

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDUC 646    Second Language Acquisition: Research and Practice**  
**(CRN # 21777)**

**Term / Meeting Days: Spring 2008 / Thursday evenings @ 5:30 – 8:15 p.m. Univ. Hall 337**  
**Professor: Grace P. McField, Ph.D.**  
**Phone: 760-750-8511**  
**E-Mail: gmcfield@csusm.edu**  
**Office: University Hall 428**  
**Office Hours: by appointment**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

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**COURSE DESCRIPTION**

This course examines theoretical, developmental, social, and instructional issues related to second language acquisition in the context of a multicultural / multilingual society. Topics include identity development of second language learners; parallels between first and second language development; second language acquisition theories; approaches in second language instruction; survey of program models and research outcomes; implication for effective instruction and assessment (including the role of the first and second language); and the home / school connection in fostering second language acquisition.

**Course Objectives**

The purposes of this course are to:

- Examine and be knowledgeable of second language acquisition theories, and instructional approaches in second language instruction.
- Examine parallels between first and second language development.
- Evaluate the assessment process for English learners in regards to identification, placement and instructional planning.
- Assess effectiveness of program models and research outcomes for English learners.
- Consider connections between home, community and school contexts in providing language, literacy and content area instruction

**Course Prerequisites**

Admission to the MA in Education program or approval from the College of Education and instructor.

## GENERAL CONSIDERATIONS

### Professional Disposition

The College of Education mission statement and professional standards (see below) are the driving force behind all readings and activity related to this class. This course addresses many sensitive and controversial topics. We will be exploring these topics together and striving to expand our perspectives by considering the diverse lenses through which fellow educators see educational issues. Keep in mind that all students are expected to demonstrate professional behavior at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

### Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

### Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

**FOR THIS CLASS:** 1. *If you miss three (3) class sessions or 8 hours you cannot receive a passing grade for the class.* 2. *I will allow up to two (maximum) makeup assignments for absences due to unreschedulable professional obligations, illnesses, emergencies, etc. on a case by case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences.* 3. *Do strive for punctuality, and be mindful of late arrivals and early departures.*

## **Grading Policy**

*Note: I reserve the right to change, add to, or delete any material or assignment from the course.*

## **Grading Scale:**

A=93+, A-=92-90, B+=89-88, B = 87-83, B- = 82 – 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower. Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

## **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

## **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments. All assignments will be submitted online on WebCT6, and will also be submitted in hard copy. Details will be given in class.

## **Class Structure**

This course is structured as a graduate-level seminar. The success of a seminar course is dependent upon each and every participant being well prepared. My role will be to “facilitate” and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly Readings Discussion Leaders), and online work.

## COURSE REQUIREMENTS

### Required Texts

- Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*. Philadelphia: Multilingual Matters.
- Crawford, J. and Krashen, S. (2007). *English learners in American Classrooms: 101 Questions, 101 Answers*. New York: Scholastic.
- Faltis, C. and Hudelson, S. (1999). *Bilingual Education in Elementary and Secondary School Communities: Towards Understanding and Caring*. Boston, MA: Allyn and Bacon.

Course Reader.

### Recommended Texts

- Krashen, S. (1996). *Under Attack: The Case Against Bilingual Education*. Culver City, CA: Language Education Associates.

### All University Writing Requirement

Every course at the university must have a writing component of at least 2500 words. This will be met in this course through the following written assignments and papers.

### Assignments

- 1. Active participation in class / Discussion of the readings (200 points)**  
Students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments before the designated class session.
- 2. Program Review and CELDT Trends Study (300 points)**  
You will review the programs in place at an English learner's site. Your study should include a description of programs that are offered at your site and/or district. Your study should also include a review of CELDT scores over the past 5 years for your site or grade level of choice. Include an analysis of the trends and factors related to CELDT scores over the past 5 years, framed in literature on assessment for this population.

