BED 5335 * DUAL LANGUAGE EDUCATION* 18597
Fall 2019  7 Weeks   Oct. 21 – Dec. 6

Faculty: Dr. Josefina (Josie) Villamil Tinajero
tinajero@utep.edu
(915) 747-5552
Online Hours: Tuesdays 12-2 pm and by appointment
Course meets Online Oct. 21- Dec. 6, 2019

Graduate Course Information
BED 5335 Dual Language Education
3 Credit Hours

Course Description: Research foundations and program principles for dual language education; introduction to biliteracy as it applies to dual language education; theoretical frameworks and research foundations for dual language education are connected to practical application. A survey of successful dual language education programs will be conducted.

Course Purpose
This course is designed to prepare graduate students with the foundational knowledge of dual language education; conceptual understandings of the goals of dual language; interrelated components for the development and sustainability of dual language programs; and the research and evaluation of Dual Language Education.

In addition, students will develop, expand, and enrich their knowledge in understanding the instructional shifts in dual language needed to support the educational success of Emergent Bilinguals/English Learners and the development of all students for our global economy.

Course Objectives: To identify, explain, and evaluate Dual Language Education (DLE) and its components; to apply theoretical and pedagogical knowledge concepts, goals, and development of Dual Language Education; to understand Two Way and One Way Program Models; Language Distribution and Assignment; Schedules; Planning and Teaching for Biliteracy; Interrelatedness between L1/L2; Cultural Competence; Leadership; and Parent/Community Involvement in DLE.

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**Required Textbooks**


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. **DOWNLOAD:**

**Other Required Readings – Posted on BlackBoard Modules**


**CLASSROOM POLICIES**
- All students are responsible and expected to be prepared and check BlackBoard on a daily basis for emails and to post assignments, discussions, etc.
- Participation in discussions, group activities, and evaluations is required on time.
- Pay close attention to DUE dates for assignments. Late work is not acceptable.
- All writing in blogs, discussions, reading responses, and other assignments must be well thought out and appropriate for each topic that is discussed.
- All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines. Resource at: http://owl.english.purdue.edu/owl/resource/560/01/

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Participation: All students are expected to be prepared and to be active participants and check their emails, assignments, discussions and blogs on a regular basis. Reading the assignments is essential for meaningful participation. Students are responsible for working with their team. Team work is mandatory, and provides a forum for discussion that cannot be duplicated. No excuses for incomplete or late assignments will be accepted. All students are required to be prepared for each course session and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

Academic Dishonesty: The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. For further information, please refer to http://sa.utep.edu/osccr/academic-integrity/

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS). Students who have been designated as needing this service must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director. The Center for Accommodations and Support Services can be reached at Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice E-Mail: cass@utep.edu
The following are the assignments and point value, for a total of 100 points:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2 (2-3 minute) Self-Narrated Video Recording:</td>
<td>10 pts</td>
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<tr>
<td>1- Creating a Community of Dual Language Learners; 2- Various Perspectives on DLE</td>
<td></td>
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<tr>
<td>2. 8 Blogs: 4 Speaking in Tongues (SIT); 4 DLE for a Transformed World</td>
<td>16 pts</td>
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<tr>
<td>3. 2 Reading Responses (RR) DLE for a Transformed World;</td>
<td>4 pts</td>
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<tr>
<td>4. 2 Group Discussions: 1-The Graph; 2- Parents</td>
<td>10 pts</td>
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<tr>
<td>5. 2 Group Presentations/PPT – 1- DLE National Model; 2- DLE GPs</td>
<td>10 pts</td>
</tr>
<tr>
<td>6. Biliteracy Schedule</td>
<td>10 pts</td>
</tr>
<tr>
<td>7. Leadership in DLE: A Paper</td>
<td>15 pts</td>
</tr>
<tr>
<td>8. FINAL: DLE Field-based Interviews; Self-Narrated Video Recording on DLE</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

A 90-100
B 80-89
C 70-79
D 60-69
M1 Part 1 provides perspectives for dual language education. You will be responsible for watching video clips, developing 2 self-narrated videos; posting 4 blogs, and responding to your classmates. This will require carefully watching and listening to Speaking in Tongues and processing the information in order to critically respond to the assignments. Please read the assignments below; pace yourself; and post by due dates.

- **Self-Narrated Video Clips on Black Board (BB)** *Creating a Community of Dual Language Educators*
  In a 2-3 minute video, briefly introduce yourself to the class, what you understand about dual language education (DLE), your experience with DLE, and what you wonder about dual language education?  
  Respond to at least 2 classmates.  
  Use YouTube to create one and provide link; or use Movie Maker.

