



FACULTY OF EDUCATION

Department of Language & Literacy Education

The Department of Language & Literacy Education (LLED) has opportunities for part-time Sessional Lecturer and Graduate Teaching Assistant (GTA) appointments in the **Winter 2013 2014 academic year**. Positions are both within LLED and with the Teacher Education Office. We are accepting applications for the following:

Application deadline for all positions: Friday August 9th 2013 by 4pm

TERM 1 (September – December 2013)

LLED 315A.301 **ESL Secondary Curriculum and Pedagogy**
MW 9:00-10:30AM (RM: SCRF 1005)

Description:

This course provides a general overview of, and some practical experience in, teaching secondary-age English as an additional language (EAL) learners. It aims to provide teacher candidates with an overview of the knowledge, skills and attitudes they require to implement an academic language and literacy program appropriate to the needs of EAL students in secondary subject area classrooms. Specifically, it introduces teacher candidates to integrating the teaching of language and content from a functional perspective. It considers approaches for language teaching and examines some ways to teach listening, speaking, reading, writing, grammar, and vocabulary but always with a view to integrating these “skills,” and teaching language and content as inseparable. Teacher candidates will be made aware of the registers and genres expected of students in school relative to particular subject areas and how to design multimodal/multilingual pedagogies wherein diversity is a resource.

LLED 489A (3.0 credits) Applied Linguistics for Teachers
W 4:30-7:30PM (RM: PONE 117)
Two sections available (pending sufficient enrollment)

Description:

This course is one of several required courses for the TESL Certificate and is taken by an assortment of TESL diploma students, graduate students, unclassified, and undergraduate students. LLED 489A explores basic theories of linguistics and aspects of language as a system (e.g., phonology, morphology, syntax, semantics, pragmatics, discourse-level grammar, genres, register, writing systems) and their application to classroom practice for English language learners particularly (but not exclusively). As an introduction to the linguistic foundations of language teaching, the course is designed to assist teachers to make linguistically informed decisions about teaching. The course (together with LLED489B, which has a more sociolinguistic orientation) serves as a prerequisite to LLED 478A (ESL Teaching Methods).

Applicants must have a minimum of a recognized master's degree with recent relevant teaching experience and academic expertise. Applicants for teacher education courses (300-400 level) should have experience in the K – 12 school system. They should be familiar with the system's structure and services, with the various stakeholder groups and with authorities involved in the provision of education in British Columbia. Duties include teaching, holding regular office hours, marking assignments, reporting grades, attending subject area meetings as well as follow-up appointments, where applicable. Graduate Teaching Assistant (GTA) appointments will work with a responsible faculty member on the course.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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Please check the LLED website or the Faculty Service Centre (FSC) for detailed course schedules. Updated CV and cover letter can be sent as a **PDF** or **Word** attachment to lled-posting.educ@ubc.ca. Please indicate in the subject line the course you are applying for “LLED Posting ...”.

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Due to the number of applications we receive, we are not able to confirm receipt of submissions over the phone or by mail, nor can we provide the status of applicants except to those who are selected for an interview.

UBC hires on the basis of merit and is committed to employment equity and diversity within its community. We especially welcome applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to engage productively with diverse communities. We encourage all qualified persons to apply; however, Canadian citizens and permanent residents of Canada will be given priority.