FITCHBURG STATE UNIVERSITY

EDUC XXXX Second Language Acquisition

3 Graduate Credits

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

A. COURSE DESCRIPTION:

In this course students will learn about the developmental process of language acquisition, with a particular focus on second language acquisition. We will explore the internal and external factors that influence second language acquisition in an interdisciplinary survey emphasizing research in linguistics, education, psychology, and sociology. Along with these factors, students will learn about the laws specific to English learners and the various models of language instruction found in schools. We will review and evaluate the major second language theories and connect these theories to classroom practices. Students will learn how to discriminate between language stages and will be introduced to methods for appropriate instruction to students at various language levels. Students will be able to communicate their approaches to language instruction with administrators, teachers and parents. Required 10 hours of pre-practicum.

Please Note:

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. TEXTS:

Freeman, D. E., & Freeman, Y.S. (2011). *Between worlds; Access to second language acquisition.* (3rd Ed.). Portsmouth, NH: Heinemann.

Lightbown, P. & Spada, N. (2013). *How languages are learned.* Oxford, UK: Oxford University Press.

Additional Readings:

Colorin' Colorado (n.d.) How to reach out to parents of Ells. Retrieved from:
        http://www.colorincolorado.org/article/how-reach-out-parents-ells

Deussen, T Autio, E., Miller, B., Turnbaugh Lockwood, A. & Stewart, V. (2008). *What teachers should know about instruction for English language learners.* Portland, OR. Center for Research, Evaluation, and Assessment, Education Northwest. Retrieved from: http://educationnorthwest.org/sites/default/files/resources/what-teachers-should-know-about-instruction-for-ells.pdf

Gándara, P. & Sanchez, S. (2018). "How Immigration Enforcement Policies Are Impacting Students and Teachers Nationwide." Share My Lesson and Colorín Colorado Webinar. Retrieved from: https://sharemylesson.com/teaching-resource/how-immigration-enforcement-policies-are-impacting-students-and-teachers

Harper, C., & de Jong E. (2009). English language teacher expertise: The elephant in the room. *Language and Education, 23*(2), 137-151, Retrieved from: https://doi-org.ezproxy.fitchburgstate.edu:2443/10.1080/09500780802152788

Massachusetts Department of Elementary and Secondary Education. (2016). *Next generation ESL project: Curriculum resource guide.* Retrieved from: http://www.doe.mass.edu/ell/curriculum.html

Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(04), 412-446, doi:10.1017/S0261444811000309

Zacarian, D., Álvarez-Ortiz, L. & Haynes, J. (2017). *Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress.* Retrieved from Colorin' Colorado website: https://www.colorincolorado.org/article/using-strengths-based-approach-els-supporting-students-living-trauma-violence-and-chronic
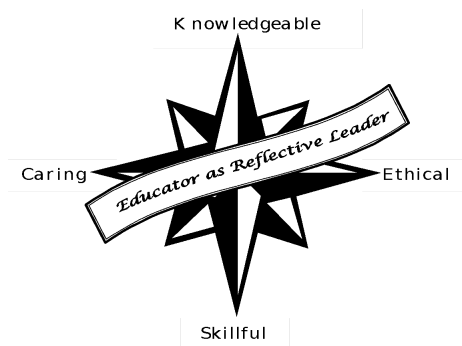
Other Resources:

Fitchburg State University Teacher Preparation Programs. (2012).

> *Conceptual framework.* Fitchburg, MA: Author. [Online] Available:
>
> http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/

Fitchburg State University Teacher Education Conceptual Framework

C.   **LEARNING OUTCOMES / OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary and Secondary Education ESL Endorsement in the following ways:

Knowledge: As a result of the learning experiences in the course, you will gain knowledge around the following:

- SMK ESL B. Language acquisition and literacy development.
    - Theory and research in first and second language acquisition.
    - Relevance of linguistic differences between the first and the second language for reading instruction in English.
- SMK ESL C. Instructional approaches and best practices for teaching ESL
    - Foundations of ESL instruction.
    - Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on.

- o Program models and teaching strategies for developing and integrating language skills.
- ● SMK ESL D. Socio-cultural and socio-emotional considerations in teaching ESL.
  - o Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism.
  - o The nature and role of culture and its intersection with teaching and learning.
  - o Cultural, racial, ethnic, and linguistic identity.
  - o Intercultural communication in the classroom.
  - o Special populations and situations: long-term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
  - o The role of the community, families, and schools in English language learner education.
- ● SMK ESL F: Federal and state laws pertaining to the education of English language learners.
- ● SMK ESL G. Theoretical, political, and historical foundations of education for English language learners.

