



MTI 602: First and Second Language Acquisition

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY

Instructor Information:	
Instructor Name:	Elissa Kruse
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Instructor Background:	Elissa Kruse is currently an intermediate elementary instructional coach in a diverse school district in the western suburbs of Chicago, IL. Previously she served as a 5th Grade Curriculum Coordinator and an elementary teacher. She taught language arts, math, science, and social studies. She has a Bachelor's Degree in Elementary Education from Western Illinois University. She also has a Master's Degree in Teaching from Aurora University. Elissa has ESL, middle school, language arts, and reading endorsements. She loves working with teachers, supporting their understanding of learning objectives and designing implementation to support those intentions. Elissa's passion also includes designing Professional Learning opportunities and instructional resources that engage all students.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course An invitation will be sent to you by your instructor during the week prior to the start of your course to use the LMS used by your instructor. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course . All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course. This includes any access to the website to begin your course.

Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Professional Standards Alignment: This course is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and the TESOL P-12 Professional Teaching Standards to support educators in developing the knowledge and skills necessary to effectively serve multilingual learners in diverse educational settings.	
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: 1. Analyze major theories and research related to first and second language acquisition and explain how they inform instructional practices for multilingual learners. InTASC 1,4,9; TESOL P-12 Standards 1,2 2. Evaluate the linguistic, cognitive, social, cultural, and environmental factors that influence language development, bilingualism, and multilingual identity. InTASC 1,2,3; TESOL P-12 Standards 1,2,3 3. Examine the developmental characteristics of multilingual learners, including language transfer, interlanguage, biliteracy, and academic language development, to support appropriate instructional decision-making. InTASC 1,2,7; TESOL P-12 Standards 2,3,4 4. Apply principles of language acquisition research to design equitable, research-based learning experiences that promote language growth and academic achievement for English learners. InTASC 2,7,8; TESOL P-12 Standards 3,4 5. Interpret language development through multiple perspectives, recognizing the influence of family, community, culture, and educational environments on multilingual students. InTASC 2,3,10; TESOL P-12 Standards 1,3,5 6. Reflect on current research and emerging trends in language acquisition to inform professional practice and continuous improvement in multilingual education. InTASC 9,10; TESOL P-12 Standards 5	
Course Description: This course examines the processes through which individuals acquire their first and additional languages, with an emphasis on the implications for teaching multilingual learners in PK-12 classrooms. Candidates explore major theories of language acquisition, linguistic, cognitive, social, and cultural influences on language development, and the relationship between first-language proficiency and second-language learning. The course also examines bilingualism, biliteracy, multilingual identity, and the developmental characteristics of English learners across varying educational contexts. Candidates apply research-based principles of language acquisition to instructional planning and decision-making that support equitable outcomes for multilingual learners.	
Learning Strategies: Professional literature analysis, whole group discussions, professional collaboration, personal reflection, individual assignments (discussions, journaling, application assignments, research project and evaluation essay).	
Experiential Learning Opportunities: Educators will reflect on their current practices and improve as an educator, disciplinarian and leader in the classroom.	

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software). Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved as PDFs or Microsoft WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using our LMS and accessing resources and assignments.		1 hour
Resources and reflection time.		30 hours
Answer and discuss weekly Reflect and Respond Questions posted by the instructor to online classroom forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	12 hours
Analyze peer responses to the weekly Reflect and Respond Questions . Reflect on your learning from the course and your own classroom experiences, then respond to at least 2 peer posts in the online classroom forum. (10 total peer responses @ 9 points per response).	90 points	12 hours
Studying (time to reread and take notes)		7 hours
Application Assignments (45 points each)	90 points	14 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers. (10 journal entries @ 6 points each)	60 points	33 hours
Research Project (planning, researching, and formulating)	100 points	14 hours
Final Evaluation Essay/Project	100 points	12 hours
Total	485 points	135 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i> If you do not receive a B or higher, your work will be returned to you for further correction and completion.		

You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric -5 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric-10 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2@ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.
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Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Essay/Project Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how	Response shows evidence of ideas and insights from this course and how they	Response shows some evidence of ideas and insights from this course and how they	Response shows little evidence of ideas and insights from this course and there is

	they are applied to the classroom.	are applied to the classroom.	are applied to the classroom.	little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1

- Review resource group 1
- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Week 2

- Review resource group 2
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #1- Due Sunday end of week #2 (45 points)

Scenario: You have recently begun teaching in a fifth-grade classroom where six multilingual learners are at different stages of English language development.

Your students include:

- A newcomer student with limited English proficiency who recently arrived in the United States.
- A student who speaks English socially but struggles with academic vocabulary and complex texts.
- A bilingual student who frequently uses both English and Spanish during classroom discussions.
- A long-term English learner who participates in class but has shown little growth on recent language proficiency assessments.
- A student who demonstrates strong oral language skills but has difficulty expressing ideas in writing.
- A multilingual learner with interrupted formal education due to displacement.

Your principal has asked you to explain how language acquisition theory can guide instructional decisions for these students.

Write a **1–2 page essay** addressing the following:

1. **Choose two** theories or concepts from this module or your own research (such as Krashen's Input Hypothesis, Sociocultural Theory, Translanguaging, Language Transfer, or Interlanguage).
2. Briefly explain each theory in your own words.
3. Describe how each theory would influence your instructional decisions for the students in the scenario.
4. Identify **at least two** instructional strategies you would use to support multilingual learners and explain why those strategies align with the theories you selected.
5. Conclude with a brief reflection describing one idea from this module that will influence your future teaching.

