

Courses offered through the **Vanguard Taylor Language Institute** are offered at Vanguard College unless otherwise indicated.

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## SECOND LANGUAGE ACQUISITION

TSL 412/PS0304 ~ 3 cr. hrs.

Spring 2014 (May 12-16)

Monday - Friday: 8:00am-4:00pm

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**Professor: Sara Gnida, MA of Education (specialization in TESL), BA, BBS,  
Graduate Diploma in Adult Education with a TESOL emphasis.**

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### COURSE DESCRIPTION

The theories undergirding the methods and techniques of teaching ESL will be covered. Some of the topics to be discussed include the nature of language, culture, second language acquisition and a variety of teaching methodologies. The role of the teacher and learner will be analyzed. Students will research and present a selection of methods of second language instruction, and be exposed to a variety of language teaching materials. The relevance of SLA theory to teaching the various macro-skills will be considered.

### COURSE OBJECTIVES

By the end of the course students should be able to do the following:

1. Be aware of and understand the history of language teaching methodology and current theories of language and language learning.
2. Describe and critique the major language-teaching methods (principles and techniques).
3. Translate the essence of a theory into practical applications for the classroom.
4. Understand the role of culture in language learning and teaching.
5. Reflect on the various methodologies and the role of English teaching worldwide from a Christian perspective, and understand their role in world missions.

### COURSE TEXTS and MATERIALS

#### Required Texts:

Harmer, Jeremy. (2007). *The practice of English language teaching* (4th ed.). Essex: Pearson Education.

Snow, Don. (2000). *Teaching English as Christian Mission*. Herald Press.

**Articles:** Additional required readings are listed in under "course readings" on p.3. They are accessible on-line or through your library database. If you cannot access a resource, contact your instructor.

#### Other Useful Texts:

Richards, Jack C., & Rodgers, Theodore S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press.

Celce-Murcia Marianne, ed. (2001). *Teaching English as a Second or Foreign Language* 3<sup>rd</sup> Ed. Boston, Heinle & Heinle.

Larsen-Freeman, Diane. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press.

Hedge, Tricia. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Nunan, David, (1999). *Second Language Teaching and Learning*, Boston, Heinle & Heinle.

## ATTENDANCE POLICY

This course falls under the category of a modular course. See Appendix I for the appropriate attendance policies that apply.

Attendance and active participation are especially important in training to become English teachers. Both the content and the presentation of the content are equally important in teaching. The delivery of the content will provide a model for carrying out tasks in an ESL classroom. Your active participation will provide experience in engaging your learners in interacting in the language classroom.

## TENTATIVE COURSE SCHEDULE

DATE	TOPICS	READINGS & ASSIGNMENTS
May 12	Introductions What is language? Overview of systems Communicative competence How is language learned?	Tennant (2002) Snow, ch 6: English Teaching as Christian Service Snow, ch 3: Learning as Witness Harmer, ch 1, 2  <b>Assignment 1:</b> Mini-presentation of ONE of Stevick's (1989) learners (1989)
May 13	Understanding SLA theory Historical Overview Approach, Design, Procedure <i>Method Sketch: Communicative Approach OR Task Based Language Teaching</i> Teaching Grammar	Snow, ch 5: Teaching as ministry Harmer ch 3, 4, (and skim 13) Ellis (2008) Principles Ellis (2006) Task-based teaching
May 14	Teaching Pronunciation <i>Method Sketch: Audio Lingual Method</i> Culture and Language Learning <i>Method Sketch: Language Acquisition Made Practical (LAMP)</i> Learner-Centred Approaches <i>Method Sketch: Community Language Learning</i> <i>Method Sketch: The Silent Way</i>	Snow, ch 7: Teaching towards peacemaking and intercultural understanding Harmer ch 5, 6, (and skim 15) <b>Assignment 1:</b> Mini-presentation of ONE of the following articles: Sauve (1996), Ilieva (2001), or Johnson (2005).
May 15	Content-Based Instruction <i>Method Sketch: CALLA</i> <i>Method Sketch: Total Physical Response</i> Teaching Speaking Teaching Listening Teaching Reading <i>Method Sketch: Natural Approach</i>	Snow, ch 4: Teaching as Witness Harmer, ch 7 (and skim 17, 18, 20)
May 16	Comprehension-based approaches <i>Method Sketch: Lexical Approach</i> Teaching Vocabulary Teaching Writing <i>Method Sketch: Suggestopedia</i> <i>Method Sketch: Computer Assisted Language Learning</i> English as Christian mission	Snow, ch 8: Teachers as bridges between churches Snow, ch 2: Special role for CETs Harmer ch 11, (and skim 14,19) <b>Assignment 1:</b> Mini-presentation of ONE of the following articles: Varghese and Johnston (2007), Edge (2003), or Purgason (2004).

