

**NIAGARA UNIVERSITY  
DEPARTMENT OF EDUCATION**

**Course Number:** EDU 378

**Course Title:** *Foundations of Bilingual Education (BE) & Teaching English to Speakers of Other Languages (TESOL)*

**Course Description:**

This course provides the basic theories, issues, and concepts related to teaching bilingual students in N – 12 classrooms. Program models will be presented that employ bilingual education and integrated English as a Second Language (ESL) services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. Current issues are discussed and provide students with opportunities to complete library research. The course will address education for language minority students in terms of (1) historical, (2) theoretical, and (3) practice/methods used in schools. Emphasis is on education from the 1960's to the present; Federal legislation (Title VII; Title III); the *No Child Left Behind Act*; Supreme and lower court decisions; state legislation; and other legal aspects. FIELD EXPERIENCE required.

**Methods of Teaching:**

A variety of instructional methods will be used, including but not limited to: small group activities; class discussions; mini-lectures; student presentations; classroom observations; instructional videotapes; and Internet searches.

**Course Objectives (aligned with INTASC standards)**

**Prospective teachers will:**

- ◆ apply historical facts and concepts to present day aspects of Bilingual Education (BE) and English as a Second Language (ESL). [INTASC 1, 2]
- ◆ discuss and analyze Federal, State, and local court cases and legislation applicable to the field of BE and ESL [INTASC 1, 2]
- ◆ compare and contrast program models and approaches to BE and ESL [INTASC 1, 2, 3, 4]
- ◆ critically analyze the relationship of BE and ESL programs and various program designs [INTASC 1, 2, 3, 4]
- ◆ work in pairs or in teams. [INTASC 9, 10]
- ◆ prepare an interview instrument. [INTASC 1, 2, 6, 9, 10]
- ◆ interview an administrator, teacher, parent, and student affiliated with an ESL program. [INTASC 1, 2, 6, 7, 9, 10]
- ◆ prepare a 10 – 15 page paper comparing and contrasting responses from professionals and parents with classroom theory. [Portfolio item] [INTASC 1, 2, 3, 5, 6, 9, 10]
- ◆ research available community resources' each group will compare lists and the class will compile a "handbook of community resources" available for dissemination to language minority groups. [Portfolio item] [INTASC 1, 2, 3,4,7, 9, 10]

**Required Textbooks: These are suggested textbooks; instructors are free to select appropriate texts, based upon the course description and their own expertise.**

- ◆ Baker, C. (2001) *Foundations of bilingual education & bilingualism*. 3rd ED. Multilingual Matters. Bilingual Ed/Bilingualism Series ISBN: 1-85359-523-3
- ◆ Cary, S. (1997) *Second language learners*. Stenhouse. The Galef Institute ISBN: 1-57110-065-2
- ◆ Krashen, S. (1999). *Condemned without a trial: The bogus arguments against bilingual education*. Portsmouth, NH: Heinemann

### **Bibliography:**

**Selected works related to the course content and key journals are provided.**

Ada, A.F. (1991) Creative reading: A relevant methodology for language minority children. In C.E. Walsh (Ed.) *Literacy in praxis: Culture, language, and pedagogy* (pp. 89 –102). Norwood, N.J.: Ablex.

August, D. & Hakuta, K (Eds). (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Academy Press.

Center for Applied Linguistics. (1990). *Communicative math and science teaching*. (Videotape). Washington, D.C.: Author.

Collier, V.P. (1992). *A synthesis of studies examining long-term language minority student data on academic achievement*. *Bilingual Research Journal*, 16, 187-212.

Crawford, J. (2001) *At war with diversity*. Multilingual Matters. Bilingual Ed/Bilingualism Series

Crawford, J. (1995). *Bilingual education: History, politics, theory, and practice* (3rd ed.). Los Angeles, CA: Bilingual Educational Services.

Cummins, J. & Sayers, D. (1995) *Brave new schools: Challenging cultural illiteracy through global learning networks*. New York: St. Martin's Press.

Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.

Lyons, J.J. (1992). *Legal responsibilities of education agencies serving national origin language minority students*. (2nd ED.) Washington, DC: Mid-Atlantic Equity Center.

Nieto, S. (1994). Lessons from students on creating a chance to dream. *Harvard Educational Review*, 64, 392-426.

Ovando, C., Collier, V.P. & Combs, M.C. (2003) *Bilingual and ESL classrooms*. Boston, MA: McGraw-Hill.

Ovando, C. & McLaren, P. (2000) *The politics of multiculturalism and bilingual education: Students and teachers caught in the crossfire*. Boston, MA: McGraw-Hill.

TESOL (1997). *ESL standards for Pre-K – 12 students*. Alexandria, VA: TESOL (National Teachers of English to Speakers of Other Languages)

Zentella, A.C. (1997). *Growing up bilingual*. Malden, MA: Blackwell.

#### KEY JOURNALS

- ◆ Annual Editions: English as a Second Language
- ◆ Annual Editions: Multicultural Education
- ◆ Bilingual Research Journal
- ◆ Educational Leadership
- ◆ Harvard Educational Review
- ◆ Hispanic Journal of Behavioral Sciences
- ◆ Journal of Educational Equity and Leadership
- ◆ Journal of Educational Issues of Language Minority Students
- ◆ NYS – SABE Journal
- ◆ Phi Delta Kappan
- ◆ Social Education
- ◆ TESOL Journal
- ◆ TESOL Quarterly
- ◆ Urban Education

**Course Schedule: Topics to be covered are listed; it is incumbent upon the instructor of the course to establish a course schedule of readings.**

- ◆ Key terms & acronyms: definitions – including but not limited to: Bilingual education; ESL; ENL; EFL; Minority language; English language learner (ELL) v. Limited English proficient (LEP); SED; LEA; IHE; immigrant; refugee; oppressed persons; Federal DOE; OBEMLA/OELA; ELD; SDAIE.
- ◆ Key historical facts and concepts related to bilingualism and the education of non-native English speakers in the United States from 1800 – 1920 and then 1960 – present
- ◆ Key Supreme Court Cases – the relationship of the Civil Rights movement to BE and ESL.
- ◆ Key Federal and State Legislation and court cases
- ◆ Politics and practice as it relates to BE and ESL
- ◆ Key NYSED and other guidelines for providing services to ELLs.
- ◆ Types of Bilingual Education program designs, including but not limited to: Transitional and Dual Language
- ◆ Types of ESL program designs: Pull out v. Push in and Self Contained (“Sheltered English” – SDAIE); SIOP model

- ◆ Relationship of BE and ESL within various program designs
- ◆ Types of bilingualism and bilingual students
- ◆ Relationship of community, parents, students, schools, and educators (including administrators, teachers, and paraprofessionals)
- ◆ Effective use of community resources

### **Course Requirements and Evaluation:**

**It is incumbent upon the instructor to modify this area in accordance with the course outline for due dates and specifics.**

◆ Attendance and Class Participation	15%
◆ Three short quizzes	15%
◆ Midsemester examination	15%
◆ Final examination	20%
◆ Ten (10) – Fifteen page paper on Field Experience	20%
◆ Community Resource Handbook	15%
<b>Total</b>	<b>100%</b>

Note: Assessments are varied in format; all students will have an opportunity to "shine" at what they do best.

### **Attendance Policy**

You are required to attend class every day and on time with all assigned readings completed in order to participate in class activities and discussions.

### **Student Disclosure**

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

### **Academic Integrity**

"The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading

system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

### **Counseling Services and Academic Support**

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).