

EDSC 4110

Multilingual Education for Secondary Schools

Summer 2005

Instructor	Ramón Vega de Jesús. Ph.D.	667-3397 rvegadejesus@csustan.edu
Office Hours	Before and After Class	
Course Days	Monday, Wednesday, and Friday,	
Place/Time	Turlock P103 9:00 a.m.-Noon	
	Stockton A1003 5:00-8:00 p.m.	

Purpose of the Course

This course is designed to provide an overview of the legal, theoretical and methodological basis for instruction for English language learners as well the theoretical and practical basis for the assessment for first and second language development in the K-12 schools, with particular attention to 6-12 classrooms. The course will emphasize the cultural origins of language and literacy in relation to needs of students and teachers in a pluralistic society. In addition, the course will equip students to make all content instruction both accessible and comprehensible to all students in the diverse classrooms of the Central Valley of California. Thus, there will be an explicit emphasis on the connections between learning contexts, teaching theories, and instructional practices related to effective education in multilingual classrooms.

Course Objectives

Students successfully completing this course will understand:

- The philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and the relationship to the state-adopted reading/language arts student contents standards and framework.
- The use of materials, methods, and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- The relevant state and federal laws pertaining to the education of English learners, and how they impact students' placements and instructional programs.
- The knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- The instructional practices that promote English Language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- The systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English Learners.
- The assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial,

progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

- The importance of students' family background and experiences.

College of Education Mission

The Mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations. The Single Subject Credential Program at CSU- Stanislaus has an enduring commitment to the preparation of professionals who are:

- Competent in their chosen areas,
- Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- Committed to self-assessment and reflection,
- Partners, educational advocates, and leaders at the school level and in the wider community, and
- Users of technology that enhances teaching and learning.

Specific Assignment Guidelines

THIS DOCUMENT IS SUBJECT TO CHANGES AS DEEMED NECESSARY BY THIS INSTRUCTOR. A SYLLABUS IS A LIVING DOCUMENT THAT SHOULD RESPOND TO THE NEEDS OF THE STUDENTS AS SEEN FIT BY THIS INSTRUCTOR.

There are three categories of assignments for the course. These are:

Class and Black board (Bb) Participation (30%) In such a short timeframe, I expect everyone to show up everyday, fully prepared to engage in class discussion in an informed and tolerant manner. This preparation includes reading, thinking, and being a good sport and active participant as we conduct simulations and work on in-class assignments. Every class will involve discussion and reaction to issues, so you will come to each class with discussion questions in-hand. It also means letting me know when things happen before it is too late to do much about it. Remember that Bb is a required educational activity in this class. You are expected to post responses to discussion strands and/or begin new streams based on the dialogues from class and Bb. A good rule of thumb is to get into Bb every day.

Multilingual Education Position Papers (40%) You will write one short paper or dramatization to provide you with the opportunity to show what you know and take a stand on the efficacy and/or methodology of what you understand about multilingual education. These can be done individually or in teams of no more than 6. In its paper form, you should write no

more than 3 double-spaced pages and should include references from in-class readings and from other coursework. You do not need to conduct an extensive literature search for this paper, nor do I want you to. I do want you to express what you think about multilingual methods, policies, and possibilities in your teaching practice. In its dramatization form, you (and your group) should create a script and setting that provides the class with some glimpse into a classroom or a community where the theory, policy, and/or practice of multilingual education takes place in observable ways. This dramatization will be both written and performed for the class. Further information about these papers and dramas will be distributed in the beginning of the course.

ELL Interview (30%) This presentation (10 minute) should be in Power Point and posted within Bb. The point of this presentation is to describe how a real person who came to this area not knowing how to speak English learned, or didn't learn, to communicate in English as a result of his or her experiences in school. There are three steps to accomplishing this point:

- 1) Find a person who arrived here unable to speak English. **THIS MUST BE A PERSON YOU DO NOT KNOW TODAY. FAMILY, FRIENDS, NEIGHBORS ARE OUT OF THE PICTURE.** Just be aware that the process of learning English can be a painful one to recall. Make sure the person wants to talk about it.
- 2) Conduct an **EXTENSIVE** interview with this person. You can tape it or just write notes, but you should keep some record of what is being said. Ask him or her everything you can think of regarding the acquisition of English. Your goal is to exhaust their conceptual space around how they learned/didn't learn to communicate in English, and what the consequences of that learning/not learning have been in their lives. A few of the questions you could ask them include describing their teachers and how they helped, what kinds of things they did in both languages at home, in their neighborhoods, in school, etc. What about their families? Who made the biggest difference? What would they like to change about the ways they were taught? If they were to teach someone how to speak English, how would they do it? How was the importance of learning English explained/not explained to them. The list goes on.
- 3) Once you have this, you'll need to do a short presentation on what you learned from this person, and what lessons or ideas we can all benefit from and use when we encounter kids that don't speak English as well as we do in our classrooms. You should include some kind of analysis of the success or failure of the particular methodologies (ESL, Grammar-Translation, Audiolingual, Communicative, Naturalistic, Immersion/Submersion, SDAIE, Critical Literacy, etc.) used with this person and the degree to which each was effective. You will also have to submit a detailed outline of your presentation.

Grading

Each assignment will be given a numerical grade (0-100) based on 4 main criteria: the clarity of the arguments, the integration of theory and practice, creativity in how the arguments are presented, and adherence to the spirit of the assignment. To determine your final grade, the

point totals for each assignment will be multiplied by the percentages noted below. Grades will then be awarded on the following scale:

100-90 A 89-80 B 79-70 C

Point totals below 70 will be viewed as failing and given an F. It should be clear from the onset that late assignments will not be accepted except under the most cataclysmic circumstances imaginable. However, things do happen, so please make me aware of any special accommodations you require in any aspect of this course and I will make every effort to meet your needs.

Reading

There are two required books for the course:

Santa Ana, O. (Ed.) (2004). Tongue-tied: The lives of multilingual children in public education. Oxford, UK: Rowan and Littlefield.

Davies Samway, K. & McKeon, D. (1999). Myths and realities: best practices for language minority students. Portsmouth, NH: Heinemann

Class Schedule

7/6

Introductions

General framework for the course, cultural simulations on language learning, group work.

Read: Davies Samway & McKeon (Chapters I, II and III pp. 1-16)
Santa Ana (Part I pp. 1-83)

7/8

Philosophy, design, goals and characteristics.

More detailed analysis of actual classroom instruction in a secondary school including the use of state and district adopted materials, methods, and strategies ELD. Also, the political context of multilingual education in California, regarding proposition 227 in particular, will be examined in detail using the video "Caught in Translation: Proposition 227 in California Schools."

Read: Santa Ana, Part III (pp. 111-133 or 134-160)
Bb Begins: Check Bb for dialogue strand(s)

7/11

Myths and Realities

Detailed recognition of the realities/best practices presented in Davies Samway and McKeon in Santa Ana's.

Language Acquisition: The stages of linguistic development, first and second language acquisition and how first language literacy connects to language development.

Read: Davies Samway & McKeon (pp. 17-46)
Bb: Continuous dialogue on all strands old and new.
Due: Linguistic & cultural family tree assignment

7/13

Guest: Dr. Tim Mahoney

Wong Fillmore and Snow- "What teachers need to know about language."
The philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of ELL's.

Bb: Continuous dialogue all strands.

7/15

English Language Learner Presentations (ten persons)

Bb: See Bb

7/18

English Language Learner Presentations (ten persons)

Bb: See Bb

Linguistic and Cultural Family Tree Assignment

Obviously, you are going to have to talk to some relatives in order to do this assignment justice. I am assuming this is possible for you. You should have these answers on 7/11. Just write them on a note—nothing to turn in.

- 1) Where does your name come from? Who or what are you named after? Why are you named that? How has your name changed?
- 2) Where were you born? Where were your parents born? Where were their parents born? Can you go back further? Be as specific as possible. Also, what cultural norms and practices in your family do you see as connected to these places of birth?
- 3) Did all your relatives grow up speaking English? If not, what did they speak? Where does this language fit with your family now? Again, be as specific as possible.