



EDUC 655 Social Foundations of Language Education

Units: 4

Term—Day—Time: Spring 2018; Thurs (1:30-4:00pm)

Instructor: Dr. Jennifer Park

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2SC Student Support

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INTRODUCTION AND PURPOSE

This course includes systematic study of effective ways to engage, support and provide learning opportunities for diverse student populations based upon sociolinguistic and sociocultural understandings of second language learning. An understanding of the instructional needs of diverse language learners, including English language learners (ELs) is developed and an awareness of the appropriate effective learning environments, including programs and services to meet those specific needs is presented. The course is intended to engage graduate students in exploring sociolinguistic and sociocultural theories, issues, procedures, methods and approaches for use in bilingual, English as a second language (ESL), English as a foreign language (EFL), foreign language (FL), and other learning environments. It provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population. Major units of the course include: sociolinguistic theories; sociocultural contexts of language development, second language socialization, principled selection of instructional strategies for teaching language, including English language, and multi-disciplinary content areas; a focus on the development of academic language, multifaceted assessment of learner competencies; and selected issues in teaching language learners.

COURSE OBJECTIVES

The objectives identify the competencies teachers are expected to develop as prerequisites for successful completion of the course. By the end of this course, candidates will be able to:

- Demonstrate familiarity with sociolinguistic and sociocultural theories and instructional methodologies in language learning.
- Demonstrate familiarity with programs and methods for teaching English as a second language.
- Demonstrate awareness of local, national, international legal, political, and sociocultural issues related to bilingual programs, foreign language education, and English learner education.
- Demonstrate an understanding of instructional methods and strategies that support diverse English learners across the curriculum, along with how to incorporate English language development and English language arts content standards into instructional planning.
- Identify ways of involving the family and communities in English language programming.
- Examine and make recommendations to promote the linguistic development of an English learner through a case study of a focus student in the field placement school.

GRADED CLASS ASSIGNMENTS AND DUE DATES

Assignment	Week Due	Weight
Case Study Final Paper	15	25%
• Overview A	4	5%
• Overview B	7	7%
• Presentation	15	10%
• Scheduled office hour	9-11	2%
Speaking in Tongues Viewing Project	3	10%
Video-analysis and Lesson Presentation	13	15%
Standards Quizzes and Exercises	4, 5, 6, 8, 10, 12, 14	16%
Participation		10%
Total		100%

GRADE DISTRIBUTION TABLE

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

REQUIRED TEXTS:

1. McKay, S. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford, UK: Oxford University Press.
2. Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.
3. Gee, J. (2015). *Social linguistics and literacies: Ideology in discourses* (5th ed.). New York, NY: Routledge.
4. Additional course readings (book chapters and journal articles) are available through online links to PDF documents and the USC Automated Reserves System (ARES) and on the class wall.

LATE WORK POLICY

All noted assignments are due as listed in the course schedule. Each week traditionally begins on Monday and ends on the following Sunday. Late assignments will be accepted **only** with the instructor's advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and childcare.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

Course Schedule

Week	Topic	Pre-live session activities:	Case study journal	Assignments
1	Socio-cultural factors in language learning research	<p style="text-align: center;"><u>Readings:</u></p> <p>Genzuk, M. (1998). A Synthesis of Ethnographic Research URL: http://www-rcf.usc.edu/~genzuk/Ethnographic_Research.html</p> <p>Firth and Wagner (1997) On Discourse, Communication and (some) fundamental concepts in SLA research. <i>The Modern Language Journal</i>, 81, 285-300.</p> <p>Markee and Kunitz (2015) “CA-for-SLA Studies of Classroom Interaction: Quo Vadis?” In Markee, N. (Ed.) <i>The Handbook of Classroom Discourse and Interaction</i>.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture</p>	Case study expectations	
2	Language learning, discourse and ideologies	<p style="text-align: center;"><u>Readings:</u></p> <p>Gee, J. (2015). Ch. 1. Introduction & Ideology (pp. 1-23). <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed.). New York, NY: Routledge.</p> <p>Rymes, B. (2010). Classroom Discourse Analysis: A Focus on Communicative Repertoires. In N. Hornberger and S. L. McKay (Eds.) <i>Sociolinguistics and Language Education</i>, pp. 528- 546. Multilingual Matters</p> <p>Michaels, S. (1981) “Sharing time”: Children’s Narrative Styles and Differential Access to Literacy. <i>Language in Society</i>, 10 (3), 423-442</p> <p>TESOL Inquiry Framework Organizer</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lectures Egypt ESL classroom</p>	Initial steps	
3	ELLs in the United States and in the world	<p style="text-align: center;"><u>Readings:</u></p> <p>Peregoy, S. & Boyle, O. (2013). Ch. 1: English learners in 21st century classrooms. <i>Reading, writing, and learning in ESL</i> (pp. 2-37).</p> <p>Santa Ana, O. (2004). <i>Chronology of Events, Court Decisions, and Legislation</i></p>	Program structure	Speaking in Tongues

		<p>Affecting Language Minority Children in American Public Education. In O. Santa Ana (Ed.) <i>Tongue-Tied. The Lives of Multilingual Children in Public Education</i> (pp. 87-105). Oxford: Rowman & Littlefield Publishers, Inc.</p> <p>McKay, M. (2002). Chs. 1 & 2: English as an international language & Bilingual users of English. (pp. 5-48).</p> <p>Cameron, L. (2014) Refugee trauma and the classroom: Coping with stressful outbursts. Refugee concerns Newsletter. <i>TESOL international association</i>. Retrieved from: http://newsmanager.commpartners.com/tesolrcis/issues/2014-08-05/5.html</p> <p>TESOL Living with Trauma, Violence, and Chronic Stress. Blog retrieved from: http://blog.tesol.org/els-living-with-trauma-violence-and-chronic-stress/</p> <p>Optional readings: Proposition 58 https://ballotpedia.org/California_Proposition_58_Non-English_Languages_Allowed_in_Public_Education_(2016)</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Prop 58 and English learners in California https://www.youtube.com/watch?v=f0ZsIr1D5ro</p> <p>Immersion Speaking in Tongues</p>		
4	Socio-cultural factors and SLA theory	<p style="text-align: center;"><u>Readings:</u></p> <p>Peregoy and Boyle Chapter 2. Language and Language acquisition. In Reading, Writing, and Learning in ESL, pp. 38-84.</p> <p>Torlakson (2012) Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards. (https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/171/eld/APP%20C%20Reading.pdf)</p> <p>Kumaravadivelu, B. (2003). Facilitating negotiated interaction (101-130); Activating intuitive heuristics (186-195). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p>	SLA theory and case study student.	Case study overview A (Due before class time) Standards Quiz 1 (Due 24 hours after class)

