

As amended by
Senate Jan 6/92

MEMORANDUM

From: J.M. Munro, Chair
Senate Committee on
Academic Planning

Date: December 10, 1991

Motion #1: "that Senate approve and recommend approval to the Board of Governors as set forth in S.92-3 the Joint Post-Baccalaureate Diploma in English as a Second Language."

EDUC 470-4 Experience in teaching students ^{who have} of limited English proficiency"

New Program Proposal: Joint Post-baccalaureate Diploma In English As A Second Language

LINGUISTICS DEPARTMENT and FACULTY OF EDUCATION

1. Introduction.

Both the Faculty of Education and the Department of Linguistics treat aspects of teaching English as a Second Language in courses and programs they offer. The Department of Linguistics has courses which deal with the linguistic problems encountered when dealing with native speakers of languages other than English, while the Faculty of Education provides instruction in methods and curriculum for teaching ESL in the classroom. Since the inception of the Certificate in ESL Linguistics, a fundamental program for the background preparation of ESL teachers has existed. A comprehensive approach to the preparation of teachers for an ESL specialization can only be achieved by adding a qualification that addresses the professional needs of future and practicing teachers in public schools directly. An appropriately structured Diploma program will complement the offerings already in place and provide just the needed educational opportunity for those who would enter this field as a teacher.

2. Rationale.

The proposed Diploma is designed to fulfill clear needs for formal training and qualification in ESL within the B.C. university and college structure. A program at the post-baccalaureate level rather than at the Master's level is the better offering at this time, since it will address in a more immediate, appropriate and effective manner the need for post-Bachelor's degree training and qualification not only of Canadians but also those of foreign students seeking post-bachelor's degree training and qualification in the ESL area.

A number of institutional and educational developments make the establishment of this program timely. Most of these reflect the growing importance of teaching English as a Second Language in the public school system; the University should be prepared to respond with appropriate programs to serve the needs of the present and future teachers who will be called upon to deliver instruction in ESL.

1. The Ministry of Education has moved English as a Second Language from the Special Education Branch to the Modern Languages Branch. Before now ESL was lumped together with learning disabilities, education of the mentally and physically handicapped, etc. So now, ESL is formally recognized as being a distinct field that deals with language.

The Ministry of Education has also recently created or reorganized committees dealing with English as a second language, the ESL Advisory Committee and the ESL Curriculum Committee

It seems appropriate that we at Simon Fraser University respond to this governmental recognition of ESL as an area by providing appropriately structured training for ESL teachers.

2. The Faculty of Education continually receives requests to train foreign teachers in ESL who are funded by the Canadian International Development Agency. These teachers are not prepared to do a Master's degree. They would profit far more from learning some basic psychology, linguistics, and practical language teaching than the more theoretical material in graduate courses. A Post-Baccalaureate Diploma would be ideal for them, either as a qualification by itself, or as preparation for application for entry into an M.A. or M.Ed program in ESL. In addition, such a prerequisite for entry into the Master's level program would enhance the level of entry and quality of students at the Master's level.

The Linguistics department is not interested in providing for graduate education in ESL. Nonetheless, the department receives a substantial number of inquiries in the area of ESL at the postgraduate level, many from overseas. For many of these students, an M.A. is unnecessary, nor could they qualify to be admitted to the Linguistics graduate program. A diploma is an appropriate alternative program for such students. Since the Faculty of Education, on the other hand, does provide for graduate education in Teaching English as a Second Language, the proposed diploma is seen as a complement and not a replacement for that specialists' qualification. Indeed, the Diploma could become one of the paths leading to the Master's level program.

3. There is demonstrated need for ESL training for teachers in Greater Vancouver, the Fraser Valley and outlying regions. For example, 25% of the student body of Burnaby North Secondary School are students requiring ESL training. In some neighborhood schools, particularly in East Vancouver, the percentage of students whose mother tongue is a language other than English can reach 75-80%. In the face of such numbers, the Vancouver School Board and other districts are developing pilot projects which require much earlier integration of ESL students into regular classroom programs than has been traditional. As a result of these developments, more and more regular classroom teachers are choosing ESL qualifications as part of their continuing education plans, and these numbers will likely increase. The expected enrollments in the proposed highly structured Post-Baccalaureate Diploma in ESL will ultimately justify resources to put more courses on more often, in the evenings (on campus and downtown), into the DISC format, etc. A group of approximately 40 students are likely to be enrolled in the program when it reaches a steady state.
4. There is a substantial curricular infrastructure to support such a program already in place. The program makes use of courses already in place in the University, and therefore channels rather than expands the curriculum. The courses on ESL in Linguistics and Education are experiencing steadily rising enrollments, and the recently-introduced Certificate in ESL Linguistics met with immediate success and now shows 72 active students in the program. The Diploma will provide a continuation program to offer to such students.

The existing curricular resources in ESL within the University are well-placed to feed students into the Diploma. Even if less than half of Certificate students were to be interested in the Post-Baccalaureate Diploma, it would be a substantial number for such a program; other interested students can be expected to come from other programs (Linguistics major, etc.) as well as from outside the University.

