

## EDUCATION 467-4

### CURRICULUM AND INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Summer Intersession 1989  
(May 8 - June 16)  
Monday/Wednesday  
5:30 p.m. - 9:20 p.m.  
Location: MPX 8620

Instructor: Prof. Gloria P. Sampson  
Office: MPX 8671  
Phone: 291-4303

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**PREREQUISITE:** 60 hours of credit and an undergraduate linguistics course.

"Nobody moves to Canada to learn a language; they move here to live here, to get a job, to be a whole human being."

Chinese-Canadian ESL Teacher in Surrey

#### OBJECTIVES

1. To understand the relationship between psychological well-being and the acquisition of English as a second language by people who are new to Canada.
2. To understand that different kinds of teaching practices must be used with children, adolescents and adults, due to the emotional, cognitive, and social differences in these groups.
3. To learn some basic practices for classroom use for the teaching of aural comprehension, speaking, reading and writing. Students will focus on practices appropriate for the age/grade level they are most interested in.

#### TOPICS

There are three strands in this course: (1) human development as it relates to second language learning; (2) principles of direct classroom instruction, and (3) sequencing linguistic forms so that they may be internalized by learners. Each of the topics below will incorporate all three strands.

1. Teaching English phonology.
2. Teaching English syntax.
3. Teaching reading in ESL.
4. Teaching writing in ESL.

#### ASSIGNMENTS

There will be no tests in this course. Students will create three lessons for the age/grade level they are interested in.

- I. Creating a pronunciation lesson.
- II. Creating a lesson to teach spoken English.
- III. Creating a lesson to teach written English.

#### REQUIRED TEXTBOOKS

Ontario Ministry of Citizenship and Culture. (1987). The Teaching of Pronunciation (TESL Talk, Vol. 17, No. 1). Queen's Printer for Ontario.

A. J. Thomson and A. V. Martinet. (1986). A Practical English Grammar, 4th Ed. Oxford University Press.

Carol Cummings. (1980). Teaching Makes a Difference. Snohomish, WA: Snohomish Publ. Co.

Nancy Little and John Allan. (1988). Student-Led Teacher Parent Conferences. Toronto: Lugus Productions Ltd.

Robert Louis Stevenson. Dr. Jekyll and Mr. Hyde. (Step-Up Classic Chillers). NY: Random House.

## 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.

### RECOMMENDED TEXTS:

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%