

EDUC. 467-4 CURRICULUM AND INSTRUCTION IN TEACHING ENGLISH
AS A SECOND LANGUAGE

SPRING 1982

INSTRUCTOR: Dr. Gloria Sampson

Tuesdays, 4:30 - 8:20

LOCATION: on campus

OBJECTIVES

In this course you will learn to prepare lesson plans for the teaching of English as a second language in the context of themes. The themes will contain materials and activities which are appropriate to learners of a specific age. Besides embodying language objectives, the themes will embody motor, skill, cognitive or other general educational objectives appropriate for specific learners. You may choose to analyze and prepare materials on any level: preschool, primary, upper elementary, junior high, senior high or adult. You will also learn what kinds of criteria can be used to evaluate second language textbooks.

OUTLINE OF TOPICS

Each topic will consist of one-half lecture by the instructor and one-half workshop activities to be carried out by members of the class during the class periods.

1. Approaches to the teaching of English as a second language.
2. Unit planning through themes.
3. Functions and forms in language.
Structuring and sequencing functional and formal input to the learners: the organization of units and lessons.
4. Extracting grammatical structures from language samples:
Morphology
Syntax
The tense/aspect system of the English verb system
The sound system of English
5. The structure and function of discourse.
6. Cognitive development and language learning.
7. Error analysis and contrastive analysis: analysis of learner writing samples
8. Teaching writing systematically: developing a series of checklists for learner improvement.
9. Evaluating textbooks.
10. Teaching learners to use a dictionary.

TYPICAL REQUIREMENTS

- (1) theme plan - 20%
- (2) unit and lesson plans - 30%
- (3) evaluation of an ESL textbook - 20%
- (4) mid-term - 30%

ELIGIBILITY

Prerequisite: an undergraduate course in linguistics; no courses in education are required as prerequisites.

EDUCATION 467-4

INTRODUCTION TO TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

SPRING, 1982

TIME: Tuesdays, 16:30 - 18:20; 18:20 - 20:20

PLACE: MPX 8620

L = Lecture (given by Professor)

W = Workshop (activity carried out by students)

<u>WEEK</u>	<u>TOPIC</u>	<u>REQUIRED READINGS</u>
One 1/12	L: Introduction L: Approaches to TESL L: Approach/Method/Technique	
Two 1/19	L: Unit planning through themes: The integration of control and freedom L: Functions and forms W: Brainstorming and organizing themes	Rivers: 3-61 Sampson: Handout on "The Functional Approach..." Tough: 8-15, 76-86 Lynsky: 1-33 Cohen & Manion: 57-63 Sampson: Glance through themes NRE/Inter. Skills one and two
Three 1/26	L: The pronunciation of English W: Phonemic transcription practice W: Students raise questions about their own themes	Bowen: 1-130
Four 2/2	L: The teaching of pronunciation W: Creating lesson plans on pronunciation Presenting a model. THEME PLAN DUE	Rivers: 149-184 Bowen: 199-227
Five 2/9	L: Structuring and sequencing functional and formal input to the student W: Extracting grammatical structures from language samples	Rivers: 62-148 Tough: 87-90; 131-132 Quirk: 33-58 Campbell & Lindfors: 105-119 Cohen & Manion: 37-56
Six 2/16	L: Morphology L: Sentence structures W: Identification of sentence structures PRONUNCIATION LESSON PLAN DUE	Campbell & Lindfors: 65-102; 120-180
Seven 2/23	L: The tense/aspect system of English W: Identification of tenses W: Developing a linguistic focus in a lesson	Review Quirk: 33-58 Review Campbell & Lindfors: 105-180 Cohen & Manion: 63-93

Eight 3/2	MIDTERM L: The structure and function of discourse W: Identifying audience, function and lexical domain	Rivers: 187-224 Corder: 50-67 Brown: 189-207
Nine 3/9	L: Cognitive development and language learning W: Using Bloom's Taxonomy of Cognitive Objectives: creating good questions	Rivers: 225-261
Ten 3/16	L: Error analysis and contrastive analysis: The teaching of writing UNIT AND LESSON PLANS DUE	Rivers: 262-296 Corder: 224-294 and/or Brown: 147-160; 162-186 Shopen: 295-313; 322-329
Eleven 3/23	L: Evaluating Textbooks W: Implementing a lesson from a text	Rivers: 297-343 Corder: 295-322
Twelve 3/30	L: Evaluating textbooks W: Evaluating textbooks	Allen & Campbell, 2nd ed.: 101-112
Thirteen 4/6	L: Teaching Dictionary Use	Handout

