

Foreign Language Teaching: Theory and Practice

ML 4505/8803/LING 4813/8803

Fall 2026

M & W 3:30-4:45@ 3 credits

2 credit hour Online+1 credit hour in-person lab

Instructor Information

Instructor	Email	Office Hours
Kyoko Masuda	Km210@gatech.edu	MW 12:30-1:45 pm and by appointment

General Information

Description: ML 4505/8803 and LING 4813/8803 explore second language (L2) acquisition/learning theory and foreign language teaching methodologies. The theoretical component (2 lecture credits) is conducted in English (mostly synchronic online) and covers basic L2 theories, instructional approaches, and curriculum design. The practical component (1 lab credit) provides students with opportunities to apply their learning through a supervised teaching practicum and community engagement, which may include in-person classroom observation, lesson planning, and teaching demonstrations in their designated language concentration (Chinese, English, French, German, Japanese, Korean, Russian, or Spanish).

Credits: 3 (2 lecture / 1 lab)

Pre- and/or Co-requisites: None. Students who plan to demo lesson in a language other than English should have a target-language proficiency of ACTFL OPI Intermediate High (or CERF B2 or JLPT N2 for Japanese). For all other students, English will be the target language. Please consult the instructor during the first week of the semester.

Course Goals and Learning Outcomes At the completion of the course, students will be able to:

- *demonstrate an understanding of major theories of second language (L2) acquisition and learning, particularly in relation to linguistics, psychology, and social context
- *apply theories of L2 acquisition to a range of approaches in foreign language pedagogy
- *design lesson plans and instructional segments in their language concentration that align with standards for language learning and integrate theory with classroom practice
- *evaluate the strengths and limitations of computer-assisted language learning and corpus-based approaches
- *observe and analyze real L2 classrooms through a supervised practicum, and identify effective teaching practices and reflect upon your tutoring experience in the community you have chosen
- *develop the ability to reflect critically on one's own teaching and tutoring and make pedagogical adjustments as needed
- *articulate a coherent philosophy of L2 teaching grounded in research and professional practice

Credit-Hour Distribution:

Component	Credits	Contact/Activity Minutes	Description
Lecture – Theory	2	25 hours lecture in total	<p>Instructional Activities: Instructor-led lectures, class discussions, assigned readings, guest speakers, and in-class exams.</p> <p>Typical Schedule: 75 minutes × 2 per week (Weeks 1–10) mostly on-line. Guest speaker sessions and the midterm/final exam count toward lecture hours and they are in-person.</p> <p>Lab work (Weeks 7–14): During Weeks 7–14, when partner classroom sites become available, students are required to complete supervised practicum (observation and cultural exchange), for a total of 15 hours, followed by a 1-hour group reflection per week during scheduled class time.</p>
Laboratory – Practicum	1	45 hours in total	<p>Supervised Activities: Other supervised activities include lesson planning, teaching demonstration, structured reflective journals, writing a language teaching philosophy statement, and peer review.</p>

Course Requirements & Grading

Assignment	ML4505/LING 4813	ML8803/LIN8803
Class Participation	15%	15%
<ul style="list-style-type: none"> • Lecture and discussion • Guest speakers and discussion* • Discussion leader 		
Homework	20%	20%
Two Exams (20+10)	30%	<u>20%</u>
Teaching Philosophy (Lab)	10%	10%
L2 Portfolio (classroom observation, demo lesson) (Lab)	25%	<u>15%</u>
Research Paper Presentation & Summary	n/a	10%

*Graduate students need to play as a moderator for guest speaker day.

Description of Graded Components

Class Participation Students are expected to come to class fully prepared, having completed all assigned readings, and to participate actively in class activities. **Active participation is required.** If a student arrives **15 minutes or later**, their attendance/participation for that class will be recorded as **half credit**. Students who engage in behaviors indicating inattention or non-participation during class activities will also receive **half credit** for that day. Daily participation grades can be accessed weekly through **Canvas's Gradebook**. If you have to miss a class for any reason, please e-mail me beforehand. If you miss more than two class meetings for no legitimate reason, your course grade will be lowered by 0.5-1% for each class you miss from the 3rd absence on. We will not do a formal class attendance check as we have a relatively small size class group, and

it will be obvious if one does not show up for the class.

