

EDUC600

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Course Summary

Course : EDUC600 **Title :** Diversity and Cultural Issues in TESOL Education

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course provides an in depth discussion of the concept of culture and helps educators and other instructional personnel recognize the influence of culture on learning, communication, belief systems and value orientations, and patterns of thinking and behaving. Opportunities for instructional application, including creating an appropriate learning environment and/or curriculum and materials for culturally diverse students, will be provided.

Course Scope:

The purpose of this course is to introduce you to the idea of culture and its impact on classrooms and student achievement. Culture is the beliefs, values, and customs of a particular group of people. Cultures generally are associated with specific languages which they have created and which then influence the culture and its functioning. You will develop an understanding of cultural diversity and its impact on classroom management, classroom relationships, and instruction.

You will develop the ability to use your knowledge of cultural diversity as a tool for teaching. While developing knowledge about cultural diversity, you will also be developing respect for cultural diversity as well as developing strategies to help your own students to understand and respect such diversity. At the same time development of approaches for helping all learners to achieve curricular goals will be a focus of the course. You will learn how to create a classroom climate where cultural diversity is celebrated and respected while high standards for academic achievement and second language acquisition are maintained. In developing identified knowledge, skills, and strategies you will read theoretical texts and case studies that relate to cultural diversity in the classroom.

As a community of learners you will participate in weekly discussion forums where questions and problems relating to cultural diversity will be posed and discussed. You will present assignments and projects that relate to cultural diversity and will visit websites relating to this topic.

Objectives

After successfully completing this course, you will be able to:

1. Describe the impact of cultural diversity on classroom functioning and relationships. (NCATE/TESOL2a)
 2. Discuss the impact of cultural background on student achievement. (NCATE/TESOL2b)†
 3. Discuss the issues and challenges related to managing cultural diversity within a classroom. (NCATE/TESOL3a)
 4. Implement strategies for integrating cultural diversity within classroom instruction.(NCATE/TESOL 2b, 3a, 3b)
 5. Adapt effective principles of teaching to a diverse student body. (NCATE/TESOL 3a)
 6. Implement learner-centered effective strategies that meet the needs of all learners within a culturally diverse classroom.(NCATE/TESOL 2b, 3a, 3b)
 7. Evaluate current potential curriculum materials so as to identify those which can be effectively used in teaching English language learners (ELLs). (NCATE/TESOL 3c).
 8. Discuss theories of second language acquisition (NCATE/TESOL 1b)
 9. Identify factors which affect second language acquisition (NCATE/TESOL 1a,1b)
 10. Communicate effectively and supportively with parents of English language learners (NCATE/TESOL ELLs) (2b)
 11. Understand the effects of cultural diversity on the school community as well as the larger community (NCATE/TESOL 2b)
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Outline

Week 1: Introduction to cultural diversity

Learning Objectives

1. Define cultural diversity.
2. Analyze how cultural diversity affects school systems, classroom management, student achievement, and school relationships.
3. Review and analyze statistics related to cultural diversity in the United States

Readings

Chapter 1: Who Are Our English Language Learners

Chapter 2: What Factors Affect the School Success of English Language Learners?

Assignments

Assignment 1 – National Clearinghouse on English Language Acquisition e–mail

Forum Post 1 – Introduction

Forum Post 2 – The Impact of Cultural Diversity

Week 2: Cultural diversity and teacher attitudes

Learning Objectives

1. Identify and discuss various attitudes that teachers may have towards cultural diversity.
2. Identify and discuss sources of teachers' attitudes towards cultural diversity.
3. Identify and discuss factors within diversity itself which affect teachers' attitudes.
4. Discuss how different attitudes affect student achievement, language acquisition, classroom relationships, etc.
5. Offer examples from experience and reading of how various teacher attitudes have contributed to or hindered student achievement and/or second language acquisition.

Readings

Chapter 2: What Factors Affect the School Success of English Language Learners?

Chapter 3: What Influences How Teachers Teach?

Assignments

Forum Post 3 – Integrating Cultural Diversity
Assignment 2 – Course Project, Step 1

Week 3: The impact of cultural diversity on schools and classrooms

Learning Objectives

1. Identify aspects of cultural diversity which both negatively and positively affect schools and classrooms.
2. Identify and critique various classroom management models that might be used to handle cultural diversity.
3. Identify and discuss successful strategies for integrating English language learners within the academic, social, and cultural lives of their communities, schools, and classrooms.
4. Identify and discuss factors of cultural diversity related to learning styles of English language learners.

Readings

Chapter 2: What Factors Affect the School Success of English Language Learners?

Chapter 3: What Influences How Teachers Teach?

Assignments

Forum Post 4 – What Influences how Teachers Teach?

Assignment 3 – Week 3 Critique

Week 4: Respect for cultural differences, use of the primary language

Learning Objectives

1. Define and give examples of stereotypes, prejudice, racism, ethnocentrism
2. Students will define and give examples of cultural shock
3. Identify and discuss factors that contribute to cultural differences.
4. Identify and discuss their experiences and observations of cultural differences in classrooms they have worked in or observed in.
5. Debate pros and cons of issues related to the use of primary languages in the classroom.
6. List and explain ten ways to make students home cultures part of the learning experiences in their classrooms.