		<p>Video-lectures</p> <p style="text-align: center;"><u>Standards Training:</u></p> <p>Training 1</p>		
5	Language acquisition and proficiency	<p style="text-align: center;"><u>Readings:</u></p> <p>Cummins (2005) Teaching the Language of Academic Success: A framework for School-Based Language Policies. In Leyba (Ed.) Schooling and Language Minority Students: A Theoretico-Practical Framework. 3-32.</p> <p>Gottlieb (2006) Ch. 2. The relationship among social language proficiency, academic language proficiency, and academic achievement. In Assessing English Language Learners. 23- 40.</p> <p>McKay, M. (2002) Ch. 3 Standards for English as an International Language. In <i>Teaching English as an international language: Rethinking goals and approaches</i>. Oxford, UK: Oxford University Press.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture</p>	Language proficiency	Standards Exercises 1&2 (Due before class time)
6	Language learning and culture	<p style="text-align: center;"><u>Readings:</u></p> <p>Moll et al. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In N. González, L. Moll & C. Amanti (eds.). <i>Funds of knowledge: Theorizing practices in households, communities, and classrooms</i>, (pp. 71-88). Mahwah, NJ: L. Erlbaum.</p> <p>Brown, M. (2007). Educating all students: Creating culturally responsive teachers, classrooms, and schools. <u><i>Intervention in School and Clinic</i></u>, 43(1), 57-62.</p> <p>Kumaravadivelu, B. (2003). Ch. 12. Raising cultural Consciousness (pp. 267-285). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p>McKay, M. (2002). Ch. 4: Culture in teaching English as an international language (pp. 81-102).</p>	Culture in a case study classroom.	Standards Quiz 2 (Due 24 hours after class)

		<p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture Secondary ESL classroom</p> <p style="text-align: center;"><u>Standards Training:</u></p> <p>Training 2</p>		
7	Second Language socialization	<p style="text-align: center;"><u>Readings:</u></p> <p>Duff, P. (2010) Language Socialization. In N. Hornberber & S.L. McKay (Eds), <i>Sociolinguistics and language education</i> (pp. 427-454). Bristol, UK: Multilingual Matters.</p> <p>Gordon (2004) "I'm tired. You clean and cook." Shifting gender identities and second language socialization. <i>TESOL Quarterly</i>, 437-457.</p> <p>Talmy, S. A language socialization perspective on Identity of ESL youth in a superdiverse High School Classroom In Markee, N. (Ed.) <i>The Handbook of Classroom Discourse and Interaction</i>. Blackwell Handbooks in Linguistics.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture</p>	Second Language Socialization in a case study classroom	Case study overview B (Due before class time)
8	Language learning culture and identity	<p style="text-align: center;"><u>Readings:</u></p> <p>Bashir-Ali (2006) language Learning and Definition of One's social, cultural and racial identity. <i>TESOL Quarterly</i> 40 (3), 628- 639.</p> <p>DuBois, W.E.B. (1903). Chapter 1 The souls of black folk. New York: Dover Publications.</p> <p>Norton, B. (2010) Language and identity (pp. 249-269). In N. Hornberber & S.L. McKay (Eds), <i>Sociolinguistics and language education</i>. Bristol, UK: Multilingual Matters.</p> <p>Kumaravadivelu, B. (2003). Ch. 3. Maximizing learning opportunities (pp. 44-76). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p>	Language Learning, Culture, and Identity in a case study classroom.	Standards Quiz 3 (Due 24 hours after class)

		<p>Video-lecture Costa Rica classroom</p> <p style="text-align: center;"><u>Standards Training:</u></p> <p>Training 3</p>		
9	Socio-cultural aspects of Literacy development	<p style="text-align: center;"><u>Readings:</u></p> <p>Heath, S.B. (1982) What no bedtime story means: Narrative skills at home and school. <i>Language in Society</i> 11 (1), pp. 49-76.</p> <p>Gee, J. (2015). Ch. 3 Literacy Crises. (30-44), Ch. 4 Literacy As Social (45-54), Ch.5 Orality and Literacy: The great divide (55-66), Ch. 7 The capacities of literacy and Paulo Freire (77-89). <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed.). New York, NY: Routledge.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture</p>	Interviews and Literacy development	Schedule office hour: Meet with instructor (weeks 9–12)
10	Language teaching and critical language awareness	<p style="text-align: center;"><u>Readings:</u></p> <p>Kumaravadivelu, B. (2003). Ch. 7 Fostering language awareness (156-177). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p>Alim, S. (2010) Critical Language Awareness In N. Hornberger and S. L. McKay (Eds.) <i>Sociolinguistics and Language Education</i>, pp. 205-232. Multilingual Matters</p> <p>Gee, J. (2015). Ch. 12 Discourse analysis: stories go to school (pp. 145-165) & Ch. 15 Language, individuals and Discourses (pp. 203 – 217). <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed.). New York, NY: Routledge.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture Elementary Bilingual classroom</p> <p style="text-align: center;"><u>CCSS-ELD and LOTE Training:</u></p> <p>Training 4</p>	Language teaching and learning opportunities.	<p>Standards Quiz 4 (Due 24 hours after class)</p> <p>Meet with video analysis and lesson plan team (one meeting required)</p> <p>Groups sign up for presentations to be held during weeks 11 - 14</p>

11	Language transfer, Bilingual education and language program design	<p style="text-align: center;"><u>Readings:</u></p> <p>Riches, C. and Genesee, F. (2006). Literacy. Crosslinguistic and Crossmodal Issues. In Genesee et. al. <i>Educating English Language Learners. A synthesis of Research Evidence (64- 108)</i>. Cambridge: Cambridge University Press.</p> <p>Cummins, J. (2013) Current research on language transfer. Implications for language teaching policy and practice. In Siemund, P., Gogolin, I., and Schulz, M. E. <i>Hamburg Studies on Linguistic Diversity: Multilingualism and Language Diversity in Urban Areas: Acquisition, Identities, space, education</i>.</p> <p>Baker, C. (2005) Ch. 7. The Education of Bilingual Children; Ch. 8. The Bilingual Classroom, (pp. 82-103). <i>The Care and Education of Young Bilinguals: An Introduction for Professionals</i>. New York: Multilingual Matters. http://eds.b.ebscohost.com.libproxy1.usc.edu/ehost/detail/detail?vid=0&sid=16644c39-375f-433a-8edf-487b0e5711de%40sessionmgr104&bdata=#db=nlebk&AN=40041</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-lecture</p>	Language Program Design.	<p>Meet with video analysis and lesson plan team (one meeting required)</p> <p>Video analysis and lesson group presentations (Lesson plan due 24 hours before class)</p>
12	Language Teaching strategies, methodologies, and socio-cultural relevance 1	<p style="text-align: center;"><u>Readings:</u></p> <p>McKay, S. (2002) Ch. 5 Teaching methods and English as an international language (pp. 103-124). <i>Teaching English as international language: Rethinking goals and approaches</i>. Oxford, UK: Oxford University Press.</p> <p>Kumaravadivelu, D. Ch. 10. Integrating language skills (pp. 223-238). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p>Peregoy, S. & Boyle, O. (2013). Ch. 3: Classroom practices for effective English learner instruction (pp. 84-129). <i>Reading, Writing, & Learning in ESL</i>. Pearson.</p> <p>Huerta-Macias, A. (2003). Meeting the challenge of adult education: A bilingual approach to literacy and career development. <i>Journal of Adolescent and Adult Literacy</i>, 47(3), 218-226.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>https://www.teachingchannel.org/videos/dual-language-science-lesson</p>	Language Teaching strategies, methodologies, and socio-cultural relevance.	<p>Meet with video analysis and lesson plan team (one meeting required)</p> <p>Standards Quiz 5 (Due 24 hours after class)</p> <p>Video analysis and lesson group presentations (Lesson plan due 24 hours before class)</p>

