

Syllabus

Course Overview

In this course, learners study the processes by which P–12 English Language Learners (ELLs) develop proficiency in a second language. Learners also explore the developmental stages of first and second language acquisition (SLA) and evaluate the impact of first language literacy on second language acquisition.

As part of this course, learners have the opportunity to experience the SLA firsthand, through an online, mini-language module of a non-European language.

For further information regarding an overview of this course, listen to the course introduction audio.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evidence knowledge of the process of second language acquisition.
- 2 Apply knowledge of the second language acquisition process to classroom practice.
- 3 Evaluate the literature of second language acquisition.
- 4 Use first-hand experience to reflect on the second language acquisition process.
- 5 Use technology to promote literacy.

Course Prerequisites

Prerequisite(s): ED5724.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage. ISBN: 9781412959650.

Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press. ISBN: 9780194541268.

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780131728646.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cennamo, K. S., Ross, J., & Ertmer, P. (2010). Chapter 14: Integrating Technology in the ELL Classroom. In *Technology integration for meaningful classroom use: A standard-based approach* (1st ed.). (pp. 333–350). Wadsworth: Cengage Learning.
- Cennamo, K. S., Ross, J., & Ertmer, P. (2010). Chapter 4: Digital tools that support learning. In *Technology integration for meaningful classroom use: A standard-based approach* (1st ed.). (pp.75–106). Wadsworth: Cengage Learning.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Apronus. (n.d.). *Russian keyboard online*. Retrieved from <http://www.apronus.com/internet/ruskey.htm>
- Duolingo. (2016). Retrieved from <https://www.duolingo.com/>
- International Society for Technology in Education. (2007). *National educational technology standards for students*. Retrieved from <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>
- International Society for Technology in Education. (2008). *National educational technology standards for teachers*. Retrieved from <http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>
- Listen 2 Russian. (2007). *The Russian alphabet*. Retrieved from <http://www.russianforeveryone.com/RufeA/Lessons/Introduction/Alphabet/Alphabet.htm>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)* <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). *Summary of the HIPAA privacy rule* <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> First Language Acquisition Theories

Introduction

The first unit of our course aims to introduce you to the processes of first language acquisition interpreted from different theoretical perspectives. The understanding of how children accomplish the amazingly complex task of learning their first language gives us the opportunity to explain the nature of human language and how human language differs from other communication systems developed by humans and animals. In your readings for this unit, you will be introduced to the scholarly discussion of the specifics of first language acquisition concerning language structure and functions; this discussion is supported with real-life examples of children's language production.

The key issues in the field of first language acquisition are related to our perspective on language as a productive system that is deeply related to cognition and culture, and is natural for us, as humans. While these views on language are shared by scholars who research language acquisition, the explanation of how the complex process of language acquisition actually unfolds has been part of the scholarly discussion. There is a huge body of research related to child language development; in this unit, you will be introduced to the main findings of this research and how these findings are interpreted in the context of different theoretical approaches to language acquisition. Furthermore, researchers and authors who work in the field of SLA highlight the importance of a good understanding of the phenomenon of first language acquisition because such understanding sheds more light on the study and interpretation of processes related to SLA and provides guidance to researchers and educators involved in second language education.

Three main theoretical approaches to first language acquisition will be introduced in the readings for this module. The researchers adopting one or the other approach differ fundamentally in their interpretation of the underlying driving forces of language acquisition. Piper (2007) and Lightbown and Spada (2014) underline the two key issues that shape the different theories of language acquisition. The first one is the question, to what extent language acquisition can be attributed to children's biological endowment. The second one is if we as human beings have special cognitive resources devoted exclusively to language acquisition. Furthermore, while the different theoretical approaches on language acquisition deal with the interpretation of the developmental sequences related to specific language structures, the social functions of language and how these functions are acquired by children are also in the center of this discussion. These functions are closely related to the cultural practices both in everyday life and in school settings; the definition

and interpretation of language functions inform not only our understanding of the acquisition processes but also how we, as educators, can support the development of language skills.

In conclusion, although during this first unit, the center of the discussion is shifted towards first language acquisition, this does not take us away from our main goal: gaining insights about how a second language is acquired and how this acquisition process can be supported. The awareness of the specifics of first language acquisition provides us with the opportunity to identify, define, and interpret processes to be expected and observed in the course of SLA and develop sound pedagogical practices for language learners.

References

Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press.

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Resources

Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press. ISBN:9780194541268.

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN:9780131728646.

Learning Activities

u01s1 - Studies

Readings

Use your Lightbown and Spada text to complete the following:

- Read Chapter 1, "Language Learning in Early Childhood," pages 5–33. This chapter discusses the early development of language in the first few years of a child's life and the theories related to these stages.

Use your Piper text to complete the following:

- Read Chapter 1, "Language is Uniquely Human," pages 1–22. The first chapter in Piper discusses the nature of language and its relationship to communication, cognition, and culture.
- Read Chapter 3, "Learning the First Language," pages 63–87. This chapter addresses different theories of language acquisition.

Russian Language Learning Mini-Unit Week 1

During the first five weeks of the course, you are asked to participate in an online Russian language learning course delivered via [duolingo.com](https://www.duolingo.com)—a language learning community that provides structured language lessons, automated feedback, and opportunities for interaction with other members of the community. Russian has been chosen as your second language experience as we expect that most learners taking this course do not count Russian as their primary or secondary language. Keep in mind that Russian can be very challenging for English speakers. Hopefully, the learning activities you will engage in on duolingo will give you a small glimpse into the language learning experiences of ELLs.

You are expected to complete one Russian lesson a week and to complete at least one journal entry for each of the five weeks, in the online journal provided in this course. Your self-observation and reflection may include topics such as learning a new alphabetical system, anxiety, short- and long-term memory, auditory perception of language, pronunciation, vocabulary acquisition, learning strategies, impact of interaction with the language learning system, impact of peer interaction, developing proficiency, and understanding the self as a language learner.

An important note: During your learning experience, you should not limit yourself to the duolingo.com language learning system, but strive to gain language learning experiences through peer interaction on the site, on other communication systems, and/or in face-to-face environments (if you are able to find Russian language speakers in your neighborhood or join a Russian Meetup group). You may also attempt to read texts in Russian (authentic or adapted); you may find such texts online or in your library. In addition, you can listen to Russian radio or watch Russian video streaming on the Internet. In other words, look for various language learning opportunities.

For this week's study, complete the following:

1. Practice the [Cyrillic \(Russian\) alphabet](#). (It may take some time to get used to a new alphabet. Be patient!)
2. You will receive an invitation with a link to register for the [duolingo.com](https://www.duolingo.com) course from your Instructor
3. Complete "Level 1- Alphabet, Basics, Phrases, Basic 2 and Phrases 2"
4. Complete Unit 1 – Lesson 1 from Russian 101.
5. To complete the "Write" portion, use this [Cyrillic keyboard](#).
6. Write your first reflection in your language learning journal (in the Language Learning Journal 1 discussion for this unit).

Multimedia

The theories related to first language acquisition have evolved and expanded over time to include behaviorism, linguistic nativism, and interactionism, based on our understanding of language, human development, and the ways in which our environment affects our language learning. For this activity, use the [Language Learning Theories Matching](#) media piece to review the processes of each language theory, their related researchers, and their counter arguments.

Optional – Reading

Use your Piper text to complete the following:

- Read Chapter 8, "Learning to Use Language," pages 221–239. Piper examines the social aspects of language through a discussion of conversational skills, the role of narrative, and the different functions of language.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Morpheme Acquisition Order

Every week you will participate in one or more online discussions, the purpose of which is to help build our learning community and promote effective communication. Discussion supports further reflection on topics addressed in the readings and provides opportunities to share your ideas with peers, give and receive feedback, and further expand the topics under discussion.

The instructor will facilitate the discussion but will not respond to every post. In order for the discussion to develop effectively, you are expected to make your main post by the end of the day on Wednesdays. By the end of the week you are expected to provide at least two substantive responses to your peers for each discussion question and reply to the comments made to your posts. A substantive response explores an idea, asks a clarifying question, or otherwise expands on and continues the discussion. Note that posts such as "Nice post!" or "I agree," or "Thanks for the thought!" do not represent a substantive contribution to the discussion. In your posts, you should strive to explain your thought process.

Read the Discussion Participation Scoring Guide to learn how the instructor evaluates your discussion participation throughout this course.

According to researchers (for example, Brown, 1973; Slobin, 1979; Block & Kessel, 1980), children acquire morphemes in a particular order. In your opinion, what factors determine this order? Which of the language acquisition theory(ies) best support your explanations? Remember to include APA formatted citations and references when using research or texts in your discussion posts.

Response Guidelines

Respond substantively to at least two of your peers, asking a clarifying question or adding to his or her analysis. Alternatively, consider using the 2 + 1 method for discussion responses. Provide your peer with two positive comments or observations and one that challenges the assumptions or perspective in the posting.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

u01d2 - Language Learning Journal 1

After completing Level 1 assigned Russian lessons complete your journal for this week using the journal tool to reflect on your experience of learning Russian.

