

## CHS 433: Language Acquisition of Chicanx and Other ESL Speakers

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COURSE FORMAT:

PROFESSOR:

OFFICE and OFFICE HOURS:

E-MAIL:

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### Course Description:

The course provides an overview of social, educational and linguistic factors that influence language development among Chicanx and other language minority in the U.S. The course will also introduce the structure and function of language and to theories of first and second language acquisition. These will be discussed in relation to the development of language of bilingual Chicanx/Latinx and other immigrant children. There will also be an emphasis on the relationship of language to ethnic identity and how this relates to second language acquisition. The course emphasizes a broad understanding of first and second language acquisition processes, an applied linguistics orientation and an overview of individual and social aspects of bilingualism and the schooling experiences of Latinos and other immigrant children in the US.

The course is taught fully online via Canvas. Thus, it is crucial that students know how to use and navigate **Canvas** (<https://canvas.csun.edu>). Since this is an online course, reliable internet is required. You'll also need Microsoft Word (available at no charge from CSUN) for submitting written assignments. You will need access to a computer or tablet; please contact the bookstore for purchasing and borrowing options if needed.

### CTEL Program Standards:

**This course addresses the following California Teacher of English Learners (CTEL)**

**Program Standards: 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 7.1., 7.2, 8.1, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4.** *(Please see the content schedule from pages 6-8 in this syllabus for more details.)*

### Student Learning Objectives:

1. Identify theories and processes of first and second language acquisition and relate these to the language development and educational needs of Chicanx/Latinx and other minority populations.
2. Compare and contrast major linguistic and cultural immigrant groups in California.
3. Examine background experiences, languages and funds of knowledge that Chicanx/Latinx and other immigrant students and their families bring to the classroom.
4. Discuss and illustrate language variation and dialect differences based on gender, region and ethnic differences.
5. Assess the relationship between language, culture, identity, acculturation and learning among Chicanx/Latinx and other minority populations in California.

### Reading materials:

This is a **zero-cost course**: All materials are made available to you free of charge. Various chapters, articles, power points, videos, links, and handouts will be posted on **Canvas**. Here is a list of the readings that will be covered throughout the semester, in case you would like to get a hold of any of these ahead of time:

- “The Changing Linguistic Landscape of the United States.” In *Forbidden Language*, edited by Patricia Gandara and Megan Hopkins. (2010). Teachers College, Columbia University.
- “Is Language the problem?” In, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Harvard university press.
- “Introducing the Study of Language”, from the *Language Files*. The University of Ohio Press.
- “Introduction to the Study of Language”, Sánchez-Muñoz, A. *Language Acquisition Reader*. (Unpublished, materials developed for CHS433).
- “Phonetics”, Sánchez-Muñoz, A. *Language Acquisition Reader*. (Unpublished, materials developed for CHS433).
- “Language Variation and Change. Introduction”, In Thomason, S. G. (2006). Language change and language contact. *Encyclopedia of language and linguistics*, 6(2), 339-346.
- “Language Varieties”, from the from the *Language Files*. The University of Ohio Press.
- “Chicano English,” Fought, C. (2014). In *Languages and Dialects in the US* (pp. 115-125). Routledge.
- “What is Ebonics”, Rickford, J. R. (1996). What is Ebonics. URL: <https://www.linguisticsociety.org/content/what-ebonics-africanamerican-english>.
- “Sociolinguistics Concepts,” Sánchez-Muñoz, A. *Language Acquisition Reader*. (Unpublished, materials developed for CHS433).
- “Sociolinguistics”, Sánchez-Muñoz, A. *Language Acquisition Reader*. (Unpublished, materials developed for CHS433).
- “First-Language Acquisition,” from the *Language Files*. The University of Ohio Press.
- “Stages of Language Acquisition in Children,” from the *Language Files*. The University of Ohio Press.
- “How Adults Talk to Children,” from the *Language Files*. The University of Ohio Press.
- “Bilingual Language Acquisition,” from the *Language Files*. The University of Ohio Press.
- “Bilingual Language Development: The Early Years,” In De Houwer, A. (2021). *Bilingual development in childhood*. Cambridge University Press.
- “Overview of Second Language Acquisition Theory,” In Eckman, F. R., Mileham, J., Weber, R. R., Highland, D., & Lee, P. W. (2013). *Second language acquisition theory and pedagogy*. Routledge.
- “SLA Theories and methodologies” Sánchez-Muñoz, A. *Language Acquisition Reader*. (Unpublished, materials developed for CHS433).
- “Bilingual Language Acquisition,” in Krashen, S. (2000). Bilingual education, the acquisition of English, and the retention and loss of Spanish. *Research on Spanish in the US*, 432-444.
- “Prop 227 in California,” In *Forbidden Language*, edited by Patricia Gandara and Megan Hopkins. (2010). Teachers College, Columbia University.

