I. COURSE DESCRIPTION:
  Studies in methodology and techniques available for teaching learners whose
  native language is not English. Some attention to sociolinguistics is considered.

II. RATIONALE:
  BIEM 4357 is one of the foundation courses for the Bachelor of Science Degree in
  Interdisciplinary Studies with a concentration as a EC-4 Bilingual Education Generalist.
  Since bilingual educators will be teaching with non-English speakers and Bilingual
  Education programs are to assist students to transition into the English language, this
  course provides future teachers with methodologies and techniques to deliver English as a
  Second Language instruction to non-English speaking students in the bilingual
  classroom.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS:
  The state-adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge
   of content, pedagogy, and technology to provide relevant and meaningful learning
   experiences for all students.

2. Learner-Centered Instruction. To create a learner-centered community, the teacher
   collaboratively identifies needs, and plans, implements, and assesses instruction using
   technology and other resources.

3. Equity and Excellence for all Learners. The teacher responds appropriately to diverse
   groups of learners.

4. Learner-Centered Communication. While acting as an advocate for all students and
   the school, the teacher demonstrates effective professional and interpersonal
   communication skills.

IV. STUDENT LEARNING OUTCOMES
Students in the Bilingual Generalist EC-6 program will:

- demonstrate a depth of knowledge of bilingual education;
- effectively apply the competencies of a bilingual education teacher in their student teaching experience.

V. TExES Competencies and Standards

**Competency 001** The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:
- Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment, and instructional placement for English Language Learners.
- Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.
- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

**Competency 002** The beginning bilingual education teacher understands processes of first-and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:
- Understands basic linguistic concepts in L1 and L2 (language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.
- Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.
- Demonstrates knowledge of stages of first and second-language development and theories/models of first and second-language development (e.g., behaviorists, cognitive), and understands the instructional implications of these stages and theories/models.
- Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional models, strategies, and materials for teaching L1 and L2.
- Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities, and differences).
- Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.
- Understands cognitive, linguistic, social, and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ language development in L2.

**Competency 003 The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development of assessment of bi-literacy.**

The beginning bilingual education teacher:

- Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- Knows the state educator certification standards in reading/language arts in grades EC-4, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students’ literacy development in L1.
- Knows the statewide language arts curriculum for Spanish in grades EC-4, or the language arts curriculum for languages other than Spanish as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students’ literacy development in L1.
- Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).
- Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- Knows how to promote students’ bi-literacy (e.g., by maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2.
Competency 004 The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

The beginning bilingual education teacher:

- Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.
- Knows how to create authentic and purposeful learning activities and experiences both in L1 and L2 that promote students’ development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).
- Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students’ cognitive and linguistic development.
- Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.
- Knows how to differentiate content area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students’ needs.

Competency 005 (Oral language)
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

Competency 008 (Literacy Development)
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

Competency 010 (Reading Fluency)
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 011 (Reading Comprehension)
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

Competency 014 (Development of Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.

Test Framework for English as a Second Language

DOMAIN I- UNDERSTANDING LEARNERS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Competency 001  First and Second Language Acquisition. The ESL teacher demonstrates knowledge of first and second language acquisition processes and uses this knowledge to promote achievement of ESL Learners.

The teacher understands first and second language acquisition and uses learners’ abilities in a primary language to promote their second language acquisition for communicative and academic purposes. The teacher identifies learners who are at different stages of second language acquisition and applies age appropriate strategies for enhancing the language abilities of these learners.

Competency 002  Variables affecting language learning. The ESL teacher demonstrates knowledge of variables that may affect a student’s language learning and provides experiences that respond to students’ needs and abilities.

The teacher recognizes variables inside the classroom (e.g. teacher expectations, grouping practices) and outside the classroom (e.g. peer interactions, parental attitudes, community characteristics) that may affect an ESL learner’s performance in school. The teacher bases instructional decisions on an individual learner’s prior knowledge, experiences, and needs. The teacher knows how to create learning opportunities in elementary and second settings that enhance learner’s self esteem and help each learner feel safe, valued, competent, and productive.

Competency 003  Cultural diversity. The ESL teacher demonstrates an understanding of how cultural diversity affects the classroom and creates a classroom climate in which both the diversity and the similarities of groups and individuals are appreciated.

The teacher is aware of the importance of a variety of personal and social characteristics such as ethnicity, cultural heritage, language background, and gender. The teacher knows how to use the diversity inside and outside the ESL classroom to create an environment that nurtures a sense of community, respects, differences, and fosters in all learners an appreciation of their own and others’ cultures.

DOMAIN II- DEVELOPING COMMUNICATION IN ENGLISH

Competency 004  Interrelationships of reading, writing, listening, and speaking. The ESL teacher recognizes the interrelationships of reading, writing, listening, and
speaking and provides instruction that reflects the interrelatedness of these processes and facilitates learners’ ability to construct and convey meaning in English.

