

ENGL 7538 —Cultural Issues in English as a Second Language (3)

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Text: Manning & Baruth *Multicultural Education of Children and Adolescents*, Allyn and Bacon Guide, 5th ed.

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Aims and Organization: This course explores the growing diversity of the U.S. population and the implications for teaching English as a Second Language. The course gives teachers a perspective on how language and culture interact, with a focus on the impact of culture on non-English language background students' perceptions, learning styles, needs, expectations, and rate of second language acquisition as well as knowledge of the particular aspects of American culture and traditions that must be understood and used correctly by non-English language background students for successful acculturation. Discussion will center on:

- language minority students in multicultural classrooms,
- the relationship of language proficiency and academic achievement,
- sociocultural factors in teaching language minority students,
- sociocultural contexts of language development,
- adapting materials and developing lessons plans, and
- working with ESL students in content area classes.

Students will look at representative research in these areas, evaluate texts, and develop strategies for working with multi-cultural classes.

Assignments and Written Work:

Readings: Chapters in the text as well as outside readings linked to the web page.

- Post reactions to the readings as messages on Discussion Board. These postings will not only summarize the readings, but will give a personal reaction to the content. What in the chapter is particularly useful to the ESL teacher? How does the theoretical framework translate into classroom implementation? Does the chapter throw light on any personal experiences the student has had, in or out of the classroom?

-Take the quiz on each module.

- Develop a set of questions and conduct an interview with either someone from another country who has been in the U.S. for at least 6 months, or someone from the

U.S. who has lived in another country for at least a year. The questions should focus on cross-cultural experiences and draw on the theoretical framework from the text. The interview should be written up and submitted as a message on the Discussion Board. You may not use your own experience for this assignment, but may draw on that experience for the journal entries.

Non k-12 teachers can conduct their interviews with anyone who has significant experience living in the U.S. and in another culture.

- Participate in online discussions on the class website and answer questions posted by the instructor.

- Conduct an "anthropological" visit and post your observations on the Discussion Board. See the assignment description under Contents.

- Take a final exam.

Grading:

Discussion board	40%
Quizzes	30%
Interview	10%
Anthropology Assignment	10%
Final Exam	10%

Suggested Readings:

Deyhle, D. & LeCompte, M. (1994) "Cultural Differences in Child Development: Navaho Adolescents in Middle Schools." *Theory into Practice*, 33, 156-167.

Feng, J. (1944). "Asian-American Children: What Teachers Should Know". *ERIC Digest*, 1-2.

Frisby, C.L (1993). "One Giant Step Backward: Myths of Black Cultural Learning Styles." *School Psychology Review*, 22, 535-557.

Gay, Geneva. "A Synthesis of Scholarship in Multicultural Education" North Carolina Regional Educational Library Monograph. Available at <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/go/leogay.htm> Oct. 28, 1998.

Gorski, Paul Bob Covert and the Multicultural Niche. "Initial Thoughts on Multicultural Education." Available at <http://curry.edschool.virginia.edu/go/multicultural/initial.html> Oct. 5, 1998

Kennedy, E. & Park, H.S. (1994). "Home Language as a Predictor of Academic Achievement: A Comparative Study of Mexican- and Asian-American Youth." *The Journal of Research and Development in Education*, 27, 188-194.

Marcell, A.V. (1994) "Understanding Ethnicity, Identity Formation, and Risk Behavior among Adolescents of Mexican Descent." *Journal of School Health*, 64, 323-327.

Multicultural Activity Archive. Multicultural Pavilion Internet Project. Available at <http://curry.edschool.virginia.edu/go/multicultural/activityarch.html>. Oct. 28, 1998.

Shen, . (1989)"The Classroom and the Wider Culture: Identity as a Key to Learning English Composition." *College Composition and Communication*, 40 ,459-466.

Tennessee ESL Resource Guide. Chapter 3: Cross-Cultural Strategies. Tennessee Department of Education. Available on the WWW at <http://umvirtual.memphis.edu/english/toc.html>.

Yuen, C.C. & Lee, S.N. (1994) "Applicability of the Learning Style Inventory in an Asian Context and its Predictive Value." *Educational and Psychological Measurement*, 54, 541-549.