

COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION

NOTICE OF WORKSHOP TO SOLICIT COMMENTS ON PROPOSED REGULATIONS

The following workshop will be held on November 18, 2015, at 8:00 A.M., via video conference at the Nevada Department of Education Board Rooms, 700 East Fifth Street, Carson City, Nevada and 9890 South Maryland Parkway, Las Vegas, Nevada. The purpose of the workshop is to solicit comments from interested persons on the following general topics that may be addressed in the proposed regulation. The workshop is scheduled as follows:

Workshop to Solicit Comments for Proposed Amendments to the Following Regulations:

NAC 391.237 Proposed Amendments to Regulation [NAC391.237](#) Endorsement to teach English as a second language; endorsement as a professional teacher of English as a second language. ([NRS 385.080](#), [391.019](#), [391.032](#))

A copy of all material relating to the proposal may be obtained at the workshop or by contacting:

Kim Bennett (kbennett@doe.nv.gov) or Jason Dietrich (jdietrich@doe.nv.gov)
Commission on Professional Standards in Education
Nevada Department of Education
9890 South Maryland Parkway
Las Vegas, Nevada 89183
702-668-4317

The notice of workshop to solicit comments on proposed regulation has been sent to all persons on the Commission's mailing list and is posted on the Nevada Department of Education website, and at the following locations: Nevada Department of Education, Carson City and Las Vegas; 17 Nevada County School District Offices; 17 Nevada County Libraries; Clark County Classroom Teachers Association; Washoe County Teachers Association; Nevada State Education Association, Reno and Las Vegas; and the Nevada State Library and Archives, Carson City.

COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION PROPOSED REGULATION

NAC 391.237 Workshops to Solicit Comments for Proposed Amendments to Regulation:

NAC391.237 Endorsement to each English as a second language; endorsement as a professional teacher of English as a second language. (NRS 385.080, 391.019, 391.032)

Authority: NRS 388.411

The English Mastery Council created by NRS 388.409 shall:

3. Make recommendations to the Superintendent of Public Instruction, the Commission on Professional Standards in Education and the State Board for...The adoption of regulations pursuant to NRS 391.019 concerning the requirements for an endorsement to teach English as a second language, including, without limitation, the teachers who should be required to obtain the endorsement;

5. Review any course of study offered by the Nevada System of Higher Education for training to teach English as a second language to determine if the course of study, including, without limitation, student teaching, is sufficiently rigorous to provide teachers with the tools necessary to improve the English proficiency and academic achievement and proficiency of pupils who are limited English proficient.

As outlined in NRS 388.411, the Commission on Professional Standards (COPS) received and approved recommendations from the English Mastery Council (EMC) for revisions to the requirements for the Teaching English as a Second Language (TESL) endorsement at the COPS meetings held December 3, 2014 and February 25, 2015.

NAC 391.237 Endorsements to teach English as second language; endorsement as professional teacher of English as second language. (NRS 385.080, 391.019, 391.032)

1. To receive an *English Language Acquisition and Development (ELAD)* endorsement [~~to teach English as a second language~~], a person must have:

(a) A valid elementary, secondary or special license, a valid license to teach special education, or a valid license to teach middle school or junior high school education; and

(b) Completed at least [~~3 semester hours of credit in~~] each of the following areas of study:

- ~~(1) Methods and materials for teaching English as a second language;~~
- ~~(2) Theories for the acquisition of a second language;~~
- ~~(3) Testing and evaluation of pupils studying English as a second language; and~~
- ~~(4) Developing a curriculum for pupils studying English as a second language.~~

(1) *Language Acquisition Theory and English Language Development Practices (3 Credits);*

(2) *Methods and Curriculum for Teaching English Learners (3 Credits);*

(3) *Assessment and Evaluation of English Learners (3 Credits);*

(4) Policies, Critical Issues and Best Practices for pre-Kindergarten and Elementary English Learners (2 Credits)

- OR -

Policies, Critical Issues and Best Practices for Secondary English Learners (2 Credits); and

(5) Practicum to include a minimum 25 hours classroom experience (1 Credit).

2. To receive an endorsement as a professional teacher of English as a second language, a person must have completed the requirements for an endorsement to teach English as a second language and:

(a) Hold a master's degree; and

(b) Have 3 years of experience as a teacher.

