



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**CIEP 471**

## **Theoretical Foundations of Teaching English as a Second Language/Bilingual Education**

School of Education -English Language Teaching & Learning

### **Instructor Information:**

Name: Emily Reardon M.Ed.

Email: ereardon1@luc.edu

Phone: 872-202-5959

Office: N/A

Office hours: Before/after class and by appointment

### **Course Information:**

Dates: August 25-December 1

Days: Tuesdays

Times: 7:00-9:30

On-campus location: Cuneo Hall Room 203

### **Course Description**

This course introduces students to an understanding of the historical, political, philosophical, socioeconomic, and educational issues that led to the formations of ESL/BE (English as a Second Language/Bilingual Education) educational policies, programs, and services for culturally diverse populations. Aspects of language learning and acquisition theories as they pertain to ESL/BE and contemporary issues in linguistic and cultural revitalization through bilingual education will be included. Current state and national educational legislation that impacts ELLs will be discussed.

### **Course Texts**

Garcia, O. & Kleifgen, J. (2014). *Educating emergent bilinguals: Policies, and practices for English Language Learners*. New York: Teachers College Press

Santa Ana, O. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. New York: Rowman and Littlefield Publishers Inc.

**Additional articles are shared on our SAKAI course website**

### **Course Outcomes**

- Demonstrate knowledge of the theoretical, philosophical, political and socioeconomic foundations of instruction minority students.
- Demonstrate understanding of the relationship between the political, historical and legal background of education for linguistic minority students in United States.
- Demonstrate knowledge of research based language acquisition theories and models.
- Research contemporary issues in language loss/language revitalization.

- Use resources available from advocacy and professional organizations such as the Institute for Language and Education Policy (ILEP), Teachers of English to Speakers of Other Languages (TESOL), and the center for applied Linguistics (CAL) to enhance professional development.
- Demonstrate critical thinking on the ongoing debate on bilingualism and bilingual education.
- Develop an advocacy stance for ELLs and their families and communities.

### **Related Standards**

- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELLs.
- **1.b.1.** Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- **1.b.4.** Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- **1.b.5.** Understand and apply knowledge of the role of individual learner variables in the process of learning English.
- **5.a.1.** Demonstrate knowledge language teaching methods in their historical contexts.
- **5.a.2.** Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

### **IDEA Instructional Objectives**

Essential learning objectives for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Learning to analyze and critically evaluate ideas, arguments, and points of view

### **Topical Outline**

- Language contact and change
- Linguistic and cultural loss and revitalization
- History of bilingual education and language policies in the United States
- Relationship between legislation and bilingual education
- Language theories relevant to bilingual education
- First and second language acquisition
- Primary and second language instruction
- Language acquisition v. language learning
- Language program models and policies
- Assessments of language and content
- Relationship between language and power
- Politics and advocacy for language minority students

## Conceptual Framework

Each course within the ESL endorsement sequence places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice. The course specifically addresses the following conceptual framework standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

## Technology

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations. Candidates are expected to use both SAKAI and LiveText web platforms in the fulfillment of course work.

## Diversity

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

## Dispositions

In addition to the knowledge and skills central to this course, you will be assessed for your overall program on your dispositions related to: *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final paper. This rubric is also found on Live Text

### Dispositions Rubric, Teaching and Learning

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
<b>Professionalism</b> IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
<b>Fairness</b> IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

**Dispositions Rubric, Teaching and Learning**

	<b>Target (0 pt)</b>	<b>Acceptable (0 pt)</b>	<b>Unacceptable (0 pt)</b>
<b>All Students Can Learn</b> IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Holds high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

**University Policies and Information**

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff. It demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**

Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Addendum**

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

## Course Requirements

**In addition to the general criteria below, each assignment needs to address specific criteria as described in the outline below.**

Assignments must be: (a) submitted on time, (b) typed and double-spaced in Times New Roman 12-point font, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6<sup>th</sup> ed.) for citing references, and (f) submit all assignments using LiveText unless otherwise noted.

