

Educ. 467-4 Curriculum and Instruction in Teaching English  
as a Second Language

Fall 1982

INSTRUCTOR: Dr. Gloria Sampson

Tuesday 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. Planning and implementing pronunciation lessons.
3. Unit planning through themes.
4. Functions and forms in language.  
Structuring and sequencing functional and formal input to the learners: the organization of units and lessons.
5. Review of English grammar.  
Morphology  
Syntax  
The tense/aspect system of the English verb system
6. The structure and function of discourse.
7. Teaching vocabulary in the context of themes.
8. The writing process.
9. Evaluating textbooks.
10. Reading for E.S.L. learners.

TYPICAL REQUIREMENTS: (Each assignment and exam is worth 20% of the total grade.)

1. Lesson plans for pronunciation and listening comprehension.
2. Vocabulary lesson and job cards.
3. Lesson plans for teaching syntax.
4. Evaluation of a textbook.
5. Mid-term exam.

ELIGIBILITY:

Pre-requisite: You must have already taken an undergraduate course in linguistics. No courses in education are required as pre-requisites.

INTRODUCTION TO TEACHING ENGLISH AS A SECOND LANGUAGE

Instructor: Prof. Gloria Paulik Sampson  
Room 627 CAE, Phone 291-4484

L= Lecture (by professor)  
W= Workshop (student activities)

Each class session will consist of lectures and workshops. Please do the readings before the class session so that you can participate fully in the workshop activities. Bring the handout to each class session.

<u>WEEK</u>	<u>TOPIC</u>	<u>REQUIRED READINGS</u>
One Sept. 7th	L: Approaches to TESL L: L: Review to phonemic transcription W: Transcription practice	HANDOUT "Resource List"
Two Sept. 14th	L: Review of phonemic transcription and intonation; morpho phonemics W: Transcription practice L: Presenting a pronunciation lesson	Rivers 180 - 181 Bowen 12-28, 95-130, 29-74, 1-11, 75-94. Brown 1-14. Resource Book 57 - 59, 65 - 67. HANDOUT "English Phonology" HANDOUT "Pronunciation Problems" HANDOUT "Problems on Second Language Learning"
Three Sept. 21st	L: Listening and Speaking Activities W: Practice Teaching in Pronunciation	Rivers 62-109, 149-184. NRE Beginning Skills One/Two pronunciation lessons at beginning of each unit, see TG and SB. HANDOUT "Pronunciation Lessons" HANDOUT "Teacher Behavior Categories"
Four Sept. 28th	L: Unit and lesson planning: aims and objectives. L: Unit planning through Themes. W: Brainstorming and Organizing Themes	Cohen & Manion 37-96. Lynsky 1-33. Touch 8-15, 76-86. Resource Book 106-119. Sampson HANDOUT "Teaching ... Using a Functional Approach". HANDOUT "Current Trends..."
Five Oct. 5th	L: Lesson planning: forms and functions	NRE-TG "General Introduction" in TG

Five Continued  
Oct. 5th

L: Review of English morphology on each of 3 levels Beginning, Intermediate. Advanced.  
W: Vocabulary domains Moffett 14-59.  
W: Organizing activities within themes. Bright 38-49.  
Campbell & Lindfors 65-102.

Six  
Oct. 12th

L: Review of English syntax Campbell & Lindfors 105-180.  
W: Identifying syntactic forms in chunks of discourse. NRE-TG Beginning Skills/Two 80-85  
NRE-TG Intermediate Skills/One vii-xii, 1-16.  
HANDOUT "A Sample Grammar Sequence".

Seven  
Oct. 19th

L: Review of English syntax Quirk(tenses) 84-119  
White 17-55.  
W: Developing exercises for syntactic forms and language functions See Films in LRC on "Role-playing" and "Communicative Activities".  
W: Discussion of teacher performance in the classroom HANDOUT: "Job Cards"; "Structure Required"; "Functions"; "Bloom's Taxonomy".

Eight  
Oct. 26th

L: Review of English syntax Rivers 6-61  
L: Visual aids Allen & Corder 255-277.  
W: Lesson plans on syntax in functions

Nine  
Nov. 2nd

MIDTERM EXAM  
W: Presentation of syntax Lessons

Ten  
Nov. 9th

L: Textbook Evaluation Allen & Campbell, 2nd ed. 102-114.-  
W: Textbook Evaluation

Eleven  
Nov. 16th

L: Reading in ESL Rivers 187-261  
W: Creating reading-based activities Bright 52-101.  
Resource Book 75-78.  
NRE-TG Advanced Skills / One or Two "Steps in Teaching Advanced Reading" in General Intro.  
HANDOUT "Assessing Reading Skills of Beginning ESL Students".

Twelve  
Nov. 23rd

L: Writing Skills  
W: Preparing writing assignments

Rivers 262-330.  
Resource Book 79-85.  
White 17-42, 75-92.  
HANDOUT "Process Approach to writing"; "Evaluation and the Task".

Thirteen  
Nov. 30th

W: Textbook Presentations

TEXTBOOK

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.

RESERVE READINGS

1. 4 hr. Harold B. Allen and Russell Campbell. Teaching English as a Second Language. N.Y.: McGraw Hill, 1972.
2. 4 hr. J. P. B. Allen and S. Pit Corder. Techniques in Applied Linguistics. (Vol. 3 of the Edinburgh Course in Applied Linguistics. London: Oxford University Press, 1974.
3. 4 hrs. J. Donald Bowen. Patterns of English Pronunciation. Rowley Mass.: Newbury House, 1975.
4. 4 hr. J. A. Bright and G. P. McGregor. Teaching English as a Second Language. London: Longman, 1970.
5. 4 hr. H. Douglas Brown. Principles of Language Teaching and Learning. N. J.: Prentice-Hall, 1980
6. 24 hr. Russell Campbell and Judith Lindfors. Insights into English Structure. N. J.: Prentice-Hall, 1969.
7. 4 hrs. Louis Cohen and Lawrence Manion. A Guide to Teaching Practice. London: Methuen, 1977.
8. 4 hr. Alan Lynsky. Children and Themes. London: Oxford University.
9. James Moffett. Teaching the Universe of Discourse. Boston: Houghton Mifflin Co., 1968.
10. 4 hrs. Randolph Quirk. Sidney Greenbaum, Geoffrey Leech and Jan Svartvik. A Grammar of Contemporary English. London: Longman, 1974.
11. English as a Second Language/Dialect Resource Book For K - 12. Ministry of Education, Province of B.C., Victoria, 1981.
12. 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.

13. 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

14. 4 hr. Joan Tough. Listening to Children Talking. London: Ward Lock, 1976.
15. 4 hr. Ronald V. White. Teaching Written English. London: George Allen & Unwin, 1980.
16. N.W.M. Hart, R.F. Walker and B. Cray. The Language of Children (A Key to Literacy). Reading, Mass.: Addison-Wesley, 1977.
17. Edgar Dale and Joseph O'Rourke. The Living Word Vocabulary. Field Enterprises Educational Corp., 1976. Distributed by DOME, Inc., 1169 Logan Ave., Elgin, Ill., 60120, U.S.A.

### Grades

See Assignment sheets

Four homework assignments, Lesson plans,  
each worth 20% of total. One midterm  
exam worth 20% of total.

Late penalty: 10% per day will be deducted from  
late assignments. Each assignment is due at  
4:30 pm. on the due date.

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