TEXAS A&M UNIVERSITY–CORPUS CHRISTI
BIEM 4357: METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

Course Info: Spring 2020 – Section .001 Call #20297
Class Meetings: Tuesdays 7:00pm – 9:30pm @ OCNR 222
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Textbooks:


I. COURSE DESCRIPTION

Studies in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics and multi-cultural education is considered.

II. RATIONALE

BIEM 4357 is one of the foundation courses for the Bachelor of Science Degree in Interdisciplinary Studies with a concentration as EC-4 Bilingual Education Generalist. This course provides teachers of all subject areas and grade levels with methodologies and techniques to deliver English language instruction to non-English speaking students.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state-adopted proficiencies covered in this course include:

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.

2. **Learner-Centered Instruction.** The teacher identifies needs, then plans, implements, and assesses instruction using resources to promote a learner-centered community.

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

4. **Learner-Centered Communication.** The teacher demonstrates effective professional and interpersonal communication skills.

5. **Learner-Centered Professional Development.** The teacher demonstrates a commitment to learn, to improve the profession and to maintain professional ethics and personal integrity.

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IV. STUDENT LEARNING OUTCOMES
The ESL teacher standards:
Standard I—understand fundamental language concepts and know the structure and conventions of the English language.
Standard II—have knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
Standard III—understand the processes of first- and second-language acquisition and use this knowledge to promote students’ language development in English.
Standard IV—understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
Standard V—have knowledge of the factors that affect ESL students’ learning academic content, language and culture.
Standard VI—understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and use assessment results to plan and adapt instruction.
Standard VII—know how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

V. TExES COMPETENCIES & STANDARDS Test Framework for ESL

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 teacher understands the nature of language, functions and registers, and basic concepts of language systems (e.g. phonology, morphology, syntax, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the classroom. The teacher understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop 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 teacher understands first and second language acquisition and uses learners’ abilities in a primary language to promote their second language acquisition for communicative and academic purposes. The teacher identifies learners who are at different stages of second language acquisition and applies age appropriate strategies for enhancing the language abilities of these learners.
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.

The teacher knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address domains of listening, speaking and reading and writing. The teacher knows effective instructional methods and techniques for the ESL classroom, and selects and uses appropriate instructional methods, resources, and materials to promote learning that engages students in critical thinking and fosters communicative competence.

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

The teacher knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

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

The teacher understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing student’s literacy in English. The teacher applies effective strategies for developing students’ phonological knowledge and skills and sight-word vocabularies. The teacher knows personal factors that affect ESL students’ English literacy development and applies strategies for addressing those factors.

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

The teacher applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated to the students’ levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive-academic language proficiency across content areas. The teacher knows instructional delivery practices that are effective in facilitating ESL students’ application in various learning strategies across content areas. The teacher knows personal factors that affect ESL students’ content-area learning and applies effective strategies for addressing those factors.

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Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The teacher knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency). The teacher applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

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

Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.

The teacher knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs. The teacher applies knowledge and research findings related to ESL education to assist in planning and implementing effective ESL programs.

Competency 009: The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The teacher understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture. The teacher knows how to create and effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students’ learning and language acquisition. The teacher applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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 teacher applies knowledge of effective strategies advocating educational and social equity of ESL students. The teacher understands the importance of family involvement in the education of students and knows how to facilitate parent/guardian participation in their children’s education and school activities. The teacher knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of students.
VI. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

- Explain the role of ESL in the classroom.
- Discuss factors that affect language learning.
- Explain laws and guidelines regarding bilingual education and ESL.
- Articulate the characteristics and methodologies associated with language learning.
- Apply ESL methodologies using the lesson design.
- Apply ESL methodologies that use the 7 multiple intelligences.
- Discuss diagnostic, formal, and informal assessments that can be used in ESL.
- Identify areas of possible phonological, lexical, semantical, and grammatical interference between English and Spanish.
- Discuss language learning and language acquisition.
- Apply current research in ESL instruction.
- Apply ESL techniques in the content areas.
- Apply ESL techniques/strategies in reading instruction.
- Apply ESL techniques/strategies to writing instruction.
- Apply ESL techniques/strategies in oral language development.

VII. COURSE TOPICS
The major topics to be considered are:

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.
12. Using ESL TEKS in the classroom content areas.

