TEAC 921B: Seminar in Literacy Studies (Special Topics: Schooling and the Multilingual Mind)—A Peer Review of Teaching Project Benchmark Portfolio

Theresa Catalano
University of Nebraska-Lincoln, tcatalano2@unl.edu

Follow this and additional works at: http://digitalcommons.unl.edu/prtunl

Part of the Bilingual, Multilingual, and Multicultural Education Commons, Educational Methods Commons, Higher Education Commons, and the Higher Education and Teaching Commons

Catalano, Theresa, "TEAC 921B: Seminar in Literacy Studies (Special Topics: Schooling and the Multilingual Mind)—A Peer Review of Teaching Project Benchmark Portfolio" (2015). UNL Faculty Course Portfolios. 81.
http://digitalcommons.unl.edu/prtunl/81

This Portfolio is brought to you for free and open access by the Peer Review of Teaching Project at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in UNL Faculty Course Portfolios by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
Dr. Theresa Catalano, Assistant Professor
Teaching, Learning and Teacher Education
University of Nebraska-Lincoln
tcatalano2@unl.edu
Table of Contents

I. Description of the Course
   A. What is the course?
   B. Course Goals
   C. Selection of course
   D. Key Goals of Portfolio

II. Teaching Methods/Course Materials/Course Activities

III. Analysis of Student Learning

IV. The Course and the Broader Curriculum

V. Planned Changes

VI. Summary and Overall Assessment of Portfolio Process

VII. Appendices

   A. Course Syllabus
   B. Photos of dual language visit
   C. Midterm (actual exam)
I. Description of the Course

What is the course?

For my portfolio, I have chosen the doctoral seminar course TEAC 921B, Seminar in Literacy Studies: Schooling and the Multilingual Mind (see Appendix A for syllabus). Although the Peer Review of Teaching Project (PRT) normally focuses on undergraduate courses, I chose to focus on this graduate course for two reasons; 1) I am only teaching graduate courses in the spring when the PRT project is occurring, 2) This is a new doctoral course I am offering and I would like to benefit from (and have my students benefit from) the thought process involved in PRT in order to make this course the best possible.

TEAC 921B (Spring 2015) is an introductory course to multilingualism and schooling that will cover topics related to teaching and learning in the multilingual classroom (e.g. multilingual pedagogies such as translanguaging, dual language programs, etc.), conceptual issues and sociolinguistic perspectives on bi/multilingualism, neurological and psychological aspects of bilingualism and multilingualism, multilingual first language acquisition, bilingual and multilingual language use including knowledge, comprehension and production, multilingualism and the media, literacy, and creative cognition in education. In addition, students will study global perspectives on multilingual language policy and education in multilingual regions.

This is a doctoral seminar, but some Master’s students in the field of language study (that have taken the prerequisite of TEAC 813A Second Language Acquisition) will also be allowed to enroll. In addition to doctoral students from TLTE (my department) the course is also open to any doctoral students campus wide, that are interested in multilingual issues. This will include (but not be limited to) students with majors in QQPM (Quantitative, Qualitative and Psychometric Methods), modern languages and literature, English, Child Youth and Family, Educational Administration and other areas that might have an interest in learning about multilingual learning processes.
Most of the students in this course will bring with them some knowledge of language learning or teaching, but this might vary widely. In terms of fitting into the departmental curriculum, this course provides information necessary for teachers to learn more about the way the multilingual mind works and how to benefit from resources these students bring as well as adapt classroom strategies to make use of these resources. One of our departmental goals is to teach teachers how to take into consideration students from diverse cultural and linguistic backgrounds and this course builds on this goal by giving students advanced knowledge of language processing, neurological and psychological aspects of multilingual learning, etc... Many of the students in this class will have already learned about how learners acquire a second language, and how to teach a second or foreign language. This course will add to this knowledge, and help students understand the differences between L2 (second language) and L3 or Ln (additional languages) learning, given that many multilingual students are the norm worldwide, and increasingly present in classrooms of all levels.

Course Goals

I have identified several goals for this course that reflect what I want students to know, understand and be able to do by the end of the course. Firstly, I would like students to be familiar with the basic terminology and concepts involved in neurological, psychological and sociological aspects of bilingualism and multilingualism, and L3 acquisition. I would like them to also be able to identify similarities and differences between L1, L2 and L3 acquisition in order to best understand how to teach students with differing linguistic histories. I would like the students to have an understanding of what the major issues are in relation to teaching and learning in the multilingual classroom (i.e. language planning and policy issues, dual language programs, psychological and sociological principles underlying the success of multilingual students) as well as be able to reflect on their own teaching and how they might adapt it to consider multilingual students. I hope that at the end of the course they are able to retain an understanding of the major concepts (such as language transfer, the multilingual lexicon, multilingual processes such as reading and speaking) but mostly I hope that they will
take the time to learn the linguistic and cultural backgrounds of their students and how they might use these backgrounds as a resource for these students’ own learning as well as for other students in the class. I also want students to change the negative and deficit narrative that often accompanies the education of immigrant students to a positive narrative where multilingual students are seen for the resources they have, which all students can benefit from. In addition, I would like students to learn how to advocate for multilingual language learning and language rights. I hope that students learn about biases they have previously had (and didn’t realize) in their teaching, and how they might contribute to society by putting forth multilingual discourses in their classes, facilitating language and structure transfer and encouraging language maintenance and acquisition in their students. I believe these goals are necessary because the world is becoming increasingly globalized. No longer are teachers, even in rural Nebraska, teaching in front of homogenous groups of students. Increasingly, transnational global migration is occurring and teachers need to be prepared to teach students of all levels and backgrounds. Strategies to teach these students are important but attitudes and orientations toward difference are even more important and often communicated subtly by teachers. Students pick up on these attitudes and orient themselves accordingly by refuting their home languages and identities in order to “fit in”. This lack of education about the benefits of multilingual literacy lead to large gaps between English learners and students from English speaking homes. Therefore, I believe this course is important because students need to understand what research tells us about the benefits of bi or multiliteracy in order to advocate for it. Because most of my students will work with bilingual or multilingual students in some way, they need to have an attitude that reflects this knowledge.

The goals mentioned above are reflected in my syllabus, which lists them as Course Objectives (see below).

**Course Objectives:**
*By the end of this course, students should be able to:*

1) Demonstrate knowledge of neurological and psychological aspects of bilingualism and multilingualism and L3 literacy.
2) Understand and identify terminology related to L1, 2, 3 and n acquisition.

3) Identify and understand how L3 (or Ln) acquisition is qualitatively different and similar to L1/L2 acquisition using empirical evidence and relevant theories/models.

4) Identify major issues/pedagogies related to teaching and learning in the multilingual classroom.

5) Examine and reflect on their own language learning in order to refresh understanding of what it means to be a language learner.

6) Effectively apply knowledge of multilingualism to make use of students’ linguistic repertoires in their teaching.