Your self-observation and reflection may include topics such as: learning a new alphabetical system, anxiety, short/long term memory, auditory perception of language, pronunciation, vocabulary acquisition, learning strategies, impact of interaction with the language learning system, impact of peer interaction, developing proficiency, understanding the self as a language learner, et cetera.

An important note: During your language learning experience, you should not limit yourself to the duolingo language learning system, but strive to gain language learning experiences through peer interaction on the site, on other communication systems, and/or in face-to-face environments (if you are able to find Russian language speakers in your neighborhood or join a Russian Meetup group). You may also attempt to read texts in Russian (authentic or adapted); you may find such texts online or in your library. In addition, you can listen to Russian radio or watch Russian video streaming on the Internet. In other words, look for various language learning opportunities.

Resources

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 2 >> SLA: Theoretical and Instructional Approaches

Introduction

The attempts to provide a theoretical explanation of the acquisition of a second language draw on the key issues discussed in the field of first language acquisition such as innate capacity for language acquisition, the role of the environment, language modifications, and social interactions. In building a general theory of SLA, researchers make an attempt to reveal the aspects of learning a second language that are common for all learners. However, it is important to keep in mind that, when examining SLA, we should account for the numerous ways in which second language learners differ from each other and from young children acquiring their first language. Not only should you consider the learners' characteristics such as age, cognitive maturity, metalinguistic awareness, and world knowledge, to name just a few, but also the influence of the variety of learning conditions.

While in the further units of our course, we will get acquainted in more detail to how learners' characteristics and language learning environments are interpreted in the study of SLA, in Unit 2 we focus on the general theories of SLA and how these theories inform pedagogical practices. In Chapter 4, "Explaining Second Language Learning," Lightbown and Spada (2014) consider the main general theories of SLA that aim to reveal language acquisition processes that are common for all learners. The driving force in the attempt to build a general SLA theory is the interpretation of the nature of language. Behaviorist perspectives on language acquisition lead some researchers to see the SLA process as a habit formation; on the other hand, perceiving language as an innate, "preprogrammed" capacity, guides others to highlight the role of Universal Grammar in this process. Further, the emphasis made on the general principles of learning and information processing brings the cognition upfront in the explanation of the specifics of second language learning; yet, other researchers view social interactions to be the key element that would lead to better understanding of how humans learn additional languages.

As we see from Lightbown's and Spada's presentation of general SLA theories, these theories are quite engaging and insightful; nevertheless, they are not conclusive. For the practitioners, a key step is to make meaningful connections between theory and practice; such connections would support the development of sound pedagogical approaches informed by theory. In Chapter 2: Second Language Acquisition: What Mainstream Teachers Need to Know, Colombo and Furbush (2009) aim to make connections between key elements of SLA theories and classroom practices. They provide useful insights about how the theoretical foundation can support building a deeper understanding of learners' engagement in SLA and content learning and how this foundation can inform pedagogical practices.

References

- Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press.
- Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage Publications.

Course Resources

Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press. ISBN:9780194541268.

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage. ISBN:9781412959650.

Learning Activities

u02s1 - Studies

Readings

Use your Lightbown and Spada text to complete the following:

- Read Chapter 4, "Explaining Second Language Learning," pages 103–120. In this chapter, you will read about SLA theories. Similarly to the theories of first language acquisition, some researchers in the field of SLA emphasize the importance of innate capacity for language acquisition, while others believe that the environment plays a leading role in the acquisition process.

Use your Colombo and Furbush text to complete the following:

- Read Chapter 2, "Second Language Acquisition: What Mainstream Teachers Need to Know," pages 25–36. This chapter presents a review of some basic concepts that should have been covered in ED5724.
- Read Chapter 2, "Second Language Acquisition: What Mainstream Teachers Need to Know," pages 37–50. The second half of this chapter addresses language acquisition theories and how they inform our understanding of language and content learning and establishing of academic language skills.

Russian Language Learning Mini-Unit Week 2

Complete Level 1- Plurals, Where, Animals, Plurals, and Where and Animals2 in the [duolingo.com](https://www.duolingo.com) Russian course. You will use your Level 1 experiences to write your second reflective entry in your language learning journal for this unit.

Analyze various activities to determine their level of contextualization and cognitive demand.

 [Launch Presentation](#) |  [Transcript](#)

Multimedia

- The Cummins' Quadrant introduced in Chapter 2 of your Colombo and Furbush text (page 39–41) illustrates the relationship between the cognitive demand of an activity, the context provided (or lack thereof), and the comprehension achieved by ELLs. To practice categorizing various activities into the Cummins' Quadrant, click **Launch Presentation**.
- The [Second Language Acquisition Theory Matching](#) presentation is a quick activity that gives you the opportunity to test yourself on your understanding of SLA theory.

Course Resources

Cummins' Quadrant

u02d1 - Assuring Learning

While completing the Cummins' Quadrants activity in this unit's studies, you identified tasks that differ in terms of cognitive demand and provided context. For this discussion, describe the changes you would make to one of the cognitively undemanding tasks (Cummins' Quadrants A & C) in order to make it cognitively demanding (Cummins' Quadrants B & D). Explain what aspects of language acquisition and content learning this task supports for ELLs.

Response Guidelines

Respond to at least two of your peers, providing your insight and observations in response to their posting. In addition, consider extending the conversation by describing and discussing additional strategies for providing comprehensible input.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Explaining Language Acquisition

Review the case of Mr. Johnson's History on page 44 of your Colombo and Furbush text to complete this discussion. Imagine that Mr. Johnson, Juan's history teacher, comes to you, the ELL specialist, for assistance.

Complete the following for this discussion:

1. Explain Juan's behavior inside and outside the classroom and the difficulties that Juan experiences when completing certain academic tasks.
2. Evaluate his learning and language needs.
3. Suggest instructional activities that would best meet Juan's needs.

Support your explanations with appropriate APA citations and references (Using the readings from this unit).

Response Guidelines

Respond substantively to at least two of your peers, providing your critical analysis of your peers' evaluations.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting](#).

APA Style and Format

u02d3 - Language Learning Journal 2

After completing Level 1 assigned Russian lessons in duolingo, complete your journal for this week using the journal tool to reflect on your experience of learning Russian.

Your self-observation and reflection may include topics such as learning a new alphabetical system, anxiety, short- and long-term memory, auditory perception of language, pronunciation, vocabulary acquisition, learning strategies, impact of interaction with the language learning system, impact of peer interaction, developing proficiency, and understanding the self as a language learner.

An important note: During your language learning experience, you should not limit yourself to the duolingo language learning system, but strive to gain language learning experiences through peer interaction on the site, on other communication systems, and/or in face-to-face environments (if you are able to find Russian language speakers in your neighborhood or join a Russian Meetup group). You may also attempt to read texts in Russian (authentic or adapted); you may find such texts online or in your library. In addition, you can listen to Russian radio or watch Russian video streaming on the Internet. In other words, look for various language learning opportunities.

Resources

Unit 3 >> Factors Affecting SLA

Introduction

In the previous module, we reviewed the general theories of SLA and discussed how these theories inform today's pedagogical practices. We also mentioned that the process of SLA is quite complex: this complexity is determined on one hand by the fact that the second language interacts with already learned language(s); on the other, by the great variability of individual factors and language learning environments which influence the learning outcomes. Thus, the goal of Unit 3 is to introduce and provide a meaningful background to our discussion about the main individual factors and the different educational settings involved in shaping the language learning process and its outcomes.

Researchers recognize that while general theories of SLA have a crucial role in achieving a better understanding of how additional languages are learned, this understanding will be incomplete and even more misleading if the individual characteristics of learners are not addressed. This is why the topic of individual differences has such a central role in the discussion on SLA. The answer to the question of which individual differences should be considered in order to gain a better understanding of the SLA process is still undetermined. There are often overlaps and lack of clear distinctions between specific concepts used to identify individual differences; nevertheless, such research provides meaningful insights for developing effective pedagogical practices. In addition, some of the individual differences (such as age, cultural background, variation of learning styles, to mention just a few), are among the guiding considerations that influence curriculum development and the design and dynamics of the learning process.

We all know that while first language learners are overall successful, in their learning, their achievements and learning sequences are quite predictable, the success in learning a second language is not guaranteed, and the developmental sequences—although predictable to some extent—have much greater variability. Therefore, the research of individual differences in SLA is guided on one side by the question about the characteristics of the good language learner, on the other by the question of how to account for learners' individual differences when designing language learning programs and deciding on the most suitable language teaching practices.

