THE UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION

LLED 360: CLASSROOM DISCOURSES AND TEACHING ENGLISH LANGUAGE LEARNERS – SECONDARY
3 credits

COURSE DESCRIPTION

This course introduces teacher candidates to perspectives relating to how secondary school students develop as first and second language learners in formal school environments. It provides teacher candidates with an introductory overview of the knowledge, skills and attitudes needed to implement an academic language and literacy program appropriate to the needs of diverse learners (including, beyond first and second language learners: indigenous learners; students from marginalized communities; speakers of non-standardized varieties) in secondary content area classrooms. Specifically, it introduces teacher candidates to a theoretical overview of and some practical experience in teaching English academic literacy from a functional perspective, and it provides a general theoretical overview of and some practical experience in teaching English language learners (ELL whether EFL (English as a First Language) or ESL/EAL (English as a Second/Additional Language). The course is required for all B.Ed. Secondary Teacher Education students.

COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Demonstrate familiarity with a range of academic discourses, by identifying common educational genres and key language features featured in particular subject areas.
2. Plan lessons with a focus on the discourse of their subject specialization and develop language objectives as a necessary complement to content objectives for a language/content-integrated pedagogy.
3. Develop an awareness of multimodal/multilingual-based classroom pedagogies wherein diversity is utilized as a resource.
4. Demonstrate familiarity with the challenges facing ELLs.
5. Identify resources to support ELLs in diverse school contexts.
6. Describe the significance of integrating language and content in teaching ELLs.
7. Outline or create collaborative activities that can mediate ELLs' understanding of the language and content of educational texts.
8. Design multilingual and multimodal activities that support ELLs' cognitive and academic development while they are in the process of learning English.

COURSE READINGS

Required Textbooks:

Coelho, E. (2012). *Language and Learning in Multilingual Classrooms. A Practical Approach.* Toronto: Multilingual Matters.

Note: This textbook can be accessed online as a free e-book, through the UBC ebrary. To access it:

- Go to: https://login.ezproxy.library.ubc.ca/login.
- Log into the Library Catalogue using the UBC Campus-Wide Login (CWL)
- Search for *Language and Learning in Multilingual Classrooms. A Practical Approach.*

The textbook can also be purchased as a hard copy from the UBC bookstore.

Reiss, J. (2010). *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education.

Note: This textbook can be bought or rented as an e-textbook from www.amazon.com or downloaded as a Kindle book from www.amazon.ca. It can also be purchased as a hard copy from the UBC bookstore.

TENTATIVE WEEKLY SCHEDULE

Week 1	
Topics	• **Course Overview** • **Language and Literacy as Every Teacher's Job**
Key Notions	- Introductions - Course expectations - What does it mean to be literate in the 21st century? - Every teacher is a language teacher.
Readings	Zwiers, J. (2015). *Every Teacher is a Language Teacher.* *http://josseybasseducation.com/category/literacy-2/* Coelho, E. (2012). Chapter 1: The new arrival. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 3-18.
Week 2	
Topics	• **Understanding English Language Learners** • **Introduction to Lesson Planning**

Key Notions	• Who are English language learners? • Learning a new language at and for school • Initial assessment of ELLs • Orientation to the school • Developing good relationships with parents and community • What is a lesson plan?
Readings	Reiss, J. (2010). Chapter 1: Theoretical considerations. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 3-16. Coelho, E. (2012). Chapter 2: First days and beyond. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 19-54.

Week 3

Topic	• **Linguistic and Academic Support for Newcomers and Language Learners** • **Lesson Planning with ELLs' Learning Needs in Mind**
Key Notions	• The challenge of learning a new language for school • Teaching the language of instruction • Literacy development and academic support for under-schooled newcomers • Principles of lesson planning.
Readings	Coelho, E. (2012). Chapter 3: Linguistic and academic support for newcomers and language learners. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 57-82. Reiss, J. (2010). Chapter 4: Learning strategies for English language learners. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 41-53.

Week 4

Topic	• **Differentiated Instruction and Assessment for Newcomers and Language Learners**
Key Notions	• A continuum of language learning • Scaffolding in the quadrants: A framework for instruction and assessment.