- **Watch Speaking in Tongues (SIT)**
  WEBLINK ON BLACKBOARD *Speaking in Tongues*
  "In the 21st century, is knowing only English enough? Think critically about bilingualism, in terms of employment opportunities, family connections, and personal development, but also in terms of new ways of thinking and being in the world, i.e. through developing a global consciousness.” (Schneider & Jarmel, 2009).

- **After watching and learning from the video, create a 2-3 minute self-narrated video about the various perspectives: mainstream America; politicians; teachers, and parents.***
  What are those different perspectives, and what are they based on? What would you say to administrators new to dual language? 
  **Post by 10/26 *11:30pm 5PTS**
BLOGS Connected to SIT. All BLOGS Post by 10/28 *11:30pm
Respond to at least 2 classmates for each blog.

**B1** Discuss Jason’s parents.
What has contributed to Jason’s father’s decision to DLE for his son? Discuss Jason’s understanding about DLE.

**B2** Talk about Kelly’s family situation and her perspective of learning her Heritage language and cultural ties. In your discussion, include Kelly’s disposition through all of this.

**B3** What are the reasons that Durrell’s mother gives for putting him in DLE? Discuss how her lived experiences might have influenced her decision for this type of education for Durrell. Discuss how Durrell is progressing in this program.

**B4** Discuss Julian’s family’s perspective about DLE and why they supported it For Julian. In your discussion include Julian’s experience in DLE and how this has influenced his life.

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**M1 Part II** provides research perspectives for dual language education through your textbook readings, other articles, and video clips. You will be responsible for posting 4 Blogs, developing 2 (RR) reading responses; engaging in 2 group discussions, and responding to your classmates. Please read the assignments below; pace yourself; and post by due dates.

All Posts due by 11/02 *11:30pm

Textbook, articles, videos: Reading Responses, BLOGs, and Discussions
Respond to at least 2 classmates for each assignment in this module.


**Chapter 1: Reasons to Consider Dual Language Programs**


*What reasons do Collier & Thomas, and others above provide that support Dual Language Programs?* 150-200 words. Review your rubrics and instructions on Black Board. *Make reference to the assigned readings and videos* (APA)
If you were an administrator, how would you support DL in your school? Make reference to the assigned readings and videos.

Chapter 2: Beginnings


What commonalities and differences does Dual Language (DL) have with the original models of bilingual schooling?
150-200 words. Review your rubrics and instructions on Black Board. Make reference to the assigned readings and videos. (APA)

Chapter 3: Defining Dual Language Education – What is Dual Language?
What are the non-negotiables?

What is Dual Language Education? Provide a succinct 1 sentence definition of DL and address one of the points made in this chapter. Make reference to the assigned readings and videos. (APA)

Chapter 4: Unique Qualities of Dual Language Education

- Immersion  [video](http://vimeo.com/16107154)
Speaking in Tongues, PATCHWORKS FILMS

What type of qualities do you believe teachers and staff require in a DLE? Make reference to the assigned readings and videos. (APA)

What programs are used in your school district/district?
If you do not teach, research a district close to where you live. Make reference to the assigned readings and videos. (APA)
Online Discussions: Help you engage in informative and reflective discussions, clarify understandings, and learn from each other. Before engaging in discussion, make sure to do your readings and make notes, questions, note ideas, and/or concerns. Address the questions posted in your discussion board. Use these sources to help support your contributions to the DISCUSSION. **You are required to respond to two classmates.**

**Readings and Videos - Preparation for Discussions**

- Chapter 5: Astounding Effectiveness - The North Carolina Story – An Interview
- Chapter 6: More Dual Language Research Findings from Thomas and Collier
- English Language Learners [http://vimeo.com/15712118](http://vimeo.com/15712118) Speaking in Tongues, PATCHWORKS FILMS
  Myths & Realities for English Language Learners
- Integration and Immersion [http://vimeo.com/15911616](http://vimeo.com/15911616)

**Group Discussion 1: The GAP and the GRAPH**

**Guiding Questions:** Discuss the power of what this graph communicates. How would you articulate and use this graph to discuss with (choose 1) parents, teachers, administrators, superintendents, board members? **This is a DISCUSSION not a post. Respond to a minimum of two classmates.** Make reference to the assigned readings and videos. (APA)

**Group Discussion 2: Parents**

**Guiding Questions:** Is informing parents of their options important for Dual Language? What and how do parents generally know about DLE? What happens to the parent in the video below (Integration and Immersion)? Is this happening in your school district? **This is a DISCUSSION not a post. Respond to a minimum of two classmates.** Make reference to the assigned readings and videos. (APA)
The Guiding Principles for Dual Language Education and National Models

In this module, you will be assigned to teams and each team will research and prepare 2 presentations: (1) Your assigned Strand from the Guiding Principles; and (2) a National Model.

