

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: TESL 410		Number of Credits: 4 Course credit policy (105)																	
Course Full Title: Teaching a Second Language Course Short Title (if title exceeds 30 characters):																			
Faculty: Faculty of Professional Studies		Department (or program if no department): Adult Education																	
Calendar Description: Students will develop teaching methods and learn the concepts and skills a teacher requires to design sequenced lesson plans with materials for effective second language instruction. Note: Students with credit for TESL 310 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):		TESL 400 (formerly TESL 300) and TESL 408.																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: TESL 310 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" 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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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: Chris Campbell		Date approved: October 2019																	
Faculty Council approval		Date approved: December 6, 2019																	
Campus-Wide Consultation (CWC)		Date of posting: January 24, 2020																	
Dean/Associate VP: Neil Campbell Tracy Ryder-Glass		Date approved: December 6, 2019																	
Undergraduate Education Committee (UEC) approval		Date of meeting: January 31, 2020																	

Learning Outcomes

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

- Employ adult learning and language education principles and practices to create classroom environments conducive to learning.
- Explain selected issues related to interculturalism in language learning and teaching.
- Design detailed lesson plans with clearly stated learning outcomes that integrate the learning of language, content, and skills.
- Develop learning tasks and materials to support students in achieving learning outcomes.
- Demonstrate effective and engaging teaching and learning of the four main skill areas (listening, speaking, reading, writing) and form-focused instruction in a thematic unit plan.
- Employ e-learning technologies and other online resources in language teaching and learning.

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)

Typical instructional methods would introduce students to principles of task-based teaching, lesson planning and various skill areas, language forms, and culture. Following structured support from the instructor and peers, students would prepare a well-designed lesson plans demonstrating a skill-focused lesson with a form-focused component. Then, students would be required to expand on that initial lesson plan to design a thematic unit plan that includes the various integrated contents and skills, including at least one e-learning technology component. This unit plan would be presented in a "mini-lesson" students would teach to one another. There might be one more mini-lesson on teaching a form-focused skill or intercultural component. Of the recommended texts, Penny Ur's *A Course in English Language Teaching* offers a great model for sequencing.

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. Harmer, J.	<i>The Practice of English Language Teaching</i>	<input checked="" type="checkbox"/>	Harlow: Pearson.	2015
2. Hellman, Harris & Wilbur.	<i>The 6 Principles for Exemplary Teaching English Learners: Adult Education and Workforce Development</i>	<input checked="" type="checkbox"/>	TESOL Press	2019
3. Ur, P.	<i>A Course in English Language Teaching</i>	<input checked="" type="checkbox"/>	Cambridge	2013
4. Ellis, R.	<i>Task-based Language Learning and Teaching</i>	<input checked="" type="checkbox"/>	Oxford	2003
5. Celce-Murcia, M., Brinton, D. Snow, M., and Bohlke, D.	<i>Teaching English as a Second or Foreign Language, 4th ed</i>	<input checked="" type="checkbox"/>	Heinle	2014
6.	<i>TESOL Journal</i>	<input type="checkbox"/>	TESOL Int'l	
7.	<i>Internet TESL Journal</i>		Iteslj.org	

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	750%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	25%	Total:	100%

Details (if necessary):**Lesson Planning:**

Single session	10%
Unit Plan	15%
Classroom Materials	10%

Mini-lessons:

e-learning technique	5%
Integration of skills and form-focus	10%
Teaching culture or intercultural skill	10%

Reflection on self-evaluation of teaching style 10%

Weekly Online Facilitation 15%

Classroom participation 15%

Typical Course Content and Topics

- Week 1 English Teaching Today – An Overview
- Week 2 The lesson, the task, the text
- Week 3 The syllabus, materials, technology
- Week 4 Teaching listening
- Week 5 Teaching speaking / Teaching pronunciation
- Week 6 Teaching reading
- Week 7 Teaching writing
- Week 8 Teaching vocabulary
- Week 9 Teaching grammar
- Week 10 Teaching pragmatic language, culture, and intercultural awareness/skills
- Week 11 Learner-centred instruction – Learner differences
- Week 12 Situated language instruction: genre-based, communicative-based, content-based, activity-based
- Week 13 Classroom interaction /Classroom discipline / Error correction
- Week 14 The reflective practitioner

Within each of the skill area and “focus” weeks, the instructor will include information about and practice with such things as technology; specific development, selection, and adaptation of materials; other resources; and integration of skills.