



COMPRENSIBLE INPUT FOR LANGUAGE ACQUISITION



**BACKGROUND INFORMATION ON SECOND
LANGUAGE ACQUISITION**

INSTRUCTIONAL STRATEGIES

ASSESSMENT STRATEGIES

**CONDUCTING ACTION RESEARCH IN YOUR
CLASSROOM**

**PRINCIPLES OF ADULT LEARNING AND
PROFESSIONAL SHARING**

Self-Paced, Online Professional Development

Deepen your understanding of SLA research and theories. Develop a repertoire of instructional strategies that align with SLA research. Develop a research question, implement a cycle of action research, and assess student performance. Gain confidence in sharing their learning with colleagues through implementing a Professional Development activity or sharing your findings in writing, such as a newsletter article or an email.



YOUR INSTRUCTOR

TINA HARGADEN IS AN ENGLISH LANGUAGE DEVELOPMENT TEACHER IN A PUBLIC HIGH SCHOOL IN PORTLAND, OR, USA. SHE HAS ALSO TAUGHT FRENCH, SPANISH, READING AND WRITING WORKSHOP, AND SOCIAL STUDIES. SHE HAS AN EXTENSIVE BACKGROUND IN LITERACY, BOTH FOR NATIVE SPEAKERS AS WELL AS LANGUAGE LEARNERS.

**SCHEDULE A TEN-MINUTE TALK
WITH ELENA ABOUT REGISTRATION**
[CALENDLY.COM/EOVERVOLD/10MIN](https://calendly.com/eovervold/10min)

Total cost \$244

Course fee: \$120

payable through world-language-proficiency-project.teachable.com

Fee for non-degree graduate-level credit: \$124

payable through University of the Pacific, University College

registration form will be sent to you when you register at our online school

2 Semester hours of graduate-level credit

Through University of the Pacific, University College

Approximately 30 hours of work

Set SMART goals for your learning.

Apply your learning immediately to your classroom.

Evaluate the results.

Share your learning in a professional setting.

All materials are provided as part of the online course.

Set your own due date in September, December, March, or June.

Work at your own pace, on your own timeline.

Practical, Classroom-Focused Learning

Our courses are designed for busy teachers' schedules.

- Learn online at your own pace
- Take up to nine months to complete your assignments - choose your own deadline
- Extensions available by request
- Your assignments do not require you to cite sources. They ask you to apply what you learn to your own teaching. You are only required to reflect on your teaching practice, using your own words to describe your learning.

Coursework:

Read/view the provided texts, videos, websites, and excerpts on second language acquisition.

Interact with colleagues through the online message boards, blogs, websites, etc.

Keep a learning log of at least four pages, double-spaced.

Read/view the provided texts, videos, and excerpts on instructional strategies.

Read/view the provided resources on assessment strategies.

Keep a learning log of at least four pages, double-spaced.

Read/view the provided information on action research cycles and developing a research question.

Complete the provided action research worksheet.

Implement your action research project.

Produce a reflective journal of at least four pages, double-spaced.

Assess student achievement of the SMART goal.

Write a one-page, double-spaced reflection.

You will address:

- a. What instructional strategies you found most effective in achieving the goal.
- b. What changes you could make next time to improve results.
- c. How your findings align with the SLA resources you read.
- d. What you will change in your practice in the future, based on this experience.

Plan and implement a professional development opportunity for your colleagues.

This might be an article, an email, a demonstration, a presentation, a book study, or other collaboration in a PLC or other learning community.

Submit a copy of the product you created.

Write a four-page double-spaced reflective journal on the changes you will make to your practice as a result of the learning in this course.