

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SPRING 2002**

**EDML 552 (section 9 )  
THEORY AND METHODS OF BILINGUAL EDUCATION**

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**Office:** University Hall

**Class hrs:** Tues. 1800-2045

**Office hrs:** Tuesday 1700

and by appointment

**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)

**Required texts:**

Cummins, J. (1996). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.

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

Walter, T. (1996). *Amazing English*. Addison Wesley.

**Optional but highly recommended texts:**

Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.

Krashen, S. (1999). *Condemned Without a Trial: Bogus Arguments Against Bilingual Education*. NH: Heinemann.

**EDML 552**  
**THEORY AND METHODS OF BILINGUAL EDUCATION**

**Course Description:**

This course is designed to facilitate the conceptual, strategic and methodological development of student teachers' pedagogical practices, aimed at helping bilingual, bicultural students succeed academically. The course will explore the implications of sociolinguistic and sociocultural competence for learning and instruction, the application of effective alternative instructional practices, the cultural aspects of English learners, effective English language development techniques and successful bilingual/multicultural education for language minority students.

**Course Objectives:**

- ~ Explain the basic terms, philosophies, problems, issues, history and practices related to the education of language minority persons in California and the US.
- ~ Describe the most important goals of bilingual/multicultural education and the theoretical framework upon which bilingual education is founded.
- ~ Show the connections between bilingual education, ESL, and SDAIE methodologies.
- ~ Describe five different models of multicultural education and their implications for curriculum, instruction, and educational policy..
- ~ Demonstrate the use of confluent education techniques to develop an understanding of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

**Outcomes and Standards:**

In this course 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. 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).

## **Expectations and Requirements :**

- \* Students are expected to attend all 16 class sessions.
- \* Students are expected to be prepared for class...
  - by reading assigned materials before coming to class.
  - by bringing all due assignments to class.
  - by thinking reflectively about what they are learning.
- \* Late assignments will not be accepted 3 class periods after the original due date.
- \* All assignments should be typed (except designated journal formats).

## **Assignment Points:**

|                                |  |
|--------------------------------|--|
| Attendance/Participation       | 80 points (5 points per class session) |
| Journal                        | 120 points (10 points per assignment)  |
| SDAIE Mini Unit & Presentation | 200                                    |

## **Grading Scale:** Percentages % of a total of 400 points

|                 |                 |                 |                   |
|-----------------|-----------------|-----------------|-------------------|
| A+ (100%)       | B+ (89% to 88%) | C+ (79% to 78%) | D (69% to 51%)    |
| A (99% to 94%)  | B (87% to 84%)  | C (77% to 74%)  | F (50% and below) |
| A- (93% to 90%) | B- (83% to 80%) | C- (73% to 70%) |                   |

## **Grading Scale:** Point calculations for each percentage

|                 |                 |                 |                    |
|-----------------|-----------------|-----------------|--------------------|
| A+ (400 points) | B+(356 to 352)  | C+ (316 to 312) | D (276 to 201)     |
| A (399 to 373)  | B (351 to 333)  | C (311 to 293)  | F ( 200 and below) |
| A- (372 to 357) | B- (332 to 317) | C (292 to 277)  |                    |

## **Academic Honesty:**

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

## **Attendance:**

### Attendance Policy

Adopted by the Governance Community of the COE on 12/19/97

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.

Students are expected to attend every class session. Missing more than two classes will automatically prevent a student from achieving a grade of “A” and missing more than three classes will automatically prevent a student from receiving a passing grade in the class. Please notify instructor *in advance* of any absences preferably by e-mail.

## **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.

## **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.

## Summary of Course Assignments

### **Journal:**

**The total assignment is worth 120 points.**

Journal assignments in this class are varied. Each one is directed toward involving the student in reflection on his/her thinking and development as a student teacher in response to course concepts encountered during class interactions, assigned readings and experiences within schools and the educational community.

Effective journals are practical in nature, **connecting** course content with teaching experiences and observations, expressing ones ideas, opinions, questions and concerns, relating to one's life as a teacher.