Issues and questions to be addressed in your paper include the following:

- Have the programs offered at the site remained the same over the 5 years for which CELDT data is available, or have the programs offered changed? (Outcome – table with 5 years of data and programs offered, with main components and features of each program, and analysis.) (Note: this first section may take some time for you to compile and analyze if this is a new area of inquiry for you.)
- Have the CELDT scores changed significantly as a possible result of program availability or program selection? (Outcome – table or graph of CELDT scores over 5 years and analysis.)
- What factors have likely influenced CELDT scores (e.g., site or district rezoning, who was included in the test scores, focus on literacy instruction, focus on testing under No Child Left Behind, site being designated school improvement site, etc.)? (Outcome – Discussion of factors, with clear subheadings and cogent analysis.)
- What aspects of program offerings, program choice and CELDT score outcomes need to be improved? For example, are CELDT scores reported by student or program levels

of detail to facilitate tracking of student progress by program placement or not? Why might this be the case? Are CELDT scores impacted differentially by the changes in the population? If so, what are the implications for improved assessment data reporting? (Outcome – Discussion of above topics with clear subheadings and cogent analysis.)

**3. Classroom Environment Study (200 points)**

You will videotape a class session of your teaching for analysis and reflection. You should address the following questions when writing your analysis / reflection. If your class session does NOT address a question, you should reflect upon HOW you would modify your practice to do so.

- Have you taken into account students' background knowledge – both content knowledge and experiential knowledge about the subject matter?
- Have you incorporated the students' cultures, experiences, languages into your lesson?
- Which languages (first and second) are incorporated into the lesson? Does your lesson allow for the student to utilize and demonstrate his/her stronger domains as well as those that are weaker / developing?
- Which language areas are incorporated in the lesson (listening/speaking, reading and writing)?
- What strategies are you using to ensure that all students have the opportunity to participate?
- Are all the students engaged in the lesson throughout the lesson?
- Do you have clear content and ELD objectives in the lesson?
- What instructional strategies are you using in order to make the content accessible to your English learners?
- Are students able to demonstrate learning in a variety of ways (consider language domains and proficiency in each; learning styles; etc.)?

**4. Second Language Learner Study (300 points)**

You will choose an English learner in your class (or school) to focus on for a case study. Your case study will include information on the “whole child” (i.e. academic, social, home environment), but will primarily focus on his/her language abilities and needs. Your study should include an analysis of:

- Initial and annual assessment information based on the student's CELDT scores.
- The student's proficiency level(s) in each language domain (listening, speaking, reading, writing) from the beginning of CELDT testing to present.
- Any available formal or informal assessments in the student's primary language (information from previous report cards or cums, teachers, or EL coordinators are acceptable)
- Language development needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement)
- Content area needs/goals based on teacher evaluation, grades, standardized test scores, etc. (a combination of first and second language needs/goals may be considered depending on the student's program placement)
- Observations of the student's sociocultural interactions in/outside the classroom using the first and second languages.
- An interview with the student that encompasses his/her cultural background, proficiency in first language, information about family and friends and corresponding language use, interests, language abilities/needs, academic likes/dislikes, etc.
- A consideration of the student's psycholinguistic and developmental needs and how they are addressed and met or not addressed and met across home, school, or other

(e.g., community) settings. For example, if the school offers an English only program, and the student's family communicates primarily in a non-English language, describe the differential needs and considerations of language use, development, functions, competence, etc. in these two very different settings. ***(Continued on next page)***

Based on the information you have gathered on your English learner, you will develop an instructional plan in a specific content area that addresses the specific needs of your student. Your customized plan should address both ELD and content objectives (i.e., be based on ELD and content standards). In addition, your plan should include a consideration of the affective, psycholinguistic, and developmental needs of the student in home, school, and community settings.

## **Session 1 (1/24/08): Course Overview / Needs Assessment**

Course Overview

Needs Assessment – What do you know? What do you want to know?

