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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: CURRICULUM, CULTURE, AND
 EDUCATIONAL INQUIRY

COLLEGE OF: Education

RECOMMENDED COURSE IDENTIFICATION:

PREFIX TSL COURSE NUMBER 6350 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE : Pedagogical Grammar for English for Speakers of Other
 Languages (ESOL) and Bilingual Populations

EFFECTIVE DATE

(first term course will be offered)

FALL 2009

CREDITS: 3

TEXTBOOK INFORMATION:

Firsten, R., and Killian, P. (2002). *The ELT grammar book: A teacher-friendly reference guide*. California: Alta Publishing Center.
 Murphy, R., and Smalzer, W. R. (2007). *Basic grammar in use* (For Beginners, American English). Cambridge: Cambridge University Press.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

Focuses on helping teachers develop a repertoire of strategies for planning and delivering “balanced” grammar instruction using fluency and accuracy-oriented activities to help ESOL and bilingual students use standard English effectively in a variety of educational contexts.

PREREQUISITES W/MINIMUM GRADE:*

NONE/ B MINIMUM

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD OR Ed.D IN TESOL, BILINGUAL EDUCATION, OR APPLIED LINGUISTICS

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Department of Languages, Linguistics, and Comparative Literature (College of Arts and Letters)

COE Departments: Educational Leadership, Communication Sciences and Disorders, Exercise Science and Health Promotion, Exceptional Student Education, Teaching and Learning, and Counselor Education.

Hanizah Zainuddin, zainuddi@fau.edu, 561-297-2984

Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Dean of the Graduate College: _____

Date:

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.



**Department of Curriculum, Culture, and Educational Inquiry
College of Education**

[NEW COURSE PROPOSAL – TSL 6350]

**Pedagogical Grammar for English for Speakers of Other Languages (ESOL) and
Bilingual Populations**

Instructor:
Tel/Email:
Office Hours:

CATALOG DESCRIPTION:

Focuses on helping teachers develop a repertoire of strategies for planning and delivering “balanced” grammar instruction using fluency and accuracy-oriented activities to help ESOL and bilingual students use standard English effectively in a variety of educational contexts.

COURSE DESCRIPTION:

Designed for ESL/EFL/Dual Language teachers of a wide range of learners (pre-K-12, adult, university, ESOL, bilingual, and EFL learners (learning English in international settings), this course aims to develop an explicit and conscious understanding of the basic and most productive grammatical structures and a repertoire of strategies for teaching grammar that teachers need to promote the learning and use of English (or another language) by their students. Educators will learn to locate and evaluate second language grammar materials for teachers and students, recognize grammatical structures found in resource materials, and develop appropriate grammar instruction based on sound research and theory for students of varying levels of second language proficiency (beginning, intermediate, advanced), from various language backgrounds, and in various instructional settings (ESL, bilingual/dual language, foreign language immersion, foreign language, subject matter classes, adult programs, and English taught as a foreign language in international settings).

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The conceptual framework of FAU’s College of Education emphasizes that the preparation of discipline-based, reflective practitioners for a pluralistic society is fundamental to the educational success of ALL students. From the standpoint of many researchers and ESL/EFL/bilingual practitioners, grammar instruction and error correction are essential in helping English and bilingual learners develop accuracy, master the most common discourse features of academic texts, and produce more coherent texts. This course has two dimensions. One aim will be to examine the way particular grammatical features of English are formed and used in both spoken and written language within a form-meaning-use framework. A second aim will be to develop a repertoire of techniques for teaching challenging aspects of English grammar by drawing insights from second language acquisition studies, from participants' own experience of learning and teaching grammar, and from language resource materials, so that teachers can consider the different ways in which they might

help their English and bilingual learners to use the grammatical system of a language effectively. Participants will be encouraged throughout the course to analyze their own samples of spoken and written language and to critically examine the grammatical information and learning activities that are offered to learners. In the final outcome, participants will understand that different learning and teaching strategies might be appropriate for different grammatical items and that planning and delivering “balanced” grammar instruction requires fluency- and accuracy-oriented activities aimed at helping English and bilingual learners use standard English effectively.

Knowledge of the grammatical system of English (as well as of other languages) and methods of teaching grammar will provide the foundation upon which participants can explore and address pedagogical issues of grammar in courses related to ESOL/Bilingual and Foreign Language Methods, Literacy Development for ESOL/Bilingual populations, and in their own teaching.

