

Spring Semester 2000

EDUC 467 - 4
Curriculum & Instruction in Teaching
English as a Second Language
E01.00

Dr. Gloria Sampson
Office: MPX 8671
Tel: 291-4303
E-mail: sampson@sfu.ca

Thursdays 16:30-20:20

PREREQUISITE

60 credit hours & Engl 370 or a linguistic course.

COURSE DESCRIPTION

AIM: Teachers of English as a second language live out their lives between worlds: they serve as interpreters and guides to learners entering the global world of English speakers. As an interpreter and guide to learners, an ESL teacher must be able to explain the intricacies of the English lexicon, provide guidance to students in how to master the physiological acts involved in pronouncing English so it can be comprehended, and lead students with ease and skill through the terrain of grammar. This course assumes you are interested in learning these skills.

TOPICS

1. Teaching the multicultural lexicon of the English language:
 - (a) borrowed words from around the world
 - (b) borrowed forms from Latin and Greek
2. Teaching pronunciation:
 - (a) phonemic transcription
 - (b) pronunciation pairs
 - (c) spelling
3. Teaching syntax in the context of content-area genres:
 - (a) sentence patterns
 - (b) the structure and linguistic features of genres used in academic subject areas, K-12

ASSIGNMENTS

1. Lesson plans for teaching the lexicon (25%)
2. Lesson plans for teaching pronunciation and spelling (35%)
3. Lesson plans for teaching sentence patterns in the context of discourse (40%)

REQUIRED TEXTS

Gramley, Stephan and Pätzold, Kurt-Michael. (1992). A Survey of Modern English. London: Routledge, 1992. ISBN 0-415-04957-1 paperback.

Baker, Ann and Goldstein, Sharon. (1990). Pronunciation Pairs, Student's Book. Cambridge, UK: Cambridge University Press. ISBN 0-521-34972-9 paperback.

Derewianka, Beverly. (1990). Exploring How Texts Work. Newtown, NSW, Australia: Primary English Teaching Association. ISBN 0-909955-90-5 paperback.

NOTE: Some of the required readings and resources for doing assignments in this course are on the worldwide web. You need to be able to access the web (a) via your own home computer, or (b) by activating your SFU Computing Account, which is FREE and defined after you are officially registered. To do the latter call Academic Computing Services, Strand Hall, Room AD1001, phone 291-3234 between 9:30 a.m. and 3:30 p.m.

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

Students will learn to use an 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. (1994) London: Harper Collins.

Cummings, Carol. (1992) *Teaching Makes a Difference.* 2nd ed. Edmonds, WA: Teaching, Inc.

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.* Scarborough: Prentice-Hall.

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).* Toronto: McClelland & Stewart.

COURSE REQUIREMENTS:

Assignment 1	20%	paper, not to exceed four pages
Assignment 2	30%	pronunciation lesson plans
Assignment 3	20%	phonics lesson plans
Assignment 4	30%	syntax lesson plans

SUPPLEMENTARY FEES:

Course Materials & Service Fee \$30

COURSE REQUIREMENTS:

You will be required to demonstrate competence in teaching the following kinds of lessons:

1. Pronunciation: minimal pair drills, intonation (30%).
2. Reading: phonics, metalinguistic strategies (30%).
3. Syntax: pattern practice activities (30%).

The fourth assignment asks you to use cognitive and social concepts from psychology to evaluate the progress of one or more students (10%).

The lesson plan assignments will consist of:

- a. your first lesson plan for the topic,
- b. your evaluation of its instructional efficacy, using concepts in the books on teaching skills.
- c. a *contract* that outlines the teaching skills you will focus on in order to improve your skills in delivering this kind of lesson to a class, and
- d. a copy of an improved, subsequent lesson of the same type that you used in your class, with a reflective commentary.

SUPPLEMENTARY FEES:

Course Materials & Service Fee \$30