Overview of State Requirements and Instructional Programs for English Learners  
Education Code 300-340  
CCR 11301-11302

Signup for discussion leaders

*Readings for Session 2:*

Bilingual Education in Elementary and Secondary School Communities: Chapters 1-3

Chapter 1 – History / Ideologies

Chapter 2 – Program Models

Chapter 3 – Effective Schools and Programs

Proposition 227 (Education Codes 300-340)

*Assignment for Session 2:*

Gather information to share with the class on instructional program(s) and services made available to English learners at your school site. Include program philosophy and features, instructional materials used, resources available to teachers, and support provided for English learners. Also bring some sample lesson plans used in classes in which English learners are enrolled.

Writeup – Write a brief description of the programs and services for English learners offered at your site. Contextualize the available programs and services in general information about the school and community (e.g., the population served, etc.). Chapter 3 offers some examples of what your writeup might look like. [Note: This informal writeup will be expanded upon for the Program Review assignment later in the semester. This writeup will be checked off, but not graded.]

## **Session 2 (1/31/08): Overview of Legal/Historical Context; Programs and Services for English Learners**

Discussion of the Readings

What are some turning points in the history and legal timeline for English learners?

What are some turning points in the history of programs and service delivery for English learners at your site / in your district?

Videos: “Visions of Literacy” and “Newton High”

*Readings for Session 3:*

Bilingual Education in Elementary and Secondary School Communities: Chapters 5-7

Chapter 5 – Elementary Bilingual Education

Chapter 6 – Secondary Bilingual Education

Chapter 7 – Caring about Bilingual Education

### Session 3 (2/7/08): Bilingual Education and English Learners

Discussion of Readings

Discussion of Site Program Models and Instructional Services

What kind of environment and climate does your school provide for English learners?

What are some observations and questions you have about the history and current status of programs and services offered for English learners?

Analysis of program models and methods used across school sites:

Do strategies and support services vary across program models? For example, is Structured English Immersion similar in both bilingual and English only program contexts?

Begin to discuss strategies used with English learners in program contexts:

- Specific strategies used for English learners in all language areas (listening/speaking, reading, writing)
- How instruction is scaffolded (i+1) for English learners
- Are ELD standards used? How?
- Correspondence between ELD and ELA standards in English Language Arts and Reading classes
- ELD in content area instruction

Questions about Assignment #1, Program Review and CELDT Trends Study

*Reading Assignment for Session 4 (all available on WebCT Resources):*

Baker, C. (1993). Foundations of Bilingual Education and Bilingualism

Chapter 1 – Bilingualism, Definitions and Distinctions

Chapter 3 – Languages in Society

Proposition 227

Optional -- Perez, B. and Torrez-Guzman, M.E. (2002). Learning in Two Worlds, Chapter 1 – Society, Culture and Literacy. Boston: Allyn and Bacon.

Optional -- McField, G. P. (2007). *What is Structured English Immersion? Variations on a theme*. International Journal of Foreign Language Teaching, 3(2), pp. 2-22. (WebCT or [www.ijflt.com](http://www.ijflt.com))

Optional -- McField, G. P. (2006). *The many faces of Structured English Immersion*. International Journal of Foreign Language Teaching, 2(2), pp. 16-24. (WebCT or [www.ijflt.com](http://www.ijflt.com))

### Session 4 (2/14/08): Context of a Multicultural / Multilingual Society

Discussion of Readings

English learners and the context of a multicultural / multilingual society

Cultural and linguistic backgrounds of English learners in California

Questions about Program Review and CELDT Trends Study

*Reading Assignment for Session 5:*

Huang, J. & Hatch, E. (1995). A Chinese child's acquisition of English. In D. B. Durkin (Ed.), *Language issues: Readings for teachers* (pp. 117-129). White Plains, NY: Longman Publishers. (WebCT )

Jimenez, R.T. (2001). Strategic reading for language-related disabilities: The case of a bilingual Latina student. In M. de la Luz Reyes and J. J. Halcon (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 153-167). New York: Teachers College Press. (WebCT )

Optional: Nieto, S. (1992). Hoang Vinh. In *Affirming diversity: The sociopolitical context of multicultural education* (pp. 141-152). (WebCT)

<p><b>Session 5 (2/21/08): Identity Development of Second Language Learners</b> <b>***WEBCT SESSION***</b></p>
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Discussion of the Readings

Identity development of English learners:

Factors that shape an English learner's identity development: cultural, social, economic, family background, prior experiences in various contexts – school, home, community, etc.

