

**Sistema Universitario Ana G. Méndez
School for Professional Studies
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

EDBE 524

**METHODS OF ESL LITERACY
AND LANGUAGE DEVELOPMENT**

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TABLE OF CONTENTS

| | Page |
|-----------------------------|-------------|
| Study Guide | 3 |
| Workshop One | 9 |
| Workshop Two | 13 |
| Workshop Three | 16 |
| Workshop Three | 20 |
| Workshop Three | 23 |
| Appendix A | 27 |
| Appendix B | 28 |
| Appendix C | 29 |
| Appendix D | 30 |
| Appendix E | 31 |
| Appendix F | 32 |
| Appendix G | 33 |
| Appendix H | 35 |
| Appendix I | 36 |
| Appendix J | 37 |
| Appendix K | 38 |
| Appendix L | 40 |
| Appendix M | 41 |
| Appendix N | 42 |
| Appendix O | 43 |

STUDY GUIDE

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|----------------------|--|
| Course Title: | Methods of ESL Literacy and Language Development |
| Code: | EDBE 524 |
| Time Length: | Five (5) weeks |
| Prerequisite: | None |
| Description: | This course examines the relationship of reading and writing development to second language acquisition in ESL contexts. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development. |

General Objectives

Students will be able to:

1. Review second language past and present teaching approaches critically and relate them to second language theory and research.
2. Describe and offer a justification for instructional approaches and programs appropriate for ESL/Bilingual settings.
3. Describe and integrate the social, cultural, and learner-centered aspects of teaching in bilingual and ESL classrooms.
4. Develop techniques for teaching the four language skills, listening, speaking, reading and writing, within an integrated, content based approach.
5. Plan and demonstrate a lesson, based on a thematic unit.
6. Locate resources in the field of bilingual/ ESL education.
7. Use technology to enhance instructional approaches in bilingual and ESL settings and to communicate with the instructor and classmates.

Text and References

Brown, D.H. (2007). Principles of Language Learning and Teaching. (5th ed.). Pearson

Prep. 2008. Ariel C. Gil, M.A.

Longman

Chamot, A.U., & O'Malley, J.M. (1994). *The CALLA Handbook*. Addison-Wesley Publishing, Co.

Evaluation

For this course, students will be evaluated based on the following criteria:

| Task | Due Date | Points |
|----------------------------------|---|----------------------|
| 5 Reflective Journal Entries | Should be handed in at the beginning of each workshop | 10 each = 50 points |
| 2 Mini-Lesson Plan presentations | Should be handed in during workshops 3 & 5 | 50 each = 100 points |
| Portfolio | Should be delivered in workshop 5 | 100 points |
| 2 Written Summaries | Due at the beginning of Workshops 3 and 4 | 50 each = 100 points |
| 1 Oral Presentation | To be presented during Workshop 2 | 100 points |
| Class participation | <i>Note: Attendance is mandatory</i> | 50 points |
| Exam | | 100 points |
| Total | | 600 points |

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a

question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
 - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
 - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- www.google.com
- www.altavista.com
- www.ask.com
- www.excite.com
- www.pregunta.com
- www.findarticles.com
- www.telemundo.yahoo.com
- www.bibliotecavirtualut.suagm.edu

- www.eric.ed.gov/
- www.flelibrary.org/

The facilitator may make changes or add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives:

At the end of this workshop, students will be able to:

1. Review past and present teaching approaches and relate them to second language acquisition theory and research.
2. Understand the main issues underlying second language acquisition and learning.
3. Review some Schools of Thought in Second Language Acquisition
4. Understand the theoretical framework of the CALLA Approach

Language Objectives:

1. Discuss in small groups or pairs the main aspects of reviewed second language acquisition theories.
2. Read an article related to second language acquisition by adult learners.
3. Summarize your own language learning experiences through journaling.

Electronic Links (URLs):

Cognitive Academic Language Learning Approach (CALLA)

<http://coe.sdsu.edu/people/jmora/MoraModules/CALLA.htm>

BICS vs. CALPS

<http://www.iteachilearn.com/cummins/bicscalp.html>

The Dual Iceberg Theory

http://apollo.ucalgary.ca/eslrw/files/eslrw/Learner_profiles.pdf

Language Acquisition vs. Language Learning Hypothesis

<http://ezinearticles.com/?Language-Acquisition-vs-Language-Learning&id=137148>

The Affective Filter Hypothesis

<http://languageinstinct.blogspot.com/2006/08/krashen-revolution.html>

The Bilingual Learner

<http://www.naldic.org.uk/ITTSEAL2/teaching/Bilinguallearner.cfm>

First vs. Second Language Acquisition

<http://www.csun.edu/~galasso/lang1.htm>

The Comprehensible Input Hypothesis

<http://www.sk.com.br/sk-krash.html>

Second Language Teaching Methods

<http://coe.sdsu.edu/people/jmora/almmethods.htm>

Total Physical Response (TPR)

