

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: TESL 408		Number of Credits: 4 Course credit policy (105)																	
Course Full Title: Applied Linguistics in Second Language Education Course Short Title (if title exceeds 30 characters): Applied Ling in SLE																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: Students will apply key principles of applied linguistics to second language education (SLE) with a focus on grammar, punctuation, vocabulary, pronunciation, and pragmatics. Students will be exposed to a range of relevant teaching strategies.																			
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: 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"> <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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Total	60																		
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:

- Map out key linguistic categories and terms as they align with categories and terms used in the teaching of a language, e.g. pronunciation (phonetics, suprasegmentals), grammar (syntax), vocabulary (morphology, lexis, semantics), discourse/genre (corpus linguistics), and culture (pragmatics).
- Apply a range of form-focused and integrated approaches to teaching key target grammatical structures in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching key target pronunciation features in ESL/EFL
- Apply a range of form-focused and integrated approaches to teaching vocabulary in ESL/EFL
- Demonstrate how the learning of form-focused skills can be supported through a range of e-learning and classroom technologies

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)

Weekly online discussions about readings, some of which are peer-facilitated. F2F classes focus on demonstrating applied knowledge through practice mini-lessons and group activities.

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. Fasold, R. and Connor-Linton, J	<i>An Introduction to Language and Linguistics</i>	<input checked="" type="checkbox"/>	Cambridge	2014
2. Lightbrown & Spada	<i>How Languages are Learned.</i>	<input checked="" type="checkbox"/>	Oxford	2013
3. Centre for Canadian Language Benchmarks	CLB Resources for Language Teachers http://www.language.ca/index.cfm?Vair=sections&Id=17254&M=4032&Repertoire_No=2137991327	<input checked="" type="checkbox"/>	CCLB – language.ca	
4. Centre for Canadian Language Benchmarks	<i>CLB Support Kit</i>	<input checked="" type="checkbox"/>	CCLB	2012
5. Hinkel, E. (Ed.)	<i>Teaching English Grammar to Speakers of Other Languages</i>	<input checked="" type="checkbox"/>	Routledge	2016

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

Final exam:	%	Assignments:	75%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: An introduction to language
 Week 2: First language acquisition
 Week 3: Second language acquisition
 Week 4: The sounds of a language
 Week 5: Teaching and learning pronunciation
 Week 6: Words and their parts
 Week 7: Teaching and learning vocabulary
 Week 8: The structure of sentences
 Week 9: Teaching and learning grammar
 Week 10: Language, culture, and the politics of language
 Week 11: Teaching and learning pragmatic functions
 Week 12: Writing, discourse, and genre
 Week 13: Teaching and learning writing, discourse, and genres
 Week 14: Integrated vs. form-focused instruction: The debate, issues, and evidence