

# HDEV 0051 - BILINGUAL EDUCATION: INTRODUCTION TO EDUCATING ENGLISH LEARNERS

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## Catalog Description

Advisory: Concurrent enrollment in EDU 7 or EDU 10

Hours: 54 lecture

Description: Introduction to the concepts of bilingual education as it pertains to English Language Learners in California and the greater United States. Topics include the history of bilingual education, relevant legislation, first and second language acquisition theories, and linguistic development. The course involves required observation and tutoring of English Language Learners using materials and strategies responsive to the students' primary language and assessed levels of English proficiency. (CSU)

## Course Student Learning Outcomes

- CSLO #1: Identify the historical, theoretical and legal foundations for bilingual education in both California and United States.
- CSLO #2: Identify the theory of first and second language acquisition.
- CSLO #3: Apply theory and assessment to determine the level of second language acquisition of a bilingual child.
- CSLO #4: Explain cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.

## Effective Term

Fall 2019

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Identify and explain the historical, political, and legal development of bilingual education in the United States including mandates for English Learners such as California's Proposition 227 and Proposition 58 and their impact on current practices and provisions for bilingual education.
2. Analyze linguistic development, first and second language acquisition, and the interconnection of first language literacy to second language development.
3. Identify and critique different program models of bilingual education instruction and their relationship to state English Language Development and English Language Arts content standards and framework.

4. Analyze elements of public school curriculum and instruction that effect the achievement of language minority students, including strategies to build on the strengths of bilingual students first language, family backgrounds, and experiences.
5. Identify the assessment measures for English Learners, including the purposes, content and uses of the California English Language Development Standards and the California English Language Language Development Test (CELDT), as well as the English Learner Proficiency Assessment for California (ELPAC).
6. Appraise the attitudes of policy makers, educators, and the public towards bilingual education as well as examine and discover personal attitudes towards bilingual education and second language learners.
7. Utilize web-based technology to facilitate bilingual education and second language research.
8. Analyze theoretical stage markers of English Language Learners progress through tutoring sessions and use this knowledge to apply appropriate learning activities.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

### Methods of Evaluation

- Classroom Discussions
  - Example: Debate the plausibility of a major change to the entire educational system of America in which dual immersion programs were required for all. t Teams will be assigned "pro" and "con" stance. Grading to be based on accuracy as well as breadth of presentation.
- Essay Examinations
  - Example: Discuss the criticisms and benefits of bilingual education for all children in California. Do you believe there is case to implement this practice? Essay evaluated based on a rubric developed by the instructor and shared with students.
- Objective Examinations
  - Example: Answer multiple choice questions on theories of bilingual development. Graded based on correct application of criteria. Example: The connecting framework between a child's first language and second language is: 1. Phonological Awareness 2. Concepts of Print 3. Receptive Language 4. Oral Language
- Problem Solving Examinations
  - Example: Apply Bronfenbrenner's Bioecological model to a case study. Students will determine the familial, social, and cultural impact of bilingualism in childhood using the systems according to Bronfenbrenner. Graded based on accuracy and completeness, as well as application of the theory.
- Projects
  - Example: Develop a Bilingual Education timeline from 1896 to the present. Project would be graded on completeness and accuracy of events chosen.
- Reports
  - Example: Research a special topic in Bilingual Education such as bilingual children on the autistic spectrum. Write a two page

report including current research and initiatives, and present a 3 minute summary to the class for discussion. Rubric grading.

- Skill Demonstrations
  - Example: Per the developmental concepts learned in class, demonstrate bilingual activities that rely on song as the conduit of knowledge, then implement in tutoring session. Grading will be based on developmental appropriateness and effectiveness.

- Author: Baker, C., & Wright, W.
- Publisher: Clevedon, UK: Multilingual Matters
- Publication Date: 2017
- Text Edition: 6th
- Classic Textbook?:
- OER Link:
- OER:

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion

Lecture:

1. Instructor will lecture on various aspects of language acquisition theories and provide practical application scenarios for small groups. Students are expected to actively engage in the lecture.
2. Instructor will assign reading of an article from a professional periodical that illustrates a concept discussed in class (For example: bilingual education programs in California), and students will summarize the material in writing and include a comparison of the article with text material.

## Typical Out of Class Assignments

### Reading Assignments

1. Read the article "Shifting Collective Values: California's Prop. 227's Legacy on Bilingual Education" and summarize the shifting collective values and attitudes toward bilingual education in relation to Propositions 227 and 58.
2. Read the article "Politics and the English Language in California: Bilingual Education in the Polls" in preparation for an in class discussion.

### Writing, Problem Solving or Performance

1. Complete a reflective assessment of an English Language Learner during tutoring fieldwork and make an informal assessment of where the student may be on the English Learner Level Proficiency Scale.
2. Read the article "Politics and the English Language in California: Bilingual Education in the Polls" and write a reflection discussing the shifting opinions of voters who supported Prop 58 until they understood it reinstated bilingual education.

## Other (Term projects, research papers, portfolios, etc.)

### Required Materials

- English Learners in American Classrooms: 101 Questions, 101 Answers
  - Author: Crawford, J., & Krashen, S.
  - Publisher: Portland: DiversityLearningK12@
  - Publication Date: 2015
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- Foundations for Bilingual Education and Bilingualism

**Other materials and-or supplies required of students that contribute to the cost of the course.**