

SIMON FRASER UNIVERSITY

S.78-16

MEMORANDUM

To: SENATE

From: Senate Committee on
Undergraduate Studies

Subject: Proposed New Course and
Course Revision:
Faculty of Education

Date: January 24, 1978

Action taken by the Senate Committee on Undergraduate Studies at its meeting of January 10, 1978, gives rise to the following motions:

MOTION I:

That Senate approve, and recommend approval to the Board of Governors, the new course EDUC 467 (Curriculum and Instruction in Teaching English as a Second Language) as set forth in S.78-16.

NOTE - LING 412-3 (English as a Second Language) offered by the Department of Languages, Literatures and Linguistics, has recently been revised to eliminate potential overlap so that it will be completely complementary to the proposed EDUC 467-4. The Faculty of Education and the Department of Languages, Literatures and Linguistics intend, through these courses, to address in part the need of teachers for the skills required to teach students for whom English is an additional language.

The Education Librarian reports that \$2,000-\$3,000 will be required over the next two years to build up the already substantial library collection to the point where it will be fully adequate. This item will have to be placed in priority with other required acquisitions.

MOTION 2:

That Senate approve, and recommend approval to the Board of Governors, the proposed description and prerequisite changes to EDUC 423-4 (Analysis of Teaching), as set forth in S.78-16.

NOTE - When this course was considered, SCUS discussed at considerable length the proposed objectives and the stated prerequisite particularly since the course relies heavily on theories of learning. As a result of that discussion

SENATE

-2-

January 24, 1978

the Faculty of Education agreed to the explicit reference in the prerequisite statement to "an introductory course in learning theory".



DRB/tb

D. R. Birch

SIMON FRASER UNIVERSITY

SCUS 78-3

MEMORANDUM

As amended by SCUS
January 10, 1978

o H. M. Evans, Registrar and
Secretary of Senate
Subject

From J. W. George Ivany
Dean of Education
Date December 22, 1977

The Faculty of Education at its meeting of November 28, 1977
approved the attached new course proposal:

Education 467 - Curriculum and Instruction in Teaching English
as a Second Language

Approval was also given to the attached revisions to the calendar
descriptions and pre requisites for:

Education 423 - Analysis of Teaching

Please include them in the agenda for the next meeting of the
Senate Committee on Undergraduate Studies.



cc Stan Kanehara
Marv Wideen

NEW COURSE PROPOSAL FORM

FC 11-17

1. Calendar Information

Department: Faculty of Education

Abbreviation Code: EDUC Course Number: 467 Credit Hours: 4 Vector: 2-2-0

Title of Course: Curriculum and Instruction in Teaching English as a Second Language

Calendar Description of Course:

Students will learn to use English language teaching "grammars" 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.

Nature of Course lecture/tutorial

Prerequisites (or special instructions): A lower division linguistics course or consent of the instructor.

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? Twice per year.

Semester in which the course will first be offered? Summer, 1978

Which of your present faculty would be available to make the proposed offering possible? Gloria Paulik Sampson, Associate Professor

3. Objectives of the Course

By the end of the course students will be able to select curricular materials for English as a second language appropriate for student characteristics such as age, first-language background, interest level, and prior exposure to English; to implement strategies for the teaching of pronunciation, syntax and dictionary use; and to adapt commercial programs to the specific needs of learners.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty A faculty member was appointed in July, 1977 to develop and teach this course.

Staff None

Library Curriculum materials and academic books have already been ordered and approved.

Audio Visual None

Space None

Equipment None

5. Approval

Date: November 17, 1977

M. Paulik
Department Chairman

Dec. 12/77
J. H. George
Dean

78-01-10
G. Paulik
Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

10. 1973

UNDERGRADUATE COURSE OUTLINE

Education 467

CURRICULUM AND INSTRUCTION IN TEACHING ENGLISH AS A SECOND LANGUAGE

(Number in parentheses indicates relative emphasis on each topic.)

