

California State University San Marcos

Spring 2002

EDML 552

Theory and Methods of Bilingual/Multicultural Education

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Class Hrs: M & W 8:00-10:45

Office Hours: By appointment

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. *(adopted by COE Governance Community October, 1997)*

Required Texts:

Crawford, J. (1999). *Bilingual education: History, politics, theory and practice (4th Edition)*.

Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA

Leyba, C. F. (editor). (1994). *Schooling and language minority students: A theoretical framework, 2nd Edition*. Los Angeles, CA: Evaluation, Dissemination, and Assessment Center, CSULA

Peregoy, S. F. & Owen, F. B. (1997) *Reading, Writing, & Learning in ESL (2nd Edition)*. Longman.

Walter, T. (1996). *Amazing English: How to Handbook* Addison-Wesley

Course Description:

This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms. As such it will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

Course Objectives:

- 1) Explain the basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.

- 2) Demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) Explain the theoretical framework upon which bilingual education is founded.
- 4) Demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) Explain the connections between bilingual education, English as a second language, English language development, and SDAIE methodologies.
- 6) Demonstrate understanding of the five models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) Discuss the meaning of culture, differentiated index, and the necessity for cultural convergence in schools.
- 8) Use confluent education techniques to develop understand of each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

Course Requirements:

All students are expected to participate in class activities and demonstrate reflective thinking and learning both in writing and in class discussions. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of possible credit per day.** Assignments should be typed and double-spaced.

Course Requirements

Attendance/thoughtful participation	15 points
Response to Readings	20 points
Case study	15 points
SDAIE Unit Plan	25 points
Group presentation of SDAIE Unit	10 points
Facilitation of Readings	15 points

Grading Scale

A 100-94 A- 93-90 B+ 89-87 B 86-84 B- 83-80 C+ 79-78 C 77-74

Attendance/Participation/facilitation (20 pts.)

The College of Education has adopted the following attendance policy:
Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the

discretion at the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

As per COE policy, in order to receive an “A” students may **miss no more than one class. Late arrivals or departures will count as half an absence. Please advise instructor at the earliest possible time of extenuating circumstances.**

Also, as time permits, students will be selected to facilitate the reading assignments for the session.

Response to Readings (15 pts)

During each session the instructor will provide you with guidelines for responding to selected readings for that week. Each response will be designed to be used with a creative strategy for writing that you can later incorporate with your students in the classroom. These responses will be shared at the beginning of class during each session.

Case Study (15 points)- For this assignment you will follow an English learner or group of students during your teaching assignment. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the student(s). We will discuss this in detail in class. You will use pages 32 and 94 in *Amazing English as guides*.

SDAIE Unit Plan (25 Points) – (In groups of 3-4) Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. Some of this assignment will be done in class and thus collaboration is highly encouraged. You will design or adapt a unit of at least three sequential lessons that employ SDAIE methodology. The lesson plan format in *Amazing English* will be used. The final plans should include the criteria listed below. Be certain to provide a reflective evaluation of the lesson plans by addressing the questions below:

- ◆ Does each lesson use visuals, manipulatives, realia, drama and scaffolding techniques that would facilitate understanding?
- ◆ Does each lesson take into consideration the varying English proficiencies of language minority students?
- ◆ Do the lesson strategies incorporate group collaboration, cooperative learning activities, peer assistance, or other work group techniques?
- ◆ Does the lesson incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ Is the curriculum reflected in the lesson challenging and not watered down?
- ◆ How are the parents and community integrated into the unit?
- ◆ Does the lesson include the 7 Intelligences and/or multiple modalities?

Facilitation of Readings (15 points) – Each class member will have the opportunity to lead/facilitate a short, (15-20 minutes **maximum**) discussion or presentation about the readings for that week. Possibilities will be discussed in class. A sign up sheet will be circulated the first day of class. Ongoing.

Course Outline

(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Readings
Session 1 Feb. 4	Introduction/course overview Diagnostic Test: Pre-Assessment of CLAD Competencies. Content learned in 364?	Crawford, Ch. 1, Ch. 2
Session 2 Feb. 6	“What is Culture--Define it?” Different Perspectives Historical overview of L2 in the U. S;	Peregoy & Boyle, Ch. 1 Walter, Ch. 1
Session 3 Feb. 11	Manifestations of culture; Cultural congruence in instruction *Parents and community	Crawford, Ch 9, 10.
Session 4 Feb. 13	Language and Language Acquisition Stages of 2nd language development Language structure and use: The systems of language, oral and written discourse.	Leyba, pp. 47 - 75; 79 – 131 Peregoy & Boyle, Ch 2
Session 5 Feb. 18	Theories of L1 and L2 language development: 5 hypotheses Cummin’s Framework	Peregoy & Boyle Ch 4 Leyba, pp. 3 - 46 Crawford, Ch 6
Session 6 Feb. 20	Sheltered Instruction/SDAIE	Walter, Ch. 4 Peregoy & Boyle Ch 3
Session 7 Feb. 25	Sheltered Instruction/SDAIE	Crawford, Ch 3
Session 8 Feb. 27	English language acquisition and modern approaches in multilingual settings: Social Interactions & the role of L1 in L2 learning	Crawford, Ch 8, 11, 12
Session 9 March 4	Socio-cultural factors affecting L1 and L2 development- Foundations of bilingual education: program models	Leyba, pp. 133 - 164
Session 10 March 6	ESL methods--old & new Page 259 P&B Ativity	Leyba, pp. 165- 202 Peregoy & Boyle Chapter 7
Session 11 March 11	Reading and Literature Instruction for English Language Learners.	Due: Case Study Peregoy & Boyle, Ch. 5, 6
Session 12 March 13	Literacy in the L1; transfer and literacy in L2; Biliteracy Student Identification/assessment	Peregoy & Boyle, Ch. 8 & 9
Session 13 March 18	Content Reading for ELL Reading/Literature	Walter Ch. 2 & 3
Session 14 March 20	Language and content area assessment; Writing development in a second language: rubrics, authentic assessments, portfolios, journals	Due: SDAIE Unit Crawford, Ch. 4 Walter, Ch. 5

Session 15 March 25	Empowering English Learners Politics of Bilingual Education Lesson Presentations	
Session 16 March 27	Lesson Presentations Closure	

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDML 552 stresses competencies highlighted in bold.