

Principles of Bilingual/Bicultural Education

13/14-348/548, Spring 2008

Time: Tuesdays, 5-8 pm
Location:
Instructor: Don Hones Phone: 424-7209 (w)
Office: N/E 611 748-2324 (h)
Office Hours: by appointment Email: hones@uwosh.edu

Description:

Welcome to *Principles of Bilingual/Bicultural Education*. In this course we will explore historical and political dimensions of bilingual/bicultural education, often from comparative perspectives; examine theoretical assumptions and recent research findings about learning through first and second languages; and discuss practical implications of critical theory and research for those who work with bilingual/bicultural children, adolescents, families and communities.

A special feature of this course will be site visits to develop family books with immigrant and refugee families at area community learning centers.

As part of our professional education in the College of Education and Human Services, this course will also help prepare us to be

- knowledgeable about culture, content and learning
- able and willing to select or adapt curriculum and pedagogy to meet the needs of diverse learners
- a skillful practitioner, a reflective professional, and a lifelong learner, striving to become an agent for positive change in the students, school, and society.

Requirements:

Participation and Attendance (10%). Active discussion of the issues is a key element in this class. It is important that you keep up with the readings, so that you will have a basis from which to discuss. Good discussions also require active listeners, and it is important to give your colleagues the attention you expect when you are speaking. You can expect that lateness and absences will adversely affect your grade in the course.

Response to Readings (15%; grads 10%). For each class session please prepare a **1 page** response to the readings for that week (total of 10). This should not be a summary; rather, compare/contrast issues in different texts, raise questions, connect the readings to educational practice, etc. Especially with the book *Odyssey to the North*, you could also share emotional responses you have. These written responses should provide you a base

from which to discuss the readings in a seminar format. Read everything—but feel free to comment on the articles/chapters that interest you most.

Teacher/Bilingual Assistant Ethnographic Portrait (10%, Grads 5%) To practice ethnographic research techniques, you will begin by interviewing a teacher or bilingual assistant, taking descriptive field notes, and writing a short (**2 page**) ethnographic portrait, including this teacher's personal background, philosophy, dreams, etc. Sample interview questions will be provided in class.

Group Workshops (10%). On the first night of class we will brainstorm some special topics which will be explored in depth by small groups (3-4 individuals), and then presented to the class in a 30 minute workshop format. These workshops should include references to literature about the topic, interactive learning (roleplays, hands-on activities, discussions), and, where possible, examples from local districts. A **1-page** overview of the workshop, with references, will be handed in also (1 per group).

Language, Culture and Education Institute Report (10%). Saturday March 29, 2008 will be our annual Language, Culture and Education Institute. Attend sessions of your choice. After the institute, you will write a **2 page (double space)** report highlighting what you learned from the sessions you attended, as well as any critique you would like to provide. This can be emailed to me in the week following the institute.

Bilingual Family Ethnographic Project (20%). This project can be done with a partner. With the permission of participant bilingual students, family and/or community members, you will share stories, discuss daily living and educational experiences and issues, and generally gather data, through fieldnotes, taperecording, etc., for the joint development of a student/family book. Bilingual editions of the book are highly encouraged.

Alternative: Do a book project with a group of ELL/Bilingual secondary students from an area high school. Again, include interview data, student writing, photos, art, and focus on themes of importance to immigrant teens.

Approximately 12 pages with illustrations. Please see McCaleb (and me) for examples. *Extra credit for bilingual editions.*

10% for ethnographic observation narrative (**2 pages**, typed, with references);

10% for completed book.

- ***School Board Meeting and Paper (25%)***. In a simulated school board meeting we will examine alternative ESL/bilingual educational programs for a hypothetical district. You will be investigating the pros and cons of various forms of ESL and bilingual education through books and articles, on the internet and elsewhere.

Preparation (5%). Besides library and internet research, you will make visit to a and ESL or bilingual program (e.g., Fratney School in Milwaukee, Gegan School in Menasha).

Following the visit, submit a **1-2page analysis** of strengths, weaknesses, and highlights of the ESL/bilingual program at this school.

Presentation (10%). The school board meeting itself will be an act of friendly theater, where you are expected to play roles and come in appropriate costume. Moreover, you should

- present documentation to support your argument
- utilize video, computer, overhead projector and other visuals, as needed

Paper (10%). Following the meeting you will write a **3 page, double space analysis** of competing models of ESL and bilingual education instruction and the debate over English Only, drawing on both your experience of a visit to a bilingual program as well as library and internet research; include references cited; and your own viewpoint on best models. Please cite references and include a reference page!!!