TEXTBOOKS TO PURCHASE

1. (Required) Wilga Rivers and Mary Temperley. A Practical Guide to the Teaching of English (as a Second or Foreign Language). N.Y.: Oxford University Press, 1978.
2. (Optional) J. Donald Bowen. Patterns of English Pronunciation. Rowley, Mass.: Newbury House, 1975.
3. (Optional) Joan Tough. Listening to Children Talking. London: Ward Lock Educ., 1976.

BOOKS ON RESERVE

1. 4 hr. Harold B. Allen and Russell Campbell. Teaching English as a Second Language. N.Y.: McGraw Hill, 1972.
2. 4 hr. J. Donald Bowen. Patterns of English Pronunciation. Rowley, Mass.: Newbury House, 1975.
3. 4 hr. H. Douglas Brown. Principles of Language Teaching and Learning. N.J.: Prentice-Hall, 1980.
4. 24 hr. Russell Campbell and Judith Lindfors. Insights into English Structure. N.J.: Prentice-Hall, 1969.

5. 4 hr. Louis Cohen and Lawrence Manion. A Guide to Teaching Practice. London: Methuen, 1977.
6. 4 hr. S. Pit Corder. Introducing Applied Linguistics. Baltimore, Md.,: Penguin, 1973.
7. 24 hr. Marcella Frank. Modern English, A practical Reference Guide. N.J.: Prentice-Hall, 1972.
8. 4 hr. Alan Lynsky, Children and Themes. London: Oxford University, 1974.
9. 4 hr. Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik. A Grammar of Contemporary English. London: Longman, 1974.
10. 4 hr. Wilga Rivers and Mary Temperley. A Practical Guide to the Teaching of English (as a Second or Foreign Language). N.Y.: Oxford University, 1978.
11. 24 hr. Gloria Paulik Sampson. New Routes to English (NRE). Don Mills, Ont.: Collier Macmillan Canada, 1979, 1980. Each of the sets below consists of three parts: student textbook, student workbook, teacher's guide.
 - NRE/Beginning Skills One
 - NRE/Beginning Skills Two
 - NRE/Intermediate Skills One
 - NRE/Intermediate Skills Two
 - NRE/Advanced Skills One
 - NRE/Advanced Skills Two
12. 4 hr. Tomothy Shopen. Languages and Their Status. Cambridge, Mass.: Winthrop Pub., 1979.
13. 4 hr. Joan Tough. Listening to Children Talking. London: Ward Lock, 1976.

ASSIGNMENTS AND EXAMS

DUE DATE

Feb. 2	Assignment 1: Theme Plan (10%)
Feb. 16	Assignment 2: Pronunciation Lesson (20%)
Mar. 2	Midterm Exam: Covers topics up to and including Week Seven. (30%)
Mar. 16	Assignment 3: Unit and Lesson Plans (20%)
Apr. 6	Assignment 4: Textbook Evaluation (20%)

Late penalty: 10% per day will be deducted off late assignments. Each assignment is due at the beginning of the class (4:30 - p.m.). If you are sick, the late penalty does not apply.

Redo Option: A student receiving a D or F on an assignment may redo the assignment within one week after receiving it back from me. Maximum grade on redone assignments is B.

OFFICE HOURS

My office is Room 627 in the Education out-buildings across from the Administration Building (labelled - Centre for the Arts). Phone: 291-4484.

Office hours are: M: 1:00 p.m. - 3:00 p.m.
TH: 2:00 p.m. - 5:00 p.m.

Also, please feel free to see me during the supper break (No! I don't need to be off by myself at that time, I prefer your company).

EATING TIME: 5:30 - 6:05 p.m. PLEASE RETURN ON TIME!!!