OXFORD
TEACHERS'
ACADEMY

Bilingual Education

Course Overview

Bilingual education combines the teaching of subject matter content with the teaching of English. This OTA course looks at some of the underlying principles of bilingual approaches and guides participants towards practical solutions and techniques to apply in their own classrooms. The course does not assume that participants are already knowledgeable about theories of bilingual education, or that they have significant amounts of classroom experience in bilingual education. For that reason, the course will be particularly useful for ELT teachers faced with the challenge of teaching other content in English.

The course begins by making the case for bilingual education, and champions a student centred approach. The practice of bilingual education is broken down into modules on the languages of bilingual education, skills development, scaffolding and lesson planning, and assessment. There are also modules that look at frameworks for bilingual education and creating materials for the bilingual classroom.

Throughout the course classroom examples are used to ground the discourse in day to day practice, with a particular premium being put on participants' own reflections and experiences.
OTA strives to put teachers at the heart of the conversation. Whether or not you are already familiar with bilingual contexts in education, the course will provide plenty of food for thought, fresh insights into the topic, and opportunities for reflection on your own situation. You will also have the opportunity to interact with other colleagues, creating a small but valuable community of practice.

Course Modules

Module 1 - The case for bilingual education
Module 2 - A student-centered approach
Module 3 - The languages of bilingual education
Module 4 - Skills development in bilingual education
Module 5 - Scaffolding and lesson planning
Module 6 - Frameworks for bilingual education

Module 1 - The case for bilingual education

This module begins by investigating what we mean by meaningful content in traditional English classes, before making the case for enhancing language teaching with subject content. It looks at the importance of teaching subject content in English in today's globalized world. Moving the focus to the bilingual classroom, there is an analysis of the different models of bilingualism and a look at the physical space of the bilingual classroom. Finally, participants focus on the many benefits of bilingual education at the individual, curricular, and community level.

Model aim:
To look at the benefits of bilingual education and the advantages of the approach.

Key questions addressed:
- What do we mean by content in ELT?
- Why do students need to learn curricular content in English?
- What do bilingual classrooms look like?
- What are the benefits of bilingual education?

Module 2 - A student-centered approach

This module looks at the importance of a student centred approach when it comes to teaching curricular content in English. It starts by contrasting traditional views of education with more progressive ones and explores why these progressive models of education are vital to the success of bilingual education. Next, there is a look at the kinds of activities that help promote active learning before an analysis of the effect these kinds of activities have on motivation. The module finishes by looking at the benefits of group work through the lens of the bilingual classroom.

Model aim:
To demonstrate the need for student centred pedagogy in bilingual education contexts.

Key questions addressed:
- What do we mean by a student centred approach?
- What is active learning?
- How does student centred learning affect motivation?
- Why is group work important?

Module 3 - The languages of bilingual education

This module begins by looking at the language teachers and learners use in bilingual classrooms and reflects on different language functions during lessons. It goes on to look at the difference between general, social language in class and subject specific, academic language and investigates theories about how long it takes to learn social and academic language.

Following this, the focus is on scaffolding and support in bilingual lessons and how language can be made more accessible to learners. Finally, participants investigate different strategies, skills and resources that can help support language development in bilingual education settings.

Model aim:
To become familiarized with different types of language used in bilingual education and investigate ways to support language development in class.

Key questions addressed:
- What kind of language do we use in bilingual classrooms?
- What is the difference between social language and academic language?
- How can we scaffold language to support learning?
- How can we help to support language development in class?

Module 4 - Skills development in bilingual education

This module begins by investigating what we can do if students use their own language in class, and will investigate what translanguaging is and its role in language acquisition. The module goes on to look at why it is important to review and recycle language and content, and will suggest ways to provide reinforcement in class. Moving on, the focus shifts to skills development in bilingual education. First, we will look at receptive skills and discuss ways to provide support for emergent readers and how to help students understand audio input better. Finally, participants will look at different ways to develop productive skills in class and the challenges students face when they are speaking and writing in L2.

Model aim:
To investigate and discuss different aspects of language acquisition in bilingual education, to look at skills development and reflect on how to provide support for emergent learners.

Key questions addressed:
- What happens if our learners use their own language (L1) in class?
- How can general language learning techniques be applied in bilingual education?
- How can we develop receptive skills in bilingual lessons?
- How can we develop productive skills in bilingual lessons?

Module 5 - Scaffolding and lesson planning

This module begins by looking at scaffolding in bilingual classes and how to use procedural scaffolding when planning lessons. It goes on to look at Bloom's taxonomy and how to apply different aspects of this taxonomy to subject specific classes. Following this, the focus is on lesson planning and different formats and templates that can be employed when planning bilingual lessons. Finally, participants investigate different classroom management techniques that can help support language and content learning in a positive and safe environment.

Model aim:
To understand what scaffolding is and how to use different scaffolding techniques in class to support emergent learners and to investigate some steps that can be taken when lesson planning.

Key questions addressed:
- How can we scaffold lessons?
- How can Bloom's taxonomy be applied to lesson plans?
- How can we plan bilingual lessons?
- What classroom management techniques can we use?

Module 6 - Frameworks for bilingual education

This module begins by looking at the 4Cs framework which places an emphasis on ensuring that content, cognition, culture and communication are included in bilingual lessons. Following this, we will investigate the 3D model which focuses on the conceptual, procedural and linguistic dimensions of learning content in a foreign language. Moving on, the 4Cs and 3D models will be discussed in greater depth by looking at how they can be incorporated into lesson plans. Finally, we will reflect on a series of important things to keep in mind when planning bilingual classes.

Model aim:
To introduce two frameworks for teaching in bilingual contexts and to illustrate how they can be applied to planning classes.

Key questions addressed:
- What is the 4Cs model?
- What is the 3D model?
- How can the 4Cs and 3D models be incorporated into lesson planning?
- What are some important things to keep in mind when planning bilingual classes?