

Preview - Module 1 - Periodical Research Assignment

Module 1 - Periodical Research Assignment

Directions:

1. The *preservice teacher* will research and collect **4 periodicals (journal articles)** regarding theories related to the list of concepts listed below:

- The effect of language learning
- Multisensory instructional strategies
- Learning differences including dyslexia
- ELL
- Students with other learning needs
- Student achievement for ELL from various backgrounds

**There is a FULL list of possible concepts/topics listed below.*

2. You will use the **FSC Roux Library - Journal Database** [↗](https://www.flsouthern.edu/library/journals-and-databases#E) (<https://www.flsouthern.edu/library/journals-and-databases#E>) to obtain periodicals (journal articles) for this assignment.

- **For LOGIN information visit this page** (<https://flsouthern.instructure.com/courses/26941/pages/fsc-roux-library-support-and-login-information>).
- The Roux Library will give you access to a Periodical/Journal data base.
- This service will let you access some of the latest scholarly journals in education.
- **PLEASE do not use AI, Wikipedia, or random Google searches.**
- The goal of this assignment is to learn about some of the latest research in the field of TESOL and education.
- For assistance on using the **FSC Journal Database** [↗](https://www.flsouthern.edu/library/journals-and-databases#E) (<https://www.flsouthern.edu/library/journals-and-databases#E>) please:
 - Watch my awesome **YouTube Video here!** [↗](https://www.youtube.com/watch?v=Og5a-MeLnul) (<https://www.youtube.com/watch?v=Og5a-MeLnul>).
 - Or call the Roux Library at 863.680.4164.

3. After reviewing the chosen 4 periodicals, the teacher candidate will **create a presentation** (Google Slides or Power Point preferred).

- You must use the Presentation Slide Format posted below.

4. The presentation will **summarize the 4 periodicals (journal articles) that were chosen** related to the concepts. You can see the FULL list of concepts below.
5. You must **cite the chosen 4 articles in APA Format** on your final References Slide.

- **I recommend using the following helpful APA format resources:**

- Perdue's OWL Site for more information on [how to cite a journal article in APA format](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_articles_in_periodicals.html)
↳
(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_articles_in_periodicals.html).
- Use a [Google Doc](https://support.google.com/docs/answer/10090962?hl=en&co=GENIE.Platform%3DDesktop) ↳ (<https://support.google.com/docs/answer/10090962?hl=en&co=GENIE.Platform%3DDesktop>) or an [MS Word Document](https://support.microsoft.com/en-us/office/add-citations-in-a-word-document-ab9322bb-a8d3-47f4-80c8-63c06779f127) ↳
(<https://support.microsoft.com/en-us/office/add-citations-in-a-word-document-ab9322bb-a8d3-47f4-80c8-63c06779f127>) to create a Bibliography in APA format, and copy/paste the list of citations into your slide deck.

Presentation Slide Format:

1. Title Slide

- Presentation title
- Your name
- Course information
- Date

2. Introduction

- Brief overview of the assignment purpose
- Why understanding theories and strategies for ELLs is important for teachers

3. Article 1 Summary

- Full title, author(s), and publication (APA citation at bottom of slide)
- Key theory, strategy, or issue discussed
- Connection to ELLs in the classroom

4. Article 2 Summary

- Same format as Article 1

5. Article 3 Summary

- Same format as Article 1

6. Article 4 Summary

- o Same format as Article 1

7. Key Themes Across Articles

- o Common findings or recommendations across the four articles
- o Differences or unique perspectives

8. Application to Teaching

- o How the research can be applied to ESOL instruction
- o Implications for supporting students with learning differences (e.g., dyslexia, diverse cultural/linguistic backgrounds)

9. Reflection

- o What did you learn from reviewing these articles?
- o How might this shape your future teaching practices?

10. Reference Slide (APA Format)

- Full APA citations for all four articles/periodicals and any additional sources used

Full List of Concepts (Choose 4):

- Understand and apply knowledge about the effects of stereotyping and discrimination in teaching and learning of ELLs from backgrounds and at varying English Proficiency levels.
- Identify similarities and differences between English and other languages reflected in the ELL student population including **oral language development, phonological processing, phonemic awareness, phonics instruction, spelling, and grammar/syntax.**
- Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from all backgrounds and at varying English proficiency levels.
- Determine characteristics of bilingualism.
- Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
- Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs developing English language and literacy including multisensory instructional strategies.
- Select a variety of resources to obtain information about the background and experiences of ELLs and their families to guide curriculum development and instruction.

