



**The University of Texas at Arlington
College of Education and Health Professions**

BEEP 4306.004

Family Literacy and Second Language Acquisition

Days & Time: Monday 4:30 – 7:20 pm
Room: SH 332

Spring 2009

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Bilingual Education/ESL Program (BEEP)
<http://www.uta.edu/soe/bilingual/index.html>

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.

The mission of the UTA School of Education is to develop and deliver an educational program that ensures the highest of teacher and administrator preparation and performance and to be a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The School is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students.

Course Prerequisites: ECED 4317 and EDTC 4301.

Course Description:

BEEP 4306. FAMILY LITERACY AND SECOND LANGUAGE ACQUISITION (3-0)

Examine the relationship between family literacy with second language acquisition and literacy development in children. The course provides opportunities for students to explore a variety of adult literacy programs designed to facilitate the development of literacy skills in parents, and programs between schools and parents designed to support reading and writing at home. Specific focus on theories regarding the relationship between first and second language acquisition and early education. Prerequisite: ECED 4317 and ECED 4318.

Textbooks:

Note to Teacher Candidates: You will use the same two textbooks for both BEEP 4306 and BEEP 4384.

Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). Bilingual and ESL classrooms (4th ed.). Boston: McGraw Hill.

Peregoy, S. F., & Owen, F. B. (2005). Reading, writing and learning in ESL: A resource book for K-12 teachers (4th ed.). Boston: Pearson.

Note to Teacher Candidates: Students in the EC-4 program will take two courses to prepare them to work with English language learners (ELLs).

BEEP 4306 Family Literacy and Second Language Acquisition
BEEP 4384 Literacy Methods in Bilingual/ESL Settings

These two courses will deliver the 10 competencies covered in the TExES 154—the ESL Supplement examination. Once students get certified as EC-4 Generalist, they will have the **OPTION** of taking the test on **their own** and add the ESL supplement. Currently, some school districts are requiring teachers to have the ESL certification, and they often offer supplementary salary to work with English language learners (ELLs).

Course Objectives:

Given the appropriate instruction and guidance, the students will be able to master the following objectives with at least 70% accuracy:

1. Demonstrate and apply knowledge of the ten competencies of the ESL TExES examination.
2. Explore second language learning and the role that the teacher can play in helping children during the second-language-learning process.
3. Apply theories of first and second language acquisition to the teaching of ESL
4. Apply knowledge of current learning theories and strategies, including learning styles and language transfer to the teaching of linguistic minority students.

The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

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
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

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 an 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.

Criminal record check: When a UTA student begins to work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. These forms will be returned to the Field Experience Office and routed to the personnel office for the school district. The school district will process the criminal record check and then notify students of any CRC that does not clear. In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw

from internship, residency, and any class requiring field work components. Because of the possibility that CRCs that do not clear may not be reported to students until after census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.

Americans 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).

Bomb Threats: If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

Course Requirements	
Measurable Components	Percentage
Attendance and punctuality	10%
Quizzes (five)	30%
Midterm	25%

Final test	35%
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Explanation of Requirements

1. Quizzes will be used to assess students' understanding of the readings assigned each week—multiple choice format. See schedule for dates.
2. Attendance and punctuality – Attendance, engagement and productive participation in class meetings are required for a successful completion of the course.
3. Midterm—Multiple choice format
4. Final Exam—Comprehensive and using a multiple choice format.

Attendance Policy: Attendance and punctuality. Students are required to sign the attendance sheet every class meeting. The sign-in sheet constitutes the only evidence of attendance. Arriving and/or leaving before dismissal will constitute an absence (two instances will constitute an absence). Twenty (10%) percent of the grade will be based on attendance and punctuality. See grading calculation for attendance below.

Absences: 0 (100%) 1(90%) 2(80%) 3(60%) 4(50%) 5(0%)

Course Notes

1. All assessment instruments, except the final test, will be returned to students. It is their responsibility to keep them to show evidence of their performance in class.

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

Tentative Lecture/Topic Schedule:

Competencies for BEEP 4306 – 2, 4, 8, 9 and 10

Date	TOPIC	ASSIGNMENTS
Week 1 01/25 Classes begin	Syllabus / Expectations General Course Overview Proficiencies for the ESL TE _x ES 154 (PP# 1 TE _x ES 154)	1. Purchase textbook 2. Student will receive complete syllabus via email. 3. Read chapters assigned for next week.
Week 2 02/01	1. Comp. 008 Historical development of dual language education in the United States. (PP# 2 Who are the ELLs)	Discuss Ovando, Collier & Combs, Chapter 2 Policy and Programs Read Ovando chapter 1, and Peregoy chapter 1
Week 3 02/08	(Quiz 1 on Ovando, chapter 2) Comp. 008 Foundations of ESL and bilingual education and types of ESL programs. A. English language learners (PP#3 Foundations of BE)	Ovando, Collier & Combs, Chapter 1 Students; Peregoy & Boyle, Chapter 1 English Language Learners in School
Week 4	(Quiz 2 on Ovando, chapter 1)	Discuss Ovando, Collier & Combs,