3. Summary Of Program Requirements.

The Post-Baccalaureate Diploma in English as a Second Language consists of a minimum of 31 credits of Upper Division courses (300/400 level courses). Students will apply for admission to the PBDESL to either the Linguistics Department or the Faculty of Education. Admission decisions will be made by a Joint Steering Committee.

Acceptance into the program will be based on:

1. A Bachelor's Degree, with suitable background preparation. If the applicant's undergraduate specialization was not in an area closely related to ESL (including Linguistics, Education, English, or Psychology) or there is no equivalent to the Certificate in ESL in the student's academic record, they should plan on spending one to two semesters taking courses that are prerequisites to the diploma requirements prior to formally entering the Diploma program. The Steering committee may also grant conditional admission, particularly if a student's background deficiencies can be remedied straightforwardly, as by taking LING 310.
2. Demonstrated knowledge of spoken and written English. For spoken English, this means at least an S-3 rating on the (five-point) oral proficiency interview scale or the equivalent score on the TOEFL Test of Spoken English. For written English, applicants must also attain a 3 rating or the equivalent score on the TOEFL Test of Written English. Native speakers of English and those educated in an anglophone university would be exempted from the examination requirement. Students will furthermore be required to demonstrate accuracy and fluency in English composition. Achievement at this level is to be demonstrated through a student's previous academic record, or completion of a suitable composition course (e. g. ENGL 199 or 210) as an additional requirement. The Steering committee will determine whether a student is required to complete any such additional requirement on admission to the program.
3. An ESL teacher should have had the experience of acquiring or learning another language, acquiring a knowledge of its structure, and experiencing the difficulties inherent in communicating in a language one knows less than perfectly. Thus some academic training or demonstrated ability in a language other than English will therefore be a prerequisite for entry into the program.

Students will be reminded that there is no double-counting of course credits. Thus, students who have taken, for example, LING 321 (or its equivalent) at the Bachelor's level will not receive credit for it at the Diploma level. The option lists in the requirements are constructed so as to take this into account.

4. Proposed Calendar Entry.

Post-Baccalaureate Diploma in English as a Second Language

The Department of Linguistics and the Faculty of Education jointly offer a Post-Baccalaureate Diploma in English as a Second Language. Students should apply to the Departmental Advisor for admission to the Diploma program. Applicants will be admitted by the joint Steering Committee made up of members of the Linguistics Department and the Faculty of Education under the following general requirements:

1. Completion of a Bachelor's degree
2. Demonstrated knowledge of spoken and written English. Students whose Bachelor's degree was completed in a country or university where English is not the principal language may be required to submit evaluations from recognized tests (e. g. the TOEFL Tests of Spoken and Written English), as well as samples of their written work. Students may be admitted on the condition that they complete additional course work in English composition in addition to the normal requirements of the program.
3. An undergraduate concentration in one or more related disciplines such as Linguistics, Education, English, or Psychology. Completion of the Certificate in ESL Linguistics or an equivalent preparation is accepted as fulfilling this requirement. Students may be admitted on the condition that they take *LING 310-6 Intensive Survey of Linguistic Analysis* in addition to the general requirements of the program.
4. Some academic training or demonstrated ability in a language other than English.

Course Requirements

Students are required to complete a minimum of 31 credit hours chosen from the following three areas.

I. Linguistics:

The program requires an understanding of the general principles of linguistic theory and analysis, as well as the linguistic structure of the English language, and acquaintance with a wide range of structures typical of the languages of English learners.

Students are required to take a total of 12 credit hours in upper-division Linguistics courses, consisting of:

Any two (6 credit hours) from:

LING 321-3 Phonology
LING 322-3 Syntax
LING 323-3 Morphology
LING 324-3 Semantics
LING 330-3 Phonetics

NOTE: Students whose undergraduate record includes at least 12 credit hours from the above list of courses or their equivalents must select approved substitutes from among 400-level Linguistics courses to fulfill the requirement of 6 credit hours in this section.

plus any two (6 credit hours) from:

LING 360-3 Linguistics and Language Teaching: Theory
LING 361-3 Linguistics and Language Teaching: Practice
LING 362-3 English as a Second Language: Theory
LING 408-3 Field Methods
LING 431-3 Language Structures I
LING 432-3 Language Structures II
LING 441-3 Language Typology
LING 480-3 Topics in Linguistics I [When offered with a suitable topic]
LING 481-3 Topics in Linguistics II [When offered with a suitable topic]

NOTE: Students who have already received credit for courses in this list through previous programs may not take them for further credit.

II. Education:

Students in the program should be conversant with the principles of language pedagogy and be able to apply these as needed to various classroom situations; they should also have an understanding of the principles of testing and assessment and be able to apply these in classroom settings. Students are further required to have practical experience which is designed to develop classroom skills specific to teaching English to non-native speakers.

