PROF 506

(Section 007)

English Language Learners

Course Logistics

Instructor: Paul Akpomuje **e-mail**: akpomuje.paul@queensu.ca

Office Hours: By Appointment (in-person or via Zoom)

TA: Han Xu **email:** HX12@queensu.ca

Lecture Days: July 2nd – July 26th

Class Meeting Time: Mon, Tue, Thurs, Fri 3:50 – 5:50 PM; **Wednesday 6:30 – 8:30 PM**

Class Venue: Mon, Tue, Thurs, Fri – A240; **Wednesday – B180**

Course Description

This course explores the relationship between the learning of the English language and the learning of school contents through English in order to maximize learning in the classroom for students who are described as English Language Learners (ELLs). The diversity in Ontario's classrooms, arising from the circulation of people within and into Canada, requires every teacher to be equipped with adequate knowledge of the policy and program implementation in supporting the fast-growing student population of English Language Learners - both Canadian-born and newcomers from other countries, including international students. This course is therefore designed to prepare teachers to develop the knowledge, skills, and attitude to support this category of learners across subjects and educational and cultural backgrounds.

Welcome and Course Expectations

Hello!

My name is Paul Akpomuje, a PhD student in the Faculty of Education, at Queen's University, and I will be the instructor for this course. Working with me as a Teaching Assistant is Han Xu, also a PhD student in the Faculty of Education. I taught at a university in Nigeria between 2015 and 2022, and I was also an exchange scholar in Germany in 2017. My PhD research explores the experiences of international students in Ontario higher education, and the implications on their identities. I am excited that I will be teaching this course and more excited to partner with each one of you to make the experience of learning together worthwhile.

This is an in-person course that builds activities into each class such that candidates are assigned group tasks during class time. I am considering the possibility of making our time together each day (from Monday to Friday) filled with activities that will be interactive and participatory. I am hopeful that we will each play our different roles as instructor and students to achieve this goal. I understand that these are your final weeks in the B.Ed. program, and I am happy to work with you all to make these last few weeks count.

In the first two weeks of the course, I will facilitate topics in the course outline, while you will all be expected to participate in the teaching and learning. In the third week, you will work in groups to facilitate topics that you will introduce, develop, and share with the entire class. While a group facilitates a lesson, the rest of the class will be expected to ask questions and contribute meaningfully. We will also have a guest instructor who will share the wealth of their knowledge with us. There are other couple of tasks (nothing overwhelming) that you will complete as coursework.

Welcome onboard!

Course Learning Outcomes (CLOs)

We have set out some outcomes we expect to see achieved at the end of this course and they are listed as follows.

1. **Define** the scope and geographies of ELLs to uncover the complexities that characterize this student group.
2. **Incorporate** ELLs' different educational contexts in teaching for culturally responsive practice.
3. **Engage** ELLs in meaningful learning by leveraging teachable moments that center their lived experiences.
4. **Develop** the skills (e.g., multiliteracies/multimodal, critical literacy) to best support ELLs through differentiation of individual learning.
5. **Implement** the gradual release of responsibility (GRR) strategy to form partnership with learners for enriched learning experience and academic success.
6. **Create** multimodal resources to effectively respond to ELLs' different learning needs and approaches.

Assessment Overview

A variety of tasks (as show in Table below) will be used for assessment in this course to ensure that the learning outcomes are achieved.

