**University of Ottawa - Faculty of Education**

**Teacher Education**

**Course Outline: Winter 2023**

**PED 3129 K200: Second Language Perspectives in Education**

Professor: Douglas Fleming PhD

Class Location: LMX 240

Class Time: Mondays 2:30pm-5:30pm

Office Hours: Office Location: LMX371

Telephone: 613-562-5800 ext. 4151 (rarely accessed)

Preferred contact method (e-mail): dfleming@uottawa.ca

I Calendar Course Description

Current theoretical perspectives on second language teaching and learning and their relation to educational practice; examination of the relationship between second language acquisition and identity construction; exploration of multiple literacies in second language contexts.

II Course Objectives

In this course, we will use a practical handbook as the required text and explore other resources (e.g., lecture content, research articles, videos, etc.) in order to cover the full range of perspectives in ESL/EAL/EFL. Throughout the course, we will discuss how to adapt the course content and pedagogical strategies across a variety of contexts.

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

* demonstrate a basic understanding of some of the current issues, theories, methods and practices related to the teaching of second languages;
* illustrate how these issues influence teaching options for diverse populations of students;
* reflect on your own orientation towards second language teaching approaches, strategies and methods;
* facilitate and participate in discussions about research-based practices that promote second language learning across the curriculum and address the needs of learners of English as an additional language (ELLs);
* demonstrate a basic understanding of some of the current theories and research-based practices related to inclusion and diverse needs in order to revise existing lesson plans and inform prospective pedagogical decisions.

Note:

* As this is a course in the English stream, coverage of issues related to French language learning will be limited.
* Model teaching activities will be added whenever time and resources permit.
* I welcome negotiating alternative assignments or accommodations as needed or requested.
* Make sure that your name (as recorded on the official register) for you and/or your partners are on all assignment submissions.
* All of us in the class are professionals and deserve to be treated as colleagues. I 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.

There are no make-up sessions for breaks. However, you will be expected to review the additional ppt slides on brightspace and incorporate them into your lecture content reactions assignment.

All grading rubrics are solely based on the criteria referenced in the assignments listed below.

**III Course material**

Required Text (i.e., “Text” in table below)

Hill, J.D., & Miller, K.B. (2013). Classroom instruction that works with English language learners. Alexandria, VA: McRel.

* Free electronic copies are available through the University of Ottawa library

Use the new OMNI resource through the library to gain access. Copy the title above to get to the book’s link.

* This link should enable you to download a PDF version of the book that you can keep for 14 days, or a 61-page PDF file that doesn't expire.
* For any tech questions, please consult https://ebookcentral.proquest.com/lib/ottawa/readerSupportHelp.action

Additional Resources

* See material posted on http://douglasfleming.weebly.com (note: no www): chapter discussion questions, sample lesson plans; notes; PPT’s. This is my attempt to make up for the short duration of the course. Password: Patrick
* Ontario Ministry of Education – Curriculum Documents (front-matter and expectations). Available at: https://www.dcp.edu.gov.on.ca/en/
* EduGAINS is the portal to a variety of resources developed and provided through the Ontario Ministry of Education for K-12 educators. Available at: http://edugains.ca/newsite/HOME/index.html

