

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

EDBE 566

FIRST AND SECOND LANGUAGE ACQUISITION

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STUDY GUIDE

Course Title: First and Second Language Acquisition

Code: EDBE 566

Time Length: Five Weeks

Prerequisite: None

Description:

This course addresses the relationship between language development and its use, and the social, emotional, cognitive, and physical development of children. It introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. It also includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied. Technological skills will be used to make presentations and inform others; as well as, the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

General Objectives

Upon completion of this Module, students will be able to:

1. Understand that cultural and linguistic differences do not constitute an educational handicap.
2. Articulate the connection between first and second language development
3. Comprehend the relationship of second language development to the broader social, political and educational context,
4. Demonstrate knowledge about the major theories in second language acquisition and can discuss them in relation to issues of their practice in teaching.
5. Value and sustain the native cultures, languages, and dialects of their students and their students' families and communities.

Texts and Materials

- Brown, H. D. (2006). *Principles of language learning and teaching* (5th Edition). Pearson ESL.
- Freeman Y.S. & Freeman, D.E. (2001). Between Worlds: Access to second language acquisition (2nd Edition). Porstmouth,NH: Heinemann.
- Gass, S. and Selinker, L. (2001). Second Language Acquisition: An Introductory Course (2nd edition). Lawrence Baum Assoc. Pub.
- VanPatten, B. & Williams, J. (2006). Theories in second language acquisition: An Introduction. Routledge.

Reference and Suggested Readings

- Cummins, J. (1989). Language and literacy acquisition in bilingual contexts. *Journal of Multilingual and Multicultural Development*, 10(1), 17-31.
- Cummins, J. (1997). Cultural and linguistic diversity in education: A mainstream issue? *Educational Review*, 49(2), 105-114.
- Donato, R., & Hernández, J. S. (1994). Metacognitive equity for Mexican American language-minority students: Questions of policy. In R. Rodríguez, N. J. Ramos, & J. A. Ruiz-Escalante (Eds.), *Compendium of readings in bilingual education: Issues and practices* (pp. 22-30). San Antonio, TX: Texas Association of Bilingual Education.
- Echevarria, J., & Graves, A. (1998). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston, MA: Allyn and Bacon.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English language learners. *Exceptional Children*, 66(4), 454-470.
- Krashen, S. D. (1994). Bilingual education and second language acquisition theory. In B. E. Office (Ed.), *Schooling and language-minority students: A theoretical framework* (2nd ed., pp. 47-75). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.
- Krashen, S. D. (1996). *Under attack: The case against bilingual education*. Culver City, CA: Language Education Associates.
- Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9-34.

- McKeon, D. (1994). Language, culture, and schooling. In F. Genesee (Ed.), *Educating second language children* (pp. 15-32). New York: Cambridge University Press.
- Ochs, E. (1988). *Culture and language development*. New York: Cambridge University Press.
- Oksaar, E. (1989). Psycholinguistic aspects of bilingualism. *Journal of Multilingual and Multicultural Development*, 10(1), 33-46.
- Pinker, S. (1994). *The language instinct*. New York: HarperCollins.
- Saville-Troike, M. (1988). Private speech: Evidence for second language learning strategies during the "silent" period. *Journal of Child Language*, 15, 567-590.
- Schiff-Myers, N. B., Djukic, J., McGoven-Lawler, J., & Perez, D. (1993). Assessment considerations in the evaluation of second-language learners: A case study. *Exceptional Children*, 60(3), 237-248.
- Short, D. J. (1994). Integrating language and content instruction: Strategies and techniques. I. R. Rodríguez, N. J. Ramos, & J. A. Ruiz-Escalante (Eds.), *Compendium of readings in bilingual education: Issues and practices* (pp. 150-164). San Antonio, TX: Texas Association of Bilingual Education.
- Tharp, R. G. (1997). *From at-risk to excellence: Research, theory, and principles for practice* (Research Report 1). Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Tharp, R., & Gallimore, R. (1991). *The instructional conversation: Teaching and learning in social activity* (Research Report 2). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz.
- Timm, L. A. (1993). Bilingual code-switching: An overview of research. In B. J. Merino, H. T. Trueba, & F. A. Samaniego (Eds.), *Language and culture in learning: Teaching Spanish to native speakers of Spanish* (pp. 94-112). Washington, DC: The Falmer Press.
- Trudgill, P. (1995). *Sociolinguistics: An introduction to language and society*. New York: Penguin Books.
- Walker de Félix, J. (1994). *Second language acquisition: Theory into practice*. In R. Rodríguez, N. J. Ramos, & J. A. Ruiz-Escalante (Eds.), *Compendium of readings*

in bilingual education: Issues and practices (pp. 124-132). San Antonio, TX: Texas Association of Bilingual Education.

Wong Fillmore, L. (1991). A model *Second-language learning in children*: of language learning in social context. In E. Bialystok (Ed.), *Language processing in bilingual children* (pp. 49-69). Cambridge, England: Cambridge University Press.

Evaluation

1. Class Participation and Attendance – The grade for class participation will be based upon attendance, timely completion of assignment, and active participation in class discussions, group work and other class activities. Attendance is mandatory. (20 points for each Workshop) (100 points) (Appendix A)

2. Homework Assignments - Homework assignments will be required throughout the course. (10 points per each workshop) (50 points)(Appendix D)

3. Essays - Each student will be writing an essay during Workshop One, Two and Five. The essay must be about the topics assigned (see below) and will need to follow the latest APA Manual guidelines. Each essay will have a value of 30 points. (90 points) (Appendix C)

- Workshop One: Write an essay on the following prompt: How is second language different from first language acquisition? How is it similar? Relate this to your own experiences while acquiring a second language
- Workshop Two- There has been several debates and controversies about Stephen Krashen's theories of second language acquisition and language learning. Read about these and write an essay about your reaction and opinion about these.
- Workshop Five- Write an essay on a language learning event that caused you emotion and that may have positively or negatively affected your language learning. It could have been when acquiring your first or second language. Describe it in a narrative form.