3. *To receive an advanced endorsement as a Specialist in English Language Acquisition and Development, a person must:*

(a) Have completed the requirements for an ELAD endorsement; and

(b) Have completed at least 3 hours of credit in each of the following areas of study:

(1) Foundations in Cultural and Linguistic Diversity (CLD) Education

(2) Cultural and Linguistic Diversity (CLD) Program Leadership

[3-] 4. Requirements for the successful completion of a course of study in which a person is enrolled are in addition to the requirements to receive an endorsement.

(Added to NAC by Bd. of Education, eff. 12-15-86; A by Comm'n on Prof. Standards in Education, 11-4-91; R103-98, 12-18-98; R021-01, 10-22-2001, eff. 7-1-2002; R056-03, 10-21-2003; R005-05, 10-31-2005; R070-06, 9-18-2006; R028-11, 10-26-2011; R012-13, 10-23-2013)

BRIAN SANDOVAL
Governor

STEVE CANAVERO, Ph.D.
Interim Superintendent
of Public Instruction

STATE OF NEVADA



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**SMALL BUSINESS IMPACT STATEMENT
PURSUANT TO NRS 233B.0608**

Date: 10/29/2015

RE: Proposed Adoption of Regulations Revising [NAC391.237](#) Endorsement to teach English as a second language; endorsement as a professional teacher of English as a second language. ([NRS 385.080](#), [391.019](#), [391.032](#))

I, Steve Canavero, Ph.D., being duly appointed Interim Superintendent of Public Instruction, do hereby certify that, to the best of my knowledge or belief:

1. The proposed changes to the regulation NAC 391.237 is not likely to (a) impose a direct or significant economic burden upon a small business, or (b) directly restrict the formation, operation or expansion of a small business.
2. A concerted effort was made to determine any economic burden. The Department of Education has relied on the expert knowledge of Department staff and the Attorney General's Office the impact is solely on school districts and the Department of Education.
3. All relevant materials were reviewed and the Department considered its history with implementing similar regulations; the proposed changes are within the historic scope of the Department's activities and present no new cost of enforcement.
4. Comment has not been solicited from small business, and no summary of their response is provided, because small businesses are not impacted by this regulation and thus no burden or economic impact can be assessed.

I hereby further certify that, to the best of my knowledge or belief, a concerted effort was made to determine the impact of the regulation on small businesses and that the information contained in this statement was prepared properly and is accurate.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Steve Canavero".

Steve Canavero, Ph.D.
Interim Superintendent of Public Instruction



M. Maija Talso

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October 20, 2015

To: Commission Secretary, Commission on Professional Standards in Education
Nevada Department of Education
9890 S. Maryland Parkway
Las Vegas, NV 89183

RE: **ENDORSEMENTS TO TEACH ENGLISH AS SECOND LANGUAGE; ENDORSEMENT AS PROFESSIONAL TEACHER OF ENGLISH AS SECOND LANGUAGE.**

To the Commission on Professional Standards in Education:

I am writing with comments on (and opposition to) the adoption of the currently proposed new endorsements for Teaching English as a Second Language (TESL). **Please note that my opposition to these proposals does not reflect a lack of respect or appreciation for all the hard work that has gone into developing them on the part of the English Mastery Council or Nevada Department of Education staff.**

To clarify and disclose my interest in this endorsement, below are some of my professional experiences and affiliations with English as a Second Language (ESL) and English Language Learners (ELL):

- Currently a member of the Nevada English Mastery Council (Governor-appointed teacher representative. [NB: I twice opposed this proposal in full meetings of the EMC.]
- Employed by the Washoe County School District (WCSD) as a Secondary ELL Program Consultant and Coach. Previously served as the ELL teacher at Galena High School.
- Have taught the 4 graduate-level courses leading to the current TESL Endorsement through Sierra Nevada College.
- Hold a Masters in Teaching English to Speakers of Other Languages (TESOL) from the University of Nevada, Reno (UNR).
- Have taught English as a Second/Foreign Language (ESL/EFL) in secondary and post-secondary institutions both in the U.S. and abroad since 1985.

My work as a teacher, instructional coach, and TESL course instructor has allowed me to discuss the teaching of ELLs with both elementary and secondary teachers and administrators, and to see the impact of the TESL endorsement from a variety of perspectives.