Skill: As a result of the learning experiences in the course, you will become better able to:

- ● SMK ESL B. Language acquisition and literacy development.
  - ○ Promote the development of listening, speaking, reading, and writing vocabulary.
  - ○ Support the acquisition of oral/aural fluency in English at different proficiency levels.
  - ○ Understand the difference between social and academic English and academic language for the content areas.
  - ○ Support the development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- ● collaborate and communicate thoughtfully and sensitively with (students, parents, guardians, colleagues, administrators, etc.)
- ● work collaboratively with others to design and implement developmentally appropriate learning experiences
- ● demonstrate a sensitivity to students' and families' cultural and language backgrounds in communicating with them about issues in the school.

Ethical: As a result of the learning experiences in the course, you will become:

- ● more competent in your ability to appreciate the need for professional standards in interacting with others in educational settings and for English language and their families.

- aware of the importance of confidentiality in your work with students, families and other team members.

D. INSTRUCTIONAL STRATEGIES:

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning	X	Pre-Practicum
__	Laboratory	_	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing or Listening
X	Reflective Response	_	Field Trip
X	Creating Visual Illustrations of Concepts		

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool; and
- a communication tool.

E. COURSE REQUIREMENTS:

It is recommended that students review the syllabus, course format, field experience requirements, and assignments **prior to** the beginning of the course to ensure they feel comfortable with the technology and to verify that they can access all the online materials needed to successfully complete the work required in this course.

Participation: Students are expected to engage in the activities and assignments for each module and to communicate with the instructor regarding any issues throughout the course. Participation in module discussions and reflections is expected. All students are responsible for meeting required deadlines on projects and assignments.

Readings: All readings are due before you start the activities for the given module. The readings along with the assignments are designed to prepare you to engage meaningfully in the discussions for that module.

10 hours of pre-practicum, includes:
Observations of an ESL student (between the WIDA levels of 1-5), ideally across various parts of their school day.   You will also be conducting an interview with the lead ESL teacher in the school or ESL administrator for the district.

1. Class Attendance and Participation in Class Activities
Since this is a course about communication, participation is essential.   It is expected that you will read assignments and come to class prepared to discuss each required reading for the assigned date.

2. Journal Reflections/Discussions via Blackboard:
You will respond on Blackboard to reflective journal questions or posted discussion questions which are based on your observations in classrooms, along with the readings we do for class. Your grade will be based on the level of details and thought you put into your responses as well as evidence that you are using your reflection to think about and plan for changes in your future practice.

Discussion expectations: Initial posts on discussion questions should be completed by Friday. This allows you to receive comments and feedback and will give you time to return to the posts to comment on those made by your peers. You need to minimally respond to the posts of at least 3 peers.

3. ESL Teacher or Administrator Interview and Analysis
As part of your pre-practicum experience, you will meet with the lead ESL teacher or ESL administrator (certified ESL/Bilingual administrator---not a supervising principal) for the school/district and gain information on the following:
- the kind of program used and the justification for that decision
- how different levels of students (language acquisition levels) are supported
- how students are moved from level to level or to different services (including the timeline for those decisions)
- the process the district or school uses for the referral and identification of ELs with disabilities
- Any processes the district puts in place to try to avoid the overidentification of ELs with disabilities

After gaining this information, you will reflect on the information and apply what we have learned regarding second language acquisition to analyze the program and services for ELs at your site placement. It is expected that this interview will take about 30 mins to 1 hour. Your resulting paper (may be a presentation at the discretion of the instructor) should be approximately 2-4 pages.

4. Staff Development Resources and Presentation (Small group or pair project)

As the resident expert in a school/district, ESL teachers are frequently asked to help their colleagues understand language acquisition. For this project you will work with a partner or small group to:

- Collect 2-3 resources that you may use to share easy-to-understand information related to language acquisition and create a short handout or reference guide summarizing the readings/key points. Make sure you use appropriate APA citations to provide access to the resources.
- Create a short (5-10 minute) presentation that you can share will your colleagues at a grade level, department or staff meeting related to second language acquisition.

5. Final Case Study Project

You will identify one student for your study. This should be a student you can observe in class, preferably across multiple settings.   For your case study, you will describe the factors learned in this course that influence the student's acquisition of English. This should include information about the family, first language development, acculturation, internal factors, school/community factors, including social identity and issues of power and race that may be observed or discussed. You will analyze the theories of language acquisition that seem to guide the instruction the student is receiving in school and make suggestions for changes or improvements based on our course learning. You should also include a short analysis with a prediction as to how all of these factors may influence the student in the future.   Short examples of case studies can be seen in Chapter 1 of the Freeman text. Your paper should be 4-7 pages.

