

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

BIEM 4357.W01 Summer I
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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 and Bilingual Education. 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. LEARNING OBJECTIVES

Students enrolled in BIEM 4357 will be able to:

- explain and discuss major historical events in the United States and how they effected the implementation of and legal protection for bilingual education.
- explain and discuss the characteristics and methodologies associated with language learning.
- explain, discuss and apply current legal mandates that pertain to identifying, teaching and assessing English learners in Texas and their classroom practice.
- explain, discuss and apply current research-based practices for English learners in the implementation of program models and use of teaching techniques and assessment/evaluation tools in classroom practice.

IV. MAJOR COURE REQUIRMENTS

- Critical Education Journal Reflections: (25%) these assignments are designed to guide students in reflecting critically on issues of equity and social justice in education and specifically bilingual education.
- Content Notes Activities: (25%) activities designed to assist students as they encounter and process the course content.
- Module Assessments: (50%) summative assessments of the content in the course module.

V. REQUIRED READINGS

Wright, W. E. (2019) Foundations for teaching English language learners: Research, theory and policy practice. Caslon publishing.

Additional supplemental readings will be provided via the Blackboard course.

VI. STATE ADOPTED PROFICIENCIES FOR TEACHERS:

State-adopted proficiencies and standards covered in BIEM 4357 include the following:

Course Module/Topic	Texas State Board of Educator Certification (SBEC) Standards	Texas (SBEC) English as a Second Language (ESL) Standards
<u>Module 1: Foundations of ESL/Bilingual Education</u>		
<i>History of language in the U.S. (- 1923)</i>	2 & 6	I & II
<i>History of language in the U.S. (1923-NCLB)</i>	6	I, II, V & VII
<u>Module 2: Language Acquisition</u>		
<i>Language acquisition theory</i>	2 & 3	I & III
<i>Language domains & factors effecting language acquisition</i>	1, 2, 3 & 4	I, II, III, V & VI
<u>Module 3: Current ESL/Bilingual Education</u>		
<i>Current state/federal legislation</i>	3II	
<i>Policy in classroom practice</i>	1, 3 & 5	I, V, VI & VII
<u>Module 4: Teaching English Learners</u>		
<i>Components of an effective lesson</i>	1, 2, 3, 4, 5 & 6	IV
<i>ESL Methods & Strategies</i>	2, 3, 4 & 5	I, II, IV, V & VI

Texas State Board of Educator Certification standards can be accessed at:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

Texas State Board of Educator Certification English as a Second Language (ESL) Standards can be accessed at:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

VII. COURSE POLICIES

Attendance

The delivery of this course is 100% online, therefore access to internet is essential. Students are required to log-on a to TAMUCC Blackboard on a regular basis to check the updated schedule, interact with content and submit assignments on a regular basis.

Late-Work

Late work will be accepted only **48 hours** after the original due date and be subject to a **10-point** penalty. Students may submit a maximum of one assignment late for this course.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website <http://judicialaffairs.tamucc.edu/>.

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. **June 18, 2020** is the last day to drop a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred Method for Scholarly Citations

The 6th edition of the *Publication manual of the American Psychological Association* is the preferred method for citations within papers. **Classroom/Professional Behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the *TAMU-CC student handbook* and available through the website <http://judicialaffairs.tamucc.edu/studentcofc.html>.

Grade Appeals*

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

http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The *Americans with Disabilities Act* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. See website <http://disabilityservices.tamucc.edu/>. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

Statement of Academic Continuity

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

***Required by SACS**

VIII. COURSE CALANDER

** this is a preliminary course schedule that is subject to change*

Course Introduction

Module I: Foundations of ESL/ Bilingual Education

Topic I: History of language in the United States: Pre-colonization- 1923

Topic II: History of language in the United States: 1923- No Child Left Behind

Module II: Language Acquisition

Topic III: First and second language acquisition theory

Topic IV: Language domains & factors effecting second language acquisition

Module III: Current ESL/Bilingual Education

Topic V: Current state/federal legislation for teaching English learners

Topic VI: Policy in classroom practice

Module IV: Teaching English Learners

Topic VII: Components of an effective lesson

Topic VIII: ESL Methods and Strategies

Course Final Exam

