Welcome!

Agenda
- Welcome! Qs & As
- Icebreaker
- ESOL Alphabet Soup
- US and Florida Demographics
- Florida Consent Decree
- Book Buddy—Book Selection
- ESOL Program Models
- Language Learning: Language Structures, Dialects

BERNA -2327
- History
- Journalism, Advertising
- Political Science
- Psychology; Sociology; Family, Youth, and Community Services
- Math, Accounting, Finance
- Applied Physiology and Kinesiology, PE

SANDRA-2309
- Agricultural Education
- Wildlife Ecology
- Environmental Horticulture
- Art
- Anthropology
- Music
- Hebrew

Required Materials
2. Fiction or nonfiction book selected from list or approved by instructor related to culture (see Assignment 4)
3. Self-selected article about teaching ELLs in your content area (small group activity—article should be different for each group member. See Assignment 2 description for more details.)
4. Enriching content classes for secondary ESOL students—Study Guide (Available at Orange & Blue)
5. Course Packet of Supplemental Readings and Assignments References (Available at Orange & Blue)

Assignments/Evaluation
- Assignment 1: Self-Portrait as a Second Language Learner & Cultural Being 10%
- Assignment 2: Part A: Lesson Plan Analysis/Contrasts Part B: Teaching ELLs in Your Content Area Research Summary 10% (5% ea. part)
- Assignment 3: 4 ELI Exchange (Option—Take Stock in Children) Field note Entries, Focus Paper, & Log (requires 4 weekly 1-hour meetings) 15%
- Assignment 4: Book Buddies Participation and Presentation 5%
- Assignment 5: Content Lesson Plan for ELLs in Inclusion Settings 25%
- Assignment 6: Portfolio 5%
- 2 Quizzes 10 points each 20% (10% ea)
- Participation, Attendance, & Positive Dispositions 10%

ICEBREAKER
On a card, write something about yourself that NO ONE in this class knows about you.
Pass cards forward (along with the Getting to Know You forms and your 5 questions/comments from D-R reading if your last name begins with “D-“).
ESOL Alphabet Soup—What do you think these represent?

- ESOL English to Speakers of Other Languages
- LEP Limited English Proficient
- LY Limited, Yes Being Served
- LF Limited, Former
- AALA Office of Academic Achievement and Language Acquisition (DOE)

ESOL Alphabet Soup

- ELL English Language Learner
- L1 First Language
- L2 Second Language
- NES Non-English Speaker
- LES Limited English Speaker

U.S. & Florida Demographics

Complete the Demographics Anticipation Guide handout with a partner (ECC Study Guide pgs. 15-16)

1. The number of immigrants to the US was the highest ever in which decade listed?

2. In 2000, 11.1% of the US population was foreign-born, compared to 14.7% in 1910.
3. Among adults who speak another language at home, about 90% also speak English well or very well.

4. In the year 2000, immigrants made up 30% of the new entrants in the workforce.

5. Three-fourths of those who speak another language at home live in six states.

6. Nationwide, approximately how many households speak a language other than English? 47 million

| US Population 5 years and over | 262,375,152 | 100.0% |
| Speak only English             | 215,423,557 | 82.1%  |
| Speak a language other than English | 46,951,595   | 17.9%  |

7. What percentage of K-12 students nationwide were LEP students in the 2000-01 school year? 9.6%

8. LEP students in Florida averaged 3.09 years in ESOL programs.

9. According to 2000 Census data, what is the approximate percentage of population in Florida reported being Hispanic? 17%

10. LEP students comprise 11% of the K-12 student population in Florida in 2000-01?

11. What percentage of K-12 public schools in Florida had ESOL students in 2000-01? 91%
12. How many languages are spoken by Florida K-12 students in 2000-01?