In the contemporary world, people learn a second language in a variety of ways and for different reasons; a great number of communities in the world use two or more languages in their everyday life (Crystal, 1987, cited in Piper, 2007). The readings and the discussions we have in Unit 3 will allow us to learn more about how individuals differ in the process of acquiring a second language and how these differences can inform our teaching. Furthermore,

we will have the opportunity to reflect on how we, as educators, can support language learners of different levels of proficiency, ages, and backgrounds and what would be the best educational environments for different groups of learners.

Reference

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Course Resources

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN:9780131728646.

Learning Activities

u03s1 - Studies

Readings

Use your Piper text to complete the following:

- Read Chapter 5, "Learning More Than One Language," pages 133–163. In this chapter the author presents different environments and educational programs that support the development of bilingualism and discusses important individual variables that may affect SLA.

Use your Lightbown and Spada text to complete the following:

- Read Chapter 2, "Second Language Learning," pages 35–73. This chapter presents research on learner characteristics as well as the stages and sequences in the acquisition of language. Vocabulary, pragmatics, and phonology are also addressed.

Russian Language Learning Mini-Unit Week 3

Complete Level 1 – Genitive, PossibGend., and Test in the [duolingo.com](https://www.duolingo.com) Russian course. You will use your Level 1 experience, to write your third reflective entry in your language learning journal for this unit.

Research

Using the [Capella University Library](#), find and read three peer-reviewed research articles published in the past seven years that present studies of the individual differences (age, learning style, aptitude, personality, and so on) which affect SLA. At least one of these articles should study the affect of age on SLA. You will use the article related to age in a discussion in this unit. The [Forming a Search Strategy](#) and [Too Many, Two Few Search Results: Refining Your Search](#) tutorials may be helpful in your research efforts.

Resources

u03a1 - Annotated Bibliography Part 1 - Individual Differences

From the readings for this unit, you learned that learners' individual differences and their impact on SLA have been a central area of research in the field. The goal of this assignment is to provide you with support and practice for the process of selecting and assessing sources of information that would help you evaluate outcomes of research in the field of SLA.

For this assignment, complete an annotated bibliography of three peer reviewed articles that address the role of individual differences (such as culture, gender, age, class, education, educational traditions, literacy level, learning styles, special needs, personality, et cetera) in the process of SLA and in the second language classroom. Use the three articles that you located earlier in this unit as your source articles. Note: Each of your articles must be peer reviewed.

Include the following in your annotated bibliography for each article:

1. A summary of the peer reviewed article with the correct APA formatted citation.
2. An assessment of the objectivity and the significance of the research within the field of SLA, supported by your course readings and resources. Remember to use APA 6th edition for your references and citations.
3. An analysis of how the article can contribute to effective SLA acquisition in the classroom.

You can use the resources provided with this assignment as a refresher for how to use the library, how to locate sources, and how to use RefWorks. If you have not used RefWorks yet, now would be a good time to get acquainted with this tool. It can be very helpful for organizing and formatting your library resources.

Review the Annotated Bibliography Part 1 – Individual Differences Scoring Guide for the grading criteria of this assignment.

Submit your Annotated Bibliography Part 1 – Individual Differences in the assignment area. You will also post your annotated bibliography in a discussion in Unit 4. You can then use your peers' articles to help you with your Teaching ELLs Position Paper assignment for Unit 10.

Resources

 [Capella University Library.](#)

 [Tour the Capella University Library.](#)

 [Capella University Library: Annotated Bibliography.](#)

 [Capella University Library Tutorial: What are Peer-Reviewed Articles and How Do I Find Them?](#)

 [Capella University Library: How Do I Find Peer-Reviewed Articles?](#)

 [Capella University Library: Defining and Narrowing Your Topic.](#)

 [Capella University Library: Finding Articles in a Library Database.](#)

 [Capella University Library: Too Many Too Few: Refining Your Search Results.](#)

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

 [Capella University Library: Basic RefWorks.](#)

 [RefWorks Guide.](#)

Course Resources

[Capella University Library](#)

[What Are Peer-Reviewed Articles and How Do I Find Them?](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Capella University Library: Defining and Narrowing Your Topic](#)

[How to Search the Library: The Basics](#)

[Too Many? Too Few? Refining Your Search Results.](#)

[APA Style and Format](#)

[Basic RefWorks: Start Saving Time](#)

[RefWorks](#)

[Tour the Capella University Library](#)

[Annotated Bibliography](#)

u03d1 - Advocating for ESL Learners

Educators often encounter arguments such as "My grandfather came to this country without a word of English and learned it all right. There were no high-priced ESL programs for him." Assuming that your school has or is planning to put into place an ESL or a bilingual program, how do you refute this

argument? (Piper, 2007, p.162) Remember to use APA citations and references from your course readings and research to support your advocacy of an ESL or bilingual program.

Response Guidelines

Respond substantively to at least two of your peers, asking a clarifying question or extending the conversation using readings and research from the course, as well as any personal experience applicable to the situation.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u03d2 - Child Versus Adult Second Language Learning

Researchers view age as one of the major factors that affect SLA processes in many ways including, but not limited to, learning environments, specifics of language production, developmental sequences, and type of cognitive processes involved. In your opinion, what might be the main differences between child and adult second language learning? How do these differences affect the learning outcomes? Both, in the main post and in your peer responses, support your perspective with appropriate references from the course readings as well as from additional sources. Be sure to use the source that you located earlier in the unit to help you with this discussion. Remember to include full APA citations for any sources referenced.

Response Guidelines

Respond substantively to at least two of your peers, providing your insight, asking a clarifying question, or suggesting additional differences between child and adult SLA.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

u03d3 - Language Learning Journal 3

After completing Level 1 assigned Russian lessons in duolingo, complete your journal for this week using the journal tool to reflect on your experience of learning Russian.

Your self-observation and reflection may include topics such as learning a new alphabetical system, anxiety, short- and long-term memory, auditory perception of language, pronunciation, vocabulary acquisition, learning strategies, impact of interaction with the language learning system, impact of peer interaction, developing proficiency, and understanding the self as a language learner.

An important note: During your language learning experience, you should not limit yourself to the duolingo language learning system, but strive to gain language learning experiences through peer interaction on the site, on other communication systems, and/or in face-to-face environments (if you are able to find Russian language speakers in your neighborhood or join a Russian Meetup group). You may also attempt to read texts in Russian (authentic

or adapted); you may find such texts online or in your library. In addition, you can listen to Russian radio or watch Russian video streaming on the Internet. In other words, look for various language learning opportunities.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> First and Second Language Acquisition: Differences and Disorders

Introduction

Welcome to Unit 4—the unit in which you will have the opportunity to meet real language learners—monolingual children who acquire English as their first and only language as well as children who learn English as their second language. Their stories are engaging not only because they provide a basis for better understanding and interpretation of language acquisition theories but also because they show how diverse, mesmerizing, and yet interpretable the process of language learning is. Terry Piper presents several case studies of children—first and second language learners, children who experience difficulties while acquiring a language, as well as children who progress smoothly through the various stages of building their language abilities. In addition, you will see video clips presenting the team efforts of educators to support ESL learners. Some of the cases are presented in more detail, while others are shorter; however, all of them provide us with valuable insights about the connections between language learning theories and the specific processes observed in real life with real children.

Teachers have to make many important decisions about the educational environments, activities, teaching strategies, and practices that would support their students' learning. These decisions are complex because various factors need to be taken into account; they are informed by a thoughtful consideration of theory and good practices, as well as children's backgrounds and needs. The decisions that a teacher has to make may become even more complicated when young ELLs enter the classroom.

We already know that learning a second language is less predictable than learning the first language. As we discussed in previous units, the acquisition of a second language depends on a number of variables. The ESL teachers are the ones who will first assess the progression of language acquisition and will make the decision about the steps needed in order to assure successful language and content learning. Often these teachers will collect additional information such as home language proficiency, educational background, home environment, and cultural specifics related to interpersonal interactions in different situations; based on this information, they will interpret learners' behaviors and progress.

However, the ESL teachers are not alone when their learners encounter difficulties. Due to the importance of the precise identification and interpretation of persistent problems with language learning, it will be made with the support of other participants in the education process: the parents, the school psychologist, and other teachers. Thus, the precise assessment and interpretation of the difficulties require a team effort. However, it is the responsibility of the ESL teacher to engage in the initial identification and description of the difficulties. The ESL teacher is the one that calls the attention of other team members in order to attain a more detailed assessment of a child's abilities and to create the best educational plan.

The stories of the first and second language learners presented in this unit illustrate and highlight the important elements to be considered when the language acquisition process of a specific child is observed and its progression is interpreted. These stories, as well as the unit discussions, will provide you with important insights and opportunities for reflection that support your ability to make informed interpretations of students' language learning progress. The unit readings raise a number of important questions; however, the key ones would be:

- How do you support children in their SLA journey; providing them with all possible conditions for success?
- How do you recognize their needs in order to offer the necessary support?
- What factors should you consider when developing teaching and support strategies?

Course Resources

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN:9780131728646.