Readings

Chapter 4: How Do People Learn and How Do They Acquire Language?

Assignments

Forum Post 5 – Cultural Experiences
Forum Post 6 – Use of Primary Languages
Assignment 4 – Lesson Plan, Report and Reflections

Week 5: Theories of second language acquisition

Learning Objectives

1. Identify and discuss theories of second language acquisition such as those of Krashen, Schumann, and

Cummins.

2. Describe psycholinguistic factors such as a primary language influences that affect second language acquisition.
3. Describe sociolinguistic factors such as acceptance of or conflict with the target culture that affect second language acquisition.
4. Identify and discuss personal characteristics such as introversion or extroversion that affect second language acquisition.
5. Identify and discuss biological characteristics such as auditory acuity that affect second language acquisition.
6. Students will create strategies for developing children's motivation for second language acquisition.

Readings

Chapter 5: What Are the Principle Theories of First and Second Language Acquisition?

Assignments

Forum Post 7 – Acquisition of a Second Language

Forum Post 8 – Schumann's Sociolinguistic Theory of Second Language Acquisition

Week 6: Second language acquisition

Learning Objectives

1. Identify and critique cultural factors that affect second language acquisition.
2. Identify and critique classroom factors that affect second language acquisition.
3. Review the systems of English (phonological, syntactic, semantic, and pragmatic).
4. Identify strategies for teaching the various linguistic systems.
5. Identify how proficiency affects achievement of curricular goals.
6. Develop strategies for helping students of limited proficiency achieve curricular goals.

Readings

Chapter 5: What are the Principal Theories of First and Second Language Acquisition?

Chapter 6: What are Key Concepts, Theories, and Models of Bilingual Education?

Assignments

Forum Post 9 – English Language Learner

Forum Post 10 – Teaching an Idiom

Assignment 5 – Course Project, Step 2

Week 7: Parent/school relationships

Learning Objectives

1. Provide examples of successful and unsuccessful parent/school relationships.
2. Analyze factors that contribute to successful parent/school relationships.
3. Put together a plan for involving parents in the life of the school and classroom where they teach or for a school or classroom in which they plan to teach.
4. Discuss why it is important for parents and teachers to have positive relationships.

Readings

Chapter 7: How Can Schools Develop an Intercultural Orientation?

Assignments

Forum Post 11 – Ways to Communicate with Parents
Forum Post 12 – A Parent’s Opinion
Assignment 6 – Philosophy of Teaching in a Culturally Diverse Classroom Paper

Week 8: Teacher Reflection

Learning Objectives

1. Reflect on your own attitudes and knowledge that might affect English language learners’ success, integration into the school, and second language acquisition.
2. Identify classroom research studies which they might put together in order to understand cultural diversity.

Readings

Chapter 8: How Should We Teach Reading to Emergent Bilinguals?
Chapter 9: How Can Teachers Help ELLs Develop Academic Language?

Assignments

Forum Post 13 – Reflection
Forum Post 14 – Cultural Diversity
Assignment 7 – Course Project, Step 3
Assignment 8 – Final Reflection

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Between Worlds, 3rd ed

Author: Freeman, David E. / Freeman, Yvonne S.

Publication Info: Heinemann

ISBN: 9780325030883

Required Course Textbooks

Freeman, D. and Freeman, Y. (2011). Between worlds: Access to second language acquisition. Portsmouth, NH: Heinemann. ISBN 978-0-325-03088-3.

Review of above text by Kathy M. Irwin, Mardigian Library, University of Michigan-Dearborn
<http://staff.lib.msu.edu/corby/reviews/posted/freemand.htm>

Recommended Website

Quality Counts 2009: Portrait of a Population: <http://www.edweek.org/ew/toc/2009/01/08/index.html>

In addition to the required course text and recommended website, the following public domain websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Websites and URLs/Web Addresses

Teachers of English to Speakers of Other Languages, Inc. (TESOL): http://www.tesol.org/s_tesol/index.asp

US Department of State Office of English Language Programs: <http://exchanges.state.gov/englishteaching/>

Office of English Language Acquisition: <http://www.ed.gov/about/offices/list/oela/index.html>

National Clearinghouse on English Language Acquisition: <http://www.ncela.gwu.edu/>

West Virginia Department of Education West Virginia Connections: <http://wvconnections.k12.wv.us>

National Council of Teachers of English: <http://www.ncte.org/>

The Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/> and <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Materials

Acceptance and caring are at the heart of engaging classroom diversity. By: Casbon, Jay, Schirmer, Barbara R., Reading Teacher, 00340561, Apr97, Vol. 50, Issue 7.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=109060&site=ehost-live>
[Reference document entitled "Acceptance and caring are at the heart of engaging classroom diversity"]

Course Guidelines

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University Policies

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- [Drop/Withdrawal policy](#)

- [Extension Requests](#)
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