DAY

EDUCATION 367-4
Integrating Learners In Different School Subjects: Science And Mathematics

SUMMER SEMESTER 1995 **G. Sampson**

PREREQUISITES: 60 Hours of Credit.

AIMS

This course is for teachers and future teachers who have no training or interest in teaching language as such, but who expect to have learners of English as a second language in their science and mathematics classes. Students in this course learn to use a set of instructional techniques that help ESL learners acquire the kind of language skills, oral and written, required for effective functioning in the subject areas of science and mathematics.

TOPICS

1. How the language used in science and math differs from that used in other subject areas.
2. Teaching the talk and thinking skills for mathematical problem solving.
3. Teaching the talk for working in cooperative learning groups.
3. Scaffolding techniques for teaching reading and report writing.
4. Teaching ESL students how to learn English on their own.

ASSIGNMENTS

All assignments are lesson plans.

1. Using cognitive self-instruction techniques for teaching math problem-solving language. ..... (40%)
2. Teaching reading and report writing skills in science. ..... (30%)
3. Using a progress file to teach self-directed language acquisition skills. ..... (30%)

REQUIRED TEXTBOOKS

Gloria Sampson. *Language and Mathematics (The Role of Language Registers in Problem Solving).* Xeroxed draft will be available in class.

Collins Cobuild English Grammar. (London: Harper Collins, 1992).

Carol Minnick Santa. *Content Reading Including Study Systems (Reading, Writing, and Studying Across the Curriculum).* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1988).

Gail Ellis and Barbara Sinclair. *Learning to Learn English (A Course in Learner Training).* (Cambridge, UK: Cambridge University Press, 1989). Teacher's Book and Student Book.