

TEACHING ENGLISH LANGUAGE LEARNERS: CULTURE & SECOND LANGUAGE ACQUISITION EDT 221

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COURSE DESCRIPTION:

The first of three sequenced courses in the Teaching English Language Learners (TELLs) certificate, EDT221 TELLs in PK-12: Culture & SLA provides the theoretical foundations necessary for PK-12 teachers to work successfully with English Language Learners (ELLs) in the mainstream classroom. A field experience component, coupled with comprehensive case study assignments, enables teachers to obtain real-world understanding of the cultural and language development issues facing ELLs, their families and their teachers in schools.

LEARNING OUTCOMES:

Teacher candidates will:

1. Demonstrate familiarity with the historical and current Federal and State laws that govern the rights of ELLs, and how school districts can meet these obligations.
2. Characterize the demographics and rich diversity in languages and cultures that ELLs bring to the nation and state of Ohio.
3. Develop competence in first and second language acquisition theory for increased understanding of the complex relationships between second language development, teaching, and learning.
4. Develop awareness of the elusive and learned nature of culture, and its pervasive effects on schooling, teaching and learning.
5. Identify strategies and resources to foster community, parent, and school involvement and partnerships that promote cultural awareness and sensitivity in the community.
6. *Global Learning Outcomes: Knowledge: Demonstrates knowledge of other cultures (beliefs, values, perspectives, practices, and products).*

COURSE ASSIGNMENTS:

1. **In-class participation, online activities and attendance (15%):** Your attendance at every class session is expected, as is your active participation in and prior preparation for class activities and discussions. You will be graded holistically on the quality of your participation. Points will also be obtained for completion of the "Concept Learned" exit ticket on Niihka and for posting on the class wiki. [Learning outcomes 2, 3, 4, 5]
2. **Formal reflection on readings and other online activities (20%):** Guiding questions for each reading assignment/activity will be provided to foster critical thinking and reflection, and prepare you for class discussions. You will be graded on the quality of your critical reflection. (see instructions and grading rubric on Niihka) [Learning outcomes 1, 3, 4, 5]
3. **Cultural interview and self-analysis (15%):** You will create and use a 20-questions interview protocol related to culture with an adult who came to the U.S. as an adult (17 or older) AND as an English Language Learner. This person must since then have acquired enough proficiency in English to be able to comprehend and respond to your questions. You will in turn answer these same questions yourself, and reflect on what you learned about your and another's cultures. In class you will then compare the responses of your interview/analysis with some of your peers and formally present your results and cultural understandings. (see instructions and grading rubric on Niihka) [Learning outcomes 2, 4]
4. **Language learning interview (15%):** You will devise and use a 10-questions interview protocol related to language learning with an adult who used to be an English Language Learner, and reflect on the meaning of their language learning experience. In class you will then compare the responses of your interview with some of your peers and formally present your results and language learning understandings (see instructions and grading rubric on Niihka) [Learning outcomes 2, 3]
5. **List of resources and suggestions to involve the community and the parents of English Language Learners (15%):** You will research and compile a list of resources for parents of English Language Learners to help their children in school, as well as a list of suggestions to involve the parents of English Language Learners and the community in the children's schooling. (see instructions and grading rubric on Niihka) [Learning outcome 5]

6. Field Experience (20%): [Learning outcomes 2, 3, 4] This assignment is not optional: you will fail the class if you do not complete it -

For this assignment you will identify a **current ELL of school age (P-12) or an International student on campus**, and will arrange to interact with him/her for a **minimum of 10 hours** over the course of the semester. Your contact hours will be logged, and you will **present and reflect** on your tutoring/interactions and on the experience and its impact on your developing instructional knowledge of TELL.