## ADDITIONAL COURSE READINGS

In the reading list below are (1) required readings (bolded) which should be completed prior to class the day they are scheduled (see above schedule). Also included are other readings which are part of "Assignment 1". While you are encouraged to print off and read all of the articles marked "See Assignment 1," this is not required. You are only required to read the "Assignment 1" articles that you are assigned to you (See Assignment 1 description).

READINGS	
Edge, J. (2003). Imperial troopers and servants of the Lord: a vision of TESOL for the 21 <sup>st</sup> century. <i>TESOL Quarterly</i> , 37(4), pp. 701-709. (See Assignment 1. Access through library database, or contact me for PDF.)	
<b>Ellis, R. (2008). Principles of Instructed Second Language Acquisition. <i>CAL digest</i>. Retrieved from <a href="http://www.cal.org/resources/digest/instructed2ndlang.html">http://www.cal.org/resources/digest/instructed2ndlang.html</a></b>	
<b>Ellis, R. (2006). The methodology of task-based teaching. <i>Asian EFL Journal</i>, 8(3), Article #2. Retrieved from <a href="http://www.asian-efl-journal.com/Sept_06_re.php">http://www.asian-efl-journal.com/Sept_06_re.php</a></b>	
Ilieva, R. (2001). Living with ambiguity: toward culture exploration in adult second-language classrooms. <i>TESL Canada Journal</i> , 19(1), p.1-16. Retrieved from <a href="http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/916/735">http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/916/735</a> (see Assignment 1)	
Isaacs, T. (2009). Perspectives: Integrating form and meaning in L2 pronunciation instruction. <i>TESL Canada Journal</i> , 27(1), p.1-12. Retrieved from <a href="http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/1034/853">http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/1034/853</a> (see Assignment 1)	
Johnson, D. (2005). Teaching culture in adult ESL: Pedagogical and ethical considerations. <i>TESL-EJ</i> , 9(1). Retrieved from <a href="http://tesl-ej.org/ej33/cf.html">http://tesl-ej.org/ej33/cf.html</a> (see Assignment 1)	
Purgason, K.B. (2004). A clearer picture of the "Servants of the Lord." <i>TESOL Quarterly</i> , 38(4), pp. 711-713. (See Assignment 1. Access through library database, or contact me for PDF.)	
Sauvé, V. (1996). Working with the cultures of Canada in the ESL Classroom: A response to Robert Courchene. <i>TESL Canada Journal</i> , 13(2), p.17-23. Retrieved from <a href="http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/667/498">http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/667/498</a>	
Stevick, E. (1989). <i>Success with foreign languages: Seven who achieved it and what worked for them</i> . Englewood Cliffs, NJ: Prentice Hall International. Retrieved from <a href="http://www.silinternational.com/lingualinks/LANGUAGELEARNING/BooksBackInPrint/SuccessWithForeignLanguages/success.pdf">http://www.silinternational.com/lingualinks/LANGUAGELEARNING/BooksBackInPrint/SuccessWithForeignLanguages/success.pdf</a> (see Assignment 1)	
<b>Tennant, A. (2002). The Ultimate language lesson. <i>Christianity Today</i> (December 9, 2002), pp. 1-8. Retrieved from <a href="http://www.christianitytoday.com/ct/2002/december9/1.32.html">http://www.christianitytoday.com/ct/2002/december9/1.32.html</a></b>	
Varghese, M.M. and Johnston, B. (2007). Evangelical Christians and English Language Teaching. <i>TESOL Quarterly</i> , 41 (1), pp. 5-31. (See Assignment 1. Access through library database, or contact me for PDF.)	

