

FLE 6165 BILINGUAL-BICULTURAL EDUCATION
Fall 2022



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Office Hours: by appointment

Class Meeting: Wednesdays, 1:55-4:55pm, Norman 1033

Course Description

This course explores the historical, legal, and theoretical foundations of bilingual/bicultural education in the United States and other countries. Students will examine societal and individual factors that influence bilingual proficiency. They will further gain an understanding of the implications of these factors for educational (instructional practices), bilingual education, and language policy for minority and second language students. Students will work collaborative to design and develop a large project-based learning project that illuminates bilingual education programs in the state of Florida.

Course Objectives

This class will use multiple methods (class discussions, website reviews, videos, writing, and readings) students will be able to:

- Analyze how different educational systems have designed programs to meet the needs of language minoritized and second language students and the effectiveness of these approaches;
- Describe bilingualism and multilingualism from holistic and fragmented perspectives;
- Identify major legal and policy events in the history of language in education in policy the United States and in the State of Florida in particular;
- Articulate the theoretical and legal underpinnings of bilingual education for minoritized language speakers and identify the implications for policy and practice;

- Analyze and articulate the various viewpoints surrounding the modern English only movement in the United States and in the State of Florida in particular.

Required Textbook (ebook, paperback, or hardback)

García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: John Wiley.

And selected readings from

Santa Ana, O. (2004). *Tongue-tied: The lives of multilingual children in public schools*. New York: Rowman & Littlefield Publishers.

Other Required Readings

See Agenda and References section

Assignments

Details will be discussed in class and be made available on Canvas (our course online materials).

I. Class participation (15% of grade)

You are expected to attend all classes, demonstrate evidence of completed weekly readings and course assignments, and actively contribute to and participate in all class discussions. It also includes submission of your assignments on time. Unexcused absences will negatively affect your final grade.

II. Reflections of Readings (15% of grade)

You will be expected to post or bring to class (see instructor) a reflection on the readings each week. A reflection is *not* simply a summary of the content of the reading. It is an opportunity for you to think about, analyze, and respond to what you have read. In a reflection paper, you connect what you are reading to other readings, to your own experiences (and/or those of others), or to other events. It is also an opportunity for you to ask questions about what you are reading. *Bring questions to class.*

III. Multilingual Journey (20% of grade)

For this assignment, you are asked to reflect on the various languages you have learned, taught, and encountered in your life to date and what these experiences have taught you about bilingualism. See Agenda and Course Canvas Site for due dates and specific instructions. While you may write a 4-6 page paper about your experiences, I also invite you to represent your journey using other media (video, graphics, collage) with a shorter accompanying narrative. Please upload your paper and media onto the Canvas site. Write your paper in two parts, outlined below.

Part I. Mapping out your Languages

- Which languages have been part of your life and when? How were they part

- of your life?
- How did they come into your life? Who brought them into your life? What events brought them into your life?
- What language skills did you use and developed (listening, speaking, reading, writing)? For what purposes did you have to use the languages?
- In what contexts did you use or learn the language?

Part II. What did you Learn?

Looking back at your linguistic journey to date, what did these experiences teach you about

- What it means to be a good language teacher?
- How children and adults learn languages other than their home language?
- What it means to learn 'a' language?
- What it means to be 'bilingual'?

Please double-space your paper, use only 1" margins all around, and write 4-5 pages of text (not including a cover page [optional] or references). For references, please follow APA 6th edition

citations: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html (Links to an external site.)Links to an external site.

IV. Special Project-Based Learning (PBL) (50% of grade)

The main course assignment this fall is a major project-based learning (PBL) assignment that will be very detailed in nature, with multiple templates and materials for you to investigate, gather, and summarize.

Students will work on a special online resource-building activity that highlights the multiple bilingual education programs, schools, and districts in the State of Florida. One group might investigate the socio-historical background of the Coral Way Elementary School/ Experiment in Miami, FL, which is the first dual language two way immersion school in the U.S. (1961-2).

Most students will work in teams of 3 people to conduct a thorough review, analysis, and summary of a school district's bilingual education programs in Florida. To do this, we will review 12 district ELL plans (one per team). Your team will learn all you can about the bilingual education program(s) or school(s) of that school district. You will conduct at least 2 interviews with district personnel, teachers, administrators, and/or parents, analyze the district's online materials, analyze the ELL students' performance, and use photography, video, text, semiotics, online links and materials related to that school in order to contribute to the "Bilingual Education in Florida" website. Four templates (provided) will guide your analysis and review. More technical templates will assist in the presentation of information. You will have basic trainings to know how to handle these templates.

At the end of the semester, you will (a) present your district's bilingual education program(s) to the class, using the visual materials, data, and interviews that you

conducted during the semester. As part of your final grade, you will also (b) write a 3-4 page summary of your work and what you learned, connecting the large PBL activity to the course readings and materials. More details on that will be forthcoming in the second half of the semester.