**IV Schedule of Classes**

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| --- | --- | --- | --- | --- |
| **Date** | | **Activities** | **Assigned textbook/materials readings** | **Assignments** |
| 1 | Feb 6 | * Course Outline/Introduction * Lecture 1: Ontario Context (See posted ppt on Brightspace and related questions) * Ice-breaking activity | Ministry of Ed docs (see links above) | n/a |
| 2 | Feb 13 | * Lecture 2: Bilingualism, Multilingualism Multiculturalism & Plurilingualism (See posted ppt on Brightspace and related questions) * Forming PLC’s | Ministry of Ed docs (see links above) | Assignment #1  Critical Reflection  Due Feb 26 11:59pm |
| **Family Day: (no class on Feb 20)**  Note: TeachEd sts do NOT take Reading Week off at the UofO. However, PED3129 falls on the Family Day stat holiday. | | | | |
| 3 | Feb 27 | * Lecture 3: Diverse Learning Needs (See posted ppt and related questions) * Work on PLC’s | Chapters 1 & 2 | PLC #1  Due Mar 5 11:59pm |
| 4 | Mar 6 | * Lecture 4: Socio-cultural Issues in SLE (See posted ppt and related questions) * Work on PLC’s | Chapters 3 & 4 | PLC #2  Due Mar 12 11:59pm |
| **March Break (No Class on Mar 13)** | | | | |
| 5 | Mar 20 | * In class work on PLC’s/ Synthesis Project and/or Lecture content | Chapter 5 & 6 | PLC #3  Due Mar 26 11:59pm |
| 6 | Mar 27 | * In class work on PLC’s/ Synthesis Project and/or Lecture content | Chapters 7 & 8 | PLC #4  Due Apr 2 11:59pm |
| 7 | Apr 3 | * In class work on PLC’s/ Synthesis Project and/or Lecture content | Chapter 9, 10 & 11 | PLC #5  Due Apr 9 11:59pm |
| **Easter Monday (No class on April 10)** | | | | |
| 8 | Apr 17 | * Synthesis Project Presentations (as scheduled) | Review lecture ppts (incl. additional) | Lecture content reactions  Due Apr 23 11:59pm |
| 9 | Apr 24 | * Synthesis Project Presentations (as scheduled) | n/a | Final Synthesis Project  Due Apr 30 11:59pm |

V Assignments and Evaluation Methods

**1. Critical Reflection [20% of final grade]**

*This assignment is to be completed individually.*

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 L2T orientation or philosophy at this point in time of your teacher training.

**You may prepare this assignment using the format of your choice** (e.g., written narrative; audio/video recording, PPT/Prezi presentation with voiceover and/or a combination of other choices). If you choose a written format, your assignment should be a maximum of 3 pages (1.5 spaced, 12-inch fonts with one-inch margins) in **Microsoft Word format only** (this facilitates the provision of comments through the Brightspace system). Audio/video recordings should be no longer than 3 minutes in length.

Regardless of the format you choose, you must submit your assignment electronically in the designated folder on Brightspace. Your work must also clearly communicate the following information:

* Experience to date: How have your experiences as a (second) language learner and teacher influenced your pedagogy?
* Training to date: What kinds of training and exposure to ideas and theories influenced your pedagogy?
* Challenges: What challenges have you encountered during your teaching or learning experiences related to students who are learning English as an additional language (i.e., ELLs)? If you have never taught ELLs, what could you foresee as being challenging?
* Course of Action: How might you take action to address the challenges you identified?

Concrete examples/vignettes to support your critical reflection based on your own experiences in school and/or during practicum are strongly encouraged. Please ensure that schools or teachers involved cannot be identified and that you make comments that are professional, ethical and not overly personal.

**2. Professional Learning Communities [20% of final grade]**

*This assignment is to be completed in groups. All members receive the same grades*

You will be expected to have thoroughly read the required weekly reading(s) in advance. The formation of small groups of “Professional Learning Communities” (PLCs) will take place during of Class 2. Each group will have 5 members (unless odd numbers dictate otherwise) and will be organized so that each member assumes each of the following roles over the course of the five PLC sessions. These roles will rotate each week. Use Zoom or a platform of your choosing if your need to communicate with one another remotely. Please ensure that the tasks for this assignment (especially that of the reporter) are shared equitably.

