



BESL 6088 SHELTERED INSTRUCTION IN K12 SETTINGS

Spring 2018

BESL 6088 is an elective course towards the degree of Master of Education in TESOL

College of Education

Department of Language, Literacy and Special Populations

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Office hours: Thursdays 10am-12pm

Day and time the class meets: Online

Location of class: Online

Course Description: The Sheltered Instruction in K12 settings course emphasizes linguistic and cultural principles, lesson planning, practical methods, curricula, and materials for teaching English to speakers of other languages in pre-kindergarten to sixth grade classrooms in both ESL and EFL settings. Building on the conceptual framework of SIOP (Sheltered Instruction Observation Protocol), students will develop the necessary knowledge, skills, and dispositions to teach academic language in content area classrooms. Students will develop theoretical and practical knowledge for working with linguistically and culturally diverse students across the US and around the world, drawing from research articles in SIOP, practical strategies, hands-on activities, and presentations. Credit 3.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Textbook/Readings:

- 1) Short, D. J., & Echevarria, J. (2016). *Developing academic language with The SIOP Model*. Pearson.
- 2) Vogt, M., Echevarria, & Washam, M. A. (2015). *99 more ideas and activities for teaching English learners*. Pearson.

Recommended Textbook

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014) *Teaching English as a second or foreign language*. Boston, MA: National Geographic Learning

Course Format: This course is taken in conjunction with M.Ed. in TESOL Program. Therefore, the course will involve online assignments and discussions. We will not be meeting face-to-face at all during the semester. The format for learning and interaction will include reading, researching, independent work, and online presentation in an asynchronous fashion; that is, we will not need to meet at the same time online.

Course Content Students will demonstrate understanding, knowledge, and skills related to the following:

1. Process of second language acquisition and utilization of this knowledge to promote students' academic language development in content area classrooms.
2. ESL teaching methods and utilization of this knowledge to plan developmentally and contextually appropriate ESL instruction.
3. Selection and implementation of ESL resources which reflect current research and best practices.
4. Analyze and develop appropriate classroom activities for ELLs.
5. Formal and informal assessment procedures and instruments used to evaluate English language learners and the use of assessment results to plan and adapt instruction to best meets ELLs' diverse needs.
6. Demonstrate effective written communication of thoughts and reflections.

Course Requirements:

Late assignment policy

Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations BEFORE the due dates, contact the professor for special arrangements. If your work is submitted later than the day specified, the following points are deducted from the assignment:

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 25% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

Time requirement

For each credit hour, you will be expected to commit at least three hours online. It is expected that if you enroll in this course, you can meet the time requirements. In terms of weekly schedule, your original discussion entries will be due Thursday midnights CT, and at least two responses to your friends will be due Sunday midnights. You are expected to revisit your discussion thread often and engage in back and forth discussions with your classmates.

Electronic and phone response: The instructor reserves the right to respond to emails and phone calls within 48 hours of receipt. An immediate response may not always be possible.

However, I will do my best to get back to you within 24 hours of receipt. The instructor also reserves the right to respond or not respond to student emails and/or phone calls during weekends and holiday breaks. Emails should adhere to the following format: a greeting line (e.g., Dear Dr. Uzum...), question or comment that is solution oriented, and thanking. The instructor reserves the right not to respond to emails which do not follow this format and [general netiquette rules](#) or written in the manner of a text message.

Professionalism policy

Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during your interactions and discussions online.

ACADEMIC DISHONESTY: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **All submitted work goes through the turn it in system which checks for originality.** When you are using another resource, you should use others' words between quotation marks (e.g., "words from another source" (Author's last name, YEAR).) or paraphrase their words in your own words and still provide the citation with the last name and year. For a complete listing of the university policy, see: [Dean of Student's Office](#)

University Policies

- **SHSU Academic Policy Manual-Students**
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

Student Syllabus Guidelines

Please see www.shsu.edu/syllabus

BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement and your emails regularly for any updated information.



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator

preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s

Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary

to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities’ diverse learners.



SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix

BESL 6088 Sheltered Instruction in K12 Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS —Texas Educator Standards/Competencies DDP —Diversity and Disposition Proficiencies CF —Conceptual Framework Indicator N —NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Process of second language acquisition and utilization of this knowledge to promote students' academic language development in content area classrooms.	Text readings, journal articles, weekly discussions, and Lecture	Weekly discussion rubric, final project portfolio	TS – ESL 1.1k, 1.2k, 1.3k, 1.4k, 2.1k, 3.1k, 3.2k, 3.3k, 3.5k, 4.1k, 4.3k, 5.1k. 5.2, DDP – 5, 10 CF – 1, 3 TESOL – 1.a, 1.b NETS - 3
ESL teaching methods and utilization of this knowledge to plan developmentally and contextually appropriate ESL instruction.	Journal article presentation Activity center entries SIOP lesson plans and reflection	Weekly discussion rubric, lesson plan rubric, activity center rubric	TS – ESL 2.1k, - 2.5k/s DDP – 5, 6, 8, 9, 10 CF – 1, 3, 4 TESOL – 2.a, 2.e, 2.f, 2.g, 3.a, 3.b, 3.c NETS – 1, 3
Analyze and develop appropriate classroom activities for ELLs.	Prepare SIOP lessons for ELLs addressing oral and written language Activity center entries	SIOP Lesson plan and reflection rubrics, activity center rubric	TS – ESL 4.1-4.7 k/s DDP – 1, 2, 4, 5, 6, 7, 8, 10 CF – 2, 3, 4 TESOL – 2, 3.a, 3.b, 3.c NETS – 2, 4

Selection and implementation of ESL resources which reflect current research and best practices.	Weekly discussions, journal article presentation, Activity center entries	Weekly discussion rubric, journal article presentation rubric, activity center rubric	TS – ESL 3.1-3.6 k/s DDP – 2, 4, 10 CF – 1, 3 TESOL – 5.a., 5.b NETS – 2, 3
Formal and informal assessment procedures and instruments used to evaluate English language learners and the use of assessment results to plan and adapt instruction.	Prepare SIOP lessons for ELLs addressing oral and written language	SIOP Lesson plan rubrics; SOLOM assignments,	TS – ESL 5.1 k/s, 5.2 k/s, 6.1-6.5 k/s DDP – 1, 4, 7, 8 CF – 1, 3, 4 TESOL – 4.a, 4.b, 4.c NETS – 2, 4
Demonstrate effective written communication of thoughts and reflections.	Weekly discussions, journal article presentation, final project portfolio	SOLOM assignment, SOLOM lesson plan, activity center rubric, final project portfolio rubric	TS - ESL 1.5k, 1.2s, 1.4s, 2.2s, 3.1s, 3.4s, 3.5s, DDP –1, 3, 4, 8, 9 CF – 1, 3 TESOL – 1.b, 2.all, 5.a, 5.b NETS – 2, 5

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

ISTE NETS standards for teachers: <http://www.iste.org>

Course Evaluation:

Grading the Course Assignments:		**To receive an “A” in the class all course assignments must be completed. The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet individual needs of the student. 93 – 100 %. A 85 – 92.9 % B 77 – 84 % C 60 – 76 % D below 59 % F
Online Discussions (25 points x 7 weeks)	175	
Activity Center Entries (10 points x 7 weeks)	70	
SOLOM Interview of an ESL Student	55	
Teaching Philosophy for ELLs	50	
Article Presentation	50	
Final Project: SIOP Teaching Portfolio	100	
Total	500 pts	

EXPECTATIONS:

Student Attendance for BESL 6088: Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses, but are excused at the discretion of the instructor unless otherwise stated. There will be additional materials posted under some of the modules. You are not required to review these resources, however you may find it useful for additional practice.

Active Participation: All members of this class are responsible for the learning that occurs. In this course, you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond weekly. In addition, you are required to respond to postings and submit all materials (papers) on time.