Grading

1. Class Participation 15% of final grade
2. Weekly Reflections 15% of final grade
3. Multilingual Journey 20% of final grade
4. Project Based Learning assignment 50% of final grade

TOTAL 100%

Grading Scale

A 93-100%

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D less than 70%

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/staff/grades.html>. To pass this course you must obtain a grade of C or better.

Additional Readings and Citations

- August, D., & Hakuta, K. (1997). *Improving schooling for language-minority children. A research agenda*. Washington, D.C.: National Academic Press.
- Baker, C., & Wright, W. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol, UK: Multilingual Matters.
- Brisk, M. E. (2006). *Bilingual education: From compensatory to quality education* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum
- Coady, M. & Ó Laoire, M. (2002). Mismatches in policy and practice: The case of Gaelscoileanna in the Republic of Ireland. *Language Policy: An International Journal*, 1(2), 143-158
- Collier, V. (1995). *Promoting academic success for ESL students*. New Jersey: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.
- Collier, V. P., & Thomas, W. P. (2012). What really works for English language learners: Research-based practices for principals. In Theoharis, G. & Brooks, J. (Eds.), *What*

- every principal needs to know to create equitable and excellent schools (pp. 155–173). New York, NY: Teachers College Press.
- Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale longitudinal research. *Annual Review of Applied Linguistics*, 37, 203–217.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 221–251.
- Cummins, J. (1981). *The role of primary language development in promoting educational success for language minority students*. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework*. Sacramento, CA: Office of Bilingual Bicultural Education, California State Department of Education.
- Cummins, J. (1986). Empowering language minority students. *Harvard Educational Review*, 15, 18–36.
- Cummins, J. (2017). Teaching minoritized students: Are additive approaches legitimate? *Harvard Educational Review*, 87(3), pp. 404–426.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. doi: 10.17763/0017-8055.85.2.149
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: John Wiley.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. New York: Palgrave Macmillan. doi: 10.1057/9781137385765
- Genesee, F., Lindholm-Leary, K. J., Saunders, G., & Christian, D. (2006). *Educating English language learners. A synthesis of research evidence*. Cambridge: Cambridge University Press.
- Greene, J. P. (1998). *A meta-analysis of the effectiveness of bilingual education*. Claremont, CA: Thomas Rivera Policy Institute.
- Grosjean, F. (1989). Neurolinguistics, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36(1), 3–15. doi: 10.1016/0093-934x(89)90048-5
- Kieffer, M. J., & Thompson, K. D. (2018). Hidden progress of multilingual students on NAEP. *Educational Researcher*. Retrieved from <https://doi.org/10.3102/0013189X18777740>
- MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167–201. doi: 10.3102/0002831216683935
- MacSwan, J., Thompson, M. S., Rolsad, K., McAlister, K., & Lobo, G. (2017). Three theories of the effects of language education programs: An empirical evaluation of bilingual and English-only policies. *Annual Review of Applied Linguistics*, 37. Pp. 218–240. Retrieved from <https://doi.org/10.1017/S0267190517000137>
- Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education*, 29(3), 200–217. doi:10.1080/09500782.2014.994524
- McField, G. P., & McField, D. R. (2014). The consistent outcome of bilingual education programs: A meta-analysis of meta-analyses. In G. P. McField (Ed.), *The*

- miseducation of English learners* (pp. 267–298). Charlotte, NC: Information Age.
- Molyneux, P., Scull, J., & Alania, R. (2016). Bilingual education in a community language: Lessons from a longitudinal study. *Language and Education*, 30(4), 337–360. doi:10.1080/09500782.2015.1114630
- Rolstad, K., Mahoney, K., & Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19, 572–594.
- Ruíz, R. (1984). Orientations in Language Planning: Problem, Right, or Resource. *NABE Journal*, 8(2), 15–34.
- Santa Ana, O. (2004). *Tongue-tied: The lives of multilingual children in public schools*. New York: Rowman & Littlefield Publishers.
- Shin, S. J. (2005). *Bilingualism in schools and society: Language, identity, and politics*. New York: Routledge.
- Thomas, W. P., & Collier, V. P. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for English Language Acquisition.
- Willig, A. C. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. *Review of Educational Research*, 55(3), 269–318.

Other Online Resources

Northern Arizona University: <http://jan.ucc.nau.edu/~jar/BME.html>

Colorín Colorado: <http://www.colorincolorado.org/>

National Clearinghouse for English Language Acquisition (NELA)
<http://www.nela.gwu.edu/>

Center for Applied Linguistics
<http://www.cal.org/> (note their website on two-way immersion programs)

Center for Multilingual/Multicultural Research
<http://www.bcf.usc.edu/~cmmr/BEResources.html>

Useful Journals

Annual Review of Applied Linguistics
Anthropology & Education Quarterly
Bilingual Research Journal
Equity and Excellence in Education
International Journal of Bilingualism and Bilingual Education
International Journal of the Sociology of Language
International Migration Review

Journal of Sociolinguistics
Journal of Latinos and Education
Language Policy
Language and Education
Linguistics and Education
Modern Language Review
Multicultural Education
Teacher College Record
TESOL Quarterly
Theory into Practice

Course and University Policies and Statements

Accommodations for Students with Disabilities: Students requesting classroom accommodation should first register with the Disability Resource Center (352.392.8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Honesty Policy: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6C1-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Plagiarism: Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments (e.g., lesson plans). Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.