**Selection of course**

This course was selected because it is a new course, and I feel that going through this reflective process while designing it will make it more educationally beneficial for my students, and will also help me to focus on my main goals, and how they are assessed. I also selected this course because I would like to try several new activities in this course, and I would like to spend more time developing these activities and documenting their reception and how they helped students achieve course goals. Two aspects I would like to highlight in regards to the course are the **language study component** and the **documentary film**. I have never required either of these items for a course, and I am concerned about how they will be implemented as well as the students’ reception to these activities. For the language study component, in order to achieve goal # 5) Examine and reflect on their own language learning in order to refresh understanding of what it means to be a language teacher, I am requiring students to study a new language for one hour per week (and I provide several ways they can do this), and document what they learned in relation to what they are learning. I would also like to add that I have decided to take part in the language study myself (and will be learning Turkish), and also document my language learning in relation to what I teach in the hopes that I will also gain new insights about teaching language teachers in the process. For the documentary, I am asking students to demonstrate their learning
throughout the semester through a documentary film (as opposed to a final paper). My concern with this project is twofold: 1) The learning of the technology to implement this project will take over the learning of the content, 2) The creativity of the project will take over their demonstration of content knowledge. I am hopeful that by engaging in the PRT project at this time, I will handle these potential problems successfully.

**Key Goals of Portfolio**

As I stated earlier, my key goals for creating this portfolio are to aid me in creating an exceptional new doctoral seminar that reflects and builds on departmental goals for graduate students. In particular I would like to document and address the implementation of two new activities to my teaching (as described above). I foresee using this course portfolio as a reflective process to improve my new course design, but also as a way to showcase the innovative types of teaching I am engaged in for my promotion and tenure file, and to gain insights into teaching international students coming from different cultural and linguistic backgrounds.

As such, my teaching portfolio will provide a broad overview of the entire course, but also highlight the two new aspects (language study and documentary film) that I would like to showcase. The portfolio itself is not part of a larger departmental effort such as curriculum analysis or development, but the course itself is part of a larger departmental effort to help teachers (and faculty) become linguistically and culturally responsive teachers. Thus, I will be happy to share my portfolio with my colleagues to demonstrate ways in which they also might work to consider students from linguistically and culturally diverse background in their own university teaching.
II. Teaching Methods/Course Materials/Course Activities

In Section I., I described the course objectives in detail. I will now describe the teaching course activities in relation to the objectives they are working toward achieving, the materials that were used in these activities and the teaching methodology behind them (See Table 2.1 below).

Table 2.1 Course objectives, methods, materials and assessments used.

<table>
<thead>
<tr>
<th>Concern or Course Objectives</th>
<th>Course Activities/ Materials Used</th>
<th>Methodology/Rationale</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>In -class discussions of materials (which included textbooks, course readings)</td>
<td>A variety of methodologies were used for in-class discussions in order to reach different learning styles and capitalize on dual coding (Paivio 1971), but also to give them active learning experiences to aid in retention. Examples: YouTube films to demonstrate concepts such as tips in raising bilingual children, power point presentations of key terms, power teaching, key term listed created by students on google docs, students act out language processing models physically</td>
<td>Traditional midterm (see Appendix C)</td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
<td></td>
<td>A quantitative (graph showing scores) and qualitative assessment (reflections on the exam by students) will be used to assess the effectiveness of the exam.</td>
</tr>
<tr>
<td>Objective 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 1</td>
<td>Vocabulary leaders</td>
<td>In order to help students learn the concepts better, they must be the vocabulary leader for one week during the semester. Their task is to use the readings/textbook of their week to create a list of important key terms for their classmates. They have complete freedom in the methodology they use to review the vocabulary, but most students will use some type of game or quiz followed by a discussion. The purpose of this activity is to gauge their understanding of the terminology and concepts involved in <strong>Objective 1</strong>, but to do it in a fun way to help trouble-shoot any confusion about the concepts. In addition, in order to demonstrate one multilingual pedagogy, students that are vocabulary leaders will begin by teaching the class 1-2 words in their language of choice at the beginning of class.</td>
<td>Instructor will view vocabulary activities prior to class implementation and provide feedback to students to correct mistakes and gauge whether the leaders understood the concepts. Students then participate in the activity and leaders provide feedback as to the accuracy of their responses and discuss when necessary.</td>
</tr>
<tr>
<td><strong>Objective 4</strong></td>
<td><strong>Discussions</strong></td>
<td>Discussions that will help students achieve <strong>Objective 4</strong> are based on the same methodology behind Objectives 1-3, and include Power points, a language visual, linguistic landscape video, creation of dual language models for a hypothetical community, viewing of Speaking in Tongues (film) and a dual language panel of teachers and students. In addition, students visited a dual language program in Omaha, Nebraska (as a class field trip—see pictures in <strong>Appendix B</strong>) in order to see what they had studied in action. The trip included an online discussion of the visit.</td>
<td>Traditional midterm will address terminology in the essay. Other assessment of discussions include the microteaching and documentary film (in which students demonstrate their learning from discussions) and the alternative exam.</td>
</tr>
<tr>
<td><strong>Objective 4</strong></td>
<td><strong>Alternative Assessment</strong></td>
<td>The “alternative assessment” is both an activity and an assessment of <strong>Objective 4</strong>. The rationale behind including an alternative assessment to the course was to give students ways to express their learning other than written/verbal. This activity is also a model for how language teachers and general education teachers can assess content in ways that don’t continually disadvantage English learners and give students with different learning styles a chance at excelling.</td>
<td>Qualitative assessment in the form of a post-exam reflection by students. Quantitative assessment in a graph comparing the two types of exams and student scores.</td>
</tr>
<tr>
<td><strong>Objective 4</strong></td>
<td><strong>Objective 5</strong></td>
<td>Creation of documentary film</td>
<td>This activity was created as an alternative to writing a final research project and designed to tap into other ways in which students learn. Because the class asks students to re-consider their built in ideologies in regards to language learning and language teaching, the documentary film provides a creative outlet for students to show what a traditional exam or verbal presentation might not be able to gauge, such as reflecting on their own language experiences and major issues related to multilingual schooling and social justice.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Objective 5</strong></td>
<td>Language study and diary</td>
<td>The language study was designed to help students make connections between their own language learning and language teaching. By learning a language and keeping a journal while they studied the language, they are able to create renewed empathy for their language learners as well as make connections to the L3 acquisition processes they learned about in order to understand them better.</td>
<td>Language study diary – Evaluation of diaries based on grading rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition, students will write a reflection on the experience which will be used to assess the activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 6</strong></td>
<td>Micro-teaching and reflections</td>
<td>In order to understand better how to incorporate multilingual Qualitative assessment</td>
<td></td>
</tr>
</tbody>
</table>
Students will teach the class using multilingual pedagogies (for a short 15 minute lesson). Students will be given microteaching guidelines to help devise their 15-minute microteaching designed to reinforce concepts learned in the courses and demonstrate how to make use of linguistic repertoires of students in their teaching. Students are also given class time to work with a partner and brainstorm ideas. Readings that help them prepare for this microteaching are highlighted in the weekly power point.