While I agree that the current TESL endorsement does not adequately prepare teachers to work with English Language Learners, I do not find that this new proposal makes any significant or positive change toward meeting those needs. There are three or four questions that come up consistently among my colleagues – both with and without the current endorsement – and they are not addressed by the proposed new “ELAD” endorsement:

- *How do we teach grammar?* (Translation: How do we teach them to write grammatically correct sentences and paragraphs?)

- *How can I teach science (social studies, 1984) to students who can't read?* (Translation: They can decode the words, but I don't know how to help them access the complex text of the content area.)
- *I'm not a language teacher, so how am I supposed to write "language objectives"?* (Translation: I haven't the faintest idea how to begin identifying the language demands of this content.)
- *How can I teach "them" anything if their families "don't value education"?* (Translation: I don't understand the differences between our cultures.)

The following comments refer to the "endorsement to teach English as a second language [proposed *English Language Acquisition and Development (ELAD)* endorsement]."

- I have attached [Appendix A] "Essential Knowledge for Teachers of ELLs" as well as [Appendix B] examples of courses offered at University of Phoenix, Grand Canyon University, and Sierra Nevada College, three typical places Washoe County teachers go for additional coursework and endorsements. These documents demonstrate the what I believe are shortcomings of both the old and proposed new endorsements.

While I do not make any claims regarding the quality of any of these programs, I find it instructive to note that all three of them offer courses that address **linguistics** and **culturally diverse students**; clearly these are needs that other states and experts have deemed important for this endorsement.

- My greatest concern is that neither the current nor the proposed endorsement requires teachers to take a course on **the language (i.e. linguistics) of English**. Given that the subject (content) we are teaching to our ELLs in this case is *English as a foreign language*, it seems logical that we require teachers endorsed in TESL/ELAD to take at least one course that helps them understand how phonology, morphology, orthography, syntax, and a myriad other linguistic considerations impact both its acquisition and instruction.

While the benefit of explicitly teaching language rules to students may be debatable (depending on the age of the student), given the language demands of the new NVACS (CCSS, NGSS) it seems reasonable to expect all teachers – and particularly those claiming to be endorsed in the teaching of English Language Acquisition and Development – to be aware of the basics. **We would never endorse an Algebra teacher** who had math learning theory, math teaching strategies, and math assessment strategies, but **no actual classes to learn the mathematics** – yet that is what we are sending teachers out to do when it comes to teaching our English learners. [See Appendix C, an excerpt from Freeman & Freeman (2014) which explains this need in detail.]

My anecdotal experience is that teachers (both those with and without the current endorsement) are starved for this information now that they realize the stakes at hand via the NVACS, and how ill-equipped many of them are to teach students the language of the different content areas. This experience is supported by the extensively cited research of Martin, Scanlan & Gundrum (2013)¹:

Requiring training in ESL/ELD also had a marked effect on ELLs' achievement, underscoring the importance of the essential knowledge presented in Lucas et al., (2008) and Menken and Antunez (2001). All teachers, not just specialist teachers, should understand the

¹ López, Martin, F. Scanlan, M. & Gundrum, B. (2013) Preparing Teachers of English Language Learners: Empirical Evidence and Policy Implications. *Education Policy Analysis Archives*, 21 (20) Retrieved 10/20/15, from <http://epaa.asu.edu/ojs/article/view/1132>

developmental trajectory of ELLs' English proficiency as well as how to nurture and support it. As reviewed earlier, this includes knowledge about **explicit English instruction** and creating opportunities for students to express themselves, as well as modifying the level of English used to make content comprehensible. Supplementing teaching with visual aids, vocabulary instruction, and graphic organizers, for example, are all ways teachers can help ELLs be successful. Requiring teachers to have knowledge about ESL/ELD can ameliorate the lack of preparation often felt by teachers (Herrera & Murry, 2006; Ruiz-de-Velasco & Fix, 2000) while promoting achievement for ELLs (p. 20).

