This course supports the assessments for SLO1. The course covers 4 competencies and represents 3 competency units.

**Introduction**

**Overview**
This course covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. You will explore the role of dialect in the classroom, the connections between language and culture, and review theories of first and second language acquisition.

**Competencies**
This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 620.1.1: Describing and Understanding Language**
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

- **Competency 620.1.2: Language Acquisition and Development**
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

- **Competency 620.2.1: Nature and Role of Culture**
  The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.

- **Competency 620.2.2: Cultural Groups and Identity**
  The graduate knows, understands, and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to
Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow. VitalSource also offers a Print on Demand option that you can purchase. You can learn more about it here: Print on Demand Option for VitalSource Texts: Help


Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Teachscape
You will access video modules from Teachscape at the activity level within this course. The Teachscape modules include video lectures, exercises, and interactive elements.
Purchase Learning Resources

Listed below are the learning resource materials you will need to obtain.

Textbooks
Purchase the following textbooks:


Supplemental Textbooks
Because this course will provide you with some refresher work in grammar, if you do not already own a grammar reference source, here are two texts that are very useful. The first is actually a workbook for adult learners, but is useful for English teachers; the second is specifically designed for teachers.


Note: The WGU Bookstore has these books available for immediate purchase and delivery. To purchase these from the WGU bookstore, use the "Buy Now" link on the "Learning Resources" tab. You may shop at other online bookstores, but be sure to order early and use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resource for this course:

Brown University: The Diversity Kit
This publication brings together current research on human development and cultural diversity. It explores issues of diversity in education that are essential for schools and teachers who are committed to quality education for all students.


Access here: The Diversity Kit
Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Message Boards, Study Notes, FAQs

Message boards, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

Course Instructor Assistance

Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.

Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Morphology: The Words of Language

In this section you will begin exploring an area of applied linguistics known as morphology—the formation of words and units of meaning.

Morphology

After completing this section's activities, you will be able to:

- explain the concept of morphology and identify various kinds of morphemes (e.g., bound, free, derivational, inflectional), and
- explain word coinage and use of affixes to create new words.

This topic addresses the following competencies:

- Competency 620.1.1: Describing and Understanding Language
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

Morphology

In your notebook, prepare a section on morphology and create a glossary of terms related to
this area:

Read the following in *An Introduction to Language*:

- chapter 3 ("Morphology: The Words of Language")

As you read through the chapter, pay attention to these terms:

- Morphemes
- Derivational morphemes
- Inflectional morphemes
- Bound morphemes
- Free morphemes
- What is the difference between the kinds of morphemes? Can you provide some additional examples of each?
- Affix (and various forms: prefix, suffix, infix, etc.)
- Do you use infixes in English? What are some common prefixes and suffixes?
- Coinage
- Morphology
- Compounds
- Blends
- Backformations

**How Language Works**

Read the chapter on morphemes from *How Language Works*.

**Morphology Exercises**

Now that you have explored the terminology related to morphology, try your hand at identifying bound and free morphemes and grammatical and derivational morphemes. In *An Introduction to Language*, try the following exercises at the end of chapter 3 ("Morphology: The Words of Language"):

- 2
- 3
- 4
- 5A

Answers to these exercises can be found in the "Answers to Chapter 3 Morphology Exercises" document.

Take the morphology tutorial quiz on the textbook companion website.

How does understanding morphology relate to teaching English, or any language? What would be required for a language learner to figure out that words such as *apples*, *tigers*, and *caves* consist of two morphemes? Reflect on your own or share your ideas on the message board.
Syntax: The Sentence Patterns of Language

In this section you will begin exploring an area of applied linguistics known as syntax-the part of grammar that represents a speaker's knowledge of sentences and their structures.

Syntax

After completing this section's activities, you will be able to do the following:

- explain the significance of syntax in applied linguistics, and
- identify grammatical features such as subject-verb agreement, article usage, verb tenses, active and passive voice, etc.

