



Title of Project:

Exploring an Invisible Medium: Teacher Language Awareness among Preservice K12 Educators of English Language Learners

Researcher:

Kristen Lindahl
University of Texas at San Antonio
Kristen.lindahl@utsa.edu

Research Supervisor:

Dr. MaryAnn Christison
University of Utah
mac@linguistics.utah.edu



Kristen Lindahl

Project Summary:

This mixed-methods study investigates the construct of Teacher Language Awareness (TLA) in a group of preservice mainstream K-12 teachers who are developing skills to work with English Language Learners (ELLs) in United States (US) public school contexts. Specifically, the study explores how preservice teachers' (PST) participation in directed university coursework about second language (L2) instruction affects the development of TLA. Participants in this quasi-experimental study ($N=116$) derive from two groups: one group enrolled in a course that adopted an incidental approach to the development of TLA, and the other enrolled in a course that adopted an deliberate approach. The study establishes a descriptive baseline for the participants' TLA via pretest tasks in the Analyst and Teacher Domains.

Participants' degree of TLA before directed coursework was low, based on their pretest scores on Analyst and Teacher Domain tasks, as well as analysis of written reflections. Yet, participants from the deliberate group who received treatment in the form of an explicit approach to the development of TLA exhibited a significant improvement in the Analyst Domain over those enrolled in the incidental TLA course. Neither group demonstrated significant improvement in the Teacher Domain. Focus group interviews were conducted with participants from both groups to determine how their attitudes, perceptions, and experiences might have influenced their TLA development during the semester. The results suggest that deliberate approaches to developing knowledge about language (KAL) are necessary, and that teacher educators may need to adopt an explicit approach to developing TLA in order to help PSTs integrate TLA as a critical component of their pedagogical content knowledge.



References

- Alderson, J. C., Clapham, C., & Steel, D. (1997). Metalinguistic knowledge, language aptitude, and language proficiency. *Language Teaching Research*, 1(2), 93-121.
- Andrews, S. J. (1997). Metalinguistic awareness and teacher explanation. *Language Awareness*, 6(2-3), 147-161.
- Andrews, S. J. (1999). 'All these like little name things': A comparative study of language teachers' deliberate knowledge of grammar and grammatical terminology. *Language Awareness*, 8 (3-4), 143-159.
- Andrews, S. J. (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness*, 10 (2-3), 75-79.
- Andrews, S. J. (2003). Teacher language awareness and the professional knowledge base of the L2 teacher. *Language Awareness*, 12 (2), 81-95.
- Andrews, S. J. (2006). The evolution of teachers' language awareness. *Language Awareness*, 15(1), 1-19.
- Andrews, S. J. (2007). *Teacher language awareness*. Cambridge: Cambridge University Press.
- Andrews, S. J., & McNeil, A. (2005). Knowledge about language and the 'good language teacher.' In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 159-178). New York, NY: Springer.
- Angelova, M. (2005). Using Bulgarian mini-lessons in an SLA course to improve the KAL of American ESL teachers. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 27-42). New York, NY: Springer.
- Aristotle. *On the soul (De anima)*. In W. S. Hett (trans.), *Aristotle (Vol. 8)*. London, UK: William Heinemann.
- Attardo, S., & Brown, S. (2005). What's the use of linguistics? Preservice English teachers' beliefs toward language use and variation. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 91-102). New York, NY: Springer.
- Au, K., Garcia, G. G., Goldenberg, C., & Vogt, M. E. (2002). *Handbook for English language learners*. Boston, MA: Houghton Mifflin.



- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice*, 20(1), 50-57.
- August, D., & Shanahan, T. (Eds.). (2007). *Developing reading and writing in second language learners: Lessons from the report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum.
- Bailey, A. L. (Ed.). (2006). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.
- Bailey, F., Burkett, B., & Freeman, D. (2008). The mediating role of language in teaching and learning: A classroom perspective. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 606-625) Hoboken, NJ: Wiley-Blackwell.
- Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of English for special education. *Journal of Learning Disabilities*, 39(2), 142-156. Retrieved from <http://search.proquest.com/docview/85631588?accountid=14677>
- Bartels, N. (2002). Professional preparation and action research: Only for language teachers? *TESOL Quarterly*, 36(1), 71-78.
- Bartels, N. (2005a). Researching applied linguistics in language teacher education. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 1-26). New York, NY: Springer.
- Bartels, N. (2005b). Applied linguistics and language teacher education: What we know. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 405-420). New York, NY: Springer.
- Bartels, N. (2009). Knowledge about language. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 125-134). New York, NY: Cambridge.
- Batt, E. G. (2008). Teachers' perceptions of ELL education: Potential solutions to overcome the greatest challenges. *Multicultural Education*, 15(3), 39-43.
- Berry, R. (2005). Making the most of metalanguage. *Language Awareness*, 14(1), 3-20.
- Bialystok, E. (2001) *Bilingualism in development: Language, literacy and cognition*. Cambridge: Cambridge University Press.



