

EDUC 264: Métodos y materiales en los salones bilingües

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Class: Raikes 104

Time: 1:00 - 3:00pm

COURSE DESCRIPTION:

This course is designed to prepare elementary teacher candidates who are pursuing Bilingual Authorization and plan to teach in Spanish-English bilingual programs. As such, EDUC 264 takes into account the state's required teacher preparation standards for bilingual authorization in the areas of language, culture, theory and methodology. Beyond these foundational requirements, we invite you to draw on your own perspectives and lived experiences as you explore along with us what it means to become a bilingual teacher within this current historical moment and within the specific local contexts in which you hope to teach.

Our time together will focus on exploring three main questions and their underlying complexities:

- How is bilingualism defined and enacted?
- How do we cultivate an understanding of the perspectives and experiences of our students and their families?
- How do we leverage our students' linguistic, cultural, and academic backgrounds to support bilingual learners?

Taught bilingually (and sometimes *translingually*) in both Spanish and English, this course explores theories, research, and methods related to effective instruction for K-8 students in Spanish-English bilingual settings. The course includes an emphasis on the analysis and assessment of Spanish-speaking students' literacy and language development through an in-depth focal study of one child, culminating in a learning profile or *perfil estudiantil*. Teacher candidates also gain practice and guidance on planning lessons that build space for their students to draw flexibly on their linguistic repertoires. Through readings, discussions, and assignments, this course also intends to explore issues especially pertinent to teacher candidates who are committed to teaching in dual language settings, such as the role and challenges of being a bilingual teacher and teaching for social justice.

Our focus on *métodos y materiales* will ultimately be oriented towards supporting bilingual learners and preparing them to communicate across languages and with multiple audiences.

HONOR CODE

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the OJA website: <http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm>

STUDENTS WITH DOCUMENTED DISABILITIES

Stanford is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the Stanford community. We welcome you to our class. If you experience disability, please register with the Office of Accessible Education (OAE). Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty. To get started, or to re-initiate services, please visit oae.stanford.edu.

SUPPORT FOR ALL LEARNERS:

This course is designed to support your development as a professional educator. As educators, we are tasked with ensuring the success of ALL learners. Please let me know if the need arises for additional resources or support, and we will work together to develop a plan for success.

ATTENDANCE AND PARTICIPATION

If you must miss a session, please let us know as soon as possible, so that you can complete all missed work prior to the next session. As valuable members of our learning community, your promptness, engagement, and attendance at each class session are essential.

METAS DEL CURSO

Los candidatos de maestro podrán:

- Comunicarse efectivamente en español con los estudiantes, las familias, y los colegas.
- Identificar ejemplos de la diversidad lingüística, cultural y académica de los estudiantes bilingües.
- Expresar su conocimiento de la teoría, los modelos y la base de investigación acerca de la educación bilingüe para poder abogar por la educación de los estudiantes bilingües.
- Aprender sobre los métodos y los materiales didácticos para promover la alfabetización bilingüe.
- Identificar y analizar las prácticas que utilizan los maestros bilingües para apoyar a sus estudiantes y abogar por ellos.
- Promover la comunicación entre la escuela y el hogar por medio de interacciones con los padres de familia de sus estudiantes.

ASIGNACIONES

Perfil Estudiantil: 1ª parte

Fecha de entrega: 11/7/25

Objetivos:

- Identificar ejemplos de la diversidad lingüística, cultural y académica de los estudiantes bilingües.
- Promover conexiones entre la escuela y el hogar por medio de interacciones con los padres de familia de sus estudiantes.

Tendrás que elegir a un estudiante de tu salón y construir un perfil estudiantil sobre tu estudiante seleccionado. Tu perfil incluirá información académica, lingüística y cultural sobre tu estudiante, la cual obtendrás por medio de entrevistas con tu estudiante, con los miembros de su familia, y con su(s) maestros. Te invitamos a explorar cómo la información que obtengas te podría ayudar a modificar la instrucción para tus estudiantes.

Esta asignación te ayudará a entender las razones por las cuales las familias deciden inscribir a sus hijos en programas bilingües y también te dará la oportunidad de explorar la diversidad lingüística, cultural y académica de los estudiantes bilingües.