This topic addresses the following competencies:

- Competency 620.1.1: Describing and Understanding Language
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

Building Your Glossary on Syntax

Continue adding to the glossary in your notebook as you begin your work with syntax.

Read the following in An Introduction to Language:

- chapter 4 ("Syntax: The Sentence Patterns of Language")

Pay attention to these terms:

- Syntax
- Syntactic categories
- Subject
- Direct object

Sometimes, it helps to compare languages to see how other syntactic patterns can be used. In this chapter, you will read more about Universal Grammar and you will see how English patterns compare to patterns in Dutch, Japanese, Swahili, and other spoken languages. American Sign Language (ASL) is also used as an example for comparison. Many English speakers (many hearing people, in general) believe, incorrectly, that ASL is English set to sign, but ASL is a complete language of its own and contains its own syntax. Users of ASL must learn English as a second language.

Syntax Exercises
Now that you have explored the terminology related to syntax, try your hand at the tutorial quiz that accompanies chapter 4 on the textbook companion website.

Grammar Scavenger Hunt: Great Student Questions about Grammar

Often ELL teachers feel that they must know every rule of grammar pertaining to English, but it is hard to do this really because so many varieties of English exist. What is critical is that teachers work at teaching grammatical structures in small doses. Break things down for your learners and be prepared to spend a lot of time learning English from the learner's point of view. When you are fluent in a language, you will form grammatical sentences because "it feels right." Learners new to English, especially if they are older learners, will often need to rely on patterns and formulas to learn English grammar.

The questions below present a kind of grammar scavenger hunt in which you need to find the answers using credible sources (online or text-based). You may use the following sources:

- [Online Guide to Grammar and Writing](#) in the "Word and Sentence Level" area

For additional practice, the [Online Guide to Grammar and Writing](#) also provides many quizzes related to all aspects of grammar.

When you have answers to the following questions, feel free to share and discuss what you have found in the message board.

- Explain what is wrong with the following sentence: I eating breakfast every morning at 7 am. (Clue: This beginning student recently learned the present continuous and present simple).
- How do you form the simple past tense for regular verbs?
- What is a subject? If a student said "Is useful to study English," how could you help the student correct this sentence?
- A student says: Have you got pen? Does the sentence require a definite or indefinite article? How can you help students figure out which one to use and when?
- How do you form the present perfect in English? When can this tense be used?
- In their most basic form, comparatives are adjectives and adverbs using -er to show comparison, superlatives are adjectives and adverbs using -est. How are these forms used? Do you always use -er and -est?
- Gerunds and the present participle both use –ing. How do you know the difference between a gerund and the present participle?
- What is the difference between a complement and an object? How do you distinguish between these in sentences?
- How do you form active and passive voice? Is voice the same as tense? How would you explain this to a more advanced learner of English?

Teaching Grammar
Read the following in *Teaching English as a Second or Foreign Language*:

- the chapter "Teaching Grammar" by Diane Larsen-Freeman (pp. 251-266)
- the chapter "Cognitive Approaches to Grammar Instruction" by Sandra Fotos (pp. 267-283)

In the Larsen-Freeman chapter, pay attention to the information on phrasal verbs and the meaning of form, meaning, and use of grammar and how this can influence how you teach and work with grammar.

**Semantics and Review of Language Acquisition**

In this section you will begin exploring an area of applied linguistics known as semantics—the study of the linguistic meaning of morphemes, words, phrases, and sentences. You will also review material pertaining to first and second language acquisition.

**Semantics: The Meaning of Language**

After completing this section's activities, you will be able to do the following:

- explain the significance of semantics in applied linguistics.
- identify and explain the role of pragmatics in language learning, and
- identify phrasal verbs, idioms, and collocations.

This topic addresses the following competencies:

- Competency 620.1.1: Describing and Understanding Language
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

**Building Your Glossary on Semantics**

Read the following in *An Introduction to Language*:

- [chapter 5 ("The Meaning of Language")](#)

Pay attention to the following terms:

- Semantics
- Pragmatics
- Metaphor
- Idioms
- Synonyms
- Antonyms
Homonyms
Discourse
Pronouns
Deixis
Speech acts
Collocations
Phrasal verbs
Corpus studies

Or, if you prefer to learn about these terms online, try the How Language Works site and review some information on semantics there.