The following courses (8 credit hours):

- EDUC 467-4 Curriculum and Instruction in Teaching English as a Second Language
- EDUC 470-4 Experience in Teaching Students ^{who have} of Limited English Proficiency

NOTE: Only students who have a current teaching placement should enrol in EDUC 470. In exceptional circumstances, alternative arrangements may be made after consultation with the Steering Committee.

plus 8-12 credit hours chosen from:

- EDUC 468-4 Recent Advances in the Teaching English as a Second Language.
- EDUC 325-3 Testing in Schools
- EDUC 341-3 Literacy, Education and Culture.
- EDUC 342-3 Contemporary Approaches to Literacy Instruction.
- EDUC 367-3 Integrating ESL Learners in Specific School Subjects
- EDUC 422-4 Learning Disabilities
- EDUC 424-4 Learning Disabilities: Laboratory

NOTE: Students who have already received credit for courses in this list through previous programs may not take them again for further credit. Students who have prior credit for EDUC 467-4 or the equivalent will be required to select an alternative to that course from this list.

III. Individual and Social Development:

Knowledge of the psychology of language, of specific theories of human development and language acquisition and use, and of the sociocultural context of learners and speakers represents a basic component in the preparation for language teaching.

Any one of: (3-4 credit hours)

- EDUC 441-~~34~~ Multicultural Education
- LING 409-3 Sociolinguistics.
- PSYC 351-3 Child Psychology
- PSYC 355-3 The Psychology of Adolescence and Youth
- PSYC 366-3 Language Development.
- PSYC 367-3 Experimental Psycholinguistics
- S. A. 400-4 Canadian Ethnic Minorities

NOTE: Students who have already received credit for courses in this list through previous programs may not take them for further credit.

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
UNDERGRADUATE PROGRAMS

NEW COURSE PROPOSAL

1. Course Number 470 Credit Hrs: 4 Vector: 0-0-4

Title of Course: Experience in Teaching Students ^{who have} of Limited English Proficiency.

Description of Course: This course is for those who intend to teach people with limited proficiency in English. It permits teachers to develop those classroom skills specific to teaching the English language to non-native speakers and to reflect upon their own development as teachers. (Grading will be on the pass/withdrawal basis.)

Prerequisites (or special instructions):

Linguistics 220-3 or Linguistics 310-6, and Education 467.

See Undergraduate Programs well in advance of registration time to obtain the form letter that your employer or supervisor of volunteer teachers must complete. (Only students with a current teaching placement may enroll in this course.)

2. Topics Covered

An assignment will be completed for each topic. The percentage weighting for each assignment is indicated.

1. Analysis of the Specific School Setting and the Classroom (10%)

Administrative aspects of teaching English as a second language

Resources within the school/college/agency and the community

(e.g., library, media, computers, etc.)

Community input into the program

Value system expressed in the school's directives and programming

The backgrounds of the learners in the program

Physical resources in the classroom

Mixed ability/non-mixed ability classrooms

Relation of language teaching to subject area content

2. Preparation and Planning (10%)

Setting objectives

Kinds of objectives

Planning integrated units and lessons

3. Learning phases and instructional events (20%)

Using tape recordings of lessons to monitor one's effectiveness as a teacher of pronunciation

4. Helping Students Develop Personalized Learning Goals and Procedures (10%)

Learner Strategies

Monitoring one's effectiveness in helping LEP (Limited English Proficiency) students to create individualized learning plans

5. Striving for Accuracy (20%)

The function of accuracy in teaching morphology and syntax

Using videotapes to monitor one's effectiveness in teaching morphology and syntax

6. Assessment of LEP Students (20%)

Purposes of assessment

Monitoring one's effectiveness in accurately and fairly evaluating the progress of LEP students

7. Diary (10%)

Record of LEP student responses to specific teaching practices

Teacher reflections upon the responses of LEP students to specific teaching procedures

3. Rationale for Course

Both UBC and UVic offer practica in their language education programs for English as a second language teachers. SFU students are at a competitive disadvantage when they seek employment or promotion because they lack university-directed teaching experiences specific to ESL. (A DISC version of this course will be offered to accommodate both practicing public school teachers and volunteer teachers.)

4. Budgetary and Space Requirements

What additional resources will be require in the following areas:

Faculty: none

Staff: none

Library: none

Audio Visual: none

Space: none

Equipment: none

Funds: DISC funding

5. Bibliography

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Hardie, Ronald G. (1990). *English Grammar*. London, England: Collins.

Neiman, Alven Michael. (1986). Education, power, and the authority of knowledge. *Teacher's College Record*, Vol. 88, no. 1, 64-80.

Nilsen, Don L. F. & Nilsen, Alleen Pace. (1973). *Pronunciation Contrasts in English*. New York, NY: Regents.

Swan, Michael and Bernard Smith. (1987). *Learner English*. Cambridge, England: Cambridge University Press.

Van Manen, Max. (1990). *Researching Lived Experience*. Albany, NY: State University of New York Press.

6. List of Student Assignments to be Completed.

Students will have a total of seven assignments, one for each of the topics listed above. These will carry the weight shown in the percentages above. Assignments will consist of an analysis of the teaching setting (Topic 1), lesson plans—including recordings of lessons presented—for Topics 2-5, a portfolio of assessments (Topic 6), and a diary kept by the student-teacher (Topic 7).

7. Timetable

The first pilot offering of this course in a DISC version will commence in Fall 1992.