**BEEP 5321 ESL Methods for EC-6 Learners**  
*Summer, Session 1 – 2014, Online*

**Instructor Information:**

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Course Duration: June 2nd - July 3rd, 2014  
Office Hrs: Mondays and Thursdays from 1 – 3 pm and by appointment

Faculty Website: [http://www.uta.edu/faculty/carlaaj](http://www.uta.edu/faculty/carlaaj)  
Course Website: [http://elearn.uta.edu](http://elearn.uta.edu)

**Required Texts:**

None. All readings (research articles) will be posted on Blackboard.

**Recommended Texts:**


**Course Description:**

This course compares first and second language acquisition processes, and identifies best practices to meet the needs of EC-6 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**
This is an entirely online course. Students are, however, required to participate in all activities planned as per the course schedule.

**Adds and Drops**
Adds and drops may be made during late registration on the Web or in person in the academic department offering the course. Please check MyMav for Summer One’s deadline. 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. Always make sure you keep a copy of documents submitted to your professor.

**Course Evaluation**

1. Weekly discussion board participation .......................................................... 50 points
2. Position statement on teaching English language learners.............................. 30 points
3. Examining Practices paper .................................................................50 points

**Total points possible:** 130

**Grading scale:** A= 93-100, B= 84-92, C = 75-83, D=70-74 and F anything below 70

**Description of Assignments**

1. **Weekly Discussion Board Participation:**
Your active participation in this class is expected. You will be expected to participate and contribute to discussions asynchronously through Blackboard at least twice a week, every week. Your weekly postings on Blackboard will require you to not only read the assigned articles and watch complementary videos, but you will need to consult other sources as well. Your initial response (response to readings) to the weekly discussions must be made by Thursday no later than 11:59 PM and your responses to your peers’ contributions must be made by Sunday at 11:59, except for the discussion board on week five. See structure of the initial and response posts below, and check the calendar for specific due dates.

**Note:** There will be an additional discussion board posting you will be required to participate in. This posting has is entitled, “Introductions.” Please take a minute and introduce yourself. You’re welcome to record a video introduction in lieu of the written introduction if you have a smartphone or device that has video recording capabilities. See specifics on the discussion board.

**Asynchronous Discussions**
As part of this course, you will be required to post and participate in five Discussion Forums. Each week’s discussion will have two components: (a) your response to the week’s readings, and (b) a response to your peers. You will be responsible for contributing to the class’ discussions through these posts.
**Structure of Initial Response**
Every week you will synthesize what you read, learned, and look forward to learning about based on the readings assigned. You will thus be required to read all the articles assigned to be able to participate as well as any other resources assigned for those weeks.

Your responses must demonstrate thoughtful, evidence-based reflections. In other words, your viewpoints must also be substantiated with not only the assigned readings/materials but with specific examples from at least two of the following: (1) other readings you have done that connect to what you read for the week, (2) your personal/professional experience, (3) discussions with other professionals, and/or (4) resources that you may have encountered aside from the assigned coursework. Your initial post must be made no later than Thursday at 11:59 PM. See course schedule for specific dates.

**Structure of Response to Peers**
You will be responsible for reading the posts your peers have shared (i.e., their initial responses) and comment on at least two of their responses. Your responses/contributions must be courteous, and like the posts about your initial responses, these must be substantiated on facts, experience, resources, etc. Your contributions here must extend the conversation. Ask questions, provide examples, and/or seek further clarification on topics/issues you may still not understand fully from what they posted. Note that responding to a peer with an ‘I agree’ or “I disagree” is not enough; explain why you agree or disagree with what they have posted and add your ‘two cents’ to the conversation. Your two responses to peers must be made no later than Sunday at 11:59 PM. See course schedule for specific dates.

2. **Position Statement on Teaching English Language Learners**

For this assignment you will write a position statement/essay in which you clearly describe what you think your role as a teacher of English language learners is and what you can do to improve their educational outcomes. This position statement will be driven by your own narratives and stories - your own personal and professional experiences as teachers or administrators. If you have never taught or worked in a bilingual or ESL setting, then draw on any other classroom experiences you may have had.

The following questions are provided to you to help you get started with the statement paper:
1. Why should I teach English language learners? Why should others?
2. What impact am I, as a teacher or administrator, having on the education of English language learners and diverse students?
3. Should all language minority children in the U.S. have the right to receive instruction in their native language? Why or why not?
4. What does the research say about what diverse children and English language learners need to succeed academically?
5. What are the biggest challenges you, as a teacher, administrator or both, face when working with diverse children, English language learners and/or their families?
6. What can you, as a teacher, administrator or both, do to improve the services provided to these children and their families?

The statement should be written in first person (I) and should be between 2 and 3 double-spaced pages. You may include references with your statement but the reference page(s) will not count towards the page limit. Check the calendar for due date.

3. Paper: Examining own teaching practices with English Language Learners

Being able to critically reflect on one’s practice is one of the most important qualities that a teacher can possess. Convergent research in fact shows that critically examining what transpires in our classrooms leads to not only better student outcomes, but teacher self-efficacy. Moreover, sharing what you know with others helps you make a contribution beyond that of your own classroom, and as such, have a ripple effect on many others.

For this assignment you will take on the role of an educational researcher and write about your expertise in working with diverse children and families in EC-6. While you will need to describe how your expertise has been informed by the work of others through citing other people’s work (and the content you are reading about for this class), the ultimate goal is for you to help make a direct and practical contribution to classroom/school practice. Your paper will also need to demonstrate how theory/research and practice can inform one another. Think of this assignment as being a springboard for you, as a teacher or administrator, to potentially have the beginnings of a manuscript you could publish in a practitioner or professional journal. See the folder, “Professional Journal Articles,” on this week’s folder on Blackboard for sample articles.

Possible topics for your paper include (but are not limited to):

- Preparing classroom teachers (and/or administrators) to work in a diverse school environment
- Promoting a multicultural curriculum year-round
- Strategies for working with diverse families
- Establishing home-school connections
- Developing academic language in the L1 or L2
- Promoting academic achievement in the L1 or L2
- Meetings students’ needs through technology
- Classroom management

In your paper you will be required to address the five aspects below. These are not meant to be used as headings, however. In fact, you are encouraged to be creative when coming up with headings and subheadings for your paper; you need to sell the idea that reading your piece is interesting, noteworthy, and important!

Before you start, you need to identify who your ultimate professional audience will be. Think of what you learned about developmentally appropriate practice, but now extend that to whoever
is reading your piece – administrators in general or new principals, novice teachers or experienced ones, kindergarten teachers or fifth grade teachers, or someone else? *Be sure to keep your audience in mind.*

- **Relevance.** Your paper needs to demonstrate that there is a need for sharing your work and what you know about it. Think of this as being a problem statement. Ask yourself the following questions: Why do others need to think about this topic? How or why is this important? How does sharing what you know can help others in working with these students and their families?
- **Connection to others’ work.** You need to make sure that your work is substantiated by the work of others. While creative thinking and writing is encouraged, you need to make sure to identify how your work or ideas have been inspired and are linked to others who have published already. This is where the connection to research will need to be evident. This is where you will be citing other people’s work.
- **Description.** This component is self-explanatory. You are writing this assignment to share something you know/your own experiences with others. Describe when, how, why and so on. Be detailed.
- **Examples and vignettes.** Use detailed examples and vignettes to complement what you have written about.
- **Reflect.** Reflect on what you have learned about this topic you have written about and its impact on (a) your students, (b) their families, and (c) your own development and role as a teacher and/or administrator.

This assignment needs to be typed, double-spaced. This written assignment will be between 10-12 pages long. A reference page with 10-12 references will also be included at the end of your paper; the reference page(s) will not count toward the page limit. Pictures that complement the content of your piece are most welcome. You will use APA 6th edition to format your paper. A comprehensive guide to APA can be found [here](#). See the calendar for the due date.