Understanding Language Acquisition

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Bohdana Allman

Bohdana Allman is an educator, researcher, and learning experience designer. Her work focuses on designing and implementing online collaborative teacher professional development grounded in sociocultural principles and communities of practice. Her research interests include actively engaging learners from diverse backgrounds, facilitating close collaboration and dialogue within professional communities, integrating learning with practice, and fostering reflection.

Annela Teemant

Indiana University/Purdue University, Indianapolis (IUPUI)

Annela Teemant is Professor of Second Language Education (Ph.D., Ohio State University, 1997) at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of K-12 teachers of English Language Learners. Specifically, she has collaboratively developed and researched the Six Standards Instructional Coaching Model and pedagogy. She has been awarded five U.S. Department of Education grants focused on ESL teacher quality. She has authored more than 30 multimedia teacher education curricula and video ethnographies of practice and published in Teaching and Teacher Education, Urban Education, Teachers College Record, and Language Teaching Research. Her work describes how to use pedagogical coaching to radically improve the conditions of learning needed for multilingual learners. She has also taught adult intensive English in the United States, Finland, and Hungary.

Stefinee E. Pinnegar

Brigham Young University

A St. George native, Dr. Pinnegar graduated from Dixie College (now DSU) and Southern Utah State (now SUU). She taught on the Navajo Reservation then completed an M.A. in English at BYU. She taught for 5 years in Crawfordsville, Indiana. She then completed a PhD in Educational Psychology at the University of Arizona (1989). She was faculty at Western Michigan University in Kalamazoo, before coming to BYU. She helped develop and now directs the TELL program. She is Acting Dean of Invisible College for Research on Teaching, a research organization that meets yearly in conjunction with AERA. She is a specialty editor of Frontiers in Education's Teacher Education strand with Ramona Cutri. She is editor of the series Advancements in Research on Teaching published by Emerald Insight. She has received the Benjamin Cluff Jr. award for research and the Sponsored Research Award from ORCA at BYU. She is a founder of the Self-Study of Teacher Education Practices research methdology. She has published in the Journal of Teacher Education, Ed Researcher, Teachers and Teaching: Theory and Practice and has contributed to the handbook of narrative inquiry, two international handbooks of teacher education and two Self-Study of Teaching and Teacher Education Practices handbooks. She reviews for numerous journals and presents regularly at the American Educational Research Association, ISATT, and the Castle Conference sponsored by S-STTEP.

Betsey Eckton

Betsy Eckton, EdD, has recently retired from 30 years of full-time work as an educator serving in many roles in the public schools. For 29 of those 30 years, she was employed in Title I schools, where she enjoyed working with diverse student populations, and where her passion grew for teaching English language learners. How ESL endorsed teachers access networks of professional support was the focus of Betsy's dissertation research. She has facilitated the ESL endorsement courses for the past 20 years, and looks forward to continuing this work during her "retirement." At home, her family enjoys regularly speaking in three languages. She also serves on the boards of multiple non-profit organizations, and enjoys working with educational projects in developing nations, where she and her husband relish developing and practicing their language skills.

Welcome to TELL

Understanding Second Language Acquisition

Welcome to TELL

Welcome to theTeaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to a differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners.The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic landuage and literacy of ESLs in their regluar classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships.The course support teachers in developing a series of [conceputal tools](#) that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#) as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration**: Meeting the needs of today's language minority students demands collaboration across academic disciplines, institu- tions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepend understanding of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMS create, in essence, a multimedia textbook. The video segments and CD-ROMs capture he perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach.The activities teachers enagage in are immediately transferable to their own teaching with ELs.The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how whey might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and

conceptions of themselves as asset-based teachers emerge regularly as they apply theim inm their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John I. Goodlad i to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnerships are guided by the following statement of belief:

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adhers to the following five commmitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

  Engaged Learning Through Nurturing Pedagogy: the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

  Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

  Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

  Commitment to Renewal: the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.

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Syllabus: Understanding Language Acquisition

Course Description:

Through engaging in the first course (Foundations of Education for Emergent Bilinguals), you learned to use the Inclusive Pedagogy Framework to examine EL students in your classes and plan your instructional responses. You learned about culture, including how it plays out in your own life, the lives of your students, and the assets you can draw forward into your teaching. Most importantly you considered your ELs and their process of language acquisition as a resource for your teaching. You uncovered the strengths, supports and assets in your school community. You explored the realities behind myths about ELs that many teachers hold and the legal and moral obligations you and your school have toward these children. We introduced you to WIDA as a resource for your teaching.

Now in this course, we explore the role of English language development for English learners. Specifically, the course focuses on expanding your understanding of second language development and you can support second language learners' literacy and content learning in your regular classroom teaching. This course builds on your previous learning and relies on the following tools:

- The Inclusive Pedagogy Framework (IP and Explanatory Document);
- The Standards for Effective Pedagogy (SEP and Explanatory Document);
- A Theory of Instruction for Teaching ELs: Communication, Pattern, and Variability (CPV and Explanatory Document).

Course Goals and Objectives:

This course is designed to meet ESL Standards:

- know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners' development of literacy.
- knowledge and skills to construct learning environments that support development of English language proficiency: literacy, academic, and cognitive development.

In this course teachers will:

1. Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.
2. Employ theories of acquisition of a primary and new language in instruction.
3. Employ theories of first and second language acquisition in teaching literacy
4. Employ theories of first and second language acquisition in teaching content area subjects.

Textbooks:

Understanding Language Acquisition. This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all

the learning activities, homework activities, and major projects you will be using for the course.

Wright, W. E. (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice, 3rd edition*. Caslon Pub.

Digital Resources:

Pinnegar, S. (2006). *Developing second language literacy*. Provo, UT: Brigham Young University. (https://equitypress.org/-HbB)

Second Language Acquisition Case, Provo, UT:BYU

Learning Activities:

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

Attendance Policy:

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

Grading Policy:

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

Grading Summary:

Type of Points	Description	Points
Process	Points for participating in learning activities during class	
Homework Individual Product	Points for individual products produced for homework assignments	
Practicum	Points for individual or group products produced for practicum assignments	
Total		

In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.

Grading Scale: You must earn at least a B- to pass this class.

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template:
Total Points Sheet

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Explanation of the Template:

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible accross the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Activie Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The ***learning outcome*** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedgogical intent informs the participant and the facilitator of the learning aim and goal of the specifica activity. Attention to the ***pedogical intent*** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In desigining LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.

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Total Points Sheet

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use This [To](#)keep a personal record of work in the course.

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Session 1: Language and Identity

LA 1.1: Did You Know?
LA 1.2: My Language Experience
LA 1.3: Whose Language Is Correct?
LA 1.4: Accents and Dialects - What Do You Hear?
AVG 1.1: Membership in a Speech Community Segment
LA 1.5: Questions We Have
HW 1.1: Reflect and Implement
HW 1.2: Honoring Language Difference
HW 1.3: Everyday Ethical Decisions
HW 1.4: Read the Wright Book, Ch. 1
HW 1.5: Select a Student to Study
HW 1.6: The Harvard Dialect Survey

LA 1.1: Did You Know?

LEARNING ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact attention to language. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers will consider language variation and recognize and attend to the factors that influence language usage.	Students will begin an examination of their own assumptions and beliefs about language variation by learning new facts and making connections to their own experiences. Since every student has a fact to contribute, every student is positioned as a valued and respected knower.

Instructions

1. Get a sample card from the Treasure Hunt cards and the Treasure Hunt Worksheet.
2. Discuss your sample card and any related personal experiences you each have in one-on-one conversations with your fellow students.
3. Make notes on your worksheet next to the appropriate category.
4. Discuss at least one sample card for each category.
5. Be prepared to share your favorite story that a fellow student shared with you regarding your sample card.

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https://equitypress.org/understanding_language_acquisition/la_1.1.

LA 1.2: My Language Experience

LEARNING

ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact attention to language. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers will explore their own language learning, usage, and experience to support their learning as they embark on a path to teaching ELs to achieve.	Students have engaged in an activity that discloses some of the factors that influence language usage, relating the factors to their own experience. They are prepared to discuss these factors and consider additional influences on language use.

Instructions

1. Respond to the questions on the accompanying My Language Experience response sheet. You will post your response to share with the class during LA 1.5.
2. Briefly discuss with a partner any connections between what you learned during LA 1.1 and your personal experiences as a language learner.

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LA 1.3: Whose Language Is Correct?

Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact attention to language. **Assessment: 25 pts.** **TA: 45 Minutes**	Teachers will reflect upon their own language learning and understand their role as a member of various speech communities to better understand the speech communities of students and their families.	Students have learned new facts about categories that contribute to judgments about correctness, have discussed some of their own language experiences, and have watched a video about membership in a speech community. Students are now prepared to synthesize beliefs and assumptions about correctness with linguistic facts on the topic.

Instructions

1. Get into groups of 4. Together, identify assumptions people make about others who use non-standard varieties of English (such as Black Vernacular or Latino English) and the labels used to summarize those assumptions. Write these labels and assumptions on a poster with a yellow highlighter. Leave about six inches at the top of the poster to use later.
2. Each member of the group should select one of the four readings (found below) about different speech communities.
   a. Study the samples and rules in the reading for the speech community you selected. Think about the relationships in the sample and rules provided and the assumptions you included on your poster.
   b. Read and think about the quotations and questions that connect the speech community reading to who you are as a person and your responsibilities as a teacher.
3. As a group, read aloud the quotation at the bottom of each reading page and discuss your thoughts about the readings. At the end of the discussion, summarize the readings and what you learned by creating one take away statement(s) with your group. Write your group's take away statement(s) above the assumptions on your poster using a black marker. Be prepared to share this idea with the class.

Readings:

1. [Latino Dialect](#)

2. [Classroom Dialect](#)

3. [Appalachian Dialect](#)

4. [African American Dialect](#)

LA 1.4: Accents and Dialects - What Do You Hear?

LEARNING ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers will increase in their awareness language and identity.	Students have been asked to make evident their assumptions about speakers of non-standard dialects. They are now prepared to further discuss the role of dialects and identity.

Assessment: 25 pts.

TA: 15 Minutes

Instructions

1. Watch and listen as the facilitator shares the YouTube Video, "How do you pronounce water?"
   https://equitypress.org/-Kay
2. As you watch the video, think about your own language use
   i. What does this video teach you about teaching students who come from different language backgrounds?
3. Then at your table, use a laptop/ipad to watch the course video (Link: https://equitypress.org/-HbB) about the role of language in developing community.
   a. Click on session 1, My Speech Community.
   b. Scroll down to the topic Speech Community and click on it.
   c. Scroll up so you can see the video and hit play.
4. Use the Active Viewing guide as you listen and write notes about the thinking the experts provoke for you.
5. Be prepared to contribute to the class discussion on the topic by answering the following question:
   i. "In what ways might my accent and dialect influence my ability and that of my students to learn and participate in school?"