Rúbrica del Perfil Estudiantil: 1ª parte

	1. Alcanzado las	2. Cumpliendo con las expectativas	3. Sobrepasando las expectativas
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	expectativas		
Diversidad lingüística	Describe la diversidad lingüística del estudiante	- Describe la diversidad lingüística del estudiante Incluye ejemplos de las diferentes maneras en que el estudiante emplea su diversidad lingüística	- Describe la diversidad lingüística del estudiante Incluye ejemplos que ilustran específicamente las diferentes maneras en que el estudiante emplea su diversidad lingüística
Aplicación de la base de teorías sobre el bilingüismo	Utiliza la base de teorías que hemos estudiado para analizar el bilingüismo del estudiante	- Utiliza la base de teorías que hemos estudiado para analizar el bilingüismo del estudiante Describe las tensiones que surgen al intentar aplicar la base de teorías que hemos estudiado para analizar el bilingüismo del estudiante	- Utiliza la base de teorías que hemos estudiado para analizar el bilingüismo del estudiante Usa ejemplos que ilustran la diversidad lingüística del estudiante para describir las tensiones que surgen al intentar aplicar la base de teorías que hemos estudiado para analizar el bilingüismo del estudiante
Diversidad cultural	Describe la diversidad cultural del estudiante	- Describe la diversidad cultural del estudiante - Incluye ejemplos de los intereses del estudiante	- Describe la diversidad cultural del estudiante usando ejemplos que ilustran las características únicas del estudiante - Incluye ejemplos de los intereses del estudiante usando ejemplos que ilustran las características únicas del estudiante
Vinculación con las familias	Describe las expectativas y los deseos en término de resultados que las familias de tu estudiante esperan obtener	- Describe las expectativas y los deseos en término de resultados que las familias de tu estudiante esperan obtener - Describe la manera en que las familias desean que los maestros bilingües formalicen vínculos con ellos - Identifica fondos de conocimientos de las familias	- Describe las expectativas y los deseos en término de resultados que las familias de tu estudiante esperan obtener - Describe la manera en que las familias desean que los maestros bilingües formalicen vínculos con ellos y incluye ejemplos de cómo podrías implementar las recomendaciones en la aula - Identifica fondos de conocimientos de las familias y las maneras en que podrían ser utilizadas en el currículo escolar

Fecha de entrega: Session 6

Objetivo:

- Conducir un análisis lingüístico comparativo de la escritura (en inglés y en español) de tu alumno seleccionado, enfocándose en los elementos estructurales, las estrategias bilingües, y el potencial bilingüe del estudiante seleccionado para su estudio.
- Aprender sobre los métodos para promover la alfabetización bilingüe.

Traerás escritura en inglés y español del estudiante seleccionado para tu estudio. Completarás un análisis lingüístico comparativo de la escritura, enfocándote en los elementos estructurales, las estrategias bilingües, y su potencial bilingüe. Tendrás tiempo en clase para desarrollar tu análisis.

Rúbrica del Perfil estudiantil: 2ª parte

	1. Alcanzado las expectativas	2. Cumpliendo con las expectativas	3. Sobrepasando las expectativas
Fortalezas académicas	• Describe las fortalezas académicas del estudiante	• Describe las fortalezas académicas del estudiante • Incluye ejemplos de las fortalezas académicas del estudiante	• Describe las fortalezas académicas del estudiante • Incluye ejemplos de las fortalezas académicas del estudiante • Incluye recomendaciones de cómo podrían integrarse en el currículo académico las fortalezas académicas del estudiante
Intereses académicos	• Describe los intereses académicos del estudiante	• Describe los intereses académicos del estudiante • Incluye ejemplos de los intereses académicos del estudiante	• Describe los intereses académicos del estudiante • Incluye ejemplos de los intereses académicos del estudiante • Incluye recomendaciones de cómo podrían integrarse en el currículo académico los intereses académicos del estudiante
Análisis lingüístico comparativo	• Usa las rúbricas de "Literacy Squared" para desarrollar un análisis de la escritura en	• Usa las rúbricas de "Literacy Squared" para desarrollar un análisis de la escritura en español y en inglés del estudiante • Identifica ejemplos específicos en la escritura del estudiante que	• Usa las rúbricas de "Literacy Squared" para desarrollar un análisis de la escritura en español y en inglés del estudiante • Identifica ejemplos específicos en la escritura del estudiante que justifican los puntajes de la rúbrica que ha asignado

	español y en inglés del estudiante	justifican los puntajes de la rúbrica que has asignado	• Incluye recomendaciones de cómo podría modificarse el currículo académico para aumentar los puntajes de la rúbrica que has asignado
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Bilingüismo dinámico

Fecha de entrega

Lesson plan due: Session 9

Reflection on the lesson plan due: Session 10

Objetivo:

- Planificar una lección de lectura en voz alta que permita a los estudiantes utilizar sus recursos culturales y lingüísticos para negociar el significado de los temas presentados
- Utilizar prácticas que toman en cuenta la diversidad lingüística, cultural y académica de sus estudiantes

Anotarás la planificación de un segmento de lectura en voz alta que llevarás a cabo durante tu enseñanza independiente (mini-IST). Detallarás la manera en que la lección permite a los estudiantes utilizar sus recursos culturales y lingüísticos para negociar el significado de los temas presentados. La planificación tomará en cuenta la diversidad lingüística, cultural y académica de tus estudiantes e incluirá anotaciones sobre la manera en que fue desarrollada para tus estudiantes.