<table>
<thead>
<tr>
<th>Native Language</th>
<th>Students</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1,973,839</td>
<td>80.98%</td>
</tr>
<tr>
<td>Spanish</td>
<td>356,639</td>
<td>14.63%</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>53,093</td>
<td>2.18%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>7,490</td>
<td>0.31%</td>
</tr>
<tr>
<td>French</td>
<td>5,289</td>
<td>0.22%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4,813</td>
<td>0.20%</td>
</tr>
<tr>
<td>Chinese, Zhongwen</td>
<td>3,377</td>
<td>0.14%</td>
</tr>
<tr>
<td>Arabic</td>
<td>3,324</td>
<td>0.14%</td>
</tr>
<tr>
<td>Russian</td>
<td>2,081</td>
<td>0.09%</td>
</tr>
<tr>
<td>Urdu</td>
<td>1,948</td>
<td>0.08%</td>
</tr>
<tr>
<td>All Others (229 Languages)</td>
<td>25,683</td>
<td>1.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,437,576</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

13. As of the 2000-01 school year, the majority of LEP students came from which country?

United States

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Numbers from Country of Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>141,500</td>
</tr>
<tr>
<td>Cuba</td>
<td>216,691</td>
</tr>
<tr>
<td>Haiti</td>
<td>18,596</td>
</tr>
<tr>
<td>Colombia</td>
<td>17,025</td>
</tr>
<tr>
<td>Mexico</td>
<td>15,776</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>14,811</td>
</tr>
</tbody>
</table>

14. How many LEP students were in Florida in 2000-01?

219,449

Consent Decrees—What do you know?
- What is a consent decree?
- What is the Florida Consent Decree?
- Why was there a need for it?
- What types of changes likely took place in Florida schools as a result of its implementation?

(From Homework assignment)

Who is Legally Responsible for Implementation of the Florida Consent Decree?
- School Administrators
- Guidance Counselors
- District Office Personnel
- “Special” Teachers
- English Teachers
- YOU!!

Course Packet, p. 40
- Small groups of ~4
- Refer to C.P. p. 42 and discuss the implication of each statement to you as a future teacher and to schools.
1. **What is a consent decree?**
   It is an agreement made by a plaintiff and a defendant to settle a lawsuit. The agreement is enforceable by the court.

2. **Who were the plaintiffs and defendants in Florida's case?**
   The plaintiffs were a coalition of eight civil rights and education organizations who were represented by META (Multicultural Education, Training, and Advocacy, Inc.). The defendant was the Florida State Board of Education.

3. **What did the plaintiffs want?**
   The plaintiffs wanted equal access to education for LEP students. They argued that if a child could not understand the language of instruction, in effect, he did not have access to education. They wanted the schools to take certain steps (such as identifying the children who need help and modifying instruction to help students learn both language and content) so that LEP students had access to a good education.

4. **What are the requirements of the Consent Decree?**
   - Identification and assessment
   - Equal access to appropriate programming
   - Equal access to categorical programs
   - Personnel training
   - Monitoring
   - Outcome measures

**Major Legal Underpinnings for Serving LEP Students**
- Brown v. the Board of Education (1954)
- Title VI of the Civil Rights Act (1964)
- Equal Educational Opportunities Act (1974)
- Refer to Supreme Court Quotes, Course Packet, p. 39

**Identification Procedures: Home Language Survey**
- Is a language other than English spoken in the home?
- Does the student have a first language other than English?
- Does the student most frequently speak a language other than English?

**Assessment Requirements**
- K-12: Aural-oral English proficiency test within 20 school days of HLS date/school entry
- 4-12: Standardized reading (Total Reading) and writing (Total Language) tests within 20 days of above. (Can be extended to 1 year with parental notification and LEP Committee meeting if score fluent on above.)
- REFER to Class 2-Inclass Placement and Coding... in Course Packet
**LEP Committee Membership**
- Administrator
- ESOL Teacher
- Home language teacher (if any)
- Classroom teacher(s)—YOU!
- Guidance counselor
- LEP student’s parent/guardian/advocate (must document invitation)
- Social worker, school psychologist, and others as appropriate

**LEP Committee Roles & Responsibilities**
- Primarily an advisory group that makes recommendations for student plan and appropriate services and referrals.
- Involved in certain assessment and promotion decisions.
- Makes non-routine entry/exit decisions.
- May assess student’s progress.
- May provide ESOL Program information to parents.

**LEP Case Studies**
Refer to p. 43/45, right hand side in Course Packet.— “Case Studies…”

Follow the directions, working in a small group.

