

# Western Education

Transforming Education. Transforming Lives.

## EDUC 5439S

### Supporting English Language Learners

#### Instructors:

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#### Schedule:

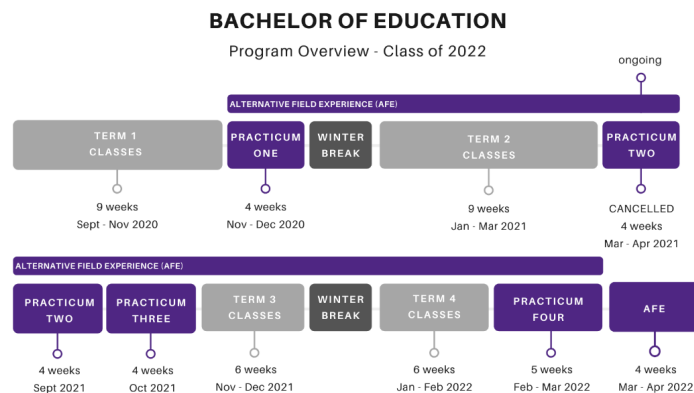
**Section 001 (P/J/I):** Blended: Online & Thursdays 4:30PM-6:30PM, Room: 1162

**Section 002 (I/S):** Blended: Online & Mondays 10:30AM-12:30PM, Room: 1100

**Section 003 (I/S):** Blended: Online & Wednesdays 2:30PM-4:30PM, Room: 2035

#### Program Context:

This is taken by Teacher Candidates during **Year 2, Term 1 or 2** of the Bachelor of Education.



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## Syllabus Report

### Supporting English Language Learners (EDUC 5439Q/S)

**Course Description:** A focus on ways in which teachers of linguistically and culturally diverse groups can support the language and literacy development of students for whom English is an additional language. Emphasis on practical strategies useful in diverse, mainstream classrooms.

3 hours per week, first or second term, .25 credit

Learning Outcomes:

By the end of this course, teacher candidates will;

- understand and critically reflect on the diversity of students who comprise ELLs in Ontario schools
- understand second language acquisition and critically reflect on how the sound system, grammar and vocabulary of English impacts second language learning and instruction
- understand and apply a range of instructional and assessment strategies that are effective in engaging and supporting ELLs of all stages in the classroom and critically reflect on their role in supporting ELLs in classroom settings
- understand the terminology, policies and processes related to ELLs in Ontario schools

Late assignments will not be accepted beyond 5 days.

Assignment extensions must be made in consultation with the course instructor, prior to the assignment due date.

Assignments must be submitted online through the course site. Emailed assignments will not be accepted.

Teacher candidates who miss class will be expected to complete make-up work.

**Course Credits:** 0.25

**Number of Weeks:** 6

#### Week 1: Who are English Language Learners?

Welcome & Course introduction

Who are English Language Learners? (ELLs)

Acculturation

#### Learning Activities

Type	Name	Description
Reading	Week 1 Materials & Readings	Ministry of Education and Training. (2007). <i>The Ontario Curriculum grades 9-12: English as a Second Language and English Literacy Development</i> (p. 5-6, 12-21). <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf</a> (I/S)
		or, Ministry of Education and Training. (2008). <i>Supporting English Language Learners: A practical guide for Ontario educators Grades 1 to 8</i> . Queens Park, Toronto: p.5-8, 37-38. <a href="http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf">http://edu.gov.on.ca/eng/document/esleldprograms/guide.pdf</a> (P/J/I)

#### Week 2: Creating Welcoming, Supportive & Inclusive Learning Environment for English Language Learners

Culturally Responsive Teaching

Multicultural Literature

Reception & Orientation

## Learning Activities

Type	Name	Description
Reading	Week 2 Materials & Readings	Ministry of Education Ontario (2013). <i>Capacity building series: Culturally responsive pedagogy</i> . <a href="https://thelearningexchange.ca/wp-content/uploads/2017/02/CBS_ResponsivePedagogy.pdf">https://thelearningexchange.ca/wp-content/uploads/2017/02/CBS_ResponsivePedagogy.pdf</a>

### Week 3: Differentiated Instruction, Student Identity & Assessment for English Language Learners

Initial Assessment and STEP

Culture Free Assessment

Alternative Assessment Strategies

Student Identity

## Learning Activities

Type	Name	Description
Reading	Week 3 Materials & Readings	Ministry of Education Ontario. (2009). <i>Capacity Building Series: ELL Voices in the Classroom</i> . <a href="https://thelearningexchange.ca/wp-content/uploads/2014/12/ELL_VoicesintheClassroom.pdf">https://thelearningexchange.ca/wp-content/uploads/2014/12/ELL_VoicesintheClassroom.pdf</a> (P/J/I)
		Edugains. (2015). STEP: Initial Assessment. <a href="http://www.edugains.ca/resourcesELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserG">http://www.edugains.ca/resourcesELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserG</a> (P/J/I)