For further information on Journal assignments see both the syllabus and the attachment entitled "Journal Assignment Log." Electronic journals encouraged.

### **SDAIE Mini Unit and Presentation:**

**The total assignment is worth 200 points.**

The SDAIE Mini Unit and Presentation give students an opportunity *to demonstrate* their understanding of modifying curriculum and instruction to provide quality, standard-based, and effective learning experiences for students who are English language learners (ELL). The SDAIE Mini Unit consists of two lessons: A pre-designed lesson that must be modified to incorporate SDAIE strategies and a follow-up lesson that students design with an emphasis on employing the concepts, strategies and methods taught in this course to improve the educational experiences for ELL students. After completing them, students select one of the lessons to be presented to the class in an instructional format. Finally, students must write a reflective piece on the development of their thinking through the course of this assignment.

For further information on the SDAIE Mini Unit and Presentation assignments see both the syllabus and the attachment entitled "SDAIE Assignment Check List."

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 here and the competencies covered in this course are highlighted.

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

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

| <b>DATE</b>                  | <b>TOPIC</b>  | <b>READINGS</b>   |
|------------------------------|---|---|
| <b>Session 1<br/>Feb 5</b>   | <b>Cultural Competence<br/>Getting to Know the Learner</b>  | <b>Amazing English</b> – Pages 1 -11<br><b>Learning to Learn in L2</b> – Chapter One<br><i>Journal Assignments: See Journal Assignment Log</i>  |
| <b>Session 2<br/>Feb 12</b>  | <b>Empowering ELL Students</b>  | <b>Amazing English</b> - Pages 12 -16<br><b>Negotiating Identities</b> Pages 1-8, 12-20, 202, 205-214, 304-305<br><i>Journal Assignment Due: See Log</i>  |
| <b>Session 3<br/>Feb 19</b>  | <b>Communicative Competence<br/>Language Proficiency<br/>Reflecting on Interviews (Journals)</b>          | <b>Amazing English</b> – Pages 18-27 (part of chpt 2)<br><b>Negotiating Identities</b> – Chapter Three<br><i>Journal Assignment Due: See Log</i>  |
| <b>Session 4<br/>Feb 26</b>  | <b>L2 Acquisition (5 Hypothesis)<br/>Communicative Approaches<br/>Talking, Interacting, Communicating</b> | <b>Amazing English</b> – Pages 27-41 (part of chpt 2)<br><b>Schooling...Framework</b> – Pages 52-62, 87-98<br><b>(Optional) Learning to Learn in L2</b> – Chapter Three<br><i>Journal Assignment Due: See Log</i>   |
| <b>Session 5<br/>March 5</b> | <b>ESL, ELD<br/>The role of L1<br/>The Concept of Transfer</b>  | <b>Amazing English</b> – Page 25, 31-38, 91<br><b>Schooling ... Framework</b> - 190-194, 198-199<br><b>(Optl) Learning to Learn in L2</b> – Pages 61-62, 66-69<br><b>(Optl) Condemned without a Trial</b> - Pages 11-21<br><i>Journal Assignment Due: See Log</i> |
| <b>Session 6<br/>Mar 12</b>  | <b>Academic Language Learning<br/>Language and Content Objectives</b>                                     | <b>Negotiating Identities</b> – Chapter Five<br><b>(optl) Learning to Learn in L2</b> – Chapter 2<br><i>Journal Assignment Due: See Log</i>   |
| <b>Session 7<br/>Mar 19</b>  | <b>Introducing SDAIE<br/>Scaffolding and Learning Strategies<br/>Explanation of Mini Unit Assignment</b>  | <b>Amazing English</b> – Chapter Four<br><b>Schooling...Framework</b> – Pages 99-104<br><i>Journal Assignment Due: See Log</i>  |
| <b>Session 8<br/>Mar 26</b>  | <b>Additive Bilingualism Enrichment<br/>The Importance of L1 Development</b>                              | <b>Negotiating Identities</b> – Pages 162-176<br><b>(Optl) Learning to Learn in L2</b> – Chapter 6<br><i>Journal Assignment Due: See Log</i>  |

