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EECE 767: English Language Learning in the Bilingual Classroom: Pedagogical Applications

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SYLLABUS¹

Queens College, CUNY
Education Unit
Spring 2021

EECE 767 English Language Learning in the Bilingual Classroom: Pedagogical Applications

Fully Online Course

Instructor Information: Dr. Demet Arpacık Office Hours by appointment.
Email: darpacik@gradcenter.cuny.edu

Course Site: Blackboard

Textbook Information: No textbook is required. All materials will be available online.

A. COURSE DESCRIPTION

Designed for bilingual educators, this course emphasizes approaches to the learning and teaching of English in multilingual classrooms. Different theoretical and practical aspects of language teaching will be highlighted, with an emphasis on the connections between theory and what teachers do in their classrooms. The course progresses from a close look at the different bilingual contexts for teaching English, to analyzing who bilingual teachers and learners are, and which pedagogical practices might best meet their needs.

Through this course, we will gain a more thorough understanding of our beliefs, assumptions, and experiences regarding the teaching of English in multilingual settings. Fundamentally, this course is focused on developing an informed, coherent approach to the instruction of English which highlights the cognitive demands of the curriculum with the linguistic needs and resources of learners who represent multilingual and/or multicultural backgrounds.

B. COURSE OBJECTIVES

As a result of this course students will:

- Draw and articulate significant connections between different approaches to the instruction of English in multilingual contexts
- Integrate linguistic/socio-linguistic understanding into 1st to 12th grade bilingual instruction
- Think in a critical, informed, and creative manner concerning the teaching of English to speakers of other languages

¹ The content of this syllabus is largely adapted from the syllabus on the same course developed by Prof. Marcela Ossa Para.

- Identify and reflect on some of the most prominently held assumptions regarding the teaching and learning of English in a multi-lingual environment

C. COURSE ORGANIZATION

This course spans over a period of 14 weeks. Each session begins on Monday and ends on a Sunday. See section “E” below for a description of each session’s topics, readings, and assignments. During each session, you are expected to complete readings, view PowerPoint presentations, listen podcasts included in the presentations, and complete weekly assignments. See section. “F” below for a more detailed description of the course’s assignments and evaluation criteria.

Pacing

One convenient aspect of online learning is that you can work at your own pace and whenever it is most convenient for you. You are not required to be online at the same time as anyone else in the course. However, you are expected to complete specific tasks during each session.

Although, you have flexibility to work on your own pace during each session, it is important to keep in mind that there are firm completion deadlines for assignments.

I strongly suggest you set aside particular days and times during the week to devote to the course. You will need to schedule around 5 hours throughout the week to complete the work for each session.

D. COURSE REQUIREMENTS AND GRADING

1. PROFESSIONALISM (5 points): This includes, but is not limited to, timely submission of classroom assignments; courteous, cooperative, respectful and well-prepared interactions on Blackboard and via email; and carefully prepared and thoughtful written assignments. *Late assignments* may result in a lowered grade at the instructor’s discretion.

2. ONLINE WORK (95 points)

In order to ground this course on your own teaching, during each session I will ask you to complete an assignment in which I will encourage you to relate the pedagogical practices discussed during the week to your own teaching practice. The assignments will take different forms such as answering questions, participating in the discussion board, reflecting on your own practice, or doing an application exercise. There are in total 5 discussion board posts, 3 application assignments and one final ethnography project. Each assignment is described below. These assignments will be assessed based on the following criteria:

- **Academic rigor:** you demonstrate that you are informed about the week’s topic and use the readings and presentation to convey your understanding.
- **Critical analysis:** you demonstrate that you have reflected on your own professional growth, and/or critically considered how the pedagogical practice discussed during the session may be adapted to your own teaching context.
- **Thoroughness:** your work is complete and detailed.
- **Punctuality:** the assignment is submitted by the due date. I urge you to stay abreast of your weekly assignments. No assignments submitted after the end of the session will be

graded (this is, you will not receive credit for assignments submitted after the session is over).

Each session starts on a Monday and ends on a Sunday. *All Assignments must be posted to Blackboard by midnight of the DUE date.*

1) Discussion Board Questions (“DBs”) (5 x 8 points each =40 points):

DBs play a major role in documenting your reading and online participation. **DBs must be posted on time to receive credit.** DBs submitted up until three days after the deadline will still be graded but with reduced credit. DBs submitted 3 days after the deadline **will not** receive any credit. There are in total 5 DB questions that are graded. The first DB post is introductory and is not graded, but it counts towards your professionalism.