Assignment	Assignment Descriptions & Details	Points
<b>Assigned Readings and Course Participation</b>	<p>This includes assigned readings, attendance and participation. It is expected that teachers will read all selections thoroughly and deeply prior to class sessions and be prepared to discuss and make connections.</p> <p>Class dialogue and reading response activities are an essential component of this course. Candidates will complete a self-assessment in relation to their participation in the middle of the semester and at the end of the semester</p>	<b>15</b>
<b>Reading Reflection</b> <i>(Due Sept. 8 by 11:59pm)</i>	Teachers will produce a 2-page reflection-response to the first section in the Santa Ana text (Section I: Child's Struggle Against Silencing).	<b>5</b>
<b>Case Study Policy Paper</b>		
<b>I. Context Section</b>  <b>3-4 pages</b>  <b>Due: Tues 9/22 To Sakai</b>	<p><b>Use the following prompts to describe the overall demographic and institutional context of the school under investigation</b></p> <ul style="list-style-type: none"> <li>--How many children, who are the children at your school?</li> <li>-What are their ethnic and linguistic backgrounds?</li> <li>-How many students are designated ELLs, how many classrooms (if any) are designated as bilingual classrooms?</li> <li>-How many teachers in your school have ELL endorsements?</li> <li>- Is there a bilingual lead teacher?</li> </ul> <p><b>Then, write a description of the historical, linguistic, sociocultural, and political context of the case... describe how the demographics have changed over time.</b></p>	<b>20</b>

<p><b>II. Policy Section</b></p> <p><b>3-4 pages</b></p> <p><b>Due: Tues. 10/13 To Sakai</b></p>	<p><b>Use the following prompts to describe the history of the laws, policies, and other factors that contribute to the context of the policy and programming of your case.</b></p> <p>--What is the current context of programming and policies in relation to linguistically diverse students in your school site and how are these dictated by the larger school system?</p> <p>--In what ways does your school respond to the policies dictated by the school system?</p> <p>--What language ideologies are evidenced by the policies being described at the school and system level?</p> <p>--Demonstrate your knowledge of the history of bilingual education in this country. Describe how your school context fits into the larger historical context of education of linguistically diverse students.</p>			<p><b>20</b></p>
<p><b>III. Assessment Section</b></p> <p><b>4-5 pages</b></p> <p><b>Due: 11/10 To Sakai</b></p>	<p><b>Use the following prompts to discuss the role of assessment in these broader policies and programs in relation to your case.</b></p> <p>--What assessments are required of ELLs/emergent bilingual students in your case and how do they impact programming and teaching practices?</p> <p>--What role does assessment play in driving policy for ELLs/emergent bilingual students?</p> <p>--What are issues related to assessment that research shows ought to be considered in relation to the education of ELLs/emergent bilingual students?</p>			<p><b>20</b></p>
<p><b>IV. Findings, Evidence and Recommendations</b></p> <p><b>3-4 pages</b></p> <p><b>Due 11/24 To Sakai</b></p>	<p><b>Use the following prompts to discuss your findings and make recommendations in relation to your case.</b></p> <p>--What does the research say about second language acquisition and best practices for ELLs/emergent bilingual students?</p> <p>--How are these theories evidenced or not in your case study?</p> <p>--What recommendations can you make to strengthen the correlation between theory and practice in your case study?</p>			<p><b>20</b></p>
<p><b>FINAL GRADE</b></p>	<p>A = 100 – 93%</p> <p>A- = 92 – 90%</p> <p>B+ = 89 – 88%</p>	<p>B = 87 – 83%</p> <p>B- = 82 – 80%</p> <p>C+ = 79 – 77%</p>	<p>C = 76 – 70%</p> <p>D = 70 – 65%</p> <p>F = 64 and below</p>	<p><b>100</b></p>

