EDF6886 MULTICULTURAL EDUCATION: ESOL MODULE

Standards 3.1. Activity 1
Standards 1.1. Activity 2
Standards 1.1. Activity 3

**ACTIVITY 1: Florida Consent Decree**

*ESOL Performance Standard 3.1.*

Assignment Identifier: (Upper & Lower Case for Address/UPPER CASE for ASSESS the associated ESOL Standard): ESOL 1.0

ESOL Domain(s), Standard(s) and Indicator(s): 3.1(c)

*Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)*

*Standard 1: ESL/ESOL Research and History: Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.*

*3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.*

Activity Objective: Explain the purpose of the Florida Consent Decree and its relationship to other legal precedents affecting ELLs.

Activity Description: Research the Florida Consent Decree and Proposition 227 and write a reflection on their requirements as well as the Consent Decree’s impact on teachers of different subject areas and grade levels.

**Florida Consent Decree**

1. Research Lau v. Nichols 1974 to learn why it could be used as a precedent for the Florida Consent Decree.
2. Research California Proposition 227 to learn why Californians voted against bilingual education.
4. Under Section IV, click on Specific Requirements for ESOL Certification and Inservice Training. Find your own category and how much training you will need.

**Reflection**

5. Reflect on what you have learned:
   o Explain the purpose of the Florida Consent Decree and why Lau v. Nichols was used as a precedent to this law.
o Briefly describe the purpose of California Proposition 227. How does this contrast to Lau v. Nichols? Where does ESOL training for all teachers stand in relation to these two viewpoints?

o Discuss your required training in comparison to the other categories. Do you think that all teachers and school counselors should have the same training? Why or why not?

o Mention at least 3 accommodations you would make in your classroom or counseling sessions to help ESOL students (and possibly their parents).

STANDARD #3.1 MODULE SCORING GUIDE

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<td>Florida Consent Decree reviewed, purpose and Lau v. Nichols precedent explained</td>
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<tr>
<td>Proposition 227 described and contrasted to Lau v. Nichols, ESOL analyzed with insight about position of Consent Decree regarding bilingual education.</td>
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<td>Training category and amount of training given, question about equal training answered with reasons.</td>
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<td>3 Accommodations explained, appropriate for classroom or counseling sessions.</td>
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<td>Mechanics: spelling, grammar, style professional. Own words are used or phrases quoted and cited in APA style.</td>
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Grade and Comments:

ACTIVITY 2: Interview ELL Learner

ESOL Performance Standard 1.1.

Assignment Identifier: (Upper & Lower Case for Address/UPPER CASE for ASSESS the associated ESOL Standard): ESOL 2.0

ESOL Domain(s), Standard(s) and Indicator(s): 1.1(a,b,d)

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs’ Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

Activity Objective: Gather data on cultural commonalities and contrasts of English language learners home and school experiences and apply findings to addressing ELL difficulties.

Activity Description: Interview an ELL about her/his cultural and linguistic experiences and write a reflection on differences and similarities, stereotypes, and suggestions for teachers and counselors to address identified problems.

Interview with English Language Learner (ELL)
1. Interview an individual who is categorized or would have been categorized as an English Language Learner per the Florida Consent Decree about his/her experiences learning English and adjusting to life in the U.S. If you interview someone who is under 18, be sure to get parental permission in advance. If you don’t know any adult who fits this category, consider contacting the International Students organizations at UCF. Tape the interview to insure accuracy.

2. Prepare questions about the interviewee’s educational experiences in the U.S., either as a student or an adult. Include the process of learning English and mainstream American practices dealing with education. Ask for comparisons, cultural concerns or conflicts with the U.S. educational system. Ask about helpful people or practices such as teachers, counselors, or organizations. Ask about any personal experiences with discrimination or stereotyping. Ask open-ended questions, starting with general questions about your interviewee’s background so you can put his/her experiences in context.

3. Sample questions about the learning process follow, but prepare your own list of questions in advance, including general background questions.
   - What cultural values or practices did you find different in the U.S.?
   - What stereotypes did you have about Americans?
   - What stereotypes did others have about you? Were you called any derogatory names?
   - What problems did you have in learning English? How did you overcome them?
   - How did your teachers help or not help you in learning English?
   - What role did school counselors play in helping you?
   - What advice would you give to other English language learners?

Reflection
3. Reflect on what you have learned:
   - What are the major differences/similarities between your culture and that of your interviewee? How did these affect your interviewee’s process of learning English?
   - What stereotypes were revealed and how did you react to the stereotypes discussed? Was your thinking changed? Explain why or why not.
STANDARD #1.1. MODULE SCORING GUIDE

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ACTIVITY 3: Research Cultural Group

Assignment Identifier: (Upper & Lower Case for Address/UPPER CASE for ASSESS the associated ESOL Standard): ESOL 3.0

ESOL Domain(s), Standard(s) and Indicator(s): 1.1(c)

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs’ Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds.

Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

ESOL Performance Standard 1.1.
Activity Objective: Identify cultural barriers for ELLs at school and strategies for reducing or eliminating them.

Activity Description: Conduct secondary research on ELL cultural groups, noting differences in attitudes and expectations about school. Write a reflection including strategies for reducing or eliminating cultural barriers to ELLs success at school.

**Internet Research of 2 ELL Cultural Groups**
- Do an Internet search of 2 major cultural groups that are part of ELL student population in Florida. Consider groups you have experienced in schools and your interviewee’s group. Use at least 1 website that is nonprofit, with URL addresses ending in EDU, ORG, or GOV. List the websites in your reflection.
- Read about the 2 groups' attitudes about education and school practices. Consider any areas that might lead to conflict between families and schools beyond language issues.

**Reflection**
- Reflect on what you have learned:
- Summarize the 2 groups' attitudes about education and school practices. Highlight any areas that might lead to conflict between families and schools.
- Name 3 strategies or approaches that teachers, counselors, and/or schools could use to reduce the cross-cultural barriers between each of these 2 groups and the schools.
- Discuss needed resources and the level of difficulty involved to accomplish these objectives.

**STANDARD #1.1. MODULE SCORING GUIDE**

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<td>Information given about 2 groups attitudes towards education and school practices. Possible areas of misinterpretation discussed.</td>
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