Week 3

- Review resource group 3
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Write a **1–2 page essay** addressing the following:

1. Identify **three factors** discussed in this module that influence language learning (such as age, motivation, first-language literacy, culture, family involvement, identity, interrupted formal education, or academic language development).
2. Explain why each factor is important to consider when working with multilingual learners.
3. Describe **at least two instructional practices or classroom strategies** you can use to address these factors and better support language development.
4. Conclude with a brief reflection describing one new insight you gained from this module and how it will influence your future work with multilingual learners.

Week 4

- Review resource group 4
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Write a **1–2 page research paper** addressing the following:

1. Select **one evidence-based instructional strategy** discussed in this module (examples include scaffolding, translanguaging, sheltered instruction, Universal Design for Learning (UDL), differentiated instruction, academic language supports, or formative assessment).
2. Locate **one scholarly or professional source** (in addition to the course materials) that discusses the strategy.
3. Briefly summarize the strategy and explain why research supports its use with multilingual learners.
4. Describe how you could implement this strategy in your own classroom or educational setting to support language development and academic success.
5. Conclude by explaining why educators should use research to guide instructional decisions for multilingual learners.

Week 5

- Review resource group 5
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Write a **3–5 page paper** that addresses the following components.

Part 1: Foundations of Language Acquisition

- Describe **two important concepts or theories** you learned about first and second language acquisition.
- Explain why these concepts are important for educators working with multilingual learners.

Part 2: Factors That Influence Language Learning

- Discuss **three factors** that influence language development and explain how these factors can affect student learning and classroom success.

Part 3: Research-Based Instruction

- Identify **two instructional strategies** supported by research that promote language development and academic achievement for multilingual learners.

- Explain how these strategies align with principles of language acquisition and how they can be used in the classroom.

Part 4: Professional Reflection

Reflect on your learning throughout this course by addressing the following questions:

- What is the most important idea you will take away from this course?
- How has your understanding of multilingual learners changed?
- What is one instructional practice you plan to implement or strengthen in your classroom?
- How will your learning in this course improve outcomes for multilingual learners?

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
 - What were the results of trying something new that you learned in class, and how could you improve it next time?
 - Reflections on conversations you had with students, colleagues or administrators about what you have learned.
 - Research you've discovered on a topic and how it complements or contradicts what the author says.
 - These are a few examples, but any journal entry along these lines is acceptable.
- Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of Language Acquisition

[Meaning, Nature, and Functions of Language](#)

[The 5 Components and Development of Language](#)

[Young Children's Oral Language Development](#)

[Communication Milestones: Age Ranges](#)

[The Neuroscience of Language](#)

[Typical and Atypical Language Development](#)

[Typical and Atypical Child Development, Ages 4-8](#)

[Multilingualism](#)

[The Linguistic Genius of Babies](#) One of the most influential presentations explaining how young children naturally acquire language.

[English Language Learners: An Introduction](#) Provides an overview of who multilingual learners are, how language develops, and key concepts every educator should understand.

Resource Group 2: Theories of Second Language Acquisition and Bilingual Development

[8 Leading Theories in Second Language Development](#)

[Usage Based Theory](#)

[Theories of Language Development \(Nativism\)](#)

[Simultaneous Bilingualism](#)

[Sequential Bilingualism](#)

[A Guide to Translanguaging in the Classroom](#)

[Interlanguage Theory: Understanding Student Language Development Stages](#)

[Why Transfer is a Key Aspect of Language Use and Processing](#)

[Bilingual Acquisition](#)

Resource Group 3: Factors Influencing Language Learning

[9 Factors That Influence Language Learning](#)

[What are BICS and CALP?](#)

[ELLs in Gifted/Talented Programs](#)

[Who are Gifted Multilingual Learners and How Do We Support Them?](#)

[Supporting Multilingual Learners Identified as Students With Limited or Interrupted Formal Education](#)

[Supporting Multilingual Learners with Disabilities](#)

[Newcomer Students' English Language Development](#)

[Academic Language and ELLs](#)

[Integrating Trauma Awareness Into Early Language Support](#)

[The Components of Effective Vocabulary Instruction](#)

Resource Group 4: Applying Language Acquisition Research to Instruction

[Language Acquisition: An Overview](#)

[Differentiated Instruction for English Language Learners](#)

[The Top 10 Research-Backed Instructional Techniques for the Language Classroom Facilitate Target Language Use](#)

[Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)

[Helping All Learners: Scaffolding](#)

[Designing Teaching Materials to Integrate Content and Language in Secondary Dual Lang and Immersion](#)

[Language-Focused Family Engagement](#)
[Integrating Classroom Assessment to Enhance Language Development](#)
[Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Student Equitably](#)
[Connecting Research to Practice for English Learners](#)

Resource Group 5: Current Issues and Professional Practice

[New Research Indicates That Even With Suspension of Input, a Child Acquires Language](#)
[Second-Language Acquisition Theory: Introduction](#)
[AI Won't Replace Language Learning. But It Will It Will Change It](#)
[Latest Trends in Education in 2025: Insights for TESOL Teachers](#)
[TESOL Advocacy](#)
[Exploring the Relationship Between Reflective Practice and Language Teachers' Self-Efficacy Beliefs](#)
[New UNESCO report calls for multilingual education to unlock learning and inclusion](#)
[The Talent Before Our Very Eyes: Paving the Way for Future Bilingual Educators](#)
[Professional Development Guide](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.