

William Paterson University
Department of Languages and Cultures

TBED 5400-80, Winter 2015/2016
Online

History of Bilingualism and Bilingual Education in the United States

Instructor: Dr. Bruce Williams
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Should you wish to speak to me or meet in person, please do so prior to exam week in the fall, since the end of the semester is so hectic.

Course Description and Goals: This course will consider the notion of “bilingualism” from linguistic, socio-political, and educational perspectives. The course will also examine the linguistic, historical, and cultural backgrounds of so-called language minority groups in the United States. In addition, it will analyze the history of and rationale for bilingual education and the “English Only” movement, including its impact on educational policy (including *No Child Left Behind*). In addition to the topics addressed in class, students will have the opportunity to conduct their own in-depth investigation of a model bilingual program, with the goal of informing and developing their own philosophy of and approaches to bilingual education.

Required Texts:

Crawford, James (2004 or any edition) *Educating English Learners: Language Diversity in the Classroom* (formerly *Bilingual Education: History, Politics, Theory, and Practice*), Bilingual Educational Services, Los Angeles.

García ,Ofelia (2008, *Bilingual Education in the 21st Century*, Hoboken: John Wiley and Sons.

Krashen, Stephen D. (1999) *Condemned without a Trial: Bogus Arguments against Bilingual Education*, Heinemann, Portsmouth, NH.

Supplemental Texts (optional):

Pinker, Steven (1994) *The Language Instinct*, William Morrow, New York.

García, Ofelia and Colin Baker, eds. (1995) *Policy and Practice in Bilingual Education*, Multilingual Matters, Clevedon, UK.

McKay, Sandra Lee and Sau-ling Cynthia Wong (2000) *New Immigrants in the United States*, Cambridge University Press, NY.

Internet Resources:

Center for Applied Linguistics (www.cal.org), National Association for Bilingual Education (www.nabe.org), US-English (www.us-english.org), NJ DOE (www.state.nj.us/njded/bilingual)

Course Objectives

1. To identify the major language minority groups in the United States and study their history and culture.
2. To trace the history of bilingual education in the United States, including legislative and judicial decisions affecting the education of language minority students.
3. To familiarize the students with the diverse types of bilingual education as well as the role of English as a second language instruction within the various bilingual programs.
4. To introduce the linguistic, sociocultural and pedagogical rationales for bilingual education and to examine current research in the field.
5. To analyze the current status of bilingual education and to explore possible future directions of the bilingual movement in the United States.
6. To provide an opportunity to either research the cultural roots of particular bilingual communities or to investigate individual language minority students.

Student Learning Outcomes

At the end of the course, the student will:

1. gain an historical overview of the major languages and cultures in the US;
2. display a firm understanding of the political forces affecting US language practices and educational policies;
3. demonstrate knowledge of the relevant theories and practices in educating the US language minorities;
4. explain and discuss different types of bilingual programs and the effects of the various programs on majority and minority populations;
5. apply research results to planning of dual language education for both minority and majority population;
6. broaden perspectives in the history, language, and cultural heritage that the bilingual/bicultural individual brings to the school system.

Course Evaluation:

Midterm essays: 33%

Short paper: 33%

Participation: 33%

UNITS OF STUDY

1. LANGUAGE ACQUISITION

Crawford and Krashen

2. HISTORY AND POLICY

Crawford

3. FUTURE OF BILINGUAL EDUCATION

García

SCHEDULE

December 26-January 1

Krashen/Crawford

January 2- January 8

Crawford/García

January 9- January 14

García

IMPORTANT DATES:

January 5 – midterm essays due

January 14 – short research due