Learning Activities

u04s1 - Studies

Readings

Use your Piper text to complete the following:

- Read Chapter 4, "First Language Learners," pages 89–132. In this chapter, Terry Piper presents the stories of three different first language learners. She highlights the affect that differences in the learning environments and possible language disorders have on the process of first language acquisition.
- Read Chapter 6, "Successful Second Language Learners," pages 165–191. The author presents the language learning experiences of four young English language learners. These learners do not only differ in terms of their first languages and cultures, their exposure to English occurred at various ages and their teachers expressed different expectations and interpretations of their language behaviors and learning needs.
- Read Chapter 7, "Language Disorders in Monolingual and Bilingual Children," pages 193–220. It might be challenging to interpret the language acquisition development of a child and to answer the question if the language progression observed is a disorder or difference. In this chapter, Terry Piper provides some important guidelines for the interpretation of the language acquisition development and behavior of both monolingual and bilingual children.

Russian Language Learning Mini-Unit Week 4

- Complete Level 1 Partitive, Accusative, V Pres., Inf & Like, and Food in the [duolingo.com](https://www.duolingo.com) Russian course,. You will use your Level 1, experience to write your fourth reflective entry in your language learning journal for this unit.

Multimedia



Supporting
Language
Acquisition:
Dew's
Story

 [Launch Presentation](#) |  [Transcript](#)



Supporting
Language
Acquisition:
Joel's
Story

 [Launch Presentation](#) |  [Transcript](#)

View these short videos presenting the stories of two young language learners, the problems they encountered in the process of language acquisition, and the support they received from their schools. You will use these videos to help you answer a discussion later in this unit. To watch Supporting Language Acquisition, Dew and Joel's Story, click **Launch Presentation** on each graphic on the right side of the page.

Resources

Course Resources

Supporting Language Acquisition: Dew's Story

Supporting Language Acquisition: Joel's Story

u04d1 - Sharing Annotated Bibliographies

For this discussion, post your annotated bibliography from Unit 3 for your peers to review. Review your peers' bibliographies and make note of any additional resources that could augment the list of resources in your own bibliography. You will use your annotated bibliography, and what you learn from your peers' research, to help inform the writing of your *Teaching ELLs Position Paper* due in Unit 10.

Response Guidelines

No responses are necessary for this discussion.

Resources

u04d2 - Lucy and Michael: Different Stories of SLA

You read about Lucy's and Michael's stories of language acquisition in Chapters 6 and 7 of your Piper text. Provide your perspective on the following questions:

1. What are the most significant differences between Lucy's and Michael's SLA process?
2. How would you explain these differences in terms of educational needs?
3. What guidelines were followed in order to assess Michael's language development for possible indicators of language disorder?
4. What differences and/or similarities do you see in the assessment procedures presented in Michael's story and in the video stories about Dew and Joel from earlier in the unit? How would you interpret these differences and/or similarities?

Response Guidelines

Respond substantively to at least two of your peers, sharing your insight or observations on your peers' analysis. In addition, consider extending the conversation with additional strategies for differentiating between SLA issues and learning disabilities. Provide evidence from your professional experience or the course readings to support your perspective.

Resources

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Language Learning: The Home and School Years](#)

u04d3 - SLA and FLA: Similarities and Differences

In Piper's book, Chapters 4 and 6, you read the stories of young first and second language learners. Based on these case studies and the course readings, make at least three specific conclusions about the similarities and differences of first and second language acquisition processes. Support your conclusions with citations from the course readings, making specific references to SLA and FLA theory as well as to the case studies presented in this unit. Remember to use APA 6th edition for your references and citations.

Reference

Piper, T. (2007). *Language learning: The home and school years*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Response Guidelines

Respond substantively to at least two of your peers.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

u04d4 - Language Learning Journal 4

After completing Level 1 Partitive, Accusative, V Pres., Inf & Like, and Food in the duolingo.com Russian course, complete your journal for this week using the journal tool to reflect on your experience learning Russian.

Your self-observation and reflection may include topics such as learning a new alphabetical system, anxiety, short- and long-term memory, auditory perception of language, pronunciation, vocabulary acquisition, learning strategies, impact of interaction with the language learning system, impact of peer interaction, developing proficiency, and understanding the self as a language learner.

An important note: During your language learning experience, you should not limit yourself to the duolingo language learning system, but strive to gain language learning experiences through peer interaction on the site, on other communication systems, and/or in face-to-face environments (if you are able to find Russian language speakers in your neighborhood or join a Russian Meetup group). You may also attempt to read texts in Russian (authentic or adapted); you may find such texts online or in your library. In addition, you can listen to Russian radio or watch Russian video streaming on the Internet. In other words, look for various language learning opportunities.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Assessing Language Proficiency

Introduction

This unit aims to present different approaches for interpretation of learners' language outcomes and learner/teacher interactions in the context of the language acquisition process and the development of sound educational practices for ELLs. The interpretation of language production and interactions in language learning environments is a key issue: the meaningful interpretation would inform both the instructional practices in the specific classroom and the decision making processes when educational policies and programs are designed. In the historical overview of the ESL teaching tradition in the United States, presented by Colombo and Furbush (2009), the authors provide information about the guiding principles and considerations which shaped the contemporary approaches to ESL. Further, the presentation of the US language policies provides valuable context for understanding the variety of English language programs that exist in the United States. Such historical and demographic perspective provides an important framework that supports the understanding and the interpretation of the decisions made about the creation of sound English language learning environments. In addition, this framework, when discussed in conjunction with the theoretical views on SLA processes, supports educators in their efforts to define the best pedagogical practices for the development of language and content-area skills.

In Chapter 1, "Demographics, History, and the Changing Roles of Teachers," Colombo and Furbush (2009) provide valuable information about the process of the development of programs for ELLs in the United States. They also highlight that various strategies and procedures need to be followed in order to support the ELLs in the mainstream classroom, as well as to assist their content-area teachers. Instruction that is well-informed and based on clear understanding of the needs of the ELLs is central for success. In this respect, the language skills interpretation is an essential element in the process of creating sound instructional practices for ELLs. While Colombo and Furbush present proficiency in the context of making placement decisions, Lightbown and Spada (2014) approach the same issue addressing it from the perspective of the interpretation of language production within the context of the second language use. They address questions related to error interpretation and classification and discuss how the careful analysis of language production can inform the understanding of the SLA processes and the design of effective educational practices. Furthermore, Lightbown and Spada address the specifics of instructional and non-instructional settings and discuss how these specifics inform language teaching decisions and language learning practices.

The main goal of this unit is, on one hand, to introduce you to the main types of educational programs designed to meet the needs of the ELLs, on the other, to provide you with insight about language data interpretation and how this interpretation can inform the pedagogical practices related to placement, proficiency identification, and creating opportunities for meaningful classroom interaction.

References

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage Publications.
Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press.

Course Resources

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage. ISBN:9781412959650.

Lightbown, P. M., & Spada, N. (2014). *How languages are learned* (4th ed.). New York, NY: Oxford University Press. ISBN:9780194541268.

Learning Activities

u05s1 - Studies

Readings

Use your Colombo and Furbush text to complete the following:

- Read Chapter 1, "Demographics, History, and the Changing Roles of Teachers," pages 3–23. The authors provide valuable information about the development of programs for ELLs in the United States; they also highlight the various strategies and procedures that need to be followed in order to support ELLs in the mainstream classroom and to assist their content-area teachers.

Use your Lightbown and Spada text to complete the following:

- Read Chapter 3, "Individual Differences in Second Language Learning," pages 75–100. The authors address researcher on learner characteristics, how individual differences impact classroom instruction, and the impact of age on second language learning.

Multimedia



Language
Proficiency
Evaluation

Review the videos and writing samples of ELLs and choose the appropriate language proficiency level to complete the assignment in this unit.

 [Launch Presentation](#) |  [Transcript](#)

- It is important for you to be able to evaluate the language proficiency levels of ELLs in order to understand better their needs and plan for their effective and inclusive instruction. For this study, watch the videos and study the included writing samples within the media piece. You will be asked to diagnose the language proficiency for each of the four learners. Once you correctly identify the level for each learner, you will be asked to support the diagnosis in an assignment in this unit. To begin the Language Proficiency Evaluation, click **Launch Presentation**.
- The interactive quiz [Evaluating Developmental Stages of ELLs](#) provides you an opportunity to practice language production evaluation and interpretation. Using the quiz, review the examples of ELL language production and decide on the language aspect and the developmental stage that each particular example represents. Note that more than one language aspect might be presented in some of the examples.

Russian Language Learning Reflection

Over the first four units of this course, you completed four Russian language lessons using [duolingo.com](https://www.duolingo.com). In Unit 6, you will complete and submit your Personal Language Learning Reflection Essay, summarizing your language learning experiences and analyzing how those experiences connect to: your previous language learning experiences, language learning theories and pedagogical practices presented in this course so far, as well as future professional activities related to teaching and meeting the needs of language learners. If you would like, you can begin your work on your reflection essay this week.