## COURSE MARK BREAKDOWN

Undergraduate credit:		Graduate Credit	
Mini-article presentations	10%	Mini-article presentations	10%
Language Experience Paper	20%	Language Experience Paper	15%
Method presentation	30%	Method presentation	30%
Paper on ESL as Christian Mission	20%	Paper on ESL as Christian Mission	20%
SLA Paper	20%	SLA Paper	20%
		Book Review presentation of Don Snow's <i>English Teaching as Christian Mission</i>	5%

## COURSE REQUIREMENTS

Extensions must be requested and granted before an assignment is due. Requesting an extension on the date an assignment is due is unacceptable. **Late assignments will not be accepted unless an extension has been previously granted.** All assignments should be emailed to the instructor except for in-class presentations.

# Assignments

## Assignment 1: Mini Article Presentations

On the following days you will be responsible to have read ONE of several readings, **present** the key issues in your reading to a group of people who did a different reading, and **lead a discussion** on the information. You are encouraged to read and prepare for this assignment prior to the course.

**May 12:** (3%). Read a selection from Stevick's (1989) *Success with foreign languages: Seven who achieved it and what worked for them*. (<http://www.silinternational.com/lingualinks/LANGUAGELEARNING/BooksBackInPrint/SuccessWithForeignLanguages/success.pdf> ). Everyone should read the **preface** to the book. Each person should then read **ONE chapter**, profiling **ONE** of the "good" language learners, and the **summary**. You should be prepared to profile the learner to a group of people who read about a different learner. Your discussion should focus on implications for teachers and students (see Stevick, p.13).

**May 14:** (3%). Read **ONE** of the following articles (to be assigned in class). Be prepared to fairly and accurately summarize the main points, and lead a small group discussion on the article.

1. Ilieva, R. (2001). Living with ambiguity: toward culture exploration in adult second-language classrooms. *TESL Canada Journal*, 19(1), p.1-16. Retrieved from <http://journals.sfu.ca/tesl/index.php/tesl/article/viewFile/916/735>
2. Sauvé, V. (1996). Working with the cultures of Canada in the ESL Classroom: A response to Robert Courchene. *TESL Canada Journal*, 13(2), p.17-23. Retrieved from <http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/667/498>
3. Johnson, D. (2005). Teaching culture in adult ESL: Pedagogical and ethical considerations. *TESL-EJ*, 9(1). Retrieved from <http://tesl-ej.org/ej33/cf.html>

**May 16:** (4%). Read **ONE** of the following articles (to be assigned in class). Be prepared to fairly and accurately summarize the main points. Describe your reaction to the article and lead a small group discussion on the article. (Note: access these through your library's database. If you can't access the article, email me and I'll send you a PDF.)

1. Purgason, K.B. (2004). A clearer picture of the "Servants of the Lord." *TESOL Quarterly*, 38(4), pp. 711-713.
2. Edge, J. (2003). Imperial troopers and servants of the Lord: a vision of TESOL for the 21<sup>st</sup> century. *TESOL Quarterly*, 37(4), pp. 701-709.
3. Varghese, M.M. and Johnston, B. (2007). Evangelical Christians and English Language Teaching. *TESOL Quarterly*, 41 (1), pp. 5-31.

**Each summary will be worth 3-4% of the class, for a total of 10% of the class mark (Grad credit, 10/120).**

3-4%: Prepared. Competently summarized the article (and reaction) and led a discussion.

2-3%: Partially prepared. Summarized the article, but did not necessarily capture the key ideas or accurately/fairly represent the author's ideas.

1%: Was minimally prepared. 0%: Did not summarize or lead a discussion on assigned article.

## Assignment 2: Language Experience paper

The purpose of the **Language Experience Paper** is to help you understand how your experience as a language learner and/or a language teacher will influence you as a language teacher in the future. Do this assignment AFTER you have done the Stevick (1989) reading for Assignment 1.

1. Draw a time-line as the basis for documenting your history as a language learner and/or language teacher (both if you have both sorts of experience). Attach this to your paper.
2. Write a summary of your language learning and language teaching history, which answers (at least) the following questions:
  - a. What experiences have you had as a language *learner* and how successful have they been? What are your criteria for judging success?
  - b. If you were clearly representative of all language learners, what would we have learned about language learning from reading your autobiography? OR What can be learned about effective teaching by reading your autobiography?
  - c. How has your experience as a language learner influenced you as a language teacher? OR How do you expect your experience as a language learner will influence you as a language teacher?
  - d. In your opinion, what does effective language teaching look like?
  - e. How you are like or different from the “good learners” profiled by Stevick? Address some of the issues raised in the preface and summary of Stevick’s (1989) book, focusing on implications for yourself as a language learner or teacher. (**Optional for undergraduate credit; Required for graduate level credit**).

