

Spring Semester 2002

EDUC 468 - 4
Cognition & Language in ESL Instruction

Dr. Gloria Sampson
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E01.00

Tuesday 16:30-20:20 in EDB 8651/2

PREREQUISITE

60 credit hours & one linguistic course

DESCRIPTION

In order to avoid the documented cognitive slowdown that learners of English as a second language experience when they enter school or adult ESL programs that focus only on language, a new approach that integrates language and subject-area content is presented in this course. Graphic organizers form the basis for ESL instruction.

TOPICS

Theories of how readers engage with texts
Intensive and extensive reading for ESL learners
How to use abridgements and simplifications of texts
Using Inspiration visuals for content-based ESL instruction

ASSIGNMENTS

1. Portfolio of graphics to demonstrate one's own reading strategies (30%)
2. Portfolio of graphics that model text structure for ESL learners (40%)
3. Portfolio of graphics that guide learners to use appropriate strategies (30%)

REQUIRED TEXTS (all are inexpensive paperback editions)

- Allen, G. (2000). *Intertextuality*. NY: Routledge. ISBN 0-415-17475-9.
Day, R. & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. NY: Cambridge UP. ISBN 0-521-56829-3.
Dickens, C. (2000). *A Tale of Two Cities*. NY: Penguin Putnam. ISBN 0-14-043730-4.
Dickens, C. (1995). *A Tale of Two Cities*. NY: Penguin Puffin (Abridgement) ISBN 0-14-037336-5.
Dickens, C. (1999). *A Tale of Two Cities*. (Penguin Intermediate Reader) Toronto: Pearson Education. ISBN 0-582-41940-9.

REQUIRED SOFTWARE

Inspiration. (Obtain this from the SFU Microcomputer store or, if you are a teacher, from your school district. Many school districts in BC have adopted this software.). For a demo on the web go to <<http://www.inspiration.com>>.

ON LIBRARY RESERVE

- Eco, Umberto. (2001). *Experiences in Translation*. Toronto: University of Toronto Press. ISBN 0-8020-3533-7,
Ellis, Sarah. (2000). *From Reader to Writer: Teaching Writing through Classic Children's Books*. Vancouver: Douglas & McIntyre. ISBN 0-88899-440-0.

Spring Semester 2001

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COURSE DESCRIPTION

In order to avoid the documented cognitive slowdown that learners of English as a second language experience when they enter school or adult ESL programs that focus merely on language, a new approach that integrates language and subject-area content is presented in this course. Computer-based graphic organizers form the basis for ESL lesson-planning.

TOPICS COVERED

1. What is content-area ESL?
2. Registers of language and types of texts and discourses
3. Internet-based resources for lessons
4. Strategies for activating the prior knowledge of ESL learners
5. Strategies for assisting ESL student comprehension
6. Strategies for promoting higher-level thinking skills in ESL learners

ASSIGNMENTS

1. Lessons for activating conceptual knowledge (20%)
2. Creating study guides for ESL learners (40%)
3. Teaching higher-level thinking skills (40%)

All lesson plans require use of Inspiration Software.

REQUIRED TEXTBOOK

Allan, Karen Kuelthau and Miller, Margery Staman. (2000). Literacy and Learning. Scarborough, Ontario: Nelson Thomson Learning. ISBN 0-395-74646-9.

REQUIRED SOFTWARE

Inspiration 6, K-12 Edition. (Obtain this from the SFU Microcomputer Store at the special educational discount price). For a demo on the web, go to <<http://www.inspiration.com>>. This software works on both Microsoft Windows and Macintosh computers.

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 via your home computer or by activating your SFU Computing Account, which is FREE, and available after you are officially registered. To activate your account contact Academic Computing Services in Strand Hall, phone 291-3234 between 9:30 a.m. and 3:30 p.m.*