1. The **facilitator** must prepare three discussion questions based on the readings and other course material, one that functions as a “comprehension check” of the content and main points of the readings and two that prompt the group to brainstorm possibilities and challenges related to the implementation of strategies suggested in the readings. You can use the suggested discussion questions posted on Brightspace as a starting point.
2. The facilitator is also in charge of managing the PLC for that week (e.g., timing, quality assurance for each role).
3. The **linguist**must extract the key terms and/or concepts from the readings and prepare a clear and detailed explanation of each term, including reference to the page on which the term appears.
4. The **director** must create a visual representation of the key finding(s) and/or relationships between the key concept(s) in the readings, using images or multi-media.
5. The **practitioner** must choose ONE of the strategies outlined in the readings, describe how/why it is used and create a scenario that prompts group members to discuss advantages/challenges related to its use with ELLs in their classes.
6. The **reporter** must draft and present a short summary of the readings to the group and then take notes in order to synthesize the discussion that takes place during the PLC discussion for that week. The summary should be no longer than 2 pages single spaced 12 pt. fonts. The reporter must post their synthesis of the discussion on our Brightspace/Virtual Campus page by the dates above. Since the grade for the PLC is based on this summary, the reporter must circulate the draft of the PLC to the group to seek their approval. I recommend simply emailing the draft to your partners to ask if anyone has any changes they wish to make. Please alert me if you encounter any difficulties in that regard.

Grading for each PLC will be based on the summary produced by the reporter. All members of each group will receive the same grade. Each PLC is worth 4%. 5 PLC’s X 4% = 20% of course grade.

**3. Reactions to lecture content and theory [20% of final grade]**

*This assignment is to be completed individually.*

You should review the theory covered in the course ppts (both core and additional) and other related material. You should then submit a brief essay (due April 9) that summarizes an aspect of this theory and how it is (or is not) usefully related to concrete practice. Submissions should be between 1000-3000 words. All academic references should be in correct APA7 style.

This assignment will be graded on how well you:

* Summarize the lecture content and
* Provide and justify your opinions on the contents found within them.

1. **Synthesis Project/Classroom activity planning [40% of final grade]**

*Both components of this assignment (presentation and written piece) is to preferably be completed individually. Please see me if you wish to do this assignment as group work (preferably of 2-3 people). If submitted in a group, all group members will receive the same grade. Please contact me if your plan alternative formats (video, etc.) for the written portion.*

This assignment consists of an in-person presentation in our last two classes of an adapted activity plan (worth 10%) and formal written assignment (worth 30%).

Attendance by everyone during the last two lessons of the course is expected.

1. First, you will choose an activity from a lesson plan that you created and implemented during your practicum experiences over the last two years.
2. Then, using what you have learned in this class, you will revise the activity for a hypothetical class of students (ELLs and non-ELLs). Provide some detail as to the composition of this hypothetical class. In your presentation, you will need to differentiate between the original activity and the changes you propose based on the hypothetical class. Posting your lesson plan on brightspace for your colleagues is appreciated.

If you wish, you can make use of the learner profiles provided through the links below:

Me Mapping with Language Learners tool at: <https://sites.google.com/view/memapping/me-mapping?authuser=0>

Purdue ELL Language Portraits website: <http://elllps.squarespace.com/work#/middle-school-1/>

1. In addition to revising the activity, you will write a piece (due April 30) that will include (i) the revised lesson plan (one page should be sufficient) from your in-class presentation; ii) a “background” section that describes the context of your lesson (student profiles, level, unit of study, etc.); a (iii) a “critical reflection revisited” section outlining your second language teaching orientation (as it has been informed by the assignments, materials and activities/discussions experienced throughout this course) that contains a “justification” section outlining your thinking about how your revisions meet the linguistic, cultural and identity-related needs of each of the ELLs in this hypothetical class. You must link the justification section to the course readings /materials whenever possible.

VI Attendance

Due to the concentrated nature of the Teacher Education Program and the considerable public responsibility inherent in the profession of teaching, attendance at all classes in the B. Ed. program is compulsory. Many of the objectives for this course are achieved during class time. Most classes include activities or discussions that enable students to contribute to the professional development of everyone in the class. As required by the Ontario College of Teachers and indicated in the Teacher Education Calendar, attendance is mandatory in the Teacher Education Program.

