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CIEP 471

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

Loyola University Chicago

School of Education

English Language Teaching & Learning

Fall 2016

Instructor Information:

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Course Information:

Dates: September 1 -December 8

Days: Thursdays

Times: 7:00-9:30

On-campus location: Corboy Law Center Room 204

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.

- 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 a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning how to find, evaluate and use resources to explore a topic in depth
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
6. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

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:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

LiveText

LiveText is the platform used to submit final required assignments for this course. All students, except must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Please visit this site for additional information about [LiveText](#).

Diversity

Content for this course is designed to highlight theoretical considerations of educational equity for students from diverse cultural backgrounds and for whom English is not their first or home language. Both linguistic and cultural diversity are addressed within this framework. Students in this course will read and conduct research to further their knowledge base around social and educational policies that directly and indirectly impact students from diverse linguistic and cultural backgrounds. Through readings and discussions, students will also gain an introduction into the theoretical and research basis of the field of second language acquisition.

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)
Professionalism 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.
Fairness 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.
All Students Can Learn 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.

Loyola University and School of Education Policies and Information

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

IDEA Course Evaluation Objectives

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning how to find, evaluate and use resources to explore a topic in depth
- Learning to apply course material (to improve thinking, problem solving, and decisions).

Course Requirements

In addition to the following general criteria, each assignment needs to address specific criteria related to each assignment described in the table 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 (6th ed.) for citing references, and (f) submit all assignments using LiveText unless otherwise noted.

Assignment	Assignment Descriptions & Details	Points
Assigned Readings and Course Participation	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 to. 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.	15
Reading Reflection	Teachers will produce a 2-page reflection-response to the first section in the Santa Ana text (Section I: Child's Struggle Against Silencing). Make connections to the reading on a personal level and in relation to the socio-political context of bilingual learners that we have been reading about in the Garcia & Kleifgen text.	5

Case Study Policy Paper Description and Format				
Section One Context 3-4 pages	<p>Use the following prompts to describe the overall demographic and institutional context of the school under investigation</p> <p>-- Who are the bilingual children at your school? What are their ethnic and linguistic backgrounds? How many students are designated ELLs, how many classrooms (if any) are designated as bilingual classrooms? How many teachers in your school have ELL endorsements? Is there a bilingual lead teacher?</p>			20
Section Two Policy 4-5 pages	<p>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.</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? 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>			20
Section Three Assessment 3-4 pages	<p>Use the following prompts to discuss the role of assessment in these broader policies and programs in relation to your case.</p> <p>--What assessments are required of ELLs/emergent bilingual students in your case and how do they impact programming and teaching practices? What role does assessment play in driving policy for ELLs/emergent bilingual students? What are issues related to assessment that research shows ought to be considered in relation to the education of ELLs/emergent bilingual students?</p>			20
Section Four Findings, Evidence and Recommendations 3-4 pages	<p>Use the following prompts to discuss your findings and make recommendations in relation to your case.</p> <p>--What does the research say about second language acquisition and best practices for ELLs/emergent bilingual students? How are these theories evidenced or not in your case study? What recommendations can you make to strengthen the correlation between theory and practice in your case study?</p>			20
FINAL GRADE	A = 100 – 93% A- = 92 – 90% B+ = 89 – 88%	B = 87 – 83% B- = 82 – 80% C+ = 79 – 77%	C = 76 – 70% D = 70 – 65% F = 64 and below	100

Relevant Websites

Center for Applied Linguistics www.cal.org

Rethinking Schools www.rethinkingschools.org

Colorin Colorado www.colorincolorado.org

The Rosetta Project www.rosettaproject.org

Many Roots, Many Voices <http://www.edu.gov.on.ca/eng/document/manyroots/>

Institute for Language and Education Policy <http://www.elladvocates.org/>

James Crawford (articles) <http://www.languagepolicy.net/articles.html#be>

Jim Cummins <http://iteachilearn.org/cummins/>

The Multiliteracy Project <http://www.multiliteracies.ca/>