FORMAT FOR COURSE DOCUMENTS: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Times New Roman font, APA style and proofread to be error free. Have your name, course number and section, date, and the topic of the assignment on the top left corner of the first page. Your papers will go through a [Turnitin](#) process so that we make sure your citations are appropriately done.

1. **Weekly Discussions board (7 x 25 pts= 175):** Each week there will be a discussion and activity based upon the reading for the week. You will need to write **one original response** (200 words or more) reflecting on the topic of the week, and **two responses** (100 words or more) **to your friends’ original reflections**. In your responses to your classmates, please be respectful, critical, constructive, and analytical. Make sure to ask leading questions so that the conversations can be a back and forth dialogue. When you are responding to your friend, try to talk **more about their entry instead of talking only about what your response is about**.
2. **Activity Center Entries (10 points x 7 weeks=70):** In the activity center, you will review and evaluate one of the listed activities for the corresponding chapter of the week in Vogt et.al.’s (2016) 99 more ideas and activities book. You will briefly explain the activity (you will choose one) and write about how you could use the activity in your classroom (imagined or real) and discuss its usefulness and implications for your current or future teaching context. This should be done in the form of a brief paragraph (100-200 words) and provide a step by step concrete explanation of the activity and how you would use it.
3. **Article presentations (50 pts):** Students will sign up for one of the selected articles and will prepare a voice over powerpoint or [screencast-o-matic](#) presentation along with a question for their friends to address. Presenters will facilitate the article discussion on their thread. The presentations should be around 10-15 slides and 10-15 minutes. If you are presenting as a group, you can also consider using zoom ([www.zoom.com](#)) and record your session to be viewed by others at a later time. Alternatively, you can share parts and present those parts.

4. **SOLOM Interview of an ESL student (55 pts):** Students will interview a non-native English speaking student (e.g., K12 or adult) who has been learning English for more than a year and is not an advanced or near advanced English speaker. The purpose of this assignment is to provide you with practice assessing the oral language proficiency of an English language learner. Ideally, you should observe an ELL for at least 30 minutes in the classroom setting. If the ELL is in a classroom in which there is little oral participation or group work, you may interview the ELL instead. Listen closely to the language (both academic and social) the ELL produces and assess them using the SOLOM template and write a 1-2 page report summarizing your observations on the students' language skills. There are specific guidelines on Blackboard for this assignment.
5. **Teaching Philosophy for ELLs (50 pts):** Students will write a 2-3 page teaching philosophy geared toward working with ELLs in content area classrooms. You may not be working with ELLs now or teaching content areas, but you will explain how you will be effective teaching ELLs in content areas using the SIOP strategies and other current research. You should make at least 3 references to course readings and list them at the end of your reflection under bibliography. There are specific guidelines on Blackboard for this. This activity will be helpful when you are applying for a job or award related to teaching ELLs.
6. **Final Project: Teaching Portfolio (100 pts):** You will prepare a SIOP teaching portfolio which includes:
 - a) a 1-2 page teaching philosophy (you have already written this, but now will put them together)
 - b) one 2-3 page lesson plan (using the template provided on Blackboard) and related materials to promote integrated language skills development in a content- or theme-based course for a population of your choice (e.g., K-12 class that includes L2 learners of English). It would be ideal if you base your lesson plan on your SOLOM interview imagining that student to be in your class. What does that student need to learn/practice?
 - c) a conclusion section, 1-2 pages that focuses on your growth throughout the semester, your increasing understanding of ELLs' needs and interests, and incorporates the rationale for your decisions based on the course readings and class discussions. You should make at least 3 citations from the texts we covered in class and add them in your bibliography.The SIOP teaching portfolio can be helpful in your current teaching or in the future if you need to apply to a teaching job. I would recommend keeping it.
7. **Extra Credit Assignments (30 pts):** You can choose one of the following books to read (one book maximum) and complete a 3-4 page book report by the designated deadline. The book report should include a summary and your reflections to the events in the book. The books listed here are autobiographies of bilingual students who come to the U.S. later in their life. There is a variety of perspectives such as an Asian author (The woman warrior), a European author (Lost in translation), an Arabic author (Out of place) and Latino/a authors (Burro Genius). These books will help you gain insight into the complexities of a life as a bilingual student in the U.S. The reports will be posted on blackboard through Turnitin so that the originality of the work is ensured.