Proporcionaremos una plantilla de plan de lección para esta asignación.

Rúbrica de bilingüismo dinámico durante la lectura en voz alta

	1. Alcanzado las expectativas	2. Cumpliendo con las expectativas	3. Sobrepasando las expectativas
Objetivo de aprendizaje	• Incluye un objetivo de aprendizaje que intente desarrollar la lectoescritura de tus estudiantes	• Incluye un objetivo de aprendizaje que use datos académicos sobre la diversidad lingüística de tus estudiantes para intentar desarrollar la lectoescritura de tus estudiantes	• Incluye un objetivo de aprendizaje que use múltiples datos académicos sobre la diversidad lingüística de tus estudiantes para intentar desarrollar la lectoescritura de tus estudiantes
Materiales	• Elige materiales que tomen en cuenta la diversidad lingüística o académica de tus estudiantes	• Elige materiales que tomen en cuenta la diversidad lingüística y académica de tus estudiantes	• Elige materiales que tomen en cuenta la diversidad lingüística y académica de tus estudiantes e intentan promover equidad y justicia social

Estrategias de enseñanza	Elige estrategias de enseñanza que tomen en cuenta o fortalezcan el repertorio lingüístico de tus estudiantes	Elige estrategias de enseñanza que tomen en cuenta y fortalezcan el repertorio lingüístico de tus estudiantes para promover conexiones explícitas interlingüísticas	Elige estrategias de enseñanza que tomen en cuenta y fortalezcan el repertorio lingüístico de tus estudiantes para promover conexiones explícitas interlingüísticas que responden a las características únicas de tus estudiantes
Apoyos de enseñanza	Incluye al menos un apoyo de enseñanza que asegure acceso por igual para todos tus estudiantes	Incluye múltiples apoyos de enseñanza que aseguren acceso por igual para todos tus estudiantes	Incluye múltiples apoyos de enseñanza que son basados en las características únicas de tus estudiantes que aseguren acceso por igual para todos ellos

Guidelines for Reflection Assignment (due Session 10)

- What book did you select for this read-aloud?
- Why did you select this particular book?
 - What principles and/or criteria informed your selection of this book?
 - What particular features of this book stood out to you?
- How did it go?
 - How did your students seem to respond to the book? What did you see and/or hear them do in this regard?
 - What went well with the read-aloud? Why do you think it went well?
 - What didn't go so well? What challenges arose? Why do you think they arose?
- What might you do differently if you taught this lesson in the future?
- How might you extend this read-aloud throughout the week and across content areas, genres, and modalities?
- How are you sitting with the feedback you received from your peers?
 - How did their feedback inform the ways you taught the read-aloud lesson? How may their feedback influence your lesson planning in the future?

Schedule of Course Topics and Readings

Session 1 Setting the stage: ¿Qué significa ser bilingüe? 10/24/25	Defining and Enacting Bilingualism - How is bilingualism defined in schools and society? - What assumptions underlie different definitions of bilingualism? Understanding Students' and Families' Perspectives and Experiences - How do our students enact bilingualism? Supporting Bilingual Learners - What are our goals for our bilingual students?	Martínez, R. A. (2017). Dual language education and the erasure of Chicana, Latina, and Indigenous Mexican children: A call to re-imagine (and imagine beyond) bilingualism. <i>Texas Education Review</i>, 5(1), 81-92. Recommended: Palmer, D. (2017). "Why Are We Speaking So Much English? Promoting equity in dual-language classrooms." In E. Barbian, G. C. Gonzales, and P. Mejía (Eds.), <i>Rethinking bilingual education: Welcoming home languages in our classrooms</i>. Milwaukee, WI: Re-thinking Schools. Flores, N., Phuong, J., & Venegas, K. M. (2020). "Technically an EL": The Production of Raciolinguistic Categories in a Dual Language School. <i>TESOL Quarterly</i>, 3, 629. https://doi.org/10.1002/tesq.577
Session 2 Understanding historical antecedents 10/31/25	Defining and Enacting Bilingualism - What is the history of bilingual education programs and policies? Understanding Students' and Families' Perspectives and Experiences - What is the rhetoric around the benefits of bilingual education? Supporting Bilingual Learners - What are the instructional goals of different program models?	García, O., Kleifgen, J. A., & Cervantes-Soon, C. (2025). <i>Educating emergent bilinguals: Policies, programs, and practices for multilingual learners</i> (3rd ed.). Teachers College Press. Chapter 3 only. Recommended: Valdez, Verónica & Delavan, Garrett & Freire, Juan. (2016). The Marketing of Dual Language Education Policy in Utah Print Media. <i>Educational Policy</i>. 30. 10.1177/0895904814556750. <u>Bilingual Education Program Stirs Controversy</u> <u>Arizona Curtails Bilingual Education</u> <u>A New Era for Bilingual Education</u> <u>Arizona Approves More Flexibility for ELs...</u>

