THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE & LITERACY EDUCATION

LLED 315A Curriculum and Instruction in English as a Second Language: Secondary
(3 credits)

This course outline subject to revision, September, 2012

Course 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.

Course objectives
By the end of the course, teacher candidates should be able to:

- Demonstrate a basic familiarity with a functional approach to language
- Describe the significance of integrating language and content in teaching English language learners
- Identify six of the most common educational genres and some key language features related to them
- Identify the main knowledge structures that comprise the Knowledge Framework and the “Key Visuals” related to them
- Apply the understandings of a functional approach to language to a particular text or texts as a means of planning for the integration of language and content
- Use a multiliteracies pedagogy to outline or create collaborative activities (i.e. rich tasks) that can mediate English language learners’ understanding of the language and content of educational texts. In other words, apply scaffolding for high challenge-high support.
- Demonstrate a basic familiarity with issues in and tools for second language and literacy assessment
- Prepare tasks/mini lessons and unit plans for a particular class that will show focus, variety, integration, expansion and balance.

Required textbooks
The following texts are required and are available for purchase at the UBC Bookstore.


Other required texts
Various other articles are required in addition to our textbook. In an effort to create a more sustainable (and cheaper) course, these articles will only be available in .pdf format on our WebCT Vista site. If you don’t have the free Adobe Reader needed to read .pdf files, it is available at: <www.adobe.com/products/reader/>. Please feel free to bring your laptop to class if you have one. I only ask that you not check email or surf the web during class time.
Other resources

A lot of useful resources for teaching ESL are available in print form and/or online. A preliminary list is available under “ESL Resources” in the Miscellaneous section of WebCT Vista. See also www.multiliteracies.ca

Requirements and evaluation

- **Attendance and participation**: Students are required to attend class regularly and on time, to complete all readings for the days they’ve been assigned, to participate actively in class and undertake small tasks as assigned, in addition to completing specific course assignments as indicated below. The readings have been kept to a minimum so the expectation *that you will read them* is high. (15% of your course mark.)

- **Timely submission of assignments**: All assignments are due at the start of class on the dates specified. Late submissions will be marked down 10% per day (and written feedback will likely not be given) unless exceptional circumstances are explained to the instructor beforehand.

- **Hardcopy submission of assignments**: All assignments are to be submitted in hardcopy, unless alternative arrangements have been specified. Please do not submit work by email without speaking to me first.

- **Avoiding plagiarism**: UBC has strict guidelines concerning plagiarism. UBC defines this as when “an individual submits or presents the oral or written work of another person as his or her own.” This includes submitting an assignment produced in one course for another. See <www.library.ubc.ca/home/plagiarism>. *I expect everyone to be familiar with and to comply with this policy.*

- **Citing sources**: Please acknowledge all sources in your written work including those obtained from the internet. Use APA format (5th edition). Information on APA is available from the Purdue University Online Writing Lab <owl.english.purdue.edu/owl/resource/560/01/> and the UBC Library <www.library.ubc.ca/pubs/apastyle.html>. Although I won’t be marking for use of APA style, it is good for you to become accustomed to it.

Required assignments

Below are listed the primary assignments for the course and their grade weights. More detailed instructions for each assignment will be forthcoming.

A. Attendance/ to participate actively in class discussions and in on-going class tasks (P/F): 
B. Knowledge Framework and Graphic Overview Chart. (P/F) **Due: Oct., 4, 2010.**
C. Group presentation of Task (P/F) (See sign up sheet-dates: Oct, 8, 13, 15, Nov.8, 10,12)
D. Paper submission of Task Demonstration (P/F) (**Due next class after presentation date**) 
E. Discourse Analysis (P/F) **Due: Friday, Nov., 26, 2010**
F. Unit Plan and Task Mediation (P/F) **Due, Friday, Dec. 3rd, 2010.**

Cell phones, pagers, Blackberries, and other things that beep, ring, chirp, or chime

Please turn them off during class. Thanks.
## LLED 315A: Curriculum and Instruction in English as a Second Language: Secondary