You have two options for this assignment:

1. Tutor an ELL in P-12 or an International student
2. Be a cultural buddy to an International student on campus

If you select option 1, your paper will:

- Describe the capacity and circumstances in which you helped the ELL (e.g. tutoring in an elementary setting, small group tutoring through Adopt-a-School, etc.)
- Describe the ELL, his/her stage of language acquisition, the issues that you identified and that s/he faces with English and/or schooling
- Describe the strategies, techniques, and methods that you used in response to the issues identified above, as well as the specific activities used
- Describe and analyze any other issues of relevance to the teaching of the ELL or to your professional development
- Conclude with an in-depth reflection about what this experience has taught you as to the teaching of ELLs, as you relate this teaching/tutoring experience to the material we learned in class

If you select option 2, your paper will:

- Describe the capacity and circumstances in which you helped the ELL (e.g. being a cultural buddy for an International student)
- Describe the International student, his/her stage of language acquisition, the linguistic and cultural issues that you identified together
- Describe the specific cultural activities you devised and completed to help the International student get acculturated
- Describe and analyze the effectiveness of these activities on the International student's level of cultural integration and your level of satisfaction with the experience
- Describe and analyze any other issues of relevance to the cultural teaching of the International student or to your professional development
- Conclude with an in-depth reflection about what this experience has taught you as to the teaching of ELLs, as you relate this teaching experience to the material we learned in class

Throughout the semester, you will be required to share on the class wiki some suggestions, issues, experiences, activities, etc. as you encounter them with your tutee/International student. Your participation in the wiki will be graded and inputted into your class participation grade.

The week before this assignment is due you will be required to put together a **10-minute presentation** of your experience with your tutee/International student. This presentation may take the form of a digital storytelling, or it can be an in-class narration of your experience with pictures and/or videos (adult tutee or

international student only), or any other engaging and informative format. This presentation will be graded as completed or not completed and inputted into your class participation grade.

Here are some suggestions for activities that you may want to do with your cultural buddy:

- *go to the movies and sit at a café afterward and discuss the movie
- *take your buddy to one of your parties with your American friends
- *go shopping together, and discuss what and how you eat, and make dinner together at your or his/her place
- *sit together for one or two TV shows and discuss them afterward
- *go to the Art Museum together, and discuss the art, etc.
- *go to a concert together, and meet with friends afterward who have been to the same concert – discuss your tastes in music
- *invite your buddy to come and have a “drink” at your favorite bar in town – do not incite your buddy to drink. Discuss the drinking issue
- *take your buddy to Jungle Jims and ask him/her to make you a dish from his/her country. Help in preparing the dish and eat it together.

Try to get him/her to tell you what kinds of cultural issues they are encountering, the ones they have overcome, and the ones that they are still struggling with and being bothered with. Help him/her to acculturate, to better understand what young Americans do in their spare time, and also what they think and why they think in such a way. Be non judgmental, but encouraging, and try to develop a relationship. Think of yourself as a mentor, as a friend, as their gateway into American society and ways of thinking/doing.

COURSE EVALUATION:

1. Discussions & Attendance (15%)
 2. Reading Reflections (20%)
 3. Cult. Interview & Self-Analysis (15%)
 4. Language Learning Interview (15%)
 5. List of resources & suggestions (15%)
 6. Field Experience (20%)
- Total (100%)

Grading scale					
98-100%	A+	93-97%	A	90-92%	A-
88-89%	B+	83-87%	B	80-82%	B
78-79%	C+	73-77%	C	70-72%	C-
68-69%	D+	63-67%	D	60-62%	D-
0-59%	F				

REQUIRED TEXTBOOKS:

1. Díaz-Rico, L. T. & Weed, K. Z. (2010). *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (4th Edition)*. Boston: Pearson. ISBN 978-0-13-715409-8. This text will be referred to in the course schedule as DRW.