- In spite of changing demographics in which white students are a minority, the vast majority of our teachers are still white; this implies the need to strengthen teacher **preparation to work with culturally as well as linguistically diverse groups**, which is not at all addressed in this proposal. (This may, however, be addressed in the new requirement for all preservice teachers.)
- I believe the following requirements would be difficult to align with TESL endorsement courses offered in other states or at non-NSHE institutions, where most of our teachers currently come from [see again Appendix B]:
 - *“Language Acquisition Theory and English Language Development Practices”*.
 - *“Policies, Critical Issues and Best Practices for pre-Kindergarten and Elementary (or Secondary) English Learners (ELs)”*.

The titles are highly idiosyncratic and do not clearly state what I believe the TESL Subcommittee of the English Mastery Council was hoping for teachers to gain from them, and will likely lead to much inconsistency in content as well as much frustration on the part of teachers endorsed elsewhere who do not meet them, making it even more difficult to hire and place experienced and qualified teachers of ELLs.

The following comments refer to the proposed *English Language Acquisition and Development (ELAD) Specialist* endorsement:

- **AGAIN, how can we contend that someone is an “English Language Acquisition and Development SPECIALIST” when they have never been required to learn anything about the English language?** Is the assumption that because we are native speakers (an increasingly questionable assumption), we will *naturally* be able to explain how it all works to someone who doesn't know?

For the new title of “specialist” in particular, the absence of this requirement borders on the absurd. **Potentially, any secondary science teacher could get this endorsement, and the highest level of English he/she would have ever been required to take is English 102.** This possibility calls into question not only the credibility of the teacher holding it, but the integrity of the entire field of teaching English to speakers of other languages. Again, I refer you to the attached excerpt from Freeman & Freeman (2014).

- **What is the purpose of this endorsement?** It seems to be to provide schools with leadership in working with culturally and linguistically diverse students, but where is the financial incentive for a teacher to get these 6 credits? This endorsement might apply to the position I currently have, but I did not get any increase in salary – I am a TOSA (Teacher on Special Assignment), and on the same salary schedule as a teacher. Perhaps the idea is for districts to pay for these courses? Or for administrators to get them? Even after questioning this at

a full meeting of the English Mastery Council I remain completely unclear on what need this proposed endorsement is addressing.

- Again, why is *Foundations in CLD Education* required here, but not required as part of the initial TESL/ELAD endorsement? The word “foundations” explicitly claims that the content is basic to working with diverse populations such as ELLs – and all of our teachers are working with these students. It is not clear why this course is only required for an endorsement that very few teachers (or administrators) will likely ever get.

In summary, while I do believe our current TESL endorsement needs revision, I do not believe that the proposed ELAD endorsements currently under examination address the needs of any of their stakeholders: not regular education teachers, not specialist ELL teachers, and not the English learners themselves. I encourage the Commission on Professional Standards in Education to return these proposals to the subcommittee for further research and revision.

Thank you very much for taking the time to even skim through these comments, and I regret that I was not able to make these concerns known and understood to the English Mastery Council in a way that might have made some or all of this letter to the Commission unnecessary.

Sincerely,

M. Maija Talso

Essential knowledge for teachers of ELLs

Support oral language development

- Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
- Students with more developed first language skills are able better able to develop their second language skills.
- Vocabulary knowledge plays an important role in oral language proficiency. ELLs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
- Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.
- Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings.

Explicitly teach academic English

- Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELLs.
- Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.

- Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and avoid slang and idioms.
- Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all English language learners.
- Schoolwide efforts and coordination of curriculum across content area teachers helps build on a foundation of prior knowledge.

Value cultural diversity

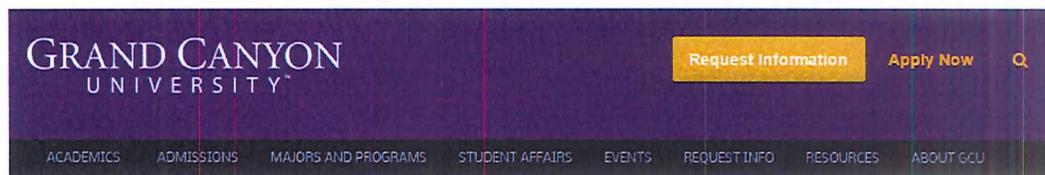
- ELLs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.
- Teachers and students should be expected to accept, explore, and understand different perspectives and be prepared as citizens of a multicultural and global society.
- Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.
- Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

APPENDIX B: Sample TESOL/TEFL/ELAD Course Offerings

The screenshot shows the University of Phoenix website's 'Continuing Education' section. The main heading is 'TESOL & TEFL Courses for Teachers'. Below this, there is a search filter with three steps: 'What's your interest?', 'Choose a course area', and 'Choose a course type'. A 'Search Now' button is present. To the right, there is a 'Contact us' section with options for 'Call 866.766.0766', 'Live chat', and 'Request information'. A table lists the following course titles: Foundations Of Instruction, Instructional Techniques And Methods, Assessment, Teaching Reading And Writing, Applied Linguistics, and Cross-cultural Communication. A disclaimer at the bottom states that course availability is subject to change and that students should consult with their advisor.