Class # Date	Course Topic Sub-topics & Activities	Readings Due	Class work and Assignments Due
<b>Class 1</b> <b>August 25</b>	<b>Introduction</b> Personal Introductions Syllabus & Course Overview		Pre-Assessment Course Outcomes
<b>Class 2</b> <b>September 1</b>	<b>Who are the children?</b>	Readings:  Chapters 1 & 2 Garcia & Kleifgen	<b>Self teaching reflection due on Sakai</b> -Librarian visit—meet in computer lab... library article and journal search. -Each small group will read one immigration data brief and share mini ppt of ELL demographic data. -Plan for how you will collect data on your school's population
<b>No Class Meeting</b> <b>Class 3</b> <b>September 8</b>	<b>Out of Class Activity:</b> Gather and Record Your School Data	Reading: Tongue Tied Section One: "The Child's Struggle Against Silencing"	<b>Due Sept 8 11:59pm:</b> <b>Submit one page written reflection of Tongue Tied to Sakai</b>
<b>Class 4</b> <b>September 15</b>	<b>Second Language Acquisition</b>  Mini Lecture/Discussion: What are the theories of bilingualism and language acquisition that guide the field of second language education?  <b>In class activity:</b> Compare and Discuss School Data	Readings:  Ch 4 Garcia & Kleifgen, Language and Bilingualism Theory  Additional Reading: Menezes article	-Each candidate will bring to class (for presentation and discussion) a graphic representation of demographic and institutional context of the school under investigation -Small Group discussion of Tongue-Tied  <b>-Due by Tuesday 9/22:</b> <b>Part I: Two page narrative of demographic and institutional context. (Upload to Sakai)</b>
<b>Class 5</b> <b>September 22</b>	<b>FOCUS ON POLICY—</b> Historical Overview	Readings: Tongue Tied Section Two "The History of Silencing Children"  Ch 3 Garcia & Kleifgen, Programs and Policies  Ovando article--Federal level	Macro lens on policy Timeline of Policies
<b>Class 6</b> <b>September 29</b>	<b>FOCUS ON POLICY---</b> Current Context	Readings: Illinois & CPS Policy documents for state & local levels Ideology Article – Farr Rethinking Education Article - Bale	ISBE Policy Checklist Micro lens on policy (School and classroom)
<b>Class 7</b> <b>October 6</b>	<b>Fall Break—NO CLASS</b>	<b>Fall Break—NO CLASS</b>	<b>Fall Break—NO CLASS</b>
<b>Class 8</b> <b>October 13</b>	<b>Programs and Models</b> Overview of Different Types of for ELLs/Emergent bilingual students. Compare/contrast	Readings:  Ch. 5 Garcia & Kleifgen,	Watch videos of TWI <b>Due: Part II:</b>

	/discuss benefits and drawbacks of different programs.	Language and Bilingualism Practices	<b>Narrative description of the historical, linguistic, sociocultural, and political context of the case (upload to Sakai)</b>
<b>Class 9 October 20</b>	<b>Curriculum and Pedagogy</b> What is the relationship of these theories to practice? Identify inequities in practice—tie to discussion of ideologies—tie to social justice	Readings: Ch. 6 Garcia & Kleifgen, Curriculum and Pedagogy  Speaking in Tongues Part 3: “The Potential and Vulnerability of Multilingual Children”	Watch “Precious Knowledge”
<b>Class 10 October 27</b>	<b>Assessment</b> Large Scale Testing and ELLs	Readings: Ch. 8 Garcia & Kleifgen Assessments  Ch. 5 Heritage, Walqui, & Linquanti	
<b>Class 11 November 3</b>	<b>Assessment</b> ELLs and Ongoing Assessments	Reading: Overview of Assessments for ELLs; Hellman	
<b>Class 12 November 10</b>	<b>Involving Parents and Communities</b>	Ch. 7 Garcia & Kleifgen  Additional Reading: Moll & González Cummins, Schecter & Chow	<b>Due: Part III</b> <b>Narrative of the role of assessment in relation to your case study.</b>
<b>Class 13 November 17</b>	<b>Alternative Paths; Models for Integrating community</b>	Readings: Ch. 9 Garcia & Kleifgen  Alternative Paths for Educating Emergent Bilinguals Cummins et al, Affirming Identity Article	
<b>Class 14 November 24</b>	<b>Additional Issues: Deaf Culture and Bilingual Education Other Issues related to Emergent Bilinguals</b>	Readings: Tongue Tied: Part 4 “Mother Tongue”  ASL & L1/L2 Acquisition article by Cummins	<b>Due: Part IV: Findings, Evidence and Recommendations</b>
<b>Class 14 December 1</b>	<b>Policy Paper PPT Summary Presentations: Major Findings and Reflections</b>		<b>Policy Presentations</b> <b>Final Policy Paper Due (Submit Paper as one document on Live Text)</b>