### University of Ottawa - Faculty of Education: Course Outline: Winter 2023 ON LINE

**EDU 5146: Social and Political Issues in Second Language Education**

Professor: Douglas Fleming PhD

e-mails: [dfleming@uottawa.ca](mailto:dfleming@uottawa.ca) email communication preferred

Office Location: LMX 371 website: http://douglasfleming.weebly.com

Office hours: by appointment Telephone: (613) 562-5800 ex. 4151(rarely used)

##### *Calendar Course Description*

Examination of social and political aspects of second/additional language education. Study of their influences on the processes of learning and teaching a second/additional language in educational context.

###### *Course Objectives*

Second Language Education has moved away from psychological paradigms and towards those that are more explicitly sociological. Thus, social and political within the field are at the cutting edge of our work, in both the practical and theoretical senses. This course is designed to give you an advanced understanding of these issues that are specific to Canadian and international contexts.

At the end of this course, you will be expected to be able to:

* summarize and make reflective comments on the course material;
* demonstrate a basic understanding of the social, political and cultural issues at work in second language education;
* relate the topics covered to your own teaching and learning.

***Expectations***

#### All of us in the class are professionals and deserve to be treated as colleagues. We want to stress that mutual respect as paramount. Language or behavior that is racist, sexist, or otherwise not inclusive will not be tolerated and will be brought to the attention of the Dean or his designates. Please note that some of the course content might unintentionally be “triggering”. Please contact me if you have concerns.