REQUIRED TEXTS AND MATERIALS

Firsten, R., and Killian, P. (2002). *The ELT grammar book: A teacher-friendly reference guide*. California: Alta Publishing Center.

Any **one** of the following self-study reference and practice book for students of English:

Murphy, R., and Smalzer, W. R. (2007). *Basic grammar in use* (For Beginners, American English). Cambridge: Cambridge University Press.

Murphy, R., and Smalzer, W. R. (2000). *Grammar in use intermediate*. (American English). (2nd ed.). Cambridge: Cambridge University Press.

Grammar in use: Bilingual editions in German, French, Italian, and Spanish, and Thai.

Additional readings available on blackboard.

GUIDELINES USED TO DEVELOP COURSE OBJECTIVES

1. TESOL/NCATE Program Standards (NCATE)
2. Florida Performance Standards for Teachers of ESOL (FTESOL)
3. Florida Educator Accomplished Practices (FEAP)
4. CAL Guiding Principles for Dual Language Education (CAL)
5. FAU COE Conceptual Framework
6. No Child Left Behind Act
7. Florida Consent Decree
8. Results of surveys of teachers and school administrators from 5 South Florida counties
9. National Board: English as a New Language Standards(NBPTS)
10. NAEYC Standards for Early Childhood Professional Preparation (NAEYC)
11. Commission on English Language Program Accreditation (CEA)

COURSE OBJECTIVES:

Participants will be able to:

1. Identify and explain the forms and functions of the basic and most productive English grammatical structures needed by English and bilingual learners for mainstream academic learning. (FTESOL 1.7; FAU-EAP 8.1; FEAP 5; CAL 2.3; NCATE 1a; NBPTS II, IV; NAEYC I-1, 4; CEA Faculty 3)
2. Explain various views on grammar learning and teaching such as grammar as process/ product and prescriptive /descriptive, and their bearings on formal or functional types of syllabus (grammar and task-based learning, grammar in context, communicative language teaching). (FTESOL 4.1; FAU-EAP 7.2; FEAP 3; CAL 2.1, 3.1, 3.2. ; NCATE 1a, 5a; NBPTS IV; CEA Curriculum 2, Faculty 1).
3. Recognize challenging aspects of English grammar for English/bilingual learners of different language backgrounds. (FTESOL 2.2; FAU-EAP 5.2, 8.1; FEAP 8; CAL 3.2; NCATE 1a; NBPTS I, II, IV; NAEYC I- 1; II- 1; CEA Curriculum 1, Faculty 1)
4. Recognize the difference between grammatical errors that are developmental and those that are due to cross-linguistic transfer. (FTESOL 2.6; FAU-EAP FEAP 8; CAL 3.2; NCATE 1a; NBPTS II, IV; NAEYC I -1; CEA Curriculum 1, Faculty 1)
5. Apply knowledge of grammar with reference to developmental sequences, selective attention, processability, and cross-linguistic transfer to planning appropriate and meaningful grammar instruction and assessments for the English and bilingual learners based on their proficiency. (FTESOL 4.3, FEAP 6, 8; CAL 3.1, 3.2; NCATE 1a, 1b, 3a, 4c; NBPTS II, IV; NAEYC I-3, 4; CEA Curriculum 3, Faculty 1)
6. Apply appropriate grammar teaching and feedback strategies. (FTESOL 6.8; FEAP 2; CAL 3.3, 3.4; NCATE 1a, 1b, 2a, 2b, 3a; NBPTS 5, 6; CEA Curriculum 3, Faculty 1)
7. Recognize the relevance of CALL on grammar teaching and apply technology-based techniques to grammar instruction for ESOL and bilingual learners. (FTESOL 7.1, 7.2; FEAP 12, CAL 2.1; NCATE 3a, 3c; NBPTS VII; NAEYCI-4; CEA Curriculum 3)
8. Critically assess and analyze materials and grammar resources for both teachers and English/bilingual learners. (FTESOL 4.7; FEAP 4, CAL 1.3, 5.1, 5.2; NCATE 3c; NBPTS VII; NAEYC II-5; CEA Curriculum 3, Faculty 1)
9. Identify and recognize grammatical structures embedded in academic content learning and develop appropriate grammar activities so that learners understand the content. (FTESOL 6.5; FEAP 4, 5; CAL 3.4; NCATE 3a, 3b; NBPTS IV; NAEYC I-4; CEA Curriculum 2)
10. Locate relevant research into particular aspects of grammar as determined by the participants' needs and interests. (FTESOL 4.5; FEAP 3; CAL 2.1, 3.1; NCATE 5.1; NAEYC II-6)
11. Recognize characteristics of an effective grammar instruction to be able to defend the practices students observe and use. (FTESOL 5.4, FEAP 6, 10; CAL 2.2, 7.4; NBPTS IV; NAEYC II-8; CEA Curriculum 1)
12. Recognize cultural and linguistic bias in grammar assessments for English/bilingual learners. (FTESOL 9.1, 9.3; NCATE 4a; NBPTS IX; NAEYC I- 3; CEA Student Achievement 2)