1. How has your understanding of SLA changed after experiencing language learning first-hand? Support your perspective with references from your readings or additional sources.
2. Describe the connections you see between SLA theory and your experiences learning a language. Evaluate SLA theory in light of your first-hand experience.
3. How can you use your second language learning experience(s) to address the needs of ELLs?
4. Describe the experience of learning a new alphabetical system and how your literacy skills in your primary language affected the process of learning the new language.
5. Analyze how reading and learning strategies apply to your general understanding of literacy (reading, writing, and constructing knowledge) in the context of SLA.

Your completed essay will need to be 1000–1500 words.

Course Resources

Language Proficiency Evaluation

u05a1 - Language Proficiency Evaluation

The goal of this assignment is to provide you with the opportunity to practice language proficiency evaluation of ELLs. While there have been many precise tests developed and various tests are used in different states, you will complete this assignment using a general evaluation of proficiency based on informal observations.

For this assignment, review the multimedia pieces in this unit's studies in order to evaluate each of the four different students' language proficiency. Then, write an initial report on each student, identifying and analyzing his or her proficiency level based on the "Four Levels of English Language Proficiency" table from your *Teaching English Language Learners* textbook (Colombo and Furbush, 2009, p. 8, Table 1.1).

Use the proficiency measurement table to analyze the proficiency level of each learner in regards to oral, reading, and writing skills, providing a well-supported rationale for each area. Include the following in your analysis:

- The level of each student's comprehension demonstrated in interpersonal interaction and reading.
- The quality of written and oral language production, including examples of developmental non-native morphological, word, and syntactical choices made by the learners. Include any cases of avoidance of certain morphemes or syntactical structures, if you noticed any.
- The quantity of written and oral language production, including the willingness and ability to provide requested and additional information.

The analysis for each student should be at least 250 words. Your total assignment should be at least 1000 words.

Submit your Language Proficiency Evaluation in the assignment area.

Resources

-  [Language Proficiency Evaluation](#).

Course Resources

Language Proficiency Evaluation | Transcript

u05d1 - Educating ELLs in the United States

Discuss "some of the major issues that ELLs encountered in public schools prior to the 1974 Supreme Court ruling that sink-or-swim instruction violated the Civil Rights Act of 1964" (Colombo and Furbush, 2009, p.13). Consider addressing the difficulties and barriers that ELLs may experience if no adequate educational support is provided. Also, outline in your discussion effective classroom practices that would support language learners and would promote the development of language skills.

Reference

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage Publications.

Response Guidelines

Respond substantively to at least two of your peers, extending the discussion by providing additional potential barriers and supportive strategies for developing ELLs' language skills.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Analyzing Learner Language

In this discussion, you have the opportunity to analyze real language data. Read the paragraph below composed by an actual language learner and address the following in your discussion:

- Choose two errors and include their direct quotation in your post.
- Describe and interpret the errors including developmental sequences, word order, pragmatics or any other aspect that would reveal the nature of the error.
- The developmental or interference nature of the error.
- The aspect of language affected by the error (morphology, syntax, vocabulary, pragmatics).

Learner's Native Language: **Arabic**

Native country: **Egypt**

I will never forget the thanksgiving that I had last year in an American family. It was the best holyday I have never had in the U.S. They were a friend to my parents, I was invited by them to spend time in America and fortunely I have been there for this period. First of all I remember that it was a Christmas, all of the family were there. They have three children one of them were living with them because he was attending to the high school but the other were studying to the University and came from Chicago to assist a the event. Also they were this family ambience all over the house, this happiness that you did not know where it from. The house was clean; it smelled like cinnamon roll all over the house perhaps because we baked some biscuits. I noticed that the food was special; you ate something particular like the turkey. We all were waiting for that, it my case it was strange because I did not know what was a turkey at the time but the environment felt me like I was familiar with this ritual and this ceremony.

Reference

Sarieva, I. (2007). Unpublished data.

Response Guidelines

Respond substantively to at least two of your peers, providing additional observations on their error analysis.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Teaching ELLs: Academic Literacy

Introduction

The theories interpreting how languages are learned reveal that the complexity of language acquisition is determined by the longitudinal nature of the acquisition process, by the great variability of learners' individual differences and learning environments, and by the different pedagogical practices. However, the only way to establish effective language learning and teaching approaches is by studying the relation of classroom practices and the learning outcomes in a systematic way. Thus, classroom-based research guides the decision-making process related to educational policies; this type of research also informs educators about effective instructional and learning practices and behaviors in the language classroom and draws connections between specific teaching approaches and learning outcomes. The goal of this unit is to provide you with the opportunities to examine the effectiveness of different educational practices both in language classroom settings and in content-based classrooms.

The comprehensive overview of classroom-based research presented by Lightbown and Spada (2006) aims to outline essential features of language instruction and interpret these features in the context of language acquisition theory and learning outcomes. The analysis of specific aspects of language instruction (such as corrective feedback, types of questions asked in the classroom, characteristics of classroom interaction, and type of language input) provides meaningful guidelines to what should be considered in order to design language instruction that promotes successful learning. In addition, classroom-based research helps us understand the dynamics of different language programs within broader social, cultural, and political contexts. Lightbown and Spada review how the understating of effective classroom practices evolved in the past several decades; they present six approaches to second and foreign language teaching and discuss specific language learning outcomes as revealed by classroom-based research. The insights of this type of research show that classroom interactions which provide carefully measured form-focused instruction within the context of communicative and project-based teaching approaches prove to promote the success of language learners.

However, language-learning programs are not the only instructional settings which second language teachers should consider: the complex processes of establishing academic literacy of ELLs take place in content-based educational settings as well. Colombo and Furbush (2009) present and discuss

effective teaching strategies and learning activities when the four domains of academic literacy are taken into account. They address the interaction of learners' world knowledge and language knowledge in the process of building academic literacy. The classroom practices presented by the authors are examined with regard to language proficiency levels and the goals of content instruction. Key aspects of establishing academic literacy of language learners are discussed; this discussion is illustrated by short vignettes presenting how teachers make decisions about the overall design of the learning process and the design of specific educational activities.

While language learning theories provide important insights into our understanding of what language is and how it is acquired, classroom-based research of language and content learning processes provides guidance to educators. Indeed, many specific questions about SLA in instructed language and content classroom settings are still to be answered; however, classroom-based research guides educators in the process of making sound decisions about teaching practices that would ensure an effective and engaging learning process.

Learning Activities

u06s1 - Studies

Readings

Use your Lightbown and Spada text to complete the following:

- Read Chapter 5, "Observing Learning and Teaching in the Second Language Classroom," pages 123–151. In this chapter, the authors present a comprehensive overview of classroom-based research outlining essential features of language instruction (for example: corrective feedback, types of questions asked in the classroom, characteristics of classroom interaction, and type of language input) and interpret how these features are related to learning outcomes. The research studies discussed in this chapter also present the dynamics of different language programs within broader social, cultural, and political contexts.

Use your Colombo and Furbush text to complete the following:

- Read Chapter 4, "Academic Literacy in the Content Area," pages 75–98. This chapter presents the key aspects of ELLs' literacy development. Effective teaching strategies and learning activities which help to develop academic literacy are discussed in the context of the top-down and bottom-up processes within each literacy domain.
- Read Chapter 5, "Planning for Enduring Understanding," pages 99–120. The essential features of high-quality content instruction of ELLs are presented in this chapter. The authors use vignettes to reveal how teachers make decisions about the design of the overall learning process and the design of specific educational activities.



Language
Instruction
Jeopardy

Quiz yourself on different approaches and theories of language instruction.

 [Launch Presentation](#) |  [Transcript](#)

Multimedia

For this activity, complete the Jeopardy style quiz on classroom based instructional strategies to review the concepts covered in this unit. To begin the Language Instruction Jeopardy activity, click **Launch Presentation**.

Optional – Reading

Use your Lightbown and Spada text to complete the following:

- Read Chapter 6, "Second Language Learning in the Classroom," pages 153–197. The authors discuss how the understanding and application of various classroom practices evolved in the past several decades. They present six approaches to second and foreign language teaching and in their context, address the specific language learning outcomes as revealed by classroom-based research.

Resources

Course Resources

Language Instruction Jeopardy

u06a1 - Personal Language Learning Experience Reflection Essay

During the first five weeks of this course, you participated in learning Russian through duolingo.com and kept a journal about your experiences. For this assignment, write a reflective essay summarizing your language learning experiences and analyzing how those experiences connect to: your previous language learning experiences, language learning theories and pedagogical practices presented in this course so far, as well as future professional activities related to teaching and meeting the needs of language learners.