<table>
<thead>
<tr>
<th>Concern 1: How can I increase the diversity of students in the class?</th>
<th>Audio recordings of student responses/discussion</th>
<th>The class includes only international students (with the exception of one) that are multilinguals and all women. I would like to ask students to help me come up with a way to recruit monolingual students, men and American students to take the class as well so that there is a more diverse body of students that can benefit from the class.</th>
<th>I will listen to their comments and go from there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern 2: How do I get students to be creative but not let the creativity take over their learning of content?</td>
<td>Documentary film/Alternative exam</td>
<td>I am concerned about this because in the past I have felt that sometimes students get very excited about the creative nature of the project and let it take over leaving the content as a lesser concern. I would like to make sure students have the tools to produce a creative project, but at the same time really demonstrate they have achieved the objective by showing a deep knowledge and understanding of the complexities of multilingual schooling, learning and teaching in their documentaries.</td>
<td>Documentary-Qualitative assessment of quality using grading rubric. Guest speakers speak to creativity and artistic elements, instructor discussion of content.</td>
</tr>
</tbody>
</table>
Objectives

I will now provide an actual example of lesson or activity used for each of the objective so viewers can see exactly how these activities work in the classroom. Before I begin, here is a screen shot of the welcome slide that students saw the first time they came into the class. Before beginning the class, I researched the languages of my students and made sure that at least one language other than English from each student was represented in the slide. Modeling multilingual attitudes and pedagogy was a key part of the methodology of my course, and because there were over 10 languages represented in the classroom, I made an effort to make sure I practiced what I preached and figured out ways to show students that I valued their linguistic and cultural backgrounds.
The following screen shots demonstrate our discussion of Dijkstra’s Multilingual Interactive Activation Model (2003, p. 107) and how students re-created the model physically in groups. This activity worked toward achieving **Objective 1**: Demonstrate knowledge of neurological and psychological aspects of bilingualism and multilingualism and L3 literacy.

- Visual word recognition occurs at four levels of representation which are hierarchical.
- Feature, letter, word and language node levels, which contain information about language membership.
- The integrated lexicon contains words from three or more languages at the word level, and the language node level contains the languages that all the corresponding levels.
- The node of the language in use inhibits the language not in use by top-down inhibition.
- Selection occurs by way of activation and inhibition of potential competitors.
The next activity demonstrates how the vocabulary leader activities worked to achieve **Objective 2**: Understand and identify terminology related to L1, 2, 3 and n acquisition. This activity was modeled by me to show students the kind of activities they could do to help students understand the concepts. The name of this activity is “fly swatter” because when students hear an example (read by the instructor) of a word on the board, they have to “swat” the word with the actual fly swatter. Then a discussion of the word is held with the class to make sure students can give examples and understand the context of the terminology. Below are screen shots from the power point in which I projected the words for students to swat.
multilinguals          dominism
conceptual trilingual bias          productive skills

Third or additional language acquisition

receptive skills          L2          NL
L3          monolingual bias
NNL
L1          bilingual bias          simultaneous acquisition

balance          L2 Status Effect
In order to demonstrate one way in which **Objective 3** (Identify and understand how L3 (or Ln) acquisition is qualitatively different and similar to L1/L2 acquisition using empirical evidence and relevant theories/models) was achieved, I have pasted in a screen shot of one of the many discussions we had in small groups and then shared with the whole group regarding L2/L3 differences/similarities and other topics:

**Objective 4**: Identify major issues/pedagogies related to teaching and learning in the multilingual classroom.

**Speaking in Tongues Video (Click on Image to go to Video)**

"Speaking in Tongues" (2009) Film

Four students become fluent in second languages while attending public school, with challenging and delightful results.
Discussion of speaking in tongues:

Watch “Speaking in Tongues”

Discussion Questions
1) How are dual language programs presented in this film?
2) What things did the film leave out that might have helped them promote these types of programs?
3) Were you surprised by some of the parents’ complaints about the lack of English their students were learning? Why do you think they reacted this way?
To begin to think about **Objective 5** (Examine and reflect on his/her own language learning in order to refresh understanding of what it means to be a language learner), students were asked to come up with a creative presentation that visualized their language background and present it to the class so that we were all familiar with the languages of each of the 8 students in the class. Below is the example I modeled, but students came up with videos, actual maps of their brain, and other ways to show their language background. This activity was necessary in order to discuss what it means to know a language, what languages we all consider to be L1, L2, L3, etc… and what determines these designations (as well as the complex nature of this terminology when multilinguals are involved).
My language visual

L1 English → L2 Spanish, Italian, French

L3 German and Turkish

SPRECHEN SIE DEUTSCH?
Probably the most important way in which we worked to achieve Objective 4 was to study a new (or rusty) language for at least one hour a week. For convenience, students were allowed to choose a language that was convenient for them and that they had high motivation to learn, and the medium in which they learned. Some students ended up having a language exchange with another student in the class (in which one hour they learned one student’s language and then they switched), others used the Duo Lingo app (which those who used it did not feel was adequate on its own, so they used YouTube videos as well), CDs, and several students had personal tutors (family members, boyfriends) to teach them. I decided that in order to understand what students were going through, and to keep my promise as a language teacher to continually be a language learner, I had to partake in the language study as well. Because I lived in Turkey for a year but still do not speak Turkish well (and had a very good tutor available in town), I decided to further my study of Turkish. Below are some quotes from myself and students about the experience:

The following excerpt illustrates how students explained and justified the language they chose to study as well as types of students and languages that were studied in the class:

**Xianquan**1: “I started to learn Hindi this week, for a brand new experience of a third language. Albeit my L1 is mandarin Chinese, the second language I am using daily is English, learning Hindi seems having no relation with neither of them.”

Much of the journals reflected in-depth discovery of cross-linguistic influence (CLI) that students had been reading about in their textbook such as in the following example by Mei, who is from China, but decided to learn Korean:

**Jia:** “My learning of Korean sounds also provides a great example of combined CLI, which is addressed in detail in chapters 2 & 3. I draw on both Chinese and English to memorize Korean sounds. Also, CLI can be

1 All student names are pseudonyms with the exception of Jia, whose name appears in the linguistic landscape video and so she consented to listing her real name as well.
both negative and positive. Particularly prominent is the negative influence of Chinese in memorizing Korean sounds because the seemingly familiar forms actually have different sounds so I have to constantly fight my urge to associate Korean sounds with Chinese to establish new associations. In addition, although I can intuitively writing the strokes of most of Korean letters in the correct order (positive CLI), there are a few that do not fit and I feel uncomfortable changing my writing order (negative CLI). My struggle with the negative CLI could also be an example of the gap between learner perceived language distance and actual language distance. A google search told me that Korean belongs to a different language family than Mandarin Chinese, although there is a lot of borrowing from Chinese.”

Several students also took the opportunity to connect their language learning to the language processing models presented in their textbook such as in Lina’s example (who speaks 3 Philippine languages as well as English) in which she talks about her efforts to learn Spanish and the languages she relies on to help her in this process:

**Lina:** “From our readings this week, I learned that some studies maintain that proficiency in the source languages determine the type of transfer that may occur in the target language and that transfer of meaning can only take place from the languages that the speaker knows well (DeAngelis, 1997:34) which means that my limited proficiency in English can hamper my learning of the Spanish language. However, since I am using English on a regular basis while I am here in the US, the recency effect can work to my advantage in acquiring Spanish. When I communicate with Spanish speakers, I use English to discuss my language study before I attempt to speak in Spanish. There are instances when my speech production supports Green’s model especially in cases when I find no use for my knowledge in other languages in translating English to Spanish. It seems that only English and Spanish are activated unless I find similar words between Spanish and the other languages in my mind. In pronouncing new Spanish words, I found myself using Filipino phonemes despite my efforts to articulate the words using Spanish phonemes by listening to and mimicking the sounds from native speakers. This seems to support de Bot’s argument that sounds and articulatory patterns are contained in one integrated store.”