F. FIELD-BASED REQUIREMENTS:

It is expected that you will spend at least 10 hours between the interview and observations of English learners.

G. EVALUATION OR GRADING POLICY:

Journal Reflections/Discussions	20%
ESL Teacher/Administrator Interview and Analysis	20%

Staff Development Presentation	20%
Case Study	30%
Class participation	10%
_____	
Total	100%

Rubrics to assess each assignment will be provided on Blackboard.

All assignments are due on the dates listed.   All assignments will be scored on a point system.   Scores on assignments will be converted to point systems using the formula listed below:

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Late Assignments: An assignment is considered late if it is passed in after the date and time it is due (as listed on this syllabus). A Late assignment will receive a 5% reduction in the overall grade for each day it is late.

H. COURSE CONTENT/TOPICAL OUTLINE:

Module	Topics	Activities and Readings
Weeks 1-2:	Introductions Overview and Expectations Language Acquisition	**READ before class:** Freeman and Freeman: Chapters 1-3 Berwick, C. (2018). *Teaching English Language Learners: A Complex Endeavor. Retrieved from:* **https://www.edutopia.org/article/teaching-english-language-learners-complex-endeavor** **In Class discussion:** After exploring all of the content covered this week what are: 3 - Interesting takeaways you have from this week's content. 2 - Questions you have about this week's content. 1 - Idea or concept that you plan to embed into your practice/toolbox. For next class: Create a chart based on the information in chapters 2-4 (Freeman text) and Ch. 1 of Lightbown/Spada text of factors that support learning and language acquisition and bring this to class.
Weeks 3-4:	Factors that support learning and language acquisition	**Read before class:** Freeman & Freeman Ch. 4 Lightbown & Spada Ch. 1 Zacarian, D., Álvarez-Ortiz, L. & Haynes, J. (2017). *Using a Strengths-Based Approach with ELs: Supporting Students Living with Trauma, Violence and Chronic Stress.* Retrieved from Colorin' Colorado website: https://www.colorincolorado.org/article/using-strengths-based-approach-els-supporting-students-living-trauma-violence-and-chronic **Do:** Conduct your first student observation of at least 1 hour. Make note of the language the child uses. First language use? Simple vocabulary? Complex sentences? What does their writing look like? What can the teacher tell you about them?

		In class Discussion: Share your charts with your group. What factors did you identify? Are there some others thought of that you can add? Are you seeing any of these factors at your school site? **Journal:** Describe how you have acquired academic language over time. What factors do you feel were most influential? Do you see these factors in the school site you are visiting?
Weeks 5-6:	First and Second Language Acquisition Theories	**Read before class:** Ch. 5 Freeman Ch. 2-3 Lightbown & Spada **Do:** Student observations. Suggest conducting or at least scheduling your ESL teacher/administrator interview. **Journal Reflection:** Describe the difference between learning and acquisition and make connections to your personal experiences. DUE NEXT CLASS: Staff Development Presentation and Resources: Presented in class at next session.
Weeks 7-8:	Theories Continued: Identity, communities, positioning, investment and resistance, code-switching and language choice Students share staff development	<u>**Read:**</u> Ch. 5 Lightbown & Spada Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(04), 412-446, doi:10.1017/S0261444811000309 Romo, V. (2016). How to Change White Teachers' Lenses. Retrieved from: http://www.slate.com/articles/life/tomorrows_test/2016/06/how_white_teachers_can_become_culturally_competent.html <u>**In class discussion:**</u> In what way do students take on and communicate their identities in different communities? How do you? What evidence do you see of