AVG 1.1: Membership in a Speech Community Segment

Think About

- How can I learn and grow as a professional?
- Who am I as a learner of language?
- What needs do I have as a member of multiple speech communities?

Conceptual Outline	Meaning Making
Annela Teemant (Brigham Young University) We feel at home in the speech communities we are familiar with. When we cross into unfamiliar ones, we may feel nervous, inadequate, or out of place. **Which speech communities do you belong to?** Montage with quotes from people from different speech communities.	Unfamiliar speech communities?
Thomas Ricento (University of Texas, San Antonio) We belong to a number of speech communities: one associated with close family members, neighborhoods, institutions, organizations, churches, schools. Schools (like all speech communities) have defined parameters for how people talk, how they interact, what's appropriate and what's inappropriate. Teachers need to be aware that students have multiple repertoires of speaking, multiple styles of speaking, and that's a strength.	My repertoires? My styles?

David Corson (University of Toronto)

Power plays out when standard and non-standard languages conflict. As part of our cultural capital, we have linguistic capital (language use skills of value in certain sites, according to Pierre Gaudier). When we move to a new site, our language use is valued differently.

"Every time we change rooms. Every time we move from one group of friends to another. Or go from a familiar group to an unfamiliar group. The power relationships change and the cultural capital, the linguistic capital, . . . is differentially valued. And this is power playing itself out."

Annela Teemant (Brigham Young University)

We use our linguistic capital every day as we move through speech communities. It is valued differently based on

- age
- gender
- social and educational status
- formality or situation
- regionalism
- historic time

Don Norton (Brigham Young University)

Usage is linguistic etiquette—study of forces in the language that determine correctness, quality, rightness, appropriateness, and goodness. The forces that determine this are outside of language. To see a parallel, what determines the answer to "When is a person well dressed? . . . These forces dictate correctness. These are forces outside the language."

One of the concerns has to do with the need to learn standard English. Even those who do note use standard English expect others to use it. Anyone who wants to live a public life need to command standard English.

In public settings people expect **Standard English** (the variety of language used among educated people) even if they don't use it.

"If a young person . . . aspires to become a public person, then they would do well to come to command a variety of standard American English" (the standard dialect used by people in that area). All people in broadcasting learn NBC English (NBC was the first to develop it)—sort of a Midwest or western general American dialect.

Donna Christian (Center for Applied Linguistics)

Everyone who speaks a language speaks a dialect of that language—a variety of the language. We can talk about those varieties that are more socially noticeable.

For Example

Don Norton (Brigham Young University)

There are three major dialects in Utah, but in the rural areas and in southeastern Idaho to an extent and even in southern Canada it's:

"We were the Nartens. We lived in Narth Arm, Utah. The harse is barn in the born." — 'r' colored vowel.

Utahisms "ofer, oferneat, oferdum, ofergood." And the classic "oferignorant." Ignorant = rude.

Donna Christian (Center for Applied Linguistics)

Dialect features (standard or nonstandard) are regular and rule governed. It's possible to discover the rules. For example, in Appalachian speech for collective nouns like people, the appropriate form is people is. "There's no reason, in terms of logic or any sense of something being better, that people are or people is is better, but the way we socially evaluate it, we consider 'people are' to be standard, 'people is' to be nonstandard. But both are entirely rule governed."

Non-standard English rules?

Don Norton (Brigham Young University)

Non-standard usage was once standard.

For example: the classic double or multiple negative. In Chaucer someone says of the gentle knight, "in all his life he hadn't never said nothing discourteous to no sort of matter."

Shakespeare: "I cannot go no further. I will not budge for no man's pleasure."

"Historically, the multiple negative was standard. Somebody made a rule against it. It is so common in non-standard English because it has deep historical roots."

Historical changes in language?

David Corson (University of Toronto)

If you think language is unchangeable then critical language awareness is hard to understand. Language change is central to understanding it.

We believe that language was formed before we arrived and we have to accept it the way it is. We take it as a given.

But language develops from moment to moment. Dictionaries go out of date before they are published.

Critical language awareness involves questioning the status and power judgments of language use.

Language change?

Language and power?

Annela Temant (Brigham Young University)

Teachers have social and educational status. In schools, they have authority. We possess linguistic capital and use it every day. But we may not fully understand how language works, how language varies, how language proficiency develops.

My educational status?

Conceptual Outline	Meaning Making
Donna Christian (Center for Applied Linguistics) Teachers want a list of dialect features. They need tools to assess language differences in the community they teach in. New language issues will constantly confront them. A list of features is not going to match. "What they need is a way of approaching the study of language variation . . . so that they can then do it themselves."	Language differences in my classroom?
Annela Teemant (Brigham Young University) Teachers are responsible for classroom language policy. We should ask: Are our policies informed, enlightened, inclusive, and fair?	My language policies?
Amado Padilla (Stanford University) Sometimes children get the message (purposefully or inadvertently) that there is something wrong about their language, or culture. They go home and see their parents and others they respect using the language and operating within their culture, and children receive messages that this is a language or culture to be avoided or lost. That creates identity conflicts for those children.	Language wrong? Messages to my students? Identity conflicts?
Annela Teemant (Brigham Young University) Understanding language acquisition means understanding linguistic diversity. It begins by understanding ourselves in contrast to others.	Understanding language acquisition?

LA 1.5: Questions We Have

Writing Wall

Learning Outcome	Pedagogical Intent	Student Position
Teachers will reflect upon their role as teachers of language and their students' role as members of multiple speech communities. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can understand their beliefs about language and articulate what they will do to be more inclusive regarding the different ways English is spoken in different settings.	Students have been asked to make public their assumptions about and experiences with learning language. Students have been given new information that may contrast with the knowledge and beliefs they brought to the course.

Instructions

1. Post your "My Language Experience" response statement from LA 1.2 on the wall of the classroom.
2. Read as many of the other students' response statements as you can in 10 minutes. Pay attention the themes and main ideas in their responses.
3. Participate in a class discussion about your findings and the responsibilities teachers have to students and their families.

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HW 1.1: Reflect and Implement

Learning Outcome	Pedagogical Intent	Student Position
Teachers learn knowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development.	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to teach English Language learners.

Assessment: 50 pts.

Due: Session 2

Instructions:

Each Week's Reflection Journal (to be completed after each session)

Repond to the following prompts in your reflection journal:

1. In what way(s) did my understanding deepen, enlarge, or undergo change?

2. What will I purposefully keep the same in my practice due to my new understanding?

3. What will I intentionally change in my practice due to my new understanding?

4. Since you finished the Foundations Course, what have you applied from that course to your work with English Language Learners?

HW 1.2: Honoring Language Difference

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar. **Assessment: 50 pts.** **Due: Session 2**	Teachers will gain greater understanding of a students' experiences with language in regard to identity, culture, and learning and apply it to their classrooms.	Students have learned about speech communities and examined their own assumptions and beliefs about language variation. They will use new vocabulary and learn new analytic skills that will support their final assignment using Inclusive Pedagogy as a tool for understanding language minority students.

Instructions

1. Read the article "What is a Speech Community? Why Should Teachers Care?".
2. Answer the questions in the reading guide.
3. Read the four one-page stories.
4. Then analyze the one assigned to you by your facilitator. Make connections between the story and the article you read as part of this homework.
5. In session 2, you will access a video ethnography online so bring a laptop to session 2.

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Access it online or download it at
https://equitypress.org/understanding_language_acquisition/hw_1.2.

HW 1.3: Everyday Ethical Decisions

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar. **Assessment: 50 pts.** **Due: Session 2**	Teachers will understand the significance of relationships in instruction of ELLs (and all students) and apply it in their daily practice with students.	Students will read the article Coercive and Collaborative Relations by Jim Cummins that introduces new terminology and factual ideas in a context that reveals the emotional side of education. They will apply their learning to the story they read in the previous session. They will prepare to discuss these ideas in session 2.

Instructions

1. Read the Cummins article that accompanies these materials. Consider how it connects to the story you read.
2. Use the information on the following two charts, determine who was more responsible for the students' experiences in school—the educator themselves or the educational structures.
   1. Chart 1
   2. Chart 2
3. Write a paragraph about the 'human relationships at the heart of schooling'.

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Access it online or download it at
https://equitypress.org/understanding_language_acquisition/hw_1.3.

HW 1.4: Read the Wright Book, Ch. 1

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers broaden their understanding of who second language learners are and will learn about their needs and how they can be addressed in classrooms.	Students have learned information about language and ways different people use language. They will now read a chapter in a book to understand the needs of English language learners.

Assessment: 50 pts.

Due: Session 2

Instructions

1. Read the first chapter in the Wright book.
2. Be prepared to discuss the chapter in session 2.
3. To prepare for the discussion, make sure you know the definition for all of the key terms and jot notes in response to each of the guiding questions. Think about what you learned in Foundations about coming to understand the ELLs you are teaching.

HW 1.5: Select a Student to Study

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.	Teachers can apply their case study on one student as they generalize their practices to assist all second language learners gain control of the English language at their grade level.	Students are learning about how people learn second languages in this course. They will now select a current or former student to create a case study about including assessing the student using multiple assessments culminating in an individual language development plan for this student.

Assessment: 50 pts.

Due: Session 2

Instructions

1. Consider your current students, or a former student if you have no English language learners in your present class. Determine the student you will work with and assess to create an individual language development plan for the student.
2. Bring the student's name and a description that responds to the question "Who is this child?" to class.

HW 1.6: The Harvard Dialect Survey

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.	Teachers will compare their own usage and dialect with that of other across the nation and within their own colleague group within the class.	Teachers have discussed factors impacting language usage and are prepared to participate in an activity where they will reflect upon their own usage and dialect.

Assessment: 25 pts.

Due: Session 2

Instructions

1. Go to the following web site: https://equitypress.org/-YRUT
2. You may be asked to log in using your Google or Facebook account or to create a free account with the New York Times.
3. Answer the 25 questions regarding your language usage and pronunciation.
4. Look at the map with the results of your survey.
    a. Do you feel your results accurately reflect your language background?
    b. Be ready to compare your results with those of your colleagues in the class.
    c. What factors beyond your place of residence do you feel have impacted your present-day dialect?
5. Be prepared to share your insights in a whole-group discussion.