		<u>Standards Training:</u>		
		Training 5		
13	Language Teaching strategies, methodologies, and socio-cultural relevance 2	<p style="text-align: center;"><u>Readings:</u></p> <p>Dalton-Puffer, C. (2008). Outcome and processes in content and language integrated learning (CLIL): Current research from Europe. In W. Delanoy & L. Volkman, (eds.). <i>Future perspectives for English language teaching</i>. Heidelberg: Carl Winter. Available at: http://www.univie.ac.at/Anglistik/Dalton/SEW07/CLIL%20research%20overview%20article.pdf</p> <p>Zwiers, J. (2007). Chapter 5: Academic Classroom Discussions. In, <i>Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12</i>, (pp. 101-134). New York: Wiley, John & Sons Inc.</p> <p>Kumaravadivelu, D. Ch. 11. Ensuring social relevance (pp. 239-266). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p style="text-align: center;"><u>Video Viewings on LMS:</u></p> <p>Video-Viewing: https://www.playposit.com/play/509737?open=open&temp=%2Ftemp%2F509737%2Fu6b85e%2Fopen#! https://www.teachingchannel.org/video-lounge/academic-discussions-ells</p>	Language Teaching strategies, methodologies, and socio-cultural relevance.	Video analysis and lesson group presentations (Lesson plan due 24 hours before class)
14	Reflective teaching	<p style="text-align: center;"><u>Readings:</u></p> <p>Kumaravadivelu (2003). Ch. 1. Conceptualizing teaching acts (pp. 5-22). In <i>Beyond Methods: Macrostrategies for Language Teaching</i>. Yale University Press.</p> <p>Laravee, B. (2008) Development of a tool to assess teachers' level of reflective practice. <i>Reflective practice</i>, 9 (3), 341-360.</p> <p style="text-align: center;"><u>Video Viewings:</u></p> <p>Video-lecture</p> <p style="text-align: center;"><u>Standards Training:</u></p> <p>Training 6</p>	Reflection	Standards Quiz 6 (Due 24 hours after class)
15	Case study	Genzuk, M. (n.d.) An Introduction to Reading and Appraising Qualitative research in		Final paper

	presentation and reflection	Education. Retrieved at: http://www.usc.edu/dept/education/CMMR/GenzukQualResearchIntro.pdf		presentation Final paper due 24-96 hours after class
Exam Week	Class reflection	Course evaluation and reflection		

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

PARTICIPATION: CLASS TIME

The class meets once a week for approximately 2 hours and 30 minutes. Class Times are a critical component of this course and therefore adequate preparation, regular attendance, and active participation are essential. The purpose of Class Time is to discuss, reflect on, and integrate the readings, reflections, and other assignments that have been completed prior to each week's meeting. It is thus essential that candidates plan for and complete all weekly assignments by the designated day and time. Candidates are expected to complete weekly class readings, watch, reflect on, and prepare to discuss assigned chapters/articles/video viewings prior to Class Time.

3-2-1 Note-taking Activity.

To help you prepare you for quality class discussions, you are asked to complete a 3-2-1 activity for each class reading.

What are the 3 take-aways from this reading?

What are 2 things I can apply?

What is 1 question/critique that I have?

CLASS PARTICIPATION RUBRIC

Excellent	Acceptable	Unsatisfactory
Meets all of the following criteria: a) Actively participates in both small group and whole group discussions b) Demonstrates thoughtful and thorough reading and viewing of course material c) Participates with both video and audio capabilities d) Attends the entire class discussion session	Is missing any of the following criteria: a) Actively participates in both small group and whole group discussions b) Demonstrates thoughtful and thorough reading and viewing of course material c) Participates with both video and audio capabilities Attends the entire class discussion session	Does not attend assigned class discussion time.

COURSE ASSIGNMENTS: DESCRIPTION AND GRADING CRITERIA

The out-of-class workload for this course is approximately 6 hours 20 minutes per week. All written out-of-class assignments are to be formatted according to APA guidelines and submitted on LMS. Out-of-class assignments include:

1. **SPEAKING IN TONGUES VIEWING PROJECT**
2. **VIDEO ANALYSIS AND LESSON PLAN PRESENTATION**
3. **LANGUAGE LEARNER CASE STUDY PROJECT:**
 - a. **Overview A**
 - b. **Overview B**
 - c. **Scheduled office hour**
 - d. **Case study presentation**
 - e. **Final paper**
4. **STANDARDS QUIZZES AND EXERCISES**

The following rubric provides a general guide as to how assignments in this course will be evaluated:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.
Connection and reference to course readings and other relevant literature	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness, adherence to guidelines	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

1. SPEAKING IN TONGUES VIEWING PROJECT

Candidates will watch two films, *Speaking in tongues*, a documentary about four diverse students on the journey to become bilingual, and *Immersion*, a fictional film about experiences of an English language learner. They will then submit a written reflection.

- Read: Crawford, J. (2004). *Bilingualism in America: Language diversity in the classroom*. Chapter 3 Language policy in the USA (pp. 55-80). Los Angeles: Bilingual Education Services. (available on ARES) and week 3 readings.
- Watch the film *Speaking in tongues* about four students on a journey to bilingualism.
- Watch the film *Immersion* about an English language learner.
- Submit a written reflection on language policies in the United States and around the world, sociolinguistic theories on language ideologies, politics, and controversies surrounding multilingualism, social and linguistic diversity, and the allocation of scarce resources to benefit various socioeconomic groups with different interests, agendas, and convictions on what is best for education in a globalized world. The reflection will include references to readings connecting course materials to topics raised in the film, a summary of what you have learned and implications for your teaching, and you will include a copy of the notes you took while watching the films as an appendix to your APA-formatted submission.