- Bialystok, E., & Ryan, E. B. (1985). A metacognitive framework for the development of first and second language skills. *Metacognition, Cognition, and Human Performance*, 1, 207-252.
- Biber, D. (2006). *University language: A corpus-based study of spoken and written registers* (Vol. 23). Amsterdam, Netherlands: John Benjamins Publishing Company.
- Bigelow, M. H., & Ranney, S.E. (2005). Preservice ESL teachers' knowledge about language and its transfer to lesson planning. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 179-200). New York, NY: Springer.
- Bigelow, M.H., & Ranney, S.E. (2010). Knowledge about language for teachers is more than knowing grammar rules. *The Journal of Hispanic and Lusophone Linguistics*, (3)1, 217-228.
- Bolitho, R. (1995). *Discover English*. Oxford: Heinemann.
- Borg, S. (1999). Studying teacher cognition in second language grammar teaching. *System*, 27, 19-31.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Borg, S. (2005). Experience, knowledge about language and classroom practice in teaching grammar. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 325-340). New York, NY: Springer.
- Borg, S. (2006). *Teacher cognition and language education*. London: Continuum.
- Borg, S. (2009). English language teachers' conceptions of research. *Applied Linguistics*, 30 (3), 358-388.
- Brumfit, C. (1995). Teacher professionalism and research. In H.G. Widdowson, G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 27-41). Oxford: Oxford University Press.
- Brumfit, C.J. (1997). The most dangerous question: What do language teachers know? In Berry, V., Adamson, B. & Littlewood, W. (Eds.), *Applying linguistics: Insights into language education* (pp. 243-252). Hong Kong: English Centre, University of Hong Kong.
- Brumfit, C. J., Mitchell, R., & Hooper, J. (1996). "Grammar", "language" and classroom practice. In M. Hughes, (Ed.), *Teaching and learning in changing times* (pp. 70-87). Oxford, UK: Blackwell.



- Burns, A., & Knox, J. (2005). Realisation(s): Systemic-functional linguistics and the language classroom. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 235-259). New York, NY: Springer.
- Bushong, R., & Folse, K. (2012). The academic word list reorganized for SSELLs. Presented at the 46th annual convention of Teachers of English to Speakers of Other Languages (TESOL). Philadelphia, PA.
- Byrd, D. R., Hlas, A. C., Watzke, J., & Valencia, M. F. M. (2011). An examination of culture knowledge: A study of L2 teachers' and teacher educators' beliefs and practices. *Foreign Language Annals*, 44(1), 4-39.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.
- Chaudron, C. (2003). Data collection in SLA research. In C. J. Doughty & M. H. Long, (Eds.), *The handbook of second language acquisition* (pp. 762-828). Malden, MA: Blackwell.
- Chamot, A. U. (2005). CALLA: An update. In P. A. Richard-Amato & M. A. Snow (Eds.), *Academic success for English language learners* (pp. 87-101). White Plains, NY: Pearson-Longman.
- Coady, J., Huckin, T., & Haynes, M. (1993). *Second language reading and vocabulary learning*. Santa Barbara, CA: Praeger.
- Coniam, D., & Falvey, P. (2002). Selecting models and setting standards for teachers of English in Hong Kong. *Journal of Asian Pacific Communication*, 12(1), 13-38.
- Cots, J.M., & Arnó, E. (2005). Integrating language teachers' discipline knowledge in a language course. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 59-78). New York, NY: Springer.
- Coxhead, A. (2011). The academic word list 10 Years on: Research and teaching implications. *TESOL Quarterly*, 45(2), 355-362.
- Coxhead, A., & Byrd, P. (2007). Preparing writing teachers to teach the vocabulary and grammar of academic prose. *Journal of Second Language Writing*, 16(3), 129-147.
- Creese, A. (2005). Is this content-based language teaching? *Linguistics and Education*, 16(2), 188-204.