In terms of the actual language learning experience, some of the students connected the language learning experience to theoretical models of learning
they had gained from the study of other philosophers and teachers such as John Dewey. In addition, students focused on the differences they saw between second and third or additional language learning and how the experience made them think about their own teaching as in this example:

**Elaine:** “This is the first time that I have tried to learn a language without first being exposed to it passively. This is also the first time that I have tried to learn a language without a human interlocutor or a formalized program of study. And this is the first time that I have tried to learn a language late at night, whispering it into a phone so that I don’t wake the children sleeping next to me. I find myself forgetting simple grammatical concepts and vocabulary words, and I cannot help thinking about my adult ELL students who work physically demanding full time jobs, care for family members, worry about paying for bills, and deal with other stressors which must make the cognitive load of trying to learn a new language almost unbearable at times. These are not new thoughts for me, but this language study is also an exercise in empathy (as I expect it is intended to be on some level). If I cannot remember whether chat takes le or la, can I be surprised when my students forget whether book titles are italicized or underlined according to the MLA? And, even with this pondering, how can I still hold them to a standard which will encourage and assist them to grow as language learners and users of an academic dialect? ”

The next example is from my own language journal which I kept to document my own experience learning a language along with my students. This excerpt is from my final lesson on March 11:

**Author (Theresa):** “On a different note, I was sad to see my Turkish tutor go. Working with him one on one has provided me with an incredible advantage over some other ways of learning (that maybe some of the students tried because of lack of time or money). As we spoke in the language he would use Turkish gestures like raising his eyebrows for “No”. He is a sweet and patient person (tutor crush?) and reminded me every day

---

2 Language study was required from January 20-March 15 in order to give students time to concentrate on the midterm exams and final project.
of why I loved Turkey so much and brought me great nostalgia for Turkey and its people. He taught me idiomatic expressions that came up in our conversation, he spoke at normal speed (or at least I hope to God that was normal speed), he corrected my pronunciation, my writing and explained cultural events that went along with language expressions. So, even though he was not a trained language teacher, there was a great benefit for me to be able to just learn through conversations with him, especially since I had a little experience in the past studying the language formally.

All in all, this has been a fantastic experience and I think with my tutor, I am back to the level I was before, but have gone much further. I am able to painstakingly make sentences without having to look things up (even though I make a ton of mistakes), but I can really get by now and this is a great feeling. The sad part is that I will not continue for a while at least, and will probably forget everything.

In terms of what this experience contributes to my language teaching and my teaching of language teachers, I think it has given me new appreciation for the struggles of language learners and my students that are learning to teach and must improve their language proficiency. I should not be so hard on them and I should stress more about the target language having some small uses in FL classrooms, especially when more than 30 minutes of TL only input has been given.

For my doctoral students in the seminar, after reading their journals today, I think most of them gained (I hope) a greater understanding of CLI, and of other issues related to multilingualism through thinking about them in relation to the language study and through studying the language while they learned about L3 learning. Some of them did not quite connect it to their future teaching, but all of them connected their study to their readings very well.

I am happy I included this assignment, and I think I would do the same in the future unless the feedback from students says otherwise.

As you can see, I gained a lot by participating in this experience along with my students. On a side note, I was so inspired by what I learned from this experience and from reading my students’ journals that I have decided to turn part of this activity into an auto-ethnographical project (involving two
of the students) in which we go into detail talking about the pedagogical advantages that arise from this type of activity.

Another activity we did that connected to class readings and Objective 4 as well as Objective 5 was a video of the students’ linguistic landscape. Students were asked to track the languages represented in their environment and then reflect on this experience. Below are links to two of these videos (click on images to go to videos):

Jia’s Video

Elaine’s Video
Here are a few quotations from the reflections on the making of the linguistic landscape video from students:

**Lina:** “Creating a video about my linguistic landscape has given me a greater awareness of the multilingual ecology of my environment…. This activity brought me back the memory of driving for four hours with my brothers to visit my grandparents in Pampanga. During those trips, I would have the feeling that I have arrived at my destination as soon as I see the first welcome sign in Kapampangan. I learned in this activity that the language predominantly used in public or commercial signs could impose feelings of being a cultural insider or outsider to people and constantly serve as a reminder of one’s membership in the majority or minority groups.

**Saina:** “As I went from one room to another capturing details on the camera, I noticed that my linguistic landscape is largely dominated by English. While this was not unexpected, given that I now live in a country where English is principle language and all of my education has been in English, it did make me realize that my other languages seem to have taken a backseat. I could not help but mentally revisit my linguistic landscape in my parents’ house in India. There were many more Marathi, Sanskrit and French books or other signs in my room and in the rest of the house…. This realization pushes me now to make some conscious effort to not lose these languages that I know.”

**Elaine:** “I made my video about my own home, and I was somewhat surprised to find that there were other languages represented in my home: the Lord’s Prayer in Finnish; French, Vietnamese and Arabic labels on spices in my kitchen, Spanish in my children’s picture books. I was also somewhat surprised to find the amount of Korean displayed in our house—surprised because I do not think of our family as a Korean language family since my children speak more English than Korean. We have three pictures in our house in English (two of which are not hung on the walls), yet we have three Chinese scrolls and one in Korean hanging in our living room. These suggest a greater linguistic diversity than I feel is present in our spoken language. I appreciated the opportunity to make this video because it made me aware of this seeming contradiction in our home.”
Jia: "I think the linguistic landscape of my home shows exactly who I am: A Chinese sojourner in the United States."

In order to achieve **Objective 6** (effectively apply knowledge of multilingualism to make use of students’ linguistic repertoires in their teaching), students were required (at the end of the course) to teach an important element of the course content (as determined by them and their partner) to the class using multilingual pedagogies learned in their readings and class discussions. Following the microteaching students reflected on this experience. What follows are a few quotations from these reflections that reflect the achievement of this goal:

**Elaine:** “Participating as a student in a series of multilingual issue microteachings **allowed me to explore language use and assumptions about multilingualism in a variety of ways.** It also forced me to reconsider some of my own assumptions about multilingual pedagogy, **namely the primacy of print literacy.**”

Elaine’s comment reveals how the microteaching assignment helped her to re-examine her own assumptions about what she could and couldn’t do in her teacher of multilingual students in terms of making use of multiple language resources. By being forced to incorporate some of the strategies learned into her own teaching, she had to re-consider whether they were possible or not in reality. What she found was that each context and student group will have different possibilities, and thus different strategies work for different student bodies. She also noted how much we emphasize the written aspect of language even though written language is relatively new in terms of language history, and many things can be done to include language even when students don’t have command of written forms. Below, Xianquan speaks about the confusion she felt initially by the assignment. She (and her partner) weren’t sure what they were supposed to teach. Even though I had included this in the guidelines, this comment helps me to realize that I need to model this activity next time so that students have a better idea of what to expect.