UOP Course title	ELAD Endorsement equivalent
<u>Foundations Of Instruction</u> (???)	(1) Language Acquisition Theory and English Language Development Practices (???)
<u>Instructional Techniques And Methods</u>	(2) Methods and Curriculum for Teaching English Learners
<u>Assessment</u>	(3) Assessment and Evaluation of English Learners
<u>Teaching Reading And Writing</u>	
<u>Applied Linguistics</u>	
<u>Cross-cultural Communication</u>	
	(4) Policies, Critical Issues and Best Practices for pre-Kindergarten and Elementary English Learners (2 Credits) - OR – Policies, Critical Issues and Best Practices for Secondary English Learners (2 Credits);
	(5) Practicum to include a minimum 25 hours classroom experience (1 Credit)

APPENDIX B: Sample TESOL/TEFL/ELAD Course Offerings



Home › Degree Programs › Program Details

NCGCESL14B

Certificate of Completion in English as a Second Language (ESL)

[Degree Overview](#) **Course List**

The programs offered at Grand Canyon University may vary by content and course length. You are currently viewing the program version available in FL, IL, LA, and NV. In order to view the specific course content and credit length available for your state, please contact a counselor at 877-860-3951 or [click here to request more information](#).

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Course List

Course #	Course Title	Course Description	Credits
TSL-534	Methods of Teaching English & Grammar to Speakers of Other Languages	In this course, students are instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they also develop, practice, and assess language lessons that align with state and national standards for teaching English language learners.	4
TSL-540	Curriculum Development and Assessment	Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare Sheltered Immersion Observation Protocol (SIOP) and Understanding by Design (UbD). They also fully examine assessment for the purposes of identification, placement, and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.	4
TSL-545	Teaching in a Pluralistic Society	To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history, as well as understanding cultural and individual differences in teaching and learning.	4
TSL-536	English Linguistics	This course familiarizes students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems are used.	4

GCU Course title	ELAD Endorsement equivalent
Methods of Teaching English & Grammar to Speakers of Other Languages	(2) Methods and Curriculum for Teaching English Learners
Curriculum Development and Assessment	(3) Assessment and Evaluation of English Learners
Teaching in a Pluralistic Society	
English Linguistics	
	(1) Language Acquisition Theory and English Language Development Practices
	(4) Policies, Critical Issues and Best Practices for pre-Kindergarten and Elementary English Learners (2 Credits) - OR - Policies, Critical Issues and Best Practices for Secondary English Learners (2 Credits);

APPENDIX B: Sample TESOL/TEFL/ELAD Course Offerings

	(5) Practicum to include a minimum 25 hours classroom experience (1 Credit)
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TEACHING SPECIALIZATION: TEACHING ENGLISH AS A SECOND LANGUAGE		
TESL 564	Language Development, Structure and Acquisition	3
TESL 562	Developing Curriculum for Non-Native English Speaking Students	3
TESL 563	Methods and Materials for Teaching Non-Native English Speaking Students	3
TESL 561	Assessment Considerations and Non-Native Speaking Students	3
TESL 565	Teaching Language Arts-Listening, Speaking, Reading, and Writing for English Language Learners	3
TESL 566	Theories of Second Language-Linguistics and Cultural Diversity for English Language Learners	3

