

Title: ESL Infusion and Teacher Education

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Abstract:

Pre-service teacher education programs in North America are placing increasing importance on English as a Second Language (ESL) teaching strategies and multicultural issues in an effort to adequately prepare future teachers for linguistically and culturally diverse student populations. This presentation describes the framework, methodology, and results to date of one aspect of a large-scale, three-year study of an initiative to infuse ESL teaching strategies and issues across the curriculum of a pre-service teacher education program. The study uses a cascade model in which ESL experts teach the teacher educators about relevant strategies, which are then infused into pre-service courses. This presentation will specifically consider how the ESL Infusion Initiative in question has impacted on the beliefs and practices of four teacher educators in the first year of the study. This study contributes to the field of ESL teacher education in three main ways: by analyzing the experiences of a group previously under-represented in the education literature, i.e., teacher educators in Canada; by supporting an ESL-across-the-curriculum program model in which to prepare pre-service teachers for culturally and linguistically diverse students; and by offering a theoretical alternative to previous approaches to multicultural education by means of an Intercultural Language Teaching paradigm.