Readings	Coelho, E. (2012). Chapter 4: Differentiated instruction and assessment for newcomers and language learners. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 83-122. Reiss, J. (2010). Chapter 5: Building and activating background knowledge. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 55-67.

Week 5

Topic	• **Curriculum Development with ELLs' Learning Needs in Mind**
Key Notions	• Academic performance of immigrant children • Key policy implications • An action plan for schools and school districts
Readings	Coelho, E. (2012). Chapter 5: Planning ahead. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 123-152. Reiss, J. (2010). Chapter 6: Presenting new material: Teaching the lesson. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 69-85.

Week 6

Topics	• **Creating an Inclusive Learning Environment**
Key notions	• Intercultural projects • Diversity in the curriculum • Teaching to reach every student
Readings	Coelho, E. (2012). Chapter 6: An inclusive learning environment. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 155-193. Reiss, J. (2010). Chapter 7: Did they get what I taught: Checking comprehension. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 87-99.

Week 7

Topics	**Creating a Multilingual Classroom and School Environment**
Key Notions	• Linguistic diversity as an asset • A multilingual school environment • A multilingual classroom environment
Readings	Coelho, E. (2012). Chapter 7: Making space for community languages. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 194-227. Reiss, J. (2010). Chapter 8: Extending comprehension: Textbook vocabulary strategies. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 101-118.

Week 8

Topic	**Supporting ELLs to Develop Their Oral English Language**
Key Notions	• The importance of oral interaction in every classroom • Scaffolding for comprehension • Scaffolding for production • Scaffolding for interaction
Readings	Coelho, E. (2012). Chapter 8: Oral language on every classroom. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 228-260. Reiss, J. (2010). Chapter 9: Extending comprehension: Textbook reading strategies. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 119-134.

School-Based Practicum

October 31, 2016 – November 10, 2016

Week 9

Topic	**Supporting ELLs to Develop their English Reading and Writing Skills**
Key Notions	• A scaffolding approach to literacy instruction • Intensive reading: Helping students with challenging text • Writing scaffolds: Helping students to produce written text
Reading	Coelho, E. (2012). Chapter 9: Reading and writing in every classroom.

	Language and learning in multilingual classrooms. A practical approach. Toronto: Multilingual Matters, p. 261-306.
	Reiss, J. (2010). Chapter 10: Reinforcing learning: Activities and Assignments. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 135-155.

Week 10

Topic	**Supporting ELLs to Develop their English Vocabulary**
Key Notions	• Practical approaches to vocabulary development • Assessment of vocabulary development
Readings	Coelho, E. (2012). Chapter 10: Vocabulary instruction in every classroom. *Language and learning in multilingual classrooms. A practical approach.* Toronto: Multilingual Matters, p. 307-345. Reiss, J. (2010). Chapter 11: Classroom assessment: Did they learn what you taught? *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, 1. 159-176

Week 11

Topic	• **Understanding by Design (UbD)** • **Effective unit planning**
Key Notions	• Teaching for understanding • Key principles of Understanding by Design (UbD)
Readings	Wiggins, G. (2010). *Teaching for Understanding*: http://www.authenticeducation.org/ae_bigideas/index.lasso

Week 12

Topic	**Resources for Mainstream Teachers of ELLs**
Key Notions	• Policies and planning for ELLs in BC • Assessing, evaluating, and reporting on ELLs' progress.
Readings	BC Ministry of Education (2013). English language learning: Policy and Guidelines. http://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/english-

	[language-learning](#)

<table>
<tr><td colspan="2" style="background-color:orange">Week 13</td></tr>
<tr><td>Topic</td><td>Sharing of Unit Plans</td></tr>
<tr><td>Key Notions</td><td>-   Sharing of final assignments
-    Course wrap up: Review activities</td></tr>
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ATTENDANCE

Students are expected to attend all classes and arrive on time. Students must have permission of the TEO to miss a class and should notify the instructor immediately. Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed.

ACADEMIC INTEGRITY

Students are expected to follow the academic integrity guidelines as outlined in the following document:
http://teach.educ.ubc.ca/students/policies-and-guides/plagiarism-guidelines/

GRADING SYSTEM

Pass/Fail. "Pass" is equivalent to at least B+ (76% in UBC's standard marking system).