SNC Course title	ELAD Endorsement equivalent
Language Development, Structure and Acquisition	(1) Language Acquisition Theory and English Language Development Practices (???)
Developing Curriculum for Non-Native English Speaking Students	
Methods and Materials for Teaching Non-Native English Speaking Students	(2) Methods and Curriculum for Teaching English Learners
Assessment Considerations and Non-Native Speaking Students	(3) Assessment and Evaluation of English Learners
Teaching Language Arts - Listening, Speaking, Reading, and Writing for English Language Learners	
Theories of Second Language-Linguistics and Cultural Diversity for English Language Learners	
	(4) Policies, Critical Issues and Best Practices for pre-Kindergarten and Elementary English Learners (2 Credits) - OR – Policies, Critical Issues and Best Practices for Secondary English Learners (2 Credits);
	(5) Practicum to include a minimum 25 hours classroom experience (1 Credit)

Pedagogical Language Knowledge

We have written this book to help dispel these fears about linguistics. In the chapters that follow, we present the basic concepts of linguistics in everyday language. We focus on aspects of linguistics that have clear classroom connections. We provide examples and suggest activities to help educators apply concepts from linguistics to their own teaching. Our primary goal is to turn key insights from linguistics into what Krashen (2003) calls *comprehensible input*. We hope to provide teachers with the knowledge they need to make informed decisions as they help their students, both native English speakers and students learning English as an additional language, develop academic literacy.

We agree with Bunch (2013), who argues that teachers need *pedagogical language knowledge*. As Bunch explains:

I argue that efforts to prepare teachers for working with English learners (ELs) to engage with increasing language and literacy expectations across the curriculum requires development of *pedagogical language knowledge* (Galguera 2011)—not to “teach English” in the way that most mainstream teachers may initially conceive of (and resist) the notion, but rather to purposefully enact opportunities for the development of language and literacy in and through teaching the core curricular content, understandings, and activities that teachers are responsible for (and, hopefully, excited about) teaching in the first place. (298)

Bunch notes that pedagogical language knowledge is different from *pedagogical content knowledge* that all teachers need. English teachers, for example, need to know about how to teach effective writing and how to analyze literature. This is pedagogical content knowledge, and it is different from the pedagogical content knowledge a social studies teacher would need. All teachers need to know their content and how to teach it.

In addition, they need to know the language of their content area and how to teach that language. This is pedagogical language knowledge. For example, a teacher teaching a mathematics lesson on division would need to know how to teach division (pedagogical content knowledge) and how to teach the language required to read, write, and discuss division (pedagogical language knowledge). For instance, the teacher

would need to be aware of the possible confusion for an English learner of the expressions “divide into” and “divide by” and plan a lesson to help clarify the difference.

What teachers need to know

Fillmore and Snow (2000) have written a detailed paper outlining what teachers need to know about language to teach effectively, especially when teaching English learners. They organize their report by considering the different roles a teacher plays and the language needed for each role. Figure 1.1 summarizes the language demands for the different roles.

In addition to discussing teachers’ roles and responsibilities, Fillmore and Snow list a number of things teachers should know about language. These include knowledge of the basic units of language (phonemes, morphemes, words, phrases, clauses, discourse); how the lexicon is acquired and structured; an understanding of dialects or language varieties; academic English; English spelling; what makes a written text easy or difficult to understand. This is a daunting list, but it does reflect the kind of knowledge that is the basis for pedagogical language knowledge.

Teachers of English learners do not need the same detailed knowledge of linguistics that a teacher of linguistics would need. However, they do need to understand basic concepts of linguistics to develop pedagogical language knowledge so

Teacher as Communicator	Teachers need to understand their students. This requires an understanding of alternate discourse patterns. Teachers also need to know how to provide comprehensible oral input.
Teacher as Educator	Teachers need to understand language development. This allows teachers to distinguish between cognitive problems and second language problems. In addition, teachers need to teach students to read and write in the different content areas.
Teacher as Evaluator	Teachers often group students for instruction. English learners may have different ways of using language and of interacting than middle class native English speakers do. In evaluating students, then, it is important to understand the differences between ways students from different backgrounds use language.
Teacher as Educated Human Being	A knowledge of linguistics should be part of the general knowledge that any educated person develops. Teachers need to understand how language works, the history of their language, and differences between their language and that of their students.
Teacher as Agent of Socialization	For many English learners, schools represent a different culture than their home culture. Teachers are the agents who help socialize children into a new culture. Teachers need to understand children’s home cultures and languages in order to help them accommodate to the school culture. Children can make this accommodation without losing their home culture and language.