Schedule of course topics, readings, and assignments  
*(Subject to change!!)*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday 9/6</th>
<th>Wednesday 9/8</th>
<th>Friday 9/10</th>
</tr>
</thead>
</table>
| No Class | Intro: ~Course intros  
~Overview: ~The English Additional Language (EAL) Learner, the challenges facing EALs | The nature of programs for ELLs: ~Factors that influence academic trajectories for EAL learners  
~Initial identification and assessment  
~Issues in classroom planning for diversity  
Recommended:  
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Meeting the Learners Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 9/13</td>
<td>Language Teaching Approaches: A historical overview of methods, including communicative language teaching</td>
</tr>
<tr>
<td></td>
<td>Content-based, task based and participatory approaches</td>
</tr>
<tr>
<td>Wednesday 9/15</td>
<td>~Academic Literacy and the barriers that it creates</td>
</tr>
<tr>
<td></td>
<td>~Significance of language and literacy development 8-12</td>
</tr>
<tr>
<td></td>
<td>~A pedagogical approach to high challenge-high support</td>
</tr>
<tr>
<td>Friday 9/17</td>
<td>~Intellectual Work in Practice</td>
</tr>
<tr>
<td></td>
<td>~Seven Intellectual Practices</td>
</tr>
</tbody>
</table>

- Gibbons Ch. 1

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Introduction to Integrating Language and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 9/20</td>
<td>~Developing Intellectual Practices in the Classroom</td>
</tr>
<tr>
<td>Wednesday 9/22</td>
<td>Literacy in the Curriculum: Challenges for EL Learners</td>
</tr>
<tr>
<td>Friday 9/24</td>
<td>Integrating Language and Content</td>
</tr>
<tr>
<td></td>
<td>Intro to Knowledge Framework: Overview &amp; Focus on Graphics</td>
</tr>
<tr>
<td>Week 4</td>
<td>Monday 9/27</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Overview and Focus on Language Features The Arrival Shaun Tan</td>
<td>In Class Work-Session</td>
</tr>
<tr>
<td>Bring topic and text (e.g. chapter from textbook, newspaper article, story, website) for group practice session of KF/Graphic Organizer Chart.</td>
<td>Bring topic and text (e.g. chapter from textbook, newspaper article, story, website) for group practice session of KF/Graphic Organizer Chart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Monday 10/4</th>
<th>Wednesday 10/6</th>
<th>Friday 10/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging with Academic Literacy</td>
<td>Scaffolding Ell’s to Be Successful Writers Typical Features of Written School Related Genres.</td>
<td>Scaffolding Ell’s to Be Successful Writers (Cont.)</td>
<td></td>
</tr>
<tr>
<td>Gibbons Ch. 4 Assignment #1 Due</td>
<td>Gibbons Ch. 6 Writing p. 106-121 + Appendix 3 p.173-178.</td>
<td>Gibbons Ch. 6 Writing 116-121 Assignment #2 • Pairs: A/B (Content Area: TBA) • Writing: A) Narrative and B)Argument</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Monday 10/11</th>
<th>Wednesday 10/13</th>
<th>Friday 10/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Class: Thanksgiving Holiday</td>
<td>Academic Reading: Building Bridges to Texts.</td>
<td>Planning Talk for Learning and literacy</td>
<td></td>
</tr>
<tr>
<td>Gibbons Ch. 5-Academic Reading: Building Bridges to Texts. Assignment #2 • Pairs: C/D (Content Area: TBA) • Reading: C) Information Reports and D) Causal Explanation</td>
<td>Gibbons Ch. 7-Assignment #2 • Pairs: E/F (Content Area: TBA) • Talking: E) Procedure and F) Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**No Classes - Weeks 7 and 8: October 18–29, 2010 Pre-Practicum Experience and School Orientation**

<table>
<thead>
<tr>
<th>Week 9 Review and Overview (Texts)</th>
<th>Monday 11/1</th>
<th>Wednesday 11/3</th>
<th>Friday 11/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections on Pre-Practicum Experience Review of Course to Date Overview of Remainder of the Course</td>
<td>Planning for a high-challenge, high-support classroom: Setting up EL learners for success</td>
<td>Language and Reading in the Secondary Content Areas</td>
<td></td>
</tr>
<tr>
<td>Gibbons Ch. 8</td>
<td>Fang &amp; Schleppegrell Ch. 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10 Focus on Specific Subject Areas</th>
<th>Monday 11/8</th>
<th>Wednesday 11/10</th>
<th>Friday 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language of Science: Focus on reading</td>
<td>The Language of Science</td>
<td>The Language of History</td>
<td></td>
</tr>
<tr>
<td>Fang &amp; Schleppegrell Ch. 2</td>
<td>Fang &amp; Schleppegrell Ch. 2</td>
<td>Fang &amp; Schleppegrell Ch. 3</td>
<td></td>
</tr>
<tr>
<td>• Pair: G Content Area: Science noun groups/Theme/Rheme</td>
<td>• Pair: H Content Area: Science-noun groups/nominalizations. Theme/Rheme)</td>
<td>• Pair: I Content Area: History Four Processes</td>
<td></td>
</tr>
<tr>
<td>• Reading: G) Information Reports</td>
<td>• Reading: H) Causal Explanation</td>
<td>• Reading: I) Historical Recount</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11 Focus on Specific Subject Areas</th>
<th>Monday 11/15</th>
<th>Wednesday 11/17</th>
<th>Friday 11/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language of History</td>
<td>Comprehending and solving word problems in Mathematics</td>
<td>The Language of English Literature: Reading Literary Texts</td>
<td></td>
</tr>
<tr>
<td>Fang &amp; Schleppegrell Ch. 3</td>
<td>Fang &amp; Schleppegrell Ch. 4</td>
<td>Fang &amp; Schleppegrell Ch. 5</td>
<td></td>
</tr>
<tr>
<td>• Content Area: History Four Processes</td>
<td>• Content Area: Mathematics Mood: Process, Participants, Circumstances</td>
<td>• Content Area: Literature: Process, Participants, Circumstances lexical and referential chains</td>
<td></td>
</tr>
<tr>
<td>• Historical Explanation</td>
<td>• Reading: I) Problem-Solution (Eval/Choice)</td>
<td>• Reading:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Narrative</td>
<td></td>
</tr>
</tbody>
</table>
## Week 12

