

**Meeting the College of Education's Cultural Diversity
Requirement: Department of Language
Education**

The Department of Language Education consists of three distinct programs areas, two of which grant degrees at the undergraduate, Masters, and Educational Specialist levels. These areas are in Secondary English Education and Foreign Language Education. The Elementary and Middle School Language Arts/Children's Literature program does not offer an undergraduate degree but does offer Masters, and Educational Specialist degrees. The Ph.D. is a departmental degree that cuts across these areas.

The Department of Language Education has long had a commitment to the goals of enhancing and facilitating cultural diversity. This is reflected in the overall content of our courses as well as in the creation of specific courses that address issues of diversity.

Listed below are the requirements of our various programs. This report concludes with the Department's Ph. D requirement.

I. Cultural Diversity Requirement for Elementary and Middle School Language Arts/Children's Literature: Undergraduate Programs

The faculty from the Department of Language Education responsible for teaching courses for elementary and middle school majors have devised an action plan to address the Multicultural Education Initiative's mandate for change. Our plan has six components, or strands, which will run through and across all of our courses and will meet the need to educate the future teachers of our state and nation in ways that reflect our country's increasingly diverse population.

These strands are:

- I. Examining and understanding our own cultural assumptions and how they affect teaching and learning
- II. Recognizing that language diversity is enriching and not something requiring remediation
- III. Learning to recognize stereotypes and other manifestations of discrimination and prejudice in curriculum materials and school practices
- IV. Identifying and understanding the impact of differential access based on ethnicity, age, class, gender, and ability
- V. Developing cross cultural understanding and practice that embody and reflect that understanding

VI. Promoting the development of curricula and classroom practices that promote social justice for all students

It is important to note that while these strands are listed separately, there is considerable overlap and reinforcement between and among them.

I. Examining and understanding our own cultural assumptions and how they affect language and literacy teaching and learning

A primary strategy used to implement this strand is through reading and responding to a wide range of literature that includes folklore, mythology, books that touch on widely celebrated holidays and religions, as well as books that deal with historical and contemporary issues. Responding to these diverse literatures over time allows students to reflect on their own values in relation to others. Students will discuss issues of selection and censorship and develop relevant bibliographies for personal and classroom use.

II. Recognizing that language diversity is enriching and not something requiring remediation

This strand will sensitize students to the rich diversity of language and dialect found in American society. Films like *American Tongues*, and books like *Literacy Con Carino* and *When They Don't All Speak English* provide an introduction to this critical issue. Other key strategies include having students collect and analyze language samples, conducting a case study of a child's language production and use, and having students examine books written in nonstandard dialect and in Spanish.

III. Learning to recognize stereotypes and other manifestations of discrimination and prejudice in curriculum materials and school practices

Strategies to address this strand include studying the relation between literary elements such as characterization and explicit instruction designed to assist students in recognizing stereotypes. Students also will apply criteria and typologies for selecting culturally diverse literature and avoiding stereotypes. Language study also will emphasize the ways that language differences contribute to stereotypes, prejudice, and discrimination.

IV. Identifying and understanding the impact of differential access on language and literacy based on ethnicity, age, class, gender, and ability

The study of taken-for-granted classroom structures and practices such as environmental print, bulletin boards, classroom library collection, access to books and reading time of different groups of standouts will be important vehicles for the development of this strand. The important work of scholars such as Jackie Irvin and Lisa Delpit will be read, analyzed, and discussed. During field work, students will “shadow” students designated as “successful”

and “unsuccessful” in order to understand the impact of tracking and ability grouping. Issues in this strand also are addressed in the video by Dawn Martine Harris.

V. Developing cross cultural understanding and practices related to language and literacy that embody and reflect that understanding

Reading and responding to literature from varied cultures is central to work in this strand. Also emphasized will be the need to develop meaningful home-school literacy connections built on respect of home and community and on learning ways to develop bi-directional, respectful relationships with linguistically and culturally diverse families. Culturally sensitive discussion strategies also will be modeled and practiced.

VI. Promoting the development of language and literacy curricula and classroom practices that promote social justice for all students.