<http://coe.sdsu.edu/people/jmora/almmethods.htm>

Assignments before Workshop One:

1. Read the recommended URL's, textbooks and other reference materials. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
2. Write a brief summary (maximum of two double-space pages) about one of the methods or approaches you reviewed in the electronic sources. Make sure to cite sources appropriately using APA style. Note this summary will NOT be graded.
3. At your first workshop, hand in your first journal entry based on the guidelines (See Appendix O).
4. Conduct a brief research about the main issues underlying second language acquisition and learning. Make a list of issues and bring it to class.
5. Watch the following video: http://www.youtube.com/watch?v=ov_qD4q6Or0. What is your impression about it? Have you experienced something similar? Do you know someone that has?

Activities:

1. The facilitator and the students will introduce themselves by engaging in an icebreaking activity suggested by the facilitator.
2. The facilitator will discuss the course objectives, assignments and rubrics and will help students select the student representative.
3. Working in small groups, students will discuss their personal experiences learning a second language. Then, the group members will have ten minutes to briefly report their experiences to the entire class.

4. The instructor will give a brief demonstration of the Total Physical Response (TPR) approach and ask students to provide their feedback afterwards.
5. The facilitator will introduce an outline of the leading second language theories or hypotheses originated by Stephen Krashen (i.e., Affective Filter, Acquisition vs. Learning, Comprehensible Input, etc.) and ask students to discuss them critically.
6. Working small groups or pairs, the facilitator will assign ONE of these (suggested) topics to each group and students will share their opinions with the entire class afterwards.
 - a. Age Does Not Affect Second Language Learning
 - b. Adults and Children Learn a Second Language Similarly
 - c. Learning a Second Language is Really Easy
 - d. Social Factors Influence Second Language Learning
7. The facilitator will show ONE of these two suggested videos:
 - “Worth a Second Look: Questioning and Challenging Research” (19 min.) retrievable at <http://video.google.com/videosearch?q=second+language+teaching&emb=0&aq=f#>
 - ESL: English as Second Language” (10 min.) retrievable at: <http://video.google.com/videosearch?q=second+language+teaching&emb=0&aq=f#>
8. The facilitator will lead a brief open discussion following the video presentation to encourage different points of view.
9. The facilitator will ask for at least three volunteers to read aloud their journal entries to their classmates. Guided questions by the facilitator should follow each reading. For example: Did you encounter similar experiences learning a second language? Was there something in particular that caught your attention about your classmate’s journal entry? etc.

Assessment:

1. List five characteristics of an Effective ESL teacher.

Note: The facilitator should collect all entries and provide feedback to the students at the beginning of Workshop 2.

2. Using the table appearing in Appendix A as a guide, students should identify at least two characteristics of the First and Second language acquisition or learning processes. Note: The facilitator should collect all entries and provide feedback to the students at the beginning of Workshop.

Workshop Two

Specific Objectives:

1. Study the main theories of second language acquisition.
2. Research about the process of learning a second language.
3. Compare and contrast Krashen's second language acquisition theories.
4. Emphasize the concept and theory of the CALLA method.
5. Review the concept of Common Underlying Proficiency (CUP) presented by Jim Cummings in his Iceberg Dual theory.
6. Briefly debate about the student motivation as a major factor in the acquisition and learning of a second language.
7. Briefly review Abraham Maslow's constructivist view of motivation.

Language Objectives:

1. Develop oral communication skills in class debates.
2. Summarize the main ideas using correct grammar and spelling after having searched for and read the assigned article to be discussed in class.
3. Present a brief PowerPoint to discuss the second language teaching theories using correct grammar and style conventions.

Electronic Links (URLs):

Krashen's Input Hypothesis

<http://www.languageimpact.com/articles/rw/krashenbk.htm>

The Five Hypotheses

<http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>
<http://homepage.ntlworld.com/vivian.c/SLA/Krashen.htm>

Explicit and Implicit Learning

<http://www.hcrc.ed.ac.uk/cogsci2001/pdf-files/abs4.pdf>

Long's Theory

<http://www.google.com/search?hl=en&q=Interaction+Hypothesis+AND+Long+AND+Second+Language>