Session 2: Who are Our ELLs? Defining Needs and Strengths

LA 2.1: Cummins Review and Discuss
LA 2.2: Who Are Our ELLs
LA 2.3: Getting to Know a Second Language Learner
LA 2.4: Providing Evidence / Collective Expertise
LA 2.5: Makoto's Writing Analysis
HW 2.1: Reflect and Implement
HW 2.2: Models and Systems - Part 1
HW 2.3 Read the Definitions of Program Models
HW 2.4 Models and Systems
HW 2.5 Factors and Needs
HW 2.6 Learning about L2 Learners

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LA 2.1: Cummins Review and Discuss

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar. **Assessment: 25 pts.** **TA: 25 Minutes**	Teachers will understand the significance of relationships in instruction of ELLs (and all students) and apply it in their daily practice with students.	Students have read the article and studied the charts on Coercive and Collaborative Relations. They will now discuss with others in the class the issues presented.

Instructions

1. On a piece of paper, write a list of your own classroom rules.
2. Review the 2 charts from your homework from session 1 "Everyday Ethical Decisions".Click here to return to HW 1.3.
3. Together create a generic list of classroom rules.
4. Now, looking at the charts you constructed and considering the classroom rules you created together, identify ways in which your rules could possibly create the negative classroom climate for ELs that Cummins identified.
5. Make a list of suggestions to teachers about actions they could take concerning classroom rules, parent teacher conferences, and classroom participation that they could use to create a classroom climate that would promote student success.
6. Post your rules around the room.
7. Walk around and observe the rules of other groups. Jot down what ways you can improve your classroom climate on your classroom rules list, based on what you learned through this activity.

LA 2.2: Who Are Our ELLs

LEARNING
ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Teachers have knowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers will expand their understanding of who might be considered ELLs and what the differing needs of ELLs might be. They can apply this learning to their daily work with English learners.	Teachers have read a chapter about ELLs and are prepared to consider what they know about ELL learners. They will play a game to learn more about English learners.

Instructions

1. You will play a game introduced by the facilitator.
2. As led by the facilitator, discuss the following questions in partners. Then be prepared the share your thoughts with the class.
   a. Who are English language learners?
   b. How do labels help or prevent you from supporting your students?
   c. How diverse is the English Language Learner population in your school and the state?
   d. How does the cultural and linguistic background influence students' success in your classroom and school?
   e. How can viewing students through their assets (e.g. their background, schema, experience, native language, etc.) rather than their deficits (e.g. limited formal education, English language proficiency, etc.) impact your work as a teacher of English language learners (ELLs)?
   f. How can you respond to ELLs in ways that capitalize on their experiences, language, and cultural background?
   g. What differences does it make to your teaching when you understand who your ELLs are?

LA 2.3: Getting to Know a Second Language Learner

Learning Outcome	Pedagogical Intent	Student Position
Teachers will connect principles of language identity, usage, and acquisition with a second language learner. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can learn more about their students by practicing how to study a student, consider their supports and constraints, determine changes that will increase a student's learning. The student studied here is presented to all students in common so they can work together to improve their skills.	Students have had their first exposure to key concepts in second language acquisition (Communication, Pattern, and Variability) that will be revisited throughout the course. Using previous knowledge of cognitive, social/affective, and linguistic issues of development, they deepen their understanding of these critical learning domains and connect new learning to actual second language learners.

Instructions

1. Today we will consider Makoto and analyze information about her.
2. For the final in this course you will study one of your students for the same purposes and in the same way as we will consider Makoto. This is practice.
3. With the instructor, and using the web site https://equitypress.org/-jRt , watch together Study One, Makoto.
4. Make a list of characteristics on this Worksheet that define who she is and what her needs are as a second language.
5. Read the Critical Incident for Makoto for additional details about her and her needs.
6. Summarize what you learn on this Worksheet.

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LA 2.4: Providing Evidence / Collective Expertise

Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact attention to language. **Assessment: 25 pts.** **TA: 45 Minutes**	Teachers can develop skills to examine individual students in their own classes so they can develop curriculum and strategies to enhance learning appropriate for English learners.	Students have carefully investigated video clips and content about particular learners. Later in the course they will need to examine a learner's background and written work to provide a comprehensive analysis. Students are prepared to develop collective expertise through sharing this type of analysis.

Instructions

1. With the instructor review the 3 critical learning domains, which specify unique characteristics for ESL students (Cognitive, Social/Affective, and Linguistic). Use this [chart](#) for reference/review of these areas and character traits.
2. In the group assigned by the instructor, use this [chart](#) to answer one of the following questions:
   a. Group One—What are Makoto's cognitive/academic needs and what is the evidence to support that?
   b. Group Two—What are Makoto's social/affective needs and what is the evidence to support that?
   c. Group Three—What are Makoto's linguistic needs and what is the evidence to support that?
3. The facilitator has posted charts in the room, with the titles of cognitive/academic, social/affective, and linguistic. When you have finished discussing Makoto's needs and strengths in these areas, go to the chart title you worked on and write your findings on that chart.
4. Participate in a gallery walk by visiting all the charts and taking notes. If you think something should be added to any of the charts, write it on a sticky note and attach it to the poster. If you agree with what is on the chart, write your initials on the chart.
5. Discuss as a class the 3 critical learning domains.

LA 2.5: Makoto's Writing Analysis

Learning Outcome	Pedagogical Intent	Student Position
Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.	Teachers can practice using data using an analytic tool to make sense of the data supported by a partner and classmates so they will be able to analyze their own student for the major class product, then applying it to all students learning English.	After studying Makoto's learning of the English language, students are placed in an ambiguous situation. They are given data and then asked to use a new analytical tool to make sense of the data with a partner and as a class.

Assessment: 25 pts.

TA: 20 Minutes

Instructions

1. Examine Makoto's story of a basketball game with a partner. On the left half of the general analysis tool, record her strengths and identify specific details from the work that show evidence of her strengths as a writer. All of these documents are found [here](#).
2. On the right side of the form, identify and record ways that Makoto is struggling with different aspects of English. List specific details that provide evidence.
3. Now look at her writing about basketball and add to your analysis.
4. With the facilitator, identify Makoto's strengths and struggles as to word, sentence, and discourse level issues.
5. Discuss with the class some teacher work to strengthen Makoto's language development based on her attitudes, motivation, age, and background.

HW 2.1: Reflect and Implement

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Teachers learn knowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development.	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to teach English Language learners.

Assessment: 50 pts.

Due: Session 2

Instructions

Please answer the following questions:

1. What did you decide to change in your practice as you work with ELs this week? How did it go for you in changing this practice?
2. In what way(s) did your understanding deepen, enlarge, or undergo change?
3. What will you purposefully keep the same in your practice due to your new understandings from session 2?
4. What will you intentionally change in your practice due to your new understanding?

Be ready to report on both numbers 3 and 4 in reflection homework 3.1.

HW 2.2: Models and Systems - Part 1

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy. **Assessment: 50 pts.** **Due: Session 3**	Teachers will be introduced to various models and programs which exist to serve ELLs, determining one or several that fit their teaching style and strategies in working with English learners.	Teachers have learned about the strengths and needs of ELLs, and are now prepared to learn about programs and models intended to meet their needs.

Instructions

1. Read Wright Chapter 5.
2. Identify the models/programs introduced in the chapter, and write a 1-2 sentence summary of each.
3. Select the model that you would choose to have implemented at your school if resources were unlimited and then explain why you would choose this model?
4. Identify the model/program that you feel most closely describes the model/program currently implemented in your school setting. Why do you feel this has been selected? Why or why do you not feel it is the best choice for your school setting?
5. Type your responses from above in a one-page document, to be submitted during session 3.

HW 2.3 Read the Definitions of Program Models

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and interaction patterns to promote language development. Develop instructional alternatives to build second language learners' competence and performance in a variety of contexts. **Assessment: 50 pts.** **Due: Session 3**	Teachers can understand the different program models used in language learning and apply it to the student they are studying.	Teachers have learned about how people learn a new language. Students now build on knowledge they already have about programs by contextualizing their prior knowledge in the experience of a particular learner.

Instructions

1. Using the CD-ROM The Second Language Acquisition Case Part 2, examine the probes in Study 3 (Rationale for Collaboration) for your assigned learner. Then using Part 3, examine Study 4 (Current Realities) for your learner. Notice the type of program the student is participating in as it appears in text on the screen. Consult the program models definitions sheet to assist your understanding.
2. Read the perspectives that accompany both of these probes.
3. Use the Supports-Constraints T-Chart to summarize what you know about how the type of program and classroom practice would affect your student. See the Definitions of Program Models which are included here and the CD-ROM for help.

HW 2.4 Models and Systems

Learning Outcome	Pedagogical Intent	Student Position
Teachers will read and learn about models and programs to serve ELLs.Teachers will synthesize their understanding of models and programs toserve ELLs.	Teachers will clarify their understanding of the terms used to identify and describe models and programs which exist to serve ELLs.	Teachers have readabout programs and models that exist to serve ELLs. They are now prepared to read definitions of programs and models and compare terms and titles.

Assessment: 50 pts.

Due: Session 3

Instructions

1. Read through the definitions of major programs and models provided in HW 2.3.
2. Use this document to create a list of terms from this page which match the terms and definitions given in Wright, chapter 5.
3. On the same document, now create a list of terms from this page which differ in title or definition from those given in Wright, chapter 5.
4. Then answer the question: How does one's understanding of terms and definitions help/hinder a teacher's ability to work effectively with ELLs?
5. Submit this document in Session 3.

HW 2.5 Factors and Needs

Learning Outcome

Teachers know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.

Assessment: 50 pts.

Due: Session 3

Pedagogical Intent

Teachers will delve more deeply into the various factors of the critical learning domainsto promote understanding and realize their use in working with English learners.

Student Position

Teachers have reviewed the three critical learning domains. They are now prepared to consider how these learning domains and other factors influence the needs of ELLs in language acquisition.

Instructions

1. Go to https://tellcases.byu.edu.
2. Find Tell 410 Second Language Acquisition.
3. Select 2:"Second Language Acquisition Case(Interactive)."
4. Under the section, "Who am I as a reader?" please select one of the three critical learning domains (Cognitive, Social/Affective, Linguistic) and one of the next three factors (Cultural, Age, or Limited Formal Schooling) to view.
5. Identify which probes you viewed. Using this worksheet, write a response to the following: How have you seen,or do you currently see,these critical learning domains and factors impacting the learning of your ELLs?What do you need to add to your regular practices and routines?

HW 2.6 Learning about L2 Learners

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 50 pts.** **Due: Session 7**	Teachers can solidify theirunderstanding of acquiring a second language in this interview. They will learn from the stories told by this learner and apply this knowledge to the students they teach.	Students are learning about how a second language is acquired. They will findan adult who was a second language learner when they arrived in America. They will interview this person about the experience they had and what helped them to learn English

Instructions

1. Identify an adult friend or acquaintance who was formerly an ELL.
2. This activity asks you to contact a person who was an English language learner, prepare questions, conduct an interview, and plan a brief presentation of no more than 3 minutes. Refer to the interview sample questions sheet that the facilitator will hand out to you.
3. Interview presentations will be given during Session 7.
4. Turn in the name of the person you will interview.
5. This is an assignment you have been given as the course begins to allow you time to find the person to interview, conduct theinterview, prepare a short presentation, and present to a group in session 7.