Once again, the use of appropriate literature (in this case, literature that deal with issues of social justice) is essential to the development of this strand. Planning thematic units that address social themes also will occur. Background information will be gained by considering Barbara Michalove’s “prejudice model” and the video *Shadow of Hate*.

II . Cultural Diversity Requirement for Elementary and Middle School Language Arts/Children’s Literature: M.ED | ED.S

The Department of Language Education faculty strive to prepare our graduates to teach and enjoy the people, languages, and literature of our culturally diverse society. To that end, we have designed a cultural diversity requirement, consistent with requirements from the College of Education and University of Georgia, for all M.ED. and ED.S. students. Students will fulfill the requirement by designing their own course of study or learning experiences as part of the regular program of study.

An M.ED. student must have at least 2 courses on the program of study that meet the cultural diversity requirement.

An ED.S. student must have at least 3 courses in the combined M.ED. and ED.S. programs of study. In other words, if an ED.S. student has 2 courses meeting the cultural diversity requirement as part of his/her M.ED. program, then that student needs 1 more course as part of the ED.S. program. Courses

in the ED.S. program are always considered in light of courses taken in the M.ED. program of study.

The following are among possible options for satisfying the cultural diversity requirement:

1) **Courses from the Department of Language Education**

- ELAN 4030/6030 TESOL Methods and Materials
- *ELAN 5040 Language and Culture in the Classroom
- ELAN 5318/7318 Culturally Diverse Children's Literature
- *ELAN 5390 ESOL in P-12 Settings
- *ELAN 5730/7730 1st and 2nd Language Acquisition and Development
- ELAN 6631 Teaching Language-Minority Students
- ELAN 7600 Reading and Writing in a Non-Native Language
- ELAN 7731 Advanced Topics in 1st and 2nd Language Acquisition
- ELAN 7732 Sociocultural Aspects of Language Learning & Teaching
- ELAN 8030 Classroom Discourse in Language Teaching & Learning
- ELAN 8040 Languages, Cultures, and Literacies
- ELAN 8310 Women and Minorities in Literature for Young People
- ELAN 8600 Research on 2nd Language Acquisition in the Classroom

* These three courses fulfill requirements for ESOL endorsement in Georgia.

1) **Courses from other departments in the College of Education**

See the Multicultural Task Force's listing of possible courses within the COE.

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Courses from departments outside the College of Education

Work with your advisor to select courses from African-American Studies, Women's Studies, and other departments offering relevant courses.

1) **Independent study (ELAN 6080)**

With your advisor plan a course that includes 50 or more hours of service and/or experiential learning. Meet with your advisor regularly to plan and discuss your experiences and write a 10-12 page reflection at the end of the semester.

Examples of service and experiential opportunities:

- Be a conversational partner with international students from the American Language Program.
- Volunteer to work with international students through the World Ambassadors Program sponsored by the International Student Life Office.
- Attend and participate in workshops, seminars, lectures and other activities sponsored by the International Student Life Office.
- Attend and participate in activities posted on the COE Multicultural Education Initiative's web site (<http://www.uga.edu/~mctf/>).
- Other — see what's available at UGA and/or in your home community.

1) **Study abroad**

The Graduate School allows you to apply up to 10 hours of study abroad credit to your program of study.

1) **Research project (ELAN 7650)**

Both M.ED. and ED.S. students are required to complete research projects as part of their programs of study. If the research project addresses some aspect of multicultural education (gender, race, ethnicity, etc.), then ELAN 7650 may be considered as a "multicultural course." Be sure to plan early for this option with your advisor.

III . Cultural Diversity Requirement for Secondary English Education: Undergraduate and Modified-Masters Program

Given the very broad definition of "cultural diversity" which appears in the statement endorsed by the Faculty Senate, we believe our undergraduate program area addresses the diversity requirement in five areas. Overall, we aim to help our students view diversity as a source of possibilities and not solely as a set of problems to be overcome.

1. Core Requirements

Students entering our program are required to take EFND 2030, SPED 2000, and EPSY 2020 in addition to at least one course in a foreign language. All these courses contribute to students' conceptual knowledge of issues related to cultural diversity.

