



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2020  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2026  
**Course outline form version: 09/15/14**

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> TESL 408		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Applied Linguistics in Second Language Education																			
<b>Course Short Title (if title exceeds 30 characters):</b> Applied Ling in SLE																			
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> Adult Education																	
<b>Calendar Description:</b>  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.																			
<b>Prerequisites (or NONE):</b>		60-university-level credits or permission of the Adult Education department.																	
<b>Corequisites (if applicable, or NONE):</b>																			
<b>Pre/corequisites (if applicable, or NONE):</b>																			
<b>Equivalent Courses (cannot be taken for additional credit)</b> 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>		<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Transfer credit requested (OReg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 60</b> <b>Typical structure of instructional hours:</b> <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><b>Total</b></td> <td><b>60</b></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:		<b>Total</b>	<b>60</b>	<b>Special Topics</b> 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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<b>Total</b>	<b>60</b>																		
		<b>Maximum enrolment (for information only):</b> 25  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually																	
<b>Department / Program Head or Director:</b> Chris Campbell		<b>Date approved:</b> October 2019																	
<b>Faculty Council approval</b>		<b>Date approved:</b> December 6, 2019																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> January 24, 2020																	
<b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass		<b>Date approved:</b> December 6, 2019																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 31, 2020																	

**Learning Outcomes**

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

- Analyze grammatical organization of sentences (syntax) in ways relevant to language teaching, with a main focus on phrase and sentence structure (i.e., simple, coordinated, complex sentences and the verb types and complements that comprise them).
- Analyse key features of vocabulary in ways relevant to language teaching, with a main focus on word classes (nouns, verbs, adjectives, pronouns, etc.).
- Analyse key features of phonology (pronunciation) in ways relevant to language teaching, with a main focus on vowel and consonant sounds and sound processes.
- Apply a range of form-focused and integrated approaches to the teaching of key grammatical structures, vocabulary, and pronunciation features.
- Analyze how utterances and sentences are organized to form written or spoken texts (i.e., textual knowledge), how they are related to the communicative goals of language users (i.e., functional knowledge) or to features of the language use setting (i.e., sociolinguistic knowledge).
- 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	Tvelina K. Tchizmarova, Murray Munro, Cliff Burgess	Introduction to the Description of English Grammar	<input checked="" type="checkbox"/>	Kendall/Hunt Publishing	2011
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	<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

**Typical Evaluation Methods and Weighting**

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