Non-Verbal Communication

<http://www.fhsu.edu/%7Ezhrepic/Teaching/GenEducation/nonverbcom/nonverbcom.htm>

Language Development Stages

<http://www.mnstate.edu/pccp/stages%20of%20%20language%20development.pdf>

Learning English as a Second Language

<http://www.asha.org/public/speech/development/segundoidioma.htm>

Ideas to Learn English as a Second Language

<http://www.monografias.com/trabajos10/segid/segid.shtml?relacionados>

Learning English as a Second Language Theories

<http://ilcabello.wordpress.com/2007/04/04/teorias-de-adquisicion-de-segundas-lenguas/>

Language Development and Evolution

<http://www.monografias.com/trabajos16/desarrollo-del-lenguaje/desarrollo-del-lenguaje.shtml>

Assignments before Workshop Two:

1. Read the recommended URL's, textbooks and other reference materials. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
2. Prepare a brief audiovisual presentation of 10 minutes emphasizing one of the second language teaching theories covered in class.
3. Look for information about the *Cognitive Academic Language Learning Approach* (CALLA) and carefully read it.
4. Go to Appendix B and find a chart similar to the ones used in "The CALLA Handbook". Fill the chart following the instructions detailed in the third paragraph named *Application Activities*. This activity should be completed with another classmate.
5. Develop your Reflective Journal Entry No. 2. See Appendix O.
6. Prepare an essay of at least 500 words summarizing the main characteristics of the CALLA approach (see Appendix D). Hand it in at the beginning of Workshop 2.
7. Continue working on your portfolio.

Activities:

1. The facilitator will start the class giving a brief review of previously covered concepts.
2. Students will take turns to conduct their PowerPoint presentations. A question and answer session will follow each presentation.

3. The facilitator will start a discussion of the CALLA approach. Students should participate in the discussion.
4. Students will work in pairs to present their example of the Activities Application of the language they developed using the Jim Cummins chart shown in Appendix B.
5. The facilitator will show the video “Comprehensible Input” :
http://video.google.com/videosearch?q=comprehensible+input&www_google_domain=www.google.com&emb=0&aq=f#.
6. Students will go to Appendix C to debate the contents of the video.
7. Based on the concept of Common Underlying Proficiency (CUP) introduced by Jim Cummings in his Iceberg Dual theory, students will have the opportunity to identify the advantages that a bilingual person has.
8. Group debate: Do you believe that student’s motivation directly influences the acquisition of a second language?
9. The facilitator will discuss the assignments for the next workshop.

Assessment

1. Students’ in-class participation should be evaluated using the Class participation rubric.
2. Use the Written report rubric to grade the students’ essay on the CALLA Approach.
3. Use the Oral presentation rubric to evaluate the students’ oral presentation

Note: The facilitator should go over specific details and tips to help students develop their first Mini-Lesson due at the beginning of Workshop 3.

Workshop Three

Specific Objectives:

1. To further analyze the concept of “Content-based Curriculum” in CALLA.
2. To discuss the importance of learning styles in the ESL curriculum.
3. To identify specific techniques ESL instructors can use to continually monitor the effective acquisition of language and content-based skills by the learners.
4. To prepare and present a mini-lesson plan for a specific content-based activity and demonstrate it in class modeling one of the teaching approaches discussed in class.

Language Objectives:

1. To enhance reading skills based on guided research activities using a variety of sources such as textbooks, periodicals, or electronic references
2. To allow students to demonstrate their mastery of academic writing skills through guided writing assignments closely aligned with the objectives of course.
3. To give the students an opportunity to demonstrate their oral skills through debates, visual presentations, and questions and answers formats.

Electronic Links (URLs):

Learning Styles

<http://www.ldpride.net/learningstyles.MI.htm>

Content based ESL Curriculum and Academic Language Proficiency

<http://iteslj.org/Techniques/Brown-CBEC.html>

ESL Math Lesson Plan by NCELA

http://www.ncela.gwu.edu/practice/lessons/4_mathsci.htm

Age-related Factors in Second Language Acquisition

<http://www.ncela.gwu.edu/pubs/classics/focus/02bage.htm>

EFL/ESL Lessons and Lesson Plans (The Internet TESL Journal)

<http://www.ncela.gwu.edu/pubs/classics/focus/02bage.htm>

Community Language Learning

<http://members.fortunecity.com/nadabs/communitylearn.html>

The Audiolingual Method

<http://www.abacom.com/~nathan/audio.htm>

Audiolingualism and Structuralism in Language Learning and Teaching

<http://www.btinternet.com/~ted.power/esl0308.html>

The Audiolingual Method (video)

<http://video.google.com/videoplay?docid=-5656102197382461157&ei=tl8ASbzANpCQgQLqm5WZBQ&q=Audiolingual+Method>

BICS vs. CALPS

<http://www.iteachilearn.com/cummins/bicscalp.html>

Assignments before Workshop Three:

1. Read the recommended URL's, textbooks and other reference materials. Pay close attention to the rubrics in the Appendix section. These rubrics will be used to assess your knowledge.
2. Prepare a table listing the various learning styles identified through research as well as their characteristics
3. Prepare Math, Science, **or** Social Studies mini-lesson designed for intermediate level ESL students in the 8th grade.
4. Write a brief summary about *at least four* (4) of the websites reviewed before this workshop. The summaries must be turned in at the beginning of the workshop and be bound together as a single document with a title or cover page. Each summary should appear on a separate page with its own title, be typed (double-spaced), using Times New Romans size 12 font.
5. Develop Journal Entry No. 3 based on the following topic: Do you think you may have some advantages over children in learning a foreign language? Make sure to include a copy of the Journal Entry section of your portfolio.
6. Develop a listening comprehension (bilingual Spanish-English) exercise intended for beginning ESL 5th graders. Be ready to demonstrate the exercise to the class.
7. Continue working with your portfolio.

Activities:

1. The facilitator will start the class with a short review of previously covered material.
2. During the workshop, the facilitator will determine when the students will take turns to present their individual mini-lessons. Each mini-lesson presentation should be followed with a brief Questions & Answers (Q&A) session.
3. Discuss the various learning styles as well as the methodological implications they have on the ESL and Content-based curriculum.
4. Share different viewpoints on how learners acquire or learn a second language within a linguistic context that either encourages or discourages their learning of content areas such as Math, Science, and Social Studies.
5. Discussion of the importance of teaching academic language in the school curriculum.
6. Students will hand in their written summaries about (at least) four (4) of the reviewed websites. The facilitator may choose to allow students to briefly discuss their findings to emphasize aspects that they found interesting or challenging while conducting their research.
7. Students will discuss their listening comprehension exercise designed for beginning ESL 5th graders.
8. The facilitator will have chosen an article related to content-based instruction prior to this workshop and such article will be read aloud in class. Students will then take turns to express their opinions about the article through a critical analysis.
9. The facilitator will guide a group discussion on the contrast between the Audiolingual Method and the Community Language Learning approach. Students can work in pairs or small groups and use poster board sheets to list the main differences and similarities (as well as strengths and weaknesses) they find between these two methods.
10. In-class, students will write a brief paragraph (8 sentences at the most) expressing their opinion about whether a foreign or second language is learned best through drills and repetition, or through activities where learners build their own sentences encouraged by small group support.

11. After watching the Audiolingual Method video (see recommended electronic links), ask students to write down some characteristics that, in their opinion, may be considered strong about this method as well as some areas that may be deemed as weaknesses. They should be ready to defend their position in class discussions.
12. Write a brief summary about your understanding of the dichotomy between Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency Skills (CALPS) introduced by Jim Cummings of the University of Toronto.
13. The facilitator will discuss the assignments for the next workshop.

Assessment:

1. Students' in-class participation should be evaluated using the Class participation rubric.
2. Students will present their first Mini-Lesson and be evaluated according to the Oral Presentation rubric.
3. The facilitator will use the Written Report Rubric to evaluate the four written summaries turned in by students during this workshop.

Workshop Four

Specific Objectives:

1. To give students an opportunity to demonstrate their working knowledge of the CALLA approach methodology
2. To understand the importance of integrating subject area content within language development activities
3. To discuss how different methods may be more useful than others depending on the cognitive level of the learners and the specific classroom environment.
4. Briefly review Bloom's research on the relationship of cognitive development to first language acquisition.

Language Objectives:

1. To further enhance the productive skills of speaking and writing.
2. To apply higher-order thinking skills through classroom interaction activities.
3. To use cooperative learning techniques when analyzing and discussing a topic.

Electronic Links (URLs):

Additive vs. Subtractive Bilingual Education Programs

http://books.google.com/books?id=u-99PsmFj-UC&pg=PA13&lpg=PA13&dq=additive+vs.+Subtractive+bilingual+education&source=web&ots=p3jgaUzhKV&sig=DiuQkkmk5GUfj9ZpVzW-mzwX5OZc&hl=en&sa=X&oi=book_result&resnum=4&ct=result#PPP1,M1

Second Language, Literacy & Learning Connection

<http://www.slllc.org>

Content-based Instruction for Language Learners

http://www.ed2go.com/elt_demo/3cb_demo/

Transferring Literacy Skills from L1 to L2

<http://www.ncela.gwu.edu/pubs/jeilms/vol13/transf13.htm>

Biliteracy and Second Language Learners

<http://www.asha.org/about/publications/leader-online/archives/2004/040622/f040622a.htm>