Books:

[The woman warrior: Memoirs of a girlhood among ghosts](#) by Maxine Kingston

[Lost in translation: A life in a new language](#) by Eva Hoffman

[Burro Genius: A memoir](#) by Victor Villasenor

[Out of place: A memoir](#) by Edward Said

[Hunger for memory: The education of Richard Rodriguez](#) by Richard Rodriguez

[When I was Puerto Rican: A memoir](#) by Esmeralda Santiago

Weekly Schedule

Module/Date	Topic	Readings and assignments due Yellow highlighted articles are available for presentation Major assignments are highlighted with red
Module 1 (January 17-21)	-Introduction to the class, getting familiar with syllabus and course expectations, basic concepts in Sheltered Instruction -Academic language in content area classrooms	Textbook: Short & Echevarria (2016) Chapter 1, p. 1-16 Articles: -Harper & de Jong (2004) -Echevarria & Goldenberg (2017) <u>Discussion week 1:</u> Reflective questions on p.17; choose one or two of the questions and discuss on your thread. First response due Saturday. Second and third responses Monday (because this was a short week, normally Thursdays and Sundays) <u>Activity Center 1:</u> -Vogt et al (2015) Chapter 2 (pp. 6-36) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.
Module 2 (January 22-28)	-Academic language development in content area classrooms. -Comprehensible input -Interaction -Learner strategies	Textbook: Short & Echevarria (2016) Chapter 2, p. 18-37 Article: -Lee & Van Patten (2003), Presenter: -Purpura (2014), Presenter: <u>Discussion week 2:</u> Reflective questions on p.37; choose one or two of the questions and discuss

		<p>on your thread. First response due Thursday. Second and third responses Sunday</p> <p><u>Activity Center 2:</u> -Vogt et al (2015) Chapter 3 and 4 (pp. 37-77) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p>
Module 3 (January 29-February 4)	-Language Objectives -Lesson Planning	<p>Textbook: Short & Echevarria (2016) Chapter 3, p. 38-55 Article: -Jensen (2001), Presenter: -Brinton (2014), Presenter:</p> <p><u>Discussion week 3:</u> Reflective questions on p.55; choose one or two of the questions and discuss on your thread.</p> <p><u>Activity Center 3:</u> -Vogt et al (2015) Chapter 8 (pp. 141-160) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p>
Module 4 (February 5-11)	-Building academic vocabulary -Vocabulary acquisition	<p>Textbook: Short & Echevarria (2016) Chapter 4, p. 56-73 Article: -Decarrico (2001), Presenter: -Bruna et. al (2007), Presenter:</p> <p><u>Discussion week 4:</u> Reflective questions on p. 73; choose one or two of the questions and discuss on your thread.</p> <p><u>Activity Center 4:</u> -Vogt et al (2015) Chapter 7 (pp. 123-141) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p>

Module 5 (February 12-18)	-Academic oral language development - Listening and speaking development -Classroom discussions -Children's literacy skills	<p>Textbook: Short & Echevarria (2016) Chapter 5, p. 74-89</p> <p>Article: -Ediger (2001), Presenter: -Bohlke (2014), Presenter:</p> <p><u>Discussion week 5:</u> Reflective questions on p.89; choose one or two of the questions and discuss on your thread.</p> <p><u>Activity Center 5:</u> -Vogt et al (2015) Chapter 5 (pp. 77-100) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p> <p>SOLOM Interview of an ESL student due</p>
Module 6 (February 19-25)	-Collaborative academic discussions in content area classrooms -Teacher questions for discussions -Corrective feedback in oral discussions -Corrective feedback on students' written work	<p>Textbook: Short & Echevarria (2016) Chapter 6, p. 90-107</p> <p>Article: -Lyster & Ranta (1997), Presenter: -Ellis (2008), Presenter:</p> <p><u>Discussion week 6:</u> Reflective questions on p.107, questions 1-3; choose one or two of the questions and discuss on your thread.</p> <p><u>Activity Center 6:</u> -Vogt et al (2015) Chapter 6 (pp. 101-123) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p> <p>Teaching philosophy with ELLs due</p>
Module 7 (February 26-March 4) <i>March 8, Last Day of Class at</i>	-Advancing students' academic language proficiency -Assessment of learning -Diagnosing problems	<p>Textbook: Short & Echevarria (2016) Chapter 7, p. 108-126</p> <p>Article: -Katz (2014), Presenter: -Petron & Uzum (2017), Presenter:</p>

