

Education 388

Language Policies and Practices

Winter Quarter, 2008

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Textbooks

Echevarria, J., Vogt, M. & Short, D. (2008). Making Content Comprehensible for English Learners: The SIOP Model. Third Edition. Pearson Education.

Zwiers, Jeff (2008). Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12 (Jossey-Bass Teacher

Course Description

The overall goal of this course is to prepare STEP credential candidates to be effective, beginning teachers of English Learners. In practical terms, the course will help STEP candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP graduates to teach English Learners both in general classrooms, and in specialized settings such as English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE) classrooms. To that end, this course is designed to introduce students to the

historical, political, and legal foundations of educational programs for English Learners. It overviews theories of second language learning, and the research on the effectiveness of bilingual education. The course also provides students with a repertoire of theory-based methods to facilitate and measure English Learners' growth in English language and literacy acquisition, as well as create learning environments which promote ELD, and content area learning through the use of SDAIE. Students will acquire knowledge and skills related to methods of teaching a second language through readings, discussion, group interaction, lesson presentation, hands-on experience of instructional and assessment methods, and materials exploration.

Course Goals (Teacher Preparation Program Standards)

1. Identify the historical, political, and legal development of bilingual education, and the impact of English Learner placements and instructional programs.(13c)
2. Understand the philosophy, design, goals and characteristics of instructional models and programs designed to meet the needs of English Learners, and explore how each contributes to their language and academic development. (13a)
3. Explore factors related to first and second language acquisition and discuss ways in which they impact teaching and learning in ELD, SDAIE, and mainstream classrooms. Acquire general knowledge of how first language literacy connects to second language development. (13d)
4. Understand how to interpret assessment of English Learners with particular emphasis on the California English Language Development Test (CELDT). Use appropriate measures for initial, progress and summative assessment of English Learners. (13g)
5. Become familiar with materials, methods, and strategies for English Language Development that are responsive to students' primary language and assessed level of English proficiency. (13b,g)
6. Develop practical experience with designing instruction for English Learners that promotes English language and literacy development, and makes grade-appropriate or advanced curriculum comprehensible. (13e,f)
7. Recognize ways to integrate English learners' personal experiences, and family and community backgrounds with academic content. (13h)
8. Understand the relationship between programs for English Learners and the state-adopted content standards and frameworks. (13a)
9. Critically examine the attitudes and knowledge of decision-makers, educators, and people in various U.S. communities toward bilingual education. (NCATE)

10. Examine issues of teacher advocacy and student empowerment. (13h)

Reading assignments

Readings will provide background and complementary information for the following week's class. There are no written assignments associated with the course texts. Rather, they will serve as resources to help deepen your understanding of the course content and extend your knowledge of strategies and techniques to use in the classroom. You are strongly encouraged to become very familiar with them and use them for your assignments, particularly in the second half of the quarter. Our hope is that these books will continue to be useful resources once you begin teaching. We will occasionally discuss these texts during section meetings, and you are of course free to bring up questions or topics of discussion based on the readings.

Grades

Grades will be based on the following: your completed assignments (75 percent each) plus 25 percent for class participation (including attendance). There will be no end-of-quarter project or exam. Late assignments will be accepted, but unexcused tardiness will result in deductions of up to *half of the assignment's score*. *Assignments later than one week after the due date will be accepted only at the discretion of the Teaching Assistant for your section.*

Jan. 10	Federal and State Policy regarding English Language Learners. Lecture: Kenji Hakuta. Lecture Slides Start on Assignment 1 . Readings for NEXT WEEK: Look over and start to get to know the 2 course texts. Read as much as you can of: Preface and Chapters 1-3 in Zwiers, Chapter 1 in Echevarría et al.
Jan. 17	What's the basis for practice and knowledge regarding the effective education of English Language Learners? Lecture: Claude Goldenberg. Readings for NEXT WEEK: Pinker, S. Human Language. <i>Chapter to appear in L. R. Gleitman, M. Liberman, and D. N. Osherson (Eds.), An Invitation to Cognitive Science, 2nd Ed. Volume 1: Language. Cambridge, MA: MIT Press.</i>

	<p>http://www.ecs.soton.ac.uk/~harnad/Papers/Py104/pinker.langacq.html</p> <p>WATCH for next WEEK: Searchinger, G. The Human Language (Series 1). New York: Equinox. This video will be available to check out in the STEP Library.</p>
Jan. 24	<p>What is language? Lecture: Kenji Hakuta.</p> <p>Assignment 1 due.</p> <p>Introduction to Assignment 2.</p> <p>WATCH for next WEEK: Searchinger, G. The Human Language (Series 2). New York: Equinox. This video will be available to check out in the STEP Library.</p>
Jan. 31	<p>Second language acquisition and oral language development. Lecture: Claude Goldenberg and Kenji Hakuta</p> <p>Assignment 2, Part 1 due.</p> <p>Readings for NEXT WEEK: Echevarria et al, tba</p>
Feb. 7	<p>Sheltered Instruction Workshop I. Lecture: Kelly Bikle.</p> <p>Assignment 3 due.</p> <p>Readings for NEXT WEEK: Zwiers, tba</p>
Feb. 14	<p>Academic language and content instruction. Lecture: Jeff Zwiers.</p> <p>Assignment 2, Part 2 due.</p> <p>Readings for NEXT WEEK: Echevarria et al, tba</p>
Feb. 21	<p>Sheltered Instruction Workshop II. Lecture: Kelly Bikle.</p> <p>Assignment 4 due.</p> <p>Readings for NEXT WEEK: Zwiers, Chapter 8</p>

Feb. 28	Writing. Lecture: Claude Goldenberg.
Mar. 6	Images of successful practice: Inspiration and integration. Lecture: Claude Goldenberg.
Mar. 13	Summary and Capstone, preparation for PACT. Assignment 5 due..

List of assignments

- [Assignment 1](#): An e-mail from Georgia.
- [Assignment 2](#): Interviewing an ELL student.
- [Assignment 3](#): The language profile of your placement.
- [Assignment 4](#): A sheltered strategy for YouTube.
- [Assignment 5](#): Rubric, lesson plan and PACT-supporting assignment.