Team Assignments will be posted on BlackBoard.

Group work is meant to be collaborative and the presentation must reflect the collaboration. Members of the team must work together and contribute.

If there are any challenges/issues please communicate with me immediately. These presentations are graded as a team.

- The Guiding Principles

TEAMs:

- **Program Structure**: Characteristics associated with high-quality schools and programs, including vision and goals; equity; leadership; and processes for model design, refinement, planning, and implementation.

- **Curriculum**: Aligned with standards and assessment and is meaningful, academically challenging, and incorporates higher order thinking.

- **Instruction**: Complex in dual language programs because of the need to address the goals of bilingualism, biliteracy, and sociocultural competence.

- **Assessment and Accountability**: Using student data to shape and monitor instructional programs.

- **Staff Quality and Professional Development**: Effective dual language education programs require additional teaching and staff characteristics important to consider in recruitment and continued professional development.

- **Family and Community**: Schools encourage a positive relationship between the family and the school, which can lead to a higher level of engagement.

- **Support and Resources**: For dual language education programs, strong administrative support needs to come from the school district, the local board of education, and state policies.

**DOWNLOAD: The Guiding Principles:***
National Models of DLE

Post ALL Video Presentations by 11/15th*11:30pm 5 pts

Group work is meant to be collaborative and the presentation must reflect the collaboration. Members of the team must work together and contribute. If there are any challenges/issues please communicate with me immediately. These presentations are graded as a team.

Assignments for National Model Research & Presentations
As a team, research your assigned national model and develop a video/power point which you will present for the class to review and learn. Make connections to the DLE GPs.

National Model Presentations: Be creative, comprehensive and connect to your learnings. Make connections to the DLE GPs.

Guiding questions: When did this program start? Why? What is the model for language distribution? What is the biliteracy model? Provide references and use APA guidelines.

Team 1 The St. Lambert Experiment
Team 2 Oyster Bilingual School
Team 3 Coral Way
Team 4 Los Amigos
Team 5 Francis Scott Key

Provide feedback to all presentations by 11/18 *11:30pm

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Learning to read and write in two languages differs from learning to read and write in one language. Similarly, planning and teaching for biliteracy differs from planning and teaching to read and write in one language;  
1. View the following CAL piece on Initial biliteracy development;  
2. View the video clip on Teaching and Learning in DLE; and  
3. Read the articles included in the Module 3.  


**ASSIGNMENT:** Follow the instructions on collecting a biliteracy schedule from the field. Address the guiding questions on BB.  

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Leadership comes through many venues, and there are various aspects of leadership in dual language education, as challenges for social justice are confronted. Leadership includes school and district leaders, teachers, parents, families, and community. What is effective leadership in DLE? What does it take to successfully implement and sustain DLE?

Read the articles assigned to this module below to understand the role of leadership and how it manifests itself in schools/districts. Then, write a 1000 word paper (font 12; double spaced; title page; abstract; reference page; paginated) Follow APA guidelines. Your paper will focus on what it takes to successfully implement and sustain DLE, using your articles, readings in this course. Be precise, but concise. RUBRIC ON BLACKBOARD

https://www.tandfonline.com/doi/full/10.1080/00131725.2016.1173152


Upload Paper  11/30 *11:30pm  15 pts
FINAL DLE Interview and Culminating Self Narrated Video
8-10 Minute Self-Narrated Video Recording.  

Part 1: You will conduct an interview of an individual who is participating in Dual Language Education as any 1 of the following: a parent; a teacher; a principal; or a superintendent.

Your interview is to focus on what they believe it takes to develop and sustain a strong DLE model. Also, have them identify their biggest challenges as leaders and where they need support.

- Post your interview Project on BlackBoard; Describe your interviewee and their DLE model. Include your interview questions and responses.
- Present your findings. In your discussion let us know what you learned about this particular DLE school/district? What did you learn about this particular individual in regards to DLE Leadership? What did you learn in doing this project for DLE?