- “Forbidden Language: A Brief History of U.S. Language Policy,” In *Forbidden Language*, edited by Patricia Gandara and Megan Hopkins. (2010). Teachers College, Columbia University.
- “Instructional Methods and Program Models for Serving English Language Learners (ELL): An Overview for Mainstream Teachers,” Reed, B., & Railsback, J. (2003). In *Strategies and Resources for Mainstream Teachers of English Language Learners*. By Request Series.
- “Unlocking the Research on English Learners,” Goldenberg, C. (2014). Unlocking the research on English learners. *The Education Digest*, 79(6), 36.
- “Working with ELL,” Graziano, K. J. (2011). Working with English language learners: Preservice teachers and photovoice. *International Journal of Multicultural Education*, 13(1).
- “Who am I: Acculturation and Changing Identity,” In Mora, J., Masequesmay, G., Shrake, E., & Sánchez-Muñoz, A. (2008). *Learning English/Learning America: Latino and Asian American Voices*. Dubuque, IA: Kendall/Hunt.
- “Heritage language healing? Learners’ attitudes and damage control in a heritage language classroom,” Sánchez-Muñoz, A. (2016). In D. Pascual y Cabo (Ed.), *Advances in Spanish as a Heritage Language* (pp. 205-217). Studies in Bilingualism. Amsterdam: John Benjamins.

Together with the readings listed above, **handouts, PowerPoints, and video lectures** will be posted weekly on **Canvas**. These should also be read carefully as they will help you understand and practice important concepts.

## Grading

There will be weekly assignments and discussions (40% of the final grade); two exams (30% of the grade); and a final paper (30% of the grade).

Final Grades will be given according to the following scale:

A = 94%-100%	B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%
A- = 90%-93%	B = 83%-86%	C = 73%-76%	D = 63%-66%
	B- = 80%-82%	C- = 70%-72%	Below 63% is not passing

**\*IMPORTANT: Grades are NOT negotiable.** Special assignments, extra-credits, or points will **not** be given at the end of the semester. Providing special assignments/credits for an individual student is not fair to other students in the course.

## Student responsibilities

- Read and understand this syllabus and know the workload required for the class.
- Devote weekly time reading, studying, making notes, etc. for this class.
- Complete all online readings and assignments in a timely manner.
- Knowing how to use **Canvas is a must** since the class is taught online. Students should log on to Canvas (<http://Canvas.csun.edu/>) often and enter the CHS 433 Canvas class, to access lectures, complete homework and other assignments, check announcements, read messages from the professor, discussions, as well as extra resources and tools for the course.

## ADA Statement

If you have a disability and need accommodations, please register with the [Disability Resources and Educational Services \(DRES\) office](#) or the [National Center on Deafness \(NCOD\)](#). If you would like to discuss a need for accommodations, please contact me to set up an appointment.