CONTENT OUTLINE

Week 1: Course Introduction & Terminology

Get-Acquainted

What is pedagogical grammar?

Read: Ellis, R. (2006). Current issues in the teaching of grammar: an SLA perspective. *TESOL Quarterly*, 40(1), 83-107.

Week 2: Principles and Approaches to Teaching Grammar (1)

What do we know about the learning of grammar?

Read: Macaro, E., and Masterman, L. (2006) Does intensive explicit grammar instruction make all the difference? *Language Teaching Research*, 10(3), 297-327.

Ellis, R. (2006). Modeling learning difficulty and second language proficiency: The differential contributions of implicit and explicit knowledge. *Applied Linguistics*, 27(3), 431-463.

Week 3: Principles and Approaches to Teaching Grammar (2)

Teaching grammar as a process (task-based)

Read: Fotos, S. (2002). Structured-based interactive tasks for the EFL grammar learner. In Hinkel and Fotos, (eds.) *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Bridging the Gap between Product and Process: an Overview

Celce-Murcia, M. (2002). Why it makes sense to teach grammar in context and through discourse. In Hinkel and Fotos, (eds.) *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

In weeks 4-11, refer to Firsten and Killian (2002) and an English/bilingual grammar handbook for English/bilingual students.

Week 4: Teaching Sentence Basics

- The constituents of a sentence

Read: DeKeyser, R. (2007). Introduction: Situating the concept of practice. In *Practice in a second language*. Oxford: Cambridge University Press, 1-18.

Week 5: Teaching Verb Types and Subject-Verb Agreement

Week 6: Teaching Tense and Aspect System

Week 7: Teaching Modals and the Passive Voice

Week 8: Teaching Questions and Negatives

Week 9: Teaching Adjective and Adjective (Relative) Clauses

- The constituents of a clause

Week 10: Teaching Nouns and Clauses

Week 11: Teaching Articles and Pronouns

Week 12: Using Technology-Based Approaches: Software (1) and Pedagogical Grammar (2)

Read:

Tsui, A. B. M. (2004) What teachers have always wanted to know – and how corpora can help. In Sinclair, J. McH. (ed.) *How to use corpora in language teaching*. Amsterdam: John Benjamins.

Week 13: Grammar Assessments

Read:

Purpura, J. (2004). Designing test tasks to measure L2 grammatical ability. *Assessing Grammar*. Cambridge: Cambridge University Press.

Purpura, J. (2004) Developing tests to measure L2 grammatical ability. *Assessing Grammar*. Cambridge: Cambridge University Press.

Week 14: Concluding Remarks: Making a Case for Teaching Grammar

Read:

Byrd, P. (2005). Instructed grammar. In Hinkel, E. (ed.) *handbook of research in second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum.

TEACHING METHODOLOGIES:

- | | | | |
|-------------------------|-----------------|--------------------------|-----------|
| • Lecture | • Discussion | • Internet | • Project |
| • Guest speaker | • Readings | • Questioning | |
| • Instructional Quizzes | • Demonstration | • Cooperative group work | |

COURSE ASSIGNMENTS:

1. Grammar Lessons (25%):

Choose a non-native English (or another language) speaker who would like to improve their grammar. Conduct an oral interview, analyze and diagnose at least 2 grammatical problems, and develop 2 grammar lessons to address the grammatical problems. Aim for depth rather than breadth. Base design on assigned class readings. You will:

- a. identify at least 2 grammatical structures and materials (e.g. written and oral texts) that contain the target grammatical structures.
- b. describe the rules and functions of each grammatical structure.
- c. develop 2 grammar lessons to address each of the grammatical problems specific to age, grade, and language proficiency level of your second language students. (Also provide a research-based rationale and a narrative description of each activity. Include the academic texts and other supplementary materials to be used)
- d. deliver the grammar lessons to the second language learner.
- e. reflect on the outcomes and effectiveness of the grammar lessons

2. Materials Evaluation (30%)

Purpose: To locate information and evaluate commercial or school/state-adopted second language grammar materials (print, software, online, learning kits) specific to age, grade, and language proficiency level of your second language students. You will:

- a. identify 4 different types of second language grammar resource materials; you should include a fairly equal distribution across print materials, computer software, Internet websites, and learning kits.
- b. write up an 8 page report on your results, grouping print, software, web materials, and learning kits. Describe the specific purpose of your resource search, your current teaching priorities, and your students' learning needs for learning English grammar as you perceive them at this point in time.
- c. develop a critique of the usefulness of each resource for teachers who want to develop instructional grammar materials and activities for your particular student population. Explain how they reflect current research and cite assigned and/outside readings to support your evaluation of each resource.
- d. attach a bibliography of assigned and outside readings you referred to in your report and list the materials reviewed.

3. Teaching Simulation (10%) + Peer evaluation (5%)

Plan and deliver a second language grammar lesson to your classmates. Select one of the grammatical problems addressed in Assignment 1 and demonstrate an activity in which the entire class can participate. This presentation will end with an explanation of your rationale for the grammar approach and the feedback strategies that you have used. This assignment will include instructor and peer evaluation.

4. Quizzes (20%) - testing grammar knowledge covered in the assigned readings & class discussions.

5. Participation in classroom activities and discussions (10%). Everyone is also expected to read and write notes of the assigned readings prior to class. When you read about ESOL grammar structures, keep these questions in mind as you study each point:
 - a. What are the general prescriptive rules?
 - b. What are the steps in getting to the appropriate form?
 - c. In authentic speech or texts, are these rules employed or not?
 - d. What potential problem areas do you anticipate when working with second language students?

NOTE: Writing guidelines: Put your name on the cover sheet only and not on every page. This helps maintain anonymity in the assessment process.

GRADING

1. Grammar Lessons	25%
2. Materials Evaluation	30%
3. Teaching Simulation	10%
4. Peer Evaluation of Teaching	5%
5. Quizzes	20%
6. Participation	10%

GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

ATTENDANCE POLICY: According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES: In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of

specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

HONOR CODE: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

REFERENCES

Books:

Resource for Teachers:

Azar, B. (2000). *Chartbook, a reference grammar*. (excerpted from Understanding and Using English Grammar, 3rd edition). White Plains, NY: Pearson Education.

Pennington, M. (Ed.) (1995). *New ways in teaching grammar*. Alexandria, VA: TESOL, Inc..

Batstone, R. (1994). *Grammar*. Oxford: OUP

Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Celce-Murcia, M., and Hilles, S. (1988). *Techniques and resources in teaching grammar*. London: Oxford University Press.

Davis, P., and Rinvolucrì, M. (1984). *More Grammar games: Cognitive, affective and movement activities for EFL Students*. United Kingdom: Cambridge University Press.

Díaz-Rico, L. T. (2004). *Teaching English Learners: Strategies and methods*. NY: Pearson.

Echevarria, J., and Graves, A. (1998). *Sheltered content instruction*. Boston: Allyn and Bacon.

Kaufman, D., and Crandall, J. (2005). *Content-based instruction in primary and secondary school settings*. Alexandria, VA: TESOL.

Larsen-Freeman, D. (2003). *Teaching language. From grammar to grammaring*. Boston, MA: Heinle & Heinle.

Larsen-Freeman, D. (1995). On the teaching and learning of grammar: Challenging the myths. In F. Eckman et al. (eds.), *Second language acquisition theory and pedagogy*. Mahwah, NJ: Lawrence Erlbaum.

Liu, D., and Masters, P. (2003). *Grammar teaching in teacher education* (Eds.). Alexandria, VA: TESOL.

Molina, H. (1997). *Empowering the second language classroom*. San Francisco: Caddo Gap Press.

Olivares, F. A. (1993). *Using the newspaper to teach ESL learners*. Newark, DE: International Reading Association.

Ur, P., and Wright, A. (1992) *Five-minute activities: A resource book of short activities*. Cambridge: Cambridge University Press.

Richard-Amato, P. (2003). *Making it happen: from interactive to participatory language teaching*. White Plains, NY: Longman/Pearson.

Sharpe, P. (1994). *Beginning Spanish for teachers of Hispanic students*. Hauppauge, NY: Barron's.

Stryker, S., and Leaver, B. (1997). *content-based instruction in foreign language education: Models and methods*. Washington, DC: Georgetown University Press.

Ur, P. (1995). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

Vogt, M.E., and Echevarría, J.(2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston: Allyn & Bacon.

Grammar Resource for Students

Raimes, A. (2004). *Grammar troublespots: A guide for student writers* (Upper-Intermediate to Advanced). Third edition, Cambridge: Cambridge Univ. Press..

Raimes, A. (2004). *How English works* (Upper-Intermediate to Advanced). Uses readings from newspapers, works of non-fiction, and college textbooks to illustrate the use of target structures. Cambridge: Cambridge Univ. Press.

Rinvolucris, M. (1984). *Grammar games: cognitive, affective and drama activities for EFL students* (Beginner to Advanced).

Rinvolucris, M., & Davis, P. (1995). *More grammar games*. Oxford: Cambridge University Press.

Walley, J., Rinvolutri, M., and Gribben, P. Grammar games software pack. (Beginner to Advanced)

Book Chapters

Bernardini, S. (2004). Corpora in the classroom: An overview and some reflections on future developments. In Sinclair, J. McH. (Ed.) *How to use corpora in language teaching*. Amsterdam: John Benjamins.

Chalker, S. (1994). Pedagogical grammar: Principles and problems. In Bygate, M. et al (Eds.) *Grammar and the language teacher*. London: Prentice Hall.

Ellis, R. (2002). Methodological options in grammar teaching materials. In Hinkel and Fotos, (Eds.) *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Ellis, R. (2002). The place of grammar instruction in the second/foreign language curriculum. In Hinkel and Fotos, (Eds.) *new perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Masters, P. (2000). Grammar in content-based instruction. In Kasper, L. (Ed.). *Content-based college ESL instruction*. Mahwah, NJ: Erlbaum.

Richards, J. C. (2002). Accuracy and fluency revisited. In Hinkel and Fotos, (Eds.) *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.

Articles:

Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27, 91-113.

Ellis, R. (1998). Teaching and research: Options in grammar teaching. *TESOL Quarterly*, 32, 39-60.

Jedynak, M. 2000. Using music in the classroom. *English Teaching Forum*, 38(4), 30-32.

Lyster, R., and Ranta, L. (1997). Corrective feedback and learner up-take: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-66.

Masters, P. (1990). Teaching the English articles as a binary system. *TESOL Quarterly*, 24(2), 461-478.

Saricoban, A., & Metin, E. (October 2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal*, 6(10). <http://iteslj.org/Techniques/Saricoban-Songs.html>

Willis, D., and Swan M. (2003). *Rules, Patterns and Words: Grammar and Lexis in English Language Teaching*. Oxford: Cambridge University Press.

Reports:

August, D. (2006). *Developing literacy in second language learners: Report of the National Literacy Panel on Language-Minority Children and Youth executive summary*. (http://www.cal.org/natl-lit-panel/reports/Executive_Summary.pdf)

Crawford, J. (2001). Bilingual education: A goal for all children (Editorial). *Rethinking Schools*, 15(2).

Crawford, J. (2007). NCLB: A diminished vision of civil rights. *Education Week*.

Internet Sites on Grammar Techniques

ESL Cafe's Idea Cookbook - Grammar
<http://www.eslcafe.com/idea/index.cgi?Grammar>

Karin's ESL PartyLand
<http://www.eslpartyland.com/teach3.htm>

One World, One People
<http://members.aol.com/jakajk/ESLtwo.html>

TESL Training Videos
<http://www.free-esl.com/channels/videos/default.asp>

Using English songs to teach **grammar** for ESL students
<http://www.musicalenglishlessons.org/index-ex.htm>

Bilingual and Spanish-Language Websites

(www.edukt.com/colegios/indexlit.htm#li) is a comprehensive site with links to Spanish poems, riddles, tongue twisters, stories, and plays for students by Latin American authors.

(www.kn.pacbell.com/wired/spanish) is a collection of Spanish sites organized in the following categories: elementary, secondary, Internet resources, and teacher resources.

Mundo Zoo (www.familia.cl/newweb/animales/animal.htm), a colorful, attractive resource for intermediate elementary students with photos and information in Spanish about animals around the world.

Audio/CD Teaching Materials

Graham, C. (1993) *Grammar chants: More jazz chants*. Oxford: Oxford University Press.