

SIMON FRASER UNIVERSITY

**EDUCATION 467-4
CURRICULUM AND INSTRUCTION IN
TEACHING ENGLISH AS A SECOND LANGUAGE (E1.00)**

Fall 1994
(September 6–December 5)
Mondays 16:30–20:20
Location: MPX 7600B

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

PREREQUISITE: 60 hours of credit and a lower level linguistics course.

AIM: This course introduces teachers to the skills and techniques required to teach children, adolescents, or adults who have limited proficiency in English.

TOPICS

1. Theories of personality development in European cultures.
2. Theories of personality development in Asian cultures.
3. Helping students learn the sound system of English.
4. Selecting transcultural literature for the classroom.
5. Phoneme-grapheme correspondences and learning to read and write English.
6. Helping students learn the syntax of English.
7. Informal classroom assessment of ESL learners

ASSIGNMENTS

1. The effects of learning a second language on an individual's personality and his or her cognitive development (4-page paper).
2. Lesson plans and strategies for teaching English phonology.
3. Lesson plans and strategies for teaching the syntax of English
4. Assessing language development

TEXTBOOKS

Collins Cobuild English Grammar. (1990). London: Harper Collins.

Cummings, C.. (1988). *Teaching Makes a Difference.* Snohomish, WA: Snohomish Publishing Company.

Gilbert, J. B. (1984). *Clear Speech.* (Teacher's Manual & Student's Book). Cambridge: Cambridge University Press.

Moffett, J. (1992). *Detecting Growth in Language.* Portsmouth, NH: Heinemann.

Nilsen, D.& Nilsen. A. (1973). *Pronunciation Contrasts in English.* NY: Regents.

Sampson, Gloria. (1991). *Transcultural Teaching Every Day.* (A xerox copy will be available for purchase in class).

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Students will learn to use English language teaching grammar appropriately, to evaluate and use methods of teaching English as a second language, to do error analyses, and to adapt commercial programmes to the specific needs of learners. This course is designed for teachers and prospective teachers.

PREREQUISITE: 60 credit hours and ENGL 370 or a Linguistics course.

REQUIRED TEXTS:

Collins Cobuild English Grammar. (1990) London: Harper Collins.

Flesch, R. (1985). *Why Johnny Can't Read and What You Can Do About It.* NY: Harper & Row.

Gilbert, Judy. (1993). *Clear Speech.* 2nd ed. Student's Book and Teacher's Manual. Cambridge: Cambridge University Press.

Hoffman, Eva. (1990). *Lost in Translation (A Life in a New Language).* NY: Penguin.

Nilsen, D. & Nilsen, A. (1973). *Pronunciation Contrasts in English.* NY: Regents Publishing.

Stevens, R. (1983). *Erik Erikson: An Introduction.* NY: St. Martin's Press.

Swan, M. & Smith, B. (1987). *Learner English (A Teacher's Guide to Interference and Other Problems).* Cambridge: Cambridge University Press.

COURSE REQUIREMENTS:

Assignment 1	25%
Assignment 2	25%
Assignment 3	25%
Assignment 4	25%

02/25/94

**COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT
NOTICE.**