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 BOARD STANDARDS FOR TEACHERS:

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

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

1.1 Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices
Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

- Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
  - Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
  - Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
  - Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
• Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
• Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
• Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

• Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
• Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
• Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner

2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

• Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts
• Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
• Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

2.3 Teachers facilitate each student's learning by employing evidence-based Practices and concepts related to learning and social-emotional development.

• Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills
• Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
• Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

• Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

• Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

• Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

• Teachers organize curriculum to facilitate student understanding of the subject matter.
• Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
• Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

3.3 Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

• Teachers teach both the key content knowledge and the key skills of the discipline.
• Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive
learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

5.1 Teachers implement both formal and informal methods of measuring student progress.

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

- Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

5.4 Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership
opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

6.1 Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment

- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations

- Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate

**TExES Competencies and Standards**

**IV. TExES COMPETENCIES:**

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

**DOMAIN 1 - LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION**
**Competency 001:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Competency 002:** 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**

**Competency 003:** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

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

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

**Competency 006:** The ESL teacher understands how to promote students’ content area learning, academic language development and achievement across the curriculum.

**Competency 007:** 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**

**Competency 008:** The ESL teacher has knowledge of the foundations of ESL education and types of 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.

**Competency 010:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

**TEXAS EDUCATOR STANDARDS FOR ESL**

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

**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 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 affect 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.

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 the historical background of bilingual education in the United States including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- 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.
- 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 home into the classroom setting, applying strategies to bridge the home and school cultural environment. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs.
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’ L1 literacy development in EC-6.

• 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.

Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standards

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem solving situations.
Standard IV. All teachers communicate information in different formats and for diverse learners.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporate the effective use of current technology for teaching and integrating the Technology Applications Texas TEKS into the curriculum.

V. COURSE OBJECTIVES AND OUTCOMES:

The students will be able to complete all competencies as required for the TExES Exam, Texas Educator ESL Standards, 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                            50 PTS. (25 Pts. each)
Chapter Quizzes                                              110 PTS
Game on English Lang. Structure                            50 PTS.
Group Presentation                                          50 PTS.
Attendance and Participation                                40 PTS.
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.

Mid-term and final cannot be made up, only if there is an extreme emergency that 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 03 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** (ESL III.8; ESL III.9; ESL III.10) (TXES III) (SBEC 2.2; 3.1; 4.1)

June 04 Second Language Acquisition; Philosophies of Language Teaching & Learning; **Read Chapter 3 pp. 71-87**. (ESL I.1; I.2) (TXES III)

June 05 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** (ESL II.3; ESLII.4)
June 06  Language Experience Approach, Oral Language Development, 
**Quiz on Chapter 3 pp. 71-87; Read Chapter 4** (ESL II.3)(TXES IV)

June 10  Emergent Literacy-Reading; **Quiz on Chapter 3-pps. 88-16; Natural Approach Presentation; Read Chapter 5 pps. 141-159** (ESL II.4: ESL II.5) (TXES IV)

June 11  **Direct Method-Grammar Translation Approach Presentations**; SIOP-Building Background and Comprehensible Input; 
**Quiz on Chapter 4; Read Chapter 5 pps. 160-196** (ESL II.3; ESL 3.4; ESL 3.5)

June 12  **Language Experience Individual Lesson Presentation; Read Chapter 6** (ESL II.4; II.5; II.6; II.7) (TXES IV; V:VI) (SBEC 1.1;1.2;l.3, I.4; 1.6; 3.2) BENCHMARK

June 13  **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)** (ESL II.3; II.4; II.5; II.6) (TXES IV; V:VI)

June 17  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): Bring Seidlitz Sheltered Instruction Plus Book to class (TXES IV; V; VI) ESL II.3; II.4; II.5; II.6) Review for Mid-Term Exam

June 18  **Quiz on Chapter 6: Read Chapter 8- Group Presentation of Suggestopedia** English Language Proficiency Standards (ELPS): Bring Seidlitz Sheltered Instruction Plus Book to Class (SBEC 6.1; 