Homework: All homework assignments are posted in the **Assignments** section of Canvas. Homework includes the following components:

- **Reading Notes**, in which students submit notes on the assigned readings. These may be handwritten or typed.
- **Worksheets**, in which students' responses are evaluated based on how accurately they define concepts and theories, summarize key ideas, and appropriately connect examples to concepts, drawing on both the assigned materials and their own knowledge and experiences.
- **Exam questions**, in which students are responsible for creating proposed multiple-choice questions based on the assigned readings or topics.

Homework is due by the deadline posted on Canvas. Late submissions will automatically receive a 50% point deduction. Assignments submitted more than one week after the due date will receive no credit. Canvas timestamps will be used to determine submission time.

L2 Teaching Philosophy (10%): Students will submit a written L2 teaching philosophy, deliver a **3-minute oral presentation** (5 minutes for graduate students), and participate in a peer-review session. This assignment will be graded based on the following rubric:

- **Clarity and coherence of L2 teaching philosophy** (40 points)
- **Integration of relevant SLA theory** discussed in class (20 points)
- **Integration of relevant L2 teaching methodologies** (20 points)
- **Quality of oral presentation** (organization, clarity, delivery) (10 points)
- **Length of oral presentation** (adherence to time limit) (5 points)
- **Quality of contributions to peer review and feedback** (5 points) **Total: 100 points**

Exam (30%): There are **two in-class exams** (20%+10%), consisting of multiple-choice and short essay questions.

- **Exam 1:** Students will create multiple-choice questions based on assigned sections of the course materials. Teacher will make open-book essay question(s).
- **Exam 2:** Students will create multiple-choice questions based on assigned sections of the course materials. Teacher will make open-book essay question(s). Exam 2 is not cumulative.

In general, no make-up exams will be given. Exceptions may be made in cases of documented illness, family emergency, or school-authorized, pre-determined circumstances. Students who anticipate missing an exam for school-authorized reasons must notify the instructor at least one week in advance and provide the name, title, and contact information of the relevant university official, if applicable. In cases of illness or emergency, students should contact the instructor as soon as possible and provide appropriate documentation. With timely notification and verification, students may be permitted to reschedule an exam at the instructor's discretion. Students who require disability-related or other approved accommodations should communicate with the instructor as early as possible and follow Georgia Tech accommodation procedures. Requests for special arrangements should be made at least one week prior to the exam date, when feasible.

Final L2 Teaching Portfolio (Undergraduate students: 25% | Graduate students: 15%)

1. Community Engagement Log and Reflection – 50 points (Weeks 7–14)

Students will complete **15 hours of supervised activities** and submit a **time log, supervisor evaluation, and reflective analysis**. Activities include:

- Class observation (12 hours)
- Cultural exchange activities (3 hours)

Students will also submit a **reflective analysis** of their class observations and tutoring experiences.

2. Revised L2 Lesson Plan – 10 points

Students will revise and submit an improved L2 lesson plan based on feedback received earlier in the semester.

3. Demo Teaching – 30 points (Week 12-14, in person)

Students will conduct a short demonstration lesson, and watch their recording of demo teaching and write a reflection paper.

4. Teaching Philosophy Statement and Portfolio Organization – 10 points

Students will submit a short **L2 teaching philosophy statement** and organize all materials into a final portfolio.

Students will submit an L2 classroom portfolio by engaging local community such as GTLI (Georgia Tech Language Institute) Language Café for ESL students community, Latin American Association for Spanish-speaking community, or Japanese Students Association (JSA) Conversational hours.