### Focus on Specific Subject Areas

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday 11/22</th>
<th>Wednesday 11/24</th>
<th>Friday 11/26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Language of English Literature: Reading Literary Texts</strong></td>
<td>Functional Language Analysis in the Classroom</td>
<td>Presentations of Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td><em>Fang &amp; Schleppegrell Ch. 5</em>&lt;br&gt;• Content Area: Literature: Process, Participants, Circumstances lexical and referential chains&lt;br&gt;• Literary response*</td>
<td><em>Fang &amp; Schleppegrell Ch. 6</em>&lt;br&gt;<em>Bring textbook (or photocopy of chapter) to class to practice/continue discourse analysis</em></td>
<td><em>Assignment #3 (part 1) Due</em></td>
<td></td>
</tr>
</tbody>
</table>

### Assignment #3 (part 1) Due

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday 11/29</th>
<th>Wednesday 12/1</th>
<th>Friday 12/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review, including assessment</strong></td>
<td><strong>Review, including assessment</strong></td>
<td><strong>Completion of Assignment #3 (part 2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Practice activities for Assignment #3 (part 2)</strong></td>
<td><strong>Practice activities for Assignment #3 (part 2)</strong></td>
<td><strong>Assignment #3 (part 2) Due in Class</strong></td>
<td></td>
</tr>
</tbody>
</table>
Assignments

Assignment 1: KF Unit Plan and Graphic Organizers.

Purpose: To give you practice in (1) developing a unit of work based on Mohan’s Knowledge Framework that will address the language and content learning needs of EAL secondary students in the context of school; and (ii) designing graphic organizers that will support students’ learning.

Bearing in mind the background of your students and class, choose a topic that would be interesting and relevant for this class. Generally, consider worthwhile coherent tasks fostering both language and content learning related to the knowledge structures (Description, Sequence, Choice, Classification, Principles and Evaluation) of the topic. Put the activities or tasks in the chart provided and design a graphic organizer which supports students’ conceptual understanding of the knowledge structures chosen. (Models will be provided in class.) Please append a short description of the grade and proficiency level of the ESL students you have in mind.

The evaluation criteria of Assignment #1 are:

- Clear demonstration of the ability to identify the knowledge structures (and genres) in a planned unit of content work
- Clear demonstration of the ability to articulate rich tasks appropriate to the age/proficiency of the ESL learners you have in mind
- Clear demonstration of the ability to design effective and worthwhile graphic organizers

Standard 6: Educators have a broad knowledge base and understand the subject areas they teach.

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

Assignment 2: Demonstration Teaching Task (Groups of 3: See Sign up Sheet for dates from Sept.)

Purpose: To assess students’ abilities to develop practical “rich tasks” that address the language learning needs of elementary students across the curriculum.

Task Objectives:

- To determine the language demands facing elementary students in their immediate context.
- To develop integrated language and content tasks appropriate to students’ current level of language development.
- To construct rich tasks which address multiple language(s)/literacies objectives.

Description:

Units and lessons organize teachers’ work but ‘rich tasks’ or ‘pedagogical activities’ are the design units where the learning is thoughtfully scaffolded. They are characterized by a number of factors that we will discuss. You will design and teach a short lesson segment (i.e. a task/activity) addressing one skill (speaking, writing, reading, listening), one genre (description, recount, narrative, argument and so on), and related language features that have been covered along with the content knowledge of the subject area that you have chosen. Sign up in pairs as soon as possible, to select the skill and genre that you have chosen to demonstrate.
The task design and enactment should clearly demonstrate some specified aspect of language (and content) development. Your demonstration will be 10-15 mins. long, so you will not have time to go beyond the core activity and you will be held strictly to the time constraints.