***Course Schedule***

***Note: Reading week (no class) is from February 20 to 26***

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| --- | --- |
| *Week 1*  *Jan 9-15* | Lecture 1: How is Language Connected to the Social and Political? A Critical Look at My Fair Lady   * Excerpts from My Fair Lady through my YouTube channel favorites: <https://www.youtube.com/watch?v=m6k3Cr_lstM&list=PL75414151AE67617A> * Early, M. Degenais, D., & Carr, W. (2017). Second Language Education in Canada in Second and Foreign Language. In N. Van Deusen-Scholl & S. May. (Eds), Second and Foreign Language. Encyclopedia of Language and Education. (3rd ed.) (pp.313-326). New York: Springer. * Fleming, D. (2007). Adult immigrant ESL programs in Canada: Emerging trends in the contexts of history, economics and identity. In J. Cummins & C. Davison (Eds.), The international handbook of English language teaching (pp. 185-198). New York: Springer. |
| *Week 2*  *Jan 16-22* | Lecture 2: Fundamental & Competing Concepts of Language   * Notes on The Clinical Research (D. Fleming)   Part A: First Language Acquisition in English  Part B: Second Language Acquisition   * Notes on Structural and Functional Linguistics: The Contributions of Each (D. Fleming) * Ibbotson, P., & Tomasello, M. (2016). Evidence rebuts Chomsky's theory of language learning. *Scientific American*, 315. |
| *Week 3*  *Jan 23-29* | Lecture 3: The Sociological Background: The History of English as an Example of Change   * Links within Ppt. * Kramsch, C. (2017). Applied linguistic theory and Second/Foreign Language Education. In N. Van Deusen-Scholl, S. May (Eds.), Second and foreign language education; Encyclopedia of language and education, DOI 10.1007/978-3-319-02246-8\_1 * Natalie Wynn on Jordan Peterson : <https://www.youtube.com/watch?v=4LqZdkkBDas> |
| *Week 4*  *Jan 30-Feb 5* | Lecture 4: Critical Applied Linguistics and the Social Turn   * Notes on Critical Theory and SLE (D. Fleming) * Pennycook A. (2017) Critical applied linguistics and education. In T. McCarty & S. May S. (Eds.), *Encyclopedia of language and education* (3rd ed.). Springer. pp. 173-184. <https://link-springer-com.proxy.bib.uottawa.ca/referenceworkentry/10.1007%2F978-3-319-02344-1_14> * Block, D. (2015). Social class in applied linguistics. *Annual Review of Applied Linguistics*, 35,1-19. |
| *Week 5*  *Feb 6-12* | Lecture 5: Translanguaging and Plurilingualism: What are These Things?   * Fleming, D., Mbida, L., Bangou, F., Fleuret, C., Masson, M., Thibeault, J. & Arnott, S. (2023; under review). Plurilingualism: A review of theory and current practice. *TESL Canada Journal.* * Ofelia García, O. & Otheguy, R. (2020). Plurilingualism and translanguaging: commonalities and   divergences. *International Journal of Bilingual Education and Bilingual Education, 23*, 1, 17-35.   * Rajendram, S. (2021) Translanguaging as an agentive pedagogy for multilingual learners: Affordances and constraints, *International Journal of Multilingualism*, DOI: 10.1080/14790718.2021.1898619 |
| *Week 6*  *Feb 13-19* | Lecture 6: Second Language Education in Canada: ESL, FSL and Indigenous Languages   * Faez, F. (2011). Points of departure: Developing the knowledge base of ESL and FSL teachers for K-12 programs in Canada. *The Canadian Journal of Applied Linguistics, 14,* 1, 29-49. * Ball, J. (2009). Supporting Young Indigenous Children’s Language Development in Canada: A Review of Research on Needs and Promising Practices. *Canadian Modern Language Review, 66,* 1, 19-47. * Gomashie, G. (2019). Kanien’keha/Mohawk Indigenous language revitalisation efforts in Canada. McGill Journal of Education / Revue des sciences de l'éducation de McGill, 54, 1. <https://doi.org/10.7202/1060864ar> |
| *Feb 20-26* | No class: Reading week |
| *Week 7*  *Feb 27-Mar 5* | Lecture 7: Social Diversity in SLE   * Strezuk, A. (2015) ‘The standard remains the same’: language standardization, race and othering in higher education, *Journal of Multilingual and Multicultural Development, 36,* 1, 53-66, https://doi.org/10.1080/01434632.2014.892501 * Mady, C. (2013). Moving towards inclusive French as a second language education in Canada. *International Journal of Inclusive Education, 17,* 1, 47-59. DOI: 10.1080/13603116.2011.580463 * Nguyen, H. & Yang, L. (2015) A queer learner’s identity positioning in second language classroom discourse, *Classroom Discourse, 6*, 3, 221-241 |
| *Week 8*  *Mar 6- 12* | Lecture 8: Linguistic Imperialism   * Phillipson, R. (1997). Realities and Myths of Linguistic Imperialism*. Journal of Multilingual and Multicultural Development, 18*,3,238-248. * Tarnopolsky, O. (2017). Non-native Speaking Teachers of English as a Foreign Language. In N. Van Deusen-Scholl & S. May. (Eds.), *Second and Foreign Language. Encyclopedia of Language and Education*. (3rd ed.) (pp.399-411) New York: Springer. * Vasilopoulos, E. & Fleming, D. (In press, 2023). Epistemic dependency in global English language teaching: Problematizing the reproduction of educational inequalities. In T. Tinnefeld (Ed.), *Saarbrücken Series on Linguistics and Language Methodology*. Vol 12. Saarbrücken: Die Deutsche Nationalbibliothek. |
| *Week 9*  *Mar 13-19* | Lecture 9: Problematizing Language and the Native Speaker   * Problematizing Language: English as an International Language, the Native Speaker and Deleuze’s Use of the Notion of Becoming   <https://douglasfleming.weebly.com/selected-publications.html>   * Warriner, D. S., (2016). ‘Here without English you are dead’: ideologies of language and discourses of neoliberalism in adult English language learning. *Journal of Multilingual and Multicultural Development, 37*,5,495-508. * Kramsch, C. & Vindall, K. (2015). The cultural politics of language textbooks in the era of globalization. In X. L. Curdy-Christiansen & C. Weninger (Eds.), *Language, Ideology, and Education: The politics of textbooks in language Education*. London: Routledge. |
| *Week 10*  *Mar 20-26* | Lecture 10: Citizenship and Character Education   * Political and Institutional Foundations of Language Management in Canada. M. Jezak (Ed.), <https://www.uottawa.ca/clmc/foundations/languagePolicy> * Dagenais, D. (2003) Accessing imagined communities through multilingualism and immersion education, *Journal of Language, Identity, and Education*, 2, 4, 269-283 * Fleming, D. (2017). Talking back to second language education curriculum control: From nouns to verbs. In Herbert, C., Fook, N., Ibrahim, A. & Smith, A. (Eds.), *Internationalizing curriculum studies: Histories, environments and critiques (IAACS Manifesto Edited Edition)* (pp.69-82). New Delhi: Palgrave Macmillan. * Awayed-Bishara, M. (2021), Linguistic citizenship in the EFL classroom: Granting the local a voice through English. TESOL Quarterly, 55, 743-765. |
| *Week 11&12*  *Mar 27-Apr 9* | Individual zoom appointments with professor as scheduled  Completion of final paper |