Of course, circumstances may occasionally arise which make attendance impossible.

In the event that you must be absent, you must inform me by e-mail either prior to the class or as soon after the class as possible

Students who exhibit a pattern of irregular attendance will be brought to the attention of the Program Director and will be required to show cause why they should be allowed to undertake the practicum and/or continue in the program.

**VII 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 Teacher Education Program amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. **Failure to submit assignments results in a grade of “EIN” (Failure/Incomplete). Such a symbol is equivalent to a grade of “F”**

**VIII Academic Fraud**

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 of “F” for the work in question, to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded.For more information about university regulations related to plagiarism and other types of academic fraud, please see the section entitled “Academic Fraud” in the *Teacher Education Calendar*, the *Professional Development Programs Calendar*, or the *Faculty of Graduate and Postdoctoral Studies Calendar*."

For useful guidelines to help you avoid plagiarism, please consult the following web page: <http://web5.uottawa.ca/mcs-smc/academicintegrity/regulation.php>

**IX 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 right away:

• in person at the Desmarais Building, Room 3172, Laurier Avenue East;

• online at https://web3.uottawa.ca/sass/apps/ventus/student/

• by phone at 613-562-5976 - TTY: 613-562-5214.

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/.

**X Resources in Cases 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>.

XI Interim Measures to Combat Racial/Ethnic 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>

XII Mental and Physical Health

To do well, you need to be well. The University of Ottawa wants to support your overall wellness, from mental health to physical health and everything in-between. Please consult the resources accessible at: <https://www2.uottawa.ca/campus-life/health-wellness>

XIII Grading Framework

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| --- | --- |
| **A+**  **Exceptional**  **90-100%** | An exceptional grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in content and presented in a clear, coherent and effective manner. In addition, an exceptional response adds something novel and original which distinguishes an A+ from an A. Exceptional responses are rarely encountered as they are, by definition, outstanding among other responses. |
| **A**  **Exemplary**  **85-89%** | An exemplary grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of all relevant concepts and techniques. The response is complete in its content, with a clear and coherent presentation designed to communicate effectively. |
| **A-**  **Excellent**  **80-84%** | An excellent grade in a course or on an assignment is given for a response that demonstrates a thorough knowledge of relevant concepts and techniques. The response is 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+**  **Very Good**  **75-79%** | A very good grade in a course or on an assignment is given for a response that demonstrates adequate knowledge of relevant concepts and techniques. The response is both informative and clearly presented. However, the response is incomplete as some substantive aspect of the assignment has been overlooked. |
| **B**  **Good**  **70-74%** | A good grade in a course or on an assignment is given for a response that 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+**  **Satisfactory**  **65-69%** | A satisfactory grade in a course or on an assignment is given for a response that 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**  **Pass**  **60-64%** | A pass grade in a course or on an assignment is given for a response that demonstrates incomplete 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. |
| **Redeemable Failure E1**  **40 – 59%** | The category of redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. Student teachers receiving a redeemable failure have the right to one supplemental examination in which they must obtain 60% standing to be successful. Supplemental examinations consist of a written examination or additional assignments. |
| **Non-redeemable Failure**  **0-39% (F)** | A non-redeemable failure demonstrates an unacceptable level of knowledge of concepts and/or techniques to satisfy the requirements of an assignment or course. No supplemental examination and/or assignments are offered. |
| **ABS** | Absent |
| **EIN** | Failure/Incomplete |

**Note: All grades below “C” are failing grades for undergraduate students in the Faculty of Education.**

**A grade of “E” (failure with the right to a make-up) means that the student must pass the make-up assignment(s) or examination as determined by the professor in consultation with the Director of Teacher Education. If the student passes the make-up assignment(s) or examination, the new mark will be entered on the transcript. If the student fails, an “F” (failure with no makeup) will be entered on the transcript.**

**A grade of “F” (failure with no make-up) for a course results in the compulsory withdrawal of the student from the program and the Faculty.**

XIV Additional Resources

Coehlo, E. (2007). *Adding English: A Guide to Teaching in Multilingual Classrooms.* Pippin Publishing.

