal</i> , 7(1), 22-25. http://journal.nystesol.org/jan2020/3_A_P.pdf
2	The methodology of foreign language teaching: Methods, approaches, principles.	T. S. Rodgers	Rodgers, T. S. (2009). The methodology of foreign language teaching: Methods, approaches, principles. In H. G. Widdowson, E. Knapp & E. Seidhofer (Eds.). <i>Handbook of foreign language communication and learning</i> (pp. 341-372). De Gruyter Mouton.
3	Myth 8: Listening can't be taught	S. Brown	Brown, S. (2011). Myth 8: Listening can't be taught. In S. Brown, <i>Listening myths: Applying second language research to classroom teaching</i> (pp. 150-165). University of Michigan Press.
3	The most fundamental skills for success	Erik Palmer	Palmer, E. (2014). The most fundamental skills for success. In E. Palmer, <i>Teaching the core skills of listening and speaking</i> . ASCD. http://www.ascd.org/publications/books/114012/chapters/The-Most-Fundamental-Skills-for-Success.aspx
4	Instructional enhancements to improve students' reading ability	Stoller, Anderson, Grabe, & Komiyama	Stoller, F. L., Anderson, N. J., Grabe, W., & Komiyama, R. (2013). Instructional enhancements to improve students' reading ability. <i>English Teaching Forum</i> , 51(1), 2-11. https://americanenglish.state.gov/files/ae/resource_files/51_1_3_stoller_et_al.pdf
4	A process genre model for teaching writing	Guo Yan	Yan, G. (2005). A process genre model for teaching writing. <i>English Teaching Forum</i> , 43(3), 18-26.

			https://americanenglish.state.gov/files/ae/resource_files/05-43-3-d.pdf
4	Strategies to help students ‘go deep’ when reading digitally	Schwartz, K.	Schwartz, K (2016, October 16). Strategies to help students ‘go deep’ when reading digitally. <i>Mindshift</i> . KQED. https://www.kqed.org/mindshift/46426/strategies-to-help-students-go-deep-when-reading-digitally
5	Identity in Language Learning and Teaching	Thomas S.C. Farrell	Farrell, T. S. C. (2017). Identity in language teaching and learning. In T. S. C. Farrell, <i>Sociolinguistics and language teaching</i> (pp. 33-36). TESOL Press. book link , free sample chapter link
5	Approaching diversity: Some classroom strategies for learning communities	William Koolsbergen	Koolsbergen, W. (2001). Approaching diversity: Some classroom strategies for learning communities. <i>Peer Review</i> , 4(1). https://www.aacu.org/publications-research/periodicals/approaching-diversity-some-classroom-strategies-learning
5	Welcome to The Color Vowel Chart	Karen Taylor, Shirley Thompson	Taylor, K., & Thompson, S. (n.d.). Welcome to the color vowel chart. http://americanenglish.state.gov/files/ae/resource_files/the_color_vowel_chart_teachers_guide.pdf
5	Instructed second language vocabulary learning.	Norbert Schmitt	Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. <i>Language Teaching Research</i> , 12(3), 329–363. https://doi.org/10.1177/1362168808089921 https://journals.sagepub.com/doi/pdf/10.1177/1362168808089921

6	Writing course goals/learning outcomes and learning objectives		Writing course goals/learning outcomes and learning objectives. (n.d.) <i>Iowa State University Center for Excellence in Teaching and Learning</i> . http://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/
6	When Pineapple Races Hare, Students Lose, Critics of Standardized Tests Say	A. Hartocollis	Hartocollis, A. (2012). When pineapple races hare, students lose, critics of standardized tests say. <i>The New York Times</i> . https://www.nytimes.com/2012/04/21/nyregion/standardized-testing-is-blamed-for-question-about-a-sleeveless-pineapple.html
6	Writing the Test (Chapter 5 of <i>Designing and Analyzing Language Tests</i>).	T. Carr	Carr, N. T. (2001). Writing the test. In N. T. Carr, <i>Designing and Analyzing Language Tests</i> (pp. 83-105). Oxford.
6	Designing scoring rubrics for your classroom	Mertler, C.	Mertler, C. (2001). Designing scoring rubrics for your classroom. <i>Practical Assessment, Research, and Evaluation</i> , 7(25). https://doi.org/10.7275/gcy8-0w24
6	Writing Rubrics for Assessment	Kristin Buscher	Buscher, K. (n.d.). Writing Rubrics for Assessment. Peru State College. https://www.peru.edu/oira/wp-content/uploads/sites/65/2016/09/WritingRubricsFor-Assessment.pdf
7	Flipping the Classroom	Cynthia J. Brame	Brame, C. J. (2013). Flipping the classroom. <i>Vanderbilt University Center for Teaching</i> . http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/
7	Scaffolding instruction for English language learners: A conceptual framework.	Aida Walqi	Walqi, A. (2006). Scaffolding instruction for English language learners: A conceptual framework.

			<i>International Journal of Bilingual Education and Bilingualism</i> , 9(2), 159-180. https://doi.org/10.1080/13670050608668639
7	Scaffolding academic learning for second language learners	K.S. Bradley & J. A. Bradley	Bradley, K.S., & J. A. Bradley. (2004). Scaffolding academic learning for second language learners. <i>The Internet TESL Journal</i> , X(5). http://iteslj.org/Articles/Bradley-Scaffolding/
8	Effective Practices	Matt Crosslin	Crosslin, M. (2018). Effective practices. In <i>Creating online learning experiences</i> . https://uta.pressbooks.pub/onlinelearning/
8	How to Humanize Your Online Class	Michelle Pacansky-Brock	Pacansky-Brock, M. (n.d.). How to humanize your online class. https://brocansky.com/humanizing-info-graphic
8	BE VOCAL: Characteristics of Successful Online Instructors	John R. Savery	Savery, J. R. (2005). BE VOCAL: Characteristics of successful online instructors. <i>Journal of Interactive Online Learning</i> , 4(2), 141-152. https://www.ncolr.org/jiol/issues/pdf/4.2.6.pdf
8	Survey Results: Challenges and advice from experienced online language teachers	Marlene Johnshoy	Johnshoy, M. (n.d.). <i>Survey results: Challenges and advice from experienced online language teachers</i> . Center for Advanced Research on Language Acquisition (CARLA). http://carla.umn.edu/technology/tlo/Survey_challenges_advice.pptx.pdf

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