

Semester 96-3 Session: Regular

**EDUC 467 - 4 Curriculum & Instruction in Teaching
English as a Second Language**

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Section: D1.00

Scheduled Final Exam: No

PREREQUISITE

60 credit hours & Engl 370 or a linguistic course

COURSE DESCRIPTION

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.

REQUIREMENTS

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.

READINGS Xerox copy of Transcultural Teaching Every Day (available for purchase in class) plus the following required textbooks.

				REQ	REC
0-00-370257-X		London: Harper Collins Publisher. (1992)	<u>Collins Cobuild English Grammar.</u>	X	
0-9614574-1-4	Carol Cummings	Snohomish Publ. Co.	<u>Teaching Makes a Difference, 2nd ed.</u>	X	
0-521-42116-0	Judy B. Gilbert	Cambridge University	<u>Clear Speech, Teacher's Manual, 2nd ed.</u>	X	
0-521-42118-7	Judy B. Gilbert	Cambridge University	<u>Clear Speech, Student's Manual, 2nd ed.</u>	X	
0-88345-134-4	D.L. Nilsen & A.P. Nilsen	New York: Regents	<u>Pronunciation Contrasts in English</u>	X	

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 and ENGL 370 or a Linguistics course.

REQUIRED TEXTS:

Scarcella, R. & Oxford, R. *The Tapestry of Language Learning*. Heinle & Heinle, 1992.

Wells, G.. *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, 1988.

COURSE REQUIREMENTS:

Assignment 1	Self-Introduction
Assignment 2	Responses to Readings
Assignment 3	Responses to Readings
Assignment 4	Your choice out of three
Assignment 5	Statement of theory

SUPPLEMENTARY FEES:

Course Materials & Service Fee	\$30
Deposit for Additional Materials	\$35