2. VIDEO ANALYSIS AND LESSON PLAN PRESENTATION

Candidates will work in small groups performing analysis of full-length classroom videos and creating a lesson plan for a consecutive lesson. The teams will use the TESOL Inquiry Framework (available in Toolbox – TESOL organizer) to organize the video observations. You will analyze a chosen lesson and propose consequent instruction, and meet outside of class to formalize the analysis and the lesson plan. In order to share the analysis of the videos and consequent lesson plans, and to develop your professional

presentation skills, you will do a 20-minute presentations discussing the findings of your group analysis and lesson plan.

Instructions:

- Choose a full length video that we watched in this class and analyze it using the TESOL Organizer.
- Meet with your forum group members and discuss your individual findings. Finalize your analysis
- Create a lesson plan for a consecutive lesson based on your analysis.
- Create a presentation of your analysis and lesson plan.

Presentation Outline

A. Analysis of a full-length classroom video:

1. School, Student, Culture and Language Context
2. Student Language Learning
3. Language Teaching
4. One insight that informs your planning for a consequent lesson.

B. Lesson plan presentation:

1. Please submit your group's instructional project lesson plan no later than 24 hours before Class Time.
2. Be sure that the submitted lesson plan is comprehensive. The lesson plan should be thorough enough that class members can replicate the submitted lessons in their own instructional environments.
3. Provide a brief overview of lesson.
4. Conduct a mock-activity that is most representative of the overall orientation of your teaching approach/strategy.
5. What did you struggle with as you were developing the lesson? Which resources were most useful?
6. Feedback focus for audience:
 - Think about the instructional decisions this group made. Were they focused on the needs of ELL students? How?
 - Do you have any additional ideas/resources for their instructional planning?

Lesson Plan Template:

Grade level Standard	What is the grade level? Which local, national, international standard are you using to develop this lesson? (Choose one standard pertinent to the students in YOUR analysis)
Learning Outcomes	What do you expect students to be able to do by the end of the lesson? (Objectives must be concrete, action-oriented, and verifiable through assessment.)
Approach/Strategy	Which approach/strategy will be your lesson based on?
Learning sequence (Include the time and grouping plan for all activities.)	1. ENGAGEMENT (Motivational Activity/Building Prior Knowledge): 2. INSTRUCTIONAL SEQUENCE (Teaching Methodology With Student Activities): 3. APPLICATION ACTIVITY (Practice and/or Reflection): How does the present plan support equitable student participation?

	How are the instructional sequence and objectives aligned?
Assessment strategies	How will you determine whether students have made progress toward applying the concepts and skills they've learned in new and novel situations? How are the instructional sequence and assessment aligned?
Scaffolding/differentiation Strategies	How would you differentiate and scaffold your instruction based on the specific student needs?
Appendices A & B	A: Include a list of references formatted in APA B: Include visuals, handouts or any other relevant materials.

Presentation Rubric:

Context	3p Provides concise and evidence-based description of the institutional and demographic characteristics of the English language school, classroom, and teacher, relevant local beliefs about language use AND of student demographics, English language proficiency, and learning needs. Specific details and examples support these descriptions	1.5p Provides a general description of the institutional and demographic characteristics of the English language school, classroom, and teacher, relevant local beliefs about language use AND demographics, English language proficiency, and learning needs. Description is supported by some evidence	0p No description of context is provided	
Interpretation of Student Learning	3p Provides interpretation that is concise and thoughtful, supported with strong and multiple forms of evidence from assessments, of extent to which students met learning objectives.	1.5p Provides adequate interpretation, supported with sufficient evidence from assessments, of extent to which students met learning objectives.	0p Provides no interpretation about the extent to which students met learning objectives.	
Insights on Effective Teaching (Context, Language, Planning, Instruction and Assessment)	3p Provides deep and cogent analysis of successful and unsuccessful activities and provides very compelling reasons (based on theory or research) for their success or lack thereof	1.5p Identifies successful and unsuccessful activities and provides plausible reasons (based on theory or research) for their success or lack thereof in facilitating student	0p No discussion of effective and ineffective teaching is provided	

	in facilitating student learning.	learning.		
Lesson plan	4 p Provides a clear description of the lesson plan clearly explaining 1) reasons for choosing a specific topic and approach. The reasons are clearly connected to the analysis of the video AND 2) how lesson objectives, activities and assessments align. The modeled activity is engaging and representative of the approach/strategy chosen for the lesson.	2 Provides a lengthy or unclear description of the lesson plan not clearly explaining 1) reasons for choosing a specific topic and approach. The reasons are not clearly connected to the analysis of the video OR 2) an explanation of how lesson objectives, activities and assessments align is not clear The modeled activity is not engaging OR not representative of the approach/strategy chosen for the lesson.	0p Lesson plan is not presented.	
STYLE	2 p Presentation is engaging. The presenters are clearly heard. The visuals are relevant and clear. The timeline is followed	1p Presentation is not engaging OR The presenters are not clearly heard OR The visuals are not relevant or clear. OR the timeline is not followed	0p Presentation is not engaging AND The presenters are not clearly heard AND The visuals are not relevant or clear AND the timeline is not followed	

3. LANGUAGE LEARNER CASE STUDY PROJECT

Each candidate will be responsible for conducting a mini-ethnographic case study of an individual K-12 or adult language learner. The goal of the study is to understand the experiences of the language learner, which will be gained through discovering as much as possible about: sociocultural and political factors that he/she might have been aware of, or that might have affected his/her experience; type of organizational strategies that were utilized in his/her program; issues in assessment of progress in his/her program; and any other information that will give you insight into the person's experience as a language learner. To achieve this goal, you will conduct weekly ethnographic observations that will be documented in a guided fieldwork journal (See "Fieldwork Requirement" above).

The case study project consists of the following graded components:

Case Study Overview Part A:

- Background information about the student
- Classroom, school, and community demographics
- School's instructional program
- Additional relevant information about the student and instructional context
- List of individuals to interview for the project
- Scanned copy of the *completed and signed* study participant consent form (not optional)

Case Study Overview Part B:

- Theoretical focus for analysis: Explain why you chose this theoretical focus and provide a description/explanation of the theoretical concept(s)
- Ideas for document and data collection
- List of questions for your interview with the student parents, teachers, siblings, etc. (A guide to help with constructing effective questions is available in the Toolbox).