**Assignment 4: Book Buddies Participation and Presentation (5% of final grade)**

*Group Meetings—Ongoing; Presentation Options—Last 3 classes (sign-up)*

**Tasks:**
- Choose a book from CP pgs. 12-13 that you have NOT read.
- Join a group of others who want to read the same book (no more than 4 per book & group) in order to set your reading schedule (all must read the entire book—if book is short, select 2).
- You discuss the completed reading together each face-to-face class, considering linguistic and cultural information and implications for teaching.
- Groups will prepare a five to ten-minute “book talk” about what you have read. (Poster, PowerPoint, or other medium). Members of the group will lead a short discussion in class after the presentation. Please make it interesting!!
Program Models and Case Studies

Complete the blanks on the chart provided

**ESOL Models**
1. Mainstream Classes (inclusion)
2. Self-contained Classes (elementary) and Sheltered Classes (high school)*
3. ESOL Pullout

**Bilingual Models**
1. Two-way Bilingual Programs
2. Transitional Bilingual Programs
3. Maintenance Programs

Language Acquisition, Structure, & Use

“Every teacher is a language teacher.”

Language Acquisition—

Hmmm…

1. Is learning your native language more like learning to walk or like learning to play a musical instrument? Why?
2. Is language innate or learned—or both? Explain.
3. What kinds of (corrective) feedback do parents give to children learning language?

More ponderings…

4. Do *primitive* languages exist?
5. What are language *universals*?
6. How does language change?
7. How do children learn their first language?

Language Acquisition, Structure, and Use

*All processes acquired simultaneously
*Acquisition, structure, and use informed by culturally accepted values and beliefs
*Assumptions and perceptions made about 'mismatches' or 'mistakes'

- Language learning occurs naturally
- Language is complex
- Implications for re-thinking how we organize language learning & development in US public schools

Structure of Language Primer

- Phonology
- Syntax
  - Grammar
  - Morphology
- Semantics
- Pragmatics
- Discourse
- Nonverbal communication
- Language variation: dialects
Phonology: The Sound System of a Language

- Languages have different sounds
  - “rr” in Spanish
  - “th” in English
  - Other examples?
- Languages allow only certain sound combinations (phonemic sequences)
  - “special” (Eng.) v. “especial” (Span.)
  - “Ngo” (Viet.) v. “singing” (Eng.)
  - Other examples?

Other examples?

Languages discriminate sounds differently
- /b/ vs. /v/ in English and Spanish (allophones)
- Tout vs. Tu in French and English
- Other examples?

Languages use intonation differently
- Chinese: ma (rising tone) vs. ma (falling tone)
- English: How are you? (greeting) vs. Fine, how are you? (response)

Languages have different timing and stress patterns
- Example: English (as stress-timed language)
  - Cows eat grass
  - The cows eat the grass
  - The cows are eating the grass
  - Las vacas comen pasto Spanish
- Example: dgegetit? Wazup?

- Syllables emphasized or reduced by pitch (high vs. low) change meaning
  - By length (of vowel)
  - By quality of vowel
  - By loudness
- Example:
  - I walked TO (not from) the park v. I walked to the park.
  - ExCUSE me! v. Excuse me.

Phonology permits us to:
- produce sounds which form meaningful utterances
- recognize accents
- make up new words
- recognize what is/isn’t a sound in one’s language
- add appropriate phonetic segments to form plurals and past tenses

Phonological Awareness

- General term about noticing the sounds of a language
  - Timing
  - Intonation
  - Stress
  - Words
  - Syllables
- For example, helps with hearing the difference between similarly sounding words (bitter/better).
**ELL Considerations (1)**

- Phonemes not present in the L1?
  - Some ELLs can’t distinguish between the “th” voiceless sound in “thigh” and the voiced in “thy” because their languages do not have these sounds.
  - When certain sounds are not present in the L1, ELLs may not even hear them.

- Phonemes not occurring in certain positions in the L1?
  - In Spanish, certain consonants do not occur at the end of words, such as cog, bag, and stand.
  - “R” in initial and middle positions might pose problems for speakers of some Asian languages.

