



PRINCIPLES OF BILINGUAL EDUCATION

1. COURSE DESCRIPTION:

This course introduces students to the theory of bilingual education. The course is designed for students who are interested in broadening their knowledge on the foundations of bilingual education and ESL (English as a Second Language), the types of bilingual programs and the advantages and principles of bilingual education. This course requires significant participation from students. The quality of learning will depend highly on reading discussions, presentations, exercises and active listening. The course will be a lot more interesting if everybody participates. Hearing from others' ideas, perspectives and experiences will create interesting discussions and learning.

We will focus mainly on:

- What we understand about bilingual education. Concepts and definitions.
- Assessment of bilingual education
- CLIL, what it is and how it works
- Code switching and Translanguaging
- Effective schools and classrooms
- Professional development of English teachers
- Bilingualism in the modern world

NOTE: Students need to submit a copy of their background check in order to do Service Learning with children.

2. OBJECTIVES & COMPETENCES :

Upon completion of the course students will be able to:

Competence 1.	<ul style="list-style-type: none">• Develop an informative point of view of Bilingual Education
Competence 2.	<ul style="list-style-type: none">• Become familiar with different models of bilingual education
Competence 3.	<ul style="list-style-type: none">• Become familiar with CLIL
Competence 4.	<ul style="list-style-type: none">• Improve assessment skills by evaluating the bilingual program of their school

4. METHODOLOGY:

Students' participation is essential in this course. If the content of this course is not based on participation, lessons can become very long and boring. The course will be based on readings for discussion in class and exercises to be presented and discussed during class time. Some readings will be read in class; others will be read at home to be discussed in class. Based on the information learnt in the readings students will have to prepare lessons to teach in class. Besides, written assignments and oral presentations will be a requirement of the course. Students will also have the chance to visit schools so they can observe how a second language is approached in the schools.

Viewing of YouTube videos will support class understanding of theoretical perspectives through visual aids as well as the topics of the readings. Students should prepare for class, reading the assigned articles and reflecting on them so there can be a discussion in class about the topic chosen by the professor.

5. EVALUATION:

- **Participation. 30%** (Must be active, asking questions, making relevant comments, giving ideas and debating about the different topics presented in class). Student must read all the readings and do any assignments given by the professor.
- **2 Written tasks. 20%** The objective of these writings is for the students to reflect on and analyze particular issues & topics provided by the professor, obtained from the readings or from the observations at the school (3-4 pages long).

Final Paper 20%

This is a formal research paper. Students can choose their own topic based on the core of the course or choose one of the readings from the course to write about. This research paper will be written with font Arial, 10, double space, and the paper should be between 6 to 10 pages. As it is a formal paper it must follow the traditional structure: introduction, development of the main core and conclusion. Citations must be used following the MLA style. As the class is based on bilingualism you can write about this topic. You can make comparisons between Spain and the States. For example, how people learn a second language in the States and how a second language is taught in Spain. You can write about your experience at the schools or if consider interesting you also can talk about a reading covered in class. The most important goal to achieve in this paper is to show that you found a topic to write about and you learned more about it due to your research, knowledge and experience.

- **3 Oral Presentations. 30%** The objective of the oral presentations is for students to be able to reflect about their teaching practicum at a Spanish bilingual school and to be able to present their experience to the class and engage other students in a debate about common perceptions

The percentage of the grade that is assigned to each of the sections of the course will be as follows:

Participation	30%
Summary 1	10%
Summary 2	10%
Final paper	20%
3 Oral presentations	30%