Session 3: Current Realities: ESL Programs and Practices

LA 3.1 Jigsaw Wright Reading
LA 3.2 Programs and Practices in My Local Setting
LA 3.3 Content Area Literacy in SLA
LA 3.4 Supports and Constraints for Makoto
LA 3.5 Communication, Pattern, & Variability
HW 3.1 Applying My Learning
HW 3.2 Learning about Input
HW 3.3 Input: Teacher Work
HW 3.4 Knowing My Second Language Learner
HW 3.5 Input: Teacher Work

LA 3.1 Jigsaw Wright Reading

Learning Outcome	Pedagogical Intent	Student Position
Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguisticsystems to support English language leaners' development of literacy	Teachers can advocate for their students when they know the advantages and disadvantages of the program models their students are part of at their schools.	Teachers can advocate for their students when they know the advantages and disadvantages of the program models their students are part of at their schools.

Assessment: 25 pts.

TA: 40 Minutes

Instructions

1. The facilitator will divide the class into two expert groups.
   a. The first expert group will review chapter 5 of Wright, and focusing on bilingual models of education for ELLs, fill in one side of compare/contrast Venn diagram.
   b. The second expert group will review chapter 5 of Wright, and focusing on English medium models of education for ELLs, fill in the one side compare/contrast Venn diagram.
2. The class will now form groups of four, with two from the bilingual models expert group and two from the English medium models expert group in each group of four. These four will work together to complete both sides of the compare/contrast Venn diagram.
3. Under the direction of the facilitator, compare and contrast bilingual and English medium models of instructionin a class discussion.

LA 3.2 Programs and Practices in My Local Setting

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language andlinguistic systems to support English language leaners' development of literacy. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers will become aware of the programs and practices currently serving students in their local settingsand use this information to advocate for their students.	Having a better understanding of the general programs and practices existing to serve ELLs, teachers will now strive to identify the specific programs and practices serving students in their local school settings.

Instructions

1. Where possible, work in pairs or small groups of teachers from the same schools and/or districts.
2. For 15 minutes, discuss the current programs and practices in your schools. Use the questions below to guide your discussion, and take notes as you discuss.
    a. What model(s) of instruction for English Language Learners exist in your local school setting?
    b. Who has made or currently makes the decisions on which programs are implemented?
    c. To the best of your understanding, what factors have contributed to the selection of programs in your local school setting?
    d. What outcomes have you observed with the students with whom you work as a result of their participation in these programs?
    e. In an ideal situation, what programs would you like to see implemented in your school and/or district setting? What factors might enable or inhibit the implementation of your ideal?
3. With the support of the facilitator, organize class participants into mixed groups from differing school and/or district settings. Compare and contrast what is happening and what you would ideally like to see happen in your own setting.

LA 3.3 Content Area Literacy in SLA

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can use knowledge of content area literacy in their work with English language learners. They will better understand what it means to teach academic content to second language learners in contrast to teaching monolingual learners.	Students will fill in their questions and answers as they view experts discussing content area literacy and respond to the questions on the form and write questions they have as well.

Instructions

1. Use your copy of the active viewing guide to Video Segment 4.1, Current Realities,as you watch and listen to the segment. Make notes of your thinking in relationship to second language learning. Discuss with the facilitator and class your understandings from this segment.
2. Now continue watching Video Segment 4.2 ,Content Area Literacy in Second Language Acquisition,and use the active viewing guide for notes as you watch and listenas experts discuss content area literacy as it applies to second language acquisition.
3. Then fill out the answers to the questions on the Active Viewing Report, VS 4.2 guide.
4. Participate in a class discussion regarding your learning from these experts andfocus on how you can apply this in your instructional practices and strategies to better assist ELs to learn academic content through the English language.

LA 3.4 Supports and Constraints for Makoto

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers will look at a specific student and the programs and practices currently serving the student. Teachers will consider additional practices to support the student in language and content learning.	Having a general understanding of theprograms and practices existing to serve ELLs, teachers will now work with othersto consider a specific student and to identify additional classroom practices that can support student learning.

Instructions

1. Work in teams of 3 or 4 to determine which type of program you feel best represents that serving Makoto.
2. On the chart provided, write the ways in which the program and classroom practices serving Makoto potentially supports her in her language and content learning.
3. On the chart provided, write the ways in which the program and classroom practices serving Makoto potentially constrainsher language and content learning.
4. Consider the Standards for Effective Pedagogy. Discuss as a group and record on the chart the ways in which the Standards for Effective Pedagogy might increase supports and reduce constraints.

LA 3.5 Communication, Pattern, & Variability

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers will become familiar with the Communication, Pattern, & Variability summary chart.	Having watched a video segment discussing communication, pattern, and variability, teachers will now consider the principlesas they apply to a student.

Assessment: 25 pts.

TA: 25 Minutes

Instructions

1. Work in teams of two or three to review the active response sheet for the video segment you watched in class. Particularly review the portions discussing communication, pattern, and variability.
2. As a team, look at the tool titled "Second Language Acquisition: A theory of Instruction" located on the back of the Second Language Acquisition Framework. Identify teacher work in communication, pattern, and variability. Identify student work in communication, pattern, and variability.
3. Create your own definitions of communication, pattern, and variability and why they are critical for teachers to know and understand.
4. Consider Makoto. What might be some appropriate next steps in teacher work and student workfor her? [Record your ideas on the provided form.](#)

HW 3.1 Applying My Learning

Learning Outcome	Pedagogical Intent	Student Position
Teachers learnknowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development.	Teachers will reflect on their new understandings and synthesize these with their current and future practice.	Teacherswill have learned about programs and practices that exist to serve English language learners. They are now prepared to reflect on their practice and set goals for implementation of new understandings.

Assessment: 50 pts.

Due: Session 4

Instructions

Part 1

1. Continue the online reflection journal (e.g. in Google Docs), which you created last week.
2. Review your implementation goal from last week.
   a. What was the impact of your action upon your teaching and your students' learning?

Part 2

1. Write a response for each reflection question below:

   a. In what way(s) did my understanding deepen, enlarge, or undergo change?
   b. What will I purposefully keep the same in my practice due to my new understanding?
   c. What will I intentionally change in my practice due to my new understanding?

HW 3.2 Learning about Input

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and inter-action patterns to promote language development. **Assessment: 50 pts.** **Due: Session 4**	Teachers can increase their ability to meet the needs of English learners by attending to the principle of input, enabling students to understand concepts and achieve in their education.	At the end of this course, students are expected to know, understand and use the concepts of second language acquisition. Students can be resources for each other. An individual student can develop knowledge in a limited area and then help other students develop deep understanding. Through sharing expertise with experiences negotiating meaning and application, all students will develop a deep understanding of input as a principle of communication.

Instructions

1. Read your assigned article.
2. As you read, fill in the accompanying concept [application sheet](#).
3. Prepare to use the application sheet in session 4 in jigsaw presentations.
   a. You will first meet in a group that read the same articleyou did. Together you willdiscuss and make sure you can appropriately sharewith your home group.
   b. Your home group will consist of a group of 5, each of whom read a different article.
   c. In the home group, each person will teach what they learned from readingtheir article, and questions will be asked and answered within the group.

HW 3.3 Input: Teacher Work

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers who understand their role in providing appropriate input for students are prepared to increase their skills for providing quality input for EL students.	Students have discussed the importance of input in assisting ELs in acquiring English. They will now watch a video segment, taking notes on the sheet provided to prepare themselves to understand teacher work in input.

Assessment: 50 pts.

Due: Session 4

Instructions

1. Go to https://education.byu.edu/tell. Under the materials tab,select "In-Class video segments" and "TELL 410: Understanding Language Acquisition." In the left hand column, you can select the session. This will change the content of the right-hand column. Then you can select the video segment you need to see.
2. Scroll up to the top of the page to start the video stream.
3. Students will watch the video segment provided in the materials regarding the role of the teacher for input.
4. They will take notes on the sheet entitled, 'VS 5.1 response sheet.
5. Bring these notes with you to session 4 to assist you in discussing teacher work for input.

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Access it online or download it at
https://equitypress.org/understanding_language_acquisition/hw_33_input_teacher_.

HW 3.4 Knowing My Second Language Learner

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.Develop instructional alternatives to build second language learners' competence and performance in a variety of contexts. **Assessment: 50 pts.** **Due: Session 5**	Teachers can study a second language learner based on observation and assessment to determine appropriate actions to take that will promote the child's learning and academic achievement.	Making valid implications for practice from evidence about second language learners is a central process for understanding and appropriately responding to their needs. Students begin their study of a second language learner in their class. Students collect and evaluate multiple sources of information to construct complete and illuminating descriptions and productive and inclusive implications.

Instructions

1. Gather information about thestudent you have chosen to study.
2. Using the Definitions and Needs Worksheet and the Current Realities Worksheet, record the information you learn.
3. Analyze this data and record on the bottom of the worksheets the implications for your classroom teaching that include the following:
    a. Collaboration' from Inclusive Pedagogy
    b. The Second Language Acquisition concepts and principles
    c. Standards for Effective Pedagogy
4. This assignment will be evaluated in session 5 using the rubric(Scoring Guide)here.
5. Attach the rubric to your assignment when you bring it in session 5.

HW 3.5 Input: Teacher Work

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 50 pts.** **Due: Session 4**	Teachers, by studying one of their own ELL students and learning from the two segments on input, can apply their understanding to prepare lessons to guide students in their learning of English as well as content areas.	Students have viewed a video segment entitled Input: Student Work. They have also filled out papers for the student they are studying for this course. Now they will view the video segment entitled Input: Teacher work.

Instructions

1. Watch the video segment entitled Input: Teacher Work.
2. Please take notes on the input page by answering the questions there.
3. Be sure you understand that both the student and the teacher have work to do in the area of input in the classroom.
4. You will be working with these issues in session 4.