**Syntax - Word order, intonation and stress**

- The knowledge of the structure of phrases and sentences in a given language is **SYNTAX**.
- Both the meaning of words and the structure of the sentence/phrase contribute to meaning. For example, word order can change meaning:
  
  \[
  \text{The cat was on the mat.} \\
  \text{The mat was on the cat.}
  \]

**Syntax**

- Sentences must conform to rules of syntax to be grammatical. Ungrammatical sentences don’t follow syntactical rules.
- Syntactic knowledge extends beyond grammaticality. The rules of syntax also account for double, or ambiguous, meanings. An example of structural ambiguity can be found in the following:
  
  \[
  \text{I saw the man with a telescope.}
  \]

**What is the structural ambiguity in the following:**

- No smoking section available.
- Visiting friends can be fun!

**Syntax**

- The rules of syntax also give us the ability to identify when two sentences (paraphrases) mean the same thing though they have different structures. For example:
  
  \[
  \text{It is relaxing to read. = Reading is relaxing.}
  \]
Syntax

Finally, the rules of syntax allow us to figure out how parts of sentences are related. What are the understood MEANING RELATIONS in the following (what is understood about the relationship)?

Mary hired Bill.
Bill was hired by Mary.
Bill hired Mary.

Sentences in every language include a:

- Subject (S)
- Verb (V)
- Object (O)

Example:

I read my book.
(S) (V) (O)

6 Basic Word Orders

| SVO | English, French, Swahili, Thai |
| VSO | Tagalog, Irish, Arabic |
| SOV | Turkish, Japanese, Eskimo |
| OVS | Apalai (Brazil), Barasano (Colombia) |
| OSV | Apurina and Xavante (Brazil) |
| VOS | Cakchiquel (Guatemala) |

What is the word order?

- Tagalog: *Sumagot siya sa propesor.*
  Answered he the professor.

- Turkish: *Romalilar barbarlari yendiler.*
  Romans barbarians defeated.

Negation of Sentences

- In Spanish, the word *no* is placed in front of the first verb in the sentence. For example:
  *Juan tiene television.* → *Juan no tiene television.*

- The negation process in English is more complex. For example:
  *John has a television.* → *John does not have a television.*

Some difficult grammar points for ELLs:

- Verb tense errors ("The business society *rely* heavily on other businesses.") Irregular verbs
- Count v. non-count nouns ("There’s a special program to help the *peoples*"")
- Word forms ("I could see how *cruel* it was.")
- Double negatives ("I *don’t never* go there.")
Morphology: formulation of words with meaning units

Morpheme (Greek: morphe (form))
- the smallest unit of meaning
- One word can be composed of one or more morphemes:
  1: desire
  2: desire + able
  3: desire + able + ity
  4: un + desire + able + ity

Find that Morpheme!
- Divide the following words into their individual morphemes as shown below:
  - Example: beautiful = beauty + ful
  - retroactive
  - befriended
  - margin
  - grandmother
  - unpalatable
  - ungentlemanliness

Derivational Morphemes
1. Elizabeth → Elizabethan
   Exact → Exactly
   What’s happening to the grammatical class?
2. auto + biography → autobiography
   super + human → superhuman
   music + ian → musician
   What happens when these morphemes are joined?

Inflectional Morphemes
I sail. He sails. They sailed.
- Why is there a difference?
INFLECTIONAL MORPHEMES serve as grammatical markers in English and many other languages. They serve to indicate tense, number, gender, etc. and never change class (for example, verbs stay verbs when they are added) and never add “lexical meaning” (for example, -ed added to a verb changes tense).

When a DERIVATIONAL MORPHEME is conjoined to other morphemes (or words), a new word is derived (formed). Sometimes DERIVATIONAL MORPHEMES change:
- Grammatical classes
  Example: cooperate (verb) + -ive = cooperative (adjective or noun)
- Meaning
  Example: semi + annual = semiannual
  pig + let = piglet

ACTIVITY: Inflectional Morphemes at Work: “I just want to inflect you to make you appropriate in different situations—not totally change you.”