|                                    |  |  |
|------------------------------------|--|--|
| <b>Session 9</b><br><b>Apr 9</b>   | <b>Bilingual Education: History, Politics</b>  | <b>Negotiating Identities</b> – Chapter 9<br><b>Schooling...Framework</b> – Pages 47–51, 62-73<br><b>(Optl)Condemned Without a Trial</b> – Chapter 4<br><i>Journal Assignment Due: See Log</i>             |
| <b>Session 10</b><br><b>Apr 16</b> | <b>Bilingual Instructional Models</b><br><b>Research on Effectiveness</b>  | <b>Handouts</b><br><b>Negotiating Identities</b> – Pages 159-162, 176-185<br><i>Journal Assignment Due: See Log</i>  |
| <b>Session 11</b><br><b>Apr 23</b> | <b>Reading/Writing/Literacy Development</b><br><b>L2 Literacy and Bilitracy</b>  | <b>Schooling... Framework</b> – Pages 104-121, 168-181<br><b>Negotiating Identities</b> – Chapter Four<br><b>(Optl)Learning to Learn in L2</b> – Chapter 7 and 9<br><i>Journal Assignment Due: See Log</i> |
| <b>Session 12</b><br><b>Apr 30</b> | <b>Teacher-Parent Relationships that</b><br><b>Support Bilingual/Bicultural Students</b><br><b>Sociocultural Factors in Learning</b><br><b>Guest Speaker</b> | <b>Negotiating Identities</b> – Pages 7-8, 214-216, 315<br><b>(Optl)Learning to Learn in L2</b> – Chapter 10<br><i>Journal Assignment Due: See Log</i>   |
| <b>Session 13</b><br><b>May 7</b>  | <b>Assessment and ELL Students</b>   | <b>DUE DATE: Journal</b><br><b>DUE DATE: SDAIE Lessons</b><br><b>Amazing English</b> – Pages 96-104<br><b>Negotiating Identities</b> –Pages 223-225<br><i>Journal Assignment Due: See Log</i>              |
| <b>Session 14</b><br><b>May 14</b> | <b>Proposition 227 and SEI</b><br><b>SDAIE Presentations</b>   | <b>DUE DATE: Presentation</b>  |
| <b>Session 15</b><br><b>May 21</b> | <b>SDAIE Presentations</b>   | <b>DUE DATE: Presentation</b>  |
| <b>Session 16</b><br><b>May 28</b> | <b>Debrief of Course</b><br><b>Evaluations</b>   | <b>Assignments Returned</b>  |



## SDAIE ASSIGNMENT CHECKLIST (200 pts total)

- I've selected a pre-designed lesson from the listed options.
- (50 pts total) I've modified the pre-designed lesson for SDAIE.
- (75 pts total) I've created a follow-up SDAIE lesson which includes all parts:
  - Objectives:
    - (5 pts) Content objective(s)
    - (5 pts) Language objective(s)
    - (5 pts) Learning strategy objective(s)
  - Key Vocabulary
    - (5 pts) Content Obligatory
    - (5 pts) Content Supportive
  - (5 pts) SDAIE Materials
  - (5 pts) SDAIE Lesson Preview and Introduction
    - (5pts) Highlight and explain the SDAIE strategies.
  - (5 pts) SDAIE Lesson Presentation
    - (5pts) Highlight and explain the SDAIE strategies.
  - (5 pts) SDAIE Lesson Practice
    - (5pts) Highlight and explain the SDAIE strategies.
  - (5 pts) SDAIE Lesson Review
    - (5pts) Highlight and explain the SDAIE strategies.
  - (5 pts) Describe the Embedded Assessments.
- (25 pts total) I've presented one of my SDAIE lessons in class.
  - (10 pts) Implementation of scaffolding techniques for comprehensible input
  - (10 pts) Responsiveness to students' cultures, lived experience, prior knowledge
  - (5 pts) Use of visual, experiential and interactive activities
- (50 pts total) I've completed a reflective essay that answer all 5 questions:
  - (5 pts) What new developments are occurring in **your thinking** about teaching?
  - (5 pts) How has your instructional planning and practice changed?
  - (5 pts) What do you believe are **your** areas of **strength** in planning and implementing SDAIE lessons.
  - (5 pts) What do you believe are **your** areas in **need** of development in planning and implementing SDAIE lessons?
  - (30 pts) How does your mini-unit address the following **6 criteria**?
    1. How does the lesson use scaffolding techniques to create comprehensible input?
    2. How does the lesson present content in context and utilize visual and experiential approaches to instruction?
    3. How does each lesson take into consideration the varying English proficiencies of language minority students?
    4. How do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
    5. How does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
    6. How is the lesson challenging and not watered down?