Class Attendance, Make Up Exams, and Other Work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

Excused absence requires prior approval from the instructor. In case of an emergency,

written documentation must be furnished at the time you return to class. Assignments submitted past the due dates will not be evaluated.

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: <https://evaluations.ufl.edu/results>.

Health and Wellness: U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-proces>

Course Agenda 2018

<u>WEEK/</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>TASKS</u>
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DATE			
1	Introduction to Bilingual – Bicultural Education - Episteme and Ontology	García, Chapter 1 and Appendix Santa Ana, Introduction and pp. 13-21 (Quan)	Welcome <i>What's in a Name?</i> Activity Introduction to course Acronyms
2	Bilingualism	García, Ch. 5 Grosjean (1989) article Ruíz (1984) article Santa Ana, pp. 187-189 (Burciaga) Read Dr. Fred Genesee: http://www.colorincolorado.org/article/risk-learners-and-bilingualism-it-good-idea#h-the-benefits-of-bilingualism	<i>Language Development: Significant Areas of Development</i> video (30's)
3	Bilingualism, Multilingualism and Identity	García, Ch. 2 Shin (2005) online Flores & Rosa (2015) article Santa Ana, pp. 78-86 (Hong Kingston)	<i>Where I'm From</i> Activity
4	Translanguaging	García, Ch. 3 MacSwan (2017) article Makalela(2015) article Santa Ana, pp. 169-173 (Tan) <i>Translanguaging Practice Brief</i> (online)	<i>Multilingual Journey</i> paper due
5	Language Education Program Models and Approaches	García, Chs. 6 & 7 Santa Ana, pp. 197-213 (Solórz/ Lucas et al.) What are dual language programs? https://duallanguageschools.org http://www.colorincolorado.org/blog/dual-language-instruction-overview-part-i Watch video (Claremont	<i>Speaking in Tongues</i> video Language program handout What is an <u>ELL Plan</u> ? View sample education websites (<i>NOTE: check your cookies settings to allow access</i>): (a) Shu Ren School https://shurenschool.org/ (b) Oyster Adams Bilingual School https://www.oysteradamsb

		School) http://www.colorincolorado.org/classroom-video/making-dual-language-immersion-work	bilingual.org/index.jsp (c) Pine Street School https://www.pinestreetschool.com/
6	Bilingual Education - Effectiveness	García, Ch. 4 Santa Ana, pp. 214-221 (Snow) AND McField & McField (2014) article OR MacSwan, Thompson, et al. (2017) article OR Collier & Thomas (2017) article OR Rolstad, Mahoney & Glass (2005) article	ELL plans and teamwork, goal setting, timelines for project. <u>Template 1:</u> School background, context, images, ESOL/ ELL Coordinator, Superintendent <i>*Mini-workshop on how to use the technical templates for this course</i>
7	Bilingual Education in the US and Abroad	García, Chs. 8 & 9 AND Cummins (2017) article OR Molyneux, Scull & Alania (2016) article OR Coady & O'Laoire (2002) article OR identify and read ONE additional article on your own about bilingual education in a different (non US) context	History of American Language Policy <i>Language Healers</i> video (41's) or <i>Tongues of Heaven</i> video (61's) or <i>Mother Tongues</i> video (49's) <u>Template 2:</u> History of the school, students, neighborhood, bilingual education program (archival data, old pictures)
8	Language Policies and Bilingual Education in Florida – ELL plans	García, Chs. 10 & 11 Florida Consent Decree Santa Ana, Part II (pp. 111-117, 152-160)	<u>Template 3:</u> Who's who in the school to interview? ESOL Coordinator/ Bilingual Coordinator; (2) teacher; (3) principal; (4) parent In class role play with conducting a research interview. Schedule and conduct interviews this week

			with people in your district.
9	Continued	García, Chs. 12 & 13 Kiefer & Thompson (2018) article Santa Ana, pp. 262-67 (Alzaldúa /Erdrich)	FL ED Stats activity School, district, and state level data https://edstats.fl DOE.org/SASPortal/main.do
10	Continued	García, Chs. 14 & 15	Template 4: Data on bilingual student performance This week: <u>conduct your interview(s)</u> , take notes and/or transcribe the interviews, identify student demographics and student achievement data.
11	The Coral Way Experiment	Santa Ana, Part V. (pp. 197- 213)	Coral Way Archives University of Arizona http://uair.library.arizona.edu /item/273749
12	The Coral Way School	Santa Ana, Part V. (pp. 222- 235)	Coral Way School https://coralwayk8.wixsite.co m/cwk8
13	No class due to Thanksgiving holiday week		
14	Web design and content writing		TBD - We will be meeting possibly in the STL lab in Norman Hall
15	Final course presentations		
16	Final course papers / summary of bilingual program assigned due and content completed by being uploaded onto our course site		

