ORIGINAL COURSE IMPLEMENTATION DATE:		January 2004
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.

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 introductions 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)	**Transfer Credit**
Former course code/number: **TESL 300**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☒ Yes ☐☐ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☒ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60	**Special Topics**
Typical structure of instructional hours:	Will the course be offered with different topics?
	☐ Yes ☒ No

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	45
Other contact hours:	
Total	**60**

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

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: Dr. 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:

- Explain major principles and methodologies used in language teaching and learning contexts.
- Employ approaches, skills, and resources in the teaching of languages for various learners and programs.
- Explain selected issues in language learning and teaching.
- Apply reflective practice to inform language teaching.

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.	Harmer, J.	The Practice of English Language Teaching	☒	Harlow:Pearson	2015
1.	Nunan, D.	Teaching English to Speakers of Other Languages: An Introduction	☒	Routledge	2015
1.	Hummel, K.M.	Introducing Second Language Acquisition	☐	Wiley Blackwell	2014
2.		TESOL Quarterly & TESL Journal	☐	TESOL Int'l	
3.		TESL Canada Journal	☐	TESL Canada	
4.		TESL-EJ	☐		
5.			☐		

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.