In designated sessions, you will answer one DB question/prompt on Discussion Board (the left sidebar on BB) by **FRIDAY midnight**. Your response should **expand on, enrich and have specific references** to the week’s materials. Otherwise, **it will not receive credit**. Direct quoting from the readings **is not allowed**.

You will then write **TWO substantial peer responses** to your classmates’ posts by **SATURDAY**. A “substantial” peer response **adds value to the original post**. It poses questions, expands on friends’ arguments, provides resources, or offers an example or counter-example from experience. Superficial peer responses **will not receive credit**. Initial DB posts are **6 points** and peer responses are **1 point** each.

2) Application Assignments (3 x 10 = 30 points):

This course is more practice-oriented (although it rests on strong theoretical grounding). Therefore, it is the aim of this course to facilitate the employment of learned knowledge in developing curriculum, lesson plans, and pedagogies. You will be asked to apply your knowledge gained from the course materials via three different application assignments. It is expected that these will be useful for your own teaching practice. Each application assignment is 10 points.

a) Language objectives assignment (Due March 14- Session 7): Review the PowerPoint presentation, and use the suggestions and examples proposed in the relevant session to design one learning goal and 4 - 5 learning objectives. Please include the following: a) Grade of students (e.g. 4th), b) Context of the classroom (e.g. general education), c) Content area (e.g. science), d) 1 content goal, d) 4 to 5 objectives (please include at least 2 different modalities - e.g. writing, speaking, drawing). **Instructions for submission:** max 1 page, double space, standard writing format (Times, 12), send as WORD document saved as “your name-language objectives”, upload on BB in Session 7.

b) Differentiation assignment (DUE April 4-Session 10): Review the PowerPoint presentation and relevant readings. Select one of your previously constructed lesson plans. Revise the differentiation section of your lesson plan or design a differentiation section. In your revision/design focus on two of the following three areas: content, process, and product. These two areas will each be differentiated according to students' readiness, learning profile,

language background, and interests. **Instructions for submission:** max 1 page (half a page to your plan and half a page to differentiation part), **single space**, standard writing format (Times, 12), send as WORD document saved as “your name-language objectives”.

c) Annotated Book Review Assignment (DUE April 25- Session 11): Find a culturally relevant multilingual children’s book that you would consider using with Emergent Bilinguals in your classroom (complete readings before selecting your book). The assignment will be one page long (**max!**). In the first half of the page, provide a brief description of the book (two or three sentences) and then critically review its strengths, pitfalls, multicultural relevance. In the second half, tell us how you would use it in your classroom (share activity ideas for before during and after book reading). *Connection:* Build on your ideas with deeper connections to readings, classroom discussions and your own research. **Instruction for submission:** Assignment should be **single-spaced**, well organized, proofread, sent as a Word Doc via Blackboard in the following format “your first name-book review”. Rubric for this assignment is on Blackboard.

3) Ethnography of school and community linguistic landscape (25 points-DUE May 17): The description for this assignment will be provided separately on BB. You will get notification about it (it is going to be 3 pages long).

GRADING SCALE:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	0-59

E. TOPICS/READINGS AND DATES: WEEKLY SCHEDULE

DATE	TOPIC	READINGS AND ASSIGNMENTS DUE
<p>Session 1 1/27-2/2</p>	<p>Introduction and course overview</p>	<p><u>No required readings</u></p> <p><u>Assignments Due:</u> DB#1 post (introduction post)</p>
<p>Session 2 2/3-2/9</p>	<p>History of bilingual education and minoritized populations</p> <p>- How is the legacy of language discrimination reflected today? -Who is disadvantaged in the present language hierarchy and how?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • <u>(read only 183-198) Baker & Wright (2011)</u> – Historical introduction to bilingual education – US <p><u>Assignments Due:</u> DB post</p>
<p>Session 3 2/10-2/16</p>	<p>Issues facing bilingual students in the U.S. schools</p> <p>-What are the systemic flaws leading to over/under-representation of bilinguals in special education? -How does our language bias affect our decisions?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Baker (2006) – Bilingual schooling issues: Underachievement, assessment and special needs <p><u>Assignments Due:</u> DB post</p>
<p>Session 4 2/17-2/23</p>	<p>Assessment of bilinguals- Test fairness</p> <p>-What are some challenges and lessons for a valid and reliable assessment of bilingual learners' performances? -Can we develop a holistic approach to assessment of emergent bilinguals?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Escamilla, K. (2000) – Bilingual means two: Assessment issues, early literacy and Spanish-speaking children. <p><u>Assignments Due:</u> DB post</p>
<p>Session 5 2/24-3/1</p>	<p>Translanguaging</p> <p>-What is the theory behind the idea of translanguaging? How would translanguaging look like in the classroom?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • (read only 9-15 & 20-26) Garcia & Kleyn (2017) – Translanguaging theory in education • Palmer & Martinez (2016) – Developing biliteracy: What do teachers really need to know about language? <p><u>Assignments Due:</u> DB post</p>

