Johns Hopkins University
School of Education

English Grammar and Second Language Acquisition

Module Description
In this module, educators will gain a deeper understanding of English language grammar and the challenges it presents for their English language learners. Educators will analyze their own teaching context and the learner variables that their students bring to the classroom. They will learn strategies for determining the individual needs of their students and how to integrate grammar into their instruction.

Length: 5 Weeks

Required Text and Other Materials:
Folse, K. S. (2009). *Keys to teaching grammar to English language learners.* Ann Arbor, MI: University of Michigan Press.

Program Outcomes Met in this Module:

Candidates will:
- Engage students with rigorous content

- Plan purposefully and executive effectively to reach the vision/goal; work relentlessly to maximize learning and continually increase effectiveness

InTASC Standards.
- **Standard #1: Learner Development**

- **Standard #2: Learning Differences**

- **Standard #7: Planning for Instruction**

- **Standard #8: Instructional Strategies**.

TESOL Standards
- **Domain 1. Language**: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas.

- **Standard 1a. Language as a System:** Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

- **Standard 1b. Language Acquisition and Development**: Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

- **Domain 2. Culture**: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

- **Standard 2. Culture as It Affects Student Learning**: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

- **Domain 3. Planning, Implementing, and Managing Instruction**: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

- **Standard 3a. Planning for Standards-Based ESL and Content Instruction:** Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

- **Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction**: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Outcomes and Assessments

Module Outcomes CMWBAT: (*The corps member will be able to…*)	Assessments	Start Date	Due Date	Points
MO1. Analyze sociocultural language differences among students	Discussion: Teaching Contexts and Learner Variability	Week 1	Initial post by end of Week 1 Responses to	5

			colleagues by end of Week 5	
MO2. Identify and explain common errors in key structures of English (verbs, nouns, conditionals, modals)	Error Analysis: Verbs	Week 2	By end of Week 2	10
	Error Analysis: Nouns, Articles, Conditionals, Modals	Week 3	By end of Week 3	10
	Discussion: Hot Seat Questions	Week 4	Initial post by end of Week 4 Responses to colleagues by end of Week 5	5
MO3. Analyze grammatical needs of students	Lesson Plan Prep, Part I: Analysis of Current Teaching	Week 2	By end of Week 2	10
	Lesson Plan Prep, Part II: Analysis of Student Language and Needs	Week 4	By end of Week 4	10
MO4. Apply research-based instructional strategies	Lesson Plan	Week 5	By end of Week 5	25
				75

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