

California State University San Marcos

Spring: EDML 552

Theory and Methods of Bilingual/Multicultural Education

Instructor: Juan Necochea
Phone: 750-4301
Location: (UH 442)
Email: necochea@csusm.edu

Office: University Hall, 400
Class Hrs: Tue/Thurs 12:00 – 2:45
Office Hrs: Tues/Thurs 3:00 p.m.

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,

Required Texts:

- Crawford, J. (1999). *Bilingual education: History, politics, theory and practice*. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.
- Freeman, D.E. & Freeman, Y. *Teaching Reading in Multilingual Classrooms*. Portsmouth, NH: Heinemann.
- Gay, Geneva. (2000). *Culturally Responsive Teaching: Theory, Research, and Practice*. New York: Teachers College Press.
- Tse, L. (2001). *Why Don't They Learn English? Separating Fact from Fallacy in the U.S. Language Debate*. New York: Teachers College Press.

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 (except for class journal).

Course Requirements

Attendance/thoughtful participation/facilitation	20 points
Interactive Journal	15 points
Lesson Observation	15 points
SDAIE Unit Plan	20 points
Group presentation	10 points
Choice Assignment	20 points

Grading Scale

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

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 of 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.

Interactive Journal For this project, you will need to choose a journal partner in class for an online interactive journal on the first night and exchange email addresses. After each class session, please write an email journal entry reflecting on the following: 1) what the class covered, 2) how the session has informed your practice, 3) what you found most useful about the session, 4) what you found least useful about the session, 5) strengths, weaknesses, areas for improvement, and 6) whatever else comes to mind. Your entry should be about one half page in length. Email the entry to your journal partner, who will then respond to your entry and give you feedback, ideas, suggestions, etc. Your journal partner should email their entry to you and you should provide feedback to that person. For each session, then, you will have one email entry that you wrote and one that you responded to.

**Due DATES: Entries for Sessions 1-7 due Session 8 {March 1}
Complete set of entries due Session 16 {3/29}**

Before the second night of class, email Juan your first night’s reflection when you email it to your partner
(necochea@csusm.edu)

Choice Assignment: You may work in groups of up to 4 to complete the choice assignment. You are to select one of the options below:

- a) Interview a bilingual, ESL, or SDAIE teacher who you feel is very successful with English learners. Discuss his/her experiences with English learners, minority parents, and the school. In particular, ask about some effective strategies for classroom teachers dealing with English learners and why these strategies are deemed effective. Ask about how they are viewed by others, particularly other educators and the outside community. Find out what are the rewards and drawbacks in working with English learners. Finally, include your own reactions to the interview, the successes described, the concerns and issues that are faced, and other applicable comments to teachers of English learners.
- b) Write an essay on the bilingual controversy pertinent to Proposition 227. Please present both perspectives on the controversy.
- c) Take a walk through a neighborhood which is different from your own in terms of socio-economic status, ethnicity, and language. Write a reflective essay on your observations.
- d) Visit a biliteracy, two-way immersion, or bilingual program (or classroom). Ask questions about parental involvement; teaching and learning in two languages; curriculum and instruction; staff development provided; materials available; central office support; etc.
- e) Visit a public school in Tijuana and write your reflections/reactions about your visit.
- f) Attend a conference or workshop on teaching English learners. Please write your reflections of what you have learned and how you would apply this new knowledge in your own classroom.

- g) Negotiate your own assignment with the professor. (Be certain to get approval for the choice assignment from the instructor)

Due 3/5

Lesson Observation - For this assignment you will observe a lesson for English learners at the school where you will be completing your student teaching. Focus on a student or a group of students participating in the lesson. Collect fieldnotes and anecdotes on what you observe. As you analyze your fieldnotes and observations, it is important that you connect theory, research, and practice to determine the degree of student learning and comprehensible academic input. Also, elaborate on how you would modify the lesson if you were teaching the students by applying what you have learned in class. **Due 3/12**

SDAIE Unit Plan - 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. Lesson plans, either a 5 step or “Into, Through and Beyond”, should be formulated to meet the needs of English Learners. 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 unit plan incorporate the culture, lived experiences, and if possible, the language of the students?
- ◆ Is the curriculum reflected in the lessons challenging and not watered down?
- ◆ How are the parents and community integrated into the unit?
- ◆ Does the unit plan include the 7 Intelligences and/or multiple modalities?

Due 3/22

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Readings
Session 1 2/5	Introduction/course overview “Voices of the Students” “What is Culture--Define it?”	Gay Introduction, Ch 1 & 2
Session 2 2/8	Different Perspectives *Christopher Columbus Historical overview of L2 in the U. S;	Crawford, Ch. 1 & 2
Session 3 2/12	Manifestations of culture; Cultural congruence in instruction *Parents and community	Crawford, Ch 9, 10. Gay ch. 3 & 4
Session 4 2/15	Language and Language Acquisition Stages of 2nd language development	TSE ch. 1, 2 Crawford ch. 6
Session 5 2/19	Theories of L1 and L2 language development: 5 hypotheses	TSE ch. 3 & 4 Crawford, Ch 7
Session 6 2/22	Sheltered Instruction/SDAIE	Crawford ch. 8
Session 7 2/26	Sheltered Instruction/SDAIE	Crawford, Ch 3 Gay ch. 5 & 6
Session 8 3/1	English language acquisition and modern approaches in multilingual settings: Social Interactions & the role of L1 in L2 learning	Freeman 1, 2, & 3 Due: Interactive Journal (1-7)
Session 9 3/5	Socio-cultural factors affecting L1 and L2 development; application to teaching; Status of culture/language	Gay 7 & 8 Due Choice Assignment
Session 10 3/8	Foundations of bilingual education: program models	Crawford, Ch 11, 12
Session 11 3/12	ESL methods--old & new Language structure and use: The systems of language, oral and written discourse, language change	Crawford, appendix A, B, D Due: Lesson Observation
Session 12 3/15	Literacy in the L1; transfer and literacy in L2; Biliteracy Student Identification/assessment	Freeman 7 & 8
Session 13 3/19	Content Reading for ELL Reading/Literature	Freeman 4, 5, & 6
Session 14 3/22	Language and content area assessment; Writing development in a second language: rubrics, authentic assessments, portfolios, journals	Due: SDAIE Unit Due: Group Presentation Crawford, Ch. 4

Session 15 3/26	Empowering English Learners Politics of Bilingual Education	
Session 16 3/29	Closure	Due: Interactive Journal (1-15)

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)	2. Theories and Methods of Bilingual Education	3. Definitions of 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 <u>both</u> English language development <u>and</u> 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	Contact
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
		Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography

C. Migration and immigration