SHSU	and intervention through action research	<p><u>Discussion week 7: Reflective questions on p.126; choose one or two of the questions and discuss on your thread. First response due Thursday. Second and third responses Sunday</u></p> <p><u>Activity Center 7:</u> -Vogt et al (2015) Chapter 9 (pp. 161-191) Please choose an activity (tip: you can see a list on the contents page at the beginning of the book) and post a description of it as well as how you would use in your classroom in the Activity Center Board.</p> <p>Final project portfolios due March 10</p>
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Background Readings

- Brinton, D. M. (2014). Tools and techniques of effective second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 340-361). Boston, MA: National Geographic Learning.
- Bohlke, D. (2014). Fluency-oriented second language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 121-135). Boston, MA: National Geographic Learning.
- Bruna, K. R., Vann, R., & Escudero, M. P. (2007). What's language got to do with it?: A case study of academic language instruction in a high school "English Learner Science" class. *Journal of English for Academic Purposes*, 6, 36-54.
- Decarrico, J. S. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 285-299). Boston, MA: National Geographic Learning
- Ediger, A. (2001). Teaching children literacy skills in a second language. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 153-169). Boston, MA: National Geographic Learning
- Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal*, 63, 97–107.
- Harper, C. & de Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, 48(2), 152-162.

- International Literacy Association. (2017). *Second-language learners' vocabulary and oral language development* [Literacy leadership brief]. Newark, DE: Echevarria and Goldenberg.
- Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 403-413). Boston, MA: National Geographic Learning
- Katz, A. (2014). Assessment in second language classroom. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 320-347). Boston, MA: National Geographic Learning
- Lee, J. & VanPatten, B. (2003). Working with input. In J. Lee and B. VanPatten (Eds.), *Making communicative language teaching happen* (pp. 26-47). Columbus, OH: McGraw-Hill Education.
- Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-61.
- Petron, M. & Uzum, B. (2017). "Where do I start?": Guiding novice teachers to improve their practice through self-reflection and action research. In D. Schwarzer & J. Grinberg (Eds.), *Successful teaching: What every novice teacher needs to know* (pp. 299-311). Maryland: Rowman and Littlefield.
- Purpura, J. E. (2014). Language learner strategies and styles. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds), *Teaching English as a second or foreign language* (pp. 532-549). Boston, MA: National Geographic Learning

Recommended Readings

- Bresser, R., Melanese, K., & Sphar, C. (2009). Equity: Teaching, learning, and assessing mathematics for diverse populations. *Teaching Children Mathematics*, 16(3), 170-177.
- Contreras-Vanegas, A. & Ates, B. (2016). Quick tip: 7 ways to get ELLs talking. *TESOL Connections*.
- de Jong, E. J., Harper, C. A., & Coady, M. R. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory into practice*, 52, 89-97.
- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. *System*, 31, 313-330.

- Olson, J. K., Levis, J., Vann, R., & Bruuna, K. R. (2009). Enhancing science for ELLs: Science strategies for English language learners that benefit all students, *Education Publications*, 36, 46-48
- Uzum, B., Petron, M., & Berg, H. (2014) Pre-service teachers' first foray into the ESL classroom: Reflective practice in a service learning project. *TESL-EJ*, 18(3), 1-15.
- Wright, W. E. (2015). Foundations for teaching English language learners: Research, theory, policy, and practice. Philadelphia, PA: Caslon Publishing.