2. Teaching Field Coursework

Students entering our program are required to have completed seven upper division courses in their teaching field. Students are strongly advised to take at least two courses that specifically address issues pertaining to cultural diversity (e.g. African American Literature, Women's studies, East Asian Literature, etc.)

3. Year-long Advanced Professional Education Course Sequence

* Students are required to develop and share with peers a research proposal. Many students choose to investigate questions involving awareness of cultural diversity.

* The required course in Adolescent Literature includes reading and discussion centered on developing awareness of diversity.

*Students participate in various local inquiry projects involving shadowing, study groups, interviewing, etc. that confront them with the reality of cultural diversity.

* Students create unit plans in which they are required to demonstrate an awareness of issues related to cultural diversity.

In these and other ways the Year-long Course Sequence contributes to students' conceptual knowledge of issues related to cultural

diversity.

4. Guided Field-Experience and Student Teaching

* Students experience multiple placements in public schools that are naturally diverse.

* Prior to student teaching, students complete an on-site research project that requires consideration of diversity as an issue.

* Students are provided with opportunities for guided reflection before and during student teaching that helps them increase their level of competence and effectiveness in interacting with diverse groups.

* Following their student-teaching experience, students participate in a seminar which is devoted in part to considering the role of diversity in shaping the quality of their experience.

These aspects of the Year-long Course Sequence contribute to students' ability to apply the conceptual knowledge they have acquired to recognize the potential of student diversity to enhance the conditions for learning in classrooms as well as to meet the challenge of posing and solving problems in real-life educational settings.

5. ESL Add-On Certification

Students are strongly advised to consider acquiring ESL endorsement as they fulfill basic requirements for T-4 certification.

IV . Cultural Diversity Requirement for Secondary English Education: Regular Masters and Specialist Programs

1. With very few exceptions, students enrolled in these programs are practicing classroom teachers. Developing conceptual knowledge about cultural diversity ranks high on the agenda of every course we teach (ELAN 6410, 7420, & 7430) in addition to the introductory seminar (ELAN 7400: Current Issues in Eng. Ed.) where new students are invited to suggest topics for discussion/inquiry that will help them improve their teaching practice.

2. Students are strongly advised to include courses that focus on cultural diversity as they complete additional coursework in foundations (1 course) and the teaching field (3 courses outside the COE).

V. Cultural Diversity Requirement for Foreign Language Education Programs

Multiculturalism, intercultural communication, and issues of diversity in education form the very foundation of the ESOL and FL education programs. Our course sequences are geared toward meeting the needs of students with diverse social, cultural, and linguistic backgrounds.

Course requirements

Below are listed the courses for each of the degree programs. The course titles refer to the multicultural nature of the content of the various courses and underscore our commitment to preparing students to participate in and contribute to the diverse facets of our society.

B.S.Ed. in Foreign Language Education

ELAN **4530** Foreign Language Curriculum and Methodology in
Elementary and Middle Schools
(revised)

ELAN **4531** Foreign Language Curriculum and Methodology in Secondary
Schools (revised)

ELAN **5540** Creating Learning Communities in the LOTE Classroom
(new)
(LOTE: Languages other than English)

ELAN **5550** Field-Based Practicum in Foreign Language Education (new)

ELAN **5560** Student Teaching in Foreign Language Education (new)

M.ED. in Foreign Language Education

ELAN **7500** Curriculum Planning in Foreign Language
Education (revised)

ELAN **7600** Reading and Writing in a Nonnative Language
(new)

ELAN **7732** Sociocultural Aspects of Language Learning
and Teaching (new)

ELAN **7070** Research Methods in Language (new)

ELAN **7730** First and Second Language Acquisition and
Development

ELAN **7731** Advanced Topics in First and Second Language
Acquisition and Development (new)

TESOL PROGRAMS

M.ED. in TESOL

ELAN **4430/6630** TESOL Methods and Materials (new)

ELAN **6631** Teaching Language Minority Students (new)

ELAN **7600** Reading and Writing in a Nonnative Language
(new)

ELAN **7732** Sociocultural Aspects of Language Learning and
Teaching (new)

ELAN **7070** Research Methods in Language Education (new)