- Cross, R. (2011). Troubling literacy: Monolingual assumptions, multilingual contexts, And language teacher expertise. *Teachers and Teaching: Theory and Practice*, 17(4), 467-479.
- Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *ELT journal*, 48(2), 162-172.
- Cullen, R. (2001). The use of lesson transcripts for developing teachers' classroom language. *System*, 29(1), 27-43.
- Cushner, K., McClelland, A., & Safford, P.L. (2006). *Human diversity in education: An integrative approach*. New York, NY: McGraw-Hill.
- Diaz-Rico, L.T., & Weed, K.Z. (2010). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (4th. Ed.). Boston, MA: Pearson, Allyn & Bacon.
- Doherty, M., & Perner, J. (1998). Metalinguistic awareness and theory of mind: Just two words for the same thing? *Cognitive Development*, 13(3), 279-305.
- Dong, Y. (2005). Getting at the content. *Educational Leadership*, 62(4), 14-19.
- Doughty, C. J. (2003). Instructed SLA: Constraints, compensation, and enhancement. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 256-310). Malden, MA: Blackwell.
- Drew, C.J., Hardman, M.L., & Hart, A.W. (1996). *Designing and conducting research: Inquiry in education and social science*. Boston, MA: Allyn and Bacon.
- Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. London, UK: Sage Publications.
- Edwards, C. & Owen, C. (2005). The impact on teachers of language variation as a course component. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 43-58). New York, NY: Springer.
- Echevarria, J., Vogt, M., & Short, D. J. (2012). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Pearson.
- Elder, C. (2001). Assessing the language proficiency of teachers: Are there any border controls? *Language Testing*, 18(2), 49-170.
- Ellis, R. (2006). Current issues in the teaching of grammar. *TESOL Quarterly*, 40 (1), 83-107.



- Escamilla, K. (2009). English language learners: Developing literacy in second-language learners--report of the national literacy panel on language-minority children and youth. *Journal of Literacy Research*, 41(4), 432-452.
- Fang, Z. (2006). The language demands of science reading in middle school. *International Journal of Science Education*, 28(5), 491-520.
- Fisher, D., & Frey, N. (2010). Unpacking the language purpose: Vocabulary, structure, and function. *TESOL Journal*, 1(3), 315-337.
- Freeman, D. & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives*, 11(36), 1-54.
- García, E. E., Jensen, B. T., & Scribner, K. P. (2009). The demographic imperative. *Educational Leadership*, 66(7), 8-13.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182.
- Graddol, D. (2006). *English next*. Retrieved from <http://www.britishcouncil.org/learning-research-english-next.pdf>.
- Graves, M. F. (2008). Instruction on individual words: One size does not fit all. In A.E. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction* (pp. 56-79). Hoboken, NJ: Wiley-Blackwell.
- Halliday, M. K. (1994). *An introduction to functional grammar*. London, UK: Edward Arnold.
- Harper, C., & de Jong, E. (2004). Misconceptions about teaching English language learners. *Journal of Adolescent and Adult Literacy*, 48(2), 152-162.
- Harper, C., & de Jong, E. (2009). English language teacher expertise: The elephant in the room. *Language and Education*, 23(2), 137-151.



- Harper, C. A., de Jong, E. J., & Platt, E. J. (2008). Marginalizing English as a second language teacher expertise: The exclusionary consequence of No Child Left Behind. *Language Policy*, 7(3), 267-284.
- Hatch, J.A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Herrera, S.G., & Murry, K.G. (2011). *Mastering ESL and bilingual methods*. Boston, MA: Pearson.
- Hinkel, E., & Fotos, S. (2002). From theory to practice: A teacher's view. In E. Hinkel & S. Fotos, *New perspectives on grammar teaching in second language classrooms* (pp. 1-12). New York, NY: Routledge.
- James, C. (1992). Awareness, consciousness, and language contrast. In C. Mair & M. Markus (Eds.), *New departures in contrastive linguistics* (pp. 183-198). Innsbruck, Austria: Universität Innsbruck.
- Johnson, K. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Johnson, K. (2006). The sociocultural turn and its challenges for teacher education. *TESOL Quarterly*, 40,(1), 235-258.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-52.
- Johnson, K. E. (1996). The vision versus the reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 30-49). Cambridge, UK: Cambridge University Press.
- Johnston, B., & K. Goettsch (2000). In search of the knowledge base of teaching: Explanations by experienced teachers. *The Canadian Modern Language Review*, 56(3), 437-68.
- Johnson, R. B., & Onwuegbuzie, A.(2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities in practice. *The Modern Language Journal*, 95(2), 236-252.