		• <u>Bilingual Education on Ballot in Two States</u>
Session 3 Understanding language variation 11/07/25	Defining and Enacting Bilingualism • What key insights from sociolinguistics and linguistic anthropology can inform how we make sense of language variation in our classrooms? Understanding Students' and Families' Perspectives and Experiences • What dialects of Spanish, English, and/or other languages do our students and their families speak outside of school? • What dialects of Spanish, English, and/or other languages do our students bring to the classroom? Supporting Bilingual Learners • How can we leverage language variation in our classrooms as a resource for bilingual teaching and learning?	Zavala, V., & García, O. (2025). <i>La enseñanza del español en la formación de maestros bilingües: hacia una educación lingüística crítica</i>. En <i>Teaching Spanish in bilingual teacher education: Toward a critical language education</i>. Taylor & Francis. Recommended: Lippi-Green, R. (2012). <i>English with an accent: Language, ideology and discrimination in the United States</i> (2nd ed.). Routledge. Chapter 1: The linguistic facts of life. Assignment due: *Perfil Estudiantil: 1ª parte DUE
Session 4 Getting practical 11/14/25	Defining and Enacting Bilingualism • What “model” is your placement classroom (90:10, 50:50)? • What does this mean for your CT? What does this mean to your students? How do they seem to be reacting to the model? • What “wiggle room” is there for flexible language practices/translanguaging within this model? • How do the statements about (and suggestions for teaching) bilingual students featured on the	“Choose your own adventure” from Colorín, Colorado website: Choose one of the links below, read it carefully and critically, think about it in relation to your placement classrooms, and come to class ready to share your takeaways with your classmates. 1. Cómo planificar una lección que incluya a los estudiantes bilingües 2. Estrategias de aprendizaje cooperativo 3. Desarrollo de la expresión oral para principiantes

	<i>Colorín, Colorado</i> website compare and/or contrast with the perspective on multilingual children that we've promoted in this class (and in LPP)? Understanding Students' and Families' Perspectives and Experiences - How can understanding our students' perspectives on bilingualism inform our design of learning opportunities and our selection of teaching strategies? Supporting Bilingual Learners - How can we design lessons and learning activities that leverage students' everyday bilingualism as a resource for teaching and learning? - How is your placement experience informing the way you're thinking about and preparing for flexible language practices in your own future classrooms?	
Session 5 Rethinking writing instruction for bilingual learners Date TBD	Defining and Enacting Bilingualism - How can we promote expansive understandings of bilingualism through our writing instruction? Understanding Student and Families' Perspectives and Experiences - With which audiences do students wish to communicate in/with their writing? Supporting Bilingual Learners	Durán, L. (2017). Audience and young bilingual writers: Building on strengths. <i>Journal of Literacy Research</i>, 49(1), 92-114. Recommended: Martínez, R.A., Durán, L., & Hikida, M. (2019). Where everyday translanguaging meets academic writing: Tensions and generative connections for bilingual Latina/o/x students.

	- How can a close analysis of student writing inform our writing instruction across both languages? - How do we differentiate our instruction based on students' individual linguistic, cultural, and academic backgrounds?	
Session 6 Analyzing bilingual students' writing Date TBD	Defining and Enacting Bilingualism - How do students enact linguistic creativity and ingenuity in their writing? - How do students draw upon their full linguistic range to express themselves in their writing? Understanding Student and Families' Perspectives and Experiences - How do students feel about their writing? Supporting Bilingual Learners - How can a close analysis of student writing inform our writing instruction across both languages?	Durán, L. (2018). Understanding young children's everyday biliteracy: "Spontaneous" and "scientific" influences on learning. <i>Journal of Early Childhood Literacy</i>, 18(1), 71-96. Kathy Escamilla, Susan Hopewell, Sandra Butvilofsky, Wendy Sparrow, Lucinda Soltero González, Olivia Ruiz-Figueroa, and Manuel Escamilla. (2014). <i>Biliteracy from the Start: Literacy Squared in Action</i>. Philadelphia, PA: Caslon Publishing. 224 pp. Pages 51-57, 94-97 and 115-137 corresponding to your current placement grade Recommended: Rubin, R., & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. <i>The reading teacher</i>, 58(8), 728-739 Assignment due: *Perfil Estudiantil: 2ª parte DUE
Session 7 Writing translingually	Defining and Enacting Bilingualism Which principles of translingual writing have you seen reflected in your placement classrooms? How have you seen them reflected? Understanding Student and Families' Perspectives and	Zapata, A. & Tropp-Laman, T. (2017). "I write to show how beautiful my languages are": Translingual writing instruction in English-dominant classrooms.