Address the following reflective aspects in your assignment:

1. How has your understanding of SLA changed after experiencing language learning first-hand? Support your perspective with references from your readings or additional sources.
2. Describe the connections you see between SLA theory and your experiences learning a language. Evaluate SLA theory in light of your first-hand experience.
3. How can you use your second language learning experience(s) to address the needs of ELLs?
4. Describe the experience of learning a new alphabetical system and how your literacy skills in your primary language affected the process of learning the new language.
5. Analyze how reading and learning strategies apply to your general understanding of literacy (reading, writing, and constructing knowledge) in the context of SLA.

Your reflection paper should be 1000–1500 words, double spaced. Be sure to use APA 6th edition to format your paper, citations, and references. You can use the Graduate Writing Center to help you with your writing. You can also use Smarthinking, a free online writing and tutoring service provided by Capella, to receive feedback on your writing, before submitting it for a grade. If you choose to use Smarthinking, remember to submit your paper early as it can take a couple days to receive feedback on your paper.

Review the Personal Language Learning Experience Reflection Essay Scoring Guide for the grading criteria of this assignment.

Submit your Personal Language Learning Experience Reflection Essay in the assignment area.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Capella Writing Center](#)

[APA Style and Format](#)

[ePortfolio](#)

[Smarthinking](#)

u06d1 - The Place of Form-Based Instruction in the Language Classroom

Explain your position regarding the place of form-based instruction in the language classroom and how it should be combined with other forms of instruction (i.e. comprehensible input, providing various opportunities for interaction, meaning negotiation). Cite research outcomes discussed in your readings and presented in your annotated bibliographies.

Response Guidelines

Respond substantively to at least two of your peers.

Resources

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u06d2 - Content Area Instruction: Effective Strategies

You are the ESL specialist in a middle school. In addition to your responsibilities as an ESL teacher, you are expected to consult with the content area teachers to help them meet the needs of the ELLs in their classrooms.

During your meeting with Ms. Johnson, the 7th grade history teacher, she asked you for advice in regards to the specific instructional strategies that she should consider when planning for the two ELLs who recently joined her class, one of early-intermediate and the other of transitioning level of proficiency.

More specifically, she asked you to propose strategies related to **content presentation** as well as **student activities** that would support the development of enduring understanding in this content area for the ELLs.

In the context of enduring understanding and learning outcomes, describe at least two content presentation strategies and two learning activities that you would advise her to incorporate in her teaching. In your explanations you should address the following:

1. In what way will the proposed strategies and activities support the language acquisition, the four domains of academic literacy development, and content area learning of the ELLs?
2. Why would having the knowledge of these students' first language educational background be helpful in evaluating their strengths and needs?

Response Guidelines

Respond substantively to at least two of your peers, seeking clarification and sharing your personal experiences that relate to their discussions.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Assessing Content and Language

Introduction

In the previous units of our course we addressed different approaches to language teaching, interpretations of language learning as well as the teaching strategies that would assure an effective and engaging language learning process. We also saw how content-based instruction supports the development of the language skills and academic language proficiency of second language learners. This unit aims to further your understanding of the planning process as related to content and language instruction, establishing clear expectations of the desired results and the development of relevant assessment.

Planning for effective activities that would present the content of an instructional unit is a complex task which requires thoughtfulness and a comprehensive view of the whole process. The complexity of planning is even greater when second language learners of different proficiency levels enter the classroom. The consideration of the principles related to establishing enduring understanding, discussed in the previous unit, is essential for the effective instruction. Planning for such instruction includes accounting for the products and observable evidences that would demonstrate students' language development as well as understanding of the content. This planning is a cyclic process in which the teachers may go through the lesson plan several times while developing it in order to assure that the instructional and learning activities guide the students towards a deep understanding of key concepts and steady acquisition of language skills.

However, as Colombo and Furbush (2009) emphasize, lesson planning should start with the end results in mind. The guiding question here would be about the specific assessment evidences through which learners will demonstrate the mastery of the content. Therefore, the teacher's good grasp of the specific assessment evidences is directly related to the planning of the instructional process, since the evidences are necessary for the formulation of the essential questions for the instructional unit. These questions aim to support the development of students' understanding of the content as well as the development of their academic language skills. They focus students' attention on the core concepts and foster their critical thinking and their ability to make connections with previous knowledge. Further, for ELLs, the well-formulated and planned essential questions are important because they develop their language skills and provide them with well-guided opportunities to communicate their knowledge in the target language.

The formulation of essential questions that are well-grounded in the instruction is also important for the implementation of sound classroom assessment practices. Colombo and Furbush discuss the principles of planning the effective assessment for ELLs, outlining the close connection between the development of content-based knowledge and English language skills. While in this unit you will get acquainted with both large-scale testing and classroom assessment, the emphasis is made on the main principles of the effective classroom assessment. These principles guide the design of assessment that would reveal the process of establishing content-based knowledge and academic language skills. The authors outline the main considerations that teachers should keep in mind when developing differentiated assessments for learners of various proficiency levels in the context of the specific classroom instruction.

Reference

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage Publications.

Course Resources

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage. ISBN:9781412959650.

Learning Activities

u07s1 - Studies

Readings

Use your Colombo and Furbush text to complete the following:

- Read Chapter 6, "Connecting with Context: Assessment and Essential Questions," pages 121–140. In this chapter, the authors present essential elements of the planning process which bring together the lesson content and assessment. They emphasize that lesson planning should start with the end results in mind, with consideration of specific assessment evidences through which learners' mastery of the content will be evaluated.
- Read Chapter 7, "Assessing Content and Language," pages 141–160. The chapter reviews different types of classroom assessment and presents the specifics of large-scale assessment and classroom-based assessment. The authors review essential principles of developing effective classroom assessment strategies as they relate to the evaluation of content understanding and language acquisition.
- Read Chapter 8, "Making Content Comprehensible," pages 163–186. The chapter presents strategies which can help teachers to contextualize instruction and create activities that would support the learning and performance of ELLs.
- Read Chapter 9, "Building Academic Language," pages 187–206. The chapter outlines the principles of comprehensible instruction and presents specific steps that would promote academic content-area literacy for ELLs. Specific strategies that would support the development of reading and writing skills are discussed.

Use the Internet to complete the following:

- Review the National standards for language arts (see Colombo and Furbush, 2008, p.119 for links to the National Content Area Learning Standards). Search the Internet for a lesson in language arts aligned with the National Standards. You will use this example to help you with a discussion in this unit.

Resources

u07a1 - Annotated Bibliography Part 2 - Connecting Theory and Practice

You may have noticed from your course readings that SLA theory is of an applied nature. In other words, the theoretical conclusions about SLA aim to not only reveal the specifics of the acquisition process but also to support the development of sound learning environments and guide the design of effective teaching practices. The goal of this assignment is to select and assess sources of information that would help you understand outcomes of research in the field of SLA and their relation to classroom practices.

For this second annotated bibliography, search the Capella University library for three peer reviewed articles that address pedagogical practices aimed at enhancing the process of language acquisition and establishing literacy skills (at least one of the articles should address reading and writing skills development). Note: Each of your articles must be peer-reviewed.

Include the following in your annotated bibliography for each resource:

1. A summary of the peer reviewed article with the correct APA formatted citation.
2. An assessment of the objectivity and value of the article within the field of SLA, supported by your course readings and resources. Remember to use APA 6th edition for your references and citations.
3. An analysis of how the findings shared in the article can contribute to better understanding of SLA and literacy skills development in the classroom.
4. A reflection on how the article contributes to your understanding of the effect of pedagogical approaches on SLA and literacy skills and how it can inform your future pedagogical practices.

For this assignment, you can use some of the resources that were available for your first annotated bibliography. Please review them as needed.

Review the Annotated Bibliography Part 2 – Connecting Theory with Practice Scoring Guide for the grading criteria of this assignment.

Submit your Annotated Bibliography Part 2 – Connecting Theory with Practice in the assignment area. You will also post your annotated bibliography in a discussion in Unit 8. You can then use your peers' articles to help you with your ELL position paper assignment.

Resources

-  [Capella University Library: Defining and Narrowing Your Topic.](#)
-  [Capella University Library: Finding Articles in a Library Database.](#)
-  [Capella University Library: Too Many Too Few: Refining Your Search Results.](#)
-  [Capella University Library.](#)
-  [Capella Graduate Online Writing Center – APA Style and Formatting.](#)
-  [RefWorks Guide.](#)

Course Resources

[Capella University Library: Defining and Narrowing Your Topic](#)

[How to Search the Library: The Basics](#)

[Too Many? Too Few? Refining Your Search Results.](#)

[Capella University Library](#)

[APA Style and Format](#)

[RefWorks](#)

u07d1 - Planning for Effective Content-Area Instruction 1

For this discussion, use the National Content Area Standards for language arts and the example language arts lesson plan, that you found earlier in this unit, to create your own language arts lesson plan to support language learners. You will use your completed lesson plan, and the feedback that you receive, as one of the three lesson plans required for your Modified Lesson Plan assignment, due in Unit 9. In order to help develop your lesson plan, use the provided lesson plan template, under Resources.

