

Fall Semester 1997

EDUC 367 - 4

**Integrating ESL Learners in Different School Subjects:
Individual Specialty Subjects and Age Groupings**

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E1.00

PREREQUISITE

60 credit hours

COURSE DESCRIPTION

Increasingly, Canadian classrooms enroll students from a variety of language backgrounds. In order to be prepared for this diversity, participants will investigate and critically reflect on teaching and learning strategies that enable learners of English as a Second Language to participate effectively and confidently in classrooms that offer regular instruction. Assuming that the course participants have no special training in ESL, the course will introduce basic theory about second language learning and teaching; provide a varied practical and critical repertoire of approaches to adapting curriculum requirements and activities to suit the needs of ESL learners.

TOPICS

- Analysing students' language development and areas of need.
- Recognizing the socio-cultural heritage of the students' first language.
- Whole language and ESL.
- Strategies for developing talk, reading and writing about content of other subjects.
- Tapping available resources for ESL through the Internet.

ASSIGNMENTS

1. Self introduction - 15%
2. Learning log/student portfolio - 25%
3. Observation - 25%
4. Planning a teaching unit OR term paper to be defined in discussion with instructor during the term - 35%

There is no scheduled final exam in the course.

REQUIRED READING

Faltis, C.J. (1993). Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom. New York: Maxwell Macmillan International.

(Additional Readings will be available in a special box in the C.E.T.)

RECOMMENDED READING

Carol, N. S. (1988). Content Reading Including Study Systems (Reading, Writing and Studying Across the Curriculum). Dubuque, Iowa: Kendall/Hunt.

Freeman, Y.S. & Freeman, D. Whole Language for Second Language Learners.

Short, D.J. (1991). How to Integrate Language and Content Instruction: A Training Manual. Second Edition. Washington, D.C.: Center for Applied Linguistics.