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TELAC Times is brought to you by the TELAC program funded by the US Department of Education through the Department of English in the College of Liberal Arts and Sciences at Arizona State University. The primary goal of the TELAC program is to make a difference for English learners in science, math, technology and English middle and secondary school classrooms. TELAC Times offers articles, tools and resources to help achieve this goal.



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The Case for Non-Targeted, Comprehensible Input by Stephen Krashen

[Journal of Bilingual Education Research & Instruction](#)
2013 15(1): 102-110

In nearly all foreign and second language classes, there is a "rule of the day" as vocabulary that students are expected to focus on, often referred to as "target" grammar and vocabulary. In traditional pedagogy, exercises are aimed at the conscious learning of these targeted grammar and vocabulary. They are also included in brief readings, which are generally packed with the targeted items.

Targeted grammar and vocabulary is also present in TPRS, and in "modified" Natural Approach, as manifested in the Dos Mundos textbooks, although the goal in these cases is the subconscious acquisition of the target items. TPRS provides longer, more interesting reading selections and discussions, but typically utilizes a grammatical syllabus.

I present here the disadvantages of the grammatical syllabus and targeted input in general, and discuss how TPRE (Ray and Seely, 2008) deals with these difficulties. I then argue that we do not need to have a grammatical syllabus, and that comprehensible input effortlessly deals with grammatical syllabus' shortcomings.

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Equity Alliance Blog

Primary Language Support: Facilitating English Language Development and Sheltered Content Instruction through Effective use of Students' Primary Language(s) by: Dr. Wayne E. Wright



Dr. Wayne E. Wright is an Assistant Professor in the Division of Bicultural-Bilingual Studies in the College of Education and Human Development at the University of Texas at San Antonio. His research areas and expertise encompass issues pertaining to language, literacy, and the unique challenges faced by English language learners. He was recently nominated for the Achievement Award for New Scholars by the Conference of Southern Graduate Schools, and currently holds several editorial positions in scholarly journals.

One of the greatest strengths ELL students bring to the classroom is their primary language (L1). Richard Ruiz (1984) reminds us that effective programs for ELLs view the primary language as a resource, rather than as a problem to be overcome. Even in non-bilingual classrooms teachers can utilize their students' L1 in a manner which will make content-area instruction in English much more comprehensible (Wright, 2008). As Krashen (1985) has pointed out in his Comprehensible Input Hypothesis, students acquire English when they can understand messages in that language. Thus, proper use of the L1 makes English language instruction much more comprehensible, and thus students will acquire English much more quickly and effectively while at the same time mastering grade-level content. The use of students' L1 in this manner is called Primary Language Support (PLS). Even in states such as Arizona which restrict bilingual education and require sheltered English immersion (SEI), the law makes it clear that teachers may use PLS as needed. Indeed, PLS is a critical component of sheltered English instruction, as evidenced by its inclusion in the Sheltered English Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2004).

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EDUCATION WEEK

January 27, 2016

Bilingual Students Need Support in Their Native Language

By Joe Levitan

"The idea of having no native language worries me. Would you feel like a nomad inside your own head? I cannot imagine having no words that are home. a language orphan."

--Meg Rosoff, *Picture Me Gone*

A majority of the young people in schools where I have worked speak a different language at home than they do at school. In my work in Boston, New York City and Baltimore, I have seen school policies respond to the bilingual abilities of young people as a strength, as a deficiency, or as something to be ignored.

when I was working in a middle school in Boston, I had a student named Samuel who had recently moved to the neighborhood from El Salvador. His status as an English-language learner required that he be pulled from class on a regular basis to learn English. A very confident and engaged learner and reader in Spanish, Sammy struggled to find his way in the new school. In the classes in which English was the medium of instruction, he had difficulty understanding content and instruction and started seeing himself as a "dumb" kid, instead of the bright student that he is. The school staff and the teachers were supportive, but all their instruction, as directed by state policy, was geared toward teaching him to be "proficient" in English, so he could enter the English-only classroom.

Samuel's Linguistic abilities in Spanish were not valued under this policy.

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.Do you have a colleague that you think would benefit by participation in **telac**?



TELAC is in the process of recruiting to start the program in Fall 2016, our fifth cohort of students. This will be the final opportunity to participate in TELAC, as it will be the last cohort funded by our Department of Education grant. Do you have a fellow teacher, administrator or guidance counselor that you would like the chance to gain the knowledge and strategies that you have gained from TELAC and earn graduate credits with FREE TUITION?

We will be holding TELAC Information Sessions throughout the spring semester at the ASU Downtown Campus, as well as some sessions at individual schools. Want the dates of the sessions or more information?

[TELAC Information Flyer for Fall 2016](#)

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