*Please include the questions/headings in your paper, so I know which question you are answering.*

**DUE: Tues, May 13 at end of class**

### Criteria

Paper requirements		
	<ul style="list-style-type: none"> <li>• double spaced, 12-point font, 1-inch margins, 3-6 pages not including time-line</li> </ul>	
Components		Worth
Completeness	<ul style="list-style-type: none"> <li>• Clearly addresses each of the questions above</li> <li>• Well organized</li> <li>• Polished (i.e., Mostly free from spelling/grammar/punctuation errors)</li> <li>• <b>For graduate credit:</b> relates own experience to more than one of Stevick’s “good learners,” and addresses issues raised by Stevick</li> </ul>	15%
Creativity and insight	<ul style="list-style-type: none"> <li>• Demonstrates creativity and insight</li> </ul>	5%
Total	<b>20% of class mark (Grad credit, 20/120)</b>	

## Assignment 3: Methods presentations

You are required to research and present a **SLA teaching method**. Depending on class numbers, you may wind up working with a partner, or alone. Whether done alone or with a partner, the requirements of the presentation remain the same.

- Sign up for one of the language teaching methods from the list below.
- Research the method. Use at least three resources (on-line resources permitted). One of these resources needs to be Richard and Rogers' book "Approaches and Methods" if the method is covered in it. A copy of this book will be provided.
- **Prepare a 1-2 page resource sheet** about the method. Include the name of the presenters, date, name of method, essential information and resources used. Your sheet should follow the outline of the chapters in the Richards and Rogers text: **Approach** (theory of language; theory of learning); **Design** (objectives, syllabus, activities, learner/teacher roles, materials) and **Procedure**. List resources using standard bibliographical format. Make copies for all in class (don't forget the instructor). After your demonstration, distribute the resource sheet and review it with the class, explaining the method as you go. (Note: if you wish, you can create a PowerPoint presentation and handout a PowerPoint generated handout. Email the PPT to the instructor for upload on the wiki).
- **Plan a demonstration** to show what this method would look like in practice. The demonstration should be a simulated language class, using the techniques and procedures which are unique to this method. Make sure the demonstration illustrates the underlying philosophy, the general objectives, role of the teacher, role of the students, role of materials, and classroom procedure/technique associated with the method. Rehearse the demonstration with your partner. Present the demonstration on the assigned day. Your demonstration and the explanation of the resource sheet should take approximately 20 minutes.

<b>Methods</b>	
— Community Language Learning	— The Audiolingual Method
— The Silent Way	— Total Physical Response
— The Natural Approach	— LAMP (Language Acquisition Made Practical)
— Suggestopedia	— CALL (Computer Assisted Language Learning)
— The Lexical Approach	— AIM (Accelerative Integrated Method)

**DUE: As per course schedule** (see page 1)

### Criteria

Demonstration <ul style="list-style-type: none"> <li>• Demonstrates depth of understanding of method and how it is proceduralized</li> <li>• Interesting and creative</li> </ul>	10%
Explanation <ul style="list-style-type: none"> <li>• Well organized</li> <li>• Accurately covers key points of the method</li> <li>• Refers back to the demo to clarify points in the explanation</li> </ul>	10%
Handout is accurate, clear, nicely formatted, and not plagiarized (referenced)	10%
<b>Total</b>	<b>30% of class mark (Grad credit, 30/120)</b>

## Assignment 4: Paper on ESL as Christian Mission

In this paper, you are expected to reflect on the role which teaching ESL can play in the field of missions, both at home and overseas. The following are some of the questions you may wish to consider:

- In your view how does the ministry of teaching English as a Second or Foreign Language fit into the Great Commission? In what sense does it constitute worthwhile Christian work? Briefly give a biblical foundation for your views.
- How can a Christian English Teacher balance their responsibilities as a teacher, as a secular employee (in many cases), the expectations of their supporters (in some cases), and the duties of the Great Commission? How can these be integrated? How can some of the apparent conflicts be resolved?