Effects on language acquisition - primary language and English language development

*Reading Assignment for Session 6 (Course Reader):*

Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*

Chapter 6 – Second Language Acquisition and

Chapter 7 – Theories of Second Language Acquisition

Chapter 10 – Cognitive Theories of Bilingualism and the Curriculum

<p><b>Session 6 (2/28/08): Second Language Acquisition Theories</b></p>
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Discussion of the Readings

Second language acquisition theories

*Assignment 1 DUE Session 6 (2/28/08) or Session 7(3/6/08) electronically AND in paper formats*

*Reading Assignment for Session 7: (Course Reader)*

Bialystok, E. (2001). *Bilingualism in Development*. Pp. 98 – 119; pp. 168-191.

Hudelson, S. (1984). Kan yu ret an rayt en Ingles: Children become literate in English as a Second Language, *TESOL Quarterly* 18, 2.

Rickford, J. R. (1999): *African American Vernacular English. Features, Evolution, Educational Implications*. (Language in Society, 26) Oxford

Chapter 1 – Phonological and Grammatical Features of African American Vernacular English (AAVE)

Chapter 15 – Suite for Ebony and Phonics

**Session 7 (3/6/08):**  
**Topic 1: Considering the Context of Literacy Development in Bilingual Children**  
**\*\*\*WEBCT SESSION\*\*\***

Discussion of the Readings

*Reading Assignments for Session 8 (Course Reader):*

Gass, S. M. & Selinker, L. (2001). *Second Language Acquisition: An Introductory Course*  
Chapter 4 – Child Language Acquisition: First and Second  
Chapter 7 – Universal Grammar

(Book) Crawford, J. & Krashen, S. (2007). *English Learners in American Classrooms*  
Introduction, Students, Programs. Pp. 9 –16.

**Session 8 (3/13/08): English Learners and First and Second Language Acquisition**

Discussion of the Readings

*Reading Assignment for Session 9: (Course Reader)*

Ellis, R. (1994). *The Study of Second Language Acquisition:*  
Chapter 11 – Individual Learner Differences  
Chapter 12 – Learning Strategies

(Book) Crawford, J. & Krashen, S. (2007). *English Learners in American Classrooms*  
Criticisms of Bilingual Education. Pp. 39 – 59.

*For the next class session, bring some sample student work and completed assessments for that student.*

**Session 9 (3/20/08): Individual Learners and Learner Strategies**

Discussion of the Readings

*In-class Assignment (Checked off but not graded):*

In small groups, analyze the assessment data you have for a group of English learners, and determine an appropriate instructional plan for each student.

How have you included the following information in your decision?

- CELDT scores in all language areas
- Students' language and content abilities and needs
- Students' progress on the CELDT (initial scores, annual scores, etc.)
- Teacher evaluations
- Standardized test scores

*Reading Assignment for Session 10 (Course Reader):*

Gass, S. M. & Selinker, L. (2001). *Second Language Acquisition: An Introductory Course*  
Chapter 11 – Instructed Second Language Acquisition

Ellis, R. (1994). *The Study of Second Language Acquisition:*  
Chapter 13 – Classroom interaction and second language acquisition  
Chapter 14 – Formal instruction and second language acquisition

**Session 10 (3/27/08): Classroom Level and Instructional Considerations**  
**\*\*\*WEBCT SESSION\*\*\***

Discussion of the Readings

*Reading Assignment for Session 11 (Course Reader):*

Krashen, S. & Brown, C. L. (2007). *What is Academic Language Proficiency?* Singapore Tertiary English Teachers Society: Author.

