Texas A&M University-Corpus Christi
BIEM 5346 Pedagogical Implications of Bilingual Education/ESL
I. COURSE DESCRIPTION

The course is an overview of curriculum alignment in the bilingual classroom. An analysis of language assessment instruments, teaching strategies, and the pedagogical implications associated with the education of culturally and linguistically diverse students in bilingual and English as a second language programs.

II. RATIONALE

BIEM 5346 is one of four Master’s level courses required for the ESL endorsement. The course provides the opportunity for future bilingual and ESL teachers to become familiar with assessment instruments used in second language classrooms. Students are also able to explore pertinent research issues associated with bilingual and ESL classrooms and relate them to assessment practices and classroom teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

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.

Equity in Excellence for All Learners: The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

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.

Learner-Centered Communication: The teacher acts as an advocate for all students and the school. The teacher demonstrates effective professional and interpersonal communication skills.
I. COURSE DESCRIPTION

The course is an overview of curriculum alignment in the bilingual classroom. An analysis of language assessment instruments, teaching strategies, and the pedagogical implications associated with the education of culturally and linguistically diverse students in bilingual and English as a second language programs.

II. RATIONALE

BIEM 5346 is one of four Master’s level courses required for the ESL endorsement. The course provides the opportunity for future bilingual and ESL teachers to become familiar with assessment instruments used in second language classrooms. Students are also able to explore pertinent research issues associated with bilingual and ESL classrooms and relate them to assessment practices and classroom teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

**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.

**Equity in Excellence for All Learners:** The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

**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.

**Learner-Centered Communication:** The teacher acts as an advocate for all students and the school. The teacher demonstrates effective professional and interpersonal communication skills.

IV. TExES COMPETENCIES:
The TExES program competencies (Field 154 English as a Second Language (ESL) Test Framework) covered in a course include the following: (See attached Competencies)

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL teacher understands fundamental language concepts and the structure and conventions of the English language.

The beginning ESL teacher:

Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.

Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.

Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The beginning ESL teacher:

Knows theories, concepts, and research related to L1 and L2 acquisition. Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.

Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.
COMPETENCY 003

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The beginning ESL teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.

Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

COMPETENCY 004

The ESL teacher understands how to promote students' communicative language development in English.

The beginning ESL teacher:

Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.
Applies knowledge of effective strategies for helping ESL students transfer language skills from L 1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005
The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

Knows applicable Texas Essential Knowledge and Skills (TEK), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.

Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L 1 to L2.

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.

Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.
Competency 006

The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The beginning ESL teacher: I

Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.

Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., pre-teaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).

Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.

Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The beginning ESL teacher:

Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency). I

Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.

Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.

Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

TExES Preparation Manual-English as a Second Language

DOMAIN III - FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT:

Competency 008

The ESL teacher understands the foundations of ESL education and of ESL programs.

The beginning ESL teacher:

Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.

Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their is, and research findings on their effectiveness.

Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The beginning ESL teacher:

Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionalities).

Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.

Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
Demonstrates sensitivity to students' diverse cultural and socio-economic backgrounds and shows respect for language differences.

Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

TExES Preparation Manual-English as a Second Language

Competency 010

The ESL teacher knows how to serve, as an advocate for ESL student and facilitate family and community involvement in their education.

The beginning ESL teacher:

Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).

Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.

Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

TExES Preparation Manual-English as a Second Language

V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:


VI. COURSE TOPICS

The major topics to be considered in this course are the following:
Firsts and second language acquisition

Factors that affect second language learning

Assessment instruments used in bilingual and ESL classrooms

State mandated assessment procedures in bilingual and ESL classrooms

Instructional design in bilingual and ESL classrooms

Thematic instruction in bilingual and ESL classrooms

Listening, speaking, reading and writing skills development based on assessment

Designing a literacy rich environment. Assessing the bilingual child

Assessing listening, speaking, reading and writing in bilingual and ESL classrooms

Alternative assessment procedures

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

Traditional Experiences: (lecture, discussion, demonstrations and audiovisuals)

Clinical Experiences (group work, cooperative learning, presentations, hands-on learning of assessment instruments)

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are: The final grade will be based on the following:

Mid Term and Final

Chapter Reflections: Chapters 1,2,3,4,5, in Teaching ELL’s-Walter (10 pts. Each) 50 pts. (10 pts.)

Chapters 1,2,3,4,5,6,7 in Authentic Assessment for English Language Learners. 70 pts. (10 pts.)

Explanation and review of one language test 50 pts.

Field Experience in Testing/Observation (6 Hrs.) 40 pts.

Chapter Presentation (Diaz-Rico) 50 pts.

Attendance and Participation 40 pts. (10 pts.) 500 pts.

450 pts.-500 pts. = A

400 pts.-444 pts. = B

350 pts.-399 pts. = C
Chapter Reflections: Students will write a two-three page paper summarizing the major concepts in each assigned chapter and reflect on their implications for language development, learning, and teaching. Summarizes and reflections are to be kept in a journal.

