



Fall Semester 1998

EDUC 468 - 4
Recent Advances in the Teaching of English
as a Second Language
E01.00

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PREREQUISITE

60 credit hours and one linguistics course.

(If you have these prerequisites, please contact undergraduate programs for a waiver.)

COURSE DESCRIPTION

Immigrants to Canada who do not speak English suffer a cognitive slowdown for a period as long as six years. This slowdown is obviously especially destructive to elementary and high school students. The purpose of this course is to teach those who work with immigrants of any age how to provide English language instruction in such a way as to prevent this slowdown from occurring.

TOPICS

- Using the Skills/Affect training model in ESL.
- The basic sentence patterns of English.
- The differences between literary and scientific texts in the English language.
- Teaching strategies for comprehension of content-area subject matter.
- Strategies for teaching vocabulary and pronunciation in the content areas.

ASSIGNMENTS

1. Syntactic analysis of a literary versus a scientific text - 30%.
2. Lesson plans for teaching English sentence patterns - 20%.
3. Lesson plans for teaching vocabulary and pronunciation - 30%.
4. Lesson plan for teaching study strategies to ESL learners - 20%.

There are no papers or tests in this course.

REQUIRED TEXTBOOKS

Judy S. Richardson and Raymond Morgan. (1994). *Reading to Learn in the Content Areas*, 3rd ed. Belmont, CA: Wadsworth Publishing Company. ISBN 0-534-50737-9.

Collins Cobuild English Grammar. (1992). London: HarperCollins Publisher. ISBN 0-00-370257-X.

RECOMMENDED

Phenix, Jo. (1996). *The Spelling Teacher's Book of Lists*. Markham, Ontario: Pembroke Publishers Ltd. ISBN 1-55138-066-8.

Nilsen, Don L. F. and Nilsen, Aleen Pace. (1973). *Pronunciation Contrasts in English*. New York: Regents Publishing. ISBN 0-88345-134-4.

(Additional readings available in SFU Library Reserves)