## Student Conduct Code and Academic Dishonesty

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

- A. CHEATING intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. FABRICATION Intentional falsification or invention of any information or citation in an academic exercise.
- C. FACILITATING ACADEMIC DISHONESTY Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- D. PLAGIARISM intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

All work submitted to meet course requirements must be the student's own work, except as otherwise authorized. Unless otherwise expressly directed, in preparing work to meet course requirements, a student must carefully distinguish between ideas which are the student's own and those which have been derived from other sources. Students must specifically attribute information and opinions drawn from others to their respective sources. Students must make these attributions following the proper forms of citation. Quotations must be properly placed within quotation marks and fully cited. **All paraphrased material must also be fully cited. In all cases where ideas or materials are derived from a student's reading and research, the sources must be indicated.**

Students may not submit their own work if that work has already been submitted to meet prior assignments. Also, students may not submit their own work to meet two current assignments without receiving written approval from the faculty member(s).

**Nondiscrimination Policy Disability, Sexual Assault, Rape, Sexual Harassment, and Complaint Procedures:** Refer to Appendix D-3, D-5, D-7, D-8, and D-9. <https://www.csun.edu/catalog/appendices.html#D1>

## Course Policies

1. **Adding, Dropping, or Changing Grading Basis:** Please check the university's official last day to add, drop, or change grading basis for courses. Withdrawals after this point can be obtained only for "serious and compelling reasons," and require, among other things, that the student petitions Admissions and Records.

2. **Keeping up with coursework:** This class is taught in a fully online format, which means that you must log in Canvas often, and be sure to know the workload and assignments due and meet all deadlines. It is your responsibility to check Canvas frequently. Do not expect the professor to email you material or assignments if you miss a deadline.
3. **IMPORTANT:** NO make ups are allowed, and NO late assignment will be accepted (Except for unforeseen medical emergencies that extend beyond one week. There will always be 5-6 days for classwork completion; thus, “being sick” will not count as a valid excuse. You must plan ahead and never leave assignments or exams for the last minute to avoid any last minute issues or complications).
4. **Communication:** Email is the best way to communicate with the Professor ([ana.sanchezmunoz@csun.edu](mailto:ana.sanchezmunoz@csun.edu)). Emails will be answered Monday through Friday. Please allow time for the Professor to get back to you as she cannot check email constantly. If you need to see the professor, please e-mail to make an appointment for office hours in person or via Zoom. Please remember that the Professor will not be online on weekends.

## Schedule

Any revisions to the syllabus will be posted on **Canvas**. You are required to meet all due dates, so be sure to always check the updated syllabus on Canvas.

MODULE	TOPIC	ASSIGNMENTS AND READINGS
WEEK 1	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>Intro to assignments and readings for the semester.</li> <li>Latino Demographics &amp; Culture</li> <li>Major Linguistic &amp; Cultural Groups in California</li> </ul> <p>CTEL Standards: 5.4, 9.1</p>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Canvas course features</li> <li>PowerPoint and handout in Canvas</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Power points and handout in Canvas</li> <li>Sample (non-graded) assignment on Canvas</li> </ul>
WEEK 2	<b>Introduction to issues affecting minority children's education</b> <ul style="list-style-type: none"> <li>Immigrant Children: Age of migration.</li> <li>Traumatic journeys: Loss of all that is familiar.</li> </ul> <p>CTEL Standards: 9.2, 9.3, 9.4.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>"The Changing Linguistic Landscape of the United States"</li> <li>"Is Language the problem?"</li> </ul> <p>Assignment 1</p>
WEEK 3	<b>Introduction to the study of language</b> <ul style="list-style-type: none"> <li>What is language?</li> <li>Intro to language subsystems: syntax, phonology, morphology, semantics, etc.</li> <li>Design features of language</li> <li>Language Modality</li> <li></li> </ul> <p>CTEL Standards: 4.2</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>"Introducing the Study of Language" (Files 1.1-1.4, pp. 3-24)</li> </ul> <p>Assignment 2</p>
WEEK 4	<b>The Sound System</b> <ul style="list-style-type: none"> <li>Phonology</li> <li>Phonetics</li> </ul> <p>CTEL Standards: 4.1</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>"Introducing the Study of Language" (Files 1.5, pp. 24-29) (e-Reader)</li> <li>Phonetics lecture and documents posted on Canvas</li> </ul> <p>Assignment 3</p>
WEEK 5	<b>Language in use and in society</b> <ul style="list-style-type: none"> <li>Important sociolinguistic concepts</li> <li>Language and power</li> <li>Language Variation and Change <ul style="list-style-type: none"> <li>Varieties</li> </ul> </li> <li>Exploration of two dialects/varieties <ul style="list-style-type: none"> <li>Chicana/o English &amp; Spanish</li> <li>African American English Vernacular</li> </ul> </li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>"Language Variation and Change"</li> <li>"Language Varieties"</li> <li>"The Distinctive Dialect of Chicano English"</li> <li>"What is Ebonics?"</li> </ul> <p>Assignment 4</p>
WEEK 6	<b>Research Methods</b> <ul style="list-style-type: none"> <li>How to conduct research for the Final Paper</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>"Writing research papers"</li> </ul> <p>Assignment 5</p>
WEEK 7	<b>Review readings from weeks 1-6</b>	<b>Readings:</b>

	<b>Exam 1</b>	- Review all readings so far for exam 1.
WEEK 8	<b>Child language acquisition</b> <ul style="list-style-type: none"> <li>How do Children Acquire Language?</li> <li>Theories of Language Acquisition</li> <li>Stages of Language Acquisition</li> </ul> <p>CTEL Standards: 5.1</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>“Theories of Language Acquisition”</li> <li>“First-Language Acquisition” (Files 8.1-8.3)</li> <li>“Stages of Language Acquisition in Children”</li> </ul> <p>Assignment 6</p>
WEEK 9	<b>Second Language Acquisition (SLA)</b> <ul style="list-style-type: none"> <li>Theories of 2<sup>nd</sup> Language Acquisition</li> <li>Methods of Second and Foreign Language Acquisition</li> </ul> <p>CTEL Standards: 5.2</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>“Overview of SLA”</li> <li>“Methods of SLA Teaching/Learning”</li> <li>“English Language Learners”</li> </ul> <p>Assignment 7</p>
WEEK 10	<b>Bilingualism</b> <ul style="list-style-type: none"> <li>Bilingual Language Acquisition and Development</li> <li>Cognitive, social, cultural aspects</li> </ul> <p>CTEL Standards:</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>“How Adults Talk to Children”</li> <li>“Bilingual Language Development”</li> </ul> <p>Assignment 8</p>
WEEK 11	<b>Education and Language Policies</b> <ul style="list-style-type: none"> <li>Testing and Education</li> <li>Restrictive Language Policies: Prop 227</li> <li>Video and activity “Immersion”</li> </ul> <p>CTEL Standards: 7.1, 7.2, 10.1, 10.2</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>“Prop 227 in CA”</li> <li>“Forbidden Language: A Brief History of U.S. Language Policy”</li> </ul> <p>Assignment 9</p>
WEEK 12	<b>Programs for English Language Learners</b> <ul style="list-style-type: none"> <li>Programs and Instructional Models for Teaching English Language Learners</li> </ul> <p>CTEL Standards: 5.3, 5.4., 8.1.</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Discussion: <i>Learning English/ America</i> Sections 1-2</li> <li>“Instructional Methods and Program Models...”</li> <li>“Working with ELL”</li> </ul> <p>Assignment 10</p>
WEEK 13	<b>Identity and adaptation</b> <ul style="list-style-type: none"> <li>Migration</li> <li>Acculturation and Assimilation</li> <li>Language loss</li> </ul> <p>CTEL Standards: 10.3, 10.4.</p>	<b>Readings:</b> <ul style="list-style-type: none"> <li>“Who am I: Acculturation and Changing Identity”</li> <li>“Heritage Language Healing?”</li> </ul> <p>Assignment 11</p>

	<b>THANKSGIVING Break</b>	
WEEK 14	<b>Review readings from weeks 8-13</b> <b>Exam 2</b> CTEL Standards:	<b>Readings:</b> - No new assignment: Study readings weeks 8-13 for exam 2
WEEK 15	<b>Final Paper</b> Reflection survey	<b>Final Pare Due:</b> Upload to Canvas



## Quiz Instructions

[CTEL Standards: 4.1]

Questions on the Readings PHONETICS (the production and perception of speech sounds (phonemes))

### Question 1:

What does IPA stand for?

- a. Intercultural Phonemic Act
- b. International Phonological Album
- c. International Phonetic Alphabet

### Question 2:

What is Voicing?

- a. Lack of vibration in phoneme production
- b. Vibration in the vocal folds
- c. Vibration in the epiglottis
- d. The production of a nasal sound

### Question 3:

In bilabial sounds, the place of articulation involves:

- a. The alveolar ridge
- b. The lower lip and the upper teeth
- c. The velum and the back of the tongue
- d. The upper lip and the lower lip

### Question 4:

Manner of articulation refers to the degree of obstruction of airflow. Match the type of phoneme with its definition according to the manner of articulation

Fricative:

Affricates:

Plosives (Stops):

Glottal stop:

Glides:

### Question 5:

Choose TRUE or FALSE for the following statement:

" All stop phonemes are voiced"

### Question 6:

Choose TRUE or FALSE for the following statement:

" Vocalic phonemes (vowels) are almost always voiced"

**Question 7:**

The phoneme /ð/ is:

- a. Voiceless labiodental
- b. Voiced bilabial
- c. Voiced fricative
- d. Voiceless fricative

**Question 8:**

The English phoneme which is described as a VOICELESS BILABIAL STOP is....

- a. /p/
- b. /m/
- c. /b/
- d. /θ/

## Quiz Instructions

[CTEL Standards:4.2]

Assignment on readings of week 5 (Sociolinguistics, Language variation, and change)

### Question 1:

Provide a short definition and examples of the concept of DIALECT

### Question 2:

Provide a short definition and examples of the concept of JARGON

### Question 3:

Provide a definition, discussion, and examples of the concept of PRESTIGE (including covert and overt prestige). Please remember to:

Provide a definition

Give examples

Discuss in your own words the idea of "prestige" in linguistic terms, how it comes to be; how it gets assigned to some varieties, what function serves... and any other aspect you may consider relevant

### Question 4:

Provide a short definition and examples of the concept of STANDARD

### Question 5:

African American Vernacular English and Chicano English are examples of \_\_\_\_\_:

- a. Slang
- b. Pidgins
- c. Varieties of English
- d. Jargon

### Question 6:

A. The term register in sociolinguistics or language variation studies refers to:

- a. An accent of a particular dialect
- b. A variety associated to a particular situation
- c. A dialects spoken by a particular ethnic group
- d. A dialect associated to a specific social class

### Question 7:

Style shifting refers to \_\_\_\_\_:

- a. Automatically adjusting from one speech style to another
- b. Automatically switching from one language to another
- c. Speaking a non-standard variety of a language
- d. Speaking a high class dialect

**Question 8:**

Provide a brief definition and an example of code-switching

## Quiz Instructions

[CTEL Standards: 5.1, 5.2]

### Question 1:

Choose: " True" or "False" to the following statement:

One can only be considered bilingual if she/he acquires two languages exactly at the same time from birth

### Question 2:

Passive Bilingualism

- a. Produce two languages but only understand one
- b. Do not have the ability to acquire two languages
- c. Understand two languages but do not produce any
- d. Understand two languages but only produce one

### Question 3:

Choose: " True" or "False" to the following statement:

According to De Houwer, code-switched input is enough for children to develop two languages

## Assignment 10

[CTEL Standards: 5.3, 5.4]

For this week's assignment, think about the different ESL/ELL Programs you have read about in this module and fill out this worksheet:

FILL IN THE FOLLOWING TABLE with as much detail as you can based on readings or research						
Program	Additive or Subtractive bilingualism?	Target population	Backed up by research? Mention studies	Advantages	Disadvantages	REAL Main goal
<b>ESL Pull-out</b>						
<b>ESL Push-in</b>						
<b>Two-Way Immersion (TWI)</b>						
<b>SDAIE</b>						
<b>SIOP</b>						
<b>Other Program?</b> Are you aware of other programs? -- it can be a variation of any of the above by another name						

## Exam 1

[CTEL Standards: 4.1, 4.2, 5.4, 9.1, 9.1, 9.2, 9.3, 9.4, 9.4]

### GRADING CRITERIA

- **Multiple choice questions** include only ONE right answer (it could be “all” or “none” of the above but then that is the only correct choice, you cannot check more than one answer)
- **True or False questions** check for the understanding of one concept or idea.
- **Short answer questions** and reflective questions: The grading criteria include
  - Accurateness
  - Relevance of answer
  - Appropriate elaboration (precise information without unnecessary repetition)
  - Demonstration that the student has read and understands the concepts
  - Adequate grammar, spelling, and expression.

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Multiple choice questions. Clearly circle the correct answer (a, b, c, **OR** d)

#### A. HUMAN LANGUAGE \_\_\_\_\_:

- a. is systematic and rule-governed
- b. is the same as other ape's (e.g. gorillas, chimpanzees) systems of communication
- c. is not subject to change over time
- d. is always performed in an audio-lingual modality

#### B. Language PERFORMANCE is \_\_\_\_\_:

- a. the actual realization of our language competence
- b. the hidden knowledge that humans have about language
- c. the unconscious knowledge that only linguists can have
- d. the ability to speak many languages

#### C. DISPLACEMENT is a property of language that refers to the fact that \_\_\_\_\_:

- a. languages are very diverse from each other
- b. all languages need to have a written form
- c. we can communicate ideas that are remote in time and/or space
- d. the meaning is not predictable from the form

#### D. ARBITRARINESS is a property of language that refers to the fact that \_\_\_\_\_:

- a. languages are very diverse from each other
- b. all languages need to have a written form
- c. we can communicate ideas that are remote in time and/or space
- d. the meaning is not predictable from the form

- E. **SYNTACTICIANS** study \_\_\_\_\_ :
- word order and sentence structure
  - how language is used in social contexts
  - how sounds are produced and perceived
  - how words are formed and created
- F. The **IPA** is a system of symbols that \_\_\_\_\_ :
- is not consistent and varies depending on the language
  - has one-to one correspondence between sound and symbol
  - is used as a written alphabet for any language
  - has been developed to represent only English sounds
- G. Linguistic **PRESTIGE** is \_\_\_\_\_ :
- a specific language
  - a specific group of people in a society
  - a concept that reflects the linguistic values of a community
  - the correct way of writing a language

**2. True/False Questions. Clearly circle the correct answer (T OR F):**

- |  |   |   |
|--|---|---|
| A. Humans can express an infinite number of ideas with a finite set of words | T | F |
| B. Linguists prescribe rules and tell people what is correct or incorrect    | T | F |
| C. Sign languages derive from the spoken languages                           | T | F |
| D. Most languages in the world do not have a written form                    | T | F |
| E. We all speak a variety or dialect of a language                           | T | F |
| F. Productivity in language means that we can sign as well as speak          | T | F |
| G. Modality in language means that we can sign as well as speak              | T | F |

**3. Match the definitions in column A with the correct concept in column B:**

Column A	Column B	ANSWERS (Example: <u>E, 5</u> )
<div style="border: 1px solid black; padding: 5px;">           A. A variety of a language used by a group            B. The vocal folds are vibrating            C. Form and Meaning are not logically connected            D. The ability to transmit and receive messages         </div>	<div style="border: 1px solid black; padding: 5px;">           1. Interchangeability            2. Dialect            3. Voiced sound            4. Arbitrariness         </div>	<div style="border: 1px solid black; padding: 5px;">           _____            _____            _____            _____         </div>

**4. Describe and provide specific examples of educational challenges that difficult the path of education for ELLs. Describe 2 of the 6 listed.** (reading “The Changing Linguistic Landscape of the U.S.”):



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**5. Briefly discuss the main reasons why language has become the main issue specifically for Latinos when it comes to education** (reading: “Is language the problem?”) Discuss at least 2 of those reasons provided in the reading:

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**6. What is VOICING? Provide two voiced phonemes in American English.**

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**7. What is CULTURE SHOCK and how might it affect immigrant children? Provide a brief explanation**

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**8. Provide a short definition of the field of SOCIOLINGUISTICS. Give at least 1 example of the kinds of issues that sociolinguists examine:**

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**9. Provide a short definition of the concept of linguistic REGISTER. Give at least 1 example:**

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**10. Provide a short discussion of the demographic changes in California provided in the introduction of the book *Learning English/Learning America* and how it relates to ELLs:**

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## Exam 2

[CTEL Standards: 5.1, 5.2, 5.3, 7.1, 7.2]

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### GRADING CRITERIA

- **Multiple choice questions** include only ONE right answer (it could be “all” or “none” of the above but then that is the only correct choice, you cannot check more than one answer)
  - **True or False questions** check for the understanding of one concept or idea.
  - **Short answer questions** and reflective questions: The grading criteria include
    - Accurateness
    - Relevance of answer
    - Appropriate elaboration (precise information without unnecessary repetition)
    - Demonstration that the student has read and understands the concepts
    - Adequate grammar, spelling, and expression.
- 

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

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### 1. Multiple choice questions: Clearly circle the correct answer (a, b, c, OR d):

- A. According to the Active Reconstruction of a Grammar Theory, children \_\_\_\_\_**
- a. imitate adults' speech
  - b. work out the rules of grammar themselves
  - c. need positive reinforcement
  - d. never make mistakes in their native language
- B. In bilingual children, code switching is \_\_\_\_\_:**
- a. a typical feature of bilingual children's speech
  - b. a sign that children are not able to differentiate the two languages
  - c. a symptom that the child has a learning disability
  - d. all of the above
- C. Studies of grammatical development have shown that \_\_\_\_\_:**
- a. each child has a unique order and rate of acquisition
  - b. order of acquisition depends on frequency of the forms in the parents' speech
  - c. most children learning a language acquire the forms in essentially the same order
  - d. all grammar is acquired at once, without sequencing or order
- D. According to the Behaviorist view, \_\_\_\_\_ is the most important factor in language acquisition.**
- a. ethnic background

- b. biological maturation
- c. positive reinforcement
- d. cognitive development

**E. The Critical Period Hypothesis refers to \_\_\_\_\_:**

- a. a period in which children can only learn one language
- b. the age that children have when they begin to talk
- c. a silent period during which children are acquiring language but not producing it
- d. a period by which children must be exposed to language in order to be able to fully acquire it

**F. California Proposition 227 is associated with \_\_\_\_\_:**

- a. an educational policy that prohibited non-English languages
- b. a bilingual mandate to teach a second or foreign language
- c. the standard tests administered in public schools yearly
- d. extra funding for after school programs in California

**2. True/False Questions: Clearly circle the correct answer (T OR F):**

- |  |          |          |
|--|----------|----------|
| <b>A. Chomsky</b> believes that human language is an innate capacity                 | <b>T</b> | <b>F</b> |
| <b>B. The Imitation Theory</b> focuses on neural connections of language acquisition | <b>T</b> | <b>F</b> |
| <b>C. Bilingualism</b> is proven to have a number of disadvantages academically      | <b>T</b> | <b>F</b> |
| <b>D. Second Language Acquisition</b> refers to acquiring one's native language      | <b>T</b> | <b>F</b> |

**3. Short answer questions**

- A.** Provide a brief definition/explanation of **telegraphic speech** in child language acquisition. Give specific examples:

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- B.** Provide a brief definition/explanation of **complexive concepts** in acquisition of word meaning. Give specific examples:

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C. Provide a brief definition/explanation of **underextension** in acquisition of word meaning.  
Provide at least one example:

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D. Describe the main characteristics of the **communicative approach** of teaching a second/foreign language:

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**4. Discussion questions**

A. Explain the significance of **California Proposition 227** (1998) and its effect on the **education of minority children**:

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**B. Compare and contrast 2 different English Language Learning Programs** offered in CA.  
Discuss the advantages and drawbacks from various perspectives:

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## CTEL Standards Index

### CHS 433 *Language Acquisition in Chicana/o and Other ESL Speakers*

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