

SIMON FRASER UNIVERSITY

EDUCATION 468-4

RECENT ADVANCES IN THE TEACHING OF ENGLISH
AS A SECOND LANGUAGE

Fall Semester 1989
Mondays 4:30 - 8:20
MPX 7600

Instructor: Prof. Gloria Sampson
Office: MPX 8671
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Prerequisite: Education 467-4

Learning a second language involves the whole person. It means that a learner must develop a second personality congruent with the culture in which the second language is spoken. Educators concerned with personality development work within the context of an approach called "experiential learning." Its principles and techniques are derived from theories of learning based on various psychotherapies. Two key principles in the experiential learning approach are:

- (1) learning is largely an emotional experience that entails personal investment by the learner; and
- (2) to learn is to change.

Two relatively complete expressions of the experiential learning approach applied to the teaching of English as a second language can be found in the work of those who have developed the Counselling-Learning (Community Language Learning) approach to second language learning and the Suggestopedic approach to second language learning. These two approaches have been used with great success in a wide variety of classroom settings, ranging from the primary grades to adult classes. This course will help you develop the skills to use these two approaches in your classroom. These approaches may be used alone or used along with other language teaching methods you have found effective.

The topics covered in this course fall into two classes: linguistic and psychological.

Psychological:

Identity and the life cycle.

Creating a new identity in a new language: the teacher's role.

The five stages of personality change in second language learning.

Techniques for coping with dysfunctional learner affects in the classroom.

Turning the classroom into a community, rather than a group of isolated individuals.

Linguistic:

Maximizing memorization of language structures painlessly.

Using syntactic structure drills in the context of community language learning.

Enhancing pronunciation skills in the context of role-playing activities.

Selecting phonological and grammatical points to be taught using student-generated language

Assignments

There are no tests. You will have two assignments. Each consists of a videotape (made with other students) in which you practice the approach and an individually-written paper in which you analyze the approach used in the videotape and create phonological and grammatical learning activities based on student-generated language used in the video. One assignment will deal with the Counselling-Learning approach and the other with the Suggestopedic approach. Each videotape will be worth 10% of your total grade, and each paper will be worth 40% of your total grade. Videotapes will be made during class time. Length of each paper is about 8 pages.

Textbooks listed on reverse.

Textbooks

Charles A. Curran. (1976) *Counselling-Learning in Second Languages*. Apple River, IL: Apple River Press.

Georgi Lozanov. (1978) *Suggestology and Outlines of Suggestopedya*. NY: Gordon and Breach.

A. J. Thomson and A. V. Martinet. (1986) *A Practical English Grammar, 4th ed.* Oxford Univ. Press.

Erik H. Erikson. (1980) *Identity and the Life Cycle*. Markham, Ont.: Penguin Books Canada.

(optional) Sheila Ostrander and Lynn Schroeder. (1979) *Super-Learning*. NY: Dell Publishing.