Scheduled Office Hour:

- Meet with the course instructor individually or in a small group
- Be prepared to discuss Case Study project progress and clarify questions

Case Study Presentation:

- In-class presentation of the main findings of the study
- Candidates complete and share presentation feedback forms

Case Study Final Paper:

- 8-10 page (double spaced, 12 point font) written paper
- Informed by weekly fieldwork journal (See "Fieldwork Journal" below).

FINAL CASE STUDY PAPER DESCRIPTION

Unlike a traditional ethnographic study, this project will not require a comprehensive, longitudinal written case study analysis. Ethnographic research studies can take several months to years to conduct. This would be impossible given the limitations of our data gathering and course timeline. The Case Study should, however, supply all of the data and information described below.

Your final descriptive report and analysis will include, but not be limited to the following:

1. Cover Sheet
2. Abstract
3. Introduction
 - a. Purpose or aim of paper with theoretical focus (introductory set-up "roadmap" for the reader)
 - b. Why selected student
 - c. Background of student
 - i. Grade, age, family
 - ii. The student's language proficiency in their L1 and English
 - iii. Student's instructional program
 - d. Demographics of community, school, classroom
 - e. Brief methodology section (steps you took to complete the project)
 - f. Limitations of Study

4. Analysis (organized around a specific theoretical focus and 3 sub-themes)
 - a. Relevant information about the student's language proficiency and academic achievement based on informal observations and student work
 - b. Relevant information about the student's language proficiency and academic achievement based on interviews (family, teacher, student, peers, siblings, instructional support personnel)
5. Summary of Conclusions & Recommendations.
 - a. Indicating your perspective on the type of program that was provided for the interviewee, its educational, social-cultural and political influences, and the effect you believe it had on the person's academic achievement.
 - b. Based on your conclusions, recommendations that would support your student's academic achievement and language development
6. Personal Reflection on Case Study Experience
7. Reference page
8. Appendix: including interview questions, signed consent form, and any other relevant data you collected (e.g. student work samples.)

In summation, each student will be required to provide an **8-10 page** written study including: introduction, followed by the purpose of the study, a brief description of the methodology employed to conduct the study, limitations of the study, a concise analysis of all the data gathered, findings, conclusions, and recommendations; and **link all these areas to literature and theory read and discussed in the class as well as any other found in your review of the literature**. In addition, you want to collect student work samples that can further support your analysis and recommendations. A reference page must be included. Additionally, a brief self-reflective summary focused on the process and experience of creating a Case Study should be included. Throughout the paper, be concise and thoughtful.

FINAL CASE STUDY PAPER GRADING RUBRIC

Name of Student:					
Items Being Assessed (point value)	Unsatisfactory	Need Further Development	Satisfactory	Excellent	Score
Brief background description and reason(s) for selecting the language learner (2)	No background description of focus student nor rationale provided for his or her selection. (0)	Description of focus student but lacks background and rationale for selection. (0.5)	Brief description of focus student's background and rationale for selection. (1)	Thorough description of focus student's background and detailed explanation of selection rationale. (2)	
Identification of learning environment(s) influence on student's language development – Looks beyond the classroom describing and using school and community demographics to provide in-depth context. (3)	Unable to assess root influences of context on language development. Inaccurate analysis of problems. (0)	Able to assess root influences of context on language development to some extent. Reasons given are not based fully on information obtained. (1)	Able to assess root influences of context on language development that reflect attention to student characteristics, learning needs, and/or language needs. Reasons given are based on information obtained. (2)	Able to assess root influences of context on language development that are explicit, and clearly reflect attention to students with diverse characteristics, learning needs, and/or language needs. Detailed analysis of the issues and problems based on information obtained. (3)	
Gathering Information on Student - Inclusion of additional data gathered through review of documents, artifacts, & additional interviews: teachers/TAs, family, administrators, community, etc. (3)	No effort is made in gathering appropriate information or information gathered is insufficient or irrelevant. (0)	Some effort is made to gather information but not all information obtained is relevant or adequate to provide thorough coverage. (1)	Adequate effort is made to gather sufficient information (interviews and artifacts) to complete the study in a satisfactory manner. (2)	Extraordinary efforts have been made to obtain detailed information. Inclusion of multiple interviews and artifacts to deepen coverage of study. (3)	
Identification of a theoretical focus for targeted analysis of student language development – Analysis organized under this main focus and three sub-themes that emerged related to the language development and educational experience of the focus student (4)	Study is presented merely as a narrative description of the focus student's learning experience. A theoretical focus is not identified, inconsistently presented, or the analysis is not organized by themes related to a main orientation. (1)	A theoretical focus is identified, but inconsistently presented without clearly reflecting an analytical thread with sub-themes related to the study's main orientation, or with weak evidence showing their relevance to language development. (2)	A theoretical focus of the study is identified and presented adequately to reflect an analytical thread with sub-themes related to the main orientation of the study and some evidence from the findings showing their relevance to language development. (3)	A theoretical focus of the study is identified, well justified, and presented in a manner that clearly reflects an analytical thread with sub-themes related to the main orientation of the study and strong evidence from the findings showing their relevance to language development. (4)	
Knowledge & appropriate use of readings and learning theories in analysis and recommendations. (4)	Displays little or no understanding of theory. Does not use theory to explain or validate findings, analysis, or recommendations. (0)	Displays some understanding of theory, but demonstrates little use of theory to explain or validate findings, analysis, or recommendations. 1-2 class and outside readings are used to support argument. (2)	Displays good understanding of chosen theory and its use to explain or validate findings, analysis, and recommendations. (3)	Shows excellent understanding of the chosen theoretical focus and its use to make grounded interpretations. Able to consistently explain and apply most appropriate interventions for student's needs. (4)	
Reflective summary focused on the process and experience of conducting all aspects of the case study. (4)	Little effort made to reflect on actions. Unable to assess most of the strengths and weaknesses of the strategies or knowledge employed in case study process. (1)	Has made some effort to reflect on actions. Unable to correctly assess some of the strengths and weaknesses of the strategies employed in the case study process. (2)	Has made effort to reflect deeply and thoroughly on actions taken. Able to correctly assess the strengths and weaknesses of strategies employed. (3)	Has made much effort to reflect deeply and thoroughly on actions. Able to correctly assess the strengths and weaknesses of strategies employed. Is very keen to reflect and modify actions to develop abilities in various aspects of teaching and learning. (4)	
Use of literature to support analysis (3)	No class or outside readings are used to support analysis and recommendations (0)	1 class or outside readings are used to support analysis and recommendations (1)	2-3 class or outside readings are used to support analysis and recommendations (2)	4-5 class or outside readings are used to support analysis and recommendations (3)	
Professional presentation of written assignment and Style – Including introduction/abstract, purpose of study, theoretical focus, methodology, limitations of study, bibliography, attachments/ appendices, etc. (2)	The paper was not coherent, did not "stick together", was not presented in a professional manner, had misspellings and obvious grammatical errors, Lacked organization, did not	The paper was somewhat coherent and presented in a somewhat professional manner. It "stuck together", but was not well written, had either misspellings or obvious grammatical errors. Basic	The paper was for the most part coherent and "stuck together," providing items being assessed, and included findings, analysis, summaries, conclusions, recommendations, and reflections.	Paper was coherent and "stuck together", providing items being assessed, and included findings, analysis, summaries, conclusions, recommendations, and reflections. Paper was well written and had no misspellings or obvious	

	adhere to APA format. (0)	organization did not include all assigned components and did not adhere to APA format. (0.5)	The paper was moderately well written and contained few misspellings or grammatical errors, but did not adhere to APA format. (1)	grammatical errors, was aesthetically consistent and displayed academic language usage. Paper followed a well-organized plan and adhered to APA format. (2)	
Name of Professor:		Date:		Total Points: <u> </u> /25	

