

BSL 333 LANGUAGE ACQUISITION THEORY FOR SECOND LANGUAGE LEARNERS

Fall 2007

College of Education – Sam Houston State University

Department of Language, Literacy, and Special Populations

Bilingual Education/English as a Second Language (ESL)

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

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Office Hours. After Class and by appointment

Textbook/Readings:

Perogoy, S. (2001). Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers. Boston, MA: Allyn & Bacon (**Required**)

Required Materials. Internet Access, E-mail address, 3 ring binders,

Course Description. This course explores the principles of first and second language acquisition and learning and its impact on bilingualism to plan academic programs for English Language Learners (ELLs) or second language learners, especially limited English proficient speakers in Texas public schools. In addition, this course highlights the evolution, rationale, legislation, program orientation, philosophy, and goals of academic programs such as bilingual education and English as a second language programs to best serve second language learners. Emphasis is placed on the implementation and principles of how children learn a language and how educators can develop academic programs and curriculum plans incorporating local, state and national policies. *Texas Essential Knowledge and Skills, Texas Learner – Centered Proficiencies, Texas Examination for the Certification of Educators in Texas, and professional organization standards* are incorporated throughout this course. It is especially important that an atmosphere which facilitates the maximum opportunity for learning be present at all times.

Standards Matrix.

Objectives Learning Outcomes	Activities (* indicates field activity)	Performance Assessment	Standards Texas ESL, Bilingual, TESOL
Examines concept of bilingualism.	Readings	Cooperative group discussion. Position Reflection Report	BEG I — 11 ESL 1 — 1-4k, 2.11 3. 1k,3,2k,3.5k, 4.1k, 4.3k,5. 1-2k. 6.3-5k, 7.1-2k. TESOL all
Identifies first / second language theory and principles.	Readings Site Visitations	Cooperative group discussion. Research Article Report	BEG I — III ESL 1. 1-4s, 4. 1-7s,7,2s
Applies federal / state legislation and policy	Readings Site Visitations	Objective Examination Interactive Partner-Role Play Cooperative group discussions	BEG I - II
Examines program designs and role to academic excellence.	Internet Search Site Visitations	Site Visitation Report Cooperative group discussion	BEG I - 11,111, I\ PP

Examines assessment and measurement tools impact of second language learning.	Analysis of state adopted tests –language tests Site visitations, Readings	Research Article report Comparison assessment report Web page resource guide	BEG I —IV, V PPT ESL 1. 3.
Investigates impact of cognitive theory, intelligence and learning styles on academic achievement and learning a second language.	Readings Self analysis of learning style Multiple Intelligence strategies used as a assessment tool.	Cooperative group discussion Application of policies to real world problems. Position reflection	BEG I –III TESOL all
Applies principles of second language learning on transferability and impact on bilingualism.	Readings Participate in analysis of curriculum And program designs	Cooperative group discussion Daily conceptual understanding discussions Chapter journals and summaries	BEG II ESL 1.4-5k, 2.2-3k. TESOL all
Applies second language learning theory to curriculum selection and process for incorporating literacy and content area disciplines into program design.	Review of state adopted textbooks Analysis of state and federal policies Readings	Cooperative group discussion Application of policies to real world problems.	BEG I —IV BEG III —VI ESL 5 all
Examines politics and community Involvement issues impacting bilingualism and academic success.	Site Visitations	Site Visitation Report Cooperative Group Discussions Web Page Resource guide Research Article Report	PP II, III ESL all
Investigates family, parents, and community advocacy groups.	Site visitations Interviews with ELLs.	Cooperative Group Discussion Site Visitation Report Web Page Resource guide Research Article Report	PP II, III TESOL

Web address for state standards: <http://www.sbec.state.Tx.us>

Web address for TESOL ESL standards for P-12 Teacher Education Programs: <http://www.tesol.org>

Note: Plan to make time to use the **Sam Houston Writing Center**, located in Wilson 114, for consultation on your written assignments. Writing tutors will work with you one on one to help you generate a draft, organize a draft, or revise a draft of any assignment. You can just drop by to work with a tutor or call 936-294-3680 or email: wctr@shsu.edu

Course Format. Course format includes interactive technology, lectures, discussions, group and individual projects, field observations, and resource speakers. Field observations will be scheduled during class time. This course is blocked together with BSL 478 Teaching ESL: Oral Communications from 12:00 pm to 4:00 pm on Fridays at the University Center. Blocking two courses provides opportunities to integrate course lectures, technology, readings and research with field applications. Refer to class schedule and/or web course in a box listings.

Field Experiences. A minimum of 20 hours of field observations will take place as a class to visit bilingual and ESL programs. Faculty will arrange for students’ prescheduled observation trips. Anecdotal records will be taken on the observation/teachings and monitored by faculty prior to preparation of a final summary report. Prearrangements should be made for carpooling and/or individual transportation with your colleagues for the prescheduled dates and times. Punctuality and professional dress for each site visit are imperative as a representative of our University. Cell phones and pagers must be turned off. Substitutions or makeups are not accepted for missed trips.