***Assignments and Evaluation Methods***

1. Critical reflective essay.

Worth 15% of the course grade

### You are to post a personal narrative of a minimum of 500 and a maximum of 1000 words (4 pages, double-spaced, 12” font, one-inch margins) during the 3rd week of the course. You are to submit your reflection in the appropriate folder posted on BrightSpace in Microsoft Word format ONLY (this facilitates the provision of comments through the BrightSpace system). Note: these narratives will be shared with your classmates. Please do not share anything that is private or overly personal. Contact me if you have concerns.

The purpose of this assignment is for you to present your experience to date in regards to second language education (either as a learner and/or a teacher) and to reflect on your overall orientation or philosophy.

This assignment will be graded on how well you cover the following:

* Experience to date: What are your experiences as a (second) language learner and teacher?
* Academic: What teacher training/academic sources have influenced your work as a teacher and/or your experiences as a learner?
* Convictions: As a result of the experiences and sources you have outlined, what do you believe is crucial for effective second language teaching for bilingual/minority language students?

1. Biweekly blog contribution. (Due every 2 weeks: total of 5:

Worth 30% of the course grade (each is worth 6%).

You are to reflect on how the lecture content is connected to the required readings associated with the lecture and the published article of your choosing. Please contact me if you are having difficulty finding a relevant publication.

This assignment will be graded on how well you:

* Find a publication (article or book chapter) that you think is especially relevant to the topic at hand and make connections between the weekly lecture, the required readings associated with the lecture and the publication you have found;
* Describe the relevance the weekly topic has for your own teaching and/or learning;
* Post a discussion question as part of your contribution that is designed to facilitate on-line discussion.

1. Comments on other classmates’ contribution (Due every 2 weeks: total of 5)

Worth 15% of the course grade

This assignment will be graded on how well you:

* engage with the discussion question posed as part of previous contribution you have chosen to respond to;
* make additional connections between the course material (lectures, required readings and found articles) and your own teaching/learning experiences;
* comment on the blog contributions of your classmates in a professional and courteous manner.

Note: In an effort to create a community of practice, the contributions for assignments 2 and 3 will accessible to all your classmates. Again, please do not share anything that is private or overly personal. Contact me if you have concerns.

Each of your contributions for Assignment 2 and 3 will be graded based on the following rubric:

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| --- | --- | --- |
| Grade | Category | Criteria |
| A range | Outstanding Contributor | **Contributions reflect exceptional preparation.** Ideas offered are always substantive; provide one or more major insights as well as direction for the class.   * Demonstrates excellent preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). * Offers analysis, synthesis, and evaluation of course material when responding to discussion questions. * Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments. * Demonstrates ongoing very active involvement. |
| B range | Very Good Contributor | **Contributions reflect thorough preparation.** Ideas offered are usually substantive; provide good insights and sometimes direction for the class.   * Demonstrates good preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). * Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. * Demonstrates consistent ongoing involvement |
| C range | Good Contributor | **Contributions reflect satisfactory preparation.** Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion.   * Demonstrates adequate preparation. * Demonstrates periodic involvement in discussion. |
| D range | Minimal Contributor | **Contributions reflect inadequate preparation.** Ideas offered are seldom substantive and do not offer new direction for the discussion.   * Present, not disruptive. * Demonstrates very sporadic involvement in discussion. |
| Fail | Non-Participant | **Contributes very little or nothing at all.**   * Not present. * Demonstrates inadequate preparation. |

1. Final Paper: Literature review

Worth 40% of the course grade

Within 5 calendar days of the final class, you are to submit by email a written assignment of between 3500 and 4000 words that examines a topic of your own interest within the field.

