



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032  
 Course outline form version: 29/08/2024

## 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:</b> Applied Ling in SLE											
<b>Faculty:</b> Faculty of Education, Community, & Human Dev.	<b>Department/School:</b> Adult Education										
<b>Calendar Description:</b> This course explores how principles of instructed applied linguistics inform second and additional language teaching across K–12 and adult educational contexts. Students examine grammar, vocabulary, pronunciation, pragmatics, and discourse, with attention to linguistic foundations that support literacy development across age groups, including phonological and phonemic awareness. The course emphasizes research-informed analysis of language teaching practices rather than training in specific instructional programs.											
<b>Prerequisites (or NONE):</b>	60 university-level credits or permission of the Adult Education department.										
<b>Corequisites (if applicable, or NONE):</b>	None.										
<b>Pre/corequisites (if applicable, or NONE):</b>	None.										
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	15	Tutorials/workshops	45					<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	15										
Tutorials/workshops	45										
<b>Total hours</b>	<b>60</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <b>No</b>	<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> January 12, 2026										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> February 20, 2026										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> March 27, 2026										

**Learning Outcomes**

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

1. Analyze key concepts and principles of instructed applied linguistics as they relate to K–12 and adult language learning contexts.
2. Examine the linguistic systems of English—grammar, vocabulary, pronunciation, and pragmatics—and their interconnections in meaning and use.
3. Design lessons that integrate communicative and form-focused approaches to develop learners' linguistic and pragmatic competence.
4. Integrate Canadian Language Benchmarks and B.C. K – 12 ELL Standards to inform language analysis, task design, and assessment.
5. Evaluate language teaching practices and technologies that support explicit and integrated language instruction for diverse learners.
6. Evaluate professional practice through Indigenous and inclusive perspectives, recognizing language teaching as relational, contextual, and socially situated.

**Recommended Evaluation Methods and Weighting** (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
		%	%

**Details:** Discussion forum and online participation (20%); reflective analysis (25%); applied linguistics analysis task (25%) – adaptable to age group/context; lesson or task design (30%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Group work, presentations, online instruction.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
1. Book	Loewen, S., & Sato, M.	A practical guide to second language teaching and learning. Cambridge University Press	2024
2. Book	Thornbury, S.	About language (2nd ed.). Cambridge University Press	2017
3. Book	Lightbown, P. M., & Spada, N.	How languages are learned (5th ed.). Oxford University Press	2021
4. Journal		TESOL Canada Journal; TESOL Quarterly (selected articles)	
5. Online resource		B.C. Ministry of Education – English Language Learning Teaching Resources	2022
6. Online resource		B.C. Ministry of Education English language learning: Policy guidelines	2018
7. Online resource		B.C. Ministry of Education – English Language Learning Standards	2017
8. Online resource		Canadian Language Benchmarks (CCLB)	

**Course Content and Topics**

- Introduction to Second Language Acquisition (SLA), Second Language Education (SLE) and Teaching English as a Second/Foreign/Other Language (TESL/TEFL)
- Introduction to instructed applied linguistics
- How languages are learned in classrooms
- Teaching in context: K–12, adult, and indigenous settings
- Grammar in use: from description to pedagogy
- Designing grammar instruction
- Vocabulary and lexical development
- Pronunciation, phonological awareness, and foundations of literacy
- Pragmatics and interaction
- Discourse, genre, and text in language and literacy development
- Feedback and form-focused instruction
- Language, power, and policy
- Technology and multimodal teaching
- Teacher cognition and reflective practice
- Research-informed and culturally sustaining practices