

TED 5396 Dual Language Bilingual Education

Madison Gonzalez Steele 80791910

Key Activities **October 21 – December 9**

1. Literature Review of Dual Language Bilingual Education (DLBE): Research; Goals; Objectives; Models; Rationale for One way/Two Way; Rationale for One Teacher/Two Teacher; Benefits. [Follow APA Guidelines](#).
2. View and write a [Reflection Paper](#) providing the various perspectives in *Speaking in Tongues*. [Follow APA Guidelines](#).

[Speaking in Tongues Film](#)

This film begins with an ordinary first day of public school kindergarten—except that the teacher speaks only Chinese. Most of her primarily white and Asian American students look confused but curious; a few nod knowingly. They are all in a language immersion class, where, from day one, they will receive 90% of their instruction in Cantonese. Remarkably, their school will test first in English and math among their district's 76 elementary schools.

The film's four protagonists come to language immersion programs for very different reasons. **Jason** is a first generation Mexican-American whose immigrant family embraces bilingualism as the key to full participation in the land of opportunity. **Durrell** is an African-American kindergartner whose mom hopes that learning Mandarin will be a way out of economic uncertainty and into possibility. **Kelly** is a Chinese-American recapturing the Cantonese her parents sacrificed to become American. **Julian** is a Caucasian 8th grader eager to expand his horizons and become a good world citizen. Together, they represent a nexus of challenges facing America today: economic and academic inequities, de facto segregation, record numbers of new immigrants, and the need to communicate across cultures. Using a verité story-telling approach, the film follows our characters as they enter the portal of language and open their minds to new ways of thinking and being in the world. In a time of globalization and changing demographics, bilingualism offers them more than an opportunity to join the global job market. Language becomes a metaphor for breaking down barriers between ourselves and our neighbors, be they around the corner or across the world.

While the kids grow in ease and skill with their second tongue, the grown-ups argue. Durrell orders his first Chinatown meal in Mandarin; an uncle at a family dinner praises bilingualism, citing the needs of the global economy. Kelly learns traditional cooking from her Chinese-speaking grandma; yet her great aunt scoffs at any form of bilingual education, citing tax burdens. Jason becomes the first in his family to read, write, and graduate elementary school; meanwhile at a school enrollment fair, a concerned Latino father asks where his daughter can learn more English. Julian travels to China and bargains for clothes in Mandarin at a Beijing marketplace; an angry Chinese dad at a school meeting bellows, "We are in America! We need English!"

Produced by Marcia Jarmel and Ken Schneider

3. Review and prepare a presentation on the [Guiding Principles for Dual Language](#) [Follow APA Guidelines](#).

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4. **FINAL:** Your district decided to transition to DLBE from an ESL/ELD model. You are the new Director for DLBE in your district. Prepare a presentation for your teachers on DLBE. Use your readings, GPs, and or learning to support your presentation.

[Follow APA Guidelines.](#)

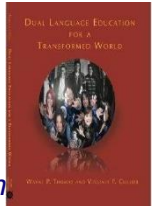
Course Schedule/Assignments/Expected Due Dates

Oct. 21, 2024	Meet to review syllabus and expectations	
Nov. 4, 2024	Literature Review of Dual Language Bilingual Education	25 pts
Nov. 18, 2024	Reflection Paper <i>Speaking in Tongues.</i>	20 pts
Dec. 1, 2024	Presentation Guiding Principles for Dual Language	25 pts
Dec. 13, 2024	FINAL: Your district decided to transition to DLBE from an ESL/ELD model. You are the new Director for DLBE in your district. Prepare a presentation for your teachers on DLBE. Use your readings, GPs, and or learning to support your presentation.	30 pts

Required Textbooks

Required Readings

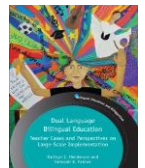
(1) Thomas, WP. & Collier, V. (2012). *Dual Language Education for a Transformed World*. Albuquerque, NM: DLeNM Fuente Press. ISBN: 978-0-9843169-1-5



(2) Izquierdo, E. (2023). *¡Ya basta! Changing Paradigms, Policies, and Practices for English Learners.* In *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice*, edited by L. M. Dorner, D. Palmer, C. G. Cervantes-Soon, D. Heiman, & E. R. Crawford (Eds.).

(3) Izquierdo, E. (2021) *The shift to equity*, *International Journal of Bilingual Education and Bilingualism*, 25:7, 2724-2725, DOI: 10.1080/13670050.2021.1924114
To link to this article: <https://doi.org/10.1080/13670050.2021.1924114>

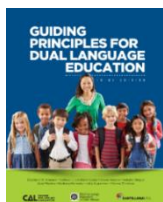
(4) Henderson, K.I., & Palmer, K.D. (2020). *Dual language bilingual Education: Teacher cases and perspectives on large-scale implementation*. *Blue Ridge Summit: Multilingual Matters*. <https://doi.org/10.21832/HENDER8090> **(linked thru UTEP Library BB)**



(5) Palmer, D., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019) *Bilingualism, Biliteracy, Biculturalism, and Critical Consciousness for All: Proposing a Fourth Fundamental Goal for Two-Way Dual Language Education*, *Theory Into Practice*, 58:2, 121-133, Routledge, Taylor and Francis Group. DOI: [10.1080/00405841.2019.1569376](https://doi.org/10.1080/00405841.2019.1569376)

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(6) Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics. [Howard et al., \(2018\) Guiding-principles-for-dual-language-education-3rd-edition-rev.pdf](#)

A tool to help dual language programs with planning and ongoing implementation. Grounded in evidence from research and best practices, the guiding principles address program issues in seven strands: Program Structure, Curriculum, Instruction, Assessment and Accountability, Staff Quality and Professional Development, Family and Community, and Support and Resources.

Grading Criteria:

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

Below 60 = F