	presentations and resources	investment or resistance? What factors do you think promote investment for you? How about resistance? **Journal Reflection:** After today's class and discussion, would you adjust your staff development presentation? Why or why not?
Weeks 9-10:	Programming for ELs Schools/systems and culturally responsive practices	**Read before class:** Ch. 6 Lightbown & Spada Ch. 7 Freeman Chapter 2 (pp 17-37) Defining ESL Instruction from: The Massachusetts Department of Elementary and Secondary Education. (2016). *Next generation ESL project: Curriculum resource guide.* Retrieved from: http://www.doe.mass.edu/ell/curriculum.html **Read/Watch/Do:** Go to https://www.colorincolorado.org/ell-basics/ell-policy-research/ell-laws-regulations There are many resources on this page. Access them all and create a mini-chart organizing the key laws and rationales related to education for English learners to bring to class for discussion. Be prepared to discuss all of the resources listed on the page. **Discussion**: How do the laws we learned about tie into what we know about language acquisition? Why is it important for you as an ESL teacher to know the specifics of these laws? DUE Next class: ESL Teacher/Administrator Interview and Analysis
Weeks 11-12:	Intro to ESL Methods Literacy and Content Area support	**Read before class:** Chapters 8 & 9 Freeman Text **In class discussion:** How does the service delivery model at your site compare to the ones described in the chapter you read last week from the DESE Curriculum

		Resource Guide? Be specific and be able to discuss suggestions for change around specific content area support, based on the chapter and the readings from this week. **Journal:** What are your main three take-aways from this course? What key information do you feel you could share with colleagues at school that would help Els at your site?
Weeks 13-14:	Reflection and evaluation	**READ:** Ch. 7 Lightbown & Spada (Be prepared to discuss in class!) DUE: Case Study Come prepared to share a summary of your findings in a small group discussion.

I. FITCHBURG STATE UNIVERSITY POLICIES:

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/6653427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Cellular Telephones

Turn-off cellular telephones during class time. For emergency messages please set the telephone device to vibrate. Thank you in advance for your consideration of colleagues and children.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor. If you are not satisfied you can follow the appeal process outlined in the university catalog.

Policy on Academic Integrity

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FITCHURGSTATE.EDU. There is also a special section for Distributed Learning Library Services at http://www.fitchburgstate.edu/library/distributed/index.html outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchurgstate.edu/library and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses.

If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID, which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycf/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onecard/photoless/index.cfm) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

Students are also eligible for a Fitchburg State University email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.

Assignments and Rubrics:

Staff Development Resources and Presentation (Small group or pair project)
As the resident expert in a school/district, ESL teachers are frequently asked to help their colleagues understand language acquisition. For this project you will work with a partner or small group to:

- Collect 2-3 resources that you may use to share easy-to-understand information related to language acquisition and create a short handout or reference guide summarizing the readings/key points. Make sure you use appropriate APA citations to provide access to the resources.
- Create a short (5-10 minute) presentation that you can share will your colleagues at a grade level, department or staff meeting related to second language acquisition.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
Topic	5	● Resources address prompt ● All components of prompt are addressed in both resource handout and presentation	
Organization and writing skills	10	● The resource handout is free from spelling, punctuation and other errors. ● The resource handout is well-organized, provides simple, easy to understand information summarizing key points ● The writing stays on topic throughout the paper ● APA style is used throughout, including appropriate references to resources	
Content of presentation	35	● Main points are clearly presented and well-supported ● Knowledge from readings and class discussions is incorporated into presentation ● Information presented is connected to site where observations have taken place via reflection statement ● Presentation is a good representation of best practice related to second language learning.	
Total Points Earned/Comments	50		

ESL Teacher or Administrator Interview and Analysis

As part of your pre-practicum experience, you will meet with the lead ESL teacher or ESL administrator (certified ESL/Bilingual administrator---not a supervising principal) for the school/district and gain information on the following:

● the kind of program used and the justification for that decision
● how different levels of students (language acquisition levels) are supported

- how students are moved from level to level or to different services (including the timeline for those decisions)
- the process the district or school uses for the referral and identification of ELs with disabilities
- Any processes the district puts in place to try to avoid the overidentification of ELs with disabilities

After gaining this information, you will reflect on the information and apply what we have learned regarding second language acquisition to analyze the program and services for ELs at your site placement. It is expected that this interview will take about 30 mins to 1 hour. Your resulting paper (may be a presentation at the discretion of the instructor) should be approximately 2-4 pages.