SCHOOL OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK:

Conceptual Framework: As the Education Unit of the School of Education, Health and Society (EHS), our philosophy and purpose are grounded in the core values that have been identified by EHS. We believe that educator preparation must be a “holistic, integrated approach”; that candidates must be versed in diverse paradigms, practices, and disciplines. With this philosophical base, our purpose as the EHS community of collaborative educators (the Education Unit) is committed to fulfilling the school’s mission to provide “dynamic and innovative programs” and endeavors to prepare **caring, competent, and transformative** educators. These educators will “generate knowledge, educate, serve, and promote wellbeing in diverse and global settings through ethical, democratic practices” and will impact student learning in the schools of today and tomorrow. **Caring, competent, and transformative** educators are those who have the tools to serve as agents for positive change in the world and hold the unique responsibility of preparing young people for citizenship in a democracy. We use

our unit standards to hold candidates accountable for **becoming caring, competent, and transformative educators** who are well-grounded in the liberal education, content knowledge, and professional knowledge (Standard 1), appreciate and understand diverse learners, environments, and organizations (Standard 2), demonstrate sensitivity to learning contexts and environments (Standard 3), demonstrate skill in planning, implementation, and evaluation (Standard 4), and demonstrate professionalism (Standard 5).

INCLUSION STATEMENT:

If you have an identified visual, hearing, or physical impairment, a communication disorder and/or a specific learning disability which may affect your performance in this class, either temporary or permanent, please notify me as soon as possible, preferably during office hours, so that reasonable adjustments may be discussed to better ensure that you will have an equal opportunity to meet all the requirements of the course.

Equitable participation in this class also requires the use of inclusive language, methods and materials. Teacher candidates are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others.

DROPPING THE COURSE/WITHDRAWAL:

If a teacher candidate drops a full-semester course by the third week deadline, the course will be removed from the record. If a teacher candidate drops a course between the third week and the ninth week of the term, a "W" will be recorded. A teacher candidate cannot normally drop a course after the ninth week of the term and the only way to drop at this point is by petition. Be sure to drop unwanted courses (following appropriate procedures); teacher candidates are not automatically dropped for nonattendance. Additional information is available in the *Teacher candidate Handbook, Part II. Registration, Section 01.203*.

ACADEMIC HONESTY:

Academic dishonesty is described in Part V of the Miami University Teacher candidate Handbook. The professor of this course strictly adheres to the Miami University policy in regards to academic honesty. It is each teacher candidate's responsibility to be academically honest. Should you have any questions about how to use and cite information from books, the Internet, or other sources, please ask. A few key points from the policy include: 1) misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct (e.g. "I did not know" will not be accepted as an excuse); 2) Academic dishonesty in written work includes submitting other people's work from previous semesters (even if some things have been changed), or not crediting/citing authors for their ideas, direct or indirect; 3) Submitting the same paper (or nearly the same paper) for two courses. Teacher candidates agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site. Penalties for plagiarism and other forms of Academic Misconduct in this course will include: zero credit for the plagiarized assignment, reporting of the incident to the Department Chair in accordance with Miami's policy, withdrawal from the program, have an AD (Academic Dishonesty) placed on their transcript, and receive an F for the course.

CELL PHONES, LAPTOPS, AND OTHER ELECTRONIC DEVICES:

Make sure your cell phone and anything else you have with you is turned off before you come to class. You should only be working on your laptop on class-related activities and during appropriate times. *Texting, emailing and browsing the web in class will negatively affect your participation grade. You may also be required to leave the classroom if your non-class related activities prove to be distracting to others, including the instructor.*

ATTENDANCE AND LATE WORK:

Your attendance to EVERY meeting is mandatory. Any absence, regardless of the reason, will negatively impact your participation grade. Please refer to the Miami student handbook for information as to attendance policy: *Student Handbook, Part VII., Class Attendance.*

Unless otherwise noted, all assignments are due by **the deadline on the due date**. Any assignment not submitted by the deadline to Niihka or handed in at the beginning of class will be considered late. One letter grade will be deducted for each day an assignment is late. **NO HANDWRITTEN ASSIGNMENT WILL BE ACCEPTED.**