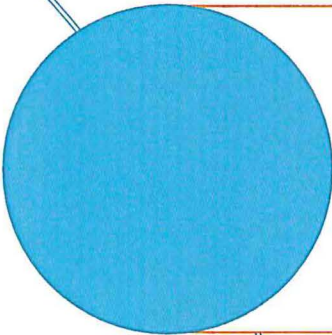




TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE OPTION (3 courses)

STUDENTS WILL CHOOSE TWO OF THE FOLLOWING THREE COURSES:



EDUB 3506 Principles and Procedures of Second Language Education (formerly EDUB 1620)

This course provides an introduction to the theory and practice of teaching English as an additional language. With a focus on developing an informed understanding and critical awareness of the nature of language teaching and language learning, teacher candidates discuss, create and incorporate into their own teaching a variety of techniques, models of instruction, and tools of assessment that can be used with English language learners in different contexts.



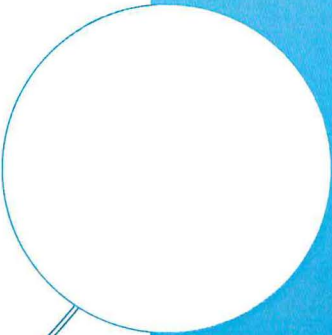
EDUB 3508 Language and Content Instruction of EAL Students (formerly EDUB 1820)

This course explores foundations and approaches to teaching EAL/ bilingual students in subject-area classrooms, using content-based language instruction and language sensitive content instruction. Grounded in equity-oriented perspectives, teacher candidates learn directly from the experiences of EAL learners and families about how to develop a responsive professional practice. Teacher candidates conduct guided analyses of the language demands of different content areas so they are well prepared to meet the needs of culturally and linguistically diverse students in their planning, pedagogy, and assessment.



EDUB 3018 Multi-Language Development in the Early Years

This course examines English as an Additional Language (EAL) development related to early years education. Issues addressed include: trends in EAL education, orienting newcomer students and parents to the school context, EAL-inclusive lesson/ unit planning, provincial EAL curriculum, cooperative learning, and other related issues.



PLUS, STUDENTS WILL COMPLETE:

EDUB 3510 Language Awareness for Teachers

(formerly EDUB 3502 where the title was Language Awareness for Teachers)

Designed for K-12 teacher candidates from all content areas, this course focuses on responding to student pronunciation and work in terms of grammar, word choice and content. Teacher candidates will gain confidence in, and knowledge of, language structures necessary for teaching. A high level of language awareness is necessary for teachers to negotiate the complexity of multilingual classrooms, providing not only right answers, but also appropriate strategies for addressing difficulties. Teacher candidates will learn how to make corrections on sample student work, prioritize student errors, and give feedback that will enable students to correct their own work.

Upon completion of the TEAL Option, students will receive a Dean's letter to include in their professional portfolios.