You will need to refer to a minimum of 4 credible sources in your paper (**7 for graduate level credit**). For **graduate level credit**, your paper will be expected to show a familiarity with the lines of thought in Snow's book, whether you agree with him or not. **Academic dishonesty (plagiarism) will result in a failing paper.** You may use (but are not limited to) the following sources:

- Bible
- Donald Snow's *English Teaching as Christian Mission*
- Tennant (2002) (in reference list)
- Varghese and Johnstone (2007) (in reference list)
- Edge (2003) (in reference list)
- Purgason (2004) (in reference list)
- Other: Richards & Rogers *Approaches and Methods*

**DUE: Submitted by email, Friday, May 31, 2014**

Requirements for undergrad credit		Requirements for graduate level credit
<b>Paper requirements</b>	<ul style="list-style-type: none"> <li>• APA or MLA format, minimum of 4 sources</li> <li>• 4-7 pages long, double spaced, 12-point font, 1-inch margins</li> </ul>	<ul style="list-style-type: none"> <li>• APA or MLA, minimum of 7 sources. Must demonstrate understanding of Snow's book.</li> <li>• 6-10 pages long, double spaced 12-point font, 1-inch margins</li> </ul>
Components		Worth
<b>Organization and style</b>	<ul style="list-style-type: none"> <li>• Meets requirements listed above</li> <li>• Includes an introduction that sets the stage and includes a clear statement of purpose and overview of paper's content (thesis)</li> <li>• Body of paper is clearly organized, unified (writing style)</li> <li>• Includes a conclusion that adequately summarizes the paper and addresses implications</li> <li>• Polished (e.g., few to no grammar/spelling/punctuation errors)</li> </ul>	10%
<b>Research and understanding of sources</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the sources (i.e., accurately and fairly presents ideas from sources)</li> <li>• Integrates and connects ideas from different sources</li> <li>• Follows a recognized format (APA or MLA) for referencing sources, in text and in the reference list.</li> </ul>	5%
<b>Insight and critical thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrates insight, creativity, and critical thinking</li> <li>• Demonstrates understanding of the complexities involved</li> </ul>	5%
<b>Total</b>	<b>20% of class mark (Grad credit, 20/120)</b>	

## Assignment 5: Paper on Second Language Acquisition.

In this paper, you are expected to express your *personal* philosophy of Second Language Acquisition. Having studied the various methods, synthesize them into a coherent approach, based on your own individual beliefs about language and language learning. Questions to address in your paper include

- What key principles should govern the effort to teach/learn a second language?
- What key principles will guide you as you shape your own approach in the ESL classroom?
- What aspects of the various methods of SLA will you draw on?

This is your opportunity to pick and choose from the various aspects of the different methods. The notes from class presentations on SLA methods will be a primary resource in preparing this paper.

The organization of your paper must follow the format of the chapters in Richards and Rodgers *Approaches and Methods in Language Teaching*, including the same headings:

- Background
- Approach (theory of language, theory of learning)
- Design (objectives, syllabus, activities, learner roles, teacher roles, roles of materials)
- Procedure
- Conclusion.

However, your paper should not be a series of bulleted points (as on the resource sheets).

**DUE: June 20, 2014 – submit by e-mail**

	Requirements for undergrad credit	Requirements for graduate level credit
<b>Paper requirements</b>	<ul style="list-style-type: none"> <li>• APA or MLA format, minimum of 3 sources</li> <li>• Double spaced, 12-point font, 1-inch margins</li> </ul>	<ul style="list-style-type: none"> <li>• APA or MLA, minimum of 5 sources</li> <li>• Double spaced 12-point font, 1-inch margins</li> </ul>
Components		Worth
<b>Format and content</b>	<ul style="list-style-type: none"> <li>• Competently addresses all of the required sections</li> <li>• Polished (e.g., few to no grammar/spelling/punctuation errors)</li> </ul>	10%
<b>Research and sources</b>	<ul style="list-style-type: none"> <li>• Integrates ideas from a variety of sources.</li> <li>• Follows a recognized format (APA or MLA) for referencing sources, in text and in the reference list.</li> </ul>	5%
<b>Insight and critical thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the methods</li> <li>• Demonstrates insight, creativity, and critical thinking</li> </ul>	5%
<b>Total</b>	<b>20% of class mark (Grad credit, 20/120)</b>	

## Assignment 6: Two Article critiques (for Graduate credit only)

You should read and summarize 2 substantial articles, published within the last 10 years, from a refereed journal<sup>1</sup>, on a topic (or topics) relevant to topics we explored in our class. **Important: if you are not sure if your article is “substantial” enough, please check with the instructor!** They cannot be on an article you read to meet the requirements of the course. Each article critique should include a summary followed by a brief (1 paragraph) response/critique, and should be approximately one page long (double-spaced, 12-point font, 1-inch margins).