Conduct the lesson segment as if the class members are the target student group, for example, a mixed Grade 8, 9, 10 Beginners or Transitional Social Studies Class. Produce a written description (one per pair) of the task designed, comprising language and content task objectives, target group info, resources needed, detailed procedures for the activity and adaptation and extension ideas, where applicable. It should be submitted to the class following the demonstration. It should be e-mailed to class members after it has been submitted and reviewed.

The evaluation criteria of Assignment #2 are:

Class Presentation:
- Peer and Instructor Oral Evaluation Rubric will be distributed

Paper Submission (1 per Pair)
- Clear demonstration of the ability to design an effective task that focuses (although not exclusively) on the objective (chosen) skill
- Clear demonstration of the ability to design a set of mediating procedures that scaffold the students’ development of identified language features/form
- Clear demonstration of the ability to write the instructions for the task designed in a way that could be clearly followed by peers

Standard 5: Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.

Evidence of competence
- The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making
- The following competencies within their practicum and other placements (or on-campus contexts):
  .....selecting appropriate goals/objectives in accordance with I.R.P.s
  .....designing units/lessons that support identified goals and objectives
  .....demonstrating an understanding of current pedagogy
  .....modeling correct written and oral language

Assignment 3 (Part 1): Discourse Analysis

Purpose: To assess students’ abilities: a) to identify the challenges that academic texts present EAL learners, and

   b) to conceptually organize how such materials might be presented to EAL learners.

Working in pairs, you will analyze a selection taken from a secondary school textbook: to identify the knowledge structures, genre (s) and language features realized in the text; to identify the
conceptual/linguistic and cultural dimensions of the text that may present particular challenges for EAL students; and to develop a graphic organizer(s) which supports students’ comprehension of the knowledge structures. Please append a copy of the texts that you have selected, together with a short description of:

1. **The Students**: age range; grade; country of origin; rural or urban background; linguistic/ethnic background; educational/language learning background, particularly academic L1 reading and writing skills; general levels of English proficiency in the four skills

2. **The Class (setting)**: e.g., level, purposes of the class or program, the number of students, time, frequency of meetings, length of term, facilities, texts and materials, physical characteristics of the classroom, etc.

The evaluation criteria of Assignment #3 (part 1) are:

- Clear demonstration of the ability to identify the knowledge structures, genres, and language features in the selection of discourse taken from a secondary textbook
- Clear demonstration of the ability to identify the most difficult conceptual and cultural challenges that the selected text presents ESL learners
- Evident consideration of the language challenges of the text
- Effective and worthwhile graphic organizers

---

**Standard 6**: Educators have a broad knowledge base and understand the subject areas they teach.

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue.
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.

---

**Assignment 3 (Part 2): Unit Plan and Task Mediation**

Purpose: To assess students’ abilities:

- a) to plan a unit of work to integrate language and content teaching
- b) to conceptually organize how such materials might be presented to EAL learners and
- c) to clearly demonstration of the ability to design mediating activities appropriate to the age/proficiency of the ESL learners you have in mind

**Working in Pairs you will complete these assignment components:**

**A. Chart of the Main Student Tasks According to the Knowledge Framework**

Bearing in mind the background of your students and class, develop the topic you selected in Assignment #3 (Part 1) in a way that would be interesting and relevant for this class. Consider worthwhile coherent tasks/activities fostering both language and content learning related to the knowledge structures and genres of the topic. Put the activities or tasks in the chart provided and write “lesson” numbers next to the tasks.

**B. Tasks**

Then, focusing on the activities of Knowledge Structures and genres, as presented in the Chart of Student Tasks (see above), thoughtfully design collaborative activities (revisit Gibbons and Fang & Schleppegrell for suggestions) which will support students’ development of the intended language and content learning outcomes. Use Graphic Organizers and/or other modes, L1’s as
appropriate scaffolds in the task design.

The evaluation criteria of Assignment #3 (part 2) are:

- Clear demonstration of the ability to identify the knowledge structures (and genres) in a planned unit of content work
- Clear demonstration of the ability to articulate rich tasks appropriate to the age/proficiency of the ESL learners you have in mind
- Clear demonstration of the ability to design and detail mediating activities, to support students’ development of language and content ILO’s appropriate to the age/proficiency of the ESL learners you have in mind

**Standard 6**: Educators have a broad knowledge base and understand the subject areas they teach.

Evidence of competence

- A substantial engagement in the subject areas relevant to the positions they intend to pursue.
- An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.