Reyes, I., Iddings, A., & Feller, N. (2016). Building relationships with diverse students and families: A funds of knowledge perspective. *Journal of Early Literacy Research*, 16(1), 8-33. (I/S)

### Week 4: Learning New Language: Understanding Second Language Acquisition

Stages of Second Language Acquisition

Ideal conditions for Language Learning

## Learning Activities

Type	Name	Description
Reading	Week 4 Materials & Readings	Alberta Education (2017). Understanding the Acquisition of English as an Additional Language. (pp. 1-12). Retrieved from: <a href="https://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf">https://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf</a>

### Week 5: Practical Approaches for English as a Second Language and English Literacy Development Instruction

Practical Approaches for Literacy Instruction with ELLs

## Learning Activities

Type	Name	Description
		Ferlazzo, L. (2018). The ELL Teacher's Toolbox. Web Resources: <a href="https://bcs.wiley.com/he-bcs/Books?action=resource&amp;bcsId=11179&amp;itemId=1119364965&amp;resourceId=44219">https://bcs.wiley.com/he-bcs/Books?action=resource&amp;bcsId=11179&amp;itemId=1119364965&amp;resourceId=44219</a> (P/J/I)
		or,
Reading	Week 5 Materials & Readings	Westchester University. (2007). Section 7: Instructional strategies that facilitate learning across content areas. <i>Beyond the blueprint: Literacy in grades 4-12</i> (pp. 49-77). <a href="https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/Instructional_Strategies.pdf">https://www.wcupa.edu/education-socialWork/assessmentAccreditation/documents/Instructional_Strategies.pdf</a>
		or,
		Thames Valley District School Board. (n.d.) <i>Secondary ELL Toolkit</i> . <a href="https://sites.google.com/getvdsb.ca/secondaryelltoolkit/home">https://sites.google.com/getvdsb.ca/secondaryelltoolkit/home</a> (I/S)

### Week 6: Academic Language Teaching: Integrating Language and Content Instruction

BICS and CALP

Academic vs Everyday Vocabulary Development

## Learning Activities

Type	Name	Description
Reading	Week 6 Materials & Readings	Alberta Education (2017). Understanding How Social and Academic Language Develops (pp. 13-23). Retrieved from: <a href="https://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf">https://www.learnalberta.ca/content/eslapb/documents/understanding_the_acquisition_of_english_additional_language.pdf</a> (P/J/I)
		Silbold, C. (2011). Building English Language Learners' Academic Vocabulary: Strategies and Tips. <i>Multicultural Education</i> , 18 (2), 24-28. (I/S)

## Assessment Activities

Type	Name	Description
Assignment	Due Wk 6: Final Reflection	Teacher candidates will individually submit a reflection of their learning in the course of artefacts (e.g. tasks, discussions) created either individually or in groups from weeks 1-6. Write a short reflection about each piece (approx. 200-250 words), that details why you chose each piece and how it has contributed to your ability to teach English Language Learners in the future.  Include a quote from the weekly readings for each entry.  Options for presentation of the reflection can be considered through consultation with your course instructor (e.g. multimodal text).
Assignment	Ongoing: Module Discussion Participation	Teacher candidates will engage in weekly module discussions which will involve application of, and critical reflection of, weekly readings, lectures and topics.  Each week, candidates will engage discussions in either class or online. For online contributions, candidates are expected to post one original response each week and respond to a minimum of one of their peers.
Assignment	Ongoing: On-line Activities	Teacher candidates will be engaged in individual and/or group activities, which will involve application of, and critical reflection of, weekly readings, lectures and topics.  Each week, candidates will create or discuss artefacts of their learning in the course.

### Additional Resources:

<http://www.edugains.ca/newsite/ell/>

<https://www.learnalberta.ca/content/eslapb/>

<https://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

## This course meets the following Course Outcomes:

**Understand Diversity of Students:** Understand and critically reflect on the diversity of students who comprise ELLs in Ontario schools.

**Understand Second Language Acquisition:** Understand second language acquisition and critically reflect on how the sound system, grammar and vocabulary of English impacts second language learning and instruction.

**Understand & Apply Strategies:** Understand and apply a range of instructional and assessment strategies that are effective in engaging and supporting ELLs of all stages in the classroom and critically reflect on their role in supporting ELLs in classroom settings.

**Terminology, Policies & Processes:** Understand the terminology, policies and processes related to ELLs in Ontario schools.

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)