Share the original lesson plan that you located and modify it to include the following:

1. Identify the enduring understanding for your chosen lesson and explain how and why it is enduring.
2. Identify or define the learning outcomes for the lesson.
3. Propose strategies related to content presentation and student activities that would support the development of enduring understanding in this content area for ELLs of two proficiency levels (beginner, early-intermediate, intermediate, transitional).
4. Identify or define at least one essential question for the lesson.
5. Propose two types of assessment for an ELL of each specific level of language proficiency you chose.

Include in your posting a discussion on how the proposed lesson plan will support academic literacy development of ELLs and in what way the first-language literacy skills of the ELLs may support their learning.

Use the TELLim Model Checklist in your Colombo and Furbush text (p. 210) to help guide your lesson plan development.

Make sure to cite the original lesson plan you used.

Reference

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage.

Response Guidelines

Respond substantively to at least two of your peers.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Putting It Together in the Classroom

Introduction

While working on the previous units, you built background knowledge related to different aspects of SLA and instruction of ELLs. This unit further extends your understanding of planning content instruction with the needs of ELLs in mind. More specifically, the aim of this unit is to provide you with real-life examples that illustrate the development of educational experiences tailored to the needs of ELLs. The examples presented in the readings assigned for this unit help you to develop the insights necessary for planning and implementing effective instruction of ELLs in content-area classrooms as well as for advising colleagues for such instruction.

The text chapters in this unit present a detailed account of the pedagogical practices of four content-area teachers who work with ELLs and native speakers in content-based classes. You have the chance to enter these teachers' classrooms, to get acquainted with the important elements that shape their teaching, and to see the interconnectedness of these elements in specific educational contexts. Although these four teachers work in different content areas, their experiences and practices are united by the application of strategies that allow for the design and delivery of comprehensible instruction. The teachers emphasize important considerations that guide their planning: the design of the classroom environment, the selection and adaptation of content material, establishing meaningful connections between the essential questions of their lessons, and the design of learning objectives, activities, and assessment. They discuss these considerations in the context of the lesson plans they designed for their learners.

You will examine several lesson plans developed by each of the teachers. The narratives presenting each lesson plan give detailed explanations of the key elements and the main considerations that teachers should bear in mind when assuring the inclusion of the ELLs through comprehensible instruction and differentiated activities. These lesson plan examples are a valuable source for information as you work on your own lesson plans. The key points that these teachers raise about their instructional practices are supported with specific suggestions and reflections that should assist you in scaffolding your own effective and comprehensible instructional practices.

Learning Activities

u08s1 - Studies

Readings

Use your Colombo and Furbush text to complete the following:

- Read Part II: Introduction, "Putting It Together in Content Area Classrooms," pages 207–211. The introduction to Part II of Colombo and Furbush's textbook presents a brief overview of the next four chapters as well as a comprehensive checklist of lesson plan elements as presented in the context of TELLiM Model discussed earlier in the book.
- Read Chapter 13, "Putting It Together in the English Language Arts Classroom," pages 279–298. This chapter presents the lesson planning experiences, guiding considerations, and reflections of a language arts teacher in a diverse classroom setting. The chapter discusses essential aspects of creating learning environments and practices that meet the needs of ELLs in the context of a mixed classroom.

Resources

u08d1 - Planning for Effective Content-Area Instruction 2

In Unit 7, you shared a lesson plan in your discussion. In this discussion, you are expected to provide peer feedback to at least two lesson plans posted by your peers. In your post you should strive to make clear connections with the readings for this unit, support your feedback with explicit references to

pedagogical practices and considerations presented in the unit readings. Use as guidelines the TELLiM Model Checklist presented in the Introduction to Part II (p. 210, Colombo and Furbush, 2009).

Reference

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage.

Resources

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Sharing Annotated Bibliographies 2

For this discussion, post your annotated bibliography from Unit 7 for your peers to review. Review your peers' bibliographies and make note of any additional resources that could augment the list of resources in your own bibliography. You will use your annotated bibliography, and what you learn from your peers' research, to help inform the writing of your *Teaching ELLs Position Paper* due in Unit 10.

Response Guidelines

No responses are necessary for this discussion.

Resources

Unit 9 >> Supporting Language Acquisition with Technology

Introduction

The application of technology in education is not new. In the past, various forms of technology, from pre-mechanical to digital, have been used to enhance learning. However, the fast digitalization of our world in the last decades changed the role of technology in our everyday life as well as in education. The major changes of information storage and access and the explosive growth of computer-mediated communication (e-mail, chat, on-line conferencing, blogging, and so on) are phenomena that greatly influence the way people construct knowledge and interact with each other in the 21st century. All these changes brought the topic of meaningful integration of technology in the learning process to the center of the discussion about the education in the new millennium. Today educators understand that the key question is not *whether* to use technology but rather *how* to use it in a meaningful way in order to motivate their learners and create opportunities for effective learning. The pedagogical approaches that support the effective use of technology in the classroom are guided by specifically defined criteria which provide a set of performances and outline expectations. In this unit we will explore the various ways in which teachers are empowered by technology in the process of creating authentic learning experiences aligned with content standards.

According to the National Educational Technology Standards (NETS), teachers are expected to incorporate technology in the language classroom in ways that promote students' creativity and innovation. They should aim to encourage communication and collaboration, to establish skills for effective work with various information sources, and to support the development of information fluency. Educators should guide students in the process of developing critical thinking and a sense of digital citizenship. Last but not the least, teachers should design instruction that provides students with guided opportunities that establish and transfer technology operation skills in the completion of original and creative projects in the context of language and content learning.

In your readings for this unit, you are not only introduced to the standards for using technology in the ELL classroom, but also to various technological tools, pedagogical strategies, and additional activities. These tools, strategies, and activities are discussed within the context of their potentials for supporting the process of language acquisition and building academic language skills. After reading Jill Robins's (2010) overview of a variety of teaching strategies and software products, you will engage in your own research. The goal of this research is to explore the topic of instructional technology, involve you in the process of critical information gathering, and provide you with the opportunity to reflect on effective technology integration in the learning process.

Reference

Cennamo, K. S., Ross, J., & Ertmer, P. (2010). *Technology integration for meaningful classroom use: A standard-based approach* (1st ed.). Wadsworth: Cengage Learning.

Course Resources

Cennamo, K. S., Ross, J., & Ertmer, P. (2010). Chapter 14: Integrating Technology in the ELL Classroom. In *Technology integration for meaningful classroom use: A standard-based approach* (1st ed.). (pp. 333–350). Wadsworth: Cengage Learning.

Learning Activities

u09s1 - Studies

Readings

Access Robbins' 2010 reserved reading by clicking on the links:

- Read Chapter 14, "[Integrating Technology in the ELL Classroom](#)," pages 333–350, from Cennamo, Rozz, and Ertmer (eds). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. Wadsworth Publishing. In this chapter, Robbins provides an extensive overview of a variety of teaching strategies and software products that can be used in the ELL classroom. This overview is presented in the context of the National Educational Technology Standards.
- Read Chapter 4, "[Digital Tools That Support Learning](#)," pages 75–105, from Cennamo, Rozz, and Ertmer (eds). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. Wadsworth Publishing. This chapter describes examples of how computer applications can act as a tutor, mindtool, or conversational support in the classroom, but also emphasizes the importance of using these tools as one aspect of a rich and stimulating environment that supports critical and creative thinking.

Use the Internet to complete the following:

- Read the [2007 National Educational Technology Standards for Students](#) from the International Society for Technology in Education.
- Read the [2008 National Educational Technology Standards for Teachers](#) from the International Society for Technology in Education.

The National Educational Technology Standards provide a set of performances and expectations for the integration of technology in educational settings. Note that there are two separate sets of standards for students and teachers.

Multimedia



Authentic
Learning
with
Technology

Examine applications of technology for authentic learning.

 [Launch Presentation](#) |  [Transcript](#)

Authentic learning is an important concept in the mainstream classroom, and is especially important when teaching language or content-specific curriculum to ELLs. For this activity, review the Authentic Learning with Technology media piece for a refresher on authentic learning principles and how they might be applied using technology in the classroom. To begin, click **Launch Presentation**.

Technology Research

For this study, complete your own research in the Capella University Library or on the Internet, to find technologies (online interactive activities, applications, Web sites, resources, and so on) that could be integrated into a lesson plan for ELLs in either language arts or another subject. Examples of such technologies might include: word-processing, blogs, wikis, chat, hypertexts, multimedia tools, or hyperlinked texts. You will share your findings in a discussion in this unit and you will also use them in your Modified Lesson Plans assignment in this unit.

Resources

Course Resources

Authentic Learning with Technology

u09a1 - Modified Lesson Plans

In your Language Proficiency Evaluation Assignment, you assessed the language proficiency of four different students in interpersonal interaction, reading, and writing. For this assignment, you will use what you learned from that assignment to help you design modified lesson plans that address the needs of ELL students. Use what you learned from the evaluation; however, you do not have to design the lesson plans for these students specifically.

