Fall 2026 Introduction to Teaching Foreign Language

FL4500 CRN 81412 • FL5500 CRN 86625 • BDA 303A • Thursday 4:30PM – 7:30PM

Instructor Information

Instructor:	Jun Da, Ph.D.
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Email Address:	jun.da@mtsu.edu
Office Hours:	Monday/Wednesday/Friday: 8:00AM -11:00AM or by appointment
Office:	Physical: BDA 302 Zoom meeting ID: 222 979 8426 Passcode: 202301, or https://mtsu.zoom.us/j/2229798426?pwd=TGU0aFQvTWpETUI1cVg0aFVFZEsrdz09

Course Information

Description

This course provides (future) language instructors with an overview of language teaching and learning pedagogy, which consists of theory, research, and best practices.

Objectives and Outcomes

- To have a working knowledge of both the theories and research that explain how adults acquire a second language;
- to be able to critically evaluate existing teaching practices or classroom pedagogy based on an understanding of second language acquisition theories and research;
- to be able to evaluate and develop teaching materials that are informed by theory and research in second language acquisition (SLA);
- to develop pedagogical skills in language curriculum design, lesson planning, organization and implementation; and
- to learn how to address learner differences, and assessing language proficiency.

Course Materials

Required Textbooks

- Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen. (2nd ed.)*. New York: McGraw-Hill. ISBN: 978-0-07-365517-8.

Additional readings and assignments

- Additional reading materials will be provided on Canvas: https://mtsu.instructure.com

Other suggested materials

The following are suggested but not required. Additional journal papers, book chapters, and other online materials will be disseminated in class.

- Gass, S. M., & Mackey, A. (Eds.). (2012). *The Routledge handbook of second language acquisition*. London ; New York : Routledge.
- VanPatten, B., & Williams J. (Eds.). (2007). *Theories in second language acquisition: An introduction*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Center for Open Educational Resources and Language Learning (COERLL), The University of Texas at Austin. Foreign Language Teaching Methods. http://coerll.utexas.edu/methods/
- World-Readiness Standards for Learning Languages: https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages

Schedule

c.f. Appendix

Assignments and Participation

Students are expected to attend all scheduled sessions. If you cannot make it due to, for example, health reasons, please email me ahead of time if possible.

Attendance

It is expected that you will attend every scheduled session for this course. If you have to miss a class (due to, for instance, sickness), please send me a notice via e-mail before class. Three or more unexcused absences will adversely affect your final grade. Two percentage points will be deducted from the final grade for each unexcused absence.

Assessment and Grading

Grading Procedure

The following criteria will be used for evaluation. Detailed instructions about each assignment will be provided in class.

FL4500 students

Attendance and participation:	10%
Micro-teaching:	10%
3 Homework assignments:	15% (5% each)
Teaching portfolio:	
Statement of teaching philosophy	5%
2 lesson plans	10%
Textbook evaluation	10%
2 class observation reports	10%
1 short quiz and 1 mid-term:	20% (5%+15%)
1 individual presentation:	10%
Total:	**100%**

FL5500 students

Attendance and participation:	10%
Micro-teaching:	10%
3 Homework assignments:	9% (3% each)
Teaching portfolio:	
Statement of teaching philosophy	5%
2 lesson plans	10%
Textbook evaluation	10%
2 class observation reports	10%
1 short quiz and 1 mid-term:	11% (5%+6%)
1 individual presentation:	10%
Term paper:	**15%**
Total:	**100%**

Each evaluation item will be graded using a 10-point scale. Your final grade will be the weighted mean of the total points you receive.

Grading scale

A:	90 - 100
A-:	87 - 89
B+:	85 - 86
B:	82 - 84
B-:	80-81
C+:	77-79
C:	73-76
C-:	70-72
D+:	67-69
D:	63-66
D-:	60-62
F:	< 60

Academic Integrity/Misconduct

Please review the information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. Students are expected to present original work for all academic assignments turned in for credit and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

1. Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
2. Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
3. Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

Communication Guidelines

Email

Per the privacy police at https://www.mtsu.edu/policies/p121/, all course communication will be conducted using MTSU email. Faculty will not respond to student emails via a non-institutional assigned email account, e.g., a Gmail or Yahoo account.

Phone

The instructor can be reached at (615) 898-2279. Please leave a voice message if your call is not answered immediately.

Student Resources

Please check https://www.mtsu.edu/university-college/forms.php#StudentSupport for student resources.

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, using the course web site tools, should be encouraged to contact the MTSU Help Desk online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance https://dac.mtsu.edu/staff/.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility.

For additional Lottery rules, please refer to your https://www.mtsu.edu/financial-aid/tels/ or contact your MT One Stop Enrollment Counselor.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. Please refer to MTSU's Title IX website for contact information and details.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact the MT One Stop office (https://www.mtsu.edu/one-stop/outreach/).

The TrueBlue Pledge

I am TrueBlue
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. TrueBlue!

Appendix Course schedule

Dates	Topics	Lee & VanPatten	Assignments and other notes
Week 1 8/27	• Course introduction • Historic overview of foreign language teaching methodology		
Week 2 9/3	• Basic SLA concepts and principles • Standards for foreign language education	Chapter 1	
Week 3 9/10	• Input • Teaching vocabulary	Chapter 2	Quiz 1 (on standards)
Week 4 9/17	• Communicative competence • Lesson planning	Chapter 3 Chapter 4	Teaching philosophy Homework 1 due
Week 5 9/24	• The Total Physical Response method		Homework 2 due
Week 6 10/1	• Processing instruction and structured input • Structured output • Teaching grammar	Chapter 6 Chapter 7 Chapter 8 Chapter 9	
Week 7 10/8	• Teaching interpretive skills: Listening	Chapter 10	Homework 3/Lesson plan 1 due
Week 8 10/15	• Mid-term		Class observation report 1 due
Week 9 10/22	• Teaching interpretive skills: Reading	Chapter 11	Individual presentation, Micro-teaching
Week 10 10/29	• Teaching presentational skills: Speaking	Chapter 5	Individual presentation, Micro-teaching
Week 11 11/5	• Teaching presentational skills: Writing	Chapter 12	Individual presentation, Micro-teaching Lesson plan 2 due
Week 12 11/12	• Teaching culture and interpersonal skills • Classroom management		
Week 13 11/19	• Assessing performance in language classroom: Language testing and performance-based evaluation	Chapter 13	Both revised lesson plans due

			Class observation report 2 due
Week 14 11/26	(Thanksgiving. No class.)		
Week 15 12/4			Textbook evaluation due
Week 16 12/7	• Everyone: Complete teaching portfolio due • FL 5500: Term paper due		