Figure 1.1 *Roles of the teacher* (Adapted from Fillmore and Snow, 2002, with permission from the Center for Applied Linguistics)

that they can meet the language needs of their students. Further, in the case of teaching adults a second language, it is helpful for teachers to know enough grammar to be able to explain why some ways of saying or writing something in the language are considered to be standard or conventional forms and some ways are not. The teacher does not need to directly teach the grammar, but having some knowledge of grammar gives a teacher credibility. Often, if older students have studied the grammar of English and are familiar with its rules, they lose confidence if their teacher does not know the grammar.

In addition, some researchers, such as Long (2001), have argued that while teaching discrete grammar items in isolation is not useful, teaching grammar in the context of meaningful activity can improve students' facility with the language. Teachers could either point out errors and provide corrective feedback during an activity, or they could plan a lesson that focuses on a common error they have observed.

For example, if students are having trouble with irregular past-tense forms, such as *brought*, and use a form such as *bringed*, the teacher could simply point out the error and provide the correct form, or the teacher could plan a lesson that would require students to use irregular past forms. For instance, the teacher could say, “I want each of you to tell me about one thing you brought to class today.” Some knowledge of linguistics would be helpful in planning such lessons.

The research on providing corrective feedback and on planning lessons that elicit forms students have trouble with has not been conclusive. Often, exercises like asking students to tell what they brought to class are not meaningful, and it appears that engagement in meaningful use of a language is the key to language acquisition.

Whether or not a teacher decides to teach grammar directly, the more he knows about how language works, the more effectively he can use language to help his students learn. As Halliday (1984) wrote, “A child doesn't need to know any linguistics to use language to learn; but a teacher needs to know some linguistics if he wants to understand how the process takes place—or what is going wrong when it doesn't” (9).

Three Aspects of Language Development

The reason that Halliday emphasizes the importance of teachers knowing about linguistics is that subject matter content is always developed through language. It is nearly impossible to separate the knowledge of a subject and the knowledge needed to read, write, and talk about that subject. For example, it would be hard to learn mathematics without knowing what the words *triangle* or *multiplied by* mean. As Halliday (1984) points out, we learn language, we learn through language, and we learn about language.

Teachers armed with linguistics knowledge can help all their students *learn language*. Whether her students are six years old or twenty-six, whether they speak English as the native language or are learning English as an additional language, a teacher is responsible to help all students develop their language abilities. A first-grade teacher expands her students' language knowledge by representing their experiences in writing during a language experience activity. A middle school language arts teacher helps his students discover the organizational structure of the short stories they read. A high school biology teacher shows her students how to use contextual clues to understand new science vocabulary. Teaching any subject involves teaching the language—the vocabulary and the organizational structures—common to that content area.

The second aspect of language development is *learning through language*. Go into most classrooms and what do you hear? The teacher is talking, the students are talking, the room is full of talk. Why is this? It's because one way that humans learn is through oral language. In the case of deaf children, the mode of communication is sign rather than oral language, but language is just as much present. If you look around the classroom, you will also see written language. There are books, lists on the board, student papers on the wall, and words on computer monitors. Everywhere you look, there is written language. Students continually learn through language, both oral and written, inside and outside classrooms. And teachers continually teach their students through language.

Students also *learn about language*. Sometimes they learn that the language they came to school speaking is not valued in that setting. Sometimes they learn how to make subjects and verbs agree. Or they may learn that when two vowels go walking the first one does the talking. Every day, students learn about language. In classrooms this language study should be scientific. For example, students might work together to discover why many English words end in a silent *e* and then develop a rule for keeping or dropping the *e* before adding a suffix. This approach to language study is most common in classes where the teacher has studied linguistics. Such a teacher has her students engage in linguistic investigations following the same approach that linguists use.

The greater a teacher's understanding of basic language structures and processes, the easier it is for that teacher to make good decisions when teaching tough topics like phonics, spelling, and grammar. A teacher with an active interest in language will arouse a similar interest in students who may be surprised to find that *hippopotamus* means “river horse,” that the reason commas and periods go inside quotation marks is that typesetters didn't want to lose those little pieces of punctuation as they laid out type for printing, and that the rule about not ending a sentence with a preposition was created in a period of history when teachers decided to try to base English grammar rules on Latin rules. The more that teachers understand language, the more effectively they can help their students develop their knowledge of language.