Part 2: Connect to what Dual Language Education is – goals; Guiding Principles; research; competencies; biliteracy; leadership; sustainability... The purpose is to capture all that you learned about DLE in this course, in an organized, interesting, and supported presentation. **RUBRIC ON BLACK BOARD 25 PTS**

- It is video taped so that we can see you;
- Include important visuals, slides, data...
- Be creative. Present. DO NOT READ.
- It can be done in Spanish or English.
- Use APA guidelines for citations, references, quotes ...
## COMPETENCY 001
The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

### SLOs: By the end of course, the student will be able to:

<table>
<thead>
<tr>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.</td>
</tr>
<tr>
<td>a. Speaking in Tongues - Film</td>
</tr>
<tr>
<td>b. ▲BLOGS</td>
</tr>
<tr>
<td>c. Self Narrated Videos</td>
</tr>
<tr>
<td>Explain the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.</td>
</tr>
<tr>
<td>a. Speaking in Tongues - Film</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>Self Narrated Videos</td>
</tr>
<tr>
<td>Discussion Questions:</td>
</tr>
<tr>
<td>a. Textbook Chapters</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>c. Reading Responses</td>
</tr>
<tr>
<td>d. Discussion Question</td>
</tr>
<tr>
<td>Analyzes the historical, legal, legislative, and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.</td>
</tr>
<tr>
<td>a. Textbook Chapters</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>c. Reading Responses</td>
</tr>
<tr>
<td>d. Discussion Question</td>
</tr>
<tr>
<td>Understands convergent research related to Dual Language education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions within the context of Dual Language Education.</td>
</tr>
<tr>
<td>a. Textbook Chapters</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>c. Reading Responses</td>
</tr>
<tr>
<td>d. Discussion Question</td>
</tr>
<tr>
<td>Distinguishes models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus within the context of Dual Language Education.</td>
</tr>
<tr>
<td>a. Textbook Chapters</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>c. Reading Responses</td>
</tr>
<tr>
<td>d. Discussion Question</td>
</tr>
<tr>
<td>Analyzes various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models and within the context of Dual Language Education.</td>
</tr>
<tr>
<td>a. Textbook Chapters</td>
</tr>
<tr>
<td>▲BLOGS</td>
</tr>
<tr>
<td>c. Reading Responses</td>
</tr>
<tr>
<td>d. Discussion Question</td>
</tr>
</tbody>
</table>
### Competency 002

The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (LI) and second language (L2).

**SLOs:** *By the end of course, the student will be able to:*

<table>
<thead>
<tr>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| a. Video Clips and Blogs  
| b. Textbook Chapters  
| ■ Discussion |

**Understands basic linguistic concepts in L1 and L2** (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2 within the context of Dual Language Education for Spanish language learners.

**Demonstrates knowledge of stages of first and second-language development and theories/models of first and second-language development** (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.

**Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.**

**Explains the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages** (e.g., using cognates, noting similarities and differences) within the context of Dual Language Education for Spanish language learners.

**Analyzes and uses effective, developmentally appropriate methodologies and strategies for teaching English Language Learners and for supporting ELD development across all areas of the curriculum within the context of Dual Language Education for Spanish language learners.**

**Identifies and explains cognitive, linguistic, social, and affective factors affecting second language acquisition** (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students’ language development.
## Competency 003

The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.

<table>
<thead>
<tr>
<th>SLOs:</th>
<th>To evaluate these outcomes, the faculty will use the following assessment procedures:</th>
</tr>
</thead>
</table>
| 3.2. Identifies types of formal and informal literacy assessments in L1/L2 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1/L2 within the context of Dual Language Education. | a. Readings, Biliteracy Schedule Assignment  
b. Testbook Chapter BLOG  
c. Black Board Discussion Questions  
d. Text Research Activity |
| 3.7. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2) within the context of Dual Language Education. | a. Textbook Chapter  
b. Biliteracy Readings Discussion  
c. BLOGS |
## Competency 004

The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

### SLOs: By the end of course, the student will be able to:

To evaluate these outcomes, the faculty will use the following assessment procedures:

<table>
<thead>
<tr>
<th>4.1</th>
<th>Explains how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas within the context of Dual Language Education.</th>
</tr>
</thead>
</table>
|     | a. Biliteracy Schedule Assignment  
|     | b. ▲ BLOG |
|     | a. Chapter  
|     | b. ▲ BLOG |

<table>
<thead>
<tr>
<th>4.3</th>
<th>Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students’ cognitive and linguistic development.</th>
</tr>
</thead>
</table>
|     | a. Chapter  
|     | b. ▲ BLOG |

<table>
<thead>
<tr>
<th>4.4</th>
<th>Identifies various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.</th>
</tr>
</thead>
</table>
|     | a. Chapter  
|     | b. ▲ BLOG |

<table>
<thead>
<tr>
<th>4.5</th>
<th>Differentiates content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students’ needs.</th>
</tr>
</thead>
</table>
|     | a. Chapter  
|     | b. ▲ BLOG |