Semantics Exercises

Take the tutorial quiz for chapter five on the textbook companion website.
Vocabulary Learning and Teaching (Corpus Studies, Collocations, and Idioms)

Read the following in Teaching English as a Second or Foreign Language:

- "Vocabulary Learning and Teaching" by Jeanette S. DeCarrico (pp. 285-299)

In this chapter, you will learn about some of the concepts that are covered in An Introduction to Language, but within the context of teaching. Pay attention to information on collocations, idioms, and corpus studies (an area of linguistics strongly shaped by the work of John Sinclair).

Here are some additional links to help you learn more about these subjects:

- Cambridge International Corpus
- Collocations – Further Information page
- Phrasal Verbs

Consider these questions and share your insights on the message board:

- Do you agree that collocations, idioms, and lexical phrases should be included in vocabulary study? Why or why not?
- If they are to be included, what are some of the difficulties that need to be considered? What are some possible solutions?
- Explain some of the ways in which insights from corpus studies provide guidance for incorporating collocations and other patterned phrases into vocabulary teaching and learning.

Language Acquisition
After completing this section's activities, you will be able to do the following:

- identify the behaviorist, innatist, and interactionist perspectives on L1 development
- identify the behaviorist, innatist, cognitive, and sociocultural perspectives on L2 development, and
• explain what kind of impact identity has on bilingualism.

This topic addresses the following competencies:

• Competency 620.1.1: Describing and Understanding Language
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
• Competency 620.1.2: Language Acquisition and Development
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

Language Acquisition Exercises

Peruse the following in An Introduction to Language:

• chapter 8 ("Language Acquisition")

Now that you have explored the terminology related to applied linguistics, try your hand at the tutorial quiz that accompanies this chapter on the textbook companion website.

Language Acquisition Exercises (continued)

Re-read/peruse the following in How Languages are Learned:

• chapter 1
• chapter 2
• chapter 3
• chapter 4

You have already covered this entire book in another course of study. For this course of study, peruse chapters 1, 2, and 3 to refresh your memory regarding the following:

• Behaviorist, innatist, and interactionist perspectives on L1 development
• Behaviorist, innatist, cognitive, and sociocultural perspectives on L2 development.

In chapter 4, look over the developmental sequences that take place in learner language, and note the connections between what you have recently learned regarding grammar, pragmatics, and morphology. Additionally, in chapter 4, pay attention to the concept of interlanguage, the systematic but continually evolving language as language learners acquire and learn more of a target language.

Teachscape

Access the following Teachscape module:

• "Second Language Acquisition Theory and Policy Part 1"
View the following from session 2 ("Second Language Acquisition"):  
- Introductory Video Lecture  
- Follow-Up Video Lectures, parts 1 and 2

Answer the following questions:

- What is the linguist view of language?  
- What are the properties of language as described by Noam Chomsky?  
- What kind of impact does identity have on bilingualism?  
- What are Krashen's five hypotheses about language?  
- What is the affective filter? Why is this concept significant for language learning?

Language in Use: Sociolinguistics and Language Change

In this section you will review some of the concepts related to language usage such as variety, dialect, register, slang, and jargon. You will also cover language change, especially English language change.

Sociolinguistics

After completing this section's activities, you will be able to do the following:

- explain what the terms "dialect," "language variety," and "creole" mean.  
- describe the role of standard language and the role of non-dominant language varieties, and  
- explain how slang, dialect, and accent differ from one another.