ELAN **7730** First and Second Language Acquisition and
Development (revised)

ELAN **7731** Advanced Topics in First and Second Language
Acquisition and Development (new)

ESOL Endorsement

ELAN**5040/6040** Language and Culture in the Classroom (revised)

ELAN **5630/6630** ESOL in K-12 Settings (new)

ELAN**5730/7730** First and Second Language Acquisition and
Development (revised)

Content Within and Across Courses

We emphasize in all of our programs and courses the new standards for second language learning that have been recently introduced to the profession by the American Council on the Teaching of Foreign Languages (ACTFL). There are two standards for teaching culture. The first one states that “students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.” According to ACTFL, this standard focuses on the practices that are derived from the traditional ideas and attitudes of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, and the use of space.

In the second standard “students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.” The focus here is on the products of the culture being studied and on how they reflect the perspectives, beliefs, and values of the culture. Products may be tangible (e.g., a painting, a piece of literature) or intangible (e.g., an oral tale, a dance, a system of education).

In our efforts to aid students in becoming effective teachers of foreign languages and English as a foreign and a second language, we never cease to emphasize how culture, as defined above, can and should be taught in the American classroom, for it is our firm belief that language and culture constitute a single entity and cannot be divided.

Lab and Field Experiences

All of our FL and ESOL methods courses contain a field experience component. Our students are placed in elementary, middle, and secondary schools and have the opportunity to teach students who represent all of the ethnic groups making up American society. In preparation for this hands-on teaching experience, we require our students to explore the differences in the cultural expectations toward schooling found among Hispanic, African American, Asian, Semitic, and Euro-American students and teachers.

Assessment for Meeting the Cultural Diversity Requirement

The FL and TESOL assess our students' progress toward reaching the cultural diversity requirement. The assessment measures described below are used to evaluate student learning.

- Students engage in micro-teaching experiences in elementary, middle, and high school classrooms. They receive comments and constructive criticism on their teaching practices from the teaching staff and their peers. They also reflect on and assess their own performances using videotapes of their micro-teaching efforts in ELAN 4530 and 4531.
- Students engage in student teaching full-time for 10 weeks with a public school foreign language teacher. Their teaching performances are assessed once a week by their mentor teachers using an observation rubric created by university teaching staff and the mentor teachers. In addition, the mentor teachers and university supervisors schedule conferences on a regular basis with their student teachers to give comments on their teaching and to offer additional support.
- In many of the required courses (ELAN 5540 and 7732, for example), students engage in cross-cultural field experiences in which they become acquainted with individuals from linguistically diverse groups and explore the effects of cognitive, affective, and sociocultural variables on language learning.

CULTURAL DIVERSITY REQUIREMENT for Ph.D

Ph.D. candidates who are admitted Fall semester 1998 and thereafter will take at least three courses that deal specifically with cultural diversity issues. These courses may be any of the graduate courses listed below or in the Multicultural Task Force's listing of courses. They may also be course(s) approved by the student's committee. In each course, students will have specific assignments (e.g., projects, presentations, papers, field work, and/or exams). Professors will evaluate these to assess and provide feedback to students regarding their content knowledge and knowledge of application.

ELAN 4030/6030 TESOL Methods and Materials
ELAN 5040 Language and Culture in the Classroom
ELAN 5318/7318 Culturally Diverse Children's Literature
ELAN 5390 ESOL in P-12 Settings

ELAN 5730/7730 1st and 2nd Language Acquisition and
Development
ELAN 6631 Bilingualism & Bilingual Education
ELAN 7600 Reading and Writing in a Nonnative Language
ELAN 7731 Advanced Topics in 1st and 2nd Language Acquisition
ELAN 7732 Classroom Discourse
ELAN 8000 Doctoral Seminar in Language Education
ELAN 8030 Discourse Analysis and Language Learning
ELAN 8040 Languages, Cultures, and Literacies
ELAN 8310 Women and Minorities in Literature for Young People
ELAN 8600 Research on 2nd Language Acquisition in the Classroom

One of these courses may also meet the Department's existing
second/additional
language requirement..

The doctoral committee will determine whether or not the cultural
diversity requirement has been met.