IMPORTANT: Please note that unless an alternative arrangement is made with me, I am asking specifically for a literature review and nothing else!

I have posted an outline of my expectations in terms of a literature review on my website (see above). Please consult it carefully.

The aim of this assignment is to give you an opportunity to produce a formal graduate level academic paper that clarifies your critical reflections on a topic within second language education that you consider important. Please see me if you need help in clarifying the topic of your paper.

You will be graded on your ability to write a paper that:

* contains the logical progression of an argument pertaining to a literature review;
* demonstrates a clear relationship between description and analysis;
* is linked to concrete issues related to teaching and learning within the field;
* conforms to APA (or formal academic alternative) referencing and citation style.

For examples and guidelines on current APA style, consult the University’s Academic Writing Help Center at http://www.sass.uottawa.ca/writing/; or the on-line OWL/ Purdue Writing Lab at //owl.english.purdue.edu/owl/resource/560/01/

**Late Assignment Policy**

Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses in the Faculty of Education is a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Please see me if you need an extension on an assignment, which I am happy to give within the restraints provided under university regulations. Please ensure that extension arrangements are confirmed by email.

#### Academic Fraud

Plagiarism: Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question, to being expelled from the University, and even the revocation of a degree or diploma already awarded.

Intellectual Integrity: Honesty, probity, and moral integrity are of the utmost importance in interpersonal relations, and are thus the founding principles of a just and harmonious society whose members respect one another. Educational systems recognize that to educate is to promote the cardinal virtues: students must acquire not only the skills and knowledge specific to their discipline and a rich personal culture relevant in society, but also the moral behavior that allows them to be worthy citizens.

For useful guidelines, please consult <http://www.uottawa.ca/vice-president-academic/academic-integrity>

**Resources in Case of Sexual Violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit the website <http://www.uottawa.ca/sexual-violence-support-and-prevention>

**Access Service - For students needing adaptive measures**

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service in person at the Desmarais Building, Room 3172, Laurier Avenue East; by phone at 613-562-5976 - TTY: 613-562-5214 or online at https://web3.uottawa.ca/sass/apps/ventus/student/

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at http://www.sass.uottawa.ca/access/students/.

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**Interim Measures to Combat Racial Discrimination**

Based on a review University Policy 33, Section 8, the University President announced a set of interim measures to combat racial discrimination and to promote acceptance and inclusion on our campus and within our community. The latest information about these measures can be found at <https://www.uottawa.ca/respect/en/combatting-racism-on-campus>

In addition, you might be interested in the latest measures to promote Francophone and Indigenous students on campus at <https://www.uottawa.ca/francophonie-bilingualism/policies-regulations> and

[**https://www2.uottawa.ca/about-us/indigenous**](https://www2.uottawa.ca/about-us/indigenous)

**Grading Scale**

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| --- | --- | --- | --- |
| A+  90-100% | 10 points | Exceptional | Demonstrates a thorough knowledge of all relevant concepts and techniques; complete in content and presented in a clear, coherent and effective manner; novel and original. |
| A  85-89% | 9 points | Excellent | Demonstrates a thorough knowledge of all relevant concepts and techniques; complete in its content, with a clear and coherent presentation. |
| A-  80-84% | 8 points | Excellent | Demonstrates a thorough knowledge of relevant concepts and techniques; largely complete in its content and clearly presented; however, some minor aspect of the assignment which may pertain to content or effective communication is lacking. |
| B+  75-79% | 7 points | Very Good | Demonstrates adequate knowledge of relevant concepts and techniques; both informative and clearly presented; however, the response is incomplete as some substantive aspect of the assignment has been overlooked. |
| B  70-74% | 6 points | Very Good | Demonstrates adequate knowledge of relevant concepts and techniques; however, the response is incomplete as some substantive aspect of the assignment has been overlooked; in addition, there are difficulties with effective communication. |
| C+  65-69% | 5 points | Good | Demonstrates basic knowledge of relevant concepts and techniques; a substantive aspect of the assignment has been overlooked; in addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information. |
| C  60-64% | 4 points | Fail | As noted in revised Senate regulations, all grades below C+ (65%) are failing grades for graduate students. |