Alignment with CLOs	Tasks	Descriptions	Weighting	Due
1, 2, 3,	Group Work Report	This will be one final report that **each student** will submit in view of their collaboration/teamwork in the course, highlighting the individual contributions, roles, challenges, growth they experienced, how they supported each other in learning, and how these can translate as they move into their teaching positions. The **goal** of the report is to provide students with an opportunity to reflect on their collaborations with peers due to the interactive nature of the course. This is also a good opportunity to highlight individual contributions, growth, and development throughout the course.	20%	July 22
2, 3	Group Debate	Students will be split into six groups and will engage in debates about certain topics with each group supporting a different opinion. Please ensure that each group member plays a specific role such as 1) key speakers who will represent the entire group, 2) researchers who will select the topics in agreement with the whole group, and 3) organizers, who will structure the points for debate and also organize other in-group activities. The **goals** of the debate will be to a) increase understanding about the topic in question, and b) familiarize teacher candidates with debating skills that they can then adopt to support ELLs towards building confidence and proficiency in speaking.	15%	July 10

1, 2, 3	Focus Group	Students will engage in a focus group with ELLs at the School of English to develop baseline understanding of this group of learners. The class will be divided into six different groups and each group will be assigned 2-3 students from the School of English whom they will schedule appointments with to have the focus group discussion. Each group will submit a concise but rich analysis of the findings from their focus group by the due date. The instructor will share templates of the questions and analysis of the data with each group. Each group will be expected to adapt and modify the template as necessary. The **goal** of this task is to ensure that teacher candidates have first-hand experience working with ELLs as they apply some of the experiences they will have gained from the course.	25%	July 19
1-6	Peer Teaching	In the same six groups created for focus group and debate, two groups will facilitate one topic each from Wednesday to Friday of week three. The first two days of that week (Monday and Tuesday) will be used for in-class preparation. The researching, selection, and development of topics will be through a self-directed learning approach that will place the group in full control, with necessary guidance from the instructor. Each group will discuss their chosen topic with instructor in the second week and after ratification of the topic, they	20%	3rd Week in Class

		will prepare to teach the whole class in the third week. Instructor will share a list of ELL-related topics as reference with the groups from which they will pick. Groups will be required to use only peer-reviewed journal articles and will share with the class via onQ. Other members of the class will be expected to read the articles and prepare questions or comments to engage with the group that will present on each day. The **goal** of this task is to help teacher candidates build self-directed learning skills that will be valuable in their careers as teachers and help them become resourceful as they support ELLs to learn.		
4, 6	Project	Teacher candidates will create an exemplar of how they would teach any topic of their choice from their different teaching subjects through a multimodal approach that is accessible to ELLs (e.g., poetry, poster, video games, video, art, blog, vlog, etc.). They will post their creations on onQ and will also attach a short description of their creations alongside their submissions. The **goal** of this project is to improve the teaching capacity of teacher candidates as they source instructional aids/materials that can help ELLs to learn in more accessible ways.	20%	July 28
Total Score 100%				

Course Evaluation/Grading Policy

The grades for all courses or components of the B.Ed. programs are:

Letter Grade	Grade Point	Descriptor	Percentage
A+	4.3	Outstanding	90-100
A	4.0	Excellent	80-89
B	3.0	Very Good	70-79
C	2.0	Adequate	60-69
D	1.0	Marginal	50-59
F	0	Unsatisfactory/Failure	0-49
P		Pass; no grade assigned. Reserved for Practical courses only or as approved by the Dean	

Requirements for Graduation

To be eligible for the Bachelor of Education or Diploma in Education the student must have passing grades in all the required courses or components of the program, and a minimum cumulative GPA of 2.0. This CGPA is calculated using only Faculty of Education courses.

From: (http://educ.queensu.ca/regulations-policies)

Queen's University | Faculty of Education

COURSE SCHEDULE

Week One: Foundations (English Language Learners, Geographies and Contexts)			
Class/Date	**Topic & Activities**	**Reading Materials**	**Assignments**
Class 1 Tuesday July 2	Introductions, Course Overview, Class Grouping		
Class 2 Wednesday July 3	Understanding English Language Learners **Guiding Questions:** • Who are they? • Where do they come from?	Ontario Ministry of Education. (2008). *Supporting English Language Learners: A practical guide for Ontario educators Grades 1 to 8.* http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf **Read pages 5-15** Ontario Ministry of Education. (2005). *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom: A Practical Guide for Ontario Educators*. http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf **Read pages 48-51**	
Class 3 Thursday July 4	Needs Assessment and Harnessing Strengths **Guiding Questions:** • What is needs assessment?		**Focus group with ELLs in the School of English.** Conduct a needs assessment of the students and highlight the strengths and values they bring to the