CLASS SCHEDULE

TOPIC	ASSIGNMENTS
<p>Presentation of the course. Bilingual concepts and definitions</p> <p>Introduction to the course Syllabus. Assessment criteria & guidelines Icebreaker & Survey</p>	
<p>Spanish Education. The structure of the Spanish School System. Private, Public & Charter Schools</p>	<p>Reading. <i>Bilingualism: Definitions and distinction</i> from the book, <i>Foundations of Bilingual Education and Bilingualism</i>.</p>
<p>Are you Bilingual? What do we understand to be the qualities of a bilingual person?</p>	<p>Reading. <i>Bilingualism: Definitions and distinction</i> from the book, <i>Foundations of Bilingual Education and Bilingualism</i>.</p>
<p>Different types of bilingualism. Class discussion based on the readings.</p>	<p>Reading. <i>The Measurement of Bilingualism</i>.</p>
<p>Bilingual English Programs in Spain</p>	<p>Reading. <i>Does Your Language Shape How You Think?</i></p>
<p>Visit at school</p>	<p><i>Translanguaging in today's classroom</i>.</p>
<p>School teaching practicum Identify a forthcoming language lesson in which you can introduce translanguaging into your classroom practice. Note down the parts of each activity in which use of the school language or the students' home language would be most appropriate. Consider how to pair or group your students. Plan the lesson, revisiting and practicing the instructional phrases that you are likely to use for each step. Share your plan with a colleague possible.</p>	<p>Reading. <i>Assessment of Bilingual/ Multilingual Pre-K–Grade 12 Students</i></p>
<p>Reading. <i>The Special Education Needs, Assessment and Testing of Bilinguals</i>. Start thinking of your final paper topic</p>	<p>School observations Based on the information from the readings, identify the assessment practices in your school. What type of tests is used? How do assessment practices impact bilingual students? Bring some examples to discuss in class comparing the information in the article with your research.</p>

<p>Reading. <i>The use of the L1 in CLIL classes: The teachers' perspective.</i></p>	<p>Summary 1 Oral presentation 1 Compare and contrast each one of the following items that applies to your school: School vision and goals, program leadership, staff, program articulation, student assessment and classroom and school organization. All students should write a summary of 1 or 2 pages to hand in next class based on those topics or how the school manages second language learning. Students will have to prepare a 10 minute presentation or so. In order to prepare, they will need to research their school website, interview teachers, administrators and people considered relevant to obtain information</p>
<p>Class discussion and oral presentation based on the previous assignment.</p>	<p>Effective Schools and Classrooms for Bilingual Students</p>
<p><i>CLIL: the approach for the future?</i></p> <p>Let's put theory into practice Exercise How to teach English in a context. North American Geography. Work in pairs or small groups. Compare your lessons and explain how you would use this work at school.</p>	
<p>Bilingual English Program: challenges and adaptations</p>	<p>Summary 2. Oral presentation 2 Compare and contrast each one of the following items that applies to your school: Classroom and school climate and environment, use of both languages and cultural diversity, availability of materials, instruction, staff selection and development, parent involvement, accountability and the like. All the students should write a short summary of 1 to 2 pages with this information. The comparisons of your findings will be discussed in class with your partners.</p>
<p>Class discussion and oral presentation based on the previous assignment.</p>	
<p>What should I know about teaching Academic English in Content Classes?</p>	<p>Final Paper Students will have to write the final paper. Students can choose their own topic based on the core of the course or one of the readings discussed in class to write about. This research paper will be written following MLA style. Font Arial 10 with double space. The paper should be between 6 to 10 pages.</p>
<p>Bilingualism in the Modern World.</p>	
<p style="text-align: center;">3 ORAL PRESENTATION</p> <p>Students will present their final paper to the class. The oral presentation should be about 10 minutes or so. If examples are needed, they should be based on their own schools.</p>	
<p>NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.</p>	

6. ATTENDANCE:

Class attendance is MANDATORY. If the student is absent for more than the allowed limit (one class absence in the summer program and two absences in the fall and spring programs), the final grade will reflect a decrease of 10 points for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

7. BIBLIOGRAPHY:

Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2011.

Dewaele, Jean-Marc and Housen and Li Wei, Alex. *Bilingualism: beyond basic principles*. Clevedon: Multilingual Matters, 2003.

Durán Martínez, Ramiro and Sánchez-Reyes Peñamaría, Eds. *Linguistic tools for teachers of English: towards a bilingual education*. Salamanca (Spain): Ediciones Universidad de Salamanca, 2010.

García, Ofelia and Baker, Colin. *Bilingual Education: an introductory reader*. Clevedon: Multilingual Matters, 2007.

Suárez-Orozco, Marcelo M., Ed. *Learning in the Global Era: international perspectives on globalization and education*. Berkely: University of California Press, 2007.