- Identify the major theories of first and second language acquisition that inform classroom practices.
- Identify and compare first and second language acquisition processes that affect student learning.
- Use research-based models of instruction including bilingual and sheltered.
- Determine factors that influence the development of bilingualism.
- Identify how ELLs use of home language serves as a foundation for learning English.
- Determine factors that affect ELLs learning of English.
- Distinguish characteristics of social language (e.g., basic interpersonal communication skills [BICS]) and academic language (e.g., cognitive academic language proficiency [CALP]).
- Identify past and present approaches to ESOL instruction (e.g., grammar-translation, audio-lingual, Communicative Language Teaching, Natural Approach, TPR, CALLA, SIOP).
- Identify major researchers and how their contributions have affected the field of second language teaching and learning.
- Apply technological resources (e.g., Internet, software, computers, related media) to enhance language and content area instruction for ELLs at varying English proficiency levels.
- Identify the district, state, and federal requirements for identification, reclassification, and exit of ELLs from ESOL programs.
- Understand and implement district, state and federal requirements for identification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
- Interpret assessment data from multiple sources to guide instruction for ELLs at varying English proficiency levels.
- Identify effective ways to communicate with stakeholders (e.g., primary caregivers, school and district staff, community members) about assessment outcomes that guide policy and instructional practice.
- Identify 2-3 strategies including multisensory instructional strategies related to learning differences including dyslexia, ELLs and students with other learning needs and how they can potentially positively impact student achievement.

Important Reminder:

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Roux Library - Florida Southern College in Lakeland, FL [↗](https://www.flsouthern.edu/library/) (<https://www.flsouthern.edu/library/>)

Need help? Call the Roux Library at 863.680.4164

EDU 3279 Periodical Research and Presentation 2025

Criteria	Ratings				Pts
Research and Use of Periodicals ESOL C&S 5.2, 7.5	4 pts Advanced Uses a wide variety of periodicals, incorporating multiple perspectives and research-based theories. Effectively synthesizes information.	3 pts Proficient Uses a variety of periodicals, demonstrating a solid understanding of research-based theories.	2 pts Developing Uses some periodicals but lacks depth in synthesis or analysis.	1 pts Novice Uses few periodicals and does not effectively incorporate research-based theories.	4 pts
Understanding of Linguistic Impact ESOL C&S 1.4, 3.2, 3.4, 3.5, 3.6, 3.7, 3.11, 8.2, 10.2, 10.3 ESOL 2.1e, 4.2b	4 pts Advanced Provides an in-depth analysis of how linguistic factors affect learning. Discusses all key aspects, including bilingualism and instructional strategies.	3 pts Proficient Demonstrates a solid understanding of linguistic factors. Covers most key aspects with appropriate examples.	2 pts Developing Mentions linguistic factors but lacks depth. Covers only some key aspects.	1 pts Novice Limited or inaccurate discussion of linguistic impact. Lacks key concepts.	4 pts
Application of Multisensory and Instructional Strategies TPI 2.1.1.1, 2.1.1.2, 2.1.1.6, 2.1.1.9, 2.1.1.10, 10.1.1.1 KTS 5.8	4 pts Advanced Clearly explains and applies multiple multisensory instructional strategies, showing direct connections to research and student achievement.	3 pts Proficient Discusses and applies several multisensory instructional strategies, with some connections to research.	2 pts Developing Mentions instructional strategies but lacks strong application or clear research connections.	1 pts Novice Little to no discussion of instructional strategies or their impact.	4 pts
Theories and Research Integration ESOL C&S 3.1, 3.3, 3.9, 5.1, 5.2, 10.2 ESOL 2.2a, 3.1b, 4.2b	4 pts Advanced Thoroughly integrates major theories and research, making strong connections between theory and practice. Includes multiple perspectives.	3 pts Proficient Integrates key theories and research with clear connections to instructional practices.	2 pts Developing References some theories and research but lacks strong integration.	1 pts Novice Minimal or no reference to theories and research.	4 pts
ESOL Legislation and Policies ESOL 1.1d, 4.2b, 5.2a ESOL C&S 10.1 TPI 2.1.1.9	4 pts Advanced Provides a detailed and well-supported explanation of ESOL legislation and policies at district, state, and federal levels. Includes specific examples.	3 pts Proficient Explains ESOL legislation and policies with sufficient detail. Covers district, state, and federal levels.	2 pts Developing Mentions ESOL legislation and policies but lacks depth or specific examples.	1 pts Novice Does not adequately address ESOL legislation and policies.	4 pts
Presentation Quality and Technology Use ESOL C&S 7.3	4 pts Advanced Presentation is highly engaging, well-organized, and incorporates multiple technological tools effectively.	3 pts Proficient Presentation is clear, organized, and uses technology appropriately.	2 pts Developing Presentation is somewhat clear but may lack organization or effective use of technology.	1 pts Novice Presentation lacks clarity, organization, and/or appropriate technology integration.	4 pts

Total Points: 24