**Due June 20, 2014, submitted by email. Each critique is worth 10 points,** (your total mark will be calculated out of 120 points)

Requirements for graduate level credit		
<b>Paper requirements</b>	<ul style="list-style-type: none"> <li>• Double spaced, 12-point font, 1-inch margins</li> <li>• Minimum 1 page each</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Published within the last 5 years</b></li> <li>• <b>Refereed journal</b></li> <li>• Include summary and critique</li> </ul>
Components		Worth
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Summary is accurate and fair</li> </ul>	3%
<b>Critique</b>	<ul style="list-style-type: none"> <li>• Demonstrates insight and critical thinking</li> </ul>	3%
<b>Format</b>	<ul style="list-style-type: none"> <li>• Meets requirements described above (published w/in last 5 years; refereed journal)</li> <li>• Well organized and written</li> <li>• Polished (e.g., few to no grammar/spelling/punctuation errors)</li> <li>• Includes full reference (APA or MLA format)</li> </ul>	4%
<b>Total</b>	<b>10x2 = 20 /120 points</b>	

**GRADING SYSTEM** - See Appendix II.

**COURSE BIBLIOGRAPHY** - See Appendix III.

<sup>1</sup> Both the TESL Canada Journal (<http://www.teslcanadajournal.ca/index.php/tesl/issue/archive>) and the Asian EFL Journal ([http://www.asian-efl-journal.com/site\\_map\\_2012.php](http://www.asian-efl-journal.com/site_map_2012.php)) are respected journals and easily accessed on-line. Other Journals to consider would be *TESOL Quarterly* and *Language Learning*.

## APPENDIX I



### ATTENDANCE POLICY\*

*\*Taylor Seminary students enrolled in this VTLI course should also refer to the policies included in the current academic catalogue. Be sure to speak with your faculty advisor about any issues that require clarification.*

#### Regular Courses

- At Vanguard College, regular class attendance/participation is vital for student learning and progress. Attendance will be taken at all classes.
- Students are allowed up to two hours (classes) of absences for any reason without attendance penalty. This is intended to cover emergencies (e.g., flat tire, terrible cold, nasty flu, bad weather, etc.). They do not need to call the office or the professor to explain the reason for the absence.
- Students may also obtain an excused absence in the case of bereavement, family emergency, or illness (with a doctor's note provided).
- Students who need an excused absence for ministry may obtain one (up to a maximum of 2 per semester) providing that their program director, or ministry supervisor through their program director, communicates with the professor in writing in advance.
- Practicum absences extend for the entire year; therefore the student has one unexcused absence per semester, and one ministry absence per semester.
- All other absences will be considered unexcused. Any exceptions must be presented in writing to the Academic Affairs Committee through the Academic Administrator's Office.
- Unexcused student absences, relating to class attendance, exceeding six class hours will mean that the student automatically fails the course. The two allowable absences count towards these six class hours. (The unexcused student absences for Practicum courses are three per semester and a student exceeding six class hours for the entire year will automatically fail the course).
- Students with more than six unexcused absences (ie. Six hours) of a course scheduled on Monday, Wednesday, and Friday will fail the course. (2% per unexcused absence will be deducted)
- Students with more than four unexcused absences (ie. Six hours) of a course scheduled on Tuesday and Thursday, will fail the course. (3% per unexcused absence will be deducted).
- For each unexcused late, 1% may be deducted from the final grade at the discretion of the professor.
- Note that professors may implement a stricter policy for their courses; however, they must/will not apply a more lenient policy.