Reading in a Bilingual / Biliterate Curriculum

<http://www.ncela.gwu.edu/pubs/classics/reading/section-seven.htm>

Bilingualism and Bilingual Education: A Research Perspective

<http://www.ncela.gwu.edu/pubs/focus/focus1.htm>

A Road Map for Effective Biliteracy Instruction

<http://coe.sdsu.edu/people/jmora/MoraModules/BiliteracyRoadMap.htm>

Integrating Language and Content Instruction for Minority Language Students

<http://www.ncela.gwu.edu/pubs/classics/trg/04integrating.htm>

K-12 and Bilingual Education

http://www.tesol.org/s_tesol/seccss.asp?CID=286&DID=1776

Assignments before Workshop Four:

1. Write a brief summary about *at least four* (4) of the websites reviewed before this workshop. The summaries must be turned in at the beginning of the workshop and be bound together as a single document with a title or cover page. Each summary should appear on a separate page with its own title, be typed (double-spaced), using Times New Romans size 12 font.
2. Bring your portfolio for preliminary review to this workshop. The portfolio should be subdivided in sections (separated by tabs) such as: *Brief Autobiography, Selective Readings, Research Activities, Classroom Handouts, Mini-Lesson Plans, Reflective Journal Entries, and Bibliographic References.*
3. Review the Bloom's Taxonomy and be ready to discuss it in class.
4. Develop your Reflective Journal Entry No. 4 (see Appendix O).

Activities:

1. At the beginning of the workshop, the facilitator will collect the students' portfolios and review them individually with the students. Divider tabs should be used to categorize the various components of the portfolio. The facilitator will make recommendations to improve portfolio presentation and remind students to hand in their finished portfolio in the beginning of Workshop 5.

2. Students will hand in their written summaries about (at least) four (4) of the reviewed websites. The facilitator may choose to allow students to briefly discuss their findings to emphasize aspects that they found interesting or challenging while conducting their research.
3. The facilitator will lead a brief discussion about the Bloom's taxonomy and highlight its implications in the design of bilingual / biliterate curriculum. Methodological implications should also be emphasized.
4. The facilitator will ask for volunteers to read their journal entries aloud. Feedback by other classmates should be encouraged.
5. The facilitator will engage students in an open discussion about the factors that affect the acquisition or learning of a second language. A list of such affective factors (such as age, motivation, context, length of sojourn in the host country, etc.) should be written on the board.
6. Facilitator will lead an open debate centered around this question: *Should subject area instruction (such as Math, Social Studies, and Science) be delayed until the students are fluent in English?*
7. Using a PowerPoint presentation, the facilitator will introduce an outline defining or describing briefly the following topics and methods which are central to second language acquisition and learning: (1) Language Universals, (2) Competence and Production, (3) Comprehension and Production, (4) Language Input, (5) Total Physical Response, (6) The Natural Approach, (7) The Audiolingual Method, (8) The Silent Way, and (9) Suggestopedia.
8. The facilitator will set at least twenty (20) minutes aside for students to reflect on their progress in this course. Emphasis should be given to what they have learned and how they believe they may apply their knowledge in bilingual / biliterate settings.
9. Facilitators should remind students to get ready for their final exam.

Assessment:

1. Students' in-class participation should be evaluated using the Class participation rubric.
2. The facilitator will use the Written Report Rubric to evaluate the four written summaries turned in by students during this workshop.

Workshop Five

Specific Objectives:

1. To discuss how language and content-area knowledge can be transferred successfully from L1 to L2 within additive bilingual education programs
2. To review some assessment techniques (e.g., cloze test, reading log, T/F quizzes, teacher observations, etc.) normally used in ESL and Bilingual Education settings
3. To prepare the second mini-lesson plan for a specific content-based activity and demonstrate it in class modeling one of the teaching approaches discussed in class.
4. To review the CALLA Program curriculum development and materials

Language Objectives:

1. Enhance reading techniques (such as skimming and scanning) when reviewing reading selections.
2. Write persuasively about the importance of integrating subject area content in the second language curriculum.
3. Express ideas clearly using appropriate grammar, vocabulary, and style conventions.