02/15	2. Comp. 008 A. Programs for English language learners (ELLs) (PP#3 Foundations of BE)	Chapter 2 Policy and Programs
Week 5 02/22	3. Comp. 2 Second language Acquisition A. Prism Model... (PP#4 L1 and L2)	Ovando et al., Chapter 4 Language Lara, M. & Rosado, L. (2008, February) Developing language strategies for English language learners. <i>Academic Exchange Extra (AAE) Journal</i> [On-line]. Available: http://asstudents.unco.edu/students/AE-Extra/2008/1/indxmain.html
Week 6 03/01	(Quiz 3 on Ovando, Chapter 4) 4. Comp. 002 A. Theories of second language acquisition...	Peregoy & Boyle, Chapter 2 Second Language Acquisition
Week 7 03/08	5. Comp. 004 – Communicative language development A. BICS & CALP...	Peregoy & Boyle, Chapter 4 Oral Language Development in Second Language Acquisition.
March 15-19	UTA Spring Break	Relax and catch-up
Week 9 03/22	6. Review for Midterm	
Week 10 03/29	7. Midterm examination	Rosado, L. (2005, January). Cross-cultural communication: A Latino perspective. <i>Academic Exchange Extra (AAE) Journal</i> , 2005 (1), 1-12. [On-line]. Available: http://asstudents.unco.edu/students/AE-Extra/2005/1/index.html
Week 11 04/05	8. Discuss midterm and refocus (PP#5 Latino Presentation)	Ovando et al., Chapters 5 Culture Rosado, L. (2005, January). Cross-cultural communication: A Latino perspective. <i>Academic Exchange Extra (AAE) Journal</i> , 2005 (1), 1-12. [On-line]. Available: http://asstudents.unco.edu/students/AE-Extra/2005/1/index.html
Week 12 04/12	9. Comp. 009 Factors that affect second language acquisition...	Ovando et al., Chapter 9 Bilingual Special Education.

	(PP#6 Cross-cultural Communication)	
Week 13 04/19	(Quiz 4 on Ovando, Chapter 9) 10. Comp. 009 Factors that affect second language acquisition... 11. Comp 010 Family and community involvement	Ovando et al., Chapter 10 School and Community
Week 14 04/26	(Quiz 5 on Ovando, Chapter 10) 12. Day to catch-up	
Week 15 05/03	Review for the final	
Week 16	Final Exam	
<p>No Child Left Behind Legislation - http://www.tea.state.tx.us/nclb/ Special Education - http://www.tea.state.tx.us/rules/tac/chapter089/ch089aa.html Bilingual Education - http://www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html Compensatory Education - http://www.tea.state.tx.us/stcomped/ Gifted and Talented - http://www.tea.state.tx.us/gted/gtrule.htm Migrant Education - http://www.tea.state.tx.us/migrant/ TExES Preparation Manuals - http://texas.ets.org/prepMaterials/</p>		

Analysis of the Content for BEEP 4306

Competencies	Ovando et al.,	Peregoy & Boyle
Competency 008 The ESL teacher understands the foundations of ESL education and types of ESL programs.	Chap 1, 2	Chap 1

Components

- I. Description of English language learners
 1. Previous schooling
 2. Role of culture
 3. Cultural Adjustment of Children
- II. Programs to meet their needs
 1. Bilingual Education
 - 1) Enrichment Vs Remediation
 2. English as a second language
 3. Newcomer Programs

Sources: Ovando, Combs, & Collier—Chapter 1 Students
Peregoy and Boyle—Chapter 1 English Language Learners in School

III. Political and Historical Development of Program for English language learners (ELLs)

1. Historical Development of Bilingual and ESL instruction
2. The English only movement
3. The No Child Left Behind legislation
4. Court cases

Reference: Ovando, Combs, & Collier—Chapter 2 Policy and Programs

Competencies	Ovando et al.,	Peregoy & Boyle
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.	Chap 4	Chap 2

Components

1. The prism model of language acquisition
2. Defining communicative competence
3. Theories of first and second language acquisition
4. Elements that affect second language acquisition
 - A. Age of initial exposure
 - B. Length of exposure
 - C. Previous schooling
 - D. Socio economic status
5. The Threshold Hypothesis: Implications for program implementation
6. Factors that affect the acquisition of a second language
7. Overview of approaches to teach ELLs

Reference: Peregoy and Boyle—chapter 2 Second Language Acquisition
Ovando, Combs and Collier, Chap 4 Language

Lara, M. & **Rosado, L.** (2008, February) Developing language strategies for English language learners. *Academic Exchange Extra (AAE) Journal* [On-line]. Available: <http://asstudents.unco.edu/students/AE-Extra/2008/1/indxmain.html>

