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Service learning and student engagement: A dual language book project with young English language learners and the Faculty of Education

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Abstract

A model is proposed followed by a case study of collaborative project work between students in the Faculty of Education, teachers and English language learners in kindergarten and grade 1. As a model, service learning provides a framework for making explicit linkages between course-based, credit bearing academic content, the identified need of the community school, and the exigencies of preparation for

engaging young English language learners in literacy rich instruction and conversation. An array of learning artifacts provides evidence of the impact of service learning on the quality of learning experiences for all participants.

Key words: service learning, collaboration, early language and literacy, English language learners

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