Case Study Presentation Rubric and Peer Feedback Form

		Y	N	Strengths (be specific)	Suggestions (be specific)	Score
INTRO (3p max)	Presenter provides a brief and engaging portrait of his or her student (why selected, background, etc.).					
	Presenter highlights a few key facts about the instructional context (community, school, classroom).					
	Presenter “ briefly ” states the methodology used (main steps in completing the project).					
ANALYSIS (4p max)	Presenter identifies a main focus and minimum of 3 sub-themes or issues that emerged related to the educational experience of the EL.					
	Presenter provides examples or illustrations from his or her observations.					
	Presenter references concepts or theoretical support from course readings and/or outside sources.					
RECS (3p max)	Presenter provides instructional recommendations 1.) based on the case study and that 2.) reflect the concepts and practices covered in the course.					

FIELDWORK REQUIREMENT

This course has a 20-hour required fieldwork component. You need to conduct observation, interview and document collection for your case study. Expect to set aside about 1-2 hours a week to observe, interview and collect documents about your case study student. Each week, you will complete a guided Fieldwork Journal that will inform the narrative of your final “Case Study Project” paper.

FIELD WORK JOURNAL

Please make sure to read instructions for a particular week BEFORE attending your site that week. During your observations, make sure to pay attention to the prompts provided below.

WEEK 1 Fieldwork Journal: Case study expectations

1. Reflect on **how you feel about conducting the case study project**. Describe what you **look forward to and fear** in the **case study project**. What **expectations** do you have about getting to know a language learner? What **anxieties** do you have (if any) associated with working with this language learner? What are you **looking forward to in working with this individual**?
2. Reflect on your expectations for learning from the case study project. What do you **expect to learn from this project** as a language teacher? What do you **hope to take away** from this project? In what ways do you **think this experience will be useful for you** as a future/practicing educator?

WEEK 2 Fieldwork Journal: Initial steps.

1. Describe how you approached the school, the teacher, administrators and **how you chose your case study subject**. Describe your initial observations of the local context of language learning at your field site. Record (based on your visit to the site and online search) how your school and district classify and educate language learners, including language/classifications related to ELs, proficiency levels in your classroom(s) and school. For example, some school districts refer to these students as English learners (ELs). Others might call them Limited English Proficiency (LEP). Students who speak only English are sometimes called EOs.
2. Gather and record the demographic data of the school and classroom you are observing. Demographic items to note are: total enrollment, ethnic breakdown of both teachers and students, age, social economic strata (SES as determined by participation in free lunch programs), languages spoken, language determinations (LEP, FEP, etc.), school description, enrollment by grades, average class size, API scores, technology status, teacher certification data, and even physical location descriptors. Most schools have a School Accountability Report that contains this important information. This report and other data are usually publicly available on your state and or school district’s websites. Do as much searching as you can online in addition to collecting information directly at the school site. Teachers and administrators at the school site are often overwhelmed with their regular duties.
3. Evaluate your initial observations and findings about the school and the subject in terms of what ideologies are present at the site. How do these compare to your own ideologies and beliefs about second language education? How do the second language teaching practices you are used to compare to the practices you observe at your placement site?

4. Keep a record of your data to discuss and compare with your classmates in this week's Mediated Forum. You will also submit the data as part of your Case Study Overview A, and ultimately, as part of your Final Case Study Paper.

WEEK 3 Fieldwork Journal: Program structure.

1. Describe the instructional programs available at your placement site. Gather this information from both conversations with school teachers and administrators and the school's website. What is the range of students participating in these programs? How can you categorize your case study student and based on what criteria?
2. Describe the instructional program your case study participates in. Include such information as hours of instruction, class size, additional services received (i.e. tutoring, counseling).
3. Describe the professionals that work with the case study student. Include such information as level of education, specialization, gender, etc.

WEEK 4 Fieldwork Journal: SLA theory and case study student.

1. Discuss which aspects of SLA theory may be relevant for your case study student. Consider how such concepts as communicative competence, learner characteristics (e. g. age, personality), interlanguage, contexts, conditions and practices of the language learning community are consequential for your case study student. Provide descriptions of specific examples from observations and other types of data.
2. Consider how the teacher addresses your student's errors. Do you find this way of error correction useful for your learner's linguistic development and why? What factors, such as developmental level, the prevalence of the error type, its importance for communication, specific goals for language development, etc. do you think were considered during error correction? Provide specific examples of error correction episodes in your description.

WEEK 5 Fieldwork Journal: Language proficiency.

1. **STEP ONE: Identify and discuss your Case Study student's proficiency level as determined by your school or state's Language Proficiency Assessment**

For candidates working with ELLs:

BACKGROUND: The State of California uses the California English Language Development Test (CELDT). State law requires that the language proficiency of all ELLs be assessed upon enrollment and then on a yearly basis until the student is re-designated as English Proficient. The annual English Language Proficiency Assessment consists primarily of the California English Language Development Test (CELDT). Additional criteria are also used to reclassify a student as English proficient. These include teacher evaluation, parental opinion and consultation, and a basic skills test. The CELDT will become the English Language Proficiency Assessment for California (ELPAC) in 2017. This will align the test with the new California English Language Development Standards.

In your fieldwork journal, answer the following questions: Has your student been given the CELDT or another assessment? If he/she was given the CELDT, what proficiency level was the student at each skill level? For example, what is the student's score on each of the following domains: listening, speaking, reading and writing? What is the student's overall performance level: Level 1-Beginning; Level 2-Early Intermediate; Level 3-Intermediate; Level 4-Early

Advanced; Level 5-Advanced? If the student was assessed outside California, what were levels on that assessment? How long ago was the CELDT (or other assessment) given? Was it longer than 6 months? In your opinion, is the student performing at a higher level than indicated on the assessment? Why do you think that? Has the student made progress on the ELP assessment (CELDT or other) over the past 3 years? Explain.