Electronic Links (URLs):

Understanding the Cloze Test Strategy

<http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/index.html>

Ongoing Assessment in the ESL / Literacy Classroom

<http://www.sabes.org/resources/publications/adventures/vol2/2isserlis.htm>

Materials for the Bilingual Classroom

http://latino.si.edu/education/education_bilingualmaterials.htm

Teaching Science Effectively to L.E.P. Students

<http://www.ericdigests.org/1993/science.htm>

Cooperative Learning in Bilingual Settings

<http://www.ed.gov/pubs/ModStrat/pt3d.html>

Tapestry: On-Line Resources for ESOL Teachers

<http://tapestry.usf.edu/>

Using Alternative Assessment with English Language Learners

<http://www.ncela.gwu.edu/pubs/lists/altern.htm>

Practical Ideas on Alternative Assessment for ESL Students

<http://www.ericdigests.org/1997-1/esl.html>

Reading in a Bilingual / Bicultural Curriculum

<http://www.ncela.gwu.edu/pubs/classics/reading/section-seven.htm>

Nave's Grid on Content Based Instruction

<http://www.ub.es/filoan/CLIL/CLILbyNaves.htm>

Assignments before Workshop Five:

1. Review class notes and other essential reference material discussed in class to be prepared for the final examination.
2. Finish your portfolio and be ready to turn it in at the beginning of Workshop 5
3. Prepare your second Mini-Lesson plan and be ready to present it in class.
4. Develop your Reflective Journal Entry No. 5 (see Appendix O).

Activities:

1. The facilitator will provide an overview of the material covered in class during this course. This overview should be limited to a maximum of twenty (20) minutes.
2. The facilitator will determine when the students will take turns to present their second Mini-Lesson Plans. Each Mini-Lesson presentation should be followed with a brief Questions & Answers (Q&A) session.
3. The facilitator will collect the students' portfolio and their Reflective Journal Entry No.5.
4. The facilitator will lead an open debate about the importance of using alternative assessment techniques to evaluate the progress of language minority students within bilingual classrooms.

5. Facilitator will administer the final exam whose content should address the major methods or approaches as well as major issues discussed throughout the course.
6. The facilitator should decide at which point the students will complete the End-of-Course evaluation. This task should be coordinated beforehand with the Student Representative.
7. If time permits, facilitator will share a relevant reading selection of his/her choice with students about issues underlying second language acquisition and teaching.
8. As a closing activity, after the have taken their final exam and completed the End-of-Course evaluation, students will be given an opportunity to express their opinions about an effective bilingual / biliterate curriculum.

Assessment:

1. Students' in-class participation should be evaluated using the Class participation rubric.
2. The facilitator will use the Written Report Rubric to evaluate the four written summaries turned in by students during this workshop.
3. The facilitator will refer to Appendices G through N to evaluate the students' portfolios.

Appendixes

Appendix A

First vs. Second Language Acquisition / Learning

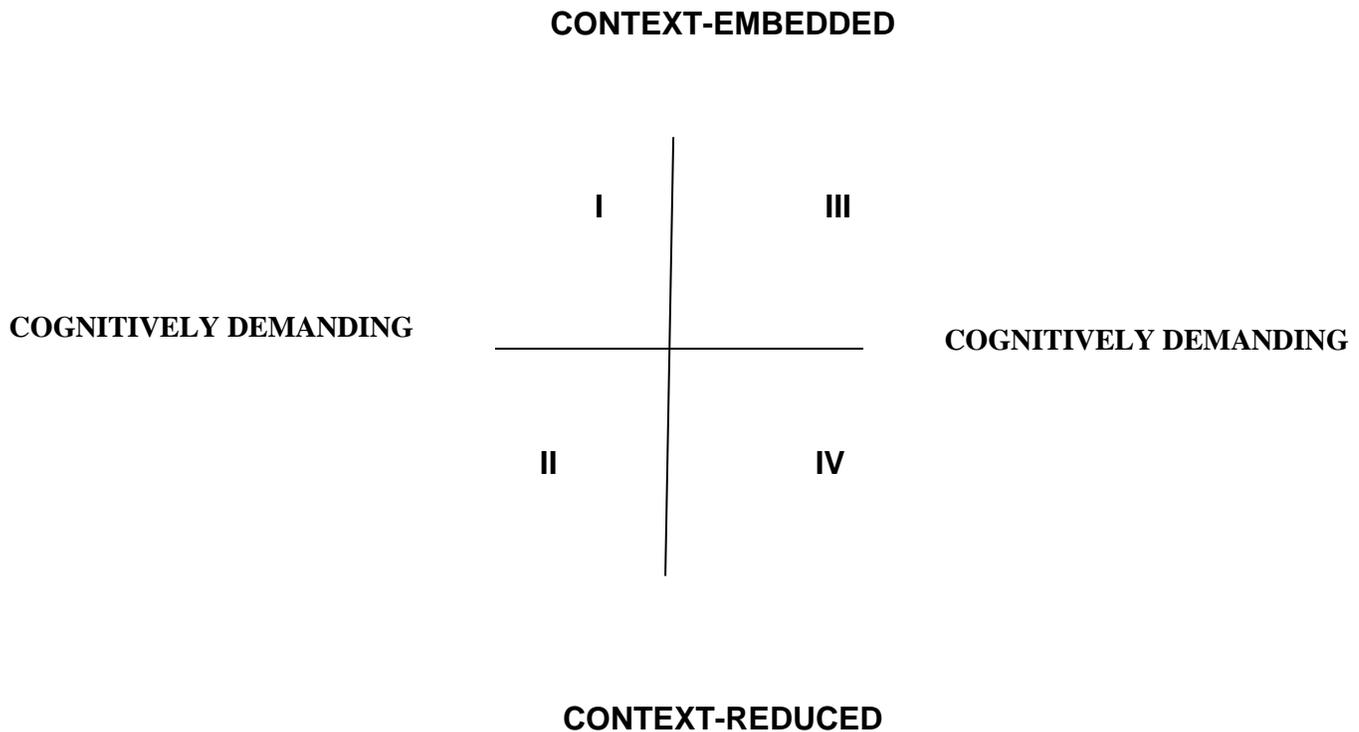
| | <i>Acquisition</i> | <i>Learning</i> |
|-----------------------------|--------------------|-----------------|
| <i>First Language (L1)</i> | | |
| <i>Second Language (L2)</i> | | |