Use the description and directions above along with the rubric below to guide and reflect on your work.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
Topic	5	● Paper address prompt ● All components of prompt are addressed	
Organization and writing skills	10	● The paper is free from spelling, punctuation and other errors. ● The paper is well-organized, with an introduction, body and conclusion that flow well together ● The writing stays on topic throughout the paper ● APA style is used throughout paper, including appropriate references to literature	
Content of paper	35	● Specific information from course learning and readings is used to support author's statements and/or suggestions ● Main points are clearly presented and well-supported	

| | | Knowledge from readings and class discussions is incorporated into paper Information presented is connected to site where observations have taken place via reflection statements Reflection and in-depth analysis based on our readings and class discussion to date is not only evident, but also demonstrates an understanding of our course material and the needs of the students at the site. If appropriate, suggestions for changes or improvements are made and are supported with citations from our readings/literature. Paper is a good representation of best practice related to second language learning. | |
| Total Points Earned/Comments | 50 | | |

Final Case Study Project

You will identify one student for your study. This should be a student you can observe in class, preferably across multiple settings.   For your case study, you will describe the factors learned in this course that influence the student's acquisition of English. This should include information about the family, first language development, acculturation, internal factors, school/community factors, including social identity and issues of power and race that may be observed or discussed. You will analyze the theories of language acquisition that seem to guide the instruction the student is receiving in school and make suggestions for changes or improvements based on our course learning. You should also include a short analysis with a prediction as to how all of these factors may influence the student in the future. Short examples of case studies can be found in Chapter 1 of the Freeman text. Your paper should be 4-7 pages.

You should use the above directions and description as well as the below rubric/grading criteria to guide and reflect on your work.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
Topic	5	● Paper address prompt ● All components of prompt are addressed	
Organization and writing skills	10	● The paper is free from spelling, punctuation and other errors. ● The paper is well-organized, with an introduction, body and conclusion that flow well together ● The writing stays on topic throughout the paper ● APA style is used throughout paper, including appropriate references to literature	
Content of paper	35	● Specific information from course learning and readings is used to support author's statements and/or suggestions ● Main points are clearly presented and well-supported ● Knowledge from readings and class discussions is incorporated into paper ● Information presented is connected to site where observations have taken place via reflection statements ● Recommendations are made based on the context and best practice learned in class ● Paper is a good representation of best practice related to second language learning combined with a strong knowledge of the student's home and school life and the context of the school/classroom.	

Total Points Earned/Comments	50		

J. RESOURCES:

Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). *A review of the literature on academic English: Implications for K-12 English language learners.* Arlington, VA: The George Washington University Center for Equity and Excellence in Education. Retrieved from: https://doi.org/10.3102/0034654314532695

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates. Retrieved from: www.dcrsd.org-August_Shanahan_Executive_Summary

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire. Multilingual Matters.*

Douglas, W. O. & Supreme Court of The United States. (1973) U.S. Reports: **Lau v**. **Nichols**, 414 U.S. 563 . [Periodical] Retrieved from the Library of Congress, https://www.loc.gov/item/usrep414563/

Echevarrio, J., Sort, D., & Powers, K. (2008). Making content comprehensible for non-native speakers of English: The SIOP model. *The International Journal of Learning: Annual Review 14*(11), 41-50. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1054872.pdf

Freeman, D. E., & Freeman, Y.S. (2011). *Between worlds; Access to second language acquisition.* (3rd Ed.). Portsmouth, NH: Heinemann.

Francis, D., Rivera, M. Leasaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). *What Works Clearing House.* Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

Goldenberg, C. (2008). Teaching English language learners: What the research does-and does not-say. *American Educator, 32*(2), 8-23, 42-44. Retrieved from: https://www.aft.org/sites/default/files/periodicals/goldenberg.pdf

Goldenberg, C. (2013). Unlocking the research on English learners: What we know---and don't yet know---about effective instruction. *American Educator, 37*(2), 4-11. Retrieved from: https://dataworks-ed.com/wp-content/uploads/2016/05/Goldenberg.pdf

Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic language for diverse classrooms: Definitions and contexts*. Thousand Oaks, CA: Corwin.

Halliday, M. A. (1993). Towards a language-based theory of learning. *Linguistics and Education, 5(*2), 93-116. Retrieved from: http://lchc.ucsd.edu/mca/Paper/JuneJuly05/HallidayLangBased.pdf

Harper, C., & de Jong E. (2009). English language teacher expertise: The elephant in the room. *Language and Education, 23*(2), 137-151, Retrieved from: https://doi-org.ezproxy.fitchburgstate.edu:2443/10.1080/09500780802152788

Harvey, L., & Teemant, A. (2012). Who does what and why?: ESL administrators' perspectives on the roles of ESL specialists and mainstream teachers. *INTESOL Journal,* 9(1), 35-50. Retrieved from: http://journals.iupui.edu/index.php/intesol/article/view/15538/15587

Hawkins, M. R. (2004a). Language learning and teacher education: A sociocultural approach. *Multilingual Matters.*

Hawkins, M. R. (2004b). Researching English language and literacy development in schools. *Educational Researcher, 33*(3), 14-25.

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