I. COURSE DESCRIPTION:
This course provides the study 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 certification in English as a Second Language at the graduate level. Since bilingual educators will be teaching 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 or ESL 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.
TExES Competencies and Standards

II. TExES COMPETENCIES:

The ESL Endorsement (Field 154) TExES Program competencies covered in this course include the following:

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard III: The ESL teacher understands the processes of first and second language acquisition and uses this knowledge to promote students’ language development in English.

DOMAIN II - ESL INSTRUCTION AND ASSESSMENT

Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard III: The ESL teacher understands the processes of first and second language acquisition and uses this knowledge to promote students’ language development in English.

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

Standard V: The ESL teacher has knowledge of the factors that affects ESL students’ learning of academic content, language, and culture.

Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

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

Standard II: The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
**Standard VII:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**Bilingual Education TExES Competencies**

**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-6, 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-6, 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.

V. 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.

VI. 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. ESL and the Content areas
13. Using the ESL TEKS in the Classroom
14. Assessment in ESL
15. Process Writing in the ESL Classroom

VII. 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)

VII. EVALUATION AND GRADE ASSIGNMENTS:

2 MAJOR EXAMS (MID-TERM AND FINAL) 200 PTS
2 LESSON PLANS/Presentations 100 PTS. (50 Pts. each)
Chapter Quizzes 110 PTS
Game on English Lang. Structure 50 PTS.
Group Presentation 100 PTS.
Attendance and Participation 40 PTS.
700 PTS.
630-700 PTS.=A; 560-629 PTS.=B; 490-559=C; 420-489 PTS.=D BELOW 419=F

All work turned in for grading must be typed.

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 DO NOT ATTEND CLASS-YOU ARE ABSENT) from the Attendance/Participation grade. Scrolling cell phones and scrolling computers are basis for loss of participation points. No make-ups on daily quizzes.

REQUIRED TEXTBOOKS:


COURSE CALENDAR:

June 01 Course requirements; Relationship of bilingual education and ESL; Legal Mandates, Culture and Language, Second Language Acquisition; Philosophies of Language; **Read Chapter 2 in Law & Eckes**

June 02 Second Language Acquisition; Philosophies of Language Teaching & Learning; **Read Chapter 3 pp. 71-87.**

June 03 Methods and Approaches of Teaching ESL-SIOP-Lesson Preparation; Interference in first and second languages; Intro to SIOP **Quiz on Chapter 2; Read Chapter 3-pps. 88-106**

June 04 Language Experience Approach, Oral Language Development, **Quiz on Chapter 3 pp. 71-87; Read Chapter 4**

June 08 Emergent Literacy-Reading; **Quiz on Chapter 3-pps. 88-16; Natural Approach Presentation; Read Chapter 5 pps. 141-159**

June 09 **Direct Method-Grammar Translation Approach Presentations; SIOP-**Building Background and Comprehensible Input; Review for Mid-Term; **Quiz on Chapter 4; Read Chapter 5 pps. 160-196**
June 10  Language Experience Individual Lesson Presentation; Read Chapter 6

June 11  Mid-term Exam;

June 15  Quiz on Chapter 5 pp. 141-159; SIOP-Strategies and Interaction
  Total Physical Response  Group Presentation; Bring TEXT to class-
  English Language Proficiency Standards (ELPS)

June 16  SIOP-Practice and Application/Lesson Delivery
  Quiz on Chapter 5- 160-196; Read Chapter 7;
  Group Presentation on Audiolingual Approach
  English Learners and Process Writing
  English Language Proficiency Standards (ELPS)

June 17  Quiz on Chapter 6; Read Chapter 8- Group Presentation of
  Suggestopedia

June 18  Group Presentation on The Silent Way; Read Chapter 9

June 22  Quiz on Chapter 7

June 23  Quiz on Chapter 8

June 24  Group Presentation on Community Language Learning

June 25  Individual Presentation on Game in Class; Review English Language
  Proficiency Standards

June 29  Quiz on Chapter 9; Promising Practices for English Learners

June 30  Present SIOP Lesson

July 01  Review for Final

July 02  Final Exam

TEXTBIBLIOGRAPHY:

Ada, Alma Flor, and Campoy, F. Isabel.  Comprehensive Language Arts.  Westlake, Ohio


**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 Rule13.02.99.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](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.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
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 gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.