Course Content.

- ❖ Concept of bilingualism.
- ❖ First / second language theory and principles.
- ❖ Federal / state legislation and policy
- ❖ Program designs and role of academic excellence.
- ❖ Assessment and measurement tools impact on second language learning.
- ❖ Cognitive theory, intelligence and learning styles on academic achievement and learning a second language.
- ❖ Transferability and impact on bilingualism.

- ❖ Curriculum selection and process to integrate literacy and content area disciplines with program design.
- ❖ Politics and community impact on bilingualism and academic success.
- ❖ Family, parent and community as advocates and
- ❖ Others

Course Requirements

- **Position Reflection.** The *Position Reflection* involves a self-analysis of one's own attitude and philosophy on language usage and its impact on bilingualism and teaching second language learners. This reflection describes a position on how bilingualism can impact one's own learning of a second language and beliefs on how to teach second language learners. Write your position as indicated in 3-5 pages, incorporate a minimum of three citations from select readings and research article (one from a journal or Internet article) to support your position. (Total 80 points)

Due:

- **Research Article Report.** Research Article Report will be an opportunity to investigate/report on a pre-selected topic.

Research Article Report. Select a pre-approved topic and write a synthesis of pros and cons on the topic. The student will select at least 3 RESEARCH based articles FOR the concept and 3 RESEARCH based articles AGAINST it to compare and contrast the topic. (A TOTAL 6 ARTICLES SHOULD BE INCLUDED). Support your topic with citation references from research articles after 1995 on current issues related to the language acquisition and/or planning programs for second language learners (In addition to the research based articles you may use Internet cites or other sources). Given the information collected from the contrasting articles, write: (1) a summary of each article (three pros -- three cons) and (2) write a compare contrast paper (no more than 3 pages giving your opinion using the articles as references and your concluding thoughts on the topic. Further guidance will be given by the instructor.

- **Web Page Resource Guide.** The Web Page Resource Guide involves a technology resource collection of Internet sites applicable for a teacher (professional development advocacy etc). A Web Page guide should be developed with a minimum of three major themes with three links (sites) within in each theme. One of the themes should be "Professional Organizations." The other themes can be from such topics as — policy - federal or state regulations, assessment/measurement, student friendly sites, community, parent/school involvement, or political advocacy, etc.

The web page guide will include: (1) a table of contents, (2) an introduction to the guide which explains why you have chosen your themes. Write a report describing each theme and the three accompanying links. Each web page site should include (1) Web page address (2) purpose and description of site, (3) function and benefit for educators, (4) what will be your FUTURE use of the link – why is it important to you to know this site. The report should be accompanied with (1) a hard copy of the home web page and (2) a separate page with references. (150 points report)

Due:

- **Site Observation Journal and Report.** Students will observe bilingual education and/or English as a second language programs in area school districts. A *Reflection Report* will be written using anecdotal notes maintained from each site visited. Focus questions and format for note-taking will be provided to maintain visitation journal. Your detailed notes will be a guide to writing a five-page reflection report. Details will include physical classroom observations, instructional observation, and personal participation assisting students or the mentor teacher during the visits. Attendance at each field visitation will affect the observation journal and report.

Due:

Chapter Summary/Reflective Journals: Create at least five summarizing statements that re-state what you feel are the most important objectives in the chapter. There will be a journal for each chapter in the book. The journals will be maintained in a separate section in your binder. You will be responsible for sharing your 5 statements within your group which may change weekly. Then, you will also be responsible for class participation about one or more of your statements. You must be prepared to explain why you chose your chapter objective(s). (5 points per journal – total of 50 points).

Binder collection. A collection of all materials distributed throughout the semester, including, syllabus, hand-outs, assignments, internet downloads, lesson plans, tests, and special readings is required to be placed in a 3-ring binder, organized with the use of labeled tabs. Collection should be categorized according to student's preference to maximize and facilitate future use. A cover page, table of contents, and three (3) page reflection on significance of course and objectives learned should accompany the collection; Organization and professional appearance will be considered for purpose of grading. (50 points)