2. STEP TWO: Determine your Case Study student's proficiency level using the California English Language Development Proficiency Level Descriptors (PLDs) or World Language Content Standards

BACKGROUND : Along with formal school and state assessments, teachers use the Proficiency Level Descriptors (PLDs) to identify the stages/levels of English language development (ELD) of English learners. The PLDs are closely aligned with the new California English Language Development Standards. When a teacher knows these stages/levels of student's English language development, the teacher uses this information to provide the English learner with targeted instruction in ELD and differentiated instruction in academic content areas. The PLDs allow the teacher to look at a student's proficiency across 5 contexts: 3 Modes of Communication (Collaborative, Interpretive and Productive) and 2 dimensions of Knowledge of Language (Metalinguistic Knowledge and Accuracy of Production). Within each of these contexts, there are 3 proficiency levels: emerging, expanding and bridging. Each of these 3 proficiency levels is divided into 2 sections: an early stage and an exit stage. A teacher can use the PLDs to identify a student's level of proficiency by examining the descriptions of the early and exit stages of each of the 3 proficiency levels (emerging, expanding, bridging) in each of the 5 contexts and determining which level best describes his/her student's English language development. The student's level of proficiency may differ from context to context. For example, a student's level of proficiency may be at the exit stage of emerging on the Collaborative Mode of Communication, but in the early stage of expanding on the Accuracy of Production dimension of knowledge.

In your fieldwork journal, examine the PLDs when observing your case study student and answer the following questions:

1. Evaluate your student's language proficiency on the PLDs for each mode of communication: collaborative, interpretive and productive. Is the student's language development at the early or exit stages of the emerging, expanding or bridging stages for each mode of communication?
2. Evaluate your case study student's language proficiency on the PLDs for each of the knowledge of language areas: Metalinguistic Awareness and Accuracy of Production. Is the student's language development at the early or exit stages of the emerging, expanding or bridging stages for each of the knowledge of language areas?
3. Review PLD chart of Overall Proficiency. Based on your observations, what overall proficiency level best describes your student's English Language Proficiency?

3. STEP THREE: Assess your case study student's English language proficiency according to SLA theory

1. Describe your case study student in terms of their BICS, CALP, or other aspects of second language learning theory we have covered in this course so far. Relate the Common Underlying Proficiency theory and/or other ideas to their academic progress.
2. Review your notes, documents, and observations so far and choose a theoretical focus or orientation for your Case Study (e.g., will you be paying more attention to matters of

interaction, making a comparison of the learners BICS/CALP, considering how the English learner's willingness to communicate influences linguistic development, etc.)

WEEK 6 Fieldwork Journal: Culture in a case study classroom.

Think about the discussion about culture in an L2 classroom

- 1) What ideas brought up in these readings have you observed in your placement site? For example, what funds of knowledge does your student bring into the classroom? From your observations, how does the teacher utilize these funds of knowledge?
- 2) In your journal, reflect on whether and how the classroom cultural practices and the student's home culture align or dis-align. Reflect on specific episodes where student's or classroom culture was made relevant and the ways in which it was made relevant.

WEEK 7 Fieldwork Journal: Second Language Socialization in a case study classroom

Think about and reflect on the language socialization that is taking place in your placement site. Reflect on the questions listed below:

- 1) What norms and routines have you observed in your placement site? Does your case study student adhere to these norms and routines? Why do you think the case study student behaves in these ways?
- 2) What type of positioning of students vis-à-vis each other and the teacher do you observe in the classroom? What identities are displayed and enacted by your case study student? How are these identities treated by other members of the learning community?

WEEK 8 Fieldwork Journal: Language Learning, Culture, and Identity in a case study classroom.

Reflect on identities that you observe your case study display during and outside of class time (in conversations with you, during break time, etc.). Before conducting your observations, read your reflection Week 7 notes of the Field Journal, especially part 2. During the observation, concentrate on the specific behaviors that allow the case study display the identities you observe. How do these align/dis-align in how the teacher and the peers position the case study student? Reflect on the role the displayed identities and positioning play in the language learning process of the case study student.

WEEK 9 Fieldwork Journal: Interviews and Literacy development

This week you will conduct interviews with the case study student. As you prepare to conduct interviews,

- 1) Review the comments your instructor has provided on your planned interview questions.
- 2) Consider the following tips for conducting interviews (adopted from Merriam, S. (2001). *Qualitative Research and Case Study Applications in Education*):

Help your interviewee to feel at ease by smiling, being aware of your tone and nonverbal communication. Open with a rapport building question, such as "Tell me about what you like to do on the weekend."

Questions to avoid:

Yes/No questions (Do you like the program? Has it been difficult for you?)
 Leading questions that make assumptions (Describe the difficulties your family had coming to the U.S.)
 Multiple questions (How do you feel about your teachers and your textbooks?)
 Follow-up your questions with probes:
 Ask for details
 Ask for clarification
 Can be in the form of a pause/silence to give the interviewee think time
 Can be an utterance “uh-huh” or “really?”

Your questions may be answered before you get to them, if you’re satisfied with the response, skip the question

During the interview, take detailed notes or record interviews.

In the journal:

1) Reflect on how the interviews went and whether there were any questions that you did not get a chance to discuss. What went well and what did not go so well? Did the information you got from the interviews make you think of additional questions to ask? Did interviews make you think about theoretical focus of the study?

2) Reflect on literacy practices of your case study subject. Do you see connections between what you observe in the classroom and what takes place in his/her home?

WEEK 10 Fieldwork Journal: Language teaching and learning opportunities.

During your observations this week, concentrate on how learning opportunities are created or missed. As you are observing, take a note on how instruction is structured to create learning opportunities. Were there any instances where learning opportunities were missed? In the journal,

1) Provide a description of how learning opportunities are created in your observation site (in and outside of the classroom)

2) Provide detailed notes on an episode where learning opportunities were created or missed.

3) Reflect on the practices that could have been utilized to further learning opportunities. If an episode of missed learning opportunities is recorded, what could have been done differently?

WEEK 11 Fieldwork Journal: Language Program Design.

This week, consider and reflect on how the program design that your case study participates in influences his or her language learning.

1) Re-evaluate your journal from week 3 and add relevant information.

2) Think about whether this program is a good fit for your case study and if not, what would you recommend? If it is a good fit, what makes it a good fit and what can program administrators do to make it even better for students like your case study?

- 3) During your observations this week, take a note of daily classroom practices that are representative of the program. In addition, pay attention to any practices that do not align with the program. What impact do these practices have on your student language learning experiences?

