

SIMON FRASER UNIVERSITY
EDUCATION 467-4
CURRICULUM AND INSTRUCTION IN
TEACHING ENGLISH AS A SECOND LANGUAGE
(D3.00)

Summer Session, 1992
(June 29 – August 7)
Mondays/Wednesdays, 1:00–4:50 p.m.
Location: HC 1325
Harbour Campus

Instructor: J. MacDougall
Phone: 926-2249

PREREQUISITE: 60 hours of credit. A linguistics course or ENGL 370.

COURSE OBJECTIVES

This course provides practising and pre-service teachers an overview of principles of teaching English as a second language. By the end of this course you should:

1. have a clear understanding of the social and psychological factors associated with immigration and second language acquisition.
2. have a clear understanding of the various approaches, methods and techniques used in an ESL setting and develop a personal theory of language teaching.
3. be able to discuss general considerations and provide specific ideas for integrating the four skill areas: listening, speaking, reading and writing.
4. be able to select appropriate materials for use with students considering their age, linguistic and cultural background.
5. be able to discuss current issues

COURSE EVALUATION

The course grade (100) will be divided accordingly:

- | | |
|--------------------------------|----|
| 1. In-class work/assigned work | 70 |
| 2. Final project | 30 |

READINGS

- H. Douglas Brown. Principles of Language Learning and Teaching. (2nd ed.) Prentice-Hall. ISBN 0-13-709295-4
- Robin Scarcella & Rebecca Oxford. (1992). The Tapestry of Language Learning: The Individual in the Communicative Classroom. Heinle & Heinle. ISBN 0-8384-23590

Readings provided will be discussed and summarized in class by the group responsible for the topic. The concepts in the readings will supplement what we will be discussing and are necessary for total understanding of the course. You must have read the readings prior to the class, and come prepared to discuss the topic.

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:

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.

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%

COURSE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES WITHOUT
NOTICE.