For this assignment, you need to develop two lesson plans, focusing on the specific needs of ELLs. One lesson plan should be for a language learning classroom, which you have already mostly completed through your discussions in Units 7 and 8. The other lesson plan can be in any subject, for any grade level, in a mainstream classroom, with modifications for ELLs of different proficiency levels (beginner, early intermediate, intermediate, and transitioning) Pick 2 proficiency levels for each lesson plan. At least one lesson plan needs to integrate technology in a way that promotes and develops second language reading and writing (for example, using software for creating authentic materials such as booklets, book covers, posters, postcards; using software to practice oral aspects of language; communicating with peers using computer mediated communication, et cetera). Also, at least one lesson plan needs to integrate electronic texts as a means for promoting electronic literacy. Each lesson plan should also be accompanied by a paragraph justifying your pedagogical decisions. Remember to include APA cited support for your rationale.

For each lesson plan, remember to include the following:

- Describe the proficiency of the language learner.
- Describe the lesson (topic, grade level, objectives, lesson flow (including adapted activities).
- Describe the adaptation for the lesson.
- Provide a rationalization for your modifications that incorporates APA cited research.
- Discuss the theoretical value of the cited research to the effectiveness of practice in the classroom, if applicable.

Use the Lesson Plan Template, under Resources, to complete each of your lesson plans.

Review the Modified Lesson Plans Scoring Guide for the grading criteria of this assignment.

Submit your Modified Lesson Plans in the assignment area.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[How to Search the Library: The Basics](#)

[Capella University Library](#)

[ePortfolio](#)

u09d1 - Using Technology Resources

For this discussion, share the technology approach and/or tool that you found through the research study in this unit. Provide information regarding how to find the resource (use proper APA citation, if applicable) and include the following in your post:

1. Briefly describe the features of the approach/tool.
2. Describe an activity that would employ the approach/tool.
3. Explain which language and academic skills it will promote.
4. Address the ISTE standards for the ELL classroom it meets.

Response Guidelines

Respond substantively to at least two of your peers, providing your perspective on the provided resources, asking a question, or discussing possible additional applications for a resource.

Resources

 [2007 National Educational Technology Standards for Students.](#)

 [2008 National Educational Technology Standards for Teachers.](#)

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[National Educational Technology Standards for Students](#)

[National Educational Technology Standards for Teachers](#)

[APA Style and Format](#)

Unit 10 >> Culturally Responsive Instruction

Introduction

In this last unit of our course we address a topic that is of a great importance for all teachers and especially for the teachers who support the academic development of ELLs: creating culturally responsive teaching. The chapters in this unit present specific principles and approaches related to successful language teaching in diverse classrooms. These principles are examined in the context of the stories of several ELLs from different cultures and backgrounds; the stories tell about these learners' hopes, challenges, and successes.

Usually classrooms reflect the main aspects of the dominant culture in a given society: many of the classroom interaction practices, as well as the strategies for information presentation and assessment, are shaped based on the rules and expectations of this culture. The young children from the mainstream culture adapt relatively easy to the new environment at school because they come prepared by their earlier experiences at home and in the community. Unfortunately, language learners who are new to a society may be confused and discouraged by the new cultural practices they observe and are involved in. The mismatch between the practices in their new educational settings and those in the home culture may have a negative impact on the development of these learners both in respect to their academic and personal achievements; in fact, today researchers and educators agree that such a mismatch puts ELLs at a greater risk for failure. Our goal in this unit will be to explore the guiding principles of creating a culturally responsive classroom that would assure the success of all learners and will foster the language development and the cultural adaptation of ELLs.

In the process of developing competencies of culturally responsive teaching, educators are not expected to learn the specific customs and traditions of all cultures presented in North American schools. Considering that ELLs come from all continents and speak over 162 languages, learning individual customs and traditions would be an impossible task to achieve. What educators need to strive for is to develop strategies that would allow them to better understand the role of culture in people's life in general and in education in particular. Teachers need to foster awareness about their own culture and the culture of the students presented in the classroom. This awareness will support their responsiveness to the ways culture shapes their students' learning experiences; it will also help them develop strategies for enriching the cultural patterns in their classrooms by taking into account the ELLs' cultures. This brings a sense of belonging to these learners and supports the process of learning the mainstream language and culture. Moreover, in diverse classrooms where cultural diversity is valued, students receive an important message – that all cultures and ways of knowing are valued; that all students deserve equal rights and have equal responsibilities.

Learning Activities

u10s1 - Studies

Readings

Use your Colombo and Furbush text to complete the following:

- Read Chapter 3, "Culture, Adolescents, and Culturally Responsive Instruction," pages 51–73. This chapter presents important aspects of culture. The authors suggest effective strategies for developing culturally responsive classroom environments and discuss them in the context of the specific stories of three different ELLs.

Use your Piper text to complete the following:

- Read Chapter 11, "Intercultural Communication," pages 307–322. Piper addresses the specifics of intercultural communication both in everyday life and in classroom settings. Successful practices of culturally responsive instruction are presented and analyzed in relation to learning and communication styles.
- Read Chapter 12, "Language and Learning Is All About Inclusion," pages 323–350. This chapter synthesizes the main topics addressed in the book. The author summarizes the most important principles of language acquisition and teaching in 12 principles which language teachers should consider.

Multimedia



What is Diversity?

Learn about the different aspects of diversity.

[Launch Presentation](#) | [Transcript](#)

Culture is a socially determined set of beliefs, attitudes, and behaviors that is shared by a group of people during a specific period of time. But culture is a multi-faceted aspect of an individual that is made up of many dimensions and can be demonstrated to different degrees in any one person. These cultural dimensions can have a tremendous effect on language learning for the ELL student so it is important that you have a baseline understanding of what culture encompasses. To get a brief overview of what diversity is, click **Launch Presentation**.

Resources

Course Resources

[What is Diversity?](#)

u10a1 - Teaching ELLs Position Paper

The goal of the final paper is to provide you the opportunity to reflect on the knowledge and experiences gained in the course and summarize your position on SLA and its practical application in the classroom. Please address the following aspects in your position paper:

1. Present your philosophy on SLA, supporting your philosophy with references to personal experience and SLA theory and processes.
2. Consider the importance of understanding ELLs, including: their culture, individual characteristics and background, language proficiency level, and literacy experiences. Remember to use APA 6th edition to format your references and citations, where applicable.
3. Explain your professional standpoint related to effective teaching and learning strategies and practices to support language and academic development of ELLs.
4. Explain your professional standpoint related to advocating for the rights of ELLs to receive adequate instruction. How would you communicate the needs of ELLs to stakeholders? What information or data would be useful and persuasive to obtain more resources and technology tools for ELLs' academic success?

Your position paper should be 1000–1500 words, double-spaced, and follow APA 6th edition for formatting, citations, and references.

Review the Teaching ELLs Position Paper Scoring Guide for the grading criteria of this assignment.

Submit your Teaching ELLs Position Paper in the assignment area.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[APA Style and Format](#)

[Capella Writing Center](#)

[ePortfolio](#)

[Smarthinking](#)

u10d1 - The Case Studies of Aadam, Fredy, and Katy

This discussion activity is based on the cases of Aadam, Fredy, and Katy presented in Chapter 3 of your Colombo and Furbush textbook. For this discussion, review the case studies and compare and contrast the three learners in respect to the following:

- Describe the level of their first language development (including literacy), country of origin, socioeconomic status (both in their country of origin and in the US), trauma experienced (uprooting and culture shock), and schooling background.
- Describe both their vertical and horizontal cultures.
- What strengths do they bring to the classroom?
- How could these learners be supported in their learning process? What teaching strategies would be appropriate for these learners?

Consider cultural perspectives and orientations in your discussion. Be sure to use your course materials and readings to support your perspective. Remember to use APA 6th edition format for your citations and references.

Reference

Colombo, M., & Furbush, D. (2008). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. Thousand Oaks, CA: Sage.

Response Guidelines

Respond substantively to at least two of your peers, providing your insight, asking clarifying questions, and extending the discussion.

Resources

 [Capella Graduate Online Writing Center – APA Style and Formatting.](#)

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

u10d2 - Course Reflection

Now that you have come to the end of the course, take a moment to reflect on what you have learned and how you will apply that knowledge in your professional life. Answer the following questions in your discussion post:

- Compare your knowledge of SLA before this course and at its conclusion. Describe theories, concepts, or pieces of research knowledge you learned from this course experience.
- Describe how you have grown personally and professionally because of completing this course. Be as specific as possible.
- Share your opinion about how the ELL specialists can contribute to the development of the understanding of SLA.
- What questions do you still have related to the subjects and topics in this course?

Response Guidelines

You are not required to respond to this discussion, but feel free to comment on your peers' observations, sharing your experience.

Resources