Instructor Information:

Instructor: Dr. Carla Amaro-Jiménez  Phone: (817) 272-3346
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Course Duration: June 3rd- June 18th (M-F, 4:30PM - 7:50PM)
Office Hrs: Tuesdays 2 – 4 pm and by appointment

Program Web Site: http://http://www.uta.edu/coed/bilingual/

Required Texts:


Recommended Texts:

Course Description:
This course compares first and second language acquisition processes, and identifies best practices to meet the needs of EC-4 English language learners. We will also analyze elements from the primary language that can affect the acquisition of literacy in English.

Course Objectives:
At the end of the semester, students will be able to:
1. Identify and discuss the various sociocultural, cognitive, academic and linguistic factors that may have an impact on the schooling of school-aged English language learners.
2. Compare first (L1) and second language (L2) acquisition and identify how elements from L1 affect the acquisition of L2.
3. Analyze and describe the theoretical frameworks used for the development of bilingual and ESL programs nationwide.
4. Identify features of Spanish (L1) that can affect the acquisition of English (L2).
5. Evaluate various research-based methods used in ESL and bilingual programs to accommodate and meet the needs of English language learners.
6. Identify predictors of academic success among English language learners.

**University Mission:**
*The mission of The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**
*The mission of the UTA College of Education* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

**Core Values:**
- Effective teaching
- Active learning
- Quality research
- Meaningful service

**Conceptual Framework:**
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: *Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.*

The Educator and Administrator Preparation units’ collaboratively developed shared vision is based on these CORE VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based Experiences
- Collaboration Learning
- Diversity
- Technology
- Field
- Life-long

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.
Demonstrates excellence
- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others
- Uses appropriate and professional language and conduct.
- Supports a "high quality"-learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy
- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals
- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity
- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology
- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process
- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

Attendance and Drop Policy:

Class Attendance
Attendance in this class is mandatory. Students are expected to arrive on time to class. A sign-in sheet will be used every time we meet. Students arriving late must see the instructor at the end of class to be sure that they are counted present. Only one health-, work-, or religious-related absence will be permitted. Should you need to arrive late or leave early on a given date, make
sure you inform the professor before the class meets. Arriving late or leaving early without prior permission will count as an absence.

**Adds and Drops - last date to drop June 24th, 2009**
Adds and drops may be made during late registration on the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

**Email Communication:**
UTA e-mail is considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications. You are advised to regularly check your UTA email. You will be held responsible if you do not receive information because you did not check your UTA email.

**American with Disabilities Act (ADA):**
If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**
The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Academic Honesty:**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**Policies regarding assignments:**
All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted except for those you will be producing in class.** Always make sure you keep a copy of documents submitted to your professor.

**Course Evaluation**

1. Class participation .......................................................... 12 points
2. Reflection/presentation of ‘My role as a teacher/administrator working with ELLs’ (Reflection: 25 points; Presentation: 15 points) ......................... 40 points
3. Teaching a lesson through a methodology .......................................................... 60 points
4. ‘Policy you can Use’ Analysis .......................................................... 50 points

**Total points possible: 162**

**Grading scale:**

- 100-90 A, 80-89 B, 70-79 C, 69-60 D and 0-59 F

**Description of Assignments**

1. **Participation:**
   Your active participation in this class is expected. To prepare for class make sure you complete all the assigned readings per day and you come with questions to class. Your lack of reading and preparation for class will significantly affect your classroom participation and your overall grade. Please consult the calendar for the weekly assigned readings and assignments.

2. **My Role as a Teacher or Administrator Working with ELL Students**
   For this assignment you will write a 2-3 double-spaced page reflection on what you consider your role(s) is(are) as a teacher or administrator working with ELLs. In this reflection you will need to draw on your prior experiences in the classroom as well as what you have learned in the course about the multidimensional foundations for serving ELLs (Week 1) and the cognitive, linguistic, academic and socioaffective factors and challenges related to the schooling of ELLs (Week 2). In addition to the written piece, you will be expected to share your reflection in class in a short (10 min.) informal presentation. See the calendar for the due date.

3. **Teaching a Lesson through a Language Teaching Methodology Lens**
   In this course you will learn about the various methodologies that have been implemented throughout the history of language teaching. For this assignment you will explore the research base for one of the assigned language teaching methodologies (see below) and deliver a 25 min. lesson in class reflecting such methodology. Before teaching the lesson, you will need to identify pros and cons of such methodology in your presentation. After discussing what you learned about that specific methodology in your independent readings, you will need to deliver an actual lesson (25 min.) based on such methodology. Although you will not need to create a lesson plan for this assignment, you will be expected to bring and prepare materials for the lesson, just as you would if you were implementing a lesson in your own classroom. For this assignment you may work in pairs. Specific instructions for the assignment as well as
suggestions for collecting information about each one of the methodologies will be provided in class.

