

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDML 552

THEORY AND METHODS OF BILINGUAL EDUCATION

Fall, 2000

---

**Instructor:** Sharon H. Ulanoff, Ph.D.  
**Office** University Hall 425  
**Telephone** 750-4289  
**E-mail:** [sulanoff@csusm.edu](mailto:sulanoff@csusm.edu)  
**Fax:** 310-390-5512  
**Office Hours** Tuesdays, 2:30-4:00 p.m. and 7:30-8:30 p.m. Wednesdays, 2:00-3:00 p.m.

**Meeting time and place:** Mondays, 4:30-7:15 p.m. FCB 105

**COURSE DESCRIPTION.** This course seeks to increase the ability of participants to work and communicate effectively and confidently with students and parents from diverse cultural and socio-economic backgrounds, to identify and apply basic CLAD competencies, to participate in culturally and linguistically effective programs, and to develop and use teaching strategies for multicultural populations.

**OBJECTIVES**

- Explain the basic terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
- Explain the most important goals of bilingual education.
- Explain the theoretical bases upon which bilingual education is founded..
- Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
- Explain the interrelationships between bilingual education and English as a second language/English language development goals and methods.
- Explain five models of multicultural education and their resulting implications for curriculum, instruction, and educational policy.
- Explain how the current laws (Prop. 227, etc.) affect the education of English language learners.
- Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

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

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. The Governance Community of the College of Education adopted the following policy on 12/19/97: **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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:

1. Missing more than 2 class meetings will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be negotiated on a case-by-case basis.

Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal learning environment.

#### **GRADING SCALE:**

|          |           |           |          |           |            |
|----------|-----------|-----------|----------|-----------|------------|
| A=93-100 | A- =90-92 | B+ =87-89 | B =83-86 | B- =80-82 | C+ =77-79  |
| C =73-76 | C- =70-72 | D+ =68-69 | D=66-67  | D-64-65   | F=below 64 |

#### **GENERAL CONSIDERATIONS**

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, and as approved by the faculty of the College of Education. 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). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in 'seat time', meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

Appeals: Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

Ability: Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

### Required Texts:

Chamot, A. U. and O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Menlo Park, CA: Addison Wesley.

Crawford, J. (1989). *Bilingual education: History, politics, theory and practice*. Trenton, NJ: Crane Publishing Company, Inc.

Leyba, C. (1994). *Schooling and language minority students: A theoretical framework*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

Lessow-Hurley, J. (2000). *The foundations of dual language instruction*. New York, NY: Longman.

**NOTE:** Texts and readings for each week MUST be brought to each class sessions.

**Assignments:** All assignments are due on the dates indicated. Assignments must be typewritten/ word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word 98 (Windows 95). If submitting in paper form, submit 2 copies of all work - one will be returned to you with comments and the other will be retained on file.

|                                    |           |
|------------------------------------|-----------|
| 1 integrated thematic unit (CALLA) | 30 points |
| 1 group lesson presentation        | 10 points |
| 1 case study                       | 25 points |
| 1 outcome assessment               | 10 points |
| Reflective journal/ discussion     | 15 points |
| Attendance and participation       | 10 points |

### Assignments:

*Integrated Thematic Unit (CALLA).* You will work in a group of 4 students to develop a unit that will be useful for you in your teaching using the principles of CALLA (Cognitive Academic Language Learning Approach). You may choose your groups based on grade level, content or

location (students who are student teaching at one school site may choose to work together). Your unit should contain a minimum of six lessons.

1. You must **describe the students**: grade level(s), language level(s), placement information on students.
2. You must identify the **major concepts** that you want children to learn in the unit.
3. Identify the areas of curriculum (**content**) you will use. For example, literature, mathematics, science, etc., and the objectives of the content area, that is, what objectives in the content areas will students have to meet (learn) in order to learn the major concepts.
4. Identify the language objectives, that is, what language will the students use to learn the major concepts? State those clearly.
5. Identify the **scaffolding strategies** you have chosen to help students learn the major concepts. Be aware that students must also learn the strategies and be able to make them a part of their learning repertoire. Give **specific reasons** for choosing the scaffolding strategies you are using, that is, how do these strategies build scaffolds to learning. Remember that English Only students will usually need only **one** scaffold, whereas English learners may need **more than one scaffold** depending on their schemata and level of language development in both languages. Use content learned in your other courses or your classroom practice to support your **rationale**.
6. Identify what you will do to get students **into the unit (Preparation)**. Next, identify what you will do to get students through the unit (**Practice**). What you will do to assess that students have learned the major concepts (**Evaluation**). What students will do **beyond** the unit to extend their understanding (**Transfer**).
7. Develop at least three lessons that will teach the critical concepts. What are the objectives of your lessons, and how are those tied into the major concepts and objectives (content as well as language) that you have set for the entire unit? Be clear and specific so that someone will be able to take your lessons and replicate them.
8. Be sure to include an authentic **assessment** in your unit. How will you assess that ELD students have met the objectives of the unit and the lessons? How will students demonstrate understanding? And how will you know? Have you developed a **rubric** and a clear description of what the various degrees of that rubric mean?
9. Include a **resources list** to include bibliographical information for all materials used, such as books art prints, CD's, computer software, videos, etc.
10. The unit must also contain a **reflective section**. What have you learned from the development of these lessons? If you have had the opportunity to implement any part of your unit, be sure to include reflections in the implementation and student samples, if available.