**Xianquan:** I enjoyed the microteaching activity, but **wished we got more time to think about the details for we were really confused at the beginning.... All in all, I practiced a little of the teaching approaches that I have learned from this class, and started to think deeper about them.**
Despite being initially confused about the assignment and needing more time to prepare, Xianquan did feel that she began to think more deeply about the different multilingual teaching strategies she had learned through doing the microteaching. Below, Sara talks about how she felt as a student participating in the multilingual microteachings of her classmates, as well as the challenges and benefits to such an activity:

Sara: *I felt so happy* when I could talk and explain what “ype apere y” means [literally: water on the duck’s back] and I believe each of us felt the same way when explaining about their activities. The language itself was not the goal, but because it became a mean to the goal we could share it. From this second perspective, *I believe that when a content is taught with activities that carry emotions, the learning is more meaningful and permanent* because the concept is attached to that emotion and hence to memories.... *I know that there are challenges* in the consideration of including all the available languages in the class as part of the learning experience. I recognize it a challenging endeavor, but I definitely believe it *is worth it*. Multilingual literacy increase the input-output ratio, provides the same value to all the languages, increase the emotional attachment to the language which is connected to the culture itself and generates opportunities for individuals to interact with more people and to understand other cultures because it fosters comprehension and tolerance. *It just changes the way we see the world without feeling ashamed that we are not the same, but equally important.*

The following comments speak not only to the benefits that the activity had in helping students achieve the objectives, but also recognition of the social justice aspect of this type of teaching as well as the incredible benefit that knowing other languages and interacting with culturally and linguistically diverse people in general can do for students and teachers.

Jia: *ELL programs might be the place where we can expect for more linguistic diversity. However, the way ELL programs are usually run doesn’t demonstrate a multilingual orientation. Instead, they are more monolingual-oriented in that the aim is to fix the students’ linguistic problem through the teaching of English. Such approach not only falls short in “solving the language problem”, but also fails to bring social justice to language minority students.*
Maria: As a student, I really liked to hear what my classmates had to share in class, because it allowed each student to share part of their culture for a few minutes and allowed them to know a little more about my culture as well. Although we all speak different languages and look different, deep down we are basically the same and it is worth taking the time to learn from each other. ... Despite the diversity in many schools in this country, there is a lack of multicultural lessons available for teachers ready to be implemented. In the near future, I hope there is an approach of multicultural lessons to better serve our diverse student body. Plus, multilingual lessons can be used as a motivating factor to increase engagement in minority students.

Lina: From the microteaching experience, I realized that creating that learning space or applying multilingual teaching is challenging and would require learning about research-based teaching practices. I think that the practice of considering the linguistic repertoire of students fosters a safe learning space where students feel that their language and identity are known and appreciated. Teachers would need professional guidance on developing practices suitable for highly diverse communities of learners.

...Over the years, I have enjoyed interacting with people from different parts of the world and know about their language and culture. Those interactions required separating meaning from form and have allowed me to understand that other outlooks are possible and that the world can be viewed from multiple perspectives. Multilingual interactions promote the expansion of personal horizons and develop tolerance thereby lessening racism, ethnocentrism, and xenophobia. Multilingual lessons therefore develop skills that enhance cultural proficiency.

When I read the above comments, I could see that my objectives had been achieved because the students had begun to consider how they might address the linguistic repertoires of their students in their classrooms. In addition, by being a learner in these classrooms, they began to understand better the value and emotional entailments that come with having your linguistic and cultural background acknowledged in class by the teacher and other students, and the social justice potential of incorporating multilingual strategies in classrooms that are increasingly multilingual in student body, but generally monolingual in teaching methodology.
Concerns

Besides my objectives for the course, I also listed two concerns that I wanted to use this portfolio to problem-solve. The first concern was how to increase the diversity of students in the class. From the beginning of the course when I realized that all of my students were racial minorities in the U.S. (except for one), all were born in a country besides the U.S. and all were women, I was troubled by this. I was happy to have such linguistic and cultural diversity in the class, but I also wanted teachers that did not have language experiences to be in the class so that they could learn from those who did, and could also contribute to multilingual orientations of teachers in the local community. Teachers in Nebraska largely do not represent the cultural and linguistic diversity of their students and this is problematic because they sometimes do not understand their students because of this. Therefore, one of the issues I pondered in this reflection of my portfolio was how to open up interest in the course (this is the only time it has ever been taught) so that it can appeal to a wider range of students and benefit Nebraskan teachers as well as those who will return to their country of origin or teach in other states. In order to get some ideas, on our way to visit a dual language school in Omaha on April 20, 2015, I asked students to record their ideas and suggestions of how to do this while they were riding in the van. I have included links to these audio recordings below. Click on the links to hear the voices of the students:

Students offered some excellent advice for me in terms of how to make the course more appealing to a variety of students. In order to understand some of their comments, I have pasted in the description I sent out to students the semester before the course was offered. Note what was included in the description, and how it relates to what students say:
TEAC 921B Seminar in Literacy Studies, Special Topics:

Schooling and the Multilingual Mind

SPRING 2015

Instructor: Dr. Theresa Catalano

This introductory course to multilingualism and schooling will cover topics related to teaching and learning in the multilingual classroom (e.g. multilingual pedagogies such as translanguaging, dual language programs, etc.), conceptual issues and sociolinguistic perspectives on bi/multilingualism, neurological and psychological aspects of bilingualism and multilingualism, multilingual first language acquisition, bilingual and multilingual language use including knowledge, comprehension and production, multilingualism and the media, literacy, and creative cognition in education. In addition, students will study global perspectives on multilingual language policy and education in multilingual regions. Coursework will include microteachings for multilingual contexts, language study and the creation of group documentary films related to multilingual issues.

One student suggested that in addition to sending out the “blurb” about the course, I should visit some classes and talk about my classes and across departments, in essence, I need to do more “marketing” of the course in general since it is relevant to many areas (not just TLTE) and could be helpful to students in many different departments like the student who suggested this, who is in the Educational Psychology department. Another student suggested I modify the course title so more students can identify with the course even if they are not multilingual. In addition, several students noted that I should change the description to include students that
aren’t multilingual by adding something like “you don’t have to be multilingual to do this course” or “irrespective of whether you are multilingual or not, this course is important for you”. Also, another student suggested I include a description of why there is a need for the class, something that I didn’t realize I hadn’t included in the description until she pointed this out. One of the students suggested I highlight the teaching of multilingual strategies (which is mentioned in the description but very much in the background) and name some specific ones that I teach, such as translanguaging and co-languaging. In regards to how to get future teachers to understand their students that come from different cultural and linguistic backgrounds, one student did mention that I should include a field trip or a trip “across the world” to allow students to experience other cultures. While this suggestion is not feasible for the course (due to resources), it does speak to the need and importance of making study abroad opportunities for students in TLTE to be more affordable so more students can travel and experience what it is like to be in the minority linguistically and culturally. All in all, I found their comments very helpful and I will discuss the changes I plan to make according to their input in Section V.