Language Teaching Methodologies
- The Audiolingual Method
- Total Physical Response
- The Silent Way
- Community Language Learning
- Suggestopedia
- Competency-based Language Teaching
- The Natural Approach

4. ‘Policy News You can Use’ Analysis
For this assignment you will engage in an analysis of how research and policy have shaped actual classroom practice benefiting ESL and bilingual education students. To complete this assignment, you will need to choose at least three of the questions below and use various sources to find out the answers to these questions. The final product will include a written summary or synopsis of the information you found as well as a short presentation (15 min.) in class. See due date on calendar.

1. What is the structure of the LPAC committee? How does it work? What is the role of a school administrator in this committee? What is the role of the teacher in this committee? Who keeps track of the documentation?
2. What classifications or codings are used for each child in special language programs (e.g., bilingual, ESL)?
3. What are the programs available for ELLs-based on Title III of the NCLB?
4. What types of special language programs are being used in your district and school? What are the advantages and disadvantages of implementing these programs?
5. What is the connection between Migrant Education, Title I and Title III of the NCLB?
6. What kinds of reports are school districts required to submit to TEA and the USDE?
7. What instruments are used to make placement and exit decisions?
8. What is the pupil expenditure in Texas and what percentage do schools and district get if they are gifted and talented and bilingual?
9. Which follow up services are there once students are exited from the program?
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<th>Day</th>
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| 1   | June 3, 2009 | • Course introduction  
• Syllabus & course expectations  
• Demographic patterns of ELLs  
• Cultural and linguistic diversity in the classroom  
• Multidimensional foundations of methods for culturally and linguistically diverse students | • Read chapter 1 (Herrera & Murry)  
• Read Ch. 1 of Hamayan & Freeman |
| 2   | June 4, 2009 | • Cognitive and academic challenges and processes related to the schooling of ELLs  
• Implications of cognitive and academic challenges and processes for classroom and school practice | • Read chapter 2 (Herrera & Murry)  
• Read, “Educating Hispanic students: Obstacles and avenues to improved academic achievement” |
| 3   | June 5, 2009 | • L1 and L2 acquisition processes                                      | • Read chapter 3 (Herrera & Murry)  
• Read Ch. 3 of Hamayan & Freeman (p. 57-74)  
• Turn in the “My Role as a Teacher (or Future Teacher) of CLD Students” reflection and deliver 10 min presentation |
| 4   | June 8, 2009 | • History of Language Teaching                                          | • Read Richards and Rodgers (2001) ‘A brief history of language teaching’ and ‘The nature of approaches and methods in language teaching’ |
| 5   | June 9, 2009 | • Planning and grounding instructional methodology  
• Dominant approaches to L2 instruction                                      | • Read chapter 6 (Herrera & Murry)  
• Read Ch. 6 of Hamayan & Freeman |
| 6   | June 10, 2009 | • Effective program models for ELL students                             | • Read chapter 4 (Herrera & Murry)  
• Read Ch. 4 of Hamayan & Freeman (p. 80-101)  
• Read, “Teaching English-Language Learners: What Does the Research Say?”  
• Optional: Read, “The Rich
| 7 | June 11, 2009 | ● Framework of accommodation readiness: critical reflection, students and families, environmental, curricular, programming and instructional readiness | ● Read chapter 5 (Herrera & Murry)  
● Read Ch. 5 of Hamayan & Freeman (p. 105-132) |
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| 8 | June 12, 2009 | ● Content-based instruction – evolution, benefits, planning and assessment | ● Read chapter 7 (Herrera & Murry)  
● Read Heo, “Content-Based Instruction” |
| 9 | June 15, 2009 | ● Sheltered English instruction – evolution, benefits, planning and assessment | ● Read chapter 8 (Herrera & Murry)  
| 10 | June 16, 2009 | ● CALLA - evolution, benefits, planning and assessment | ● Read chapter 9 (Herrera & Murry)  
● Read Chamot (2005), “Issues in Language Learning Strategy Research and Teaching” |
| 11 | June 17, 2009 | ● Standards-driven professional practice and reflection  
● Tackling challenges  
● Future Directions in the Teaching of Languages | ● Read chapter 10 (Herrera & Murry)  
● Read Ch. 8 of Hamayan & Freeman (p. 80-101)  
● Read, Richards & Rodgers (2001) “Twentieth Century Language Teaching” (p. 3-35) |
| 12 | June 18, 2009 | ● | ● ‘Policy News You can Use’ Presentations |