- (40%) I. Examination of programs and methods in English as a second language.
 - A. Methods which use a strict linguistic sequencing.
 - B. Methods which use a situational sequencing.
 - C. Methods which use a functional sequencing.
- (5%) II. Adapting foreign textbooks to Canadian content.
- (30%) III. Devising and using an error analysis as the basis for diagnostic teaching.
- (5%) IV. Classroom techniques for the teaching of pronunciation.
- (5%) V. Classroom techniques for the teaching of syntax.
- (5%) VI. Teaching students how and when to use a dictionary.
- (10%) VII. Teaching reading, writing and spelling in the context of English as a second language.

Typical Assignments:

- 1. Evaluation of one set of curricular materials.
- 2. Canadianization of one textbook unit.
- 3. Error analysis of school compositions written by ESL students.
- 4. Lesson plans.

Required Texts:

Kenneth Croft, Readings on English as a Second Language: For Teachers and Teacher-Trainees. Cambridge, Mass.: Winthrop Publishers, Inc., 1972.

H. G. Widdowson, Language Teaching Texts (English Studies Series 8). London: Oxford University Press, 1971.

Marina K. Burt and Carol Kiparsky, The Gooficon: A Repair Manual for English. Rowley, Mass.: Newbury House Publishers, 1972.

UNDERGRADUATE COURSE

B I B L I O G R A P H Y

GENERAL BOOKS

- Kenneth Croft, Readings on English as a Second Language: for Teachers and Teacher-Trainees. Cambridge
- H. G. Widdowson, Language Teaching Texts (English Studies Series 8). London: Oxford University Press, 1971.
- Marina K. Burt and Carol Kiparsky, The Gooficon: A Repair Manual for English. Rowley, Mass.: Newbury House Publishers, 1972.
- Harold B. Allen and Russell N. Campbell (Eds.), Teaching English as a Second Language. N.Y.: McGraw-Hill International Book Co., 1972.
- J. A. Bright and G.P. McGregor. Teaching English as a Second Language: Theory and Techniques for the Secondary Stage. London: Longman Group, Ltd., 1970.
- S. Pit Corder, Introducing Applied Linguistics. Harmondsworth, Middlesex, England: Penguin Education, 1973, pp. 256-322.
- C. H. Prator and B.W. Robinett, Manual of American English Pronunciation, third edition. N.Y.: Holt, Rinehart and Winston, 1972.
- Spolsky, B., "The Language Barrier to Education" in Interdisciplinary Approaches to Language, (CILT Reports and Papers 6), pp. 8-17.

GRAMMARS

- Geoffrey Leech and Jan Svartvik, A Communicative Grammar of English. Don Mills, Ontario: Longman Canada Ltd., 1975.
- Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, A Grammar of Contemporary English. London: Longman Group Ltd., 1972.
- Marcella Frank, Modern English: A Practical Reference Guide. Toronto: Prentice-Hall of Canada, Ltd., 1972.

DICTIONARIES

The Gage Canadian Dictionary, Toronto: Gage Educational Publishing Ltd., 1973.

Compact Dictionary of Canadian English, Toronto: Holt, Rinehart & Winston of Canada, 1970. (paperback)

The American Heritage Dictionary of the English Language, New York: Dell Publishing Co., Inc., 1970. (paperback)

Webster's New Work Dictionary of the American Language. New York: World Publishing Co., 1964. (paperback)

Michael West, New Method Dictionary, London: Longman.

Michael West, An International Reader's Dictionary, London: Longman.

A. H. Hornby, Advanced Learner's Dictionary.

CURRICULUM LIBRARY MATERIALS

Elementary School Level:

1. English Around the World, Levels I-VI, Gage.
2. Core English, Levels One and Two, Ginn. (kits)
3. Edge-English as a Second Language, D.C. Heath (Kit, A TESL readiness program.)
4. Miami Linguistic Series, Levels 1-15, D.C. Heath
5. English This Way, Collier-Macmillan, (A six-level series for Upper Elementary and Junior High levels)
6. English for Today (Books 1-6), Wm. Slager, MacGraw-Hill.
7. Michigan Oral Language Series, American Council for the Teaching of Foreign Languages (Kindergarten to Gr. IV).
8. English Experiences, Janet Gonzalez-Mena, Institute of Modern Languages, 1975.
9. Look, Listen & Learn, Book 1 and 2, Canadian Edition and British edition, L.G. Alexander, Centre Educatif et Culturel, Inc. and Longmans, 1972.

