

SIMON FRASER UNIVERSITY

EDUCATION 467-4

**CURRICULUM AND INSTRUCTION IN TEACHING
ENGLISH AS A SECOND LANGUAGE**

Summer Session, 1991
(July 2 – August 9)
Monday and Wednesday
9:30 a.m. – 1:20 p.m.
Location: Room 1415 Harbour Centre

Instructor: Mary Selman
Office: Harbour Centre
Phone: 263-7251

PREREQUISITE: 60 hours of credit. A lower level Linguistics course is required.

COURSE DESCRIPTION

Education 467 is an introduction to teaching English as a second or foreign language in a variety of contexts to a wide range of adult and child learners. The course includes an examination and analysis of the social and political context for second language teaching.

Participants will examine and critique theories and approaches to language learning and will study their applications in methodologies. They will practice developing and carrying out learning tasks. These will include the use of content based models, among others. The course will emphasize needs assessment and how to use it in the development of lessons and units. Issues related to curriculum development, learner progress, instructor and program evaluation, and culture are important aspects of the course. Participants will develop skills in critiquing and adapting published ESL materials and in developing original ones.

Students in this course will arrange to observe language learners and observe and participate in ESL classes as well as engage in in-class demonstrations of classroom activities.

TEXTBOOKS

Long, Michael, & Richards, Jack (Ed.). (1987). Methodology in TESOL. A Book of Readings, Newbury House Publishers.

Bell, Jill. Teaching Multi-level Classes in ESL. Dominie Press (now Pippin Publishing Ltd.)

EDUCATION 467-4 ENGLISH AS A SECOND LANGUAGE

Education 467 is an introductory course to provide practising or pre-service teachers with an overview of the basic principles of teaching English as a second language. The disciplinary bases of contemporary approaches to second language teaching are discussed, curricular methods and materials are evaluated and students will develop materials which might be useful in their own actual or projected teaching situations.

PREREQUISITE: 60 credit hours. A lower level Linguistics course.

REQUIRED TEXTS:

Pat Rigg and D. Scott Enright. *Children and ESL: Integrating Perspectives*. Washington, D.C: TESOL, 1986.

Gordon Wells. *The Meaning Makers; Children Learning Language and Using Language to Learn*. Portsmouth, New Hampshire: Heinemann, 1986.

Canadian ESL Materials, Special issue of TESL Talk, Vol. 18 (1), 1988.

For those interested in ESL for young children: Gail Heald-Taylor. *Whole Language Strategies for ESL Students*. Toronto: OISE Press, 1986.

For those interested in ESL for secondary students and adults: Jill Bell and Barbara Burnaby. *Handbook for ESL Literacy*. Toronto: OISE Press, 1984.

COURSE REQUIREMENTS:

Assignment 1	Self-Introduction	10%
Assignment 2	Observation Exercise	10%
Assignment 3	Phonology Exercise	15%
Assignment 4	Verb Form Exercise	15%
Assignment 5	Lesson Plan	20%
Assignment 6	Unit Plan	30%

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT
NOTICE.