COURSE ASSIGNMENTS

Assignment 1: Group Presentation – 25%

DESCRIPTION OF ASSIGNMENT 1

Working with three or four other students, you are expected to give a presentation on content strategies for teaching English language learners.

Your presentation should include:

- **Part 1: A Description of Each Strategy**

An effective description of a strategy would give a teacher a clear idea of how to implement it in class. Summarize the information provided in the textbook.

- **Part 2: A Critique of Each Strategy**

In the critique, you should focus on the effectiveness of the strategy, highlight its pedagogical implications, and address the following questions:

- ✓ *For what kind of learners and teaching contexts would this strategy work best?*
- ✓ *What are the main benefits or strengths of this strategy?*
- ✓ *What are the limitations or caveats of this strategy?*

In the critique, you are encouraged to make connections between the key concepts in the required reading and your own ideas. You are also encouraged to make connections with ideas from other resources (e.g. articles, websites, videos, teaching materials, etc.) that you may find related to the strategy that you are critiquing.

- **Part 3: An Interactive Class Activity**

The activity should engage your classmates in meaningful communication on one or more of the strategies presented. It can consist of group work, pair work, class discussion, panel discussions, creation of artifacts, etc. An effective interactive class activity addresses, exemplifies, and/or builds on the key ideas from the required reading.

CRITERIA FOR ASSESSING ASSIGNMENT 1

Assignment 1 will be assessed based on the following criteria:

- Clarity and completeness of the description.
- Sophistication of the critique, which should go beyond simple description.
- Insightfulness of the connections between the key concepts in the required reading, your own ideas, and other resources related to the topic.
- Level of engagement and meaningfulness of the interactive class activity.

Each presentation should take 40 to 50 minutes.

TOPICS FOR ASSIGNMENT 1

- Group 1:

    Reiss, J. (2012). Chapter 4: Learning strategies for English language learners. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 41-53.

- Group 2:

Reiss, J. (2012). Chapter 5: Building and activating background knowledge. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 55-67.

- Group 3:

Reiss, J. (2012). Chapter 6: Presenting new material: Teaching the lesson. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 69-85.

- Group 4:

Reiss, J. (2012). Chapter 7: Did they get what I taught: Checking comprehension. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 87-99.

- Group 5:

Reiss, J. (2012). Chapter 8: Extending comprehension: Textbook vocabulary strategies. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 101-118.

- Group 6:

Reiss, J. (2012). Chapter 9: Extending comprehension: Textbook reading strategies. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 119-134.

- Group 7:

Reiss, J. (2012). Chapter 10: Reinforcing learning: Activities and Assignments. *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, p. 135-155.

- Group 8:

Reiss, J. (2012). Chapter 11: Classroom assessment: Did they learn what you taught? *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*, 2nd edition. Boston, MA: Pearson Education, 1. 159-176

Assignment 2: Individual Lesson Plan- 25%

DESCRIPTION OF ASSIGNMENT 2

For this assignment, you are expected to design a lesson plan that integrates the teaching of

language and content, with a focus on the academic discourse of your subject specialization. Your instructor will provide you with a lesson plan template.

Take a look at the new BC curriculum for your subject area and the following websites for classroom activities ideas:
https://curriculum.gov.bc.ca/curriculum

http://www.jeffzwiers.org/tools--resources.html
http://www.readwritethink.org/
http://www.cal.org/siop/lesson-plans/

CRITERIA FOR ASSESSING ASSIGNMENT 2

Assignment 2 will be assessed based on the following criteria:

1. Clarity, completeness, and appropriateness of the lesson overview and hypothetical class profile.
2. Clarity, accuracy, and appropriateness of the big idea(s), curriculum competencies, content and language objectives.
3. Appropriateness and creativity of the teaching materials.
4. Meaningfulness, level of engagement, creativity, effectiveness, and timing of the learning activities during all the stages of the lesson.
5. Appropriateness and effectiveness of the adaptations for English language learners.
6. Appropriateness and effectiveness of the assessment.
7. Insightfulness and level of sophistication of the reflection.

