

**SIMON FRASER UNIVERSITY  
FALL SEMESTER 2007  
EDUC 367-4**

**TEACHING CHILDREN FROM LANGUAGE MINORITY BACKGROUNDS IN  
ELEMENTARY CLASSROOMS**

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**COURSE DESCRIPTION**

This course is intended to provide you with the opportunity to consider how effective elementary curriculum and instruction are organized when students come from a wide variety of linguistic and cultural backgrounds. Participants will examine the following topics: language as meaning making systems; pre-school language development, orality and learning, learning to write and learning to read, classrooms as environments fostering language/literacy development, evaluation of language skills. Recognizing that our learners come from diverse backgrounds and bring diverse talents to the classroom, examining these topics should prepare teachers for operating effective instructional programs in elementary classrooms.

**EVALUATION & REQUIREMENTS**

This course will involve frequent large and small group discussions and students are expected to come to each class prepared to participate actively and respond thoughtfully to all assigned readings. Evaluation will be based on both individual and small group assignments.

PARTICIPATION AND IN-CLASS READING RESPONSES	30%
SMALL GROUP PRESENTATIONS	30%
TERM PAPER	40%

**EXPECTATIONS**

- i. active and interested participation
- ii. final paper to be submitted to Turnitin

**REQUIRED READINGS**

Gibbons, P. (1991). *Learning to learn in a second language*. Heinemann. ISBN 0-435-08785-1

Helmer, S. & Eddy, C. (2003). *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Toronto: Pippin Publishing Corporation ISBN: 0-88751-108-2

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Toronto: Pearson Education Canada. ISBN: 0-325-00366-1..