This topic addresses the following competencies:

- Competency 620.1.1: Describing and Understanding Language  
The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.  
- Competency 620.1.2: Language Acquisition and Development  
The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.  
- Competency 620.2.1: Nature and Role of Culture  
The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.  
- Competency 620.2.2: Cultural Groups and Identity  
The graduate knows, understands, and uses knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

Sociolinguistics Exercises

Read the following in *An Introduction to Language*:  

[11 / 17]
chapter 10 ("Language in Society")

As you read through this chapter, answer the following questions:

- What is a dialect? How does it differ from a pidgin or a creole?
- Is having an accent the same as speaking a dialect?
- What is a prestige variety of a language?
- What is the standard? Who decides what the standard of any language is?
- What slang?
- What is register?
- What are euphemisms?
- How can language be sexist or biased?

Take the quiz for chapter 10 at the textbook companion website.

Delving Into Sociolinguistics

Go to the "Mapping Attitudes" page to figure out which form of American English you find most pleasant. This is a very interesting way to learn more about those hidden biases you may have about certain varieties of American English. Scroll down and watch the videos and read the short articles linked to this particular page. Share your findings in the message boards.

Go to the "Standard American English" page to explore the idea of standard English. How do you define "Standard American English"? Share your ideas on standard language in the message boards.

Teaching English Variety in the Classroom

Visit the "Standard American English" page and watch the following video:

- "Jeopardy! (with a twist)"

Sometimes people mistake slang for dialect, or dialect for slang. To learn more about slang and its impact on American and global culture, visit "The Power of Slang" page.

Language Change

All languages change over time phonologically, syntactically, morphologically, and semantically. These changes are what allow languages to live and develop. In this section, you will learn about the kinds of changes that languages can undergo, and why those changes occur. You will briefly examine extinct language and language death, and will also examine classification of language groups and families.

After completing this section, you will be able to

- explain the importance of the Great Vowel Shift in English,
- discuss how new words are introduced into a language,
- describe how languages are classified into families, and
- explain how English has changed over time.
This topic addresses the following competencies:

- **Competency 620.1.1: Describing and Understanding Language**
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

- **Competency 620.1.2: Language Acquisition and Development**
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.

- **Competency 620.2.1: Nature and Role of Culture**
  The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.

- **Competency 620.2.2: Cultural Groups and Identity**
  The graduate knows, understands, and uses knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

### Building Your Glossary on Language Change

Read the following in *An Introduction to Language*:

- **chapter 11 ("Language Change: The Syllables of Time")**

Define these terms and concepts:

- The Great Vowel Shift
- How do new words come into a language?
- What are some of the ways that English has changed from Old English into Modern English?
- How are languages classified? What family of languages does English belong to?

For more on Indo-European language groups, view this online presentation (about 19 minutes long).

If you have any questions about language change and language families, please share these in the message board.

### Language Families and Language Change Exercises

Take the quiz for **chapter in 11 on the textbook companion website**.

### The History of English

If you love the history of English, the [History of the English Language](#) site has numerous links to various periods of English as well as some information on modern day dialects.

### Many Forms of World English

English is a dominant language in many countries. The "[Minority Ethnic English](#)" page
contains information on some of the varieties spoken in English-speaking countries. Are you surprised by anything from this site? How do you understand World English? How do these varieties of English impact English language instruction? Share your ideas on the message board.

**The Impact of Global English**

Review the [transcripts from a chat with Dr. David Crystal](#), an expert on the change and global impact of English

**Written Language and Additional Competency Review**

There are four types of writing systems: logographic, syllabic, consonantal, and alphabetic. The way you write English is not the system used by many other languages. Having at least an introduction to other systems of writing can help you better understand the varying literacy backgrounds of your learners.

**Writing**

After completing this section's activities, you will be able to do the following:

- explain and provide the features that distinguish logographic, consonantal, syllabic, and alphabetic writing systems.
- describe the history of writing from petroglyphs to pictograms to cuneiform, and on to modern systems, and
- explain how the history of English has created the unusual spelling patterns of modern English.

This topic addresses the following competencies:

- **Competency 620.1.1: Describing and Understanding Language**
  The graduate understands language as a system and applies this understanding to help English Language Learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- **Competency 620.1.2: Language Acquisition and Development**
  The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.
- **Competency 620.2.1: Nature and Role of Culture**
  The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.
- **Competency 620.2.2: Cultural Groups and Identity**
  The graduate knows, understands, and uses knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

**Building Your Glossary on Semantics**

Read the following in *An Introduction to Language:*
Define these concepts:

- Logographic
- Consonantal
- Syllabic
- Alphabetic
- Rebus Principle
- Can you provide examples of languages that use the four writing systems outlined in your textbook?