Secondary School Level

1. New Concept English, Longmans, 3 levels, total of 7 texts.
2. American English, Vols. I-IV. Marcel Didier, Montreal.
3. Success with English by Geoffrey Broughton, Longmans. (Coursebooks, Readers, Workbooks, Teacher's Guides, Crossword Books, etc., Levels 1-3).
4. Target, Longmans, by L.G. Alexander and J. Tadman
5. Oral English for French Canadians, by Gaston Saint-Pierre, Editions Beauchemin.
6. Access to English as a Second Language, McGraw-Hill.
7. English This Way, Canadian Edition, Collier-Macmillan, Ltd., Toronto.
8. Lado English Series (new edition), Centre Educatif et Culturel Inc., Montreal.
9. New Routes to English, Gloria Paulik Sampson, Collier-Macmillan, 1977.

Special Emphases

1. Collier-Macmillan Key to English Series (about 7 volumes)
2. English Language Services, Special English: Banking, Agriculture, Engineering, International Trade, Medicine.
3. English Language Institute, University of Michigan (4 volumes) English Sentence Structure, English Pattern Practice, English Pronunciation, Vocabulary in Context.
4. Situational English, Parts I, II, and III.
5. Writing by Patterns by Helen E. Leferre, Knopf.
6. New Horizons in English, Lars Mallgran & Michael Walker, Addison-Wesley (Vols. 1-6, Student Text, Teacher Guide & Workbook)
7. English 900, second edition, Collier-Macmillan, 1977.
8. Guided Writing and Free Writing: A Text in Composition for ESL, Lois Robinson, Harper & Row, 1967.

Overlap with Other Courses

A related course, Linguistics 412, The Teaching of English as a Second Language, offered by the Department of Modern Languages is undergoing revision simultaneously with the introduction of the proposed Education course. The proposed change is below:

Current: LING 412-3 The Teaching of English as a Second Language;
Application of linguistics to the teaching of
English as a second language; evaluation of
methods, materials, and technological aids;
observation of classes and practice teaching.

Change: LING 412-3 English as a Second Language
Application of linguistics to the teaching of
English as a second language.

Reason for change: At present, LING 412-3 is the only undergraduate course available dealing with ESL. The current calendar description is unrealistic in that not enough time can be devoted to any of the topics suggested.

It is proposed that EDUC 467 be created to focus on the implementation of strategies, thereby permitting LING 412 to develop more fully the topic of the application of linguistics to TESL.

October 20, 1977.

Dr. J. W. George Ivany,
Dean, Faculty of Education,
Simon Fraser University.

Dear Dean Ivany:

Please be advised that the Linguistics Division of the Department of Modern Languages has recommended to the D.M.L. Plenary, and Plenary has accepted, the proposal to change the course description of Linguistics 412-3 as outlined on page seven (7) of Drs. Sampson and Colhoun's report.

It is understood that the Faculty of Education proposes the creation of a new undergraduate course, Educ. xxx, which is described on page 6 of the Sampson-Colhoun report. The Department of Modern Languages welcomes the creation of such a course and supports its early availability within the Faculty of Education.

The Graduate Studies Committee of the D.M.L., at its meeting of 18 October 1977, voted nem con to endorse those sections of the Sampson-Colhoun report relating to Graduate programs in English as a second language. That motion specifically approves pages 4-5, 10-15 of the above-mentioned report.

The D.M.L. eagerly awaits the results of the Faculty of Education's deliberations on the Sampson-Colhoun report with the hope that a joint proposal may be forwarded to Dean Wheatley in the near future.

Sincerely yours,

Bouton

Dr. Ch. P. Bouton,
Chairman, DML.