<p>Session 6 3/2-3/8</p>	<p>Vocabulary instruction -Why is it important to promote depth of vocabulary knowledge? -How can we support our emergent bilingual students' vocabulary development?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Perrone (2014) – The development of academic vocabulary in K-12 ELLs through explicit, systematic pedagogy: A multifaceted approach • Dalton & Grisham (2011) – eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • No assignment this week, you will need these resources for the next week's assignment
<p>Session 7 3/9-3/15</p>	<p>Content and language objectives -How do language objectives support emergent bilinguals' learning? -How can we develop content and language objectives for emergent bilinguals in a systematic and structured way?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Celic (2009) – Teaching academic language through the curriculum: language and content objectives <p><u>Recommended Sources:</u></p> <ul style="list-style-type: none"> • Check BB for some concrete examples and resources <p><u>Assignments Due:</u> Language objectives assignment (check BB for more information)</p>
<p>Session 8 3/16-3/22</p>	<p>Funds of knowledge -What are our students' <i>funds of knowledge</i>? -How can we critically tap into our students' <i>funds of knowledge</i> to promote their academic learning?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Moll, Amanti, Neff & Gonzalez (1992). – Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. <p><u>Assignments Due:</u> No assignment this week, but you will need this resource for the differentiation assignment in session 10</p>
<p>Session 9 3/23-3/29</p>	<p>Corrective feedback and different approaches -What are different strategies of language teaching and what are their connotations? -How are practices shaped by our positions?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Delpit, L. (1988). – The silenced dialogue: Power and pedagogy in educating other people's children. • Ellis (2009) – Corrective feedback and teacher development <p><u>Assignments Due:</u> DB post</p>

<p>Session 10 3/30-4/5</p>	<p>Differentiation in the multilingual classroom -How can we apply the differentiation model in our instruction? - How can we support our multilingual students if our languages do not match or if we are monolingual teachers?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Celic (2009) – Snapshots of differentiated instructions with English language learners • Szilagyi, Giambo & Szecsi (2013) – What if I do not Speak? Classroom Strategies to Nurture Students’ Heritage Languages <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • NYU culturally responsive differentiated instruction guide <p><u>Assignments Due:</u> Differentiation assignment (check BB for details)</p>
<p>SPRING BREAK (APRIL 8-16)</p>		
<p>Session 11 4/20-4/26</p>	<p>Use of multicultural children’s literature for EBs -What criteria should teachers use in selecting children’s literature? -How can we develop critical multiculturalism as opposed to liberal or pluralistic multilingualism?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • (read only between 5-15) Mendoza, J. & Reese, D. (2000). – Examining multicultural picture books for the early childhood classroom: Possibilities and pitfalls. <p><u>Assignments Due:</u> Annotated book review (check BB for details)</p>
<p>Session 12 4/27-5/3</p>	<p>Culturally and linguistically relevant leaning environment (school and community) -How can we organize our classrooms in ways that all our students can feel comfortable and represented? -How can we use our classroom as a language teaching tool? -How do schools respond to and incorporate language resources in the community into teaching and learning?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Celic & Seltzer (2013) – Translanguaging guide (read only between 13-22) • Cenoz & Gorter (2016) – Linguistic landscape and minority languages <p><u>Assignments Due:</u> No assignment, read this week’s readings and listen to PPT to prepare for the ethnography assignment</p>
<p>Session 13 5/4-5/10</p>	<p>NO CLASS-Reflect on and observe your school and the school community</p>	<p>Make sure to read last week’s articles to prepare for the next assignment: Ethnography of school and community linguistic landscape (Check BB for details)</p>
<p>Session 14 5/11-5/14</p>	<p>Some facilitative language strategies: Translation & guided talk -Why is teacher guidance important for language learning? -How can we turn regular practices of languaging (ex: translation) into teaching and learning tools?</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Goodwin & Jiménez (2016) – Teaching tip: Translate • Michaels, Connor, Sohmer & Resnick (2018) – Guided construction of knowledge in the classroom: Teacher, talk, task, and tools <p><u>Assignments Due:</u> Ethnography of school and community linguistic landscape (due May 17)</p>

G. CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including **failing grades, suspension, and expulsion**. This policy and others related to candidates' issues are available to you at:

<http://www.qc.cuny.edu/about/administration/Provost/CurriculumStudent/Pages/default.aspx>

H. USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

I. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) bring a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; Director, Mirian Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 p.m.).