Note: Students should be able to base their statements on Stephen Krashen's *Acquisition vs. Learning Hypothesis* previously introduced in their readings and class discussions

Appendix B

Jim Cummins' Framework to Classify Language Activities

(Adapted from The CALLA Handbook, Table 1.1, p. 24)



Appendix C

Guide Questions supporting the Video Comprehensible Input (Workshop No. 2)

The following questions serve as a guide to debate the video presented in class titled Comprehensible Input based on the Stephen Krashen's theory.

1. Your general impression of the video was...
2. Do you think the instructor was effective?
3. Mention the positive and negative points of the presentation.
4. How would you improve the presentation?
5. Do you believe that the students understood the presentation at the same level?
6. Mention the audiovisual resources the instructor used to introduce new concepts to students.
7. Who was talking during the lesson: the instructor or the students?
8. Can you describe the classroom? Do you believe it is appropriate to teach English as a second language?
9. Mention the teaching methods and techniques used by the instructor.
10. Which other methods or techniques you believe can be used to introduce new concepts to students?

Appendix D**RUBRIC TO EVALUATE WRITTEN WORK**

Student Name: _____

Date: _____

| Criteria | Value Points | Student Score |
|---|---|--|
| Content | | |
| The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper | 10 | |
| Presentation of ideas is organized, coherent and can be easily followed | 10 | |
| The paper properly explains content. | 10 | |
| The presentation of ideas and arguments are based in sources presented, consulted or discussed in class. | 10 | |
| The paper demonstrates substance, logic and originality. | 10 | |
| The author presents his point of view in a clear, convincing and well based manner. | 10 | |
| Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension. | 10 | |
| Language | | |
| Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas). | 10 | |
| Uses grammar appropriately and correctly. | 10 | |
| Manages and uses verbs appropriately and correctly. | 10 | |
| Total Points | 100 (70% content and 30% language) | Student's total Score: _____ |

Student's Signature: _____ Facilitator's Signature: _____

Appendix E**RUBRIC TO EVALUATE PARTICIPATION IN GROUP ACTIVITIES**

Students name: _____ Date: _____

Group: _____ Name of evaluating student: _____

| Criteria | Points | Students Points |
|---|---------------|------------------------|
| Attended all the meetings and activities of the group. | 10 | |
| Collaborated with the planning and organization of activities of the group. | 10 | |
| Demonstrated cooperation and team work with the group. | 10 | |
| Contributed frequently with the discussions of the group. | 10 | |
| Participated actively in the meetings and activities. | 10 | |
| Demonstrated interest in the discussions and activities of the group. | 10 | |
| Came prepared to meetings, activities and discussions of the group. | 10 | |
| Demonstrated attention to the arguments within the group. | 10 | |
| Contributed to the group with additional information. | 10 | |
| Contributed significantly with the work that presented the group. | 10 | |
| Totals | 100 | |

Appendix F**RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION**

Student Name: _____ Date: _____

| Criteria | Value Points | Student Total Score |
|---|---|--|
| Content | | |
| Performs an effective introduction to the theme identifying the objectives, ideas and principles that are included in the presentation. | 10 | |
| The presentation is organized and coherent, and could be easily followed | 10 | |
| The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors | 10 | |
| The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class | 10 | |
| Capture of the attention and interest of the audience and/or promote their participation, as applicable | 10 | |
| Effective personal projection, corporal posture and manage of the audience; | 10 | |
| Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class. | 10 | |
| Language | | |
| Student pronounces words in a clear and correct manner so as to make the correct language used understood to others. | 10 | |
| Correct use of grammar and verb conjugation. | 10 | |
| Use of correct use of vocabulary words to express message. | 10 | |
| Total Points | 100 (70% of content and 30% of language) | Student's Total Score: _____ |

