



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.

Course Code and Number: TESL 410		Number of Credits: 4 Course credit policy (105)											
Course Full Title: Teaching a Second Language													
Course Short Title: Teaching a Second Language													
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: Adult Education											
Calendar Description:													
Students apply principles of second language pedagogy and instructed applied linguistics to the design and delivery of engaging language lessons for learners across age groups, including adult and school-age learners. The course integrates methodologies and techniques while aligning with B.C. English Language Learning (ELL) Standards, Core Competencies, and Canadian Language Benchmarks (CLB) frameworks, and incorporates Indigenous perspectives and culturally sustaining approaches.													
Prerequisites (or NONE):		None.											
Corequisites (if applicable, or NONE):		None.											
Pre/corequisites (if applicable, or NONE):		TESL 400 and TESL 408.											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i>		Course Details											
Former course code/number: TESL 310		Special Topics course: No											
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>											
Equivalent course(s):		Directed Study course: No											
<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>		<i>(See policy 207 for more information.)</i>											
Typical Structure of Instructional Hours		Grading System: Letter grades											
<table border="1" style="width: 100%; border-collapse: collapse;"> <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;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>		Lecture/seminar	15	Tutorials/workshops	45					Total hours	60	Delivery Mode: May be offered in multiple delivery modes	
Lecture/seminar	15												
Tutorials/workshops	45												
Total hours	60												
Expected frequency: Annually		Prior Learning Assessment and Recognition (PLAR)											
Maximum enrolment (for information only): 25		PLAR is available for this course.											
Scheduled Laboratory Hours		Transfer Credit <i>(See bctransferguide.ca.)</i>											
Labs to be scheduled independent of lecture hours: No		Transfer credit already exists: Yes											
Department approval		Submit outline for (re)articulation: No											
Faculty Council approval		<i>(If yes, fill in transfer credit form.)</i>											
Undergraduate Education Committee (UEC) approval		Date of meeting: January 12, 2026											
		Date of meeting: February 20, 2026											
		Date of meeting: March 27, 2026											

Learning Outcomes

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

1. Articulate key principles of effective second language instruction and how they inform classroom practice in adult and K–12 contexts in B.C.
2. Design sequenced lessons and unit plans that align learning outcomes, tasks, and assessments with the B.C. ELL Standards and/or CLB framework.
3. Implement communicative, task-based, and inquiry-driven techniques that promote learner engagement and autonomy.
4. Adapt materials, activities, and technologies to meet diverse linguistic, cultural, and developmental needs.
5. Apply inclusive and relational approaches that reflect Indigenous perspectives and the First Peoples perspectives and ways of knowing.
6. Evaluate teaching effectiveness through peer feedback, observation, and evidence-based professional growth.

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

Assignments:	100%	%	%
		%	%

Details: Praxis task (15%); resource analysis (15%) – adult or K–12 focus; micro-teaching series (35%); lesson or unit plan (20%) – any age group/level; participation and community engagement (15%)

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.*)

Interactive lectures and seminars; collaborative workshops and pedagogical modeling; student-led micro-teaching and peer feedback sessions; blended learning through online community engagement.

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	Harmer, J.	The practice of English language teaching, Harlow: Pearson	2015
2. Book	Hellman, A., Harris, K. & Wilbur, A.	The 6 principles for exemplary teaching English learners: Adult Education and Workforce Development, TESOL Press	2019
3. Book	Garcia, O., & Kleifgen, J.	Educating emergent bilinguals: Policies, programs and practices for English language learners, Teachers College Press	2018
4. Book	Cummins, J. & Early, M.	Big ideas for expanding minds, Pearson	2015
4. Journal		Internet TESL journal, lteslj.org	
4. Online resource	B.C. Ministry of Education	English language learning teaching resources: https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/english-language-learning	2022
7. Online resource	B.C. Ministry of Education	English language learning standards: https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf	2017
8. Online resource	Centre for Canadian Language Benchmarks	Canadian Language Benchmarks (CLB), https://www.language.ca/home/	

Course Content and Topics

- Orientation and community building
- Understanding learners – language, identity, and context
- Creating conditions for language learning
- Lesson and unit planning
- Assessment for, as, and of learning
- Micro-lesson 1 – teaching a language skill
- Teaching listening, speaking, reading, and writing
- Micro-lesson 2 – integrating skills and form-focus
- Differentiation and inclusive practice
- Indigenous and intercultural perspectives
- Micro-lesson 3 – culturally sustaining and technology-enhanced teaching
- Feedback, reflection, and professional growth
- Communities of practice in TESL
- Course wrap-up and professional pathways