The teacher recognizes that language development is an integrated process and that instruction in one area of language supports the development of other areas. The teacher plans instruction to incorporate all aspects of students’ language development based on their prior experiences and strengths. The teacher also understands that in order to construct meaning from an English text, students need to be able to decode the text successfully (e.g., by applying grapho-phonemic knowledge) and to relate the words they are decoding to their prior knowledge. Thus, the teacher selects texts for instruction that provide students with comprehensible input based on their oral language development and then supports students’ construction of meaning through integrated reading, writing, listening, and speaking activities.

**Competency 005 Social-communicative language competence.** The ESL teacher understands social-communicative language competency and promotes learners’ abilities in this area.

The teacher knows how social-communicative language competency emerges and is able to address the needs of beginning, intermediate, and advanced learners in this area. The teacher guides learners to apply various strategies to enhance their social-communicative competency in English and provide learners with opportunities to use these skills in a variety of everyday contexts. The teacher uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving listening, speaking, reading, and writing to develop learners’ social-communicative language competence.

**Competency 006 Cognitive academic language competency.** The ESL teacher understands cognitive academic language competency and promotes learners’ abilities in this area.

The teacher knows how cognitive-academic language competency emerges and is able to address the needs of beginning, intermediate, and advanced English learners in this area. The teacher uses various approaches and activities that offer learners opportunities to develop, apply, and extend academic knowledge and cognitive academic language in a variety of academic contexts (e.g., through hands-on activities, discussions). The teacher promotes learners’ development and competence in reading and writing by using the results of multiple, ongoing assessments to develop students’ language skills, reading comprehension, and writing skills and to plan and implement systematic, sequential, research-based instruction and reinforcing activities in specific skill areas (e.g., word-identification strategies, reading fluency, spelling skills). The teacher uses knowledge of verbal and nonverbal components of communication, cross-cultural communication, and integrated instruction involving reading, writing, listening, and speaking to develop learners’ cognitive-academic language competence.
Competency 007  **Self-directed language learning.** The ESL teacher encourages learners to enhance their language performance by engaging in self-directed language learning inside and outside the classroom.

The teacher enhances learners’ independence in their second language learning by guiding them to apply strategies for assessing and expanding their English language skills. The teacher encourages second language learners to use self-monitoring and self-correcting techniques and helps them develop a variety of strategies for negotiating meaning and accessing needed information (e.g. by asking questions, using reference materials).

Competency 008  **Assessment.** The ESL teacher uses informal and formal assessment methods to evaluate language learning, monitor instructional effectiveness, and shape instruction.

The teacher recognizes the importance of the ongoing use of valid assessments with second language learners and knows how to use a variety of assessment procedures (e.g. Performance assessment using technology, informal observation, portfolio, teacher-made tests, peer assessment, standardized test) to monitor learners’ progress, determine their level of English-language proficiency, and adapt instruction to address their strengths and needs. The teacher recognizes characteristics of types of assessments commonly used in ESL contexts, as well as their uses, advantages, limitations in particular situations. (e.g. Those related to validity, reliability, and cultural bias) and knows how to select, construct, modify, and/or use various assessments for different purposes.

**DOMAIN III  FACILITATING SCHOOL ACHIEVEMENT FOR ESL LEARNERS**

Competency 009  **Learning environment.** The ESL teacher establishes effective learning environments that are supportive of ESL learners who come from diverse backgrounds and who exhibit different language proficiencies.

The teacher knows how to establish a learner centered environment for ESL students within various setting (e.g. ESL class, mainstream class, team-taught class, dual language class). The teacher encourages cooperation and mutual support in the learning environment and addresses the affective, linguistic, and cognitive needs of all learners. The teacher knows how to consult and collaborate with colleagues and community members to develop and implement instruction for individuals and groups. The teacher is able to design, coordinate, and pace learning experiences in instructional settings that may include learners who differ in language, cultural, and educational background.

Competency 010  **Content area learning.** The ESL teacher uses strategies to help learners plan, organize, understand, and integrate content from various disciplines, and modifies and adapts content-area curricula and instructional methods to facilitate ESL students’ learning.
The teacher is aware of factors (e.g. cultural background, previous learning experiences, student placement practices) that may affect ESL students’ learning in the content areas and knows how to apply ESL contexts general strategies for providing content area instruction. The teacher knows how to foster content area knowledge and skills among ESL learners and makes curriculum modifications and adaptations to enhance higher order thinking and creativity.

**Competency 011 Requirements and expectations.** The ESL teacher demonstrates knowledge of requirements and expectations associated with teaching ESL learners in Texas and can apply this knowledge in a variety of contexts.

The teacher is aware of the expectations and constraints (e.g. legal requirements, ethical responsibilities) placed on ESL teachers and recognizes the various roles that ESL teachers may be called to assume. (e.g. member of the Language Proficiency Assessment Committee, resource person). The teacher knows laws and guidelines related to ESL programs (e.g. regarding grading and promotion, program entry and exit, working with parents and guardians, providing linguistically appropriate instruction for learners at different grade levels and language proficiency levels) and ensures that his or her decisions and actions are in compliance with legal and ethical requirements and the legitimate interests of others. The teacher understands ESL instruction in the context of bilingual programs and ESL only programs for learners with varied home languages.