Session 4: Creating Comprehensible Input

LA 4.1 Critical Research on Input: Jigsaw Reading
LA 4.2 Feedback About Knowing my Second Language Learner
LA 4.3 Comprehensible Input
LA 4.4 Modifying Oral Input
LA 4.5 Input and Vocabulary Development
HW 4.1 Applying My Learning
HW 4.2 Understanding Interaction
HW 4.3 Promoting Oral Language in the Classroom
HW 4.4 Search and Final
HW 4.5 Classroom Observation and Analysis

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LA 4.1 Critical Research on Input: Jigsaw Reading

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and inter-action patterns to promote language development.	Teachers can increase their ability to meet the needs of English learners by attending to the principle of comprehensible input in language development, enabling their students to understand concepts and achieve in their education.	Having read one critical research summary, teachers are now positioned to share the important concepts and applications to teaching in expert groups. They will then reform groups and teach their article to colleagues.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Form an expert group with others who read the same research summary for HW 3.2.
2. In expert groups based on your HW 3.2 reading assignment, compare the notes you put on the graphic that accompanied the article you read. You will have 5 minutes to discuss your learning from this article based on your notes on the graphic.
3. You will then be assigned to a group consisting of 4 other people and yourself, each of which has read a different article. For each of the 5 articles, the person reporting will share their learning from the concept application sheet with the rest of the group (25 minutes total).
4. As each person reports group members will note details from the reports on the Concept Application summary sheet.

LA 4.2 Feedback About Knowing my Second Language Learner

Learning Outcome	Pedagogical Intent	Student Position
Candidates have knowledge and skills to construct learning environments that support development of English languageproficiency: Literacy, academic, and cognitive development **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers, when they study students, can develop strategies and materials to assist students in learning content as well as English.	Students have studied and described a second language learner in their community. Through giving and receiving feedback about completion and quality of work and suggestions for improvement, students come to better understand the process for providing feedback.

Instructions

1. Working in groups of 4 students divided into two pairs, shareyour products from HW 3.4. Each pair will read and provide feedback about the work of two of their peers, trying to separately address issues of completion and the quality of work as specified in the scoring guide that hasbeen attached to the back of the work.
2. Use the Completion Checklist. Record your names at the top along with the name of the person whose work you are reviewing. Complete the checklist and give feedback related to the extentof completion of the assignment, such as ways to more completely fulfill the assignment, ways to more clearly organize the work, etc.
3. Use the quality rubric to make judgments about the quality of the work as specified in the criteria. Write a rationale for your judgment in each area and provide feedback on how to improve the quality of the work in each area. Try not to confuse issues of completion with issues of quality.
4. Repeat numbers 2 and 3 withthe second student's work.
5. Pass the work back to the author to read the feedback.
6. Turn in your work to the facilitator, who will review the peer evaluations and provide additional feedback as needed.

LA 4.3 Comprehensible Input

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.	Teachers will learn strategies they can utilize to make their instruction more comprehensible to their students.	Having read and shared foundational research on comprehensible input, teachers are now prepared to learn specific strategies they can employ in their own classroomand school settings.

Assessment: 25 pts.

TA: 75 Minutes

Instructions

1. Listen and participate in the discussion and activities,as the facilitator shares a Google Slides presentation (also found here).
2. Take notes on the Comprehensible Input Guided Notes pages found by scrolling down on this document.

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Access it online or download it at

LA 4.4 Modifying Oral Input

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and inter-action patterns to promote language development.Develop instructional alternatives to build second language learners' compe-tence and performance in a variety of contexts.	Teachers delve more deeply through discussion and working with each other to discover strategies for improving inputfor their English language learners.	Students have learned about input by reading, teaching eachother, and viewing video segments. They are prepared to discuss their understanding of some strategies for improving input and consider applications of those strategies.

Assessment: 25 pts.

TA: 20 Minutes

Instructions

Arrange the class into groups of 4.

1. Referring to the [Making Text Comprehensible](#) reading use the [Input Summary](#), and discuss the following two strategies reviewing the Why it Works column:
   a. Elaborative Modifications
   b. Avoid Over-simplification
2. How do these strategies relate to the Zone of Proximal Development (ZPD)? What do you know about the key concepts listed in the Why It Works column for these two strategies?
3. Discuss possible applications of these two strategies. Come to a consensus on at least one application for each of these strategies. Record this group product on your Input Summary Worksheet.

LA 4.5 Input and Vocabulary Development

Learning Outcome

Identify and analyze the role of input and inter-action patterns to promote language development.Develop instructional alternatives to build second language learners' compe-tence and performance in a variety of contexts.

Assessment: 25 pts.

TA: 20 Minutes

Pedagogical Intent

Teachers can help students to increase vocabulary knowledge, especially in collaboration with other teachers. They will share ideas and strategies with one another, especially in content areas.

Student Position

Students have learned about input by reading, teaching eachother, and viewing video segments. They are prepared to discuss their understanding of some strategies for improving input and consider applications of those strategies.

Instructions

1. As a group, review your VS 5.1 Response Sheet for content on student work and teacher work relating to vocabulary development.
2. Read the Vocabulary Fact sheet.
3. Review and discuss the SPC-T levels for Standard 2, Language and Literacy Development.
4. Examine and discuss the student work and teacher work columns on the Input row of the Second Language Acquisition Chart.
5. Discuss connections between what you know about the principle of input and vocabulary development. How does vocabulary development relate to applications you have already recorded on the Input Summary worksheet?
6. Record two applications for vocabulary learning on the worksheet.

HW 4.1 Applying My Learning

Learning Outcome	Pedagogical Intent	Student Position
Teachers learn knowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development.	Teachers will reflect on their new understandings and synthesize these with their current and future practice.	Teacherswill have learned about the role of comprehensible input as they instruct English language learners. They are now prepared to reflect on their practice and set goals for implementation of new understandings.

Assessment: 50 pts.

Due: Session 5

Instructions

Part 1

1. Continue theonline reflection journal (e.g. in Google Docs), which you created last week.
2. Review your implementation goal from last week.
   a. What was the impact of your action upon your teaching and your students' learning?

Part 2

1. Write a response for each reflection question below:
   a. In what way(s) did my understanding deepen, enlarge, or undergo change?
   b. What will I purposefully keep the same in my practice due to my new understanding?
   c. What will I intentionally change in my practice due to my new understanding?

HW 4.2 Understanding Interaction

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and inter-action patterns to promote language development.Develop instructional alternatives to build second language learners' compe-tence and performance in a variety of contexts.	Teachers use input and interaction in combination to create a richer learning environment for English language learners they work with.	Students have learned about the concept of Communication and its first principle, Input. They are now prepared to read about the principle of Interaction.

Assessment: 25 pts.

Due: Session 5

Instructions

1. Read the following five selections that address various aspects of the SLA principle of Interaction.
    1. Reading A: Code Switching and Interaction
    2. Reading B: Characteristics of Interactional Modifications
    3. Reading C: How Teachers Can Help Second Language Learners Begin to Communicate
    4. Reading D: Classroom Routines and Participation Structures
    5. Reading E: We Can Talk: Cooperative Learning in the Elementary ESL Classroom Read the introductory paragraph and the section 'Output'.
2. As you read, take notes on the Reading Guide: Interaction, provided to prepare you for participation in a class discussion during Session 5.

HW 4.3 Promoting Oral Language in the Classroom

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers use case studies of their students to understand individual needs using WIDA proficiency levels.	Students will acquire and employ knowledge of language as a system and the ways in which languages are different and similar.

Assessment: 50 pts.

Due: Session 5

Instructions

1. Read the seventh chapter in the Wright book.
2. As you read, take notes using provided note sheet to be submitted in session 5 regarding what you learned, relearned, and unlearned from your reading.
3. Select five ideas presented in this chapter that you would like to incorporate into your instruction of English learners and include why you think it will work andhow you would fit it in.
4. Also, be prepared to discuss this chapter in session 5.

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Access it online or download it at
https://equitypress.org/understanding_language_acquisition/hw_43_promoting_oral.

HW 4.4 Search and Final

Learning Outcome	Pedagogical Intent	Student Position
Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.	Teachers can develop a bank of learning strategies to support the principle interaction as they work with English language learners.	Students have learned about the principle interaction in regard to teaching English language learners. They will now conduct a search to discover strategies that will help them employ input that is accessible for their students to learn content material and also to learn English.

Assessment: 50 pts.

Due: Session 5

Instructions

1. You may use several resources (online, teacher books,other teachers) to uncover learning strategies that support the principle of input and interaction that they will incorporate into their teaching practices.
2. Be ready to share at least two strategies with the class in session 5.

HW 4.5 Classroom Observation and Analysis

Learning Outcome

Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.

Assessment: 50 pts.

Due: Session 7

Pedagogical Intent

Teachers can identify and develop the type of interactions most likely to support ELLs in developing their language and literacy skills.

Student Position

Students have studied and described a second language learner in their community and identified the learner's needs. Students are prepared to observe interactions in a classroom, reflecton and analyze those interactions, and address the implications of those interactions on teaching practice.

Instructions

1. Classroom Interaction Inventory and analysis will help you determine what type of interactions will benefit your student in developing their language and literacy skills. You will probably not observe all of the identified interactions. Indicate Y/N with regard to each one.
2. Preview the Classroom Interaction Inventory for observable behaviors.
3. Using the Inventory, complete a 20-30 minute classroom observation of your ELL. Provide comments where helpful.
4. Make note of 3 classroom routines or rules in the classroom and their effect on your student.
5. Review the indicators for Joint Productive Activity and Instructional Conversation found in the materials for this homework.
6. Determine a topic for an instructional conversation with your learner and conduct a 10 minute one-on-one instructional conversation that includes the objective and a joint product
7. Using the evidence gathered from the classroom observation, the analysis of routines and the instructional conversation write a one-page report on what teacher work related to interaction could benefit your ELL. As you write your report consider the issues of high expectations, multiple perspectives, knowledge-based practiceand accountability.
8. When you turn in these materials in class in Session 7, please attach the Classroom Interaction Report Scoring Guide.

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Session 5: The Role of Interaction

LA 5.1 Feedback About Knowing My EL Student
LA 5.2 Role of Interaction in English Language Development
LA 5.3 Negotiating Meaning Through Interaction: Gallery Walk
LA 5.4 Classroom Parables of Cultural Interaction Patterns
LA 5.5 Strategy Search Report
HW 5.1 Learning a New Language
HW 5.2 Learning From Student Writing

©

LA 5.1 Feedback About Knowing My EL Student

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and interaction patterns to promote language development. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can practice using data using analytic tools to make sense of the data supported by a partner and classmates so they will be able to analyze their own student for the major class product, then applying it to all students learning English.	Students have studied and described a second language learner in their classroom. Through giving and receiving feedback about completion and quality of work and suggestions for improvement, students come to better understand the process for assessing EL student needs as they work to learn through a second language.

