BIEM 5345 DEVELOPMENTAL LINGUISTICS

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I. COURSE DESCRIPTION

Language acquisition and development with special reference to their implications for teaching monolingual and bilingual students.

II. RATIONALE

BIEM 5345 is a prescribed course for the English as a Second Language (ESL) Supplemental certificate and the Bilingual Education Supplemental certificate. BIEM 5345 is also a required course for the Educational Diagnostician certificate and a foundation course for the Master of Science in Special Education.

This course is designed to provide students with knowledge about: (1) basic aspects associated with language, (2) child language acquisition theories, (3) some descriptions of child language development, (4) factors influencing linguistic diversity, (5) aspects of linguistic socialization, (6) defining bilingualism, (7) an individual’s use of bilingualism, (8) the processes of simultaneous bilingualism, (9) the processes of sequential bilingualism, (10) important characteristics of English language learners, (11) psychological (social-emotional) factors in second language acquisition, (12) psychological (cognitive) factors in second language acquisition, (13) sociocultural factors in second language acquisition, (14) the research evidence on the optimal age for acquisition of a second language, and (15) the research findings on academic achievement in a second language.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies for teachers covered in this course follow.

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

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.
IV. TExES COMPETENCIES

A. The ESL Field 154 TExES program competencies covered in this course follow.

DOMAIN I - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001
The ESL teacher understands fundamental language concepts and knows 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.

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.

DOMAIN II - ESL INSTRUCTION AND ASSESSMENT

Competency 004
The ESL teacher understands how to promote students’ communicative language development in English.

The beginning ESL teacher:

• 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.

• 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 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.

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

The beginning ESL teacher:

• 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.

• 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) . . .

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:

• 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) . . .

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

Competency 009
The ESL teacher understands factors that affect ESL students’ learning [in order to create] 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, sociocultural factors, home environment, attitude, exceptionalities).

• [Understands that] an effective multicultural and multilingual learning environment . . . 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 socioeconomic backgrounds and shows respect for language differences.

Competency 010

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

The beginning ESL teacher:

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

B. The Bilingual Education Supplemental Field 164 TExES program competencies covered in this course follow.

DOMAIN I - BILINGUAL EDUCATION

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 teacher:

• Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

• Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

• Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
• 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, . . .

• Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .).

• Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . ).

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 teacher:

• Understands basic linguistic concepts in L1 and L2 (e.g., 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., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.
• Understands the interrelatedness and interdependence of first- and second-language acquisition [to assist] students in making connections between languages (e.g., using cognates, noting similarities and differences).

• 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.

C. The Special Education EC-12 Field 161 TExES program competency covered in this course follows.

DOMAIN I - UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001
The special education teacher understands and applies knowledge of the characteristics and needs of students with [special needs].

The beginning special education teacher:

• Knows the different ways that students with and without [special needs] learn.

• Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, . . .) on the child and family.

• Understands . . . the impact of language development on the academic and social skills of individuals with [special needs].

D. The Educational Diagnostician Field 153 TExES program competency covered in this course follows.

DOMAIN I - STUDENTS WITH DISABILITIES

Competency 002
The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.
The beginning educational diagnostician:

- Recognizes how the ethnic, cultural, and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning, and instruction.

- Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with [special needs].

- Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

V. COURSE OBJECTIVES AND OUTCOMES

A. This course is designed to enable ESL Supplemental certificate students to:

1. Understand fundamental language concepts and know the structure and conventions of the English language (IV.A. 001).

2. Understand the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development (IV.A. 002).

3. Understand how to promote students’ communicative language development in English (IV.A. 004).

4. Understand how to promote students’ literacy development in English (IV.A. 005).

5. Understand how to promote students’ content-area learning, academic-language development, and achievement across the curriculum (IV.A. 006).

6. Understand factors that affect ESL students’ learning in order to create an effective multicultural and multilingual learning environment (IV.A. 009).

7. Know how to serve as an advocate for ESL students and facilitate family and community involvement in their education (IV.A. 010).

B. This course is designed to enable Bilingual Education Supplemental certificate students to:
1. Understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (IV.B. 001).

2. Understand processes of first- and second-language acquisition and development in order to promote students’ language proficiency in their L1 and L2 (IV.B. 002).

C. This course is designed to enable Special Education EC-12 certification students to:

1. Understand and apply knowledge of the characteristics and needs of students with special needs] (IV.C. 001).

D. This course is designed to enable Educational Diagnostician certificate students to:

1. Understand and apply knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction (IV.D. 002).

VI. COURSE TOPICS

The major topics to be considered are the following:

- Human language defined
- Language attributes
- Linguistic universals
- Subsystems of language
- Theories of child language acquisition
- Some descriptions of child language development
- Factors influencing linguistic diversity and aspects of linguistic socialization
- Defining bilingualism and a person’s use of bilingualism
- Simultaneous bilingualism processes
- Sequential bilingualism processes
- Important characteristics of English language learners
- Psychological (social-emotional) factors in second language acquisition
- Psychological (cognitive) factors in second language acquisition
- Sociocultural factors in second language acquisition
- Research findings on the optimal age for acquisition of a second language
- Research evidence on academic achievement in a second language
VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

X Lecture/discussion approach
X Readings study questions
X In-class DVDs
X In-Bell Library DVDs and videos

VIII. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

Test I 30%
Test II 30%
Test III 30%
Monograph Assignment 10%

The letter grade equivalent for the cumulative percentage points earned is as follows:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
Below 60% = F

IX. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.

Aug. 27: Provide a synopsis of the course and discuss the monograph assignment Lecture on the basic aspects associated with language (species-specific definition of language, attributes of language, language universals) Thomas & Tchudi - The nature of language, pp. 31-44

Sept. 3: Finish the lecture on the basic aspects associated with language (linguistic competence and performance, subsystems of language) Gleason - The structure of language: Learning the system, pp. 15-18 P106 .H85 (Part 1) Discovering the human language “Colorless green ideas” (55 minutes)
Sept. 10: Lecture on child language acquisition theories (behavioral approach, linguistic approach)
Parker & Riley - Nativism and empiricism, pp. 229-231
P106 .H85 (Part 2) Acquiring the human language “Playing the language game” (55 minutes)

Sept. 17: Finish the lecture on child language acquisition theories (cognitive approach, sociocultural theory, social interaction approach)
Pérez & Torres-Guzmán - Piaget’s theory of cognitive development, pp. 29-32; Vygotsky’s language/thought relationship, pp. 32-33
Bohannon & Bonvillian - Social interaction approach, pp. 214-215;
Social interactive language learning, pp. 215-217
P118 .B23 “Baby talk” (50 minutes)

Review for Test 1

View the following DVDs before the next class meeting: LB1139 .L3 L36 “Language development” (40 minutes) and BF698.9 .C63 “Vygotsky’s developmental theory: An introduction” (26 minutes).

Sept. 24: Test I

View the following DVD before the next class meeting: LB1139 .L3 C365 “Children learning language: How adults can help” (24 minutes).

Oct. 1: Lecture on some descriptions of child language development
Moskowitz - The acquisition of language, pp. 6-30

Lecture on factors influencing linguistic diversity and discuss aspects of linguistic socialization (communicative competence, language functions)
Pécalosa - Factors stimulating change, pp. 32-34; Linguistic socialization, pp. 41-42; Acquisition of communicative competence, pp. 50-51
Pinnell - Ways to look at the functions of children’s language, pp. 110-117

View the following DVD before the next class meeting: P115 .Y68 “You must have been a bilingual baby” (46 minutes).

Oct. 8: Finish the linguistic socialization lecture (speech styles and registers)
Brown - Discourse styles, pp. 235-237

(Continued on next page)
Lecture on defining bilingualism and an individual’s use of bilingualism
Hamayan & Damico - Developing and using a second language, pp. 40-47
“Second language acquisition” (12 minutes)

Lecture on simultaneous bilingualism (child’s awareness of two languages, stages of simultaneous linguistic development, “developmental” linguistic findings of simultaneous bilingualism)
Kessler - Language acquisition in bilingual children, pp. 26-42

View the following DVD before the next class meeting: LB1139 .L3 C55
“A child’s guide to language” (50 minutes).

Oct. 15: Lecture on sequential bilingualism (studies of children acquiring a second language in a natural milieu, developmental features, a theoretical framework for second language acquisition [Krashen’s Monitor Model])
Kessler - Language acquisition in bilingual children, pp. 42-54
Díaz-Rico - Krashen’s Monitor Model, pp. 58-59

Oct. 22: Finish the lecture on sequential bilingualism (Ventriglia’s taxonomy of second language learners’ learning style strategies and motivational style strategies, learners’ errors in second language acquisition)
“Comprehensible input: Making meaning, fluency and accuracy” (12 mins.)

Lecture on important characteristics of English language learners
Cloud, Genesee & Hamayan - Getting to know your English language learners, pp. 20-31

Review for Test 2

Oct. 29: Test II

Nov. 5: Lecture on psychological (social-emotional) factors in second language acquisition (self-esteem, risk-taking, motivation, anxiety level, attitudes of the learner, empathy, extroversion)
Richard-Amato - The affective domain, pp. 152-157
Brown - Affective factors in second language acquisition, pp. 154-175

Lecture on psychological (cognitive) factors in second language acquisition (CALP [Cummins’ two-dimensional model of communicative proficiency])

View the following video before the next class meeting: LB1060 .L435
“Learning styles and the learning process” (32 minutes).

Nov. 12: Continue the lecture on psychological (cognitive) factors in second language acquisition (CALP [SUP and CUP models of bilingualism, interdependence hypothesis, the iceberg analogy], age, learning strategies, learning style)
Baker - Cognitive theories of bilingualism and the curriculum, pp. 164-167
Brown - Communication strategies, pp. 137-140
Brown - Styles and strategies, pp. 118-129; 132-135

Nov. 19: Finish the lecture on psychological (cognitive) factors in second language acquisition (types of bilingualism and related cognitive effects)
Baker - The thresholds theory, pp. 167-169

Lecture on sociocultural factors in second language acquisition (concepts of cultural contact, stages of acculturation, differential value systems, differential status of languages and dialects)
Brown - Sociocultural factors, pp. 188-197
Nieto & Bode - Linguistic diversity in U.S. classrooms, pp. 210-211; 221-222; 226-227

Lecture on the research evidence on the optimal age for acquisition of a second language and discuss the research findings on academic achievement in a second language
P53.44 .L43 “Profile of effective two-way bilingual teaching: Sixth grade” (28 minutes)

Review for Test 3

Nov. 26: Submit the monograph assignment

View the following DVD or video: PE1128 .A2 G657 “Assessing English language learners: Bridges from language proficiency to academic achievement” (47 minutes).

Dec. 3: Test III

Class attendance is essential due to the nature of this course. Make-up exams require professor approval. The monograph assignment must be submitted as requested. A student’s failure to hand in the monograph assignment on the due date will result in the subtraction of a letter grade from his or her work’s final grade.
X. TEXTBOOKS

*Promoting academic success for ESL students: Understanding second language acquisition for school* by Collier and BIEM 5345 course packs are required for the course.

XI. BIBLIOGRAPHY

The bibliography includes, but is not limited to, the following:


XII. COURSE POLICIES

Academic Integrity/Plagiarism
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **November 7, 2014** is the last day to drop a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

Preferred Method for Scholarly Citations
The 6th edition of the *Publication manual of the American Psychological Association* is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the *TAMU-CC student handbook* and available through the website [http://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).
**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 website at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.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* 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 Corpus Christi Hall, Room 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/). If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event and classes could not be held on campus of Texas A&M University-Corpus Christi, this course would continue through the use of email and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., e-mails, websites, Blackboard) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has a primary and secondary means of contacting each student.

*Required by SACS*