Date TBD	Experiences - Do students in your placement classrooms write translingually? If so, how do they feel about their translingual writing? What do they say about it? Supporting Bilingual Learners - Which principles of translingual writing would you like to enact in your own future teaching? How do you imagine enacting these principles? What concrete strategies or techniques might you use?	Recommended: Beeman, K., & Urow, C. (2013). <i>Teaching for biliteracy: Strengthening bridges between languages</i>. Philadelphia: Caslon. Chapter 2 and Chapter 5 ONLY
Session 8 Read-alouds as contexts for cultivating translingual pedagogies Date TBD	Defining and Enacting Bilingualism - How do the students in your placement engage with texts, with peers, and with teachers during read-alouds? Understanding Student and Families' Perspectives and Experiences - How can you select specific read-aloud texts that are responsive to students' and their families' backgrounds, experiences, and perspectives? Supporting Bilingual Learners - What principles and criteria can inform your selection of translingual mentor texts for your students? - What strategies can you use to invite students to engage with these texts before, during, and after a read-aloud? - What specific features of these texts can you highlight for students (and how)? - How can you extend read-alouds by organizing opportunities for students to inspect mentor texts	Osorio, S. L. (2020). Building culturally and linguistically sustaining spaces for emergent bilinguals: Using read-alouds to promote translanguaging. <i>The Reading Teacher</i>, 74(2), 127-135. Recommended: Worthy, J., Durán, L., Hikida, M., Pruitt, A., & Peterson, K. (2013). <i>Spaces for dynamic bilingualism in read-aloud discussions: Developing and strengthening bilingual and academic skills. Literacy Research: Theory, Method, and Practice</i>, 62(1), 311–328.

	and compose their own related texts?	
Session 9 Justice-oriented teaching through read-alouds Date TBD	Defining and Enacting Bilingualism • How do your students respond to justice-oriented texts? In what language(s) do they do so? • How might you draw on your own perspectives and lived experiences to select, introduce, and share justice-oriented texts texts? • How might you draw flexibly on your own linguistic repertoire to introduce and share such texts with children? Understanding Student and Families' Perspectives and Experiences • What perspectives and lived experiences do your students draw on to engage with such texts and participate in related class discussions? • How might you actively elicit and incorporate students' perspectives and experiences in this regard? • What kinds of "sustained engagement with communities inside and outside school" might you pursue, and how might such engagement inform your efforts to select, curate, and share responsive, justice-oriented texts with your students? Supporting Bilingual Learners • What kinds of issues, tensions, questions, and/or comments might you anticipate arising as you prepare to share justice-oriented texts?	Vlach, S. K., Leija, M. G., & Johnson, W. F. (2025). "We read to resist": How critical bilingual educators prepare for justice-oriented interactive read-alouds. <i>English Teaching: Practice & Critique</i>. Recommended: Vlach, S. K., Lentz, T. S., & Muhammad, G. E. (2023). Activating joy through culturally and historically responsive read-alouds. <i>The Reading Teacher</i>, 77(1), 121-130. Assignment due: *Bilingüismo dinámico/read-aloud lesson plan DUE <u>Peer feedback session in class</u>

	• How might you rehearse and practice improvising to prepare for responding to students' questions and comments in real time during read-alouds? • How might you cultivate and 'lean into' joy as you engage students in read-alouds? How might you draw on your own joy? How might you encourage students' to express joy in their own engagement with read-alouds?	
Session 10 Envisioning translingual possibilities Date TBD	What are the characteristics of the future classroom that you imagine for yourself and your future students? How might you construct a multilingual learning ecology that supports your multilingual students and their emergent multicompetence? What methods, materials, and practices will be central to your pedagogical approach?	Cárdenas-Curiel, L. (2023). A multiliteracies classroom ecology for elementary bilingual language learners. Final Assignment due: Bilingüismo dinámico/read-aloud reflection DUE during our final class session (or as soon as you finish teaching your read-aloud lesson)