

# SIMON FRASER UNIVERSITY

## MEMORANDUM

To.....Gloria Sampson, Faculty of

From.....Phyllis Wrenn, DLLL

.....Education

Subject.....New Course Proposal - Educ 468

Date.....November 3, 1981

Thank you for the revised outline of Educ 468 and for the rationale relating the new course to existing courses. The content and orientation of the course are now clearly stated, and pose no problem of undesirable overlap with existing linguistics courses.

*Phyllis Wrenn*

PROPOSED COURSE: EDUCATION 468

Recent Advances in the Teaching of English as a Second Language

The one methods course in teaching English as a second language now offered in the Faculty of Education provides teachers with survival skills for dealing with the problems of non-native speakers of English in B.C. classrooms from kindergarten to the community college level. This evening course, Education 467, has been offered every semester for the past four years and enrollment currently runs at 30-40 students every semester (3 semesters per year). All students enrolled take a required linguistics prerequisite.

Approximately 70% of the students in Education 467 are employed as teachers, 10% are foreign students here to upgrade their skills in teaching English as a second language and the remaining 20% are undergraduates at SFU or special students who are not employed as teachers. Except for the 20% in the last category, these students do not overlap with those students who take Linguistics 410, since the latter course is a day course and practicing teachers obviously cannot take it. It should also be noted that 15-20% of the students enrolled in Education 467 are enrolled in or plan to enroll in either the Diploma Program or the Master's Degree Program in TESL in the Faculty of Education.

The demand for a follow-up course to Education 467 has in fact come from students who have completed that course and wish to explore some of the following areas which cannot be covered in a survival-type course: the teaching of non-oral language skills, the use of "alternative" teaching methodologies that have arisen recently, assessment and testing—especially on the elementary and junior high levels, mainstreaming, and the integration of TESL and subject areas in the B.C. curriculum. In addition, all of the newly issued B.C. curriculum guides in

TESL advise that a functional approach be used as the primary teaching methodology. This approach came into existence less than 5 years ago and as a consequence, few teachers have had the training that permits them to implement these new curricula. (This approach, by the way, is an educational approach to the teaching of second languages, not a linguistic approach.) The proposed course will help meet these just described needs.

While it might appear on the surface that there is a bit of overlap between Linguistics 410 and the proposed Education 468, there is in fact no overlap. Few or none of the books on the reading list for the proposed course were in the library until I ordered them. Thus, while a few of the topics appear on both course outlines, either the approaches to them or their content must be different since the members of each department obviously use different reading resources. Further, I have listed only the general library resources on the book list. Curriculum materials are housed in the TESL Materials Centre (MPX 8627) connected with the Professional Development Program and the Learning Resources Centre of the Faculty of Education. Students in the linguistics courses have no access to these; they are available only to Education students. Lastly, students have informed me that they get the "theory" from the linguistics courses I suggest they take and "methods and practice" from Education 467; the proposed course will continue this tradition.

Education 468, like the other methods course, will be an evening offering.

PROPOSAL FOR A NEW COURSE

Education 468

Recent Advances in the Teaching of English as a  
Second Language

CALENDAR DESCRIPTION:

New developments in teaching practice, curriculum development and second language learning research will be explored. Students are expected to have previously acquired a basic level of competence in methods for teaching English as a second language.

PREREQUISITE: Education 467 (Curriculum and Instruction in the Teaching of English as a Second Language)

COURSE OUTLINE

- I. The Rich Curriculum: language forms and language functions
  - A. The cognitive strand in the curriculum
  - B. The affective strand in the curriculum
  - C. The developmental strand in the curriculum
  - D. The linguistic strand in the curriculum
  - E. The rhetorical strand in the curriculum
- II. Curriculum implementation
  - A. Special ESL programs
  - B. Mainstreaming
- III. The foci of current second language learning research
- IV. Language as a object: teaching discourse in the second language setting
- V. Language as an activity: the interaction of discourse and the second language learner
  - A. Applying anthropological insights in teaching practice
  - B. Applying insights from cognitive psychology in teaching practice
  - C. Applying insights from linguistics in teaching practice
  - D. Applying insights from reading research in teaching practice
  - E. Applying insights from research into the process of composition in teaching practice
- VI. Classroom assessment and testing practices

TYPICAL ASSIGNMENTS

Assignments will differ each semester depending upon the needs and interests of the class. Typical assignments would be:

- Creation of unit and lesson plans
- Videotaping of a sample lesson which has been taught; critique of the teaching practices used
- Creation of an assessment device, such as a game, interview, etc. for evaluating a learner's comprehension or production of English language forms in a specific setting
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## READINGS

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Newsletter of the Center for Applied Linguistics  
Research in the Teaching of English  
The Quarterly Newsletter of the Laboratory of Comparative Human Cognition

### Books and Articles

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