Bilingual/ESL Assessment Field Work

Make time to spend 4 hours for testing at the ECDC if you are not in a classroom yourself. All students will be required to do 4 hours of field work through either on site testing at the Early Childhood Development Center or conducting testing at your work site if you are in a school. Students that will be doing testing at the ECDC will be required to sign in at the front desk. If you are employed in a secondary setting you can do observations and assist in ESL classrooms. After your 4 hours of field work are completed, you will fill out the field experience reflection sheet.

Language Tests

You will be required to administer a language test to a student(s). Different testing measures will be brought to class for you to view, these are available to you to borrow. You will need to receive parent permission for testing any child under the age of 18. You will also use only pseudonyms for your report. You will describe the test and your findings to the class.

Chapter Presentation: From the textbook for the course, you will select a chapter to report to the class. The presentation should follow the presentation rubric.

Research associated with the Best Practice should be reported, and the best practice should be modeled for the class. A powerpoint presentation and a handout should be provided.

IX. COURSE SCHEDULE AND POLICIES

All work turned in for grading must be typed.

Student’s class products that involve plagiarism will be ground for dismissal from the course.

Student’s unjustified or extensive absences will be grounds for dismissal from the course and it will affect your grade. Late work will be penalized by 20 pts. per day. This also includes making-up tests. Absences will automatically subtract 10 pts. from your attendance/participation grade.

If you need to be absent for a serious reason, and an assignment is due, please notify me out of common courtesy prior to your absence. Points will be deducted, but you will be allowed to make up the work or test missed.

Turn off pagers and cell phones during class, put on vibrate. No texting during class, please. It is disrespectful to the professor. Cell phones displayed during class are subject to removal.
Tentative Course Schedule

Jan. 23  Course expectations; Overview of Bilingual and ESL and Second Language Acquisition. Read Chapter 1 in AA Book. Write Reflections in Journal. Select one test to report on.

Jan. 30 Prepare for Assessment Presentation, Read Chapter 2 in AA Book- Reflections in Journal

Feb. 06 Overview of Assessment and Review Texas Assessments for Bilingual and ESL, Introduce Authentic Assessment; Read Chapter 3 in AA, Write in Reflection Journal. Select Chapter Presentation from Teaching English Learners-Diaz-Rico

Feb. 13 Continue Texas Assessment for Bilingual and ESL, Read Chapter 4 in AA, Write in Reflection Journal. Oral Language Assessment and Reading Assessment

Feb. 20 Writing Assessment, Read Chapter 5 in AA., Write in Reflection Journal.

Feb. 27 Presentation of Assessment Instrument; Read Chapter 7 in AA. Write Reflection in Journal. Review for Mid-Term

Mar. 05 Mid-Term Test

Mar. 12 Spring Break

Mar. 19 Read Chapter 1 in TELL’s, write in Reflection Journal

Mar. 26 Read Chapter 2 in TELL’s, write in Reflection Journal

April 02 Read chapter 3 in TELL’s, write in Reflection Journal; Chapters 1-3 Chapter Presentation; Doctoral Research Presentations

April 09 Read Chapter 4 in TELL’S, write in Reflection Journal; Chapters 4-6 Chapter Presentations; Doctoral Research Presentations

April 16 Read Chapter 5 in TELL’S, write in Reflection Journal; Chapters 7-9 Chapter Presentations; Doctoral Research Presentations

Apr. 23 Chapters 10-11 Chapter Presentations; Doctoral Research Presentations

Apr. 30 Chapters 12-13 Chapter Presentations; Observations/Testing due;
May 02 Chapters 14-15 ; Final Exam Reflection Due

X. Textbooks Required for Course:

The textbooks adopted for this course are:


XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Statement of Civility: Texas A&M University–Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://sga.tamucc.edu/elections.htm

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

XIII. Americans with Disabilities Act (ADA) Compliance: Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816. http://disabilityservices.tamucc.edu/quick.html#i1
RUBRIC FOR CHAPTER PRESENTATION

1. CONCEPTS ADDRESSED ADEQUATELY (10 PTS.)
2. VISUALS USED IN PRESENTATION (10 PTS.)
3. TIME LIMIT HONORED (30-45 MINUTES TOTAL) (10 PTS.)
4. HANDOUT PROVIDED (10 PTS.)
5. ENTHUSIASTIC/APPEARED PREPARED (10 PTS.)
6. QUALITY/EFFORT ON OVERALL PRESENTATION (10 PTS.)

TOTAL (50 PTS.)
RUBRIC FOR ASSESSMENT PRESENTATION

1. EXPLAINED TEST CONTENT  ________ (15 PTS.)
2. EXPLAINED USE OF TEST  ________(10 PTS.)
3. MODELED TEST DIRECTIONS  ________ (10 PTS.)
4. EXPLAINED TEST VALIDITY  ________ (5 PTS.)
5. APPEARED INFORMED ON TEST  ________ (10 PTS)

TOTAL  ________ (50 PTS)