Snow, C. (1992). Perspectives on second language development: Implications for bilingual education. *Educational Researcher*, 21 (2), 16-19.

(Book) Crawford, J. & Krashen, S. (2007). *English Learners in American Classrooms* Pedagogy. Pp. 17-26.

***Spring Break – March 31-April 5, 2008***

**Session 11 (4/10/08): More Instructional Considerations**

*Assignment 2 DUE Session 11*

Discussion of the Readings

*Reading Assignment for Session 12 (Course Reader):*

Bialystok, E. (2001). *Bilingualism in Development*  
Chapter 8 – The Extent of the Bilingual Mind (SES and other factors to L2 Acquisition)

Cheng, L. L. (1998). Language assessment and instructional strategies for limited English proficient Asian and Pacific Islander American children. In V. O. Pang & L. L. Cheng (Eds.) *Struggling to be heard: the unmet needs of Asian Pacific American children* (pp. 181-196). Albany, NY: State University of New York.

(Book) Crawford, J. & Krashen, S. (2007). *English Learners in American Classrooms* Assessment and Accountability. Pp. 56-59.  
Legal Requirements. Pp. 53-55.

**Session 12 (4/17/08): Topic 1: Assessment Proficiency of First and Second Languages**  
**Topic 2 : Diversity among English Learner Populations**

Discussion of the Readings

*Reading Assignment for Session 13 (Course Reader):*

Krashen, S. & McField, G. (2005) *What works for English learners? Reviewing the latest evidence*. *Language Learner*, 29(3), 7 – 11.

American Institutes for Research and WestEd . (2006). *How are English Learners Faring Under Proposition 227? Summary of a comprehensive 5-year Study*.

Krashen, S. (1999). *Condemned Without a Trial: Bogus Arguments Against Bilingual Education* Chapter 4 – Bogus Argument #4 – Bilingual Education Failed in California

Krashen, S. (2001). Are Children Ready for the Mainstream After One Year of Structured English Immersion? *TESOL Matters* Vol. 11 No. 4

(Book) Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms Research. Pp. 26-36.

### **Session 13 (4/24/08): Survey of Programs and Research Outcomes**

Discussion of the Readings

*Reading Assignment for Session 14 (Course Reader):*

Patrikakou, Weissberg, Redding and Walberg (Eds). (2005). School-Family Partnerships for Children's Success

Chapter 3 – Influences and Challenges to Better Parent-School Collaborations

Chapter 5 – School and Family Influences on the Social and Emotional Well-being of African-American Students

Chapter 9 – Preparing Educators for School-Family Partnerships: Challenges and Opportunities

Conclusion – School-Family Partnerships: Dimensions and Recommendations

### **Session 14 (5/1/08): The Home / School Connection**

Discussion of the Readings  
The Home /School Connection

*In-class Assignment (Checked off but not graded):*

Create a “communication plan” with the families of your English learners. Your plan should describe how you will:

- Learn about your students’ (and their family) backgrounds, cultures, communities, etc.
- Communicate with parents and family members (including those who may not speak English)
- Create lasting relationships with parents and/or community members

(Book) Crawford, J. & Krashen, S. (2007). English Learners in American Classrooms  
Public Opinion. Pp. 51-53.  
Politics of Language. Pp. 59-62.  
Language Policy. Pp. 67-75.

*Assignment for Sessions 15 and 16:*

Assignment #3 Final Presentations (5-minute summary of assignment)

### **Session 15 (5/8/08): Final Presentations**

*Assignment 3 DUE Session 15*

Final Presentations

### **Session 16: Final Presentations**

Final Presentations  
Course Evaluations

**TABLE OF CONTENTS**  
**COURSE READER**  
**EDUCATION 646: SECOND LANGUAGE ACQUISITION**  
**Dr. Grace P. McField**

\*\*Be sure to check your schedule of sessions for additional readings in Crawford & Krashen (2007).\*\*

**Session 6 (2/28/08): Second Language Acquisition Theories**

Baker – Chapter 6 – Second Language Acquisition and  
Chapter 7 – Theories of Second Language Acquisition  
Chapter 10 – Cognitive Theories of Bilingualism and the Curriculum

**Session 7 (3/6/08):**  
**Topic 1: Considering the Context of Literacy Development in Bilingual Children**  
**\*\*\*WEBCT SESSION\*\*\***

Bialystok, E. (2001). Bilingualism in Development. Pp. 98 – 119; pp. 168-191.

