



TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS (Subject to Modifications)

SUMMER 2010

- I. **COURSE NUMBER/SECTION:** EDBE 4470 Section 001
COURSE TITLE: Curriculum and Assessment for Bilingual & ESL Classrooms
- II. **INSTRUCTOR:** Ana Coca M.Ed.
OFFICE: UNT Dallas
OFFICE PHONE:
EMAIL ADDRESS: ana.coca@unt.edu
OFFICE HOURS: by appointment
- III. **CLASS MEETINGS:** M,T,W from 5:30 to 6:50 PM,
UNT Dallas
- IV. **TEXTS:**
Herrera, S. G., Murry, K. G., & Cabral, R. M. (2007). *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston: Pearson Education.
Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*. New York: Guilford Press.
- Resources:** Texas Education Agency websites, LPAC Manual, TAKS Tests, TELPAS, and List of Approved Tests in Texas.

TK20

This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT TK20 Assessment System. This will require the one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase Tk20. Announcements regarding training on use of the TK20 system will also be posted on this website:

<http://www.coe.unt.edu/tk20>.

V. CATALOG COURSE DESCRIPTION: Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

VI. COURSE OBJECTIVES: *The student will:*

1. Understand basic concepts, issues, and practices related to test design, development, and interpretation (ESL VI- 6.1k, TESOL 4.a, INTASC 8).
2. Understand types of assessment used in the ESL classroom (ESL VI – 6.2k, INTASC 8).
3. Understand standardized tests commonly used in ESL programs in Texas (ESL VI – 6.3k, TESOL 4),
4. Understand state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC (ESL VI – 6.4k).
5. Understand relationships among state-mandated standards, instruction, and assessment in the ESL classroom (ESL VI – 6.5k, TESOL 4, INTASC 8).
6. Understand state educator certification standards in reading/language arts appropriate for the teacher’s level of certification and distinctive elements in the application of the standards for English and the primary language (Bilingual IV- 4.1k).
7. Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
8. Assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction (Bilingual 5.3s).
9. Develop the ability to utilize alternative assessment measures, including portfolios and dialogue journals.
10. Assess an English Language learner to learn to make instructional decisions for placement.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARD

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TESOL Standard 4 Assessment

Candidates understand issues of assessment and use of standards-based measures with ESOL students.

STATE Standards

State ESL Standard VI

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

State Bilingual Standard IV

The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

VII. EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

VIII. REQUIRED ASSIGNMENTS

Assignments	Grade Points
Attendance	10 points
Synthesis of LAS, Woodcock Munoz, TELPAS tests	15 points
General information for case Study	5 points
3 alternative assessment informal measures used in the classroom	15 points
Case study - Woodcock Munoz Administration and scoring of results (10 pts.) - Interpretation and Analysis of test results (10 pts.) -Assessment based Recommendations for instruction (10 pts.) -Personal reflections (5 pts)	35 points
Final Exam	20 points
Total	100 points

Attendance to conferences: 5 extra credit points will be assigned to students who attend a conference related to ESL or bilingual education (i.e. BEAM). Proof of attendance will be required.

VIII. COURSE OUTLINE AND ASSIGNMENT DEADLINES

- 1) Review of the syllabus, course requirements, and Program Handbook
- 2) Instructor presentation about LPAC Section 1
<http://ritter.tea.state.tx.us/student.assessment/ELL/lpac/LPAC1-Manual2010.pdf>
- 3) Read case study information (see pages 7 and 8). Begin identifying ELL student.

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- 1) Discussion questions about LPAC section 1 - group activity
 - 2) Instructor presentation about LPAC Section 2
<http://ritter.tea.state.tx.us/student.assessment/ELL/lpac/LPAC1-Manual2010.pdf>
Training Powerpoint Presentation:
<http://ritter.tea.state.tx.us/student.assessment/ELL/lpac/LPAC-ManualTraining.ppt>

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- 1) Discussion questions about LPAC section 2 - group activity
 - 2) Instructor presentation about The Texas English Language Proficiency Assessment System (TELPAS):
http://ritter.tea.state.tx.us/student.assessment/admin/rpte/TP08_InfoBook.pdf
the Proficiency Level Descriptors:
<http://ritter.tea.state.tx.us/student.assessment/ELL/TELPAS-PLDs.pdf>
And the language proficiency tests approved in Texas for ELL students:
<http://ritter.tea.state.tx.us/curriculum/biling/RevisedListofApprovedTests0910.pdf>
 - 3) After the overview, review the documents again and synthesize the information in a 3 page paper to turn in next week, using the following questions as a guide:
 - a) For what grade levels and subject areas are the LAS, TELPAS, and the Woodcock Munoz tests administered?,
 - b) What skills does each test measure?,
 - c) How are they scored, and
 - d) What information is gathered to assess student progress?

Submit 3 page synthesis of tests 15 points

- 1) Read ahead of time Chapter 1 – ELLs in US Public Schools and Chapter 2 – Disproportionate Representation of Diverse Students in Special Education (Rhodes Book).
- 2) Instructor presentation of Chapters 1 and 2

- 3) Discussion questions about Chapters 1 and 2 - group activity
- 4) Submit the synthesis of no more than 3 pages, double spaced, WORD file in the assignments tool of Blackboard by midnight.

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- 1) Read ahead of time Chapter 3 – Legal and Ethical Requirements for the Assessment of CLDS and Chapter 4 - Bilingual Education and Second Language Acquisition (Rhodes Book).
 - 2) Instructor presentation of chapters 3 and 4
 - 3) Chapters 3 and 4 discussion questions –group activity
 - 4) General information about ELL student for case study is due next week. Include the name of the school, the name of the ESL or bilingual teacher if applicable, student grade level, where the student is from, when the student arrived in the US, if applicable, where the student was born, where the student's family is from, what language program is the student in.

General information Due 5 points

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- 1) Read ahead of time Chapter 5 – Pre-referral Considerations for Culturally and Linguistically Diverse Students and Chapter 6 - The Use of Interpreters in the Assessment Process and School Based Practice (Rhodes Book)
 - 2) Instructor presentation about Chapters 5 and 6
 - 3) Chapters 5 and 6 discussion questions –group activity
 - 4) Submit the general information about the ELL student you will be testing. You can firm up dates for test administration later. The information should be no more than one page, double spaces, WORD. Submit it in the assignments tool of Blackboard by midnight.

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- 1) Read ahead of time Chapter 7 - The Interview Process: Practical Guidelines; and Chapter 8 – Acculturational Factors in Psychoeducational Assessment (Rhodes Book).
 - 2) Instructor presentation about Chapters 7 and 8
 - 3) Chapters 7 and 8 discussion questions –group activity

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- 1) Read ahead of time Chapter 9 - Language Proficiency Assessment: The Foundation for Psycho-educational Assessment of Second-Language Learners and Chapter 12 –Assessment of Academic Achievement; Practical Guidelines (Rhodes Book).
 - 2) Instructor presentation about Chapters 9 and 12

- 3) Chapters 9 and 12 discussion questions –group activity
- 4) Practice in class administering and scoring the Woodcock Munoz Language Proficiency Survey.

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- 1) Read ahead of time Chapter 1 - Classroom Assessment amidst Cultural and Linguistic Diversity and Chapter 2 –Authentic Assessment (Herrera Book).
 - 2) Instructor presentation about Chapters 1 and 2
 - 3) Chapters 1 and 2 discussion questions –group activity
Prepare 3 teacher-made informal/alternative assessments based on specific instructional objectives (i. e. checklists, rubrics, anecdotal records, planned observations, portfolio components, student self ratings, cloze, text elaboration, etc.)
 - 5) Work on case study

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- 1) Read ahead of time Chapter 3 – Pre-instructional Assessment and the CLD Student and Chapter 4 – Assessment of Acculturation (Herrera Book).
 - 2) Instructor presentation about Chapters 3 and 4
 - 3) Chapters 3 and 4 discussion questions –group activity
 - 4) The 3 teacher made assessments are due next week.
 - 6) Work on case study

Due Three Alternative Assessments 15 points

- 1) Read Chapter 6 - Assessment of Content-Area Learning and 7 – Special Education Issues in the Assessment of CLD Students Herrera Book).
- 2) Instructor presentation about Chapters 6 and 7
- 3) Chapters 6 and 7 discussion questions –group activity
- 4) Submit the 3 assessments in one WORD file via the assignments tool in Blackboard by midnight.
- 5) Work on case study

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- 1) Read ahead of time Chapter 8 – Post-instructional Assessment (Herrera book).
 - 2) Instructor presentation about Chapter 8
 - 3) Chapters 8 discussion questions –group activity
 - 4) Case study is due next week in the Blackboard’s assignment tool and in the TK20 system under artifacts.

Due Case Study 35 points

- 1) Case study WORD is due in Blackboard and in the TK20 system.
The word file should be no longer than 3 doubled spaced pages.

- 2) Class will meet in the computer lab in Mathews Hall, 3rd floor to receive assistance for submitting the documents.

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- 1) Overview of the TAKS – Texas Assessment of Knowledge and Skills tests General Administration Manual:
http://ritter/tea.state.tx.us/student.assessment/resources/guides/test_admin/index.html#taks.
 - 3) Develop a study guide and review for final exam

Due Final Exam

20 points

- 1) Final exam
- 2) End of course

Case Study Key Assignment Description will be provided by the instructor.

It is also available in TK20 along with the rubric.

Identifying your ELL student

You will need to locate your own student early in the semester to be able to practice administering and scoring the Woodcock Munoz Test, semi formal and informal assessments. Possible sources include; public schools, private schools, preschools, day care centers, churches, friends, or neighbors. When you identify your ELL student, he/she should not be a child currently being evaluated for special education services.

Ethical and Legal Considerations

You must have written consent from the parent or legal guardian for their child to be tested. A consent form will be provided to you. Results obtained are to be held confidential and are not to be discussed or shared with anyone. Please limit identifying information to first name and last initial when discussing cases in class. Do not reveal information that would make the student readily identifiable to any class member or the instructor. Since you are not a certified scorer and you are only administering/scoring for practice purposes, test results will not be considered reliable or valid. Thus, test results should not be shared with parents, teachers, the student, or any school personnel since ethical principles prohibit the release of information that may be inaccurate about the student.

Testing materials used in this course are “secure” tests. Sharing the tests, test manuals and materials or allowing anyone, not enrolled in this course, to look at, play with, examine, and so on, violates test security and is a violation of ethical principles and professional practice. Due to copyright laws test response sheets must be destroyed. Therefore each student is required to turn in the response sheets to the instructor after submitting their case study.

Obtaining Test Materials

Test kits will be checked out from the resource room of the Bilingual/ESL Teacher certification program located in Mathews Hall, room 206 G at the Denton campus. Once you have scheduled a date to test your student, you can check out the materials but will have to return them within two days or less because there will be other students checking out the same materials. Since there is a limited number of test materials, please behave in a professional and courteous manner when checking in and out materials. Please treat materials with care.

IX. ATTENDANCE AND PARTICIPATION

Turning in Assignments

All students are required to turn in assignments on the due dates as established in this syllabus. Assignments will be turned in the assignments tool of Blackboard before midnight and will be graded based on pre-established rubrics.

Expectations for Assignments

- Transmit only WORD documents in the assignments tool of Blackboard.
- If you experience difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. It may be possible that you will need to download the appropriate version of Java or have your browser status checked.
- Assignments that present evidence of material read;
- Assignments that present evidence that the assignment is addressed in a well-organized and coherent manner;
- evidence of reflective thought;
- clarity of expression;
- creativity and initiative;
- use of appropriate written Standard English grammar and punctuation; (if help is needed with writing skills, please go to UNT's writing laboratory to receive assistance before turning in a written assignment)

Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than a week late). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis.

Attendance

Attendance and class participation are expected and will be considered in assigning the final course grade. Professionalism and leadership will also be considered in assigning the final course grade.

The class will start on time. In general, I consider 2 absences acceptable. If you must be absent more than 2 times, your responsibility increases to make sure that this does not inconvenience anyone. If you will be absent, please send me

an e-mail in advance to assign you a buddy to help you keep up with assignments.

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

- X. CONCEPTUAL FRAMEWORK:** The Educator as Agent of Engaged Learning Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and

seek collaborations that advance active, meaningful, and continuous learning.

Seeing the engage learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. *Content and curricular knowledge* refers to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. *Knowledge of teaching and assessment* refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. *Promotion of equity for all learners* refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. *Encouragement of diversity* refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. *Professional communication* refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. *Engaged professional learning* refers to the educator's commitment to ethical practice and to continued learning and professional development.

PURPOSE AND RATIONALE: The current reality in public schools includes many linguistically diverse students who desire to live and learn successfully in the United States. Classroom teachers must be ready, willing, and able to meet the needs of these students in their instructional programs. Central to this mission is the development of language competency and literacy skills that are expected in contemporary society. Linguistically diverse learners present a wonderful opportunity for teachers to apply sound theory and exciting instructional applications that enrich their classrooms on many levels. This course will enable students to increase their awareness and understanding of linguistically diverse learners, the language processes they experience, and assessment and instructional practices to incorporate that facilitate the progress of this special population. The course emphasizes assessment of language and literacy competencies, but also current assessment controversies related to culturally and linguistically diverse populations.

USE OF TECHNOLOGY: Current media resources related to language and literacy abound. Some of these resources enhance a teacher's ability to provide appropriate curriculum and assessment for linguistically diverse students. As a component of this course, students are expected to become aware of technological resources and to grow in their knowledge and application of these tools as a part of their professional competencies. Students should demonstrate skills in accessing information resources and incorporating these into assignments and the preparation of instructional activities. In addition, students must begin to familiarize themselves with available software and be able to critically evaluate its role and effectiveness for successful language development and literacy instruction.

FOCUS ON DIVERSITY: Acknowledging the pluralism extant in our society, this course focuses on assessment and instruction for diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of children in their assessment procedures, instructional planning, materials selection, and proposed activities. In addition, students are expected to broaden their knowledge base of multicultural issues, including: language differences; assessment biases; learning styles; economic disparities; and cultural variations, and to evidence growing insight into these perspectives in their assignments as they prepare to work with English language learners.

XI. ACADEMIC HONESTY

The University of North Texas holds high expectations of its faculty, staff, and students. The Code of Student Conduct and Discipline is stipulated in the University of North Texas Bulletin: Undergraduate Catalog. Cheating, plagiarism, collusion, and falsification constitute academic dishonesty. Academic dishonesty will result in a mark of 0 for the test or assignment. A second offense will result in an assignment of F for the course.

XII. UNIVERSITY POLICY STATEMENTS

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>.

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. Copies of the College of Education ADA Compliance Statement are available in the Dean's Office, Matthews Hall 214.

The University of North Texas College of Education provides support for students who have disabilities as provided for in federal law. To exercise this provision, students should contact the department liaison, and inform the course instructor early in the semester of any accommodation that may be necessary.

The student is expected to take responsibility for his/her learning. However, as facilitators of that process and as professional educators, the faculty is available to help students succeed. Please let me know what I can do in order to optimize your learning experience.

The Student Evaluation of Teaching Effectiveness (SETE)

Is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. The administration of the SETE, will remain open through the week of finals.

XIII. BIBLIOGRAPHY

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