- Keigher, A. (2010). Teacher attrition and mobility: Results from the 2008-09 teacher follow-up survey. *National Center for Education Statistics First Look*. Retrieved October 13, 2011 from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010353>.
- Kim, S. S. (2007). Exploring the self-reported knowledge and value of the implementation of content and language objectives of high school content area teachers. Kansas State University, Unpublished Dissertation.
- Kong, S. (2009). Content-based instruction: What can we learn from content-trained teachers' and language-trained teachers' pedagogies?. *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 66(2), 233-267.
- Kong, S., & Hoare, P. (2011). Cognitive content engagement in content-based language teaching. *Language Teaching Research*, 15(3), 307-324.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford, UK: Pergamon Press.
- Larsen-Freeman, D., & Long, M.H. (1991). *An introduction to second language acquisition research*. New York, NY: Longman.
- Lavender, S. (2002). Towards a framework for language improvement within short in-service teacher development programmes. In H. Trappes-Lomax & G. Ferguson (Eds.), *Language in language teacher education* (pp. 237-250). Amsterdam, Netherlands: John Benjamins Publishing Company.
- Leech, G. (1994). Students' grammar—teachers' grammar—learners' grammar. In M. Hughes, (Ed.), *Teaching and learning in changing times* (pp. 17-30). Oxford, UK: Blackwell.
- Leung, C. (2007). Integrating school-aged ESL learners into the mainstream curriculum. In J. Cummins and C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 249-269). New York, NY: Springer.
- Lightbown, P. (1985). Can language acquisition be altered by instruction. *Modeling and assessing second language acquisition*. Clevedon, UK: Multilingual Matters.
- Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (2006). *How languages are learned* (Vol. 2). Oxford, UK: Oxford University Press.
- Lindahl, K., Baecher, L., & Tomas, Z. (in press). Teacher language awareness in content-based activity design. *The International Journal of Immersion and Content-Based Instruction*.
- Lindahl, K. & Watkins, N. (2008). The language objective menu. In E. A. Swan & M.



- A.Christison (Eds.). *Concept-oriented reading instruction for English language learners (CORI-ELL): Creating engaged readers through integrated curriculum and coherent instruction*. Training materials, unpublished manuscript.
- Lindahl, K. & Christison, M. (2011). K-12 public schools. In M.A. Christison & F. L. Stoller (Eds.). *A handbook for language program administrators* (pp. 337-344. Miami, FL: Alta Book Center Publishers.
- Llurda, E. (Ed.). (2005). *Non-native language teachers: Perceptions, challenges and contributions to the profession* (Vol. 5). New York, NY: Springer.
- Lo, Y-H. G. (2005). Relevance of knowledge of second language acquisition: An in-depth case study of a non-native EFL teacher. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 135-158). New York, NY: Springer.
- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach* (Vol. 18). Amsterdam, Netherlands: John Benjamins Publishing Company.
- Lyster, R., & Ballinger, S. (2011). Content-based language teaching: Convergent concerns across divergent contexts. *Language Teaching Research*, 15(3), 279-288.
- Malakoff, M., & Hakuta, K. (1991). Translation skill and metalinguistic awareness in bilinguals. In E. Bialystok (Ed.), *Language processing in bilingual children* (pp. 141-166). Cambridge, UK: Cambridge University Press.
- Marshall, C. & Rossman, G. B. (2006). *Designing qualitative research*. Thousand Oaks, CA: Sage.
- Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.
- McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn—An educational practice report to the National Center for Research on cultural diversity and second language learning*. Washington, D.C.: Office of Educational Research and Improvement (OERI) of the U.S. Department of Education.
- McNeill, A. (2005). Non-native speaker teachers and awareness of lexical difficulty in pedagogical texts. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 107-128). New York, NY: Springer.
- Metcalf, J., & Shimamura, A. P. (1994). *Metacognition: Knowing about knowing*. Cambridge, MA: MIT Press.



