

SIMON FRASER UNIVERSITY

**EDUCATION 367-4
INTEGRATING ESL LEARNERS IN DIFFERENT SCHOOL SUBJECTS:
ELEMENTARY LANGUAGE ARTS
(D1.00)**

Intersession, 1992
(May 4 – June 12)
Monday & Wednesday, 1:00–4:50 p.m.
Location: MPX 9511

Instructor Dr. K. Toohey
Office: MPX 8544
Phone: 291-4418 or
291-3395 (messages)

PREREQUISITE: EDUC 401/402

DESCRIPTION

Increasingly, Canadian classrooms enrol students from a variety of language backgrounds. Participants in this course will investigate how elementary school teachers are able to meet the needs of students of English as a second language within the regular classroom language arts program. Designed for non-specialists, this course will acquaint participants with basic theory about second language learning and will provide many practical ideas about how curriculum activities and events may be best adapted for students of ESL. Some topics to be covered are:

- assessing students' language development and planning programs
- supporting students' first language development
- multi-ability grouping
- whole language and ESL
- collaborating with the specialist ESL teachers.

Participants in this class may already be teachers or may be in their 404 semester of PDP; the prerequisite for the class is 401/402 or permission of the instructor.

REQUIRED TEXTS

Barbara Laws and Mary Eckes. The More Than Just Surviving Handbook. Peguis Publishing.

Josie Levine. Bilingual Learners and the Mainstream Curriculum. The Falmer Press.

EVALUATION

Evaluation will be discussed in detail the first class and it is expected that students will have ideas about how they wish to be evaluated. For students who do not presently have a classroom, it may be possible to arrange observation time in a local elementary school. For most students, then, it may be possible to build in a practical assignment which can be in fact field-tested.

**ELEMENTARY AND SECONDARY
MATH & SCIENCE TEACHERS**

EDUCATION 367-4.

**INTEGRATING ENGLISH AS A SECOND LANGUAGE LEARNERS IN
DIFFERENT SCHOOL SUBJECTS: SCIENCE AND MATHEMATICS.
SEPTEMBER 1991**

This course is for regular classroom teachers who have students of limited English proficiency in their classrooms. No prior knowledge of ESL methods or grammar is presumed. Topics covered are:

1. Helping students with limited proficiency in English participate in co-operative learning groups in math and science.
2. Why "talking through" math problems helps students solve them.
3. Why "talking through" science experiences helps students think scientifically.
4. How mathematics and science talk and writing differ from talk and writing in other school subjects.
5. Creating tasks to elicit talk and writing from ESL students in math and science.
6. How regular classroom teachers can work cooperatively with the specialist ESL teacher in their school or district.

This course will be offered on the Burnaby campus of SFU on Tuesday evenings in the Fall 1991 semester. For further information contact Professor Gloria Sampson, Faculty of Education, 291-4303 or Undergraduate Programs, Faculty of Education, 291-3614/291-3643.

TEXTBOOKS

- Osborn, Patricia. (1989). *How Grammar Works (A Self-Teaching Guide)*. NY: John Wiley & Sons, Inc.
- Pimm, David. (1987). *Speaking Mathematically (Communication in Mathematics Classrooms)*. London: Routledge.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1990). *Circles of Learning (Cooperation in the Classroom)*, 3rd ed. Edina, MN: Interaction Book Co.