#### Modular Courses

- Students missing a full day (or equivalent) of a modular course, due to an excused absence, will be assigned extra work.
- Students missing a full day (or equivalent) of a modular course, due to a non-excused absence, will fail the course.
  - Any unexcused absence will be penalized at 5% per hour.
- Students may also obtain an excused absence in the case of bereavement, family emergency, or illness (with a doctor's note provided), but there are no unexcused absences without penalty permitted.
- Professors may implement a stricter policy for their courses; however, they must/will not apply a more lenient policy.

#### Block Courses

- Students may obtain an excused absence in the case of bereavement, family emergency, or illness (with a doctor's note provided), but there are no excused absences without penalty permitted
- Unexcused student absences of six class hours or more (two block classes) will mean that the student automatically fails the course.

## APPENDIX II



### ALPHA GRADE DESCRIPTIONS\*

\*Taylor Seminary students enrolled in this VTLI course should also refer to the policies included in the current academic catalogue. Be sure to speak with your faculty advisor about any issues that require clarification.

The following chart contains the Alpha Grad Descriptions adopted as of June 2005 as the standard for marking assignments and courses at Vanguard College. Purely objective assignments and most exams will continue to be marked using percentage grades. All other assignments will be assigned a letter grade based on the following Alpha Grade Descriptions.

To interpret an assigned mark simply read the Alpha Grade Description assigned to that letter grade. Percentage conversions for calculating final marks will be based on the base number for each grade, e.g. an assignment given a B grade will be calculated at 83%.

ALPHA GRADE	GRADE POINT AVERAGE	PERCENT	ALPHA GRADE DESCRIPTION
A+	4.0	97-100	<b>Exceptional Work</b> - An "honourific" grade. Demonstrates a complete and comprehensive understanding of the subject matter, full mastery of all concepts and skills including interpretive, analytical, stylistic and grammatical skills, and evidences a striking intellectual initiative and originality.
A	4.0	93-96	<b>Superior Work</b> - A superior grasp of the subject matter. Conceptual ability and skills including interpretive, analytical, stylistic and grammatical skills are consistently at a high level. Shows intellectual initiative and originality.
A-	3.7	90-92	<b>Very Good Work to Superior Work</b> - A very good grasp of the subject matter. Conceptual ability and skills, including interpretive, analytical, stylistic and grammatical skills are moving toward a consistently high level. Shows some intellectual initiative and originality.
B+	3.3	87-89	<b>Strong Work</b> - Substantial understanding of subject matter and concepts. Good to very good interpretive and analytical skills. Stylistic and grammatical skills meet or exceed acceptable college requirements. All course objectives and requirements achieved.
B	3.0	83-86	<b>Good Work</b> - Substantial understanding of subject matter and concepts. Good interpretive and analytical skills. Stylistic and grammatical skills meet acceptable standards at a college level. All course requirements and objectives achieved.
B-	2.7	80-82	<b>Average to Good Work</b> - Average to above average understanding of subject matter and concepts. Average to above average interpretive and analytical skills. Relatively few stylistic and grammatical errors. All major course requirements and objectives achieved.
C+	2.3	77-79	<b>Average Work</b> - Average understanding of subject matter and concepts. Average interpretive and analytical skills. May struggle with some grammatical and stylistic skills. All major course requirements and objectives achieved.
C	2.0	73-76	<b>Acceptable Work</b> - A basic understanding of subject matter and concepts. Fair but not necessarily good interpretive and analytical skills. Other skills may be fair or incomplete. Some major and /or minor objectives of the course may not be complete.
C-	1.7	70-72	<b>Minimally Acceptable Work</b> - Some understanding of subject matter and concepts and only partial development of relevant skills. Some major and/or minor objectives of the course may not be complete.
D+	1.3	67-69	<b>Unsatisfactory Work</b> - Unsatisfactory understanding of subject matter and concepts. Weak skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly done*.
D	1.0	63-66	<b>Poor Work</b> - Weak understanding of subject matter and concepts. Marginal skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly completed*.
D-	0.7	60-62	<b>Marginal Work</b> - Work is marginal in all areas. Significant portions may be at a failing level. Major course requirements may be incomplete*.
F	0.0	35-59	Insufficient evidence of a minimal understanding of course matter and concepts, insufficient evidence of minimal skill development and interpretive and analytical ability. May have failed to achieve major and minor objectives of the course.

\* Some professors require all major course requirements to be complete and will not assign a passing grade until all assignments or work is complete within the stated time limit

## APPENDIX III



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