A second concern I had, due to the unique nature of some of the class activities, was how could I hone the creative abilities of my students as they worked to produce their assignments, while at the same time not letting the creative elements take over or overwhelm the learning of the content. There are several ways in which I made a conscious effort to address this concern in the course. For the alternative exam, I devoted half of class time the week before the exam for students to co-construct the exam. We did this by using a google doc:
I explained to the students how the exam would work, with the traditional exam covering key terms (chosen by the students) and examples of them as well as two essays that gauged their achievement of Objectives 1, 2 and 3, and then the alternative exams which they would create in their small groups and then present to the class. The students had one week to work outside of class to create the alternative exam. Below is a screen shot from the google doc that shows how we brainstormed what they would do, divided into teams (and named our teams) and got started creating:

---

**Vote on one or many for alternative exam next week**

- Schedule:
- Written: 4:30-5:15
- Break 5:15-5:30
- Alternative: 5:30-6:20 – 20 minutes each group

Part III. Alternative Exam: (50 points)

Please think of an idea for how we can assess your competency in the following course objectives:

Identify and describe major issues related to teaching and learning in the multilingual classroom.

Reflect on and critique your own attitudes toward language, multilingualism and the complex cultural issues that are entwined in order to work toward social justice.

Suggestions:
Both groups chose to do a role-play so in order to address Concern 2, I clarified for students the importance of the content in their creative presentation and how they needed to be clever about demonstrating their achievement of the objectives. On the actual exam, I included the objectives I informed students that after each group’s performance, the other group would need to identify how they demonstrated their knowledge and achievement of objectives.

For the documentary film, I provided detailed guidelines that explained in detail what the content should cover. I also included a rubric that emphasized content (worth half of their grade). Then, I brought in two guest speakers to help with technological elements. Here is a screen shot of the Power Point I used to introduce the guests:
In the workshop, Brett Erickson first introduced a storyboard and other elements crucial to the creation of documentary films, and then he showed students clips of famous celebrated documentary films and highlighted the creative elements they included. Roz Hussein then added on to Brett’s explanation giving students technical tools to help in the actual video production. I ended the workshop by bringing students back to the content and having them brainstorm “treatments” and things they could focus on in order to make the film demonstrate their achievement of course goals. After the workshop I made appointments with all of the students either by email, phone or (mostly) face-to-face to talk about their ideas for the film and to make sure that they were paying attention and focusing on course content. Click on the images below to view the documentary films of two of the students.
III. Analysis of Student Learning

The following elements will be used to demonstrate student learning both quantitatively and qualitatively in this project. They do not represent everything that was done in the course, but they are representative of the most important components.

- Student feedback ranking of activities– results and include template
- Midterm exam grade graphs – compare traditional with alternative
- Reflections on midterm exam (see Appendix C)
- Documentary film grade graph and RUBRIC
- Language study grade comparison
- Microteaching grades RUBRIC
- Discussion from Blackboard on dual language visit
Student Ranking of Activities

The student feedback ranking activity asked students to rank the activities they participated in in the class. In addition, some qualitative questions asked students about what they would like to add, drop or change from the course. This activity was conducted on the last day of class in order to provide students the opportunity to voice their opinions of activities they might have forgotten (because on end of semester evaluations they don’t have a list of what was done for them to see). Here is a screen shot of the activities ranked:

Please give a number to each of the activities according to your preferences (1 = you liked the most, 15 = you liked the least

<table>
<thead>
<tr>
<th>Number 1-15</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language profile</td>
</tr>
<tr>
<td>2</td>
<td>Language study and journal</td>
</tr>
<tr>
<td>3</td>
<td>Midterm</td>
</tr>
<tr>
<td>4</td>
<td>Documentary film</td>
</tr>
<tr>
<td>5</td>
<td>Visit to Dual Language Program</td>
</tr>
<tr>
<td>6</td>
<td>Acting out processing models</td>
</tr>
<tr>
<td>7</td>
<td>Vocabulary leader</td>
</tr>
<tr>
<td>8</td>
<td>Linguistic landscape video</td>
</tr>
<tr>
<td>9</td>
<td>Language visual</td>
</tr>
<tr>
<td>10</td>
<td>Dual language panel</td>
</tr>
<tr>
<td>11</td>
<td>Film “Speaking in Tongues”</td>
</tr>
<tr>
<td>12</td>
<td>Dual language program design (Japanese and Spanish)</td>
</tr>
<tr>
<td>13</td>
<td>Documentary film workshop with guest speakers</td>
</tr>
<tr>
<td>14</td>
<td>Microteachings</td>
</tr>
<tr>
<td>15</td>
<td>Other? (write what below)</td>
</tr>
</tbody>
</table>

Below is a compilation of points awarded for rankings by students after they completed the form.
The above chart shows that the top three activities noted as “liked the most” by students were the language study and journal, the documentary film creation and the visit to the dual language program. Activities that scored the lowest included the documentary film workshop, the film they watched and the vocabulary leader activity.

While I think this analysis is quite revealing, I would like to point out that at least half of the students complained about having to rank the activities and told me that they felt that most of them were quite valuable and would like to rank them all high. Some of them gave the same rank to several activities and others really struggled over completing the form. Therefore, I think it is important to look at this quantitative analysis with a grain of salt, in terms of re-shaping the course. I think however that there are some valuable implications. First, the activities that students ranked the highest were quite varied, but very integral to what the course was about. I was actually surprised that students valued the language study as the activity they liked the most, considering it took up considerable extra time, but this does show that students value language learning in general and its educational value in terms of what language teachers can learn by DOING. In terms of the activities that ranked the lowest, I think that they don’t necessarily reflect that students didn’t like these activities (with the exception of the workshop, which I will discuss in a moment). Rather, they were not the most memorable or enjoyable.
The qualitative open questions students filled out at the end of the form enlighten and complement this quantitative analysis. In terms of what could be added to the course (if anything), students suggested the following:

- An activity that required them to research their own languages to find out what research has been done on them and in multilingual education contexts in their home countries
- More applications for classroom teachers
- A study abroad trip to another country

I’m not sure that the study abroad activity as part of the course is feasible, but I think it does point to the overall need and desire for study abroad experiences in general. In terms of language research, this might be something I will include in the next iteration of the class as part of their language profile. In addition, I might try to beef up the portion that provides real classroom applications as well.

Regarding what activities should be dropped from the course, two students suggested the midterm should be dropped. However, from their comments on the midterm reflections, it is clear that the students found the Midterm to be educational, so I am guessing they asked to drop these because they found it challenging. Also, both students that wrote “Midterm” included a smiley face or heart next to their comment which led me to believe this was suggested almost in jest. Another student suggested the documentary workshop should be changed to be more focused on learning how to use technology tools instead of telling students what the tools are.

In terms of other changes suggested on the student feedback form, one student suggested a longer language study (although I’m not sure the other students would agree with that), and several students commented on there not being enough time to view the films and discuss suggesting either the films be shown in short clips only, the time limit be shorter, or we view them in two days. I suspect this is partly because several students went over the time limit and as a result, the class ended 40 minutes late.

Finally, at the end of the form, students were asked to write anything they would like to say about the course and they responded with many positive comments such as “Fantastic course” “thanks for a lovely class”, “course is well thought out and raises questions for students studying education and about language issues strongly recommend for everybody”, “I loved it – I’m
so glad I didn’t quit the course because of the tie issue – I’m grateful for tall the insights and shared knowledge, it was fun and I learned so many interesting things”, “I really enjoyed the readings” and “I liked the course – lots of things to learn and practice”.

**Midterm Exam Grades: Traditional and Alternative Scores**

The chart below tracks the class participants and their scores on the alternative and traditional exam. The two scores added up to 100 points, and their exam total was worth 40% of their course grade.

Above, you can see that all students received perfect scores on the alternative exam, while scores on the traditional exam were mostly A+s with a few As and one B. Since doctoral students normally get As in their classes, this appears to be average. However, what is interesting is that the alternative exam score made a significant difference for the student that scored only 35 out of 50 on the traditional exam, and for other students that scored less than perfect on the traditional exam, the alternative exam raised their scores. Thus, the inclusion of the alternative exam proved to be one way in which all students could express their learning of more subjective
objectives such as ideologies toward language learning and how they play out in schooling situations.

How was this done?

The role plays that students presented (which they chose as their alternative method of examination, and which were created by the group members) gave them an opportunity to play the role of the language expert, a parent of a child in a multilingual education setting, a student in a dual language program and community stakeholders. In these 20 minute presentations, one group invented the country of “Neverland” and in this imaginary community they re-created a board meeting event to discuss the construction of policies to include local languages other than the dominant “Neverish” into the school curriculum. The other group took us through a day in the life of a dual language program giving us multiple angles from which to examine multilingual issues such as a parent complaining to the principal about her daughter forgetting her Chinese, or a student from China complaining about how her mother made her study Chinese after school and a language teacher talking about her struggles with the curriculum. In both role play scenarios, the students improvised with each other and incorporated class readings cleverly (one great example was when Saina (whose role was the “aggressive multilingual expert”) was asked by a “community member” why she was so strong in her opinions and she answered with a quote from Tove Skutnabb-Kangas (one of the authors students read) about the role of the intellectual in fighting for linguistic human rights. During each group’s presentation, the group not presenting was asked to take notes about what knowledge from the course the group incorporated, and how they achieved the targeted objectives. Then after both presentations the class discussed whether and how the objectives had been achieved, coming up with clear evidence from each group of the multiple ways in which they had achieved the objectives. Thus, because both groups were able to see clearly that they had achieved objectives, all students received the full points on this part of the exam.

Reflections on midterm exam

In order to analyze the midterm exam from a qualitative view that honors the perspectives of the students, I have included some excerpts from their reflection on the exam below. In the first excerpt, Lina reveals the
empowering nature of having an alternative exam along with a traditional one:

**Lina:** In the traditional test, I knew that I was expected to demonstrate my understanding of these topics by using specialized vocabulary. I had to practice using the key terms in my daily conversations and I even found myself steering some of my conversations by initiating topics like additional language acquisition and multilingual education depending on the background of the people that I am conversing with.  
Preparing for the alternative test **entailed the use of a different skill set.** From what I have observed as we prepared our presentation for the alternative test, **having multiple opportunities to show what we learned from the course was empowering.** For this reason, I think that I would keep both types of assessment as having only one of them can restrict what is being tested.

Below, Jia expresses her support for the exam, but makes some suggestions for improvement:

**Jia:** I think it’s a good idea to have both the traditional and the alternative. I like the traditional because it allowed me to discuss some concepts with my group members since we didn’t have much time to talk about all of them in class. The only problem I had was with the essay questions because I didn’t feel I have enough time to develop an essay-like answer. I wish I could have more time or fewer questions for the quiz. I also enjoyed the alternative part of the midterm exam. It is always interesting to work with people from different cultures. The biggest challenge was to find a time that would work for everybody. I felt that it was with the alternative exam that I could really enjoy the process at the same time practice working with other people. I’m completely OK with how we took the exam currently. But I also learned from a classmate about how stressful she was because of the exam. I guess I’m good at exams because I’ve been trained to take different kinds of exams throughout my schooling in China. People who are not from a test-oriented culture, however, might not even expect an exam in a graduate level course. That being said, I’m thinking maybe the traditional section could be a take-home quiz, especially the essay question part? I don’t mind having an exam; if we don’t do exams, we will probably have either a writing or an alternative project, which I believe will take more time to complete thus very challenging for graduate students. In a word, I think we
should keep both the traditional and the alternative, but make the traditional less stressful by allowing more time or including a take-home section.

In Saina’s comment, she explains how the students benefit from the group discussions necessary to prepare for the test:

Saina: The traditional as well as alternative type of exams were, in my opinion, very useful and important. The traditional exam is important because it forces us to understand the ‘key’ terms in this field. If I claim that I have studied a certain discipline, it is necessary that I know the meanings of certain words and concepts off-hand, without really having to think about it. The traditional exam, I believe, helps us in achieving that goal. The alternative exam is important because it gives us the choice to express our understanding of the subject in a creative way that we choose – through art, music, dance, role-plays etc. It is a fun activity, takes away any stress and allows for group work. When the group meets and discusses what it is that they are going to portray and how they will go about it, there is much reflection and we benefit from each other’s points of view and learn in the process. I am in favor of both the types of exams.

Maria adds to this, noting that taking both exams on the same day was stressful, and that coming to a consensus was not easy:

Maria: I believe that it’s a good idea to keep both (traditional and non-traditional exams) as long as the student is not required to take both versions on the same day, especially if the alternative exam is something that the student is unfamiliar with. Plus, when students are working as a group, it can become a real challenge and time consuming to reach a consensus.

Elaine talks about her dislike for any type of exam, but then recognizes their value:

Elaine: I did not enjoy performing in the alternative exam any more than I enjoyed taking the traditional exam, but I VERY much enjoyed watching others do the alternative exam, and I cannot think of a better way additional way to represent my learning. Between the language journal
(which I found to be the most helpful of all of our assignments because it allowed/forced me to connect the readings to my observations about language learning), the traditional exam, and the alternative enactment, I feel that I have been encouraged to produce evidence of my learning in a variety of means.

Finally, Sara talks about the numerous benefits she saw from the alternative exam and how the concepts from the alternative exam remain much more vividly in her memory:

Sara: I certainly enjoyed a lot doing the alternative exam. It was an innovative and clever idea. At first I was concerned about the creativity part. I do not consider myself creative, so everything that demands that always scares me. However, it was very good. I can provide a couple of reasons why I found it interesting. First, I believe it invites us to make the connections with the reality. I would say that although the content with this class is very real and tangible, there are some parts that make more sense when you are “under the skin” of the people. The alternative exam gave us the chance to picture a natural setting in a heterogeneity society, like USA. It requested us to play roles and bring up situations that multilingual (or bilingual) people face with education. It also showed the other part of the picture: the limitations that organizations like school sometime have to deal with social problems. They may be willing to help, but the lack of different resources (school, law, teachers, and educational materials) undermines their goals. Another reason has to be more with the interaction among my classmates. Because we were “forced” to meet to discuss about the exam, we had the chance to meet and talk to each other a bit more....The alternative exam allowed us to share some more time outside the class and share some funny situations.

I will definitely suggest to keep the alternative exam as a mean of evaluation. I believe it enables the professor to see other factors that cannot be evaluated with the traditional exam. For example, the integration of knowledge learned through the class is something that you could evaluate with an essay-type of exam, but I believe having an alternative exam provides more opportunities to integrate them in a more realistic way and not only through the words, because you think of a problem (i.e., loss of linguistic skills) and make the connections with the other nodes in the theory. I also believe that due to its innovative characteristic, this particular
alternative exam (skit) helps to record the experience in our memories and retrieval becomes easier. Right now, for example, I can tell you all the different issues we tap on the play, but I do not remember what you asked in the exam. Note that this does not mean I did not learn, just that what you asked in the exam is not as fresh as the skit we got prepared for. Having said this, though, I would not think of the alternative exam as a substitute of the traditional one, but as a complement of that.

I have considered student scores on both exams and feedback from the students and will comment on changes I will make in the next iteration of the course in Section V.

Documentary film grade graph and RUBRIC

Below is the rubric for the documentary film creation:

15 points – Content. The student has demonstrated knowledge of multilingual language acquisition, learners and teaching. The students has incorporated knowledge from class readings, films, discussions, language study, guests and/or field trips.

10 points – Creativity and effort. The student has clearly put in effort toward both content and format, and attempted to present her knowledge in a creative way that helps others understand what multilingual teaching and learning is all about.

5 points – The product is polished and useful for the student’s future needs. The video or student presentation of the video makes clear the specific purpose the student has designed the project for. The student presents the project to classmates and views projects by classmates.

Total = 30 points

Below is a graph representing the scores of the students on this assignment:
As you can see, students scored very high on this project, which I believe is evidence of their learning. Looking back at the rubrics, most of the points taken off were for two things: 1) Not making connections between different clips and ideas they put into the film and connecting them to the overall question. 2) Not making their purpose clear. Knowing these two things, the next time I teach this activity I am prepared to emphasize these two things in hopes that students will do better. Overall though, I was very pleased with the results. Students were very creative and came up with very interesting showcases of their learning. In addition, this activity was rated as the second most valuable by students, so it is clear they found it engaging and purposeful at the same time. One final note about the documentary film is that I am not as concerned anymore about the creativity of the project surpassing the content. Watching their videos I could see the technological aspects as well as creative design, but it was clear that the content was not overshadowed by this. I think that by having the rubric that puts such a large emphasis on content, I helped to not make this an issue.

**Language study grade comparison**

In regards to the language study component, below is a graph depicting the scores on this assignment:
While there was no rubric for this project, students were provided with a journal entry template to fill out for each of the 7 journal entries, and an example journal entry from the instructor. Students also handed in their first journal entry as a “checkpoint”. The instructor provided detailed feedback as to whether they were approaching the language journal in the appropriate way and handed this entry back to students so they could revise if necessary. Possibly as a result of the extensive guidance they received on the project, the language journals were of high quality, and proved to be an essential component for students to demonstrate learning in the class. In Section II, I provided a view of the students’ evaluation of the language study part of the course, and I am convinced that not only was this a good idea, but it will be an interesting research subject for me and my students in the future.

Microteaching grades  RUBRIC

For the microteaching, the following rubric was used to guide learners in their creation of the microteaching as well as evaluate their teaching and reflection of the experience.

Rubric for Multilingual Microteaching
### Activity

<table>
<thead>
<tr>
<th></th>
<th>5-4 points</th>
<th>3 points</th>
<th>2-1 points</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Student presented content related to the class using multilingual strategies that were clearly thought out. Lesson showed organization, and was based on best practices and strategies learned in readings/class discussions.</td>
<td>Student presented content related to the class but multilingual strategies were not clearly presented or student presented content not related to the class.</td>
<td>Student didn’t answer most of the prompts and lacked reflection.</td>
<td>No teaching occurred</td>
</tr>
<tr>
<td>Reflection</td>
<td>Students answered all questions in the guidelines with thoughtful responses that indicated learning occurred as a result of the experience.</td>
<td>Students answered most of the questions in the prompt OR responses could have been more reflective.</td>
<td></td>
<td>No reflection was turned in.</td>
</tr>
</tbody>
</table>

Total = __________/10

Students did a great job achieving the objectives of this activity and thus all students received the full points on this assignment. However, there was some confusion as students began to prepare for this assignment mostly because students weren’t sure of the content they needed to teach. I addressed this somewhat in [Section II](#), but I will also discuss changes I plan to make based on the reflections in [Section V](#).
Discussion from Blackboard on dual language visit

The visit to the dual language program in Omaha proved to be an essential component of the course. In the second month of the course when we began to talk about dual language programs and multilingual education issues, I had a panel of dual language teachers and students come to the class and answer any questions students had about the realities of dual language education. As a follow up to this, we visited a dual language middle school in Omaha on April 20, 2015. In order to reflect on this experience and what they learned from it, students participated in an online discussion of the experience on Blackboard. Below are a few excerpts this discussion:

Elaine: The school's linguistic landscape was fascinating for me. While there were several signs in Spanish, such as those on the door welcoming visitors/telling them that the school was a gun-free zone, the English sign was directly above the Spanish sign. This is noteworthy, I think, for a couple of reasons. First, it was probably an unconscious ranking: I doubt that it was an intentional statement about the second-class status of Spanish in the school which shows us that top-down language policies supporting the partner language reproduce bias. The ordering of the signs also supports [Maria]'s references to her administration's lukewarm commitment to the dual language program. I saw other indications of the school's top-down language policies ([Maria]'s picture in the library with a science book in Spanish, pictures of famous Latinos holding books--on signs in English). Why not put the signs side-by-side or alter the ordering? However, at times, it seemed that the dual language policy had missed opportunities. Outside the liaison/interpreters' office for example, there were the paper flowers in preparation for Cinco de Mayo, but there was nothing written on the board (perhaps I have a print literacy bias). In the halls, there were signs with room numbers and grades written so that you could see which grade used which wing if you were standing directly under the sign. It seems to me that it would have been very easy to add an 8 (superscript o) grado to the sign next to the words "Eighth Grade." Announcements played on the screens in each room, but they seemed to be only in English. Another point about the language of the space that intrigued me was the sign in the stairwell we used. The sign stated the mission of the school, and a line "socioeconomic integration" had been added, covering up part of the original sign. As we left, I looked under the sign. "racial" had been the original term. I am curious about the shift from...
a focus on racial diversity to socioeconomic diversity. Has one been easier to achieve for [this school]? In the advanced math class, I saw two non-Hispanic students; none in [Maria]’s class. But these were dual language--is there greater racial diversity in the rest of the student body? What has the school done to promote socioeconomic diversity at [this school]? It is a beautiful, modern building (in part, I suspect because it is a technology magnet). Is the socioeconomic integration a result of providing a student body with 80% free/reduced lunch an iPad/laptop cart in every room? [Maria] said that the school was already over-capacity, is it able to take in students who can contribute to the diversity and integration?

In Elaine’s comments, she reveals the conflict between dual language models and their implementation. She brings in several important concepts she has learned throughout the course, such as the semiotic potential of the school’s Linguistic Landscape (LL). In addition, she sees holes in the achievement of the school’s (newly changed) mission to improve its socioeconomic diversity (formerly listed as racial diversity). Here, the student who is also a teacher at the school (and the reason we chose this school to visit) comments on the lack of racial or socioeconomic diversity in the school, and her thoughts on teaching language without interaction with the culture:

Maria: You can see a few White or African American students in the school, but in my opinion [the school] hasn’t achieved racial or socioeconomic diversity