

### **How can teachers actively promote their students' motivation?**

Students are better equipped to learn in groups than on their own. The following are some of the benefits of students learning from each other: sharing, taking turns, resolving conflict, asking and answering questions, retelling or rephrasing of ideas. In chapter 3, Gibbons (2015) points out that students help each other in their language and overall conversation skills by contributing to discourse and essentially the process of *joint constructing*, or rewording of each other's talk to a more "written like language." Of course, in order for the learning to take place, there are several guidelines of which are outlined in the chapter (pg 54-61), along with samples teachers can use for "Group work language" (agreeing, disagreeing, acknowledgement, questioning, etc). EBs (and in my case 1st graders in general) need constant models of what discourse sounds and looks like and they need opportunities to work in well planned group work to maximize learning and engagement!

### **What are the current methodological trends and challenges?**

After reading through Chapter 1 of Teaching English as a Second or Foreign Language, it confirmed the idea that there is no one right way or method to teach English to students learning a second language. That is the view that we, as newcomers to TESOL, face in thinking we are going to learn "The Way". Teaching involves adapting to the environment that you and the students are in, finding what works best for your individual classroom, while keeping up with research based strategies (Celce-Murcia & Snow, 2014).

In terms of challenges, I would think that discerning and digging through all the research and theories is one in itself. What works for you one year may not the next. With the English language itself having derivatives from Latin, Greek, and Anglo Saxon roots, it is complex enough for native speakers. In addition to teaching practices, population and demographics have also changed over the years. The students coming into the classrooms are ever changing, with technology and social norms not being the same as what they were years ago! Enrollment for the ELL population has also increased by almost 35% just within the past 20 years (*English Learners: Demographic Trends*, 2022).

### **What is one Culturally and Linguistically Responsive practice/protocol that you already employ with your students or plan to employ with your students?**

I would like to employ more group work for students to be more active and responsible for their own learning environment. I would like to incorporate protocols that allow all students to record their responses without being put on the spot, whether its a unit topic or vocabulary terms they're contributing and sharing without being put on the spot. I learned that because students don't openly share does not mean they do not know. I think that Graffiti Talk and Poster Walk

protocols allow students to contribute equally. Another thing I will also continue doing in class is to teach academic language and vocabulary by using student's native language as a bridge. Students light up when they are able to connect or make meaning when their native language helps them understand ideas and terms in the second language.