**VI. COURSE OBJECTIVES AND OUTCOMES:**

The students will be able to complete all competencies as required for the TExES Exam and

1. Explain the role of ESL in the bilingual education classroom.
2. Discuss factors that affect language learning.
3. Explain laws and guidelines regarding bilingual education and ESL.
4. Articulate the characteristics and methodologies associated with language learning.
5. Apply ESL methodologies using the lesson design.
6. Apply ESL methodologies that use the 7 multiple intelligences.
7. Discuss diagnostic, formal, and informal assessments that can be used in ESL.
8. Identify areas of possible phonological, lexical, semantical, and grammatical interference between English and Spanish.

9. Discuss language learning and language acquisition.

10. Discuss the major schools of language learning.

11. Apply current research in ESL instruction.

12. Apply ESL techniques in the content areas.

13. Apply ESL techniques/strategies in reading instruction.


15. Apply ESL techniques/strategies in oral language development.

**VII. Course Topics:**

The major topics to be discussed are the following:

1. First and second language acquisition

2. Factors that affect second language learning.

3. Requirements and expectations of ESL programs and personnel.

4. Diversity in the classroom.

5. Principles of brain research that impact language learning.


8. Language Arts Skills in ESL: Listening, Speaking, Reading, and Writing

9. Language Acquisition and Language Learning

10. Phonological, lexical, semantical, and other forms of interference between English and Spanish


12. The Sheltered Instruction Observation Protocol (SIOP) Model
13. ESL and the Content areas

14. Using the ESL TEKS in the Classroom

15. Assessment in ESL

16. Process Writing in the ESL Classroom

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES:

Methods and activities for instruction will include:

A. Traditional experiences (lecture, discussion, demonstrations, audiovisuals)
B. Clinical experiences (group work, process, cooperative learning, presentations, role play)

IX. EVALUATION AND GRADE ASSIGNMENTS:

2 MAJOR EXAMS (MID-TERM AND FINAL) 200 PTS.
Chapter Quizzes 100 PTS.
2 LESSON PLANS 60 PTS. (30 PTS. EACH) (25 pts. presented, 5 points written)
Game on English Lang. Structure 50 PTS.
FIELD EXPERIENCE (4 HRS.) 40 PTS.
ATTEND./PARTICIPATION/ 50 PTS. (-10pts.per Abs.)
500 PTS.

450-500 PTS.=A; 400-449 PTS.=B; 350-399=C; 300-349 PTS.=D BELOW 300=F

All work turned in for grading must be typed.

Quizzes which are missed may not be made up. Mid-term and final cannot be made up, only if there is an extreme emergency which must be communicated to the professor before the exam time. Even if you are granted a make-up the highest grade that will be given will be an 80%.

Class participation is very important. Absences will automatically subtract 10 points (FOR ANY REASON-IF YOU ARE ABSENT, YOU ARE ABSENT) from the Attendance/Participation grade.
COURSE CALENDAR:

AUG.  24  Course requirements; Relationship of bilingual education and ESL; Legal
Mandates, Types of ESL Programs.  Read Chapter 2 (ESL)

AUG.  31  Quiz on Chapter 2; Assessment in ESL; Read Chapter 3 (ESL) pp. 71-87

SEPT.  07  Quiz Chapter 3 p. 71-87; Language Acquisition; Philosophies of Language
Read Chapters  3 p. 88-106; Oral Language Development

SEPT.  14  Quiz Chapter 3 p. 88-106; Literacy Development; Read Chapter 4
Interference in first and second language handout; Oral Language
Development

SEPT.  21  Quiz Chapter 4 ; The Natural Approach; The Language Experience
Approach; Read Chapter 5 p. 141-159.  Reading in ESL

SEPT.  28  Quiz Chapter 5 p. 141-159 ; Grammar-Translation and Audiolingual
Approach;  Reading in ESL; Read Chapter 5-160-196

OCT.  05  Language Experience Lesson Presentation # 1 in Groups; Read Chapter 6;

OCT.  12  MID-TERM

OCT.  19  Quiz Chapter 5 p. 160-196; Silent Way and Suggestopedia; Writing in ESL,
Read Chapter 7

OCT.  26  Quiz Chapter 6; SIOP Lesson Design; ELPS English Language
Proficiency Standards, Read Chapter. 8

NOV.  02  Quiz on Chapter 6; English Language Proficiency Standards; Read pages
5-29 in ELPS Book

NOV.  09  Quiz on Chapter 7; TPR (Total Physical Response) ; English Language
Proficiency Standards, Read pages 30-60 in ELPS Book

NOV. 16  Lesson II-Present SIOP Lesson;Communicative Approach/ Community
Language Learning Cognitive Academic Language Approach (CALLA)
Learning, Read pages 61-89 in ELPS Book

NOV. 23  Work on Game Board and Field Experience Paper;
Take Home Quiz Chapter  8
NOV. 30  Turn in Field Experience Paper/Reflection; Present Game Board, play game in class; Review for Final

DEC. 07  Reading Day/No Class

DEC. 14  Final Examination at Regular Class Time

XI. TEXTBOOKS:


BIBLIOGRAPHY:


