This is a course reflective analysis demonstration final exam designed as a way for you to articulate clearly and succinctly your knowledge and understanding about teaching culturally and linguistically diverse students.

**Directions**

Please carefully review all of your class notes, activities, PPT and other instructional materials presented during the course of this semester. Then complete the table below. For each item listed provide a brief summary of your understanding about the topic and include an example to support your response. Your answers must be complete and address each of the topics listed.

**Teaching Culturally and Linguistically Diverse Students**

For each of this topics complete the following: “Here is evidence that I have developed an understanding of (topic)…”

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<td>1</td>
<td>Socio-cultural factors and other environmental influences on the development of culturally and linguistically diverse students.</td>
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<td>There are many socio-cultural and other environmental factors that influence the development of culturally and linguistically diverse students. One is their home life. What kind of family structure do they have? A nuclear family is known to be the best structure for any child. However, depending on the help and support they get from their family, this could have a negative effect. A child’s parents could speak little to know English. As an ELL student, one needs all the help they can get, and not having that extra practice or knowledge from the parents can be a problem in the speed at which they learn the language. Yet another big factor is the teacher. Are they impeding growth in the student? Have they created a safe learning environment for the child to flourish? A culturally and linguistically diverse student not only needs support at home, but in the classroom especially. Without a safe and comfortable environment, created by the teacher, in the classroom they can feel discouraged to learn and participate in classroom activities. Each factor plays a role in the development of culturally and linguistically diverse students, but none can begin to push and move the student in a positive direction if the students readiness in their native language and English language are assessed. Teachers need a starting point to build off of. Without it, they have no base at which to start and begin to teach their student.</td>
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<td>Discuss, compare, and contrast several theoretical interpretations of the development of the target population.</td>
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<td>Cummins introduced, not a theory, but a guide for English language learners instructions and assessment. He also introduced the terms Cognitive Academic Language Proficiency (CALP) and</td>
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Basic Intrapersonal Communication Skills (BICS). This led to the iceberg model. The tip of the iceberg, or the visually accessible portion, was of conversational language. This is the social language that ELL students develop. It is very visible to teachers and observers. The bottom part of the iceberg, or the unseen portion, was of academic language. This is the academic proficiency and school language that ELL students develop. This is usually obtained later in life. Cummins believed that it was reached during the intermediate fluency and advanced and continuing language proficiency portion of language development in ELL learners. Another person that influenced the view on learners was Vygotsky. His theory was sociocultural. He theorized that language development arises as a result of social interaction. Second language learners acquire language when they collaborate and interact with other speakers. This can be done by learning when within their zone of proximal development. With the assistance of an interlocutor, they learn things that would have been out of their reach without the needed assistance provided to them. Through collaborative dialogue, second language learners co-construct knowledge while engaging in production tasks that draw their attention to both form and meaning. Both Cummins and Vygotsky have an emphasis on conversation language. However, Vygotsky’s theory surrounds and is based off of social interaction while Cummins also puts an emphasis on the academic language gathered by student work. As both Cummins and Vygotsky put a large emphasis on social interaction Chomsky did as well. Chomsky, with his innatist theory, theorized that all students are born with the innate knowledge of universal grammar. Universal grammar allows every child to acquire the language of their environment during a critical period of their development. They can acquire the knowledge by observation, interaction, and communication with others.

### Technology’s role in enhancing instruction for second language learners in middle and high school settings.

Technology can really help a second language learner in the classroom. With today’s technology, there are many options to choose from. A simple form of technology that can greatly help a SLL is using power point presentations. With the presentation, the student gets the visual aid they need to follow along and pick up on familiar words. Another technology that can enhance instruction for a second language learner is a recording device. Being able to hear the lecture over multiple times can help them pick up on words they may have missed. Yet another simple piece of technology to enhance their learning is a television. Watching a movie on the subject being taught has been shown to assist them in picking up on vocabulary. Each technology that is allowed use in the classroom by a SLL gives them an advantage in learning that they didn’t have before.

### Diagnostic information toward the modification of traditional school curriculum, and instructional materials for culturally and linguistically diverse students.

The modification of the traditional school curriculum requires diagnostic information and instructional materials for culturally and linguistically diverse students. First off, a teacher must know where their students are. They must find out the readiness level of the student. Then they can go from there and create modifications to fit the child’s needs based on the stage of language acquisition that student is at. There are five stages of second language acquisition. Stage one is the silent period, also called preproduction. This stage can last from ten hours up to six months. Students often have about 500 receptive words in their vocabulary. They may not make any utterances in the classroom, but can do some classroom activities by drawing and pointing. Strategies for this level include the use of coloring and hands-on activities. This allows the student to express their knowledge of understanding without having to speak. Also, lots of visuals
such as movies help for comprehension of the second language learner. The next stage is early production. This stage can last an additional six months. By now second language learners have usually developed close to 1,000 words, and can speak in one or two word phrases. Strategies for a second language learner in this stage are to continue the use of visuals, playing simple yes or no games, asking questions that require one-word answers, and a lot of vocabulary practice. These strategies help increase the vocabulary of the student and does not put pressure of them to answer more than they can understand. It allows them to stay comfortable with their ability to answer with one or two words. The third stage is speech emergence. This stage can last up to an additional year and students have developed about 3,000 words. Students in this stage begin to use simple dialogue and respond with short phrases and easy sentences. The longer sentences they do produce typically have many grammatical errors and pronunciation differences. Again, the use of visuals is continued along with the increase of vocabulary practice by reading books. Group work and class discussions are suggested strategies as well as creating simple poems and reading aloud to the class. The next to last stage is intermediate language fluency. This stage may take up to another year, but students have typically doubled their vocabulary to about 6,000 words. Second language learners in this stage can also make more complex sentences as well as questions, being able to speak at greater lengths. Lots of vocabulary use and visuals are still being used in the classroom. Other strategies include short writing assignments, small group research, and reading aloud in class such as in buddy reading pairs. The last stage of second language acquisition is advanced language proficiency. This stage is a multi-year process. A student’s accent often remains, however the student has learned how to communicate well in social situations. Not only this, but they can handle a greater level of independence in academic settings. Teaching strategies for this final stage include more complex writing, puzzle sentences, and specific activities to incorporate the specialized vocabulary they have attained. It is important to try and cater as best as possible to each level. Second language learners can slip from one stage back into a previously accomplished stage so it is important to keep them moving forward.

5 Characteristics and behaviors of culturally and linguistically diverse students in terms of program and second language acquisition needs.

Characteristics and behaviors of culturally and linguistically diverse students are typically more reserved. When first acclimating to the new environment they are typically very quiet and unwilling to talk. As they become more acquainted with the customary routines of the classroom and new vocabulary they begin to feel more comfortable. However, many still feel shy and apprehensive. There are a lot of words being said that second language learners just don’t understand. Creating a safe learning environment can help these students feel more comfortable talking and making mistakes as they learn this new language. Also, the use of many visuals and hands-on learning can really benefit a second language learner. It helps them better understand the material and directions being shown in class.

6 Program delivery and assessment processes of Bilingual and Multicultural legislation.

Current legislation dealing with Bilingual Education, including federal and state definitions for ELL, LEP and immigrant students.
One current legislation dealing with Bilingual Education is the No Child Left Behind Act of 2001 (NCLB) which was the reauthorization of the Elementary and Secondary Education Act (ESEA). NCLB has direct implications to the education of limited English proficient (LEP) students. Also, the Individuals with Disabilities Education Act (IDEA) of 2004 is a federal law ensuring services to improve academic achievement and performance. Both of these require students to be taught using practices shown to make a difference in their learning. According to the federal government, an LEP or English language learner (ELL) is an individual three to 21 years of age, is enrolled or going to enroll in primary or secondary education, who is not us born or whose native language is not English, and whose difficulties with speaking, reading, and writing would cause them to be below the states proficient level of achievement. Both of these acts, and the federal definition of an ELL and LEP student require that teachers, whether general education or special education to teach to the needs of these students. That may mean that they need to comply by a student’s individualized education plan (IEP). However, they must comply because these acts, along with others, were instated to protect the rights of these LEP and ELL students to an education.

8  **Strategies that elementary schools teachers can use to promote social acceptance of culturally and linguistically diverse students.**

To promote social acceptance of culturally and linguistically diverse students a teacher can first, set up a few classroom rules that the class must abide in order to keep it a safe and comfortable learning environment. After this has been established a teacher can then come up with activities for the students such as an international day. Students can bring in family members to talk about their culture and heritage. Along with a family member they are free to bring in a food from their culture to share with the class. As each student and family member share about their culture the other students learn of the many other traditions and ways of life around the world.

9  **Appropriate behavior management techniques for culturally and linguistically diverse students.**

There are many behavior management techniques for teachers to use. However, one must understand the student and his or her actions before implementing one. To do this the teacher must notice the differences between just wanting attention and needing help. Just wanting attention can be very distracting for the rest of the class as well as the teacher. The teacher must also know the culture of her students and what kind of cultural behaviors she can expect from them. A rude gesture in one culture can be one that shows respect in another. Knowing what the behaviors of the linguistically and culturally diverse students will help in understanding the meaning behind the gesture. Some behaviors must be corrected, however, and to go about correcting a teacher should talk to either the parents or older sibling of the child.

10  **Interpersonal relationships and human relations problems and issues with culturally and linguistically diverse students and parents.**

Interpersonal relationships and human relations problems and issues with culturally and linguistically diverse students and parents can and does happen. Communication is key when trying to relay information to an English language learner. Miscommunication leads to misunderstanding. If you must, have a translator there to help communicate between the two parties. There are also cultural boundaries that must be taken into order. Knowing the culture or cultures you will be dealing with will help you know what is and is not acceptable to say to the student or student’s parents. It may also help you relay what you are trying to explain to them better than before. However, with the cultural boundaries, parental involvement may be lacking. Some cultures show very little parental involvement in their child’s education, which may pose a
problem for the teacher and the student’s success. Again, it is all about communication and maybe with the right communication tools a teacher may be able to show parents how important involvement in their child’s education is.

| 11 | Current issues and trends and the utilization of research findings that impact education programs for culturally and linguistically diverse learners. |