Program Overview (Grads, 10%). Small group school-wide and district-wide analyses encouraged. Select an ESL or bilingual education school or district program and analyze its strengths and weaknesses. Utilize our texts, including *Dual Language Instruction: A Handbook for Enriched Education* to measure program effectiveness. Considering what we are learning and reading about effective programs, what could be done to improve the work of the program you analyze in its work with minority language children, families and communities? What does are your district's goals for all children? Are they being met for language minority children, and if so, how? Prepare a **3 page (double space)** overview of what you hope to study over the coming year.. Include:

- relevant background on school or program (demographics, etc.)
- statement of problem or issue to be studied
- outline of how you will gather data/timeline, etc.
- initial list of research references (journals, books, etc.)

Evaluation:

94-100	A
88-93	A/B
82-87	B
77-81	B/C
72-76	C
67-71	C/D
61-66	D
0-60	F

Texts:

Bencastro (1999). *Odisea del Norte/Oddysey of the North*. Houston: Arte Publico Press.

Cloud, Genesee and Hamayan (2000). *Dual Language Instruction: A Handbook for Enriched Education*. Boston: Heinle and Heinle.

Igoa (1995). *The Inner World of the Immigrant Child*. Mahwah, NJ: LEA (elementary teachers)

Articles on e-reserve at Polk library.

Schedule:

- 2/5: Introductions. Overview of course.
Readings: Identity poems (handout); Lemberger, McCaleb (e-reserve);
Begin reading Bencastro.
- 2/12: A World of Bilingualism and Biculturalism: Policies, Programs and Models. Video clips: *Rabbit Proof Fence*; *Whale Rider*
Readings: Cloud, et al., Part I; Baker, Skutnabb, Hones (I & II) (e-reserve)
- 2/19: Bilingualism and Biculturalism: Policies, Programs, and Models (cont).
Readings: Cloud, et al., Part II; Ovando & Collier, Collier & Thomas, (e-reserve)
- 2/26: Teachers as Ethnographers. **Workshop #1** (cross-cultural simulation?)
Readings: Igoa, Introduction; Cummins (e-reserve) *Teacher Portraits due**
- 3/4 Bilingual education: Best Practices. **Workshop #2**
Readings: Cloud, et al., Part II continued; Krashen (I & II), Spener, Chavez (e-reserve)
- 3/11 Perspectives on Culture. **Workshop #3**
Igoa, ch. 1-3; Bencastro; Tobar (e-reserve)
- 3/18 Teaching through the “Silent Period” with the immigrant child.
Workshop #4
Igoa, ch. 4-6.
- 3/25: Happy Spring Break!
- 3/29 Language, Culture and Education Institute (attendance required), Reeve Union, UW Oshkosh, 8:30-3:30.
- 4/1 *No scheduled class* (work on family book interviews and projects)
- 4/8 Coming to America: *Odisea del Norte*. AND Taking a Stand: Teaching in support of Bilingual Communities. *Breaking the Silence* (one-act)

Readings: Bencastro; Cole, Hones (III) (e-reserve)

- 4/15: School Board Meeting. *Simulation*
Readings: Extended, including newspapers, websites.
- 4/22 Content Area Instruction: Best Programs (videos). **Workshop #5**
Readings: Cloud, et.al., Part III.
- 4/29: Effective Schools: Some Studies **Workshop #6 and Graduate Presentations.**
Readings: Readings: Peterson, Hones (IV), Andrade (e-reserve).
- 5/6: Family Book Festival (Reading and Sharing of Books—invite family participants)
- 5/13 *All projects due.*

348 Workshops

Please sign up for one date below. 3-4 persons per group. Your ideas about topic options are welcome!!! Please meet with me beforehand to discuss your plans.

2/26: Teachers as Ethnographers. **Workshop #1** (cross-cultural simulation?)

3/4 Bilingual education: Best Practices. **Workshop #2**

3/11 Perspectives on Culture. **Workshop #3**

3/18 Teaching through the "Silent Period" with the immigrant child.
Workshop #4

4/22 Content Area Instruction: Best Programs (videos). **Workshop #5**

4/29: Effective Schools: Some Studies **Workshop #6**

Standards and Performances:

<p><u>Standards:</u></p> <p>COEHS, DPI, TESOL</p>	<p><u>Performance:</u></p> <p>Knowledge, Skills, Dispositions</p>
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<p>COEHS Model:</p> <p><i>Teachers are Caring Intellectuals with an understanding of linguistically and culturally diverse learners and communities.</i></p> <p>DPI Standard 2:</p> <p><i>Teachers of English Language Learners attend to the developmental, social, political, and cultural contexts of students' lives and educational experiences. They understand how these relate to classroom performance/educational practice.</i></p> <p>Interpretation of TESOL Goal 3:</p> <p><i>Teachers will help learners use English in socially and culturally appropriate ways while acknowledging the value of home cultures and languages.</i></p>	<ul style="list-style-type: none"> • Students will research, present and share background information about various cultural and linguistic minority groups found in the region • Students, as co-researchers, will work with minority language families to create bilingual family books • Students will create “rights of your child” bilingual booklets for minority language families • Students will deliver oral and written arguments exploring the various sides of bilingual education and English Only policies
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<p>COEHS Model:</p> <p><i>Teachers are Skillful Practitioners and Agents of Change.</i></p> <p>DPI Standard 4:</p> <p><i>Teachers recognize the importance of situating the support program for ELLs within the context of the school and community to ensure the academic success of ELL's.</i></p>	<ul style="list-style-type: none"> • Students will understand the major effective models of delivery of first and second language instruction, and make effective oral and written arguments as to the pros and cons of these models. • Students will conduct an ethnographic interview with an ESL or bilingual education teacher or paraprofessional to explore the range of issues and concerns to practitioners in this field
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<p>TESOL Goal 2:</p> <p><i>Teachers will help learners use English to achieve in all content areas.</i></p>	<ul style="list-style-type: none"> • Graduate students will conduct analyses of local district program models and report of their effectiveness orally and in writing
<p>COEHS Model:</p> <p><i>Teachers are Reflective Practitioners and Lifelong Learners.</i></p> <p>DPI Standard 5:</p> <p><i>Teachers are reflective practitioners who continually engage in professional development, networking, research, and innovation. Teachers actively seek out opportunities to grow and contribute professionally.</i></p>	<ul style="list-style-type: none"> • Students will discuss ideas and topics related to second language education with peers through web-based discussion forums • Students will participate in a language, culture and education institute and provide oral and written responses to what they learn • Students will educate others at in-services, state, regional and national conferences

**Family
Book Project Assessment**

Name _____

Book Content (relevant to language learner audience, ideas, storyline)

1 2 3 4 5 6 7 8 9 10

Comments:

Book Design (artwork, wording, general preparation of product)

1 2 3 4 5 6 7 8 9 10

Comments:

Standards and Performances:

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Additional Readings:

Intellectual/Change Agent:

McLaren, P. (2000). *Che Guevara, Paulo Freire, and the Pedagogy of Revolution*. Lanham, MD: Rowman & Littlefield.

Culture:

Faderman, L. (1998). *I Begin My Life All Over: The Hmong and the American Immigrant Experience*. Boston: Beacon Press.

Garcia, E. (2001). *Hispanic Education in the United States: Raices y Alas*. Lanham, MD: Rowman & Littlefield.

Hmong Youth Cultural Awareness Project (1994). *A Free People: Our Stories, Our Voices, Our Dreams*. Minneapolis, MN: Hmong Youth Cultural Awareness Project.

Hones, Don & Cha, Shou (1999). *Educating New Americans: Immigrant Lives and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Quincy, K. (2000). *Harvesting Pa Chay's Wheat: The Hmong & America's Secret War in Laos*. Spokane, WA: Eastern Washington University Press.

Diversity:

Cummins, J. (1996). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.

McCaleb, S.P. (1997). *Building Communities of Learners: A Collaboration among Teachers, Students, Families and Community*. Mahwah, NJ: Lawrence Erlbaum.

Skutnabb-Kangas, T. (2000). *Linguistic Genocide in Education...Or Worldwide Diversity and Human Rights?* Mahwah, NJ: Lawrence Erlbaum Associates.

Curriculum:

Teachers of English to Speakers of Other Languages (1997). *ESL Standards for Pre-K-12 Students*. Alexandria, VA: TESOL, Inc.

Pedagogy:

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

O'Malley, J. and Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Reading, MA: Addison-Wesley.

Ovando, C. & Collier, V. (1998). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*. 2nd edition. Boston: McGraw-Hill.

Peregoy, S. and Boyle, O. (2001). *Reading, Writing, and Learning in ESL*. New York: Longman.

Samway, K.D. and McKeon, D. (1999). *Myths and Realities: Best Practices for Language Minority Students*. Portsmouth, NH: Heinemann.