	• What needs might some ELLs have (and how do we support them)? • What strengths might some ELLs have (and how do we help them flourish)? • Who should be involved in supporting ELLs? How?		classroom. Submit a brief analysis of your findings to onQ. **Due Date: July 19 by Midnight**
Class 4 Friday July 5	Migration, Mobility, and Multiculturalism **Guiding Questions:** • What causes the circulation of people? • How is migration and mobility connected to ELLs? • Why is critical multicultural education crucial to the teaching of ELLs?		
Week Two: Teaching Methods, Strategies, and Principles for ELLs			
Class 5 Monday July 8	Contending with Academic Language: Language Demands for Subject Areas for ELLs **Guiding Questions:** • How can subject teachers navigate academic language?	Cummins, J. & Early, M. (2015). *Big ideas for expanding minds: Teaching English language learners across the curriculum*. Pearson. Coelho, E. (2004). Chapter 12 Integrating language and content instruction (p. 237-279). In *Adding English: A guide to teaching in multilingual classrooms*.	

	• How accessible is academic language to ELLs? • How can content-area teachers support ELLs in their class? • How can ELLs be best supported across the curriculum?		
Class 6 Tuesday July 9	Teachable Moment and the Silent Period for ELLs **Guiding Questions:** • What are teachable moments? • How can teachable moments be identified? • What are the implications of teachable moments to ELLs? • How can teachers navigate the silent period?		
Class 7 Wednesday July 10	Translanguaging: Current Issues & trends in teaching ELLs in Ontario Guest Lecture and Debate **Guiding Question:** • In what ways do enrich learning across all of the	Talks at Binogi. (2018, October 17). *Jim Cummins on language teaching methods and translanguaging* [Video]. YouTube. https://www.youtube.com/watch?v=xrQQVkCINPQ The Multilingualism and Diversity Lectures (June 2017). *Ofelia Garcia on*	**Debate Day**

	languages in a student's repertoire?	*Translanguaging* [Video]. YouTube. https://www.youtube.com/watch?v=5l1CcrRrck0&t=2s	
Class 8 Thursday July 11	Multiliteracies and Multimodality in ELL teaching **Guiding Questions:** • How is the changing world impacting classroom teaching for ELLs? • How can different subject teachers embrace social, political, and technological changes and adapt their teaching to suit these changes?	Cummins, J., Brown, K., & Sayers, D. (2007). *Literacy, technology, and diversity: Teaching for success in changing times* (pp. 127- 147). Boston: Pearson. Rajendram, S. (2015). Potentials of the multiliteracies pedagogy for teaching English language learners (ELLs): A review of the literature. *Critical Intersections in Education*, *3*, 1-18. Law, B. & Eckes, M. L. (2010). Literacy and the four skills of language acquisition. In *The more-than-just-surviving handbook: ELL for every classroom* teacher 3rd edition (pp. 107-140). Portage & Main Press. The Multiliteracy Project. (2007). *Lord Byng Secondary*. http://www.multiliteracies.ca/index.php/folio/viewSchoolProjects/9	
Class 9 Friday July 12	Creative Pedagogies for Teaching ELLs		Create/design an innovative resource of your choice that you believe can enhance the teaching of a particular topic in your subject area to ELLs in your future