Look at the following nouns in Zulu:

<table>
<thead>
<tr>
<th>Umfazi (married woman)</th>
<th>Abafazi (married women)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umfana (boy)</td>
<td>Abafana (boys)</td>
</tr>
<tr>
<td>Umzali (parent)</td>
<td>Abazali (parents)</td>
</tr>
</tbody>
</table>

1. What is the inflectional morpheme meaning singular?
2. What is the inflectional morpheme meaning plural?
3. Umfudl means reader. What means readers?
Language differences...

- In English, we form comparatives by adding the inflectional morpheme -er or by adding the word more (in front of longer adjectives). In Spanish, there's only one way—the word mas (more) is put in front of the adjective or adverb, and the word que is put after the adjective or adverb. For example, Ana es mas inteligente que Ricardo. A native Spanish speaker learning English may say, Cathy is more old than Miguel rather than adding the -er to old.
- Vietnamese and Chinese speakers do not add inflectional morphemes to show past tense. All tense relations are shown through expressions of time. Because of this, an Asian student may say: Yesterday I go to the hospital.

What are implications for teaching ELLs?

Semantics

- Study of linguistic meanings of morphemes, words, phrases, and discourses
- SEMANTIC PROPERTIES of morphemes and words help convey meaning.
  The following words share the semantic property "human:"
  doctor  child  parent  baby
  professor  bachelor  dean
  Categorize them according to as many other semantic properties that you can think of.

Semantics--Homonyms

- Different words that sound the same, but may or may not be spelled the same.
  "Mine is a long and sad tale!" said the Mouse, turning to Alice and sighing.
  "It is a long tail, certainly," said Alice, looking with wonder at the Mouse's tail, "but why do you call it sad?"
  Lewis Carroll, Alice's Adventures in Wonderland
- Homonyms can create ambiguity—especially for LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS who are only familiar with one of the meanings.

Semantics--Antonyms

- Words that have the opposite meanings as other words
  As a rule, man is a fool;
  When it's hot, he wants it cool;
  When it's cool, he wants it hot;
  Always wanting what is not.
  Anonymous

Semantics--Synonyms

- Words that have the same or nearly the same meaning as other words.
  Does he wear a turban, a fez or a hat?
  Does he sleep on a mattress, a bed or a mat, or a Cot,
  The Akond of Swat?
  Can he write a letter concisely clear,
  Without a peck or a smudge or sme or Blot,
  The Akond of Swat?
  Edward Lear, The Akond of Swat
- The amount of similarity shared by words depends greatly on the number of semantic properties they share.  happy/glad  sofa/couch

Semantics--Cognates

For this method neces\textit{ario}
Study short vocab\textit{ulario}
It might help increase salario
You'll be linguist honor\textit{ario}

You see, you know it, the defin\textit{icion}
You know the root, by cognici\textit{\~on}
Now learn the ending by repetici\textit{\~on}
Soon you'll speak by intuici\textit{\~on}!
Case Study: Dimitri
(Gabler, 2004)

Problem: False cognate interfered with comprehension of poem entitled “Sympathy”

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>sympathy</td>
<td>simpatichniy</td>
</tr>
<tr>
<td>(nice, friendly)</td>
<td></td>
</tr>
</tbody>
</table>

Semantics—Metaphors

Walls have ears.

Cervantes

The car was a lemon.

- Use non-literal interpretation to express meaning. Otherwise, the sentences are anomalous.
- Interpretation depends on literal meanings and background knowledge.

Semantics—Idioms

Eat my hat
Give a piece of my mind
Put his foot in his mouth

- All languages have
- Structurally similar to ordinary phrases but words/word order cannot usually be changed
- Enter mental dictionary (LEXICON) as “chunks”

Handout—For fun, figure out what these idioms in Portuguese mean!

Pragmatics

- How language is used in context.
- Scripts, schema
  - Buying clothes, reserving airplane seat, buying a movie ticket, explaining steps
- Register, sociocultural appropriateness
  - Language for court, playground, school
    - “Yes, your honor”, “Hey, dude”, “Yes, sir.”
- Cultural background plays key role

Discourse: how thoughts are expressed through language

- Larger chunks of language tie together to express thoughts or feelings
- Oral Discourse
  - Turn-taking/interrupting
  - Topic focus and relevance
  - Conversational repair
- Written Discourse
  - Reference (genre, purpose, audience, author)
  - Cohesion (organization of ideas, evidence, etc.)
  - Cultural traditions (psycholinguistics)

Nonverbal communication

- Body language
  - Gestures
  - Facial expressions
  - Eye contact
- Proxemics (personal territory)
  - Intimate distance (up to 1.5 feet)
  - Personal distance (1.5 to 4 feet)
  - Social distance (4-12 feet)
  - Public distance (12-25 feet)
Dialectal Diversity

A language is a dialect with an army and a navy.