June 19  Mid-Term Exam (ESL I.1; I.2; II.3; II.4; II.5; III.8; III.9; III.10) (TXES I, II, III, IV, VII) (SBEC 3.1; 3.2; 3.3; 4.1:5.4) BENCHMARK

June 20  English Language Proficiency Standards; Bring Seidlitz Sheltered Instruction Plus Book to Class; **Group Presentation on The Silent Way; Read Chapter 9** (ESL II.3; II.4; II.5; II.6) (TXES V; VI) (SBEC 6.1; 

June 24  **Quiz on Chapter 7; Teaching Content to English learners**
(ESL II.3; II.4; II.5; II.6) (TXES V; VI) (SBEC 3.1; 3.3; 3.4)
June 25  
**Quiz on Chapter 8; Teaching Content to English learners**  
(ESL II.3; II.4; II.5; II.6) (TXES V; VI) (SBEC 3.1; 3.3; 3.4)

June 26  
**Group Presentation on Community Language Learning; Communicative Approach; Technology Applications for English learners** (TECH II; IV; V)

June 27  
**Individual Presentation on Game in Class; Review English Language Proficiency Standards** (ESL I.1; I.2; II.3; II.4; II.5; III.8; III.9; III.10) (TXESI, II, III, IV, VII)

July 01  
**Quiz on Chapter 9; Promising Practices for English Learners** (ESL I.1; I.2; II.3; II.4; II.5; III.8; III.9; III.10) (TXESI, II, III, IV, VII)

June 02  
**Present SIOP Lesson** (ESL I.1; I.2; II.3; II.4; II.5; III.8; III.9; III.10) (TXES I, II, III, IV, VII) (SBEC 2.3; 3.1; 3.2; 3.3;4.4; 5.1; 6.1) BENCHMARK

June 03  
Technology in ESL/Reader’s Theatre & Review for Final

June 05  
**Final Exam** (ESL I.1; I.2; II.3; II.4; II.5; III.8; III.9; III.10) (TXES I, II, III, IV, VII) BENCHMARK

**TEXT BIBLIOGRAPHY:**


Freeman, Y. & Freeman, D. 2009. *Academic language for English language learners and struggling readers: How to help students succeed across content areas.* Portsmouth, NH: Heineman,


New York: Oxford University Press.


*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](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.

*Required by SACS

*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.

**LESSON PRESENTATION RUBRIC**

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Date: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIEM 4357</td>
<td>1= Poor; 2=Fair; 3=Good; 4= Very Good; 5= Outstanding</td>
</tr>
<tr>
<td>1. Lesson objective stated /Content/Lang.</td>
<td>2</td>
</tr>
<tr>
<td>2. Purpose of the lesson stated</td>
<td>1</td>
</tr>
<tr>
<td>3. Content clearly explained</td>
<td>1</td>
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<tr>
<td>4. Teacher involves students in lesson</td>
<td>1</td>
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<tr>
<td>5. Teacher models by giving examples</td>
<td>1</td>
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<tr>
<td>6. Teacher gives clear directions</td>
<td>1</td>
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<tr>
<td>7. Teacher checks for understanding and uses guided practice</td>
<td>1</td>
</tr>
<tr>
<td>8. A variety of activities included</td>
<td>1</td>
</tr>
<tr>
<td>9. Teacher reviews lesson</td>
<td>1</td>
</tr>
<tr>
<td>10. Enthusiasm</td>
<td>1</td>
</tr>
</tbody>
</table>
LESSON PRESENTATION RUBRIC

Name: ___________________________ Date: __________________________

BIEM 4357
1= Poor; 2=Fair; 3=Good; 4=Very Good; 5= Outstanding

1. Lesson objective stated 1 2 3 4 5
2. Purpose of the lesson stated 1 2 3 4 5
3. Content clearly explained 1 2 3 4 5 (scaffolding used when necessary)
4. Teacher involves students in lesson 1 2 3 4 5
5. Teacher models by giving examples 1 2 3 4 5
6. Teacher gives clear directions 1 2 3 4 5
7. Teacher checks for understanding and uses guided practice 1 2 3 4 5
8. A variety of activities included 1 2 3 4 5
9. Teacher reviews lesson 1 2 3 4 5
10. Enthusiasm 1 2 3 4 5