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VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction include:

A. Traditional Experiences
   Each class will include lecture accompanied by a variety of audio/visual media in addition to hand-outs, overhead images, and books. Example supplementary materials include:
   
   o Navigating the ELPS: Standards to Improve Instruction for ELLs (John Seidlitz)
   o Texas Examinations of Educator Standards Preparation Manual - ESL (Footnote)
   o Who Moved My Cheese/¿Quién se ha llevado mi queso? (Spencer Johnson)
   o NTC’s Dictionary of Spanish cognates (Rose Nash, PhD)
   o Huevos verdes con jamón (Dr. Seuss)
   o Thinking Maps: graphic organizers and other instructional tools
   o Almost a woman (Esmeralda Santiago)
   o Multiple Intelligences (Howard Gardner)
   o Bloom’s Taxonomy (Higher Level Thinking)
   o The Five Essential Components of Reading Instruction: Phonemic awareness, Phonics, Vocabulary, Reading comprehension and fluency (National Reading Panel)
   o Dave’s ESL Café: Stuff for Teachers

B. Black Board:
   o Weekly Assignments
   o Discussion Forum
   o Journal and/or Blog

C. Clinical Experiences

   Students will be encouraged to participate with questions and feedback to instruction. In addition to:
   
   o Student presentations (Circle Map, Book Talk, ESL Lesson Plans)
   o Student Group Project Presentations with Class Participation
   o Student interaction via Black Board – online tools: discussion forum, journal, blog

D. Field Experiences

   During school year, students will be expected to visit a classroom to observe instruction.
   
   o Visiting Dual Language/ESL (L2 Learning) Classrooms for Observations
   o Sharing experience with classmates
IX. EVALUATION & GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Traditional Assessment

After each class session, students will receive a list of review questions: Chapter Competencies. They will be due the following class meeting. To receive full credit:

- Login to Black Board account, click Assignments link, and submit work or
- Type and print (or handwrite) questions & answers
- Cite text page numbers of resource
- Deliver assignment on time*

*Due: week following date chapters are noted on calendar as class lecture.

2. Performance Assessment

Students will be asked to make various presentations during the semester:

- “All About Me” Circle Map (Introduce yourself to the class)
- Book Talk (share a favorite with reference to chapter 5 criteria)
- ESL Lesson Plan. (templates will be given in class and available on Bb)
- A group project (game/activity to enhance vocabulary and language usage skills)
- Online discussion forums (added to overall participation credit)
B. Grading Scale

FINAL EXAM 20%
MID TERM 20%
PROJECT 10%
LESSON PLAN 10%
PRESENTATION 10%
COMPETENCIES 10%
CLASSROOM OBSERVATION 10%
*PARTICIPATION 10%

100 – 92 = A
91 – 82 = B
81 – 72 = C
71 – 62 = D
61 – 0 = F

POLITE NOTICE:

- Turn in assignments when due*
- Exams cannot be made up except in extreme case emergencies which must be communicated to the professor before the exam time. If a make-up is granted, highest possible score will be 80%.

*Class attendance is very important
Absences automatically subtract points from participation credit.
COURSE CALENDAR:

WEEK 1: (JAN 21) Introduction; Course Requirements. Chap. 1-2: First Days pp. 15-42

WEEK 2: (JAN 28) Testing/Placement pp. 44-69; Ch. 3 pt I: Language Learning pp. 72-84

WEEK 3: (FEB 4) Chapter 3 pt. II: Language Learning—Students & Teachers 84-106.  
*DUE: Chapter competencies 1 and 2.*

WEEK 4: (FEB 11) Chapter 4: Literacy & the Four Skills pp. 107-140.  
*DUE: Chapter competencies 3 parts 1 & 2.*

WEEK 5: (FEB 18) Chapter 5 part I: Reading pp. 141-160. (Five components of instruction)  
*DUE: Chapter competencies 4.*

WEEK 6: (FEB 25) Chapter 5 part II: Reading pp. 160-196. (Book Talks)  
*DUE: Chapter competencies 5 part 1.*

WEEK 7: (MAR 3) **Mid-Term**  
*DUE: Chapter competencies 5 part 2.*

WEEK 8: (MAR 10) SPRING BREAK

WEEK 9: (MAR 17) (Almost a Woman) Memoirs of Esmeralda Santiago


WEEK 11: (MAR 31) Chapter 7: Speaking & Listening pp. 243-264.  
*DUE: Chapter competencies 6.*

WEEK 12: (APR 7) Chapter 8: Content Area Instruction pp. 264-294.  
*DUE: Chapter competencies 7.*

WEEK 13: (APR 14) Lesson Plan Presentations/Game Project.  
*DUE: Chapter competencies 8.*

WEEK 14: (APR 21) Lesson Plan Presentations/Game Project.

WEEK 15: (APR 28) DUE: Classroom Observation. **Review.**

WEEK 16: (MAY 5) No class meeting

WEEK 17: (MAY 12) **FINAL EXAM**

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Addendum

X. 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.

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. April 10 is the last day to drop a class with an automatic grade of "W" this term.

Preferred Methods of Scholarly Citations
Publication Manual of the American Psychological Association, Sixth Edition 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 TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

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

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 Driftwood 101.

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.

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