CPB/bg

cc - Dr. E.R. Colhoun
Dr. G. Sampson



SIMON FRASER UNIVERSITY

MEMORANDUM

To	M. Wideen	From	Gail Tesch
	Faculty of Education		Education Librarian
Subject	New Course Proposals Faculty of Education	Date	77 11 30

The Faculty of Education has submitted to the library a New Course Proposal Form, for our assessment.

Course 467 - Curriculum and Instruction in Teaching English
as a Second Language.

This course is to be offered at the undergraduate level. (See calendar description of course.)

The bibliography for Teaching English as a second language is extensive. The library has a fairly good collection of monographs crossing several classifications, ie. PE, LB, 50 PE etc., and some new textbook and curriculum materials have been purchased since September, 1977. It will be necessary, however, to add materials to the collection over the next few years. This is particularly evident in the area defined as "curriculum materials", readers, etc.

Based on the number of book requests which have been submitted to the library over the past 4 months, and which due to lack of funds have not been ordered, an additional sum of \$2000-\$3000 would be required over the next two years to build up the collection.

A check of the appended bibliography showed that the library had 1/3 of the required texts. As regards serials, it is not unlikely that several new journal subscriptions will be needed and at a rate of \$10-15/subscription, we are looking at approximately \$100 for new subscriptions. This amount, of course, remains ongoing and must be budgeted for yearly.

The library can provide minimal support for the new course at present, but more funds must be forthcoming in the new fiscal year.

GT:vk

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

COURSE PROPOSAL FORM

FE 77-17

Change of description
and prerequisite only

1. Calendar Information

Department: Education

Abbreviation Code: EDUC. Course Number: 423 Credit Hours: 4 Vector: _____

Title of Course: Analysis of Teaching

Calendar Description of Course: Use of theories of learning to identify, classify, and interpret teaching events; review of research on teacher behavior and models of teaching; generating and evaluating methods of teaching using theory and empirical research; observation methods.

Nature of Course Undergraduate lecture/seminar

Prerequisites (or special instructions):

Education 220 or an introductory course in learning theory.

What course (courses), if any, is being dropped from the calendar if this course is approved: Change of calendar description only to more accurately reflect course content and objectives.

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered?

Which of your present faculty would be available to make the proposed offering possible?

change in
calendar
descrip.
and pre-
req. only

3. Objectives of the Course

See Appendix A

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty No additional faculty will be required.

Staff No additional staff will be required.

Library

Audio Visual none

Space none

Equipment none

5. Approval

Date: November 17, 1977

Dec 12/77
J. W. George
Dean

78.01.10
Frank Brich
Chairman, SCUS

M. W. Widen
Department Chairman

EDUCATION 423: Analysis of Teaching

Teaching can be analyzed from a host of differing perspectives, each one of which sheds different light on the elements and interrelation of elements which comprise teaching. In this course, three distinct but interlocking views of teaching will be comprehensively explored. One viewpoint for the analysis of teaching will be to examine the behaviors of teachers, ranging from discrete teacher acts through behavior acts, through behavior patterns to holistic models of teaching. The objective of this kind of analysis is to describe the structural features of teaching. Another perspective taken will be a psychological view of the characteristics and intellectual processes which students use to learn from teaching. In this kind of analysis, presumed linkages between two psychological theories, cognitive processing and operant learning, and teaching behavior will be examined. Finally, the third lense through which teaching will be analyzed focuses on the question of teacher effectiveness as it has been addressed in empirical research. We will review this body of research literature, noting expecially its positive findings and the major problems of doing this kind of research.

Requirements for this course are as follows: approximately 100 pages of reading per week, a minor and a major paper requiring the application of knowledge and skills from the course and three in class texts. Readings will be drawn from three required texts plus research articles and supplemental materials on reserve in the library. Students should be prepared to spend about 10 - 12 hours per week on out-of-class work for this course.

General Objectives

Learning Theory

1. Define terms and principles of cognitive processing theory and operant theory.
2. Analyze teaching events in terms of learning theories.
3. Predict and justify the likely effectiveness of teaching events in reference to learning theories.