	Guiding Questions: • Is it possible to be creative with any kind of subject in the classroom? • What are the possible creative modes teachers can engage to facilitate learning?		classroom. Your resource could be a poetry, a short drama script, a short video clip, a poster, or anything multimodal. You will share your resource to onQ by July 26th (last day of lecture)
Week Three: Self-directed and Peer Learning About Teaching ELLs			
Class 10 Monday July 15	In-class preparation for facilitation	Group is to meet in class to tidy up their facilitation. The instructor and TA will be present to provide support, guidance, and mentoring.	
Class 11 Tuesday July 16	In-class preparation for facilitation	Group is to meet in class to finalize the preparation for their facilitation. The instructor and TA will be present to provide support, guidance, and mentoring.	
Class 12 Wednesday July 17	Two Groups to Facilitate	Groups are to share their materials with the instructor/class one week ahead of class facilitation.	Groups are to do scholarly research on a topic on how to support ELLs in the classroom and bring the topic to class to facilitate for the benefit of the class. Groups are expected to demonstrate creativity, knowledge of the subject matter and curriculum implication, pedagogical prowess, and assessment skills. These will form the metrics of assessment of facilitation.

Class 13 Thursday July 18	Two Groups to Facilitate	Groups are to share their materials with the instructor/class one week ahead of class facilitation.	Groups are to do scholarly research on a topic on how to support ELLs in the classroom and bring the topic to class to facilitate for the benefit of the class. Groups are expected to demonstrate creativity, knowledge of the subject matter and curriculum implication, pedagogical prowess, and assessment skills. These will form the metrics of assessment of facilitation.
Class 14 Friday July 19	Two Groups to Facilitate	Groups are to share their materials with the instructor/class one week ahead of class facilitation.	Groups are to do scholarly research on a topic on how to support ELLs in the classroom and bring the topic to class to facilitate for the benefit of the class. Groups are expected to demonstrate creativity, knowledge of the subject matter and curriculum implication, pedagogical prowess, and assessment skills. These will form the metrics of assessment of facilitation.
Week Four: Assessing English Language Learners			
Class 15 Monday July 22	Day of Reflections		Each student will discuss their group dynamics and individual contributions during all group tasks. They are to submit a short report to onQ on that same day, highlighting their contributions, challenges, learning.

Class 16 Tuesday July 23	Culturally-Responsive Teaching and Evaluation of ELLs: The STEP Approach **Guiding Questions:** • *What role does culturally responsive teaching play in supporting students in our classrooms?* • How do we implement culturally responsive teaching and evaluation in our classroom?	Ontario Ministry of Education. (2007). Assessment and evaluation of student achievement. In *The Ontario Curriculum Grades 9 to 12 English as a Second Language and English Literacy Development*. http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf Read pages 31-37 Ontario Ministry of Education. (2015). STEP: Steps to English Proficiency, a guide for users. http://www.edugains.ca/resourcesELL/Assessment/STEP/STEPUserGuide_November2015.pdf Read pages 4-5 and 11-28	
Class 17 Wednesday July 24	Pedagogy Clinic Students are to meet with instructor and TA to discuss areas where they need help as they complete their final multimodal project.		
Class 18 Thursday July 25	Concluding Details, Revision, Feedback		
Class 19 Friday July 26	Final Project Work No Class		

University Policies

Academic Integrity

All breaches of academic integrity are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Departure from academic integrity includes plagiarism which means presenting work done (in whole or in part) by someone else as if it were one's own. For complete details, please see (http://educ.queensu.ca/regulations-policies).

Queen's Student Academic Success Services (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Attendance, Course Work and Conduct

(http://educ.queensu.ca/regulations-policies)

Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct.

A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance the student must provide documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

At the discretion of the instructor, an assigned alternate learning activity may be expected to be completed within a mutually convenient time frame if a class is missed.
It is a matter of your professional responsibility to be prepared for class and be on time.

Academic Accommodations and Extenuating Circumstance

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with

disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services.

If you have accommodations that have been approved through the QSAS, please advise your instructors as soon as possible so that your accommodations are implemented. It is advised that you also contact the Associate Dean, Teacher Education when you have received your accommodation letter from QSAS.

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