***Research Paper Presentation and Summary (for Graduate students only: 10%)**

Graduate students will deliver one oral presentation based on a research paper selected from the suggested reading list and will prepare **four discussion questions** in advance. These must be submitted to the instructor by email **at least 48 hours before the presentation** for approval. Each presentation should be designed for a **15-minute discussion**, followed by a **5-minute Q&A session**. The presentation will be evaluated using the following:

- **Clear explanation of the content of the assigned texts/sources** (10 points)
- **Ability to analyze and critically evaluate the ideas presented** (20 points)
- **Ability to demonstrate practical applications or case studies related to the theories discussed** (20 points)
- **Ability to lead and facilitate class discussion** (20 points)
- **Adherence to the time limit:** 15-minute presentation followed by a 5-minute Q&A session (10 points)
- **Quality of a one-page written summary** (20 points). **Total: 100 points**

Use of AI policy

- All work you produce and submit for this class must be your own original work, ideas, and thoughts. You are not permitted to submit any work as your own if it has been generated by AI. If you use AI tools or outside assistance in any capacity, you must document this use transparently. Failure to disclose outside help may result in a grade of 0% for the assignment. Please consult if you have any questions in advance.

Extra Credits 😊

There are **two opportunities** to earn extra credit, which may be used to **offset missed or late homework**.

1. **CIOS Participation (1 point):** All students will receive 1 extra point **if** at least 80% of the class completes the CIOS course evaluations at the end of the semester. Please do not inform the instructor if you have completed the evaluation, as the process must remain anonymous.
2. **Video Reflection in (0.5) TBA**

Course Materials

All required course materials—including class announcements, the syllabus, schedule, video files, and homework links—are available on **Canvas**.

Required reading (selected chapters for all)

1. Keith Johnson (2017) *An Introduction to Foreign Language Learning and Teaching* (will be available at GT library soon)
2. Brown, Douglas & Heekyeong Lee (2025) *Principles of Language Learning and Teaching: A course in Second Language Acquisition*. (the 5th edition is available at GT library, and the 7th will be available at GT library)
3. Karen E. Johnson, Paula R. Golombek, & Jacob Rieker (2024) *Transformative L2 Teacher Education Innovations Insights from Vygotskian Sociocultural Theory* (available at GT library)
4. Wajnryb, Ruth (1992). *Classroom observation tasks: A resource book for language teachers and trainers*

Suggested reading list (for graduate students only)

1. Arnett, C., & Suñer, F. (2019). Leveraging cognitive linguistic approaches to grammar teaching with multimedia animations. *Journal of Cognitive Science*, 20(3), 365–399. <http://dx.doi.org/10.17791/jcs.2019.20.3.365>
2. Kissling, M. E., & Muthusamy, T. (2022). Exploring boundedness for concept-based instruction of Aspect: Evidence from learning the Spanish preterite and imperfect. *The Modern Language Journal*, 106(2), 371–392. <http://dx.doi.org/10.1111/modl.12778>
3. Lantolf, James P., Lindsey Kurtz, and Olesya Kisselev. (2016). Understanding the revolutionary character of L2 development in the ZPD why levels of mediation matter. *Language and Sociocultural Theory* 3 (2), 150–271
4. Swain, M., Lapkin, S., Knouzi, L., Suzuki, W., & Brooks, L. (2009). Linguaging: University student learn the grammatical concept of voice in French. *The Modern Language Journal*, 93(1), 5-29.
5. Yu Li and Jin Liu (2021) Translanguaging as a pedagogical practice in Chinese language and (inter)culture courses. *Chinese as a Second Language*. 56 (2), 89 – 117. <https://doi.org/10.1075/csl.20006.li>
6. Bialystock E. (2018) Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism* 21 (6): 666-679
7. Masuda, K. & Iwasaki, N. (2018). Pair-work dynamics: Stronger learners' languaging engagement and learning outcomes for the Japanese polysemous particles ni and de. *Language and Sociocultural Theory*, 5(1), 46-71. <https://doi.org/10.1558/list.34514>
8. Römer, U. (2011). Corpus research applications in second language teaching *Annual Review of Applied Linguistics* 31, 205-225

Guest Speakers

This semester, we are honored to welcome two distinguished guest speakers whose expertise and experience will enrich our understanding of language teaching in real-world ESL (English as second language) and foreign language contexts.