Competencies	Ovando	Peregoy
Competency 004 The ESL teacher understands how to promote students' communicative language development in English.	Chap 4	Chap 4

Components:

1. Promoting Communicative Competence

- A. The Basic Interpersonal Communication Skills (BICS)
- B. The Cognitive Academic Language Proficiency (CALP)
- 2. Developing oral fluency in the second language

Reference: Ovando, Combs and Collier, Chap 4 Language
Peregoy and Boyle, Chapter 4 Oral Language Development in Language Acquisition

Competencies	Ovando	Peregoy
Competency 009 The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.	Chap 5, 9	

Components

- 1. Definition and terminology dealing with culture
- 2. Race Vs ethnicity
- 3. Prejudice and discrimination
- 4. The cultural deficit model: Implications for program implementation
- 5. Stereotyping and ethnocentrism

References: Ovando, Combs, and Collier, Chapter 5 Culture
Ovando, Combs, and Collier, Chapter 9 Bilingual Special Education

Competencies	Ovando	Peregoy
Competency 010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.	Chap 10	

Components:

- 1. Role of the community in the education of ELLs
- 2. Community activism—court cases
- 3. Funds of Knowledge—using the knowledge that the child brings to the learning process
- 4. Family literacy programs

Reference: Ovando, Combs, and Collier, Chapter 10 School and Community

Competencies for TExES 154—English as a Second Language (ESL)

Domain Range of Competencies

Domains	Competencies	Percentages
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I. Language Concepts and Language Acquisition	001–002	25
II. ESL Instruction and Assessment	003–007	45
III. Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement	008–010	30

References: TExES website: <http://texes.ets.org/prepMaterials/>

Competency 001- The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, writing and uses this understanding to develop ESL students' language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions written and spoken English and uses this knowledge to model provide instruction in English.

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 beginning ESL teacher:

- Knows theories, concepts, and research related to L1 and L2 acquisition.
- Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.
- Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

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 beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).
- Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.
- Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

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

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.
- Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.
- Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

- Knows how to provide appropriate feedback in response to students' developing English language skills.
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Competency 005-The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

- ☐ Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.
- Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective 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 beginning ESL teacher:

- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.
- Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).

- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

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 beginning ESL 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).
- Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
- Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

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 beginning ESL teacher:

- Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
- Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.

- Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, 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 beginning ESL teacher:

- Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- 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 beginning ESL teacher:

- Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
- Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- 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 ESL students.

General References:

- Brown, D. H. (1994). Principles of Language Learning and Teaching (2nd ed.). Chapter 3 - Comparing and Contrasting First and Second Language Acquisition
- Freeman & Freeman, Chapter 4 – What do we Acquire When we Acquire a Second language?; Chapter 5 – What are the Principal Theories of Second
- Hepworth Berger, E. (1991). Parents as Partners in Education (3rd ed.). New York: Macmillan Publishing Company.
- Lara, M. & Rosado, L. (2008, February) Developing language strategies for English language learners. *Academic Exchange Extra (AAE) Journal* [On-line]. Available: <http://asstudents.unco.edu/students/AE-Extra/2008/1/indxmain.html>
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- Morrow, Lesley (2001). Literacy Development in the Early Years: Helping Children Read and Write *4th ed.). Boston: Allyn and Bacon. Chapter 3.
- Ramírez, A. (1995). Creating Context for Second Language Acquisition: Theory and Methods. Chapter I – Language Learning Contexts ; Chap 2 – Concepts of Language Proficiency
- Rosado, L. (2005, January). Cross-cultural communication: A Latino perspective. *Academic Exchange Extra (AAE) Journal*, 2005 (1), 1-12. [On-line]. Available: <http://asstudents.unco.edu/students/AE-Extra/2005/1/index.html>
- Rosado, L. & Ligons, C. (1997). The acculturation process of Latino children in U.S. society. *Teacher Education and Practice*, 13, (1), 31-51.

Electronic References:

- **U.S. Department of Education** No Child Left Behind Legislation - <http://www.tea.state.tx.us/nclb/>
- National PTA - Family-schools standards - <http://www.pta.org/parentinvolvement/standards/index.asp>
- The special populations Law in Texas
 - A. Special Education - <http://www.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>
 - B. Bilingual Education - <http://www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>
 - 1) Center for Bilingual Education - <http://www.tcbee.org/home.htm>
 - (a) Legal components – Lau Vs Nichols
 - C. Compensatory Education - <http://www.tea.state.tx.us/stcomped/>
 - D. Gifted and Talented - - <http://www.tea.state.tx.us/gted/gtrule.htm>
 - A. Migrant Education - <http://www.tea.state.tx.us/migrant/>

TEExES Preparation Manuals: TEExES website: <http://texes.ets.org/prepMaterials/>