

Cal State San Marcos

EDSS 555

**Theories and Methods of Bilingual & Multicultural
Education**

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Course Description:

Through a series of observations, on-line lessons, readings, discussions, and modeling by the instructor, students will come to a better understanding of the theories and methods of teaching students for whom English is not a first language and who are emerging in their English language proficiency as well as the theories and methods of culturally responsive teaching (i.e., multicultural education). Includes theories and

factors of first and second language development (including program models, sociolinguistics, English Language Development, Specially Designed Academic Instruction in English, etc.) theories and methods of bilingual education (foundations and models), methods and strategies of instruction in the primary language, approaches to assessment of both content and language for English language learners, the manifestations of culture, and the characteristics of culturally/linguistically responsive pedagogy.

This course sometimes will be completed in a face-to-face environment with the instructor and sometimes in a cyber environment. Some lessons and feedback will be completed on-line and in a cyber environment at <http://www.blackboard.com>.

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and dispositions necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9-12

TPE 7 - Teaching English Learners

TPE 8 - Learning About Students

Secondary Emphasis:

TPE 1b - Subject Specific Pedagogical Skills for SS Teaching Assignment

TPE 2 - Monitoring Student Learning During Instruction

TPE 5 - Student Engagement

TPE 9 - Instructional Planning

TPE 10 - Instructional Time

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

Course Objectives: After completing this courses students will be able to

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. Explain the most important goals of bilingual education.
3. Explain the theoretical bases upon which bilingual education is founded.
4. Explain the existing pupil identification, assessment, and language reclassification or re-designation requirements for the state of California.
5. Explain the interrelationships between bilingual education and English as a second language goals and methods.
6. Explain a “goals-centered” approach to assuring that curriculum and instruction are geared toward culturally and linguistically responsive teaching.
7. Explain how the current laws (prop. 227, etc.) affect the education of English language learners.
8. Discuss how to engage in standards-based education, have high expectations for all students and ensure success for speakers of languages other than English
9. Explain the basic competencies related to language acquisition and language development that are necessary to possess CLAD certification.

10. Demonstrate how literacy and second language acquisition are inextricably linked to the success of secondary students.

Required Texts:

Grant, C. A., & Gomez, M. L. (1996). **Making Schooling Multicultural**. Englewood Cliffs, NJ: Prentice-Hall.

Lessow-Hurley, J. (1990). **The Foundations of Dual Language Instruction**. Longman Publishing Co.

Leyba, C. (1994), **Schooling and Language Minority Students**. Los Angeles, CA. EDAC.

Peregoy, S. and Boyle, O.F. (2001). **Reading and Writing, and Learning in ESL: A Resource Book for K-12 Teachers**. New York, NY, Longman

Uhl Chamot, A., & O'Malley, J. M. (1994). **The CALLA Handbook**. Reading, MA: Addison-Wesley.

Walter, Teresa (1996). **Amazing English**. Addison-Wesley Publishing Company.

Assessment:

1. Participation and Attendance (15 points). In face to face meetings, interactions that utilize the models of cooperative learning (Kagan) will be used to discuss the readings. You will be expected to come prepared to engage in those discussions. In addition, posting to threaded discussions will be used to determine participation for those sessions which are completed in a cyber environment. Whenever appropriate, quickwrites will also be used as a means to determine participation.

With respect to attendance, the Governance Community of the College of Education adopted the following policy on 12/19/97:

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, self-disclosure exercises, either face to face or in a cyber environment, are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** Due to the highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

2. School Site Language Program (20 points).

TPE 4 - Making Content Accessible

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TPE 7 - Teaching English Learners

TPE 8 - Learning About Students

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligations

Interview someone in the school/district who can help you to understand the language program in place at your specific school site. This assignment asks you to interview the district bilingual/second language acquisition program coordinator for the district, OR the school site second language program coordinator at the school where you will be teaching, OR a teacher who is currently teaching in the bilingual/second language acquisition program.

The focus of your interview is to understand how the school site approaches second language learners. Toward that end,

- ask questions about the type of program used (primary language instruction, primary language support, English as a Second Language/English Language Development, Content-Based ESL, SDAIE, combinations of these, etc.).
- Find out why the district/school uses that approach.
- Ask about how this looks for students as they move from non-English proficient to fully-English proficient in terms of language learning and content learning.
- Discuss with the person you interview the strengths of that approach and the concerns/challenges with regard to this approach to educating English Language Learners. Consider Dolson's (in Leyba) Items of Program Delivery in your investigation.
- At end, include your own reaction to the program. I encourage you to coordinate your interview with fellow student teachers at your school site.

This three to five page paper will detail what you learned about the program, what it's like from the students' academic experience, the strengths/challenges of this approach, and your reaction to the program model being employed.

3. Language Responsive Lesson (20 points).

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9-12

TPE 7 - Teaching English Learners

TPE 8 - Learning About Students

TPE 5 - Student Engagement

TPE 11 - Social Environment

In this assignment you will select a SDAIE, ESL or primary language lesson to submit or observe. This assignment is differentiated to meet your individual needs.

If you are presently teaching, you will take a lesson which you will teach and make the following adjustments:

- Provide scaffolds for students at different levels of language acquisition**
- Describe your student population including the level of acquisition in English. You can obtain this data from the person at your school who in charge of ELD testing.**
- Reflection on your lesson. Be metacognitive in your thinking about the lesson. Make suggestions for future improvement.**

If you are not presently teaching you will do the observation of a classroom in which you observe a language responsive lesson.

- During your observation take field notes of what is happening during the lesson.
- As you observe note student reactions to the lesson.
- After the lesson write down your impressions of the lesson. If you have the chance, discuss the lesson with a student or students to find out their impressions of the lesson.
- Finally, discuss the lesson with the teacher. You will want to ask such questions as: What was the objective/purpose of the lesson? Why did you choose this lesson? What did you (or the students) learn during the lesson?
- Feel free to ask any additional questions that seem appropriate to the lesson you observe. Compare and contrast your observations, opinions, and/or feelings with those of the student(s) and teacher.

Your write up (3 to 5 pages) will consist of a description of the lesson, your feelings both positive and otherwise and a comparison of your impressions and those of the student(s) and teacher. Be sure to connect what you observe with what you are learning in class about linguistically responsive teaching.

4. Integrated Thematic Unit (30 points). See assignment attached.

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9-12

TPE 7 - Teaching English Learners

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TPE 1b - Subject Specific Pedagogical Skills for SS Teaching Assignment

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TPE 12 - Professional, Legal, and Ethical Obligations

TPE 13 - Professional Growth

5. Outcome Assessment (15 points).

TPE 13 - Professional Growth

This assignment will give you an opportunity to examine your own learning . You will select the most important learning or closely related sets of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction; and,
- (4) how you will demonstrate overall “cultural and professional competence”
- (5) what you feel like you need to learn next as part of your emerging professional development plan

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and

affective domains of your learning, and the relationship of this topic to your future growth and professional practice.

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Tentative Schedule for EDSS555 (21289/21629)

MW 0800-1145 ACD 404

M 1200-1545 UNIV 444

W 1200-1545 FCB 108

Date	Topic	Assignment
<p style="color: red;">F2F</p> <p>2/4</p> <p>(1)</p>	<p>Re/Connections; Course overview and orientation; review demographics</p>	<p style="text-align: center;">-----</p>
<p style="color: red;">F2F</p> <p>2/6</p> <p>(2)</p>	<p>Historical Overview of Language Plans; Title VII and Lau); Language Planning Orientations.</p>	<p>Lessow-Hurly, ch. 1, 2, 10</p>
<p style="color: red;">Module 1</p> <p>2/11</p> <p>(3)</p>	<p style="color: red;">Required to Attend Hansen Symposium in Escondido</p> <p>Language structure and use: The systems and subsystems of language, oral and written discourse; Language change, shift, extinction.</p>	<p>Lessow-Hurley, ch. 3, 5</p> <p>Walter pp. 19-23</p>

<p>F2F</p> <p>2/13</p> <p>(4)</p>	<p>Multicultural Curriculum, Instruction, Classroom Management (jigsaw); Review theories of L1 and L2 language acquisition</p>	<p>Lessow-Hurley, ch. 4</p> <p>Grant & Gomez, ch. 3, 4, 7</p>
<p>Module 4</p> <p>Module 2</p> <p>2/18</p> <p>(5)</p>	<p>Vygotsky, Krashen: Learning as a Social and Natural Interaction; School and Community Language and Culture Match; Role of L1 in L2 Learning.</p>	<p>Lessow-Hurley, Ch. 6, 7, 8, 9</p>
<p>F2F</p> <p>2/20</p> <p>(6)</p>	<p>ESL/Content Based ESL/SDAIE: Compare and contrast.</p> <p>ITU Explanation</p>	<p>Lessow-Hurley, ch. 11</p> <p>Walter Ch. 4</p> <p>CALLA, ch. 1</p>
<p>Module 6</p> <p>Module 7</p> <p>2/25</p> <p>(7)</p>	<p>ESL: The intersection of language theory and learning theory toward ESL methods;</p>	<p>Crawford (in Leyba), 79-104</p> <p>Grant & Gomez, ch. 4, 18</p>
<p>F2F</p> <p>2/27</p> <p>(8)</p>	<p>ELD: Language development and Communicative Approaches; SDAIE</p> <p>School site reports due</p>	<p>CALLA, ch. 2-3</p> <p>Gibbons Ch. 2, 3</p>
<p>Module 3</p> <p>Module 5</p> <p>3/4</p> <p>(9)</p>	<p>SDAIE & CALLA: Definitions, extensions, model lesson, structures</p> <p>CALLA Lesson workshop</p>	<p>CALLA, ch. 4-5</p> <p>Grant & Gomez, ch. 8-17 (read the chapt that pertains to the subject you will be teaching)</p>
<p>F2F</p> <p>3/6</p> <p>(10)</p>	<p>Primary Language Instruction;</p> <p>Classroom observations due</p>	<p>Snow (in Leyba)</p> <p>Grant & Gomez, ch. 6</p> <p>Peregoy ch. 2, 3, 4</p>

<p>Module 10</p> <p>3/11 (11)</p>	<p>Language and Literacy</p> <p>Multiculturally Responsive Pedagogy; Jigsaw multicultural education and academic discipline;</p>	<p>Thonis (in Leyba)</p> <p>Peregoy Ch. 5,6,7,8</p> <p>Walter pp. 25-71</p> <p>Gibbons Ch. 7</p>
<p>F2F</p> <p>3/13 (12)</p>	<p>What we learned and what's next for us in our careers</p> <p>ITU and Outcome assessment due</p>	<p>CALLA, ch. 6 and 8</p> <p>CALLA, ch. 9-12 (jigsaw)</p> <p>Grant & Gomez, ch. 19</p>