Hudelson, S. (1984). Kan yu ret an rayt en Ingles: Children become literate in English as a Second Language, TESOL Quarterly 18, 2.

Rickford, J. R. (1999): African American Vernacular English. Features, Evolution, Educational Implications. (Language in Society, 26) Oxford.

Chapter 1 – Phonological and Grammatical Features of African American Vernacular English (AAVE)  
Chapter 15 – Suite for Ebony and Phonics

**Session 8 (3/13/08): English Learners and First and Second Language Acquisition**

Gass, S. M. & Selinker, L. (2001). Second Language Acquisition: An Introductory Course  
Chapter 4 – Child Language Acquisition: First and Second  
Chapter 7 – Universal Grammar

**Session 9 (3/20/08): Individual Learners and Learner Strategies**

Ellis, R. (1994). The Study of Second Language Acquisition:  
Chapter 11 – Individual Learner Differences  
Chapter 12 – Learning Strategies

**Session 10 (3/27/08): Classroom Level and Instructional Considerations**  
**\*\*\*WEBCT SESSION\*\*\***

Gass, S. M. & Selinker, L. (2001). Second Language Acquisition: An Introductory Course  
Chapter 11 – Instructed Second Language Acquisition

Ellis, R. (1994). The Study of Second Language Acquisition:  
Chapter 13 – Classroom interaction and second language acquisition  
Chapter 14 – Formal instruction and second language acquisition

### **Session 11 (4/10/08): More Instructional Considerations**

Krashen, S. & Brown, C. L. (2007). *What is Academic Language Proficiency?* Singapore Tertiary English Teachers Society: Author.

Snow, C. (1992). Perspectives on second language development: Implications for bilingual education. *Educational Researcher*, 21 (2), 16-19.

### **Session 12 (4/17/08): Topic 1: Assessment Proficiency of First and Second Languages Topic 2 : Diversity among English Learner Populations**

Bialystok, E. (2001). *Bilingualism in Development*  
Chapter 8 – The Extent of the Bilingual Mind (SES and other factors to L2 Acquisition)

Cheng, L. L. (1998). Language assessment and instructional strategies for limited English proficient Asian and Pacific Islander American children. In V. O. Pang & L. L. Cheng (Eds.) *Struggling to be heard: the unmet needs of Asian Pacific American children* (pp. 181-196). Albany, NY: State University of New York.

### **Session 13 (4/24/08): Survey of Programs and Research Outcomes**

Krashen, S. & McField, G. (2005) *What works for English learners? Reviewing the latest evidence*. *Language Learner*, 29(3), 7 – 11.

American Institutes for Research and WestEd . (2006). *How are English Learners Faring Under Proposition 227? Summary of a comprehensive 5-year Study*.

Krashen, S. (1999). *Condemned Without a Trial: Bogus Arguments Against Bilingual Education*  
Chapter 4 – Bogus Argument #4 – Bilingual Education Failed in California

Krashen, S. (2001). Are Children Ready for the Mainstream After One Year of Structured English Immersion? *TESOL Matters* Vol. 11 No. 4

### **Session 14 (5/1/08): The Home / School Connection**

Patrikakou, Weissberg, Redding and Walberg (Eds). (2005). *School-Family Partnerships for Children's Success*

Chapter 3 – Influences and Challenges to Better Parent-School Collaborations

Chapter 5 – School and Family Influences on the Social and Emotional Well-being of African-American Students

Chapter 9 – Preparing Educators for School-Family Partnerships: Challenges and Opportunities

Conclusion – School-Family Partnerships: Dimensions and Recommendations