Instructions

1. Working in a group of four students divide into 2 pairs, circulate your products from HW 3.4. Each pair will read and provide feedback about the work of the other pair in their group. The pair will work together but separate from the other pair.
   a. In examining HW 3.4, they will use the "Knowing my second language learner scoring guide" from the homework.
   b. They will make sure all materials requested are included as well as evaluate the quality of work using the scoring guide students have attached to their work.
2. Using the scoring guide record your names at the top along with the name of the person whose work you are reviewing. Now begin with the Completion Checklistat the top of the scoring guide.Complete the checklist and give feedback related to the extent of completion, suggest ways to more completely fulfill the assignment, ways to more clearly organize the work, etc.
3. Next the use the quality section of the scoring guide located below the completion checklist. Make judgments about the quality of the work as specified bythe criteria. Write a rationale for your judgement in each area and provide feedback on how to improve the quality of the work in each area. Try not to confuse issues of completion with issues of quality.
4. Repeat with the second student's work.
5. Pass the work back to the authorsto read the feedbackand answer any questions the author has.
6. Turn in your work to the facilitator. The facilitator will review the peer evaluations and provide feedback as needed.

LA 5.2 Role of Interaction in English Language Development

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.Develop instructional alternatives tobuild second language learners' competence and performance in a variety of contexts. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers can increase comprehension in their EL learners when they use the principle of interaction in company with input.	Students have learned about the importance of input in building understanding for EL learners. They have read articles about the principle of interaction. They now watch a video, taking notes as they listen, to inform them about interaction more in depth.

Instructions

1. Actively listen and watch the video segment about interaction.
2. Take notes on the response sheet provided.
3. Participate in a discussion with the class concentrating on the importance of interaction in learning and its ties with input.

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LA 5.3 Negotiating Meaning Through Interaction: Gallery Walk

LEARNING

ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze the role of input and interaction patterns to promote language development. **Assessment: 25 pts.** **TA: 20 Minutes**	Teachers can use what the already know about input along with new learning about interaction to better understand how to create learning situations for the EL students that are facilitated through input and interaction.	Students have previously read five selections that highlight various aspects of the principle of interaction. Students are now prepared to solidify their understandings of interaction by discussing these readings.

Instructions

1. With a partner, share your summaries of the readings in HW 4.2, examine the back of the Second Language Acquisition Framework, and preview Classroom Observation Inventory.
2. Individually, record your responses to the three questions below which are posted on chart paper throughout the room:
   a. How can classroom interaction support both content and language learning?
   b. What is the student's work (student outcome) in interaction?
   c. What is the teacher's work (teacher responsibilities) in interaction?
3. Then have a gallery walk so all can see the answers to all three questions.

LA 5.4 Classroom Parables of Cultural Interaction Patterns

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.Develop instructional alternatives tobuild second language learners' competence and performance in a variety of contexts. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can increase comprehension in their EL learners when they use the principle of interaction in company with input.	Students have learned about the importance of input in building understanding for EL learners. They have read articles about the principle of interaction. They now watch a video, about culture's impact on interactions, taking notes as they listen, to inform them about interaction more in depth,

Instructions

LA 5.5 Strategy Search Report

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 25 pts.** **TA: 15 Minutes**	Teachers can apply 'new-to-them' strategies in combination with other strategies they already know and use with the purpose of assuring that English language learners have many opportunities to make sense of input and learn from interacting with classmates.	Students have searched online and in other places to find two strategies that will be effective to use to infuse the principles of input and interaction with EL students in their own classrooms.

Instructions

1. Homework 4.4 asked you to find two new strategies that would be useful in providing many opportunities for English language learners to participate in experiences infusing input and interaction into the lesson, providing the student and the teacher to be able to clearly see and understand the issues of language the students have and then modify their instruction accordingly.
2. Take your discovered strategies along with note-taking materials with you as the facilitator guides class members to form and inside/outside circle
3. Form an inside/outside circle to share your found strategies with others and to note strategies you hear that you could incorporate into your own instruction. The facilitator will time 3 minutes for each share.

HW 5.1 Learning a New Language

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Teachers learnknowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development.	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to teach English Language learners.

Assessment: 50 pts.

Due: Session 6

Instructions

1. Please answer the following questions:
   a. In what way(s) did your understanding deepen, enlarge, or undergo change?
   b. What will you purposely keep the same in your practice due to your new understanding?
   c. What will you intentionally change in your practice due to your new understanding?

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HW 5.2 Learning From Student Writing

Learning Outcome

Identify and analyze the role of input and inter-action patterns to promote language development.Develop instructional alternatives to build second language learners' compe-tence and performance in a variety of contexts.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Students have studied and described a second language learner in their class and identified the learners' needs. Students are prepared to observe interactions in a classroom, reflect on and analyze those interactions, and address implications of those interactions on teaching practice.

Student Position

Students have studied and described a second language learner in the community and identified the learners' needs. Students are prepared to observe interactions in a classroom, reflect on and analyze those interactions, and address implications of those interactions on teaching practice.

Instructions

1. Remember to bring three pieces of writing from the student you are studying for PA 5.1 to class in session 6. There will be an activity using these pieces of writing and you must have the writing pieces with you to participate.

Session 6: Stages of Development and Errors and Feedback

LA 6.1 Video Segment 7.1 on Stages of Development: Pattern
LA 6.2 Charting Treasure: Mapping Stages of Development
LA 6.3 Patterns: Errors and Feedback
LA 6.4 Error Analysis of Student Writing
LA 6.5 Table Problems
HW 6.1 Reflection
HW 6.2 Analysis of Student Work
HW 6.3 What does it Mean to Know a Language
HW 6.4 Variability in Learning a Language

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LA 6.1 Video Segment 7.1 on Stages of Development: Pattern

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.Develop instructional alternatives tobuild second language learners' competence and performance in a variety of contexts. **Assessment: 25 pts.** **TA: 30 Minutes**	Teachers can increase comprehension in their EL learners when they use the principle of interaction in company with input.	Students have learned about the importance of input in building understanding for EL learners. They have read articles about the principle of interaction. They now watch a video, taking notes as they listen, to inform them about interaction more in depth,

Instructions

1. Actively listen and watch the video segment about pattern: Stages of Development.
2. Take notes on the response sheet provided in the materials.
3. Participate in a discussion with the class concentrating on the importance of interaction in learning and its ties with input.

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https://equitypress.org/understanding_language_acquisition/la_61_video_segment_.

LA 6.2 Charting Treasure: Mapping Stages of Development

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.Teachers will understand that language acquisition is patterned. **Assessment: 25 pts.** **TA: 40 Minutes**	Teachers will be introduced to the stages of development in second language acquisition, and create a map of the beginning, intermediate, and advanced stages of acquisition	Because teachers need to build an initial reserve of complex factual information that can be used in solving real-world problems, they are asked to comprehend and analyze dense and abstract research summaries. With the support of peers, teachers will synthesize and make decisions about the readings.

Instructions

1. With the facilitator, discuss the first 2 pages from [Charting Treasure](#) as a class. Answer questions in the discussion regarding Proficiency Levels and Points to Remember About Errors.
2. The facilitator will model what you need to do to understand article 4 from the articles and transfer the relevant information to your note sheet. Discuss questions and provide comments as a whole class.
3. In tables, using the [form](#) (Stages of Language Development) and the readings provided (charts 1-8), producea map on of language acquisitionon the response pageto show progressionfrom beginning through intermediate to advanced stages. For each chart (articles, vocabulary, etc.), determine what would be considered beginning, intermediate, or advanced. The facilitator will complete Chart 1: Order of Acquisition of Grammatical Morphemes with the class.
4. Discuss the following questions as a class:
   a. What were some challenges in completing this activity?
   b. How clearly delineated do you feel are the lines between each stage of language acquisition (beginning, intermediate, and advanced)?
   c. Where might a teacher see/hear samples of student language in order to identify a student's stage of language acquisition?
   d. How does this applyto content classwork?

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LA 6.3 Patterns: Errors and Feedback

LEARNING ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language leaners' development of literacy.	Teachers can teach ELLs to master English only as far as they understand the English language itself and are prepared to note errors their students make and to give them appropriate feedback.	Students are learning about input and interaction and their use in teaching ELLs. They have watched a video segment to learn about patterns and now learn about the patterns that apply regarding errors and feedback.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Watch this video segment with your classmates. Use the outline provided in the materials to take notes and record questions you may have.
2. Participate in a class discussion led by the facilitator. Add your questions to others' questions and suggest answers for other questions.

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LA 6.4 Error Analysis of Student Writing

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze linguistic patterns of development in student work to promote second language development.	Teachers can learn a system for analyzing student writing and apply it in their work with second language learners in their classrooms.	Students will soon be asked to provide a sophisticated analysis of their student's writing. They need direction in developing that analysis. They will now learn the points they need to analyze to prepare to work with a student who is an English learner.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Look at the Pattern concept on the [Second Language Acquisition tool chart](). Read through the Teacher Workand Student Workfor this concept.
2. The facilitator will model how to use the [Language Systems Inventory]() and WIDA Can-Do Descriptors formsenlisting the help of class members as they work through it.
3. Answer the following questions about yourstudent'swriting:(on the back of the language systems inventory sheet):
   a. What rules or structures does the student seem to currently have control of?
   b. On what rules or structures does the student seem to be currently working?
   c. On the basis of this work sample, at what stage is the student: beginning, intermediate or advanced?
   d. What should the student focus on next to support his/her language development?

LA 6.5 Table Problems

Learning Outcome	Pedagogical Intent	Student Position
Identify and analyze linguistic patterns of development in student work to promote second language development. **Assessment: 25 pts.** **TA: 25 Minutes**	Teachers can use their knowledge of the English language to assess student needs in writing. They will be able to determine strategies to teach students where they are presently as they increase their understanding of English, especially in writing.	Students are asked to do a complex, cognitively challenging task. First, the facilitator demonstrates the process; then students work with a partner while the facilitator is available for additional support. After completing this activity, students will beasked to repeat this process on their own.

Instructions

1. In pairs, analyze one sample of your own students' work.
2. Look for word, sentence, and discourse level errors and record them on the Language Systems Inventory.
3. Consider what rules the learner understands and whether this student is at a beginning, intermediate, or advanced student in writing and record this on the form.
4. Determine some implications for teaching that will enhance the student's language development and record your thinking on the form.
5. Answer the following questions about your student's writing:
   a. What rules or structures does the student seem to currently have control of?
   b. On what rules or structures does the student seem to be currently working?
   c. On the basis of this work sample, atwhat stage is the student: beginning, intermediate or advanced?
   d. What should the student focus on next to support his/her language development?

HW 6.1 Reflection

Learning Outcome	Pedagogical Intent	Student Position
Teachers learnknowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development. **Assessment: 50 pts.** **Due: Session 7**	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to teach English Language learners.

Instructions

Please answer the following questions:

    a. In what way(s) did your understanding deepen, enlarge, or undergo change?

    b. What will you purposely keep the same in your practice due to your new understanding?

    c. What will you intentionally change in your practice due to your new understanding?

