



COURSE IMPLEMENTATION DATE: May 2010
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January 2016
(six years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

TEFL 110	Continuing Studies	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	TEFL Theory	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course provides students with a historical overview of educational theory and present-day research with an emphasis on language education and language acquisition, particularly as they relate to English language teaching and learning in an EFL context.

PREREQUISITES: None
 COREQUISITES: None
 PRE or COREQUISITES: None

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 30

STRUCTURE OF HOURS:

Lectures: 18 Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 12 Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 30
 Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Maria Bos-Chan, Marcela Jonas</u>	
Department Head: <u>Maria Bos-Chan</u>	Date approved: <u>December 2010</u>
Supporting area consultation (UPACA1)	Date of meeting: <u>December 10, 2010</u>
Curriculum Committee chair: <u>Cheryl Isaac</u>	Date approved: <u>December 2010</u>
Dean/Associate VP: <u>Karen Evans</u>	Date approved: <u>December 2010</u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u>January 28, 2011</u>

LEARNING OUTCOMES:

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

- Demonstrate a familiarity with the educational theories and practices that have affected teaching to this day.
- Relate some of the theory and research in additional language acquisition, sociolinguistics, applied linguistics, and adult education to English language teaching practices.
- Demonstrate an understanding of the major principles and methodologies that have been applied to English language teaching, as well as some of the major issues and concerns that have resulted from their application.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, presentations, practice teaching, reviews, portfolios, research tasks, observations of English language teaching.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is part of a short, integrated, cohort-led, intensive program to be completed in a single term.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example for this course might be:]*

- Brown, D.H. (2007) *Principles of Language Learning and Teaching*, 5th Ed.
- Brown, D.H. (1994) *Teaching Principles: an Interactive approach to Language and Pedagogy*
- Celce-Murcia, M., ed (1994) *Teaching English as a Second of Foreign Language* 2nd Ed.
- Cook, V. (2001) *Second Language Learning and Language Teaching* 3rd Ed.
- Wolfson, N. (1989) *Perspectives: Sociolinguistics and TESOL*
- Howatt, A.P.R. and Widdowson, H.G. (2004) *A History of English Language Teaching*
- Selected historical and current articles from scholarly journals in the field such as TESL Canada, the TESOL Quarterly, the Tesol Journal, and the English Language Teaching Journal could be included in course packs.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

- 10% weekly quizzes
- 30% reflective papers (2-3 pages)
- 15% book review and presentation
- 30% term research paper
- 15% research paper presentation

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- Week 1: Distinguishing between approaches, methods, and teacher's beliefs
- Week 2: Historical perspectives on pedagogy and educational theory and Changing perceptions of teaching and learning
- Week 3: History of language education
- Week 4: Current second language acquisition research
- Week 5: The goals of language teaching and the goals of language learning
- Week 6: Second language learning and teaching styles
- Week 7: Motivation in the classroom and learners as individuals
- Week 8: Teaching across proficiency levels
- Week 9: Assessment and evaluation
- Week 10: Sociopolitical and institutional influences on English language teaching and learning