- Miles, M.B., & Huberman, A.M. (1984). *Qualitative data analysis: A sourcebook of new methods*. Beverly Hills, CA: Sage.
- Mitchell, R., & Hooper, J. (1992). Teachers' views of language knowledge. In C. James & P. Garrett (Eds.), *Language awareness in the classroom*, (pp. 40-50). London, UK: Longman.
- Mohan, B. (2001). *English as a second language in the mainstream: Teaching, learning and identity*. Essex, England: Pearson.
- Moore, D. (2006). Plurilingualism and strategic competence in context. *International Journal of Multilingualism*, 3(2), 125-138.
- Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The Modern Language Journal*, 90(1), 48-66.
- Murray, D. E., & Christison, M. A. (2011). *What English language teachers need to know: Volume I*. New York, NY: Routledge/Taylor & Francis.
- Nagy, W. E., García, G. E., Durgunoğlu, A. Y., & Hancin-Bhatt, B. (1993). Spanish-English bilingual students' use of cognates in English reading. *Journal of Literacy Research*, 25(3), 241-259.
- Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108.
- National Center for Educational Statistics. (2002). *National assessment of educational progress, 2002, reading assessments*. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences.
- Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, 50, 417-528.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 301-332.
- Pallant, J. (2005). *SPSS survival guide*. New York: Open University Press.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Philippon, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.



- Popko, A. J. (2005). How MA-TESOL students use knowledge about language in teaching ESL classes. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 387-404). New York, NY: Springer.
- Regalla, M. (2012). Language objectives: More than just vocabulary. *TESOL Journal*, 3(2), 210-230.
- Reeves, J. (2009). A sociocultural perspective on ESOL teachers' linguistic knowledge for teaching. *Linguistics and Education*, 20(2), 109-125.
- Refugee Services Office (2009). *Refugee Resettlement in Utah: 2000-2009*. Retrieved March 15, 2013 from <http://refugee.utah.gov/about/statisticsreports.html>
- Richardson, V. (2003). Preservice teachers' beliefs. In J.D. Raths & A.C. McAninch (Eds.), *Teacher beliefs and classroom performance: The impact of teacher education, Volume 6* (pp. 1-22). Charlotte, NC: Information Age.
- Rigelhaupt, F., & Carrasco, R.L. (2005). The effects of training in linguistics on teaching: K-12 teachers in White Mountain Apache schools. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 103-118). New York, NY: Springer.
- Roberts, K. L. (2012, April). The linguistic demands of the Common Core state standards for reading and writing informational text in the primary grades. *Seminars in Speech and Language*, 33 (2), 146-159.
- Ruiz de Velasco, J., & Fix, M. (2000). *Overlooked and underserved: Immigrant students in U.S. secondary schools*. Washington, DC: The Urban Institute.
- Salt Lake City School District. (2011). *About SLCSD*. Retrieved March 21, 2011 from: <http://www.slc.k12.ut.us/superintendent/about.html>.
- Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Hillsdale, NJ: Lawrence Erlbaum.
- Schleppegrell, M. J. (2007). The linguistic challenges of mathematics teaching and learning: A research review. *Reading & Writing Quarterly*, 23(2), 139-159.
- Schleppegrell, M. J. (2010). Language in mathematics teaching and learning. In J. N. Moschkovich (Ed.), *Language and mathematics education: Multiple perspectives and directions for research*, (pp. 73-112). Charlotte, NC: Information Age.



- Schleppegrell, M., & de Oliveira, L. C. (2006). An integrated language and content approach for history teachers. *Journal of English for Academic Purposes*, 5(4), 254-268. Charlotte, NC: Information Age.
- Schleppegrell, M.J., & O'Hallaron, Teaching academic language in L2 secondary settings. *Annual Review of Applied Linguistics*, 31, 3-18.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158.
- Schmidt, R. (1994). Deconstructing consciousness in search of useful definitions for applied linguistics. *AILA Review* 11, 11-26.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (Ed.) *Attention & awareness in foreign language learning* (pp. 1–63). Honolulu, HI: University of Hawai'i.
- Seidlhofer, B. (1999). Double standards: Teacher education in the expanding circle. *World Englishes*, 18(2), 233-245.
- Shocker-von Dittfurth, M., & Legutke, M. (2002). Visions of what is possible in teacher education—or lost in its complexity? *ELT Journal*, 56(2), 162-171.
- Short, D. J. (1997). Reading and writing and... social studies: Research on integrated language and content in secondary classrooms. In M. Snow & D. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 213-232). White Plains, NY: Longman.
- Short, D. (1999). Integrating language and content for effective sheltered instruction programs. In C. Faltis & P. Wolfe (Eds.), *So much to say: Adolescents, bilingualism and ESL in the secondary school* (pp. 105–137). New York, NY: Teachers College Press.
- Short, D. J. (2002). Language learning in sheltered social studies classes. *TESOL journal*, 11(1), 18-24.
- Short, D., Boyson, B., & Coltrane, B. (2003) *Final project report—First national conference for educators of newcomer students and pilot study on newcomer program literacy and assessment practices*. Santa Cruz, CA & Washington, DC: Center for Research on Education, Diversity & Excellence and Center for Applied Linguistics.
- Short, D., & Echevarria, J. (2004). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 8-13.



- Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English Language Learners—A report to Carnegie Corporation of New York*. Washington, D.C.: Alliance for Excellent Education.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- Siegel, J. (2003). Social context. In Doughty, C.J. & Long, M.H. (Eds.), *The handbook of second language acquisition* (pp. 178-223). Malden, MA: Blackwell.
- Smolcic, E. A. (2010). *Preparing teachers for diverse classrooms: An activity theoretical analysis of teacher learning and development*. Retrieved January 7, 2012 from CSA Linguistics and Language Behavior abstracts.
- Snow, M. A., & Brinton, D. (1997). *The content-based classroom*. White Plains, NY: Longman.
- Spolsky, B., & Hult, F. M. (Eds.). (2010). *The handbook of educational linguistics*. Hoboken, NJ: Wiley-Blackwell.
- Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.
- Stoller, F. L., & Grabe, W. (1997). A six-T's approach to content-based instruction. In M.A. Snow & D. Brinton, (Eds.), *The content-based classroom: Perspectives on integrating language and content* (pp. 78-94). White Plains, NY: Longman.
- Svinicki, M. D., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Belmont, CA: Wadsworth Publishing Company.
- Tan, M. (2011). Mathematics and science teachers' beliefs and practices regarding the teaching of language in content learning. *Language Teaching Research*, 15(3), 325-342. Retrieved from <http://search.proquest.com/docview/896195631?accountid=14677>
- Tarone, E., & Allwright, D. (2005). Second language teacher learning and student L2 learning: Shaping the knowledge base. In D. J. Tedick, (Ed.), *Second language teacher education: International perspectives* (pp. 5-24). Mahwah, NJ: Lawrence Erlbaum.



- Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Washington, D.C.: U.S. Department of Education, Center for Research on Education, Diversity & Excellence.
- Thornbury, S. (1997). *About language*. Cambridge: Cambridge University Press.
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *Elementary School Journal*, 112(3), 497-518.
- Tsui, A. B. M. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. New York, NY: Cambridge University Press.
- Tsui, A. B. (2009). Teaching expertise: Approaches, perspectives and characteristics. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 190-197). Cambridge, UK: Cambridge University Press.
- United States Census. (2003). *The foreign-born population in the United States: 2003*. Retrieved March 21, 2011 from: <http://www.ilw.com/articles/2008,0905larsen.pdf>
- Utah State Office of Education. (2011). *Application for Utah state office of education ESL endorsement*. Retrieved March 15, 2013 from <http://www.schools.utah.gov/cert/Endorsements-ECE-License/ESL/endesl.aspx>
- Vacca, R.T., & Vacca, J.A.L. (2008). *Content-area reading: Literacy and learning across the curriculum*. Boston, MA: Pearson.
- Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53, 20.
- Wheeler, R. S. (2008). Becoming adept at code-switching. *Educational Leadership*, 65(7), 54-58.
- White, S. (2011). The cognitive and linguistic demands of everyday, functional literacy tasks: With application to an over-the-counter drug label. *Written Language and Literacy*, 14(2), 224-250. Retrieved from <http://search.proquest.com/docview/914788694?accountid=14677>
- Wilson, S. M., & Shulman, L. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104-124). Eastbourne, England: Cassell.
- Wong-Fillmore, L., & Snow, C. (2002). *What teachers need to know about language*.



Washington D. C.: U. S. Department of Education, Office of Educational Research and Improvement.

Wright, T. (2002). Doing language awareness: Issues for language study in language teacher education. In H. Trappes-Lomax and G. Ferguson (Eds.), *Language in language teacher education* (pp. 113-130). Philadelphia: John Benjamins.

Wright, T., & Bolitho, R. (1993). Language awareness: A missing link in language teacher education? *ELT Journal*, 47, 292-304.

Wright, W. (2010). *Foundations for teaching English language learners: Research, theory, policy, and practice*. Philadelphia, PA: Caslon.

Yates, R., & Muchisky, D. (2003). On reconceptualizing teacher education. *TESOL Quarterly*, 37(1), 135-147.