

**EDUC 568: Supporting English Language Learners**  
**Winter 2024**

Term dates: Jan. 8, 2024-Feb. 9, 2024

Instructor Office Hours: By appointment

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION:**

Students will deepen their theoretical understanding and pedagogical knowledge in working with learners whose first language is one other than English from kindergarten to grade 12.

**LEARNER OUTCOMES:**

Over the course of the semester, students will:

1. Demonstrate the ability to (re)design a lesson using the Contextualization/Awareness/Practice/Autonomy (CAPA) model.
2. Assess student progress using the Alberta EAL Benchmarks.

Note: the terms English as a Second Language (ESL), English as an Additional Language (EAL), and English Language Learning/Learners (ELL) are sometimes used interchangeably, yet each is contested. We use the term ELL in this course, but refer to the other terms when the original sources use them (e.g., Alberta ESL Benchmarks are now Alberta EAL Benchmarks 2.0)

**COURSE DESIGN AND DELIVERY:** To ensure maximum accessibility to all topics for all students, this course will be held online. This course meets synchronously once per week for two hours. Please expect to engage significantly in asynchronous work of approximately 5 hours per week.

**REQUIRED RESOURCES:** There are no required textbooks for this course. Readings will be accessible through the library.ucalgary.ca website or posted in D2L (with copyright permission).

**RESOURCE LIST:**

Alberta Education. (2022). *Draft Alberta K–12 English as an additional language (EAL) proficiency benchmarks (Benchmarks 2.0)* <http://www.learnalberta.ca/content/eslapb/>

- Barwell, R. (2009). Mathematical word problems and bilingual learners in England. In R. Barwell (Ed.), *Multilingualism in the mathematics classroom: Global perspectives* (pp. 63–77). Multilingual Matters. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=543897&ppg=75>
- Bautista, N., & Castenada, M. (2011). Teaching science to ELLs part 1: Key strategies every science teacher should know. *The Science Teacher*, (March), 35–40. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=59777981&site=ehost-live>
- de Sousa, E. B. C. (2019). Five tips for engaging multilingual children in conversation. *YC Young Children*, 74(2), 24–31. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=136170482&site=ehost-live>
- Dressler, R. (2014). Exploring linguistic identity in young multilingual learners. *TESL Canada Journal*, 32(1), 42–52. <https://doi.org/10.18806/tesl.v32i1.1198>
- Kapoyannis, T. (2021). The name jar project: Supporting preservice teachers in working with English Language Learners. *Language and Literacy*, 23(3), 45–65. <https://doi.org/10.20360/langandlit29510>
- Lammers, J. C., Magnifico, A. M., & Wang, A. (2022). Playful multiliteracies: Fan-based literacies' role in English Language Arts pedagogy. *Journal of Adolescent and Adult Literacy*, 66(2), 80–90. 10.1002/jaal.1253 <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1253>
- Lou, Y. (2020). Teaching disciplinary literacy to adolescent English language learners: Vocabulary development and reading within the disciplines. *TESL Canada Journal*, 37(1), 63–75. <https://doi.org/10.18806/tesl.v37i1.1329>
- Moses, A. (2020). Fostering content knowledge: Meaningful integration in the primary grades. *YC Young Children*, 75(4), 11–14. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=145510443&site=ehost-live>
- Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780429428319/scaffolding-language-development-immersion-dual-language-classrooms-diane-tedick-roy-lyster>
- Yang, S. (2022). Biography writing encourages bilingual adolescent's heritage language learning and passing down of family stories. *Journal of Adolescent and Adult Literacy*, 65(6), 529–534. 10.1002/jaal.1228 <https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/jaal.1228>

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Lesson Plan Redesign	Students will redesign a previous lesson from Field 3 using the CAPA Model	Individual	40%	Jan 22, 2024 11:59 pm
2. Alberta EAL Benchmark 2.0 Assessment	Part A: Students will prepare PLC notes on 2 ELL videos (posted in D2L). Students will participate actively in PLC discussions during final Zoom class	Individual	20%	Feb 7, 2024 9:00 am
	Part B: Assessment of ELL student	Individual	40%	Feb 11, 2024 11:59 pm

**WEEKLY COURSE SCHEDULE:**

Week	Topic	Readings and Tasks	Due Dates
1. Jan 8-12 Asynchronous work (D2L)	Introduction to EAL teaching and benchmarks	Read through course outline and Alberta Education (2022) p. 4-11; 32 Do Tasks in D2L Discussion Board <b>Jan 12:</b> Post chosen lesson plan from Field 3 for LT 1 to Discussion Board ( <i>Before</i> version)	
Jan 10 Synchronous work (Zoom)	Introduction to course Introduction to EAL teaching in Alberta EAL Benchmarks 2.0 overview Strand: Listening		
2. Jan 15-19	Contextualization – Awareness – Practice Autonomy (CAPA) Model application to (re)design	Read - Tedick & Lyster (2020) Chapter 3 (optional – background knowledge) Chapter 4 (required – CAPA Model explained) Alberta Education (2022) p. 12-14; 21-27 Do Tasks in D2L Discussion Board <b>Jan 19:</b> Read through posted <i>Before</i> versions of three classmates and provide suggestions of EAL Benchmark competencies to target in the redesign including suggested texts or resources.	
Zoom Jan 17	Contextualization – Awareness – Practice Autonomy (CAPA) Model EAL benchmarks: Speaking Supporting Competencies		

3. Jan 22-26	Supporting ELLs in content subjects	Read one of - Barwell (2009) Math example Bautista & Castenada, (2011) Science example Lammers, et al., (2022) ELA example Read Alberta Education (2022) p. 15-17; 28-30 Do Tasks in D2L Discussion Board	<b>LT 1 due to:</b> D2L Dropbox by 11:59 pm Jan. 22, 2024
Zoom Jan 24	Content-Based Language Teaching EAL benchmarks: Reading English Language Continuums		
4. Jan 29- Feb 2	ELL identities as multilingual learners	Read one of: Dressler (2014) Kapoyannis (2021) (Elementary examples) Lou (2020) Yang (2022) (Secondary examples) Do Tasks in D2L Discussion Board <b>Feb 2:</b> Do one identity task and post in D2L	
Zoom Jan 31	EAL benchmarks: Writing Assessing EAL Benchmarks		
5. Feb 5-9	EAL Benchmark assessments	Before class: Watch videos for two ELL students being assessed (either 2 Elementary or 2 Secondary-level) Write notes on what you observe using the EAL Benchmarks 2.0 as your guide (Scope and Format as discussed in Feb 1 Zoom class) Bring these notes to class (after submitting to Dropbox)	<b>LT 2 Part A:</b> Notes for class uploaded to Dropbox before 9am Feb 7
Zoom Feb 7	Assessment PLC for EAL Benchmarks		<b>LT 2 Part B:</b> Uploaded to Dropbox in D2L by Feb 11 11:59pm

**CHANGES TO SCHEDULE:**

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

**LEARNING TASKS AND ASSESSMENT**

There are 2 required Learning Tasks for this course.

- 1. LEARNING TASK 1:** (Re)design of previous lesson from Field 3 using the CAPA Model (40%) **Due: by 11:59 pm Jan. 22, 2024 (into Dropbox)**

Students will choose a lesson they taught in Field 3 and redesign it to demonstrate their understanding of the Contextualization – Awareness – Practice – Autonomy (CAPA) model from Tedick & Lyster (2022). Students will use the template from Field, clearly indicating which aspects match which each phase of the model. The CAPA model will be demonstrated using a written text that students will include as an appendix to the lesson plan. As a prelude to the lesson plan, students will provide a description of the class including the ELL students within it. If the Field 3 class did not have ELL students, students should plan for a class that includes five ELL students who are all at the same Benchmark level (level TBD by student).

**A rubric will be provided in D2L and discussed in class.**

- 2. LEARNING TASK 2: Alberta EAL Benchmark 2.0 Assessment (60%) –**  
**Part A (20%) due Feb 7, 2024 9:00 am (into D2L Dropbox);**  
**Part B (40%) DUE: Feb. 11, 2024 by 10pm (into D2L Dropbox)**

Students will participate in an ELL student’s assessment using the Alberta EAL Benchmarks 2.0 (Alberta Education, 2022). First, they will prepare notes while watching the videos from two elementary students or two secondary students (from videos posted in D2L). They will submit those notes to the D2L Dropbox as Part A. Then, during the last Zoom class, they will be assigned by the instructor to a Professional Learning Community (PLC) discussion group to discuss one of those two students in a breakout room. Using their initial notes and notes they made during the breakout room discussion, informed by their learning from the course, they will complete an assessment of their assigned student (Part B). The format for the assessment will be discussed in the Zoom class Jan 31.

**A rubric will be provided in D2L and discussed in class.**

### **THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK**

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will actively participate in the asynchronous activities and will not be absent from Zoom sessions except with documented instances of personal or family illness or for religious requirements, ideally communicated to your instructor in advance.

- *Engagement in Class Discussion and Group Tasks*

Another reason for the importance of attendance and participation in every class is that the course involves working with other students to share ideas and thinking. **With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately.** If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion. Students within the same group may be assigned different grades, at the instructor’s professional discretion.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented.

*\*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software (for example, ChatGPT).*

If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

In general, late submissions are not permitted. In the case of emergency or exigent circumstances, accommodations are ideally discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**Note:** A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

**Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Elsa Stokes, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).