Assignment 3: A Group Unit Plan – 40%

DESCRIPTION OF ASSIGNMENT 3

In groups, design a short-term thematic unit plan, consisting of several lessons in a sequence, which integrates the teaching of content in your specialization area with the teaching of English as an additional language. The number of lesson plans in the unit should be equal to the number of students in the group. Your unit should contain:

A Summary Chart:
- Describe the scope, importance of the theme, and the hypothetical teaching context for your unit plan.
- Highlight the key big ideas, curriculum competencies, content, and language objectives.
- Briefly summarize each lesson (in 4-5 sentences).

Lesson Plans:
- Design several lesson plans on that theme.
- Make sure that the lesson plans are logically sequenced.

A Unit Reflection:
- Reflect on your process of developing this unit plan.
- Explain how your unit plan relates to some of the theoretical concepts/notions acquired in this course and to your practicum experiences.

CRITERIA FOR ASSESSING ASSIGNMENT 3

Assignment 3 will be assessed based on the following criteria:

1. Clarity, appropriateness, and organization of the summary chart.
2. Clarity, accuracy, and appropriateness of the big ideas, curriculum competencies, content, and language objectives in each lesson plan.
3. Appropriateness and creativity of the teaching materials.
4. Meaningfulness, level of engagement, creativity, effectiveness, and timing of the learning activities in each lesson plan.
5. Appropriateness and effectiveness of the adaptations for English language learners in each lesson plan.
6. Appropriateness and effectiveness of the assessment.
7. Insightfulness and level of sophistication of the unit reflection.

Assignment 4: Class Participation – 10%

Throughout the term, students will undertake a series of activities based on the assigned course readings. The student and course instructor will use the outcome of these activities to document and illustrate the student's growing familiarity with approaches and strategies for scaffolding the development of school language in their areas of subject specialization.

Note: The nature of the UBC Teacher Education Program is participatory. Thus students are expected to fully participate in all classes. Full participation involves coming prepared for class (completing readings and assignments/activities) and demonstrating a high level of engagement in classroom activities and discussions. A positive, respectful attitude is also expected.

Standards for the Education, Competence, and Professional Conduct of Educators in BC:

The assignments for LLED 360 address the following standards:

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

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationship among them. Educators employ a variety of instructional and assessment strategies.

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

Educators understand the curricular, conceptual and methodological foundations of education and the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

Standard 7: Educators engage in career long learning.

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching, and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively

ADDITIONAL BOOKS WORTH READING:

Coelho, E. (2007). *Adding English. A guide to teaching in multilingual classrooms.* Don Mills, ON: Pippin Publishing.

You can access this book online as an e-book through the UBC ebrary:
https://login.ezproxy.library.ubc.ca/login

Cummins, J. & Early, M. (2015). *Big Ideas for Expanding Minds: Teaching English learners across the curriculum.* Don Mills, ON: Pearson.

Gibbons, P. (2009). *English Learners, academic literacy, and thinking: Learning in the challenge zone.* Portsmouth, NH: Heinemann.

Gunderson, L., D'Silva, R. A., & Odo, D. M. (2014). *ESL (ELL) literacy instruction: A Guidebook to theory and practice.* New York, NY: Routledge.

You can access this book online as an e-book through the UBC ebrary:
https://login.ezproxy.library.ubc.ca/login

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms, grades 5-12.* San Francisco: Jossey-Bass.

Zwiers, J. (2014). *Building academic language: Meeting common core standards across disciplines, grades 5-12* (Second edition.). San Francisco, California: Jossery-Bass.

ADDITIONAL ONLINE RESOURCES AND WEBSITES:

- Examples of lesson plans: www.readwritethink.org

- Jeff Zwiers website and resources: http://www.jeffzwiers.org/tools--resources.html
- Colorin Colorado: http://www.colorincolorado.org/teaching-english-language-learners
- Ed Helper (on Graphic Organizers): http://edhelper.com/teachers/graphic_organizers.htm
- Houghton Mifflin Harcourt Education Place (on Graphic Organizers): http://www.eduplace.com/graphicorganizer/
- Alberta Government: Benchmarks, Strategies and Resources for Teachers of English Language Learners:
- Ontario Ministry of Education: ESL resources: www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/whatWorks.html

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