Cole, D. & Pullen, D. (2009). *Multiliteracies in Motion: Current Theory and Practice*. Routledge.

Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal, 4*, 164-195.

Cummins, J. (2014). To what extent are Canadian second language policies evidence-based?

Reflections on the intersections of research and policy. *Frontiers in Psychology, 5,* 1-10.

Cummins, J. Brown, K., & Sayers, D. (2006). *Literacy, Technology, and Diversity: Teaching for*

*Success in Changing Times.* Pearson Education.

Cushner, K. (2012). Planting seeds for peace: Are they growing in the right direction?

*International Journal of Intercultural Relations*, *36(2),* 161-168.

De Costa, P. (2010). Let’s collaborate: Using developments in global English research to advance

socioculturally-oriented SLA identity work. *Issues in Applied Linguistics,* *18(1),* 99-124.

French, L., & Collins, L. (2014). *FSL and ESL teachers’ perspectives on their professions: A*

*comparative overview of two national survey projects.* Canadian Association of Second Language Teachers (CASLT): Ottawa, ON.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY:

Teachers College Press.

Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet*

*the Challenges.* Alexandria, Virginia USA: ASCD.

Hornberger, N. (Ed.) (2008). *Encyclopedia of language and education* (electronic resource).

New York: Springer.

Hutchinson, N. (2003). *Teaching Exceptional Children and Adolescents: A Canadian Casebook,*

*Second Canadian Edition (2nd Edition).* Canada: Pearson Education.

Kanno, Y. & Norton, B. (2003). Imagined communities and educational possibilities. *Journal of*

*Language, Identity, and Education*, *2(4)* (special issue).

Law, B. & Ecks, M. (2010). *The more than just surviving handbook: ESL for every classroom*

*teacher* (3rd ed.) Winnipeg: Portage and Main Press.

Norton, B. (2013). *Identity and Language Learning: Extending the Conversation.* UK*:*

Multilingual Matters.

O’Malley, M., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*.

Cambridge University Press.

Oxford, Rebecca (2013). *Teaching & Researching: Language Learning Strategies.* Pearson

Education: ESL.

Oxford, Rebecca (1990). *Language Learning Strategies: What Every Teacher Should Know*.

Alabama: Heinle: CENGAGE Learning.

Rojas, V. (2007). *Strategies for Success with English Language Learners: an ASCD Action Tool.*

Alexandria, Virginia USA: ASCD.

Spada, N. and Lightbown, P. (2014). *How languages are learned* (4th ed.). Oxford: Oxford

University Press.

Vaughn, S. & Linan-Thompson, S. (2007). *Research-Based Methods of Reading Instruction for*

*English Language Learners, Grades K-4.* Alexandria, Virginia USA: ASCD

**XVFaculty of Education Regulation on Professional Ethics**

As future teachers, graduates of the Faculty of Education’s Bachelor of Education and Certificate of Education programs will be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) in schools. While the Faculty of Education recognizes that its teacher candidates are learning their professional responsibilities as teachers, it expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and educational well being of students (children, adolescent or adult) before they are placed in a school or other practice teaching situation. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other in their university classes, with the representatives of the Faculty of Education and during their practicum with students (children, adolescent or adult), parents, other teachers, principals, other school personnel and with members of the public. Professional behaviour in university classes includes full participation in class, attentive listening to colleagues, respectful interactions, and creating a caring, trusting environment for learning.

Please consult the Student Handbook (<http://www.education.uottawa.ca/assets/te-guide.pdf>) on pages 11 and 12 or the Practicum Handbook for the complete Faculty of Education Regulation on Professional Ethics. All students should familiarize themselves with this policy and its implications.