-Max Weinrich

African American Vernacular English (AAVE)

A dialect of English used by some African Americans (sometimes referred to as Ebonics), that is shown to be as logical, complete, rule-governed, and expressive as any other dialect.

Features of AAVE

Variations in Phonology
- /r/ deletion or weakening (e.g. poor – poe)
- /l/ deletion or weakening (e.g. help – hep)
- Final cluster simplification (e.g. first – firs)
- Loss of vowel contrast (e.g. fear v. fair)
- Loss/change of final ‘th’ (e.g. bath v. baf, with v. wiv)

Some Features of AAVE

Variations in Syntax
- Loss of 3rd person singular (He go everyday)
- Loss of possessive suffix (That man hat is on the table)
- Loss of plural form with numbers (five cent).
- Double negative (He don’t know nothing)
- Habitual be (He be tired)
- Use of ‘a’ rather than ‘an’ (a egg, a apple)

What is the role of the dialects of English in teaching the (standard) English language?

- Are ESOL students aware of them? Are they a help or hindrance?

Myth 1: There is a monolithic standard English that can be taught at school.

Myth 2: Most ESL students live in a homogeneous dialect setting.

Myth 3: Vernacular dialects are irrelevant to school learning.

Myth 4: ESL learners are more tolerant of dialect diversity than native English speakers.
What do I need in order to integrate dialect awareness into my classroom curriculum?

- An appreciation for dialect diversity
- Some background knowledge of dialect diversity
- Awareness of teaching methods
- Knowledge of community-based regional standards

Assignment 1: Self-Portrait as a Second Language Learner and Cultural Being
(10% of final grade: EAS Key Task)

Part A—Date Due: Class 3—9/6

- Jot down (a bulleted list is fine) your positive and negative experiences in learning acquiring a second language. Think about what did or did not help you learn.

Part B—Date Due: Class 11—11/1

Part C—Self-Portrait Paper, Date Due: Class 12—11/8

Assignment 2—2 Part (10% of grade)

Part A—Modified Unmodified Content Lesson Analysis - DUE CLASS 3—next week!

In this assignment, you will compare/contrast (using the Venn diagram on the next page) a lesson in your content area with a lesson in your area that is specifically for ELLs. You will be responsible for locating the lesson plans by doing research on the Internet and/or in the library or by using those of your own or from classmates/teachers. You should submit both lesson plans with the Venn diagram.

This assignment will build background for designing your own lesson for ELLs in an inclusion (mainstream) classroom.

Part B: Teaching ELLs in Your Content Area Research Summary Group Summary (1 per group) Due (via email to instructor) by September 18th

- Prior to Class 3 you will locate articles that interest you related to teaching ELLs in your content area. Note that some are listed in the reference section of the syllabus. Also, one required article for math, science, and social studies/history groups are located in the Study Guide (p. 56 science, p. 67 math, & p. 76 history using non-fiction).
- Class 3: You will meet in a small group and decide on who will read which articles (no two should read the same)

Homework/Readings for next class:

- REVIEW LANGUAGE STRUCTURES IN ORDER TO BE ABLE TO IDENTIFY ELL “ERRORS” IN SAMPLES!
- ECC, pp. 25-29, 34-37
- d-R, Ch. 2 First and Second Language Development and Their Relationship to Academic Achievement
- Read Book Buddy chapters
- Develop 5 higher order questions and 5 comments about each. These will be randomly collected in class.

Homework due this class:

Group A—Meet with ELI partner, if scheduled.

Part A of Assignment 1 and Assignment 2 due

Assignment 2, Part B—Search for articles related to teaching ELLs in your content area and bring list to class (see references for some resources)