4. Critical analysis of readings – Each student will read, summarize, and critically analyze two articles related to the topics discussed in the course. Each article will be written using APA format and should be written in a 2- 4 double-spaced pages (not including the title page and the bibliography). It should include a Title page, a brief

summary of the main points, the critical analysis (reaction), and a Bibliography. The reaction should include the student's opinion of the article (agreement or disagreement with the main points of the article and why they agree or disagree), and how they would apply the information in the article to teaching second language acquisition. Students also will prepare a PowerPoint Presentation summarizing the articles and will present it to the class in Workshop Four. Each article is worth 30 points and the PowerPoint presentation will be worth an additional 30 points, and will be scored as an Oral Presentation (Appendix F). See the Guideline on Appendix O for the recommended readings and the websites, and Appendix P for the rubric. (60 points)

5. Group work / Group presentations – The class will be divided in subgroups to complete different tasks during the course. Each group will be assigned a task or a topic. Each student must have an active oral participation and should be prepared to present to the rest of the group. It will have a value of 10 points each.

(Total 40 Points) (See Appendix E)

6. Oral Presentations – The students will prepare two oral presentations. One will be of the articles assigned, and the other one will be of the case study. On the one of the articles, the students will summarize and critique the articles, and will express their opinion and conclusions. On the one for the case study, students will explain what they observed, their findings and conclusion. A PowerPoint is requested for each of these presentations and the presentations should not be longer than five minutes. (30 points each) (Total 60 points) (Appendix F)

7. Portfolio - This document will include all the assignments made in class throughout the course, written tasks (individual and group), critical analysis of the readings, PowerPoint Presentations, Case study, etc. Also, it will include copies of the articles used in class discussions. The portfolio will be completed by Workshop Five. (Total value 50 points) (Appendix G-N)

8. Learning Journal - The students will prepare a Learning Journal for each workshop. A student written reaction is expected over different questions related to the class. The facilitator will provide the question(s) on each workshop. The journal should be included in the Portfolio. (10 points each)(50 Points Total) (Appendix B)

9. Observation-Case Study- Students will select two children to observe. One will be a child learning English as his/her first language and the other will be a child learning English as a second language. If it is possible, observe them in a class environment, if not you can select family members or friends. Observation should include all aspects of language learning (academic and social). See Appendix Q for the Guideline to follow for this project, and Appendix R for the rubric. It should also include a PowerPoint Presentation (Appendix F) to be shared with the rest of the group. (100 Points)

Evaluation's description

| Criteria | Points | Percentage |
|-----------------------------|---------------|-------------------|
| Class Attendance | 50 | 8% |
| Class Participation | 50 | 8% |
| Homework Assignments | 50 | 8% |
| Essays | 90 | 15% |
| Analysis of Readings | 60 | 10% |
| Group work | 40 | 7% |
| Oral Presentations | 60 | 10% |
| Case Study | 100 | 18% |
| Portfolio | 50 | 8% |
| Daily Journal | 50 | 8% |
| TOTAL | 600 | 100% |

Scale

100 – 90% A 89 - 80 B 79 - 70C 69 - 60 D 59 % o less F

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based 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. Understand the development of second language acquisition from the mid-1950's up to the present day.
2. Identify and explain the principal differences between first and second language acquisition and language learning.
3. Compare and contrast the different language acquisition and the implication they have on language learning.

Language Objectives

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

1. Read and thoughtfully discuss the selections on first and second language acquisition.
2. Use their writing skills and correct grammar and spelling to make focused arguments on first and second language acquisition in an essay.
3. Develop the oral skills necessary for participating in a class discussion on the history of second language acquisition.

Electronic Links (URLs)

Structural Linguistic

<http://www.mnsu.edu/emuseum/cultural/language/structling.html>

<http://www.arts.gla.ac.uk/SESLL/EngLit/ugrad/hons/theory/Saussure.htm>

Role of the First Language in Second Language Acquisition

http://www.sdkrashen.com/SL_Acquisition_and_Learning/064.html

http://en.citizendium.org/wiki/First_language_acquisition

Language Learning and Stages

<http://en.citizendium.org/wiki/language>

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

<http://pub.cozmixng.org/~hiki/2004/?Chap1and2>

<http://reading.indiana.edu/ieo/digests/d154.html>

http://www.neosho.k12.mo.us/teacher_pages/cgoucher/StagesofLanguageAcquisition.html

Second Language Acquisition

http://www.cal.org/caela/esl_resources/collections/SLA.html

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

<http://www.ndsu.nodak.edu/ndsu/maune/AppliedLinguistics.pdf>

<http://darkwing.uoregon.edu/~guion/444notes/contranal.html>

<http://tip.psychology.org/language.html>

Comparing and Contrasting first and second language acquisition

http://www.literature.freeservers.com/image_polat/ccfsla.html

Behaviorism and Language

<http://plato.stanford.edu/entries/behaviorism/>

<http://www.drury.edu/multinl/story.cfm?ID=2435&NLID=166>

<http://darkwing.uoregon.edu/~guion/444notes/contranal.html>

ESL Terminology/ Glossary

http://www.everythingesl.net/inservices/essential_vocab.php

<http://www.cpin.us/p/pels/glossary.htm>

<http://homepage.ntlworld.com/vivian.c/Linguistics/LinguisticsGlossary.htm>

<http://earthrenewal.org/secondlang.htm>

Assignments before Workshop One:

1. Read the Module carefully and 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. Look up the definitions given below and bring them to class.

First Language Acquisition

Second language Acquisition

Language Learning

Behaviorism

Behaviorist psychology

Structural linguistics

Contrastive Analysis Hypothesis

Applied Linguistic

Interlanguage

Discourse Analysis

Error Analysis

Psycholinguistic

Sociolinguistic

Syntax

Morphology

Phonology

Semantics

3. Study the differences and similarities between first and second language acquisition and come prepare to discuss them in class.
4. Read about the history of second language acquisition and create a timeline.
5. Write an essay on the following prompt: How is second language different from first language acquisition? How is it similar? Relate this to your own experiences while acquiring a second language.

Activities

1. The facilitator and the students will introduce themselves by engaging in an icebreaking activity suggested by the facilitator.
2. The facilitator will present and discuss the outline of the course, the expectations, the policies, tasks, assignments, evaluation or assessment, rubrics, and any other information needed for this course.
3. The facilitator and the class will select a student representative.
4. Quick write Activity -The facilitator will ask the group to briefly write their definition of language (What is language?). Students will share their definitions.
5. The facilitator will lead the class into a discussion about first and second language history and historical perspective. Students will discuss the timeline created.
6. Class will review the stages of Second Language Acquisition and its characteristics.
7. Discussion of the concepts assigned though a role-play activity (news broadcast, a TV ad, etc). Students will work in pairs or small groups to present the concepts through a role-play activity to the rest of the class.

8. Cooperative Learning- Class will be divided in groups and will discuss the differences and similarities of First and Second Language Learning.
9. Each group will create a graphic organizer to present these differences and similarities, and will present it to the class.
10. The facilitator will lead the group to discuss the implications the first and second language acquisition have in language learning.
11. The facilitator will explain the case study and the other tasks and assignment for Workshop Two.
12. Students will write the Learning Journal.

Assessment:

1. Essay – See Appendix C for Essay Rubric
2. Class Participation and Attendance – See Appendix A
3. Learning Journal- See Appendix B for Learning Journal Rubric

Workshop Two

General Objectives

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

1. Increase their knowledge on the main theories of first language acquisition.
2. Identify and analyze the principal theories of second language acquisition.
3. Recognize general and specific points in the development of a second language.
4. Discuss and analyze methods, approaches and techniques that are used in the teaching of first and second language.
5. Create and develop a case study comparing first and second language acquisition.

Language Objectives

1. Demonstrate comprehension in the readings assigned and determine the main idea and the most important details of the selections.
2. Organize ideas and information in writing using the appropriate grammar and vocabulary to write an essay about Krashen's theories on second language acquisition.
3. Express their ideas and opinions about the topics discussed in class with a minimum of errors in oral and written communication.

Electronic Links (URL's)

Theories and Methods in the teaching of a second language

<http://www.nwrel.org/request/2003may/overview.html>

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

<http://spider.georgetowncollege.edu/Education/documents/District%20Guidelines/ESL%20Theories.pdf>

<http://www.sil.org/training/capacitar/A2I/metodos.htm>

<http://plaza.ufl.edu/eghersi/port3.html>

<http://iteslj.org/Articles/Lessard-Clouston-Strategy.html>

http://www.carla.umn.edu/maxsa/samples/IG_GoodLangLearner.pdf

<http://www.teresakennedy.com/learningspan.htm>

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

<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>

http://www.neosho.k12.mo.us/teacher_pages/cgoucher/TheoryIntoPractice.html

Second language acquisition

http://community.middlebury.edu/~qguillen/trabajos/GHM03_GramaticaWAGGONER.pdf

<http://www.albany.edu/faculty/mw908/aspn301z/primavera99/universidad/aprendizaje.htm>

<http://www.asha.org/public/speech/development/adquisici%C3%B3nsegundidioma.htm>

<http://si.unm.edu/Web%20Journals/articles2001/VNOLAN~1.HTM>

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

http://abc.gov.ar/laInstitucion/RevistaComponents/Revista/Archivos/anales/numero06/ArchivosParaDescargar/22_donato.pdf

<http://thebabeltower.blogspot.com/2005/06/adquisicin-del-segundo-idioma-second.html>

Assignments before Workshop Two

1. Read the URL's and other information related to the approaches, theories, methods and strategies of second language acquisition.
2. Use the prompt below to write an essay.

There have been several debates and controversies about Stephen Krashen's theories of second language acquisition and language learning. Read about these and write an essay about your reaction and opinion about them.

3. Search about the following theorists:

- a) Noam Chomsky
- b) John Schumann
- c) Stephen Krashen
- d) Jim Cummins
- e) Merrill Swain

- f) John Lamendella
 - g) Howard Giles
 - h) Rod Ellis
4. Start working on your case study.

Activities

1. The facilitator will briefly review the information and content that was discussed during the last workshop to make sure that there are no doubts or question regarding the material presented.
2. Students will brainstorm and discuss the following terms: approach, theory, method and techniques.
3. Group work – Class will be divided in small groups and on an easel pad paper they will draw a T-Chart. On one side of the paper, they will write first language acquisition, and on the other side, second language acquisition. Students will list the theories, methods and techniques that are used when teaching each one of them.
4. Each group will present the graph to the rest of the group, and will discuss the implications that the methods, theories and techniques have when teaching language acquisition.
5. After presenting their chart, the groups will then analyze their graph and will create a game or an activity using one of the strategies that they have listed in their charts and that can be used when teaching a first or second language.
6. Each group will present the strategy in a fun and interesting way.
7. Using the strategy of the Six Thinking Hats, the students will analyze and discuss Stephen Krashen's five theories. The students will be able to give their opinions and justify them.
8. The facilitator will lead a discussion about other theorists and their contributions to language acquisition or language learning. Students will be able to give their opinion about the different theories and will discuss the pros and cons of some of them.
9. The facilitator will explain the tasks and assignments for the next workshop.
10. Students will write their Learning Journal.

Assessment

1. Attendance and Participation – Appendix A
2. Essay - Appendix C
3. Group Work – Appendix E
4. Learning Journal - Appendix B

Workshop Three

Specific Objectives

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

1. Identify socio-cultural factors that affects second language learners in the classroom.
2. Understand the issues and challenges of diversity and the social-cultural factors that influence the teaching and learning process in second language acquisition.
3. Recognize the differing background, the needs, styles, and expectations of culturally and linguistically diverse students.
4. Analyze the sociopolitical context around bilingual education.
5. Identify the role of innate linguistic knowledge, cognition and social context on language development.

Language Objectives

1. Select and use appropriate study and research skills and tools to analyze information from multiple sources to draw conclusions.
2. Write ideas using appropriate grammar and verb usage.
3. Use correct volume, stress, pacing, enunciation, eye contact and gestures to deliver an oral presentation to the group

Electronic Links (URLs):

Factors affecting SLA

<http://www.cal.org/resources/digest/0005contextual.html>

<http://www.state.gov/m/a/os/44038.htm>

<http://e-flt.nus.edu.sg/v1n12004/culhane.htm>

<http://users.rcn.com/crawj/langpol/vitoria.htm>

http://www.spz.tu-darmstadt.de/projekt_ejournal/jg-01-2/beitrag/kramsch2.htm

<http://brj.asu.edu/v2512/pdf/ar2.pdf>

<http://www.ntlf.com/html/lib/bib/87-9dig.htm>

<http://exchanges.state.gov/forum/vols/vol31/no1/p2.htm>

<http://www.ias.ac.in/jbiosci/feb2005/129.pdf>

<http://lilt.ilstu.edu/rbroad/teaching/studentpubs/OneWishEnglish smith.pdf>

<http://users.rcn.com/crawj/langpol/vitoria.htm>

<http://www.geocities.com/CollegePark/Square/9089/index17.htm>

Consent Decree

<http://www.sullivan.leon.k12.fl.us/LTT/ESOL.html>

Bilingual Education /Language acquisition

<http://ourworld.compuserve.com/homepages/JWCRAWFORD/biling.htm>

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

http://www.headstartinfo.org/English_lang_learners_tkit/Bilingual.htm

<http://www.nsslha.org/public/speech/development/ni%C3%B1o.htm>

<http://www.trener.edu.pe/Principales/webtrener/PAGINAS%20WEB/ReflexionesPedagogicas/2004/bilingue.htm>

http://www.sdkrashen.com/articles/krashen_intro.pdf

Dual Language

http://www.sdkrashen.com/articles/the_2-way_issue/index.html

http://www.dualu.org/pages/level1_pages/define_f.html

<http://www.d200.mchenry.k12.il.us/espanol/duallanguageprogram.htm>

http://www.hsnrc.org/Content/Forum3/UserFiles/File/Head_Start_Dual_Language_Report.pdf

English only vs. Bilingual Education

<http://coe.sdsu.edu/people/jmora/Prop227/AssumptionsEOvBE.htm>

<http://www.cofc.edu/chrestomathy/vol4/horton.pdf>

Language and culture

<http://www.timothyjpmason.com/WebPages/LangTeach/Licence/FLTeach/Culture.htm>

Assignments before Workshop Three

1. Search the Internet for articles related to:
 - a. Factors that affect language learning
 - b. Language learning and Diverse learners (ESE)
 - c. Bilingualism
 - d. Dual Language Program
 - e. English Only Program
 - f. Government (federal, state, and local) laws and policies that protect the English Language Learners.
2. Review the concepts of psycholinguistic and sociolinguistic.
3. Read one of the articles assigned and write the critical analysis.
4. Continue working on the case study.
5. Remember that you should be working with your portfolio.

Activities

1. The facilitator will review the concepts learned in Workshop Two using the technique “The Muddiest Point”.
2. The facilitator will use a KWL Chart to guide the students to a discussion on the definition of culture.
3. Group work- class will be divided in three groups, one group will be assigned to discuss the term “Bilingualism”, the second group will discuss the term “Dual Language” and the third group will discuss the term “English Only.” Each group will discuss the implications that each of them have in language learning and their pros and cons. Groups will use a graphic organizer to report their conclusions to the rest of the class.
4. The facilitator will lead a discussion about the theory of Jim Cummins about language acquisition and bilingualism.
5. The facilitator will ask students to make a list on the board of the factors that affect language learning. The facilitator will then guide a discussion about each of the factors listed by the students.

6. The facilitator will lead a social discussion about the government laws and rules (federal, state and local) that protect the language learners. Students will share their own experiences and will express their opinions about these.
7. Cooperative learning- The group will be divided in four subgroups to discuss the factors that affect language learning. (See Appendix E) Each group will discuss one of the following:
 - a. Cognitive
 - b. Affective
 - c. Static
 - d. Dynamic
8. After the groups discussed the factor assigned, students will write a skit in which they demonstrate how this factor affects language learners. They will present the skit to the rest of the class.
9. Using a T-Chart, the students will discuss the ways in which language reflects cultural beliefs about women and men. This should include the learning styles, age, and social class.etc. After given enough time, the students will share with their charts with the rest of the group.
10. The facilitator will explain the assignments for the next workshop.
11. Students will write the Learning Journal

Assessment

1. Attendance and Participation- (Appendix A)
2. Essay- (Appendix C)
3. Group Work- (Appendix E)
2. Critique Analysis- (Appendix P)
3. Learning Journal – (Appendix B)

Workshop Four

Specific Objectives

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

1. Apply behavioral, cognitive, humanistic, and social constructivist theories with teaching techniques designed to develop language skills.
2. Establish the connection of language/learning theories to the actual classroom practice.
3. Identify psychological and social characteristics of English language learners which may affect the ability of the students to speak, read or write.
4. Apply appropriate methods in diverse situations for different language learners according to their needs and learning styles.
5. Recognize the misconceptions that exist about language learning.
6. Examine their own learning process and attitudes towards teaching and learning a language.

Language Objectives

1. Read the selections assigned and synthesize information from multiple sources to draw conclusions.
2. Engage in the writing process to communicate ideas and points of view with the correct grammar and syntax.
3. Use a variety of speaking and listening strategies to clarify meaning and to reflect understanding of the English language.

Electronic Links (URLs)

Effective/ Ineffective Classroom

<http://coe.sdsu.edu/people/jmora/MoraModules/effectiveL2classrooms.htm>

Best practices in SLA

http://www.beavton.k12.or.us/pdf/ins_ELD_Best_Practices_Extended.pdf

<http://www.carla.umn.edu/esl/>

Language Learning Theories

http://web.ku.edu/tesl/ct822_lesson5_mclaughlin.htm

Theories of Second Language Acquisition:

<http://si.unm.edu/Web%20Journals/articles2001/VNOLAN~1.HTM>

<http://www.nwrel.org/request/2003may/overview.html>

http://www.geocities.com/pan_andrew/sla.htm

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

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

<http://www.dmps.k12.ia.us/forms/secondlanguageacquisition.pdf>

<http://spider.georgetowncollege.edu/Education/documents/District%20Guidelines/ESL%20Theories.pdf>

http://www.neosho.k12.mo.us/teacher_pages/cgoucher/TheoryIntoPractice.html

Methods and Theories

<http://members.tripod.com/~chris1066/methods.html> :

Myths and misconceptions of SLA

http://web.ku.edu/tesl/ct822_lesson3_mclaughlin.htm

<http://www.ncela.gwu.edu/pubs/nrcdsll/epr5.htm>

http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/common_misconceptions.pdf

http://pc171115.pc.waseda.ac.jp/ccdl/cs_korea/Wk5_handout.pdf

<http://www.early-advantage.com/articles/teachingspanish.aspx>

<http://www.wested.org/policy/pubs/fostering/misconceptions.htm>

Silent period

<http://www.nwrel.org/request/2003may/overview.html>

<http://homepage3.nifty.com/park/silent.htm>

http://www.seattleschools.org/schools/JohnStanfordIntlSchool/Teaching/kand1/immersion_stages.htm

<http://www.educationalquestions.com/qa46.htm>

http://www.everythingesl.net/inservices/pre_producti_silent_period_93415.php

<http://www.shenet.org/arongen/sfarenell/P05.htm>

http://www.fpg.unc.edu/~scpp/crosswalks/pdfs/why_address_CLD.pdf

Critical Period

<http://www.bcs.rochester.edu/people/newport/Newport-ECS-A0506.PDF>

http://en.citizendum.org/wiki/Critical_period_hypothesis

<http://www.cse.iitm.ac.in/~hk/cs784/projects/indrani.pdf>

<http://www-writing.berkeley.edu/TESL-EJ/ej14/r14.html>

Critical period and attrition

<http://www.pallier.org/papers/Pallier.critical.period.attrition.chapter.2007.pdf>

Language attrition

http://www.omniglot.com/language/articles/first_language_attrition.htm

<http://www.ling.hawaii.edu/faculty/ogradyOld/langacqlangloss.pdf>

<http://www.4children.org/news/906imms.htm>

Assignments before Workshop Four

1. Search for and study the URL's provided and other texts or resources that will help to find information on the topics to be discussed during the workshop.
2. Read and analyze the second article assigned and write the analysis. Work on your PowerPoint presentation for both articles and come prepare to present it to the class.
3. Continue working on the case study.

Activities

1. The facilitator will review with the group the concepts learned in Workshop Two. The facilitator will divide the class in four groups and will distribute a different color marker to each group. Each group will be asked to write two achievements learned on the previous workshop on a chart paper provided and then pass it on

to the next group. Students should not repeat what other groups have written. After the last group has written their achievements, the groups will discuss the concepts and will briefly explain why they believe these are the most important achievements for them.

2. The facilitator will post the topic of the language/learning theories to the actual classroom practice and with the students' participation, will create a list on an easel pad paper of the different language learning theories they know or have read about. Students will discuss these and will share some of their own experiences in the classroom.
3. A debate will take place among the students to discuss the implications some theories have in language learning. The facilitator will clarify the doubts the class can have.
4. The facilitator will lead the students to brainstorm about the psychological and social characteristics of English language learners which may affect the ability of the students to speak, read or write. Students will list these characteristics and will discuss how they would deal with it or what would they do to help the children in the classroom.
5. Class will be divided in four groups. Each group will discuss one of the following concepts on misconceptions on:
 - a) dialects and the silent period
 - b) code switching
 - c) critical periods
 - d) language attrition
6. After discussing the misconception, the groups will present an activity to demonstrate the misconception and as teacher how can this be changed.
7. Students and facilitator will discuss the different methods that can be used for the diverse population that exist in a classroom. Students will share their own experiences and will talk about what have worked for them and what have not.
8. Oral Presentations of the Article Critiques- Each student using a PowerPoint Presentation will share with the rest of the group the two articles they have read and analyzed for this course. Each student will have five minutes to present.

9. The facilitator will explain the tasks and assignments for the next workshop.
10. Students will write their Learning Journal.

Assessment

1. Attendance and Participation – Appendix A
2. Article Critique – Appendix P
3. Oral Presentation – Appendix F
4. Group Work – Appendix E
5. Learning Journal – Appendix B

Workshop Five

Specific Objectives

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

1. Understand how linguistic and cultural concepts relate to language learning and teaching.
2. Develop their understanding of different cultures and perspectives.
3. Understand the importance of parental and community involvement in the language learning classroom.
4. Increase their knowledge about respect, and value students' linguistic and cultural diversity.
5. Demonstrate awareness and an appreciation of the student's cultural identity and its effects on language learning and school achievement.

Language Objectives

1. Locate, gather, read, analyze and evaluate written information for completing the assigned tasks.
2. Analyze the validity and reliability of primary source information and use the information appropriately to write an essay with correct grammar, usage, mechanics and spelling (GUMS).
3. Use effective strategies of formal and informal discussions, including listening actively and reflectively, and speaking so others can understand.

Electronic Links (URLs)

Valuing Diversity

http://www.wvu.edu/~exten/infores/pubs/fypubs/351.wlg_addendum.pdf

Culture/family Involvement/community

<http://clas.uiuc.edu/fulltext/cl00187/cl00187.html#administrative>

<http://www.lab.brown.edu/tdl/community/index.shtml>

<http://ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa400.htm>

<http://www.ed.gov/pubs/FamInvolve/execsumm.html>

<http://www.ncela.gwu.edu/pubs/pigs/pig17.htm>

Effective Teaching Practices for English Language Learners:

<http://www.temple.edu/lss/pdf/publications/pubs2002-3.pdf>

http://www.headstartinfo.org/publications/english_learners/discussion.htm

Culture and language

http://www.readingmatrix.com/articles/genc_bada/article.pdf

Diversity and Complexity in the classroom

<http://teaching.berkeley.edu/bgd/diversity.html>

<http://www.readingonline.org/newliteracies/action/xu/#diversity>

<http://www.naeyc.org/about/positions/pdf/psdiv98.pdf>

Instructional strategies for promoting diversity

<http://www.ctlt.ilstu.edu/downloads/pdf/tips/diversity.pdf>

<http://www.teyl.org/article18.html>

<http://www.yale.edu/ynhti/curriculum/units/1997/4/97.04.02.x.html#b>

http://www.beavton.k12.or.us/pdf/ins_ELD_Best_Practices_Extended.pdf

Attrition

<http://www.sil.org/sociolx/ndg-lg-grimes.html>

<http://www.pallier.org/papers/Pallier.critical.period.attrition.chapter.2007.pdf>

<http://www.sciencedaily.com/releases/2007/01/070118094015.htm>

<http://www.4children.org/news/906imms.htm>

Assignments before Workshop Five

1. Search for and study the URL's provided and other texts or resources that will help you find information on the topics to be discussed during this workshop.
2. Complete the case study and work on the PowerPoint for the oral presentation.
3. Write an essay on a language learning event that caused you emotion and that may have positively or negatively affected your language learning. It could have been when acquiring your first or second language. Describe it in a narrative form.
4. Organize and put the portfolio together (Appendix G-N).

Activities

1. The facilitator will review last week's material to make sure that students understood all content and concepts covered during the last workshop and to clarify doubts and questions.

2. The facilitator will ask the students to do a Quick Write about how they would define diversity. Once done, the students will share their writing and will give their opinions about the term.
3. The facilitator will then lead a social discussion about diversity in the classroom and language learning. The class will discuss the implications that diversity has in language learning and how does it affect the learners.
4. Class will be divided in three groups and will be given the topics of : school, family and community. Each group will write a plan to create awareness among the group (school, family, community) assigned about diversity and culture and the relation they have with language learning. The plan should also include how they would involve them in the learning process. Groups will share the written plan with the rest of the group.
5. The facilitator will guide the students to a discussion about the instructional strategies that are used when teaching language, and which can be used for both first and second language acquisition. Students will share their experiences and will provide real life examples to contribute to the discussion.
6. Case study Presentation- Each student will present their case study. They will speak about their experiences while observing the two children, how they felt about it and their findings and conclusion. Each student will have five minutes to present. After all students have presented, the group will discuss the whole experience and what they have learned about it.
7. Students will be given time to work on the Portfolio.
8. Students will write a Learning Journal.
9. Closing activity – to be determined by the facilitator.

Assessment

1. Essay- Appendix C
2. Language Journal- Appendix B
3. Group Work-Appendix E
4. Oral Presentation of the case study – Appendix R
4. Portfolio – Appendix G-N

Anejos/Appendices

Appendix A**Class Participation and Attendance Rubric**

Student's Name: _____ Date: _____

Course Title: _____ Professor: _____

| Class Participation | | Excellent | | Satisfactory | | No Compliance | | |
|---|----------|-----------|----------|--------------|----------|---------------|-------------|--|
| Rating Scale | | 2 | | 1 | | 0 | | |
| Criteria | Workshop | Workshop | Workshop | Workshop | Workshop | Workshop | Grand Total | |
| | 1 | 2 | 3 | 4 | 5 | | | |
| *Attendance (10 points per class) | | | | | | | | |
| Demonstrates mastery of topic by providing information and data valuable to the class discussions.(2 points) | | | | | | | | |
| Demonstrates interest in the group discussions by listening and respecting other's opinion(2 points) | | | | | | | | |
| Participates actively in the class discussions and contributes with ideas that are relevant to the topic (2 points) | | | | | | | | |
| Uses adequate verbal communication skills (2 points) | | | | | | | | |
| Demonstrates initiative and creativity in the class activities. (2 points) | | | | | | | | |
| Total Points Obtained | | | | | | | | |
| % Obtained | | | | | | | | |

Student's Signature _____ Date _____

Facilitator's Signature _____ Date _____

Appendix B**Learning Journal Rubric**

Student Name: _____ Date: _____

Course: _____ Professor: _____

| | Excellent | Satisfactory | Unsatisfactory | Final |
|---------------------|------------------|---------------------|-----------------------|--------------------|
| Rating Scale | 2 | 1 | 0 | Score |
| Criteria | Day One | Day Two | Day Three | Day Four |
| | | | | Grand Total |

Student turned in the journal on time assigned
 Student answers questions without deviating from the topic; ideas are well connected and follow a sequence
 Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class

Sentences are written using appropriate syntax, punctuation, verb usage, and grammar

Entry indicates that the student is learning according to the course outcomes.

Total Points:**(Possible Points) 10**

Student's Signature: _____ Date _____

Facilitator's Signature: _____ Date _____

Appendix C**Essay Rubric**

Student Name: _____ Date: _____

| Criteria | Value Points | Student Score |
|---|--|-------------------------------------|
| Content | | |
| Introductory statement is clear and well stated | 3 | |
| Major or relevant details are exposed in essay | 3 | |
| Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples. | 3 | |
| Sentences are cohesive and ideas flow as the essay is read | 3 | |
| Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention. | 3 | |
| Draw conclusions that reflect the relationships or significant outcomes of the discussion. | 3 | |
| Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner. | 3 | |
| Language | | |
| Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas) | 3 | |
| Uses grammar appropriately and correctly | 3 | |
| Manages and uses verbs appropriately and correctly | 3 | |
| Total Points | 30 points(70% content and 30% language) | Student's total Score: _____ |

Student's Signature: _____ Date _____

Facilitator's Signature: _____ Date _____

Appendix D**RUBRIC TO EVALUATE WRITTEN WORK**

Student Name: _____ Date: _____

| Criteria | Value Points | Student Score |
|---|--|-------------------------------------|
| Content | | |
| The information is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper | 3 | |
| Presentation of ideas is organized, coherent and can be easily followed | 3 | |
| The paper properly explains content. | 3 | |
| The presentation of ideas and arguments are based in sources presented, consulted or discussed in class. | 3 | |
| The paper demonstrates substance, logic and originality. | 3 | |
| The author presents his point of view in a clear, convincing and well based manner. | 3 | |
| Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension. | 3 | |
| Language | | |
| Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas). | 3 | |
| Uses grammar appropriately and correctly. | 3 | |
| Manages and uses verbs appropriately and correctly. | 3 | |
| Total Points | 30 (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. | 1 | |
| Collaborated with the planning and organization of activities of the group. | 1 | |
| Demonstrated cooperation and team work with the group. | 1 | |
| Contributed frequently with the discussions of the group. | 1 | |
| Participated actively in the meetings and activities. | 1 | |
| Demonstrated interest in the discussions and activities of the group. | 1 | |
| Came prepared to meetings, activities and discussions of the group. | 1 | |
| Demonstrated attention to the arguments within the group. | 1 | |
| Contributed to the group with additional information. | 1 | |
| Contributed significantly with the work that presented the group. | 1 | |
| Totals | 10 | |

| Group Work | Possible Points | Points Obtained |
|-------------------|------------------------|------------------------|
| 1 | 10 | |
| 2 | 10 | |
| 3 | 10 | |
| 4 | 10 | |

Appendix F

RUBRIC TO EVALUATE INDIVIDUAL ORAL 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. | 3 | |
| The presentation is organized and coherent, and could be easily followed | 3 | |
| The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors | 3 | |
| The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class | 3 | |
| Capture of the attention and interest of the audience and/or promote their participation, as applicable | 3 | |
| Effective personal projection, corporal posture and manage of the audience; | 3 | |
| Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class. | 3 | |
| Language | | |
| Student pronounces words in a clear and correct manner so as to make the correct language used understood to others. | 3 | |
| Correct use of grammar and verb conjugation. | 3 | |
| Student demonstrates correct use of vocabulary words to express message. | 3 | |
| Total Points | 30 (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

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, reflexive diaries.
- h. Self assessments, peer assessments, facilitator assessments.
- i. Notes from student-facilitator conferences.

2. 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.

3. 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 (**see the following rubrics**).

- 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 (**see the following rubrics**).

4. 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 (**see the following rubrics**). 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.

5. 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 (**see the following rubrics**).
- 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 (**see the following rubrics**).

Appendix H**PORTFOLIO INFORMATIONAL SHEET**

**Sistema Universitario Ana G. Méndez
Metro Orlando Campus**

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**

| | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| PORTRFOOLIO 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? | | | | | |
| PORTRFOOLIO 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

5 = Outstanding 4 = Very good 3= Satisfactory 2 = Fair 1 = Needs Improvement

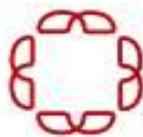
Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007.
Adapted 02/10/2007 by Fidel R. Távara, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

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.

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Student's Name (print)

Date

Student's Signature

Date

Appendix O

Article Critique s- Analysis of reading (Guidelines)

Instructions: Below some URL's for articles recommended for you to read and analyze. Select two of them to complete your Article Critique Project. You may also use different articles from Journals or Educational Magazines about topics related to the content of the course. The articles can be obtained from the internet. The first analysis is due on Workshop Three and the second one, is due on Workshop Four. On Workshop Four, you will also share with the rest of the group, the PowerPoint presentation you have created of the two articles.

Step by step:

- After reading the articles, you are to summarize and critically analyze them.
- For each article, you need to write a reaction paper in which you will include a brief summary of the main points, your reaction or opinion on the article (do you agree or disagree with it and the reasons why), and you also will need to add how do you see this information from each article be applied to teaching.
- Make sure to write your reaction following the APA format and that the written paper is n 3-5 double spaced pages.
- You will need to turn in the first one on Workshop 3 and the second one will be collected on Workshop 4.
- Remember that a PowerPoint presentation of the two articles is due on Workshop 4, as well. Come prepare to answer questions and defend your opinion if necessary.

Readings recommended:

Maturational Constraints in Language One and Language Two: A Second Look at the Research on Critical Periods by Norbert Francis

<http://brj.asu.edu/v234/articles/art7.html>

An Ideal Elementary ESL Curriculum Based on the Natural Approach of Second Language Acquisition:

<http://filebox.vt.edu/users/tawooden/independent%20study.htm>

Language Development: Critical Period:

<http://www.bcs.rochester.edu/people/newport/Newport-ECS-A0506.PDF>

The brain and bilingualism:

<http://www.epjournal.net/filestore/EP064363.pdf>

Motivation as a Contributing Factor in Second Language Acquisition:

<http://iteslj.org/Articles/Norris-Motivation.html>

ACQUIRING A SECOND LANGUAGE FOR SCHOOL:

<http://www.ncela.gwu.edu/pubs/directions/04.htm>

Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts:

<http://www-writing.berkeley.edu/TESI-EJ/ej22/a1.html>

Culture Rejected as an Individual Difference in the SLA Process:

<http://www.asian-esl-journal.com/june2003subpd.php>

Multicultural Methodologies in Second Language Acquisition:

<http://www.midtesol.org/articles/peeediti.htm>

Issues in Language Learning Strategy Research and Teaching by Anna Uhl Chamot:

<http://e-flt.nus.edu.sg/v1n12004/chamot.htm>

What is Academic Language Proficiency?

http://www.sdkrashen.com/articles/Krashen_Brown_ALP.pdf

The Acquisition of Academic English by Children in Two-Way Programs: What does the research Say? :

http://www.sdkrashen.com/articles/the_2-way_issue/index.html

Bilingual Education accelerates English Language Development:

http://www.sdkrashen.com/articles/krashen_intro.pdf

What does it take to Acquire Language?:

http://www.sdkrashen.com/articles/what_does_it_take/index.html

Putting Language Proficiency in Its Place: Responding to Critiques of the Conversational/Academic Language Distinction: Jim Cummins

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

Bilingual Education:

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

Learning the language

http://blogs.edweek.org/edweek/learning-the-language/2007/09/is_english_learning_slowed_low.html

Recommended Journal and Educational Magazines:

Modern Language
Interaction

Journal Mind and the Language

Research on Language and Social

Natural Language and Linguistic Theory
Pathology

American Journal of Speech and Language

Applied Linguistics

Journal of Child Language

TESOL -Journals

Language Learning

TESOL Quarterly

Appendix P**Article Reaction Paper Rubric**

Student Name _____ Date _____

| Criteria | Value Points | Student Score |
|---|--|------------------------------------|
| Content | | |
| Introduction is clear and well stated | 5 | |
| Major or relevant details are exposed | 5 | |
| Summary is clear and most important ideas are covered and they follow a logical sequence | 5 | |
| Sentences are cohesive and ideas flow as the work is read | 5 | |
| A writer's relationship with the article is established, providing clear perspective on the subject matter and engaging the audience's attention | 5 | |
| Conclusions are drawn that reflect the relationships or significant outcomes of the discussion | 5 | |
| A comprehensive grasp of significant ideas are demonstrated by using them appropriately to reach a higher level of understanding in an organized manner | 5 | |
| Language | | |
| A command of standard English (vocabulary use, syntax and flow of ideas) is demonstrated | 5 | |
| Grammar is used appropriately and correctly | 5 | |
| Verbs are used and managed appropriately and correctly | 5 | |
| Total Points | 100(70% content and 30% language) | Student's Total Score _____ |

Student's Signature _____ Date _____

Facilitator's Signature _____ Date _____

Appendix Q

Case Study Guideline

The purpose of this case study is to acquire information concerning a student's language acquisition that will help the course participants understand language development of first and second language learners. They will also be able to observe the similarities and differences in learning a first and second language.

Step by step:

1. Participants will select two students, one will be a first language learner, and the other one will be a second language learner. Classroom setting is preferred but you can also work with family members or friends.
2. You will need some background information on the students that can include the following: prior educational experiences, sociocultural background, language(s) spoken in home; status (immigrant, refugee, or native born); country of origin; age upon arrival to the U.S. , English proficiency level (if information is available), and grade level. The students can be given a fictitious name to ensure privacy. If students, teachers or the school are mentioned, confidentiality is necessary and you should use a generic name or number for them.
3. Try to learn as much as you can about these students. Try to find occasions to work one on one with the students and also observe the students during social or classroom interaction with others. Observe how they use and learn the language, how they communicate with others, and the strategies that are been used. Take notes for writing up your final report. You do not need to include these in your report, but they will be helpful when writing your final report.
4. This case study report is due on Workshop Five. It should be a typed narrative of about 3-5 pages. It should include a description of student's background, a summary of the observations, the activities or interactions of both children, your conclusions and findings. You may also want to include recommendations or suggestions for future language instruction. Some samples of student work may be included.

Appendix R**Case Study Rubric**

Name _____ Date _____

| Criteria | Value Points | Student's Score |
|--|---------------------------------------|---------------------------------------|
| Content | | |
| The introduction provides a well-developed context for the project. It clearly presents a coherent central theme around which the observations of the two students are organized. | 10 | |
| The narrative contains well-developed descriptions of the setting and the data collection process. | 10 | |
| The narrative includes qualitative and quantitative data, and makes references to best practices in language acquisition that are supported by current research and theory. | 10 | |
| The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing the students' weaknesses, and are tied to the course work. | 10 | |
| Concepts and theories are used appropriately, and their use demonstrates an understanding of the ideas presented. | 10 | |
| Interpretation includes appropriate discussion of the role of contexts in the language development of the students observed, including opportunities for development afforded in the various settings. | 10 | |
| Examples are explained in detail, and the path from observation to inference is clear and easy to follow. Snippets of data are used effectively to illustrate and support assertions. When assertions go beyond the data, this fact is acknowledged. | 10 | |
| Language | | |
| The project contains no serious errors in grammar, spelling or mechanics. | 10 | |
| A command of standard English (vocabulary used, syntax and flow of ideas) is observed in the paper, and the page layout facilitates understanding of the narrative. "Navigation" between sections is clear. | 10 | |
| APA format is used for in-text and bibliographical references to external resources. | 10 | |
| Total Points | 100% (70% Content & 30% Language)) | Student's Total Score _____ |

Appendix S

FACTORS AFFECTING LEARNING

| <u>COGNITIVE</u> | <u>AFFECTIVE</u> |
|---|--|
| LANGUAGE APTITUDE MEMORY INDUCTION / DEDUCTION ABILITY (CLICK) GRAMMATICAL SENSITIVITY AUDITORY PERCEPTION GENERAL INTELLIGENCE | CONFIDENCE MOTIVATION SHORT X LONG TERM GOALS ATTITUDE TO L2 & L2 CULTURE PREVIOUS LEARNING EXPS. RELATIONSHIP W/ TEACHER & PEERS |
| <u>STATIC</u> | <u>DYNAMIC</u> |
| AGE → CHRONOL., EXPERIM. & MATUR. LANGUAGE APTITUDE GENERAL INTELLIGENCE ENVIRONMENTAL*** EXPECTATIONS | MOTIVATION TASTES CONFIDENCE LEARNING STYLE ATTITUDE → TEACHER, PEERS, METHODOLOGY POSITIVE → MOTIV. & CLEAR ... NEGATIVE → CONFUSION, DISTRACT., DISCOMF. ... |

MARCO SUCUPIRA LANGUAGE MATERIALS