

#	Answer	%	Count
1	Extremely likely	85.71%	24
2	Somewhat likely	10.71%	3
3	Unlikely	3.57%	1
	Total	100%	28*

* Not all treatment teachers have completed the survey

How did the participants transform their training to their practice?

Sample reflections on Second Language Acquisition Foundations from RCT participants.

Participants from both treatment and control groups provided pedagogically accurate responses to the following reflection question from the course *Stages of Second Language Acquisition, a MOOPIL in the unit Second Language Acquisition Foundations*.

Below are three sample responses from the treatment group.

Question: *How might you adjust the linguistic demands of your communication with an English learner to align with her stage of language development without reducing the level of cognition? For example, what types of cognitively challenging questions would be appropriate for a student at the following stages: preproduction, early production, speech emergence, intermediate fluency, advanced fluency?*

Responses from Treatment Teachers

Treatment Teacher 1: I might adjust the linguistic demands of my communication with an English learner to align with their stage of language development might supporting them with resources to respond without reducing the level of cognition. I could equip students with ways to respond such as asking a friend or using resources such as student journals. Types of cognitively challenging questions that would be appropriate for a student at the pre-production stage would be questions that response require a yes or no. Types of cognitively challenging questions that would be appropriate for a student at the early production stage would be questions that responses require one or two words. Types of cognitively challenging questions that would be appropriate for a student at the speech emergence would be questions that responses can be simple sentences. Types of cognitively challenging questions that would be appropriate for a student at the intermediate and advanced fluency would be design questions

Treatment Teacher 2: For example, what types of cognitively challenging questions would be appropriate for a student at the following stages:

Pre-production - questions that need visuals and students would need, for example, to be pointing to pictures to answer such questions. Questions like "Do you need to use the bathroom?" might require gestures or pointing to the bathroom icon etc.

Songs and poems or games might be used to aid memory, and in addition to that providing key words and manipulatives to aid response to recall questions for example "are you a boy or a girl?"

Early production-In teaching vocabulary related to animals, I would "act" and students guess what animal behaves like that. I would use lots of role-playing too so students have an opportunity to engage in such games as "act the animal". In addition, questions related to who said what would be answered by listening to other students in pairs or groups of three. This would include differentiated vocabulary and sentence stems as well as open-ended questions that I might use as the game went on.

Additionally, I would ask yes or no questions to check understanding.

Speech emergence-

Students would answer genuine authentic questions (Communicative Language Teaching) by participating in group discussions. The debate would require the student to work with others to solve problems be it comprehension or when using skits for dramatic interaction.

Intermediate fluency

Students would work in peer group pairing to solve problems needed for thematic discussions. Solutions would be solved in peer groups thus, for example, in debating what stance to take in either defending or rejecting the motion in question.

Advanced fluency

Students can create questions of their own to contribute to a topic of discussion. They could also individually contribute to the discussion with own opinions while observing any debate rules, for example using appropriate language, how to listen without interruptions and when to take turns.

Treatment Teacher 3:

Each stage of language development should have a question type that is lent to the skills the student currently has. For example:

Preproduction - You can focus their English learning on survival type responses such as "May I go to the restroom". You can give them a question in their native language, and have them point to their answer.

Early Production - You can ask a question in a yes/no response or an either/or response. You can also ask a question and they can choose between two answers in picture format.

Speech Emergence - You can begin to ask them questions that require a higher linguistic demand, but still basic enough for them to understand and answer. This can look like multiple choice type questioning or fill in the blank questions.

Intermediate Fluency and Advanced Fluency - The students can give written and oral statements on their topic rather than being limited to multiple choice or fill in the blank type questioning.

***Question:** How might you adjust the linguistic demands of your communication with an English learner to align with her stage of language development without reducing the level of cognition? For example, what types of cognitively challenging questions would be appropriate for a student at the following stages: preproduction, early production, speech emergence, intermediate fluency, advanced fluency?*

Responses from Control Teachers

Control Teacher 1: Ask open ended questions; ask yes/no either/or questions; allow for dramatic play and acting out the vocabulary; use pictures and gestures....

Control Teacher 2: I would use visuals and scaffolded support for all stages. Pairing intermediate and advanced fluency learners with peers that would help them verbalize and apply the learning skills being taught. As time progresses, I would continue to give them more independent learning objectives and have them share their learning.

Control Teacher 3:

Preproduction- Show me the circle

EP- Who, what, when, where, why

SE- Why? questions

IF- questions requiring more than one sentence response

AF- Tiered questions

Conclusion

While participants from both treatment and control groups provided pedagogically accurate responses, treatment teachers provided more description for their use of the strategies. Treatment teacher 1 clearly explains how they would use the strategies from this MOOPIL to communicate with their English Language learners. Treatment teacher 2 provides extensive and thorough examples from their work with current students and describes in detail, how these strategies are used. Control teachers provide pedagogically correct statements per information provided in the MOOPIL, however they provide no evidence that they are currently using these strategies to meet the different linguistic needs of their students. They wrote very limited descriptions of their use of the strategies they learned about in the MOOPIL. These control and treatment teacher responses are representative of their groups indicating that the treatment group with live VPD is supported to employ these strategies as they are learned and therefore can provide greater detail in their responses.

References

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- Irby, B. J., Sutton-Jones, K. L., Lara-Alecio, R., & Tong, F. (2017). From MOOCs to MOOPILs: Pushing the Boundaries of Virtual Professional Development and Learning for Teachers. *International Journal of Information Communication Technologies and Human Development (IJICTHD)*, 9(1), 34-47.