**The completed JOURNAL is worth 120 points.**

Journal assignments in this class are varied. Each one is directed toward involving the student in reflection on his/her thinking and development as a student teacher in response to course concepts encountered during class interactions, assigned readings and experiences within schools and the educational community. Effective journals are practical in nature, **connecting** course content with teaching experiences and observations, expressing ones ideas, opinions, questions and concerns, relating to one's life as a teacher. ELECTRONIC journals encouraged.

### **JOURNAL ASSIGNMENT LOG**

| <b>SESSION ASSIGNED</b> | <b>DUE DATE</b>                    | <b>TOPIC</b>  |
|-------------------------|------------------------------------|---|
| <b>Session 1</b>        | <b>Feb 12</b>                      | <b>Reflections: my culture<br/>Plan interview</b>   |
| <b>Session 2</b>        | <b>Feb 19</b>                      | <b>Interview and Reflections</b>                    |
| <b>Session 3</b>        | <b>Feb 26</b>                      | <b>Creative writing reflecting on language</b>      |
| <b>Session 4</b>        | <b>March 5</b>                     | <b>Graphic Organizer of content &amp; observaxn</b> |
| <b>Session 5</b>        | <b>March 12</b>                    | <b>“transfer” and my teaching</b>                   |
| <b>Session 6</b>        | <b>March 19</b>                    | <b>Reflect: analogy clear/frosted window</b>        |
| <b>Session 7</b>        | <b>March 26</b>                    | <b>Reflect: SDAIE observe and question</b>          |
| <b>Session 8</b>        | <b>April 9</b>                     | <b>Reflect: Gaarder analogy/ blue window</b>        |
| <b>Session 9</b>        | <b>April 16</b>                    | <b>Choice: seminars and course concepts</b>         |
| <b>Session 10</b>       | <b>April 23</b>                    | <b>Reflect: my thinking about bilingual ed.</b>     |
| <b>Session 11</b>       | <b>April 30</b>                    | <b>WWW: use the net</b>                             |
| <b>Session 12</b>       | <b>May 7</b><br><b>JOURNAL DUE</b> | <b>Reflect: Guest Speaker's comments</b>            |

## **JOURNAL PIECES**

### **INTERVIEW**

Interview a student teacher colleague and/or adult friend for whom English is a second language about their educational experiences during a point in their K-12 schooling.

The topic of your interview is expressed by the following question:

“What does and does not help one LEP student engage and achieve the **academic** objectives of learning activities in school?”

The questions that you ask should be aimed at facilitating the interviewee to explore this topic. Please write the actual questions and answers in your journal. Also in your journal, write a short reflection about the interview and the information and questions that it raised for you.

### **JOURNAL: WWW**

Go to the world wide web and look for 4 sites related to English learners and/or biliteracy. Write one paragraph describing the sites and write another paragraph evaluating their quality and usefulness as a resource for your own information and learning and/or for any applications to curriculum and instruction aimed at meeting the needs of bilingual and ELL students.