The Omniglot website has information writing systems all over the world. Visit the "Writing and Writing Systems" page and the "Language Names in Their Own Scripts" page.

Competency Review

This review allows you to build on what you have already begun to learn about language acquisition and learning, phonetics, and culture.

After completing this section's activities, you will be able to:

- Transcribe English words using the International Phonetic Alphabet.
- Identify phonemes used in American English in the International Phonetic Alphabet.
- Explain Vygotsky's zone of proximal development and what this means for educators.
- Distinguish between the collectivist and individualist perspectives of culture.
- Discuss the implications of high and low-context cultures.
- Explain what Ogbu means by voluntary and involuntary minorities.
- Describe the stages of culture shock.

Phonetics

Read the following in An Introduction to Language:

- chapter 6 ("Phonetics: The Sounds of Language")

You will probably not understand everything in this chapter, and that is okay! Note that this chapter, while it provides many examples of English phonetics, also includes examples from other languages.

The English Consonants

Read the following in Teaching Pronunciation:

- chapter 3 ("The Consonant System") on page 35 to 47

Pay attention to the phonetic symbols that are used, as you will need to learn how to use these to read transcriptions and write them yourself. Note that different symbols are used by different
organizations and publishers.

On page 371 in Appendix 2, you will find a comparison chart. In the ELL Program, you use the International Phonetic Alphabet (IPA), but it is important to know that some phonemes have alternative symbols. Additional examples of words and phonemes are found in Appendix 10 on pages 389-394.

The English Vowels

Where would you be without your vowels? View this 20-minute online presentation on the phonemic alphabet. This presentation covers the consonants and vowels, thus, you will get to review some of what you already know and prepare for new information.

Practice With Transcription

Transcribe the words on the following document:

- "Transcription List of Terms"

Check your work using the "Phonetics Transcription Key".

Culture and Human Development

Read the following in The Diversity Kit:

- "Part 1, Human Development: A Multidisciplinary Approach" (pp. 25-65)

Work through the activities. You can simply reflect on activities or choose certain ones to do.

You can peruse this 40-page overview; you will revisit most of the topics here. Focus on the following points:

- Why is context so important for learning?
- What is the difference between schooling and learning? How have these concepts changed over time?
- What are some of the ways that intelligence has been defined? Which definition do you support?
- What are Gardner's multiple intelligences and how can these be supported through teaching strategies?
- What is meant by the terms "dominant culture or language," "resilience," "deficit theory"?

If you have questions about these issues, please post them in the message board.

Cultural Identity

In The Diversity Kit, go to "Part II Culture" and then to the section "What is Cultural Identity?"

Peruse pages 1-30 and work through the activities. You can simply reflect on activities or choose certain ones to do.
Make sure you are familiar with the people and concepts below:

- Anthropologists Garcia and Geertz and their understandings of culture
- How individual differences work together within cultural identity
- The work of Lev Vygotsky, whose work forms the basis for the sociocultural approach to developmental psychology
- What is meant by his concept of the Zone of Proximal Development (ZDP)? Why is the ZDP significant for teaching and learning?
- Definitions for individualist and collectivist perspectives of culture
- Ogbu's concept of voluntary and involuntary minorities; how can his ideas inform culturally responsive pedagogy?

**Kinds of Cultures**

Read the "Context of Cultures: High and Low" page. Use the quiz to measure your own cultural preference.

What features distinguish both high context cultures and low context cultures?

Do not forget to read the critical incidents, these are real situations that show how cultural differences occur and what you can learn from them. Take notes on your reactions to the critical incidents and/or share your reactions in the message board. How might you use critical incidents to learn about other cultures? How might you adapt these and use them with your own learners?

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.