Teaching and Teacher-Student Interaction

1. Define terms for describing teacher behavior, patterns of teacher behavior and teaching models/strategies.
2. Analyze molar teaching events into discrete teacher behaviors and patterns of teacher behaviors.
3. Define terms for describing student behavior in instructional settings.

4. Analyze teacher-student interactions into discrete behaviors and behavior patterns.
5. Describe properties of several systems for observing teaching events.
6. Compare and contrast the utility of observational systems for various purposes of observation.

Research on Teacher Effects (ROTE)

1. Describe major variables commonly studied in ROTE.
2. Evaluate teaching events in terms of ROTE.
3. Describe major issues in ROTE bearing on future research and practice.

Outline of Topics

1. Overview of the course
2. Observation methodology and behavior pattern mapping
3. Introduction to research on teaching
4. Classroom climate
5. Management and control of instruction
6. Social systems and classroom interactions
7. Cognitive levels of classroom interactions
8. Recent major experiments on teacher effects
9. Models of teaching
10. Extensions of research on teaching
11. Synthesizing a perspective for analyses of teaching

Texts

Dunkin, M. J. & Biddle, B. J. The Study of Teaching

Gentile, J. R., Frazier, T. W. & Morris, M. C. Instructional Applications of Behavior Principles

Joyce, B. R. & Weil, M. Models of Teaching

EDUCATION 423 Bibliographic Statement

The library is well stocked with texts, general references, and professional journals to support this course. Current holdings are regularly supplemented on the basis of recommendations from members of the Faculty of Education. A brief representative bibliography of texts and references is listed below.

- Borich, G. D. (Ed.) The Appraisal of Teaching: Concepts and Processes. Reading, Mass.: Addison-Wesley, 1977.
- Bruner, J. S. Toward a Theory of Instruction. Cambridge, Mass.: Harvard University Press, 1966.
- Clark, D. H. & Kadis, A. L. Humanistic Teaching. Columbus, Ohio: Charles E. Merrill, 1971.
- Dunkin, M. J. & Biddle, B. J. The Study of Teaching. Englewood Cliffs, N.J.: Holt, Rinehart, & Winston, 1974.
- Flanders, N. A. Analyzing Teacher Behavior. Reading, Mass.: Addison-Wesley, 1970.
- Gage, N. L. (Ed.) Handbook of Research on Teaching. Chicago, Ill.: Rand-McNally, 1963.
- Gage, N. L. Teacher Effectiveness and Teacher Education. Palo Alto, Calif.: Pacific Books, 1972.
- Gage, N. L. (Ed.) The Psychology of Teaching Methods. Chicago, Ill.: University of Chicago Press, 1976.
- Herbert, J. A System for Analyzing Lessons. New York: Teachers College Press, 1967.
- Joyce, B. R. & Weil, M. Models of Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
- Kounin, J. S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart, & Winston, 1970.
- Rosenshine, B. Teaching Behaviors and Student Achievement. London: National Foundation for Educational Research, 1971.
- Ryan, K. (Ed.) Teacher Education. Chicago, Ill.: University of Chicago Press, 1975.

Sanders, N. M. Classroom Questions: What Kinds? New York: Harper & Row, 1966.

Smith, F. Comprehension and Learning. New York: Holt, Rinehart, & Winston, 1975.

Travers, R. M. W. (Ed.) Second Handbook of Research on Teaching. Chicago, Ill.: Rand-McNally, 1973.

Weigand, J. (Ed.) Developing Teacher Competencies. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Wittrock, M. C. & Wiley, D. E. (Eds.) The Evaluation of Instruction: Issues and Problems. New York: Holt, Rinehart, & Winston, 1970.

In addition to these sources, the following professional journals are illustrative of about 25 publications which regularly feature commentary, research, and review articles relevant to this course.

American Educational Research Journal
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Education
Journal of Research in Science Teaching
Journal of Teacher Education
Review of Educational Research