WEEK 12 & 13 Fieldwork Journal: Language Teaching strategies, methodologies, and socio-cultural relevance.

For your journal in weeks 12 and 13, evaluate teaching strategies and methodologies applied in your site. Take detailed notes on a minimum of two (one per week) instructional strategies utilized in your site. Reflect on whether they are relevant and appropriate for your case study considering his/her language proficiency and cultural considerations. In addition, reflect on whether you would change any of the strategies employed and how you would do it to insure cultural relevance.

WEEK 14 Fieldwork Journal: Reflection.

In this final week fieldwork journal, reflect on your case study experience.

- 1) What would you do differently if you had to do it all over again?
- 2) What lessons have you learned from doing this study?
- 3) How can you apply what you learned to become a transformative intellectual in your own teaching practice?

4. STANDARDS QUIZZES AND EXERCISES

Candidates will complete selected activities in the California Department of Education’s Professional Learning Modules, World Language Content Standards for California Public Schools, and TESOL Technology Standards designed to train educators in understanding and utilizing these standards. Candidates will also watch interactive lectures, complete related exercises and quizzes, and participated in class time discussions on understanding and incorporating the standards into their instructional practice. Through class discussions, candidates are guided in comparing and contrasting state adopted ELD standards with California World Language Content Standards.

CCSS-ELD AND WORLD LANGUAGE CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS TRAINING SCHEDULE:

Standards Training 1.

- CCSS-ELD Online Training
 - **Module: Getting Started with the California English Language Development Standards**
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509334>
 - **Before you begin:**
 - Please register to create a free account with the website. It allows the system to save your work and remember where you ended your previous session.
 - While you are working with the Modules, keep open a browser tab of the following URL: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> to download documents you will need to refer to and review while completing the activities.
 - **Directions:**
 1. Locate: Module Overview
 2. Watch “Overview Tutorial”
 3. Locate: Unit 1: Learn: Tutorial
 4. Watch “Overview of the CA ELD Standards”
 5. Watch “Proficiency Level Descriptors”
- TESOL Technology Standards
 - Appendix “Educational Functioning Level Descriptors and Outcome Measure Definitions for English as a Second Language” [Standards for Adult Education ESL Programs]

Standards Training 2:

- CCSS-ELD Online Training
 - **Module: Getting Started with the California English Language Development Standards**
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509334>
 - **Before you begin:**
 - Please register to create a free account with the website. It allows the system to save your work and remember where you ended your previous session.
 - While you are working with the Modules, keep open a browser tab of the following URL: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> to download documents you will need to refer to and review while completing the activities.

- **Directions:**
 1. Locate: Unit 1: Apply
 2. Follow the activity directions to download and examine parts of your grade level/grade span Standards.
 3. Record and save your answers to the reflection journal questions and bring to Class Time for discussion and extension.
- World Language Content Standards for California Public Schools:
 - Introduction and Glossary
 - Content
- TESOL Technology Standards
 - PP 1- 20

Standards Training 3:

- CCSS-ELD Online Training
 - **Module: A Deeper Dive into the California English Language Development Standards**
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621>
 - **Before you begin:**
 - Please register to create a free account with the website. It allows the system to save your work and remember where you ended your previous session.
 - While you are working with the Modules, keep open a browser tab of the following URL: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> to download documents you will need to refer to and review while completing the activities.
 - **Directions:**
 1. Locate: Unit 1: Learn
 2. Watch Part 3 “Scaffolding English Learners’ Academic and Language Development” tutorial
 3. Watch Part 5 “An Instructional Example: Text Reconstruction” tutorial
 4. Locate: Unit 2: Learn, contd.
 5. Watch “Joint Construction of Text Teacher-to-Teacher Tip” tutorial
 6. Reflect on the ideas and practices you have learned from the 3 tutorials above and answer the third bullet question on the “Joint Construction” page.
- World Language Content Standards for California Public Schools Training:
 - Communication
- TESOL Technology Standards
 - Technology standards for language learners (pp 21- 28)

Standards Training 4:

- CCSS-ELD Online Training
 - **Module: A Deeper Dive into the California English Language Development Standards**

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621>

- **Before you begin:**
 - Please register to create a free account with the website. It allows the system to save your work and remember where you ended your previous session.
 - While you are working with the Modules, keep open a browser tab of the following URL: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> to download documents you will need to refer to and review while completing the activities.
- **Directions:**
 1. Locate Unit 1: Learn
 2. Watch Part 4 “Using the CA ELD Standards in Integrated and Designated ELD”
 3. Locate: Your grade level Unit: Learn: Learn, contd.: Learn, contd.
 4. Choose one vignette from your grade level to download and examine.
 5. Refer to practices from the vignette in the Mediated Forum discussion.
- World Language Content Standards for California Public Schools:
 - Cultures
- TESOL Technology Standards:
 - Technology standards for language teachers (pp. 28 – 41)

Standards Training 5:

- CCSS-ELD Online Training – **NOTE:** You will be working with both Module “Getting Started with the California English Language Development Standards” & Module “A Deeper Dive into the California English Language Development Standards” this week
 - **Module: Getting Started with the California English Language Development Standards**
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509334>
 - **Module: A Deeper Dive into the California English Language Development Standards**
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621>
 - **Before you begin:**
 - Please register to create a free account with the website. It allows the system to save your work and remember where you ended your previous session.
 - While you are working with the Modules, keep open a browser tab of the following URL: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> to download documents you will need to refer to and review while completing the activities.
 - **Directions:**
 1. Download California ELD Standards Appendix B from document page
 2. Locate **Module “Getting Started with the California English Language Development Standards”**: Unit 3: Learn
 3. Watch “Academic Language” video while reviewing Appendix B and come to Class Time prepared to discuss ideas on going beyond vocabulary in academic language learning and instruction.
 4. Locate **Module “A Deeper Dive into the California English Language Development Standards”**: Unit 6: Learn

5. Watch “Fostering a Learning Culture as a Shared Responsibility: Principles, Practices, and Tools to Use” webinar
 6. Locate **Module “A Deeper Dive into the California English Language Development Standards”**: Unit 6: Learn, contd.
 7. Peruse the resources provided to help support English learners in content and academic language development.
- World Language Content Standards for California Public Schools:
 - Structures
 - Settings
 - Glossary
 - TESOL Technology Standards:
 - Glossary (pp. 42-45)
 - Appendix A (p. 46)

Standards Training 6:

- CCSS-ELD Online Training:
 - **Module:** Getting Started with the California English Language Development Standards
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509334>
 - **Module:** A Deeper Dive into the California English Language Development Standards
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621>
 - **Directions:**
 1. Complete both Modules Post-Assessments
 2. Download both certificates of completion, submit the certificates in Quiz 6, keep copies of certificates for your records.