- **Objective examination.** Examinations will cover materials from glossary of terms, textbook and discussion materials, and other subject matter from class to prepare learners for state-mandated certification examination. Test schedules for the examinations will be provided one week before examination date. The instructor may give weekly tests if needed in order to assure that the students are maintaining the assigned readings. Content from both BSL 333 and 478 will be included in the test. **(Total 100 points)**
 - **Participation / Attendance.** An absence is neither Excused nor Unexcused. An absence of three hours or more will affect participation grade. Tardies and early departures of 10 minutes will affect grade. Professional attitude, presentation preparation, and group cooperation will be incorporated. Cell phones and pagers must be turned off during course lectures, and site visitations to maintain professionalism and limit interruptions. If students are absent from class, they are responsible for obtaining material discussed in class from other classmates. There are no makeups or points awarded for work or tests missed because of absence.
 - **Extra Credit. • Conference Participation and Reflection Report.** Conference Participation and Reflection Report involves knowledge gained from attendance and participation at a Conference. Attendance will be documented with the Certificate of Attendance. Conference Reflection Report. Involves a written synthesis of the presentations attended and observations during the conference. Conference report should (1) synthesize topics, (2) integrate literature to support position, (3) analyze topics and participation on how to ‘real instructional settings’, and (4) adhere to format criteria (five pages, a separate page for citation references (minimum of five support citations from readings –using no more than 2 Internet citations) and cover page. Attach with report, (1) completed Certificate of Attendance form for course credit and (2) conference program (50 points)
- Course Evaluation.** Position reflection, objective tests, final test, research report and power point presentation, web page and resource guide, Site journal and report and participation will evaluate performance.

	Points
• Position Reflection	60
• Research article report	100
• Web page resource guide	100
• Site observation journal and report	200
• Chapter summary/reflective journal	100
• Objective Test	100
• ESL resource binder (see BSL 478)	
• Participation and Attendance	40
Total points:	700

Evaluation Scale.	93 - 100=	A
	85 – 92 =	B
	77 – 84 =	C
	70 – 76 =	D
	Below 70.0 =	F

Expectations. Attention should be given to the course calendar on due dates for readings, class discussions, field visitations, projects, and tests related to each assignment. Professionalism and adherence to timelines are imperative. IF an unforeseen emergency arises to hinder your course obligations, you should contact me immediately to discuss an alternative if allowed. For each field visitation, punctuality and professional dress are imperative as a representative of our University. Substitutions or makeups are only accepted for emergency medical reason for missed trips. Course assignments should be edited, typed, and carefully proofread. Course assignments will be graded for both content (60%) and style (40%) using an evaluation rubric. Professionally presented assignment indicates commitment. Late assignments will be accepted with a deduction of 10 points per day. IF you need assistance in any assignment, I encourage you to make an appointment or communicate via email with me, or visit the campus-writing center, attend study skills sessions at your convenience. Remember all, questions are ‘good’ questions.

Disability Statement. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Student Absences on Religious Holy days policy

A student desiring to be absent from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor

a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. A student whose absence is excused under this subsection will not be penalized for that absence.

Note The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

Bibliography.

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- Baker, C.and Hornberger, N. (2001). *Introduction reader to the writings of Jim Cummins*. Bristol, PA: Multilingual Matters Ltd.
- Christian, D. Montone, C., Lindholm, K. & Carranza, I. (1997). *Profiles in two-way immersion education*. McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Crawford, J. (1991) *Bilingual education: History politics theory and practice*. Los Angeles, CA: Bilingual Educational Services.
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- Garcia, O. and Baker, C. (1995). *Policy and practice in bilingual education: Extending the foundations*. Bristol, Pennsylvania: Multilingual Matters.
- Gonzalez, Frank. (1995). *Starting today. Steps to success for beginning bilingual educators*. San Antonio, TX; Intercultural Development Research Association.
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- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman. Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
- Krashen, S. (1992). *Fundamentals of language education*. Torrance, CA: Laredo Press.
- Krashen, S. (1984). *Writing: Research, theory, and applications*. Torrance, CA: Laredo Press.
- Lessow-Hurley, J. (1996). *The foundations of dual language instruction*. White Plains, NY: Longman Publishers.
- Ovando, C. & Collier, V. (1998). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Boston, Massachusetts:McGraw-Hill.
- Sosa, A. (1993). *Thorough and fair*. Charleston, WV: ERIC Clearinghouse for Rural Education and Small Schools.
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- Tikunoff, W. J. (1985). *Applying significant bilingual instructional features in the classroom*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Recommended Journals and Readings. *Language Learning*, *The Canadian Modern Language Review*, *Education Leadership* *TESOL Quarterly*, *Child Development*, *Journal of Psycholinguistic Research*, *Applied Linguistics*, *International Review of Applied Linguistics*, *The Modern Language Journal*, *National Association for Bilingual Education Journal*, *Modern Language Association Journal*, *Harvard Educational Review*, *First Language*, and *Review of Educational Research*.

World Wide Web Sites.

- National Clearinghouse for English Language Acquisition www.ncela.gwu.edu
- Desegregation Assistance Center www.idra.org/dac-scc
- Southwest Educational Development Laboratory www.sedl.org
- Intercultural Development Research Association www.idra.org
- Texas Education Agency www.tea.state.tx.us
- U.S. Department of Education www.ed.gov
- Urban Education Web www.eric.web.tc.columbia.edu
- Center for Applied Linguistics www.cal.ptg