Dr. Katherine Samford, Director and Principal Lecturer at the Georgia Tech Language Institute, and a former participant in the JET Program (in-person, Date TBA)

Dr. Matthew E. Poehner, Professor of Applied Linguistics at The Pennsylvania State University, author of *Sociocultural Theory and Second Language Developmental Education* (Cambridge, 2024), among other influential works (Zoom, Date: TBA).

Course Schedule (tentative)

Week	In class	Assignments
1	Orientation/self-introduction, Overview of SLA theoretical framework	Self-introduction video HW1, Reading Johson Chap 1.
2	Guest speaker 1 , Linguistics and L2 learning/teaching	Reading & Worksheet HW2
3	Psychology and L2 learning/teaching	Reading & Worksheet HW3
4	Social Context and L2 learning/teaching	Reading & Worksheet HW4
5	L2 Teaching Methods	Reading & Worksheet HW5
6	Graduate Student Presentation, Review, Exam 1	Review
7	Guidance for Lab (observation starts)	Guidance for Lab
8	Bilingualism, teacher's role, technology & corpus for L2 teaching	Reading & Worksheet HW6
9	Language Context, Motivation, Assessment	Reading & Worksheet HW7
10	Guest speaker 2 , Lab Check-in	Reading & Worksheet HW8
11	Lesson Plan prep. Exam 2	Lab report
12	Demonstration Day 1	Lesson Plan & Reflection
13	Demonstration Day 2	Lesson Plan & Reflection
14	Demonstration Day 3	Lesson Plan & Reflection
15	Demonstration Day 4	Lesson Plan & Reflection, Teaching philosophy

Course Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Diversity Statement

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

Attendance and/or Participation Because this is a seminar, Your presence in class is imperative. **Your first two absences**, whether excused or unexcused, **will not be penalized**. Any additional absences will result in a 1/2 point drop of your final grade Unless you provide a medical excuse (signed by a physician) upon your return. So try not to use your allowed absences unless you have to. If you must miss a class session, it is your responsibility to learn what took place in class and to obtain any materials distributed that day. Students who are absent because of participation in a particular religious observance we will be permitted to make up the work missed during their absence with no late penalty, provided the student informs the course instructor of the upcoming absence, in writing, within the first two weeks of class, and provided the student makes up the missed materials within the time frame established by the course instructor. Exercising one's rights under this policy is subject to the Georgia Tech honor code. The course instructor is responsible for establishing the reasonable deadlines and/or make up materials for the missed work and for clearly communicating their information to the student. Students may choose to appeal to the students academic and financial affairs committees of academic Senate for former approval of this type of absence. <http://catalog.gatech.edu/rules/4/>

If you know that you cannot come to the class, e-mail the instructor before the class convenes. If you are sick please bring a note from the doctor or GT health services and you won't lose points on either assignment or presence in class. No work can be made-up unless in the case of serious medical condition please coordinate your activities with the syllabus ahead of time. If you are going to have to miss a class due to a college sanctioned activity you are responsible for telling the instructor in advance completing assignments and taking exam ahead of time.

Collaboration & Group Work: Students should complete all homework assignments and projects by themselves unless otherwise notified by the instructor.

Student-Faculty Expectations Agreement: At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideas of Georgia Tech while in this class.

Extensions, Late Assignments & Re-scheduled Missed Exams

Students who are absent because of participation in approved institute activities (such as field trips professional conferences and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absences may be obtained from the Office of Registrar. Course instructors are responsible for establishing reasonable deadlines and/or make-up materials for the missed work, and for clarity communicating this information to the relevant student(s) when absences for the institute activities are approved. <http://www.catalog.gatech.edu/rules/4/>

Campus Resources: Georgia Tech offers many resources for students in need including counseling services, personalized research assistance, tutoring, and academic support. Please check out http://ctl.gatech.edu/sites/default/files/documents/campus_resources_students.pdf for more details, and feel free to ask me if you need any assistance in finding these resources.

My work as a teacher is a crucial part of my contribution to my profession, to Georgia Tech, and to communities. As such, the privilege to teach continues to be an enormous source of personal reward and inspiration for me.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” — Nelson Mandela