

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: TESL 400		Number of Credits: 4 Course credit policy (105)																	
Course Full Title: Foundations of Second Language Education Course Short Title (if title exceeds 30 characters): Foundations of SLE																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: An introduction to the historical, linguistic, and pedagogical principles, theories and research informing TESL as a field of practice. Note: Students with credit for TESL 300 cannot take this course for further credit.																			
Prerequisites (or NONE):		60-university-level credits or permission of the Adult Education department.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):																			
Equivalent Courses (cannot be taken for additional credit) Former course code/number: TESL 300 Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 60 Typical structure of instructional hours: <table border="1" style="width: 100%;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>45</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>60</td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	45	Other contact hours:		Total	60	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Online learning activities	45																		
Other contact hours:																			
Total	60																		
		Maximum enrolment (for information only): 25 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Dr. Seonaigh MacPherson		Date approved: November 2016																	
Faculty Council approval		Date approved: December 2016																	
Campus-Wide Consultation (CWC)		Date of posting: March 17, 2017																	
Dean/Associate VP: Dr. Tracy Ryder Glass		Date approved: December 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: March 24, 2017																	

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain major principles and methodologies used in ESL and other second language teaching contexts.
- Map approaches, skills, and resources in the teaching of ESL/EFL or other second languages by learners and programs.
- Analyze a range of contemporary problems and controversies in teaching ESL.
- Construct a set of evidenced-based principles and ethical guidelines to inform ESL/EFL and other second language teaching as a reflective practice.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Group work, presentations, online instruction.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Nunan, D.	Teaching English to Speakers of Other Languages: An Introduction	<input checked="" type="checkbox"/>	Routledge	2015
1.	Hummel, K.M.	Introducing Second Language Acquisition	<input type="checkbox"/>	Wiley Blackwell	2014
2.		TESOL Quarterly & TESL Journal	<input type="checkbox"/>	TESOL Int'l	
3.		TESL Canada Journal	<input type="checkbox"/>	TESL Canada	
4.		TESL-EJ	<input type="checkbox"/>		
5.			<input type="checkbox"/>		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	65	Midterm exam:		Practicum:	%
Quizzes/tests:		Lab work:	%	Field experience:	%	Shop work:	%
		Other:	%	Presentation:	35%	Total:	100%

Details (if necessary): Examples of assignments or presentations include reviewing or doing a case study of an ESL or bilingual learner; mapping out target approaches and skills by contexts; developing a glossary and/or annotated bibliography of teaching resources in applied linguistics and TESL; and/or designing a set of ethics and principles to guide their development as ESL or SLE instructors.

Typical Course Content and Topics

Week 1: Course Overview / Introduction to Second Language Acquisition (SLA), Second Language Education (SLE) and Teaching English as a Second/Foreign/Other Language (TESL/TEFL).

Week 2: Language Learning and Learner-Centred Designs

Week 3: Language Learning Contexts (e.g. including ESL, EFL, ESP, EAP, SLE, Bilingual programming)

Week 4: Teaching Listening in a Second Language

Week 6: Teaching Speaking in a Second Language

Week 7: Teaching Reading in a Second Language

Week 8: Writing in a Second Language

Week 9: Teaching Pronunciation, Vocabulary, and Grammar

Week 10: Communicative, Content-based, and Genre-based Approaches in ESL/SLE

Week 11: Communicative Competence and Proficiency-based Teaching – Language Standards and the CLB

Week 12: Teaching Culture / Decolonizing English in SLE/ESL/EFL

Week 13: Subtractive or Additive English, Multilingualism and other Critical Issues in TESL/TEFL.

Week 14: Teacher Professional Development in TESL / Review and Closure.