Grade Rubric for Game

Name: ___________________________ Date: __________________________

Directions Clearly Stated: __________
Game Focuses on Skill __________
Appropriate for Grade Level __________
Attractive __________
Shows Effort __________
Total __________
COMPETENCIES TEXTBOOK QUizzes

Competencies for Chapter 2 Quiz

1. Explain what the federal law requires regarding the testing of English Language Learners.
2. Discuss at least two testing “hints” suggested by the author of your text.
3. List three reasons why some tests fail to measure what they are to measure.
4. Explain briefly how you might test for listening comprehension.
5. Explain briefly how you would use story “retelling” for assessment.
6. Explain how you might test oral language ability.
7. Explain how you might test reading proficiency.
8. List the levels of categorizing students for ELL.

Competencies for Chapter 3-pp 71-87

1. Discuss five research findings regarding first and second language acquisition.
2. List 5 accelerators for second language learning.
3. List 3 roadblocks for second language learning.
4. Discuss the “common agenda” that all teachers should have regarding second language learning.
5. Discuss the concept of “Sheltered English.”
6. Discuss four factors that impact how the ELL is able to learn English.
7. Explain some factors that a teacher would consider from a student’s life and cultural experiences that could affect a student’s learning a second language.

Competencies for Chapter 3-Part II pp.88-106

1. List five cultural behaviors that vary between cultural groups.
2. Briefly the stages of acculturation.
3. Discuss how a teacher provides comprehensible input.
4. Explain steps a teacher can take to provide a stress free environment.
5. Explain three ways a teacher can expose a student to natural communication.
6. Explain the importance of make your classroom rules very clear.
7. Discuss three things you would want to consider if things are not going well behaviorally in your classroom.

COMPETENCIES FOR CHAPTER 4

1. List the three assumptions that the authors state are essential to teaching the four literacy skills. (pp. 108-109)
2. Discuss why immersion is not enough in learning a second language.
3. Define literacy.
4. List and define or describe the four types of people who cannot read English.
5. Discuss why reading should not be delayed until the child learns the language. (p. 115)
6. List and briefly explain 5 strategies that can be used to develop literacy.
7. Explain what patterned language is and how it can be used in a classroom.

Competencies for Chapter 5-Part I-pp. 141-159

1. Define reading and explain two necessary ingredients for students to learn to read.
2. Explain what is meant by a “balanced” reading program and list 4 ways to maintain a balance.
3. List 5 things that all readers need in order to learn to read.
4. List 5 criteria that The Primary Language Record suggested concerning books that are perennially popular with young readers.
5. Discuss four benefits of reading aloud to ESL students.
6. Discuss the 5 steps of the shared reading process.

Competencies for Chapter 5-Part II-pp. 160-196

1. List the steps of the language experience approach.
2. Explain the purpose of literature circles and why you would use this strategy with ESL students.
3. Explain TWO strategies that you would use for students at all different reading levels.
4. List and discuss briefly what you would do with students that are not literate in their first language.
5. Explain how you might group students in reading.
6. Explain some ways to embed phonics in instruction.
7. Discuss 4 things you might do with students that are literate in their first language.
8. Discuss how to help students with developing comprehension.

COMPETENCIES FOR CHAPTER 6

1. List and discuss briefly what students need to learn to write well.
2. List and discuss the steps in the writing process.
3. List three activities that could be done as part of prewriting.
4. List some activities that you can incorporate into your classroom to make writing an everyday activity.
5. Discuss what you can do as a teacher to create a comfortable writing atmosphere. Include about five activities.
6. Explain the following modeled writing, shared writing, interactive writing, guided writing, and independent writing.
7. Explain the writing process for an ESL student.
Chapter 7

1. List and briefly explain the three stages that learners encounter as they gain communication skills.
2. Explain what Krashen states about error correction.
3. Discuss two problems students may have with pronunciation.
4. Discuss three roles that “talk” plays in language development.
5. Explain the Total Physical Response method.

Chapter 8

1. Explain why it is important to integrate language and content.
2. Explain problems that ESL students encounter with vocabulary, syntax, and pragmatics in the content areas.
3. List three things a teacher must do to help students be successful in the content areas.
4. List three things you should do before you teach content to the ESL student.
5. List three things you should do when you are teaching content to the ESL student.
6. Explain how you can check informally for understanding of the content by the ESL student.

Chapter 9

1. Discuss your role as a teacher if you do have a classroom aide. List 3 things you should do or ensure.
2. List three roles that an aide can fulfill in your classroom.
3. List four activities parents can do to promote literacy at home.
4. List three benefits of technology in the classroom.
5. List three constraints to technology in the classroom.
6. List four ways to effectively use technology with ELL’s.
I. Focus: Students will be asked to identify a favorite pet in their life. What is the pet like? Why are pets important? What are some reasons why you would want to have a pet? Discuss with students some unusual pets, such as snakes, etc. Tell the students that today we have a very special visitor, the owner of the local pet store and he has brought some of his friends with him.

II. Content Objective: The students will be able to discuss orally three reasons why a pet is important and write a short story about their favorite pet. The student will be able to write 10 plurals from singular words.

Language Objectives: 3G The student will be able to express opinions, ideas, and feelings.

5F The student will be able to write using a variety of sentence structures and words

5G The student will be able to narrate, describe, and explain in writing.

TEK: (Get from TEKS for ESL)

III. Purpose: Students need to be able to express themselves in English orally and in writing so that they can communicate with their friends and community members.

IV. Procedure:

A. Instructional Input: Manager of the local pet store will come to the class and bring different types of pets that are part of the pet shop. Discuss the names and the characteristics of each pet that is presented. With those pets that are possible, students will be allowed to touch the pet.
After the experience of the pet store manager showing the pets, students will discuss the experience. Generate student sentences concerning the pet experience. Write the sentences on sentence strips and post. Read with the students. Ask comprehension questions as you go along. Point out important vocabulary. (collection, healthy, colorful, etc.)

B. Checking for understanding: Call on individual students to read the story that has been created. Ask about the different pets that were shown and their characteristics. Ask why do we take care of our pets? Why do you want to have a pet? Turn to a neighbor and name the pets that were brought to class.

C. Modeling: Show students how to fold a sheet a paper so that they can make their pet book. Show them how to write one sentence on each page of the book. Have students draw a picture with each sentence.

D. Guided Practice: Walk around the room to make sure that the students are making their pet book correctly. Correct penmanship errors as you notice the children. Model how to hold the pencil correctly.

E. Instructional Input: After students have finished their books. Introduce the concept of singular and plural. Make a list of plurals of their favorite pets.

F. Check for understanding: Ask the students what makes a plural? Also to join one of their neighbors and make a list of ten plurals.

G. Closure: Ask the students what they learned about pets today? Ask the students how to form plurals?

V. Independent Practice: Tell students to finish coloring their pet book at home. Encourage students to ask their parents if they had a favorite pet when they were growing up.
RUBRIC FOR METHOD PRESENTATION

1. CONCEPTS ADDRESSED ADEQUATELY
   ____________ (15 PTS.)

2. VISUALS USED IN PRESENTATION
   ____________ (10 PTS.)

3. TIME LIMIT HONORED (20-30 MINUTES TOTAL)
   ____________ (5 PTS.)

4. HANDOUT PROVIDED
   ____________ (5 PTS.)

5. STRATEGIES DEMONSTRATED/MODELED
   ____________ (5 PTS.)

6. ENTHUSIASTIC/APPEARED PREPARED
   ____________ (10 PTS.)

TOTAL
   ____________ (50 PTS.)