HW 6.2 Analysis of Student Work

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.Identify and analyze linguistic patterns of development in student work to promote second language development.	Teachers, after completing the analysis of their student's English language development, can design instruction to meet their needs and push their learning forward. This applies to other students they can study as well.	Students have explored error patterns of second language learners at varying stages of development. Students now analyze performance data from student work, identify the student's level of development, and consider implications for student and teacher work.

Assessment: 50 pts.

Due: Session 7

Instructions

1. Analyze the two remaining samples of your student. Make notes directly on the writing sample or photocopy.
2. Record your analysis on the [Language Systems Inventory Worksheet](#).
3. Based on the evidence from your student's and information from the chart begun in LA 6.4, determine the level of proficiency of your student.
4. Write a one-page report answering four questions:
    a. What are my student's language and literacy strengths?
    b. What are my student's language and literacyweaknesses?
    c. What are the implications of my student's level of proficiency for success in the classroom?
    d. What should I be doing to supportlanguage and literacydevelopment with respect to the student'sidentified proficiency and grade-level expectations?
5. Attach the rubric to the assignment and bring it to class in session 7.
6. Collect additional information about this student concerning oral language, interactions in the family, language use in the family, etc., to inform your final case presentation.

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HW 6.3 What does it Mean to Know a Language

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.	Teachers use case studies of their students to understand individual needs using WIDA proficiency levels	Acquire and employ knowledge of language as a system and the ways in which languages are different and similar.

Assessment: 50 pts.

Due: Session 7

Instructions

1. Read Wright, chapter 2, only the section entitled 'What Does It Mean to Know a Language?'
2. As you read, take notes on the empty outline to be submitted in session 7.
3. Select several ideas presented in this chapter that you would like to incorporate into your instruction of English learners and include why you think it will work and why.
4. Also, be prepared to discuss this readingin session 7.

HW 6.4 Variability in Learning a Language

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 50 pts.** **Due: Session 7**	Teachers who understand variability and its appearance in language learning can apply their understanding of variability and performances and proficiencies required in task and their understanding of individual learner difference to pushthe language and literacy development of their students	Students have learned about input and interaction, which are teacher work. They will now read a section from the Wright book and view two video segments to learn about individual differences and proficiencies and performances in the main topic of variability.

Instructions

1. For this activity your will draw information from VS 8.1 (start at 4.26 and continue to end); VS 8.2 (begin at .19 to 13.47) and review in Foundations for teaching English Language learners by Wayne Wrightpages 10-23 (Diversity of English Language learners) and pages 42-47 (Language for Academic Purposes).
2. Read the text, watch the video (VS 8.1 & Vs 8.2)), and look at the graphic of Spolsky's model. Then make a list of the individual characteristics of students, their social context and learning opportunities that make their progress as a second language learner vary from the progress of other second language learners?
3. Review your list and determine which you think from your experience are the most important to explore, notice or track? List those as categories or topics in the first row in the chart below following L2 (oral and written proficiency).
4. All the case studies are found here. If you teach K-3 read the cases of Iris and Diego. If you teach 4-6 read the cases of Luis Migel and Priscilla. If you teach 7-8 read the cases of Alejandro and Nickole. If you teach 9-12 read the cases of Meiko and Barbara.
5. As your read, underline text details that identify the individual differences and learning progress noted in the case that you think as a teacher might impact the rate of the particular student's second language learning and suggests to you how you might respond to improve the students' learning.
6. Record those details and judgements expressed in the text in the chart.

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Session 7: Proficiencies and Performances

LA 7.1 Discussing Variability
LA 7.2 Readings about Variability
LA 7.3 Variability Matrix
LA 7.4 Getting to Know English Language Learners
LA 7.5 Understanding the Final Display
HW 7.1 Reflection
HW 7.2 Final Project

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LA 7.1 Discussing Variability

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction	Teachers can apply their learning about Variability (Types of Proficiencies/ Types of Performances) and individual differences in language learning om determining what next steps will push them to higher-level performance in the secondlanguage.	Students have learned about variability, proficiencies, and performances. They will now clarify their study individually by participating in a whole-class discussion.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

1. Take out your 6.4 homework including the readings from Wright, video segments 8.1 and 8.2.
2. You were assigned to look at a particular student. Join a table group with others who looked at the same critical incident that you did.
3. Keep your groups to three or four.
4. In your table groups,compare the categories you selected with each other and explain why you chose those in relationship to your student.
5. Next, identify 'sticking points' you had as you viewed the video, read the material and studied the categories in relationship to your student. Write them down. Discuss them together.
6. As the facilitator begins the class wide discussion, be prepared to share the sticking points as questions and the categories you selected and your reasoning behind them.

LA 7.2 Readings about Variability

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.	Teachers can use their understanding of variability among students to identify how to support learners as they acquire English as well as content.	Students have been studying an individual student in their own classroom setting. They will read to gain theoretical knowledge and share with one another so that, through negotiated meaning, they can develop a practical understanding of these principles and apply them to the students in their respective settings.

Assessment: 25 pts.

TA: 45 Minutes

Instructions

1. In expert groups as assigned by the facilitator, read one of the articles (linked below) and construct a visual to share with those who studied a different reading. (Each person in the expert group will need to prepare a copy of the visual.)
2. Join a jigsaw group to share your visualand teach the content.
3. Record a key idea from each presentation on the worksheet provided.
4. With the facilitator, participate in a discussion of the Spolsky Model from the video which identifies key factors related to variability in second language learning. Record one or more ideas on the worksheet.

Readings:

A. Second Language Development in Children

B. IC in Native American Classrooms

C. Motivation

D. Strategies

E. [Age Differences](#)

LA 7.3 Variability Matrix

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 25 pts.** **TA: 45 Minutes**	Teachers can identify the proficiencies and performances demanded by a task and the ways that students vary in their proficiencies and their ability to demonstrate these in their performance on tasks.	Teachers have been studying an individual student in their own classroom setting. Each teacher will now analyze data pertaining to this student, look for patterns of proficiencies andperformances, fill out the variability matrix, and then receive feedback on that work.

Instructions

1. Complete the Variability Matrix to the best of your knowledge. Recognize that sometimes you may not have enough information to be able to complete the matrix. Identifying gaps in understanding is an important part of the analysis and will guide your future observations of your student in a variety of contexts, with a variety of people, completing a variety of tasks.
2. As you carry out the analysis, prepare brief responses to the following:
    a. What patterns did you see in circumstances where your student is above or below your expectations for their level?
    b. Where were their gaps in your observations?

LA 7.4 Getting to Know English Language Learners

LEARNING
ACTIVITY

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction. **Assessment: 25 pts.** **TA: 25 Minutes**	Teachers will better understand the variability in learners, experiences, opportunities, proficiencies, and performances.	Teachers have interviewed an adult second language learner, andare now prepared to present to classmates what they have learned.

Instructions

1. As directed by the facilitator, students will form into groups of five. Each teacher, using interview notes of an adult learner assigned in HW 2.6, will share his/her interview presentation of approximately 3 minutes in length.
2. Each group member will listen tothe results of the interviews from the other 4 people in their group. Use the note sheet to take notes of what you learned from each presentation.
3. Turn in your notes at the end of class.

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LA 7.5 Understanding the Final Display

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of acquisition of a primary and new language in instruction.	Teachers can apply their learning about one of their students to other second language learners as they work to increase all ELs' command of the language.	Students will learn how to develop a plan for an individual language learner. This will be a chance to look at the assignment with the facilitator and ask questions before you begin the work. Various sessions will provide time for you to work on this final project.

Assessment: 25 pts.

TA: 20 Minutes

Instructions

This will be a quick look into the final assignment and time for you to read through the work to be done and ask questions of the facilitator so you can complete the work and share it in session 8.

1. Complete the Individualized Language Development Plan in as much detail as possible for your specific student. Use data gathered in learning activities and homework assignments to inform your work (Definitions/Needs, Interaction Observation Inventory, Writing Analysis, and Variability Matrix).
2. Use these same learning activities and homework assignments to provide evidence as you plan for how you will meet the needs of your specific English language learner in the areas of input, interaction, stages of development, errors/feedback, types of proficiencies, and types of performances.The template titled Responding to My English Language Learner inCommunication, Pattern, and Variability will help you to see how this might be formatted.
   a. For each principle of second language acquisition (input, interaction, stages of development, errors/feedback, types of proficiencies, and types of performances), write a brief paragraph of your specific student's strength and needs in the area of this principle.
   b. For each principle of second language acquisition, create a bulleted list of strategies you as the teacher can implement to support this student in English language acquisition.
3. Gather the pages that follow to be used in your work in understanding your chosen student and to use in creating your final project for session 8.

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HW 7.1 Reflection

HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Teachers learnknowledge and skills to construct learning environments that support development of English language proficiency: Literacy, academic, and cognitive development. **Assessment: 50 pts.** **Due: Session 8**	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to teach English Language learners.

Instructions

Please answer the following questions:

1. In what way(s) did your understanding deepen, enlarge, or undergo change?
2. What will you purposely keep the same in your practice due to your new understanding?
3. What will you intentionally change in your practice due to your new understanding?

HW 7.2 Final Project

Learning Outcome	Pedagogical Intent	Student Position
Course objective example (Apply the knowledge and…) **Assessment: pts.** **Due: Session # 8**	Pedagogical intent example (Learners communicate and interact for authentic purposes to meet personal goals. Students learn about themselves and each other by revisiting their past experiences.)	Student position example (Students begin by analyzing aspects of their own childhood educational experiences in order to gain new insights about them- selves and how their culture has molded their teaching pedagogy. This will strengthen the connections they ultimately make with their students.)

Instructions

1. Complete the Individualized Language Development Plan (ILDP) in as much detail as you can for your specific student. Use data gathered in learning activities and homework assignments to inform your work (definitions/needs, interaction observation inventory, and writing analysis.) (Copy and paste material from HW 2.3, or complete it and submit here, if possible.)
2. Use these same learning activities and homework assignments to provide evidence as you plan for how you will meet the needs of your specific ELL in the areas of input, interaction, stages of development, errors/feedback, and types of proficiencies and types of performances.
   a. The template titled Final Project Outline will help you to see how this might be formatted.
   b. For each principle of second language acquisition (input, interaction, stages of development, errors/feedback, types of proficiencies, and types of performances) write a brief paragraph (5-7 sentences) of your specific student's strengths and needs in the area of this principle. (You can write your own for this section, it does NOT need to come from the Critical Learning Domains.)
   c. For each principle of second language acquisition, create a bulleted list of 3-5 (20 total) strategies you can implement, with a brief explanation, to support this student in English language acquisition. (SEE the back of the CPV chart.)

Important Documents

1. [Rubric](#)

2. [Final Project Outline](#)

3. [Example](#)

Session 8: Displays of Professional Development

AVG 8.1 Classroom Strategies: Action as Advocacy
LA 8.1 Examining Displays of Professional Development
LA 8.2 Discussing My Learning

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AVG 8.1 Classroom Strategies: Action as Advocacy

Think About

- How can I use Inclusive Pedagogy as a tool?

Collaboration's Content-Area Literacy Goal Question:

What does it mean to teach second language learners in contrast to monolingual learn- ers?

Classroom Strategy's Goal Questions:

- How can I adjust my planning to meet the needs and utilize the strengths of lan- guage minority students?

- How can my teaching accommodate language minority students?

- How can I diversify assessment practices to enable language minority students to demonstrate their knowledge?

Classroom Strategy's Reflection for Change Question: What specific changes will I make in my own teaching to accommodate language minority students?

Conceptual Outline	Meaning Making
Annela Teemant (Brigham Young University)	
For language minority students, quality teaching is our strongest act of advocacy. Quality teaching begins not in planning, but in accountability. We need to take inventory before we plan. We take stock of our personal, school and community resources. We study our students, our school context, and the characteristics of our content. Our integrity as teachers requires us to be brutally honest about who our students are and what actions we are truthfully willing to take for them.	Begins in accountability? Truthfully willing?
Bonnie Brinton (Brigham Young University)	

In terms of the culture of the classroom, who's in charge? The teacher's in charge. And who pretty much decides what's acceptable and what's valued? The teacher decides what's valued. And usually what's valued is closely tied to how well that child begins to learn to read and to write. The teacher decides what's currency in the classroom.

In charge?

My classroom currency?

Nancy Cloud (Rhode Island College)

A concern is that teachers celebrate who their learners are, respect who their learners are, know who their learners are, because you can't teach anything but children. You can't teach a subject in a vacuum. You can only teach subjects to specific children, which means you have to have deep knowledge of those children.

Teach children or subjects?

What is their proficiency in their two languages? What are their knowledge, background, and experience related to the subject? What is their interest in the subject? How motivated are they? What is their starting place? That is crucial to being successful with those children. You can't really be happy with your teaching unless you're successful, and to be successful you have to know who your kids are.

My learners?

When I go to see teachers in the field, I don't want to see a lesson that starts with "This is a third-grade lesson on American History." I want to see a lesson that starts with "These are my learners. This is who is sitting in front of me. These are the groupings of students that I've made because of who's in my classroom and because of the literacy level of my students. This is the text that I've selected to support them. This is the way that I'm going to teach the lesson to them. This is the way I'm going to develop the language that they need before we get into the concepts, because I know what experience they bring and what experience they're lacking." I can't make sense of a lesson that just starts with these rote objectives as if it doesn't matter who sits in front of you.

My learners?

Experienced teachers sometimes don't have to think about this overtly because they know it in their heart, in their gut, in their soul. But it's still being planned for. So, I'm not saying that it has to be conscious, that you have to write it all down if you've been teaching for twenty years, but you have to know it and you have to be teaching to it. And you have to be able to explain it to me.

Knowing the language level, knowing the background knowledge, knowing the life experience, knowing the cultural understandings that children bring, knowing the abilities or disabilities that children bring—the gifts, the talents, the special proficiencies —all of that is central to designing high quality instruction. Learner-centered instruction is critical in my view. Yes, a teacher has to have deep content area knowledge, but without the learner-centered knowledge, without the developmental understandings, you're not going be effective.

Learner-centered instruction?

Conceptual Outline	**Meaning Making**

Annela Teemant (Brigham Young University)

Being aware of your students' language development and knowing their individual differences will guide your pedagogy and your work as teachers. You can guarantee student success by planning for it.

Guide your pedagogy?

Yvonne Freeman (Fresno Pacific University)

Teacher who understand second language theory are aware of the strengths students have, and they know their students. Teachers who are sensitive to second language acquisition theory aren't going to point to a student and ask him to answer a question. They are going to leave things a little more open ended. They are going to watch the kinds of questions they ask. If they really understand the natural approach, they'll give students either/or questions so students can show that they know the answer, but they don't have to come up with the language. Or they will allow time for brainstorming. Wait time is another thing that gives students time to think of the vocabulary they need. Or they will allow one-word answers so students can show they comprehend, but they don't have to come up with the language and the concepts.

Open-ended questions?

Either/or questions?

Wait time and vocabulary? One-word answers?

Annela Teemant (Brigham Young University)

As experienced teachers, you carry your classroom in your head. You think about teaching all the time. As you plan for teaching, you teach the lesson in your head—checking for learning glitches, content errors, behavior problems. As you teach, you plan—thinking about what you will do next, how you will reshape content, and how you will prevent misbehavior.

The concept of Communication guides decisions about texts you use as input and the way you adjust your teacher-talk in class. You enlist interaction—you conduct instructional conversations or use pair and share, study buddies, or cooperative groups. You attend carefully to how well students are doing their work—their motivation, their attention, their risk taking, their performance and proficiency. You listen for language development, adjust for individual differences, and constantly respond through improved pedagogy.

Teach mentally while planning? Plan mentally while teaching?

Input? Interaction?

Types of performance? Types of proficiency? Feedback (errors)?

Stages of development?

Henry Widdowson (University of Vienna)

Teachers and learners play two kinds of roles in the teaching/learning process. The teacher is in charge of the teaching and the learner is in charge of the learning. It is the teacher who's responsible for setting the agenda; the teacher ultimately directs the process. Learners have to be guided and directed and a teacher's job is to direct operations while allowing for learning interventions. The teacher has to be sensitive to the reactions of the learner, be ready to take up opportunities not planned in advance, and use every opportunity to develop the learner's progress. There is a responsi- bility here to use the authority of the teacher to direct without restricting the autonomy of the learner. This has to be based upon expertise and knowledge. Unless teachers accept the responsibil- ity of being professional, they really have no right to direct the learning

Sensitive to the learner?

Professional?

Expertise beyond experience?

process. They can't force the learners to learn; they can only set up conditions for learning. But they are in the business of setting up these conditions, and this must be based on some expert knowledge. There's no use in a teacher saying, "I can teach English because I know English and I have the experience of English, therefore I can teach it." It has to be an expertise beyond experience. This expertise has to do with understand- ing the nature of the subject—the relationship between the language, which is the destination the learners are going to arrive at, and the process that the learners have to go through in order to get there.

Conceptual Outline   **Meaning Making**

Trish Stoddart (University of California, Santa Cruz)

My focus on academic language?

We've just finished a series of case studies in classrooms where the students were all English language learners, but where the teacher was either monolingual English speaking or a certified bilingual teacher. In all these classrooms the majority of instruction took place in English, but we found differences in both teaching strategies and in student learning. The students with the bilingual teachers made significantly more growth in both English academic language and Spanish academic language than the students in classrooms with teachers who spoke only English.

What was going on in these classrooms? We found that the bilingual teachers did a lot more checking for understanding—they didn't assume that students understood. They used a variety of pre-assessment techniques, and they also talked to the students and asked them what they thought, individually and in small groups. Having the second language allowed them to do a lot of that checking in the child's native language, so a child who couldn't explain himself in English was able to explain himself in Spanish.

Multiple sources?

The bilingual teachers did more elaboration. When a student answers, they may rephrase it, say it back to the student, or add on to that explanation, and they did that in both English and Spanish.

These differences led us to the conclusion that two of the most important strategies that teachers can use with second language learners are this checking for understanding in multiple ways (not taking understanding for granted) and elaboration.

Build connections?

Annela Teemant (Brigham Young University)

Effective classroom strategies emerge in the classrooms of teachers who engage in a cycle that begins in accountability—they assess themselves and their students. They plan for language development. In their teaching, they adjust pedagogy for individual differences and then carefully assess student learning. When you engage in this cycle, your teaching is a daily act of advocacy for language minority students.

Throughout this course we have attended carefully to the standard for Classroom Strategies. We have tried to ensure that you have not only learned "what" works for language minority students but also "why" it works. In this process, we have helped you develop several tools. The first is based on concepts of second language acquisition: that is, Communication, Pattern and Variability. The second is based in sociocultural theory and the standards for effective pedagogy. Finally, our own framework of Inclusive Pedagogy with its standards, goals, and reflection for change questions helps you interrogate your practice in order to improve it.

Assess and accommodate?

What works? Why it works?

Classroom Strategies are only effective when a teacher knows what works and why it works. You plan to meet students' needs and utilize their strengths. You teach in ways that address their language development issues, and you diversify your assessment practices to enable students to show you what they know.

In reflecting on the facts of second language acquisition and your classroom practices, you should ask yourself what specific changes you are willing to make in your own teaching to accommodate second language learners? How can you position your ESL students for success in language learning and content learning? Every action you take is indeed an act of advocacy.

My change?

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LA 8.1 Examining Displays of Professional Development

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching literacy. **Assessment: pts. 25** **TA: 90 Minutes**	Teachers will further expand their understanding of the principles of second language acquisition as they share their presentations with one another.	Students have studies the principles of second language acquisition and applied them to students in their own contexts. They are now prepared to share their learning and application of principles with one another.

Instructions

1. As directed by the facilitator, meet in groups of four to six members. You will share the ILDP constructed by regular working group.
2. Each person will present the IDLP constructed by their group.
3. The members in the group will use the evaluation work sheet to record the things they notice in the presentation about the student presented, the ideas that are relevant to second language acquisition and the strengths of the presentation. Use the worksheet linked here.
4. As each group member presents, jot down notes about how the presenter reported on communication, pattern, and variability, links to IP, SEP and other course ideas and the strengths of the presentation. At the conclusion of each presentation, group members will share and discuss their recorded observations.
5. The facilitator will visit the groups to observe the presentations and discussions.

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LA 8.2 Discussing My Learning

Learning Outcome	Pedagogical Intent	Student Position
Employ theories of first and second language acquisition in teaching content area subjects. **Assessment: 25 pts.** **Time: 20 minutes**	Teachers will reflect on their new understandings from the course and synthesize these with their current and future practice.	Teachers have completed the course on second language acquisition. They are now in a position to discuss their thinking about changes in their learning.

Consider the reflection homeworks from each of the preceding sessions. Identify something you changed or created in your practice with ELs that you can share with others in your group.

Part 1:

1. In your group, share changes you have made in classroom routines or creating assignments, or identify strategies you have used in your teaching or assessing of ELs.
2. As a group, select one of the changes a group member made and prepare to share it with the rest of the class.

Part 2:

1. One selected group member from each group will share a change they made in using a strategy, altering a routine, or in enacting assignments.
2. As a whole class discuss:

- In what way(s) did my understanding deepen, enlarge, or undergo change throughout this course?
- What will I purposefully keep the same in my practice due to my new understanding?
- What will I intentionally change in my practice due to my new understanding?

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