



PIDP 3350: Supporting Multilingual Learners

EFFECTIVE DATE

September 2021

DEPARTMENT

Provincial Instructor Diploma

DESCRIPTION

Post-secondary classrooms and other adult learning environments are more linguistically and culturally diverse than ever before. In this course, students will explore issues, learn skills and reflect on attitudes and values in order to create a supportive learning environment for all students. Students will learn foundational concepts in TESOL (Teaching English as a Second or Other Language) and strategies to support the needs of multilingual learners. They will also apply these concepts and strategies in lesson and course planning for their specific learning and teaching contexts. The focus of this course is on the practical strategies and techniques for teaching multilingual learners in discipline specific content courses.

CREDITS

2.0

YEAR OF STUDY

3rd Year Post-secondary

PREREQUISITES

None

COREQUISITES

None

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Explain concepts in language learning and teaching theory and methodology related to multilingual learners in discipline specific content courses.
- Describe the range of multilingual learner profiles of students that may be in your class including immigration pathways, motivation and language proficiency.
- Determine practical strategies to address issues including linguistic and cultural challenges that multilingual learners experience.

- Apply TESOL instructional and assessment practices in developing and adapting lesson plans to support all learners to meet the learning outcomes.
- Reflect on instructor role, responsibilities and limitations in ensuring support of multilingual learners within the context of a fair and equitable learning environment.

PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR)

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments. 2. A successful interview with the SIE Department Head or delegate. 3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

HOURS

Lecture: 30

INSTRUCTIONAL STRATEGIES

Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, quizzes, critical incident analysis, discussions, group work, online activities, and self directed learning

GRADING SYSTEM

Satisfactory/Unsatisfactory

PASSING GRADE

60%

EVALUATION PLAN

Type	Percentage	Assessment activity
Assignments	25	Reflections
Assignments	35	Lesson Plan and Rationale
Assignments	30	Critical incident analysis
Assignments	10	Report

COURSE TOPICS

- Second language acquisition (SLA)
 TESOL key concepts: terminology, methodologies & approaches (content-based instruction)
 TESOL assessment principles

Language proficiency levels
English language entrance requirements and equivalencies
Language & culture
Approaches to working with multilingual learners: asset-based vs. deficit models
UDL principles and strategies
Equity in the Learning Environment
Advocacy (for self & learners)
Developing a personal learning network (PLN) & strengthening resource & referral skills
Constructive alignment
Lesson planning

LEARNING RESOURCES

None

Notes:

- Course contents and descriptions, offerings and schedules are subject to change without notice.
- Students are required to follow all College policies including ones that govern their educational experience at VCC. Policies are available on the VCC website at:
<https://www.vcc.ca/about/governance--policies/policies/>.
- To find out how this course transfers, visit the BC Transfer Guide at <https://www.bctransferguide.ca>.

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