Student's signature: _____ Facilitator's Signature: _____

Appendix G

PORTFOLIO

Guidelines to prepare the portfolio

1. Determination of sources of content
2. The following, but not limited to, documentation will be included:
 - a. Projects, surveys, and reports.
 - b. Oral presentations
 - c. Essays: dated writing samples to show progress
 - d. Research papers: dated unedited and edited first drafts to show progress
 - e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
 - f. Class notes, interesting thoughts to remember, etc.
 - g. Learning journals, reflective diaries.
 - h. Self assessments, peer assessments, facilitator assessments.
 - i. Notes from student-facilitator conferences.

3. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

4. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Fifth Edition"
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (**Appendix I**).

- Introduction and conclusion of the income and outcome of the portfolio.
- A list of references and appendixes of all assignments included will be added to the end of the portfolio.
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix H**).

5. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix L**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

6. **Portfolio storage:**

- Portfolio samples will be safely stored for a six-month term on campus.
- Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix M**).
- After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix N**).

Appendix H

PORTFOLIO INFORMATIONAL SHEET



**Sistema Universitario Ana G. Méndez
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Check one:

- Universidad del Este**
- Universidad Metropolitana**
- Universidad del Turabo**

Check one:

- Undergraduate**
- Graduate**

| | |
|----------------------------|--|
| Concentration | |
| Student's Name | |
| Facilitator's Name | |
| Course: | |
| Portfolio rated as | |
| Reason of this rate | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Appendix I**Log of Entries**

| Entry Description | Date of Entry | Date Submitted | Date Evaluated | Page # |
|--------------------------|----------------------|-----------------------|-----------------------|---------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Appendix J**Checklist for Portfolio Assessment**

| | |
|--|--|
| | Has the student set academic goals? |
| | Does the portfolio include enough entries in each area to make valid judgments? |
| | Does the portfolio include evidence of complex learning in realistic setting? |
| | Does the portfolio provide evidence of various types of student learning? |
| | Does the portfolio include students' self-evaluations and reflections on what was learned? |
| | Does the portfolio enable one to determine learning progress and current level of learning? |
| | Does the portfolio provide clear evidence of learning to users of the portfolio? |
| | Does the portfolio provide for student participation and responsibility? |
| | Does the portfolio present entries in a well-organized and useful manner? |
| | Does the portfolio include assessments based on clearly stated criteria of successful performance? |
| | Does the portfolio provide for greater interaction between instruction and assessment? |

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7th ed. Boston: Pearson Education, Inc.

Appendix K

Portfolio Rubric

| | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| PORTFOLIO APPEARANCE | | | | |
| <ul style="list-style-type: none"> ▪ Readable: Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics? | | | | |
| <ul style="list-style-type: none"> ▪ Professionalism: Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner? | | | | |
| <ul style="list-style-type: none"> ▪ Organization: Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information? | | | | |
| PORTFOLIO CONTENT AND FUNCTION | | | | |
| <ul style="list-style-type: none"> ▪ Content: Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student’s reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making. | | | | |
| <ul style="list-style-type: none"> ▪ Authenticity: Are the samples and illustrations a true reflection of the student’s efforts and abilities? | | | | |
| <ul style="list-style-type: none"> ▪ Growth/Development: Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned? | | | | |
| <ul style="list-style-type: none"> ▪ Collaboration: Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning? | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| <ul style="list-style-type: none"> ▪ Reflection and Personal growth: Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning? | | | | |
| <ul style="list-style-type: none"> ▪ Professional Conduct: Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work? | | | | |
| Overall Portfolio Impact | | | | |
| <ul style="list-style-type: none"> ▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative? | | | | |

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

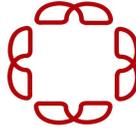
Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távora, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

Appendix L**Portfolio Assessment Feedback Template**

| | Strengths | Weaknesses | Improvement Ideas |
|--|------------------|-------------------|--------------------------|
| Facilitator's comments | | | |
| Student's response and comments | | | |

Appendix M

Use and Return of Portfolio



Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

Student's Name (print)

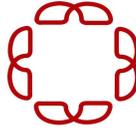
Date

Student's Signature

Date

Appendix N

Use and Discard of Portfolio



Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

Student's Name (print)

Date

Student's Signature

Date

