**EDUC 568: Supporting English Language Learners
Winter 2026**

Erin Spring

Land Acknowledgement:
The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation within Alberta (including Nose Hill Métis District 5 and Elbow Métis District 6).

Class Dates: January 12 - February 11, 2026

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.

Office Hours: By appointment only

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

COURSE DESCRIPTION:

This course deepens students' theoretical understanding and pedagogical knowledge in working with learners whose first language is one other than English, from kindergarten to grade 12. Student will explore the theoretical and pedagogical foundations of second/additional language development and examine evidence-based practices for supporting English language learners (ELLs) across diverse learning contexts.

LEARNER OUTCOMES:

Students will:
1) Examine a range of individual and contextual factors that influence second/additional language development, such as cognition, motivation, learning strategies, instructional context and social interaction.
2) Develop critical insights into various pedagogical approaches and strategies that support second/additional language development across diverse learning contexts.

Note: The terms English as a Second Language (ESL), English as an Additional Language (EAL), English as a New Language (ENL) 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:

WEEK 1:

Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System, 31,* 313-330. Retrieved from https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/S0346-251X(03)00045-9

Flynn, N. (2017). Language and literacy for children who are English language learners (ELLs): Developing linguistically responsive teachers. In *The literate classroom* (pp. 87-99). Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315270647

WEEK 2:

Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429428319
Chapter 4: Contextualization, Awareness, Practice, and Autonomy (The CAPA model), (pp. 101–125).

WEEK 3:

Tedick, D.J. & Lyster, R. (2020). *Scaffolding language development in immersion and dual language classrooms*. Taylor & Francis. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780429428319
Chapter 6: Corrective Feedback (pp. 150–185).

Alberta Education. (2025). Alberta K–12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0) https://www.learnalberta.ca/Content/eslapb/intro_benchmarks.html

WEEK 4:

Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: A collaborative inquiry project in an inner city elementary school. *Frontiers in Psychology, 5*, 1–10. http://doi.org/10.3389/fpsyg.2014.00533 https://www-ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC4062072/

Burton, J., Wong, W., & Rajendram, S. (2024). Translanguaging for critical multilingual language awareness: Preparing teacher candidates to support multilingual learners in classrooms. *International Multilingual Research Journal, 18*(3), 208-231. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/19313152.2024.2327809

WEEK 5:

Galaczi, E., & Luckin, R. (2024). Generative AI and language education: Opportunities, challenges and the need for critical perspectives. *Cambridge Papers in English Language Education*. https://www.cambridge.org/sites/default/files/media/documents/CPELE_Generative%20AI%20and%20Language%20Education%20Opportunities%20Challenges%20and%20the%20Need%20for%20Critical%20Perspectives_FINAL%20%281%29.pdf

Dale, J. (2024). *ChatGPT in Education for Language Teaching* (British Council). [Video]. https://www.youtube.com/watch?v=5C8fTpnRin4

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP/ INDIVIDUAL	WEIGHT	DUE DATE
1	Part A: Presentation Rationale - LOs: 1 and 2	Individual	10%	February 1
	Part B: Instructional Strategies to support EALs/ELLs (Narrated Presentation) - LOs: 1 and 2	Individual	40%	February 8
2	Reflection Paper - LOs: 1 and 2	Individual	50%	February 15

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks
Jan 12-18	Introduction & Individual differences in L2 learning	**Readings:** • Ehrman et al., (2003): A brief overview of individual differences in second language learning • Flynn, (2017): Language and literacy for children who are ELLs (Chapter 8) **Tasks:** Select and post one quote from each reading in your group discussion space along with a brief rationale by class date, 9 am. **(Due: January 14, Wed 9 am)**
Jan 19-25	Content-Based Language Teaching (CBLT)	**Reading:** • Tedick & Lyster (2020): The CAPA Model (Chapter 4) **Tasks:** Select and post one quote from the reading in your group discussion space along with a brief rationale by class date, 9 am. **(Due: January 21, Wed 9 am)**
Jan 26-Feb-1	Corrective Feedback & Alberta EAL Benchmarks	**Readings:** • Tedick & Lyster (2020): Corrective Feedback (Chapter 6) • Alberta EAL Benchmarks 2.0 **Tasks:** Select and post one quote from Tedick & Lyster's (2020) reading in your group discussion space along with a brief rationale. Also review the Alberta EAL Benchmarks "About Benchmarks 2.0" sections by class date, 9 am. **(Due: January 28, Wed 9 am)** **LT1 Part A: Rationale, Due: Feb 1st Sunday by midnight (in D2L Dropbox and group discussion space)**
Feb 2-8	Multilingual Pedagogies	**Readings:** • Ntelioglou et al., (2014): A multilingual and multimodal approach to literacy teaching and learning in urban education • Burton et al., (2024): Translanguaging for critical multilingual language awareness **Tasks:** Select and post one quote from each reading in your group discussion space along with a brief rationale by class date, 9 am. **(Due: February 4 Wed 9 am)** **LT1 Part B: Narrated Presentation, Due: Feb 8st Sunday by midnight (in D2L Dropbox and class discussion space)**
Feb 9-11	Gen-AI and Language Education	**Readings/Media:** • Galaczi & Luckin (2024): Generative AI and language education • Dale, J. (2024): ChatGPT in Education for Language Teaching **Tasks:** Select and post one quote from the reading in your group discussion space along with a brief rationale by class date, 9 am. Also, watch the YouTube video by Dale (2024) and write a short paragraph (200 words) describing what you found intriguing or useful in the video for your future practice in terms of pedagogical and ethical considerations of using Gen-AI in the classroom.

		(Due: February 11 Wed 9 am) **LT2 Reflection Paper Due: Due: Feb 15th Sunday by midnight (in D2L Dropbox)**

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 three required Learning Tasks for this course.

LEARNING TASK 1: Instructional Strategies to Support ELLs (Part A: Rationale & Part B: Narrated Presentation)
DUE: February 1st Sunday and 8th Sunday by midnight, respectively

The purpose of this task is to deepen your awareness and understanding of a range of evidence-based instructional approaches/strategies used to support ELL students in various learning settings. For this assignment, you will research and report on two distinct instructional strategies that foster additional/second language engagement and development in K–12 classrooms. Examples may include task-based language teaching (TBLT), project-based learning (PBL), content-based instruction (CBI), technology-enhanced language learning (TELL), sheltered instruction, genre pedagogy, culturally responsive/sustaining practices, translanguaging pedagogy, and community-based strategies, among others.

At least one of your selected strategies must be research-based and discussed through a published study. The second strategy may come from classroom practice (e.g., field observations), an open-access source, or an educational website, although both strategies may be research-based if you prefer. For each example, be sure to provide clear connections to course concepts and/or relevant external sources.

Part A - Presentation Rationale (Due Feb 1 Sunday by midnight): You will upload a one-page (single-spaced, around 500 words) rationale in D2L Dropbox explaining why you selected these two instructional strategies as well as providing a brief written description for each of them. Please ensure to provide citations/links to your initial sources in your rationale using APA 7. Please also post a copy of your rationale in your group discussion space in D2L for your classmates to view and provide feedback.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2: PRESENTATION RATIONALE
Rationale will be evaluated based on the relevance of chosen strategies to course concepts, inclusion of adequate description and references/links to the sources selected.

PART B - Narrated Presentation (Due Feb 8 Sunday by midnight): You will create a narrated slide presentation responding to following guiding questions for each instructional approach/strategy:

- What theoretical and pedagogical concepts underpin the instructional approach/strategy?
- What learning contexts/outcomes/language learning needs can the strategies address/support?
- What are some teaching and learning activities/practices associated with the instructional strategy?
- How are students assessed (if available)?
- What considerations or challenges should teachers be aware of when implementing this strategy?

Please support your responses with references to a minimum of five scholarly sources, including course readings and other relevant sources. You can use PowerPoint, Canva, Google Slides or other similar formats for your narrated presentation (approximately 10-12 slides for a 8-10 min presentation). Please submit your presentation (or a link to it) in D2L Dropbox as well as sharing it in the class discussion space by the due date, February 8th.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1: NARRATED PRESENTATION

	A+ / A	A-/B+	B / B-	C and below
Discussion of the instructional approaches/strategies	Provides a thorough and insightful overview of the instructional strategies by addressing the guiding questions as described in the LT instructions.	Provides a good overview of the strategies by addressing the guiding questions as described in the LT instructions.	Provides a brief overview of the strategies by addressing some of the guiding questions.	Provides an incomplete overview of the strategies and does not address the guiding questions
Presentation- clarity, flow, organization	Highly accessible, easy-to-follow with a variety of multimodal and contextual supports (e.g., images, videos, lesson plan/activities samples, etc.)	Mostly accessible, easy-to-follow with some multimodal and contextual supports (e.g., images, videos, lesson plan/activities samples, etc.)	Somewhat accessible and easy-to-follow with a minimal use of multimodal and contextual supports	Somewhat accessible, hard to follow with no use of multimodal and contextual supports
Theoretical/Pedagogical Connections	Supports presentation with strong/clear connections to relevant research/course readings; in-text, reference citations included/formatted acc. APA 7	Supports presentation with good connections to relevant research/course readings; in-text, reference citations included/ formatted acc. APA 7	Supports presentation with minimal connections to relevant research/course readings; inconsistent or some incorrect use of references/APA 7	Supports presentation with minimal/no connections to relevant research/course readings; inconsistent or incorrect use of References/APA 7

LEARNING TASK 2: Reflection Paper, DUE: February 15th, Sunday midnight

The purpose of LT2 is to encourage deeper learning and understanding of course concepts through discussion and critical reflection. In this final task, you will have the opportunity to reflect on your course learning on supporting ELLs and to envision how you may adapt/implement classroom/evidence-based practices in your own teaching.

Your 5-page reflection paper (double-spaced, 1200 words, not including references) will be guided by three components:

1) Course Readings: Discuss your key takeaways from the readings and how they have contributed to your developing understanding of the topics related to additional/second language development and instructional approaches/strategies that support ELLs.

2) Group Discussions: Each week before our Zoom class, you will select and post quotes from the readings (as outlined in the course schedule) that may have intrigued, surprised and/or resonated with you. You will also be including a brief rationale in your post (two/three sentences explaining why you chose this particular quote from the reading). During our Zoom classes, you will have the opportunity to meet with your discussion group members in breakout rooms and to use your quotes to unpack course concepts or focus on specific themes/parts from the readings. In your reflection, please include one quote you have previously selected, which may have helped inform/guide/advance group discussion/learning. Please also provide other examples from your group discussions that influenced your thinking and learning.

3) Connections to Future Practice: For this part, please reflect on what you may carry into your own teaching from your course learning in relation to applying specific instructional practices to support ELLs. In addition to drawing on relevant course topics and your LT1 work, please make connections to two instructional strategies from your classmates' LT1 Narrated Presentations that you believe will inform your future practice.

You may use the components above as sub-headings within your paper or weave your reflections on these three areas into a coherent narrative. Please make connections to a minimum of four course readings in your reflection.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

	A+ / A	A-/B+	B / B-	C and below
Reflection on Course Concepts/Learning	Critically reviews existing knowledge, questions assumptions, and articulates new perspectives as a result of classroom learning	Active and careful consideration of existing knowledge and articulates new understanding of knowledge as a result of classroom learning	Makes use of existing knowledge without an attempt to evaluate/appraise knowledge	Automatic/superficial responses with little conscious/deliberate thought or reference to existing knowledge
Connections to Course Components	Supports reflection with strong connections to course readings; all weekly posts are submitted; insights from group discussions fully inform the reflection; clearly articulates implications/insights for future practice.	Supports reflection with some connections to course readings; most weekly posts are submitted; insights from group discussions inform the reflection; articulates some implications/insights for future practice.	Supports reflection with minimal connections to course readings; some weekly posts are submitted; insights from group discussions somewhat inform the reflection; articulates minimal insights for future practice.	Makes minimal or no connections to course readings; only one or two weekly posts are submitted; insights from group discussions only partially inform the reflection; articulates minimal or no insights for future practice.
Clarity and Style	Reflection articulated clearly, with strong support from research; in-text, reference citations included/formatted acc. APA 7	Reflection articulated adequately, with some support from research; in-text, reference citations included/ formatted acc. APA 7	Reflection articulated in disorganized manner; with flow of argumentation not always clear; some incorrect use of references / APA 7	Reflection presented in an unclear, disorganized manner, with argumentation not clear; inconsistent or incorrect use of r references/APA 7

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 not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

Engagement in Class Discussion and Inquiry

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

Expectations for Writing and Use of Generative AI

All written assignments 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 (e.g., 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

All late submissions of assignments must be discussed with the instructor prior to the due date. **Late submissions not discussed with the instructor prior to the due date will receive a zero.** A deferral of up to 30 days may be granted for the final learning task with accompanying written evidence. The request for a DTW must be made by the deadline for submission of the final learning task (i.e., assignment). DTW is not meant to make up a major portion of the term work. The student must initiate the process by asking the instructor for a DTW as soon as they know they will be unable to complete the final learning task by the deadline. https://calendar.ucalgary.ca/pages/jyekfh6xwhoHwxcetCi1

ISSUES WITH GROUP TASKS

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.

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

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

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://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.

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: 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 or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac3501

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Access and Privacy Office (Formerly) Freedom Of Information and Protection of Privacy
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/legal-services/access-information-privacy

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials

(including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
• Wellness and Mental Health Resources
• Student Success
• Student Ombuds Office
• Student Union (SU) Information
• Graduate Students' Association (GSA) Information
• Emergency Evacuation/Assembly Points
• Safewalk

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 Tracy Dinh, esa@ucalgary.ca.
Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.