You may do a computer technology project, if that is the medium in which you wish to present your project. Check with me as to the programs you are using. **The thematic unit is due November 27**

*Group lesson presentation.* Your "unit group" will choose one lesson from your CALLA unit to present to the class. For the purpose of this lesson, the class will become your students so be sure to let them know what grade level and other characteristics they have for the duration of the lesson (e.g., native language, length of time in the country). Be sure that all members have a role during the lesson. You will have approximately one-half hour including time for questions. Presentations will be done **November 27, December 4 and December 11**. There will be a sign

up sheet at the beginning of November. **Remember, the unit is due November 27 regardless of presentation date.**

*Case study/critique.* In this assignment you will select an ESL to observe during your fieldwork or student teaching. (If you are currently not working in a bilingual or English language development class you will need to make arrangements to observe one lesson in another class.) As you observe the lesson focus on one student or a group of students and their reactions to the lesson. During your observation of the lesson you will take field notes of what is happening during the lesson. After the lesson write down your impressions of the lesson and then discuss the lesson with the student or students to find out their impressions of the lesson. Finally, discuss the lesson with the teacher. You will want to ask such questions as: What was the objective/purpose of the lesson? Why did you choose this lesson? What did you (or the students) learn during the lesson. Feel free to ask any additional questions that seem appropriate to the lesson you observe. Compare and contrast your observations, opinions, feelings with those of the student(s) and teacher. Your write up will consist of a description of the lesson, your feelings, both positive and otherwise and a comparison of your impressions and those of the student(s) and teacher. Students will work in small groups during class time to assist in the final write up of your critique. You will make a brief presentation to the class about your case study during the last two class sessions. The working draft of the case study is due **October 23** for peer review. The case study is due **October 30**.

*Outcome Assessment:* For this assignment you will select the most important learning or closely related sets of learnings that you have acquired during the course. You will write in detail:

1. What you learned;
2. How you knew you were learning something of significance;
3. How this will shape your attitudes and demonstrated behaviors as a teacher; and
4. How you will be able to demonstrate overall competence in educating second language learners?

This paper will be graded on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. This **assignment is due December 4**.

*Reflective journals/discussion:* For this assignment students will write weekly reflections in class. These papers will reflect on the week's class activities, readings and their application in the classroom (and to your student teaching where applicable). Students will share reflections at the beginning of each class, with two students per week responsible for beginning the discussion. Reflective journals will be turned in on **December 11** and will not be returned. You may use any sort of notebook to keep your journal, but you may want to use a type that lends itself to copying so that you may keep a copy. There is no need to type this assignment. As you reflect on classroom activities, you may want to include artifacts from your student teaching such as student writing samples, examples of tests/worksheets/assignments. This assignment will be graded on a credit/no credit basis. Discussions will begin on September 11 and I will take volunteers for to begin that discussion during the first class session. On September 11 a sign-up sheet will be available so students can plan their time to lead the discussion.

**Course Outline:** All assigned readings should be completed prior to class meeting.

| Date  | Topic  | Assignment   |
|-------|--|--|
| 8/28  | Introduction/course overview; Diagnostic Test: Pre-assessment of CLAD competencies   |  |
| 9/4   | Labor Day Holiday-No Class   |  |
| 9/11  | Historical overview of L2 learning in the US; language learning: bringing together content learned in 364 with an understanding of language ability in and out of the classroom context        | Lessow-Hurley, Ch. 1 & 10;<br>Crawford, Ch. 1 & 2  |
| 9/18  | Language structure and use: The systems of language, oral and written discourse, language change; Beginning discussion of ELD, content-based instruction and traditional sheltered instruction | Lessow-Hurley, Ch. 3 & 4   |
| 9/25  | Theories of L1 and L2 language acquisition and development; 5 hypotheses about language acquisition; Developing multicultural lessons  | Leyba, pp. 47-75;<br>Crawford, Ch. 5   |
| 10/2  | English language learning and modern approaches that facilitate English language acquisition and academic achievement in multilingual classroom settings: The role of L1 in L2 learning        | Lessow-Hurley, Ch. 5 & 6;<br>Leyba, pp. 3-46   |
| 10/9  | Cognitive factors in L2 learning; Literacy in the primary language   | Leyba, pp. 79-131; Crawford,<br>Ch. 5; CALLA, Ch. 1  |
| 10/16 | Socio-cultural factors affecting L1 and L2 development; Learning English through content instruction; Scaffolding meaning  | Lessow-Hurley, Ch. 9;<br>CALLA, Ch. 2, 3 & 4   |
| 10/23 | Foundations of bilingual education: Program models; Theories and methods of instruction through English: ELD and ESL   | Crawford, Ch. 7, 8 & 11;<br>Lessow-Hurley, Ch. 2;<br><b>Case study working draft is due!</b> |
| 10/30 | What does SEI mean and how do I help my English learners access curriculum in English? Introduction to SDAIE methods and strategies. Case study discussion                                     | Lessow-Hurley, Ch. 7;<br>CALLA, Ch. 5 & 6;<br><b>Case study is due!</b>                      |
| 11/6  | More on SDAIE; Implementing CALLA  | CALLA, Ch. 7, 8 & 9  |
| 11/13 | Transfer from L1 to L2; Identification process and assessment; Literacy strategies in the SEI classroom  | Leyba, pp. 133-202;<br>Lessow-Hurley, Ch. 6  |
| 11/20 | Using whole language with second language learners   | CALLA, Ch. 10  |
| 11/27 | Language and content area assessment; writing development in L2; teacher delivery; <b>LESSON PRESENTATIONS</b>   | Ulanoff; CALLA, Ch. 11 & 12;<br><b>CALLA unit is due!</b>                                    |
| 12/4  | Proposition 227, what are its effects? Politics of bilingual education; <b>LESSON PRESENTATIONS</b>  | Lessow-Hurley, Ch. 12;<br>Crawford, Ch. 9 & 10;<br><b>Outcome Assessment is due!</b>         |
| 12/11 | Cultural congruence in instruction; Parental involvement; Recap; Posttest activity; <b>LESSON PRESENTATIONS</b>  | Lessow-Hurley, Ch. 8 & 9   |

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

| <b>PART 1<br/>LANGUAGE STRUCTURE<br/>AND<br/>FIRST- AND SECOND-<br/>LANGUAGE<br/>DEVELOPMENT</b>   | <b>PART 2<br/>METHODOLOGY<br/>OF BILINGUAL, ENGLISH<br/>LANGUAGE<br/>DEVELOPMENT, AND<br/>CONTENT INSTRUCTION</b>                        | <b>PART 3<br/>CULTURE<br/>AND<br/>CULTURAL DIVERSITY</b>   |
|--|--|--|
| <b>I. Language Structure and Use:<br/>Universals and Differences<br/>(including the structure of English)</b>                                      | I. Theories and Methods of Bilingual<br>Education  | I. The Nature of I. Culture  |
| A. The sound systems of language<br>(phonology)  | A. Foundations   | A. Definitions of culture  |
| B. Word formation (morphology)   | B. Organizational models: What<br>works for whom?  | B. Perceptions of culture  |
| C. Syntax  | C. Instructional strategies  | C. Intragroup differences (e.g.,<br>ethnicity, race, generations,<br>and micro-cultures)                         |
| D. Word meaning (semantics)  | <b>II. Theories and Methods for<br/>Instruction In and Through English</b>   | D. Physical geography and its<br>effects on culture  |
| E. Language in context   | <b>A. Teacher delivery for both<br/>English language development<br/>and content instruction</b>   | E. Cultural congruence   |
| F. Written discourse   | B. Approaches with a focus on<br>English language development  | <b>II. Manifestations of Culture:<br/>Learning About Students</b>  |
| G. Oral discourse  | <b>C. Approaches with a focus on<br/>content area instruction<br/>(specially designed academic<br/>instruction delivered in English)</b> | <b>A. What teachers should learn<br/>about their students</b>  |
| H. Nonverbal communication   | <b>D. Working with paraprofessionals</b>   | <b>B. How teachers can learn about<br/>their students</b>  |
|  |  | <b>C. How teachers can use what<br/>they learn about their students<br/>(culturally responsive<br/>pedagogy)</b> |
| <b>ß</b>   | <b>III. Language and Content Area<br/>Assessment</b>   | <b>III. Cultural Contact</b>   |
| A. Historical and current theories<br>and models of language analysis<br>that have implications for<br>second-language development<br>and pedagogy | <b>A. Purpose</b>  | <b>A. Concepts of cultural contact</b>   |
| <b>B. Psychological factors affecting<br/>first- and second-language<br/>development</b>   | <b>B. Methods</b>  | <b>B. Stages of individual cultural<br/>contact</b>  |
| <b>C. Socio-cultural factors affecting<br/>first- and second-language<br/>development</b>  | <b>C. State mandates</b>   | <b>C. The dynamics of prejudice</b>  |
| <b>D. Pedagogical factors affecting<br/>first- and second-language<br/>development</b>   | <b>D. Limitations of assessment</b>  | <b>D. Strategies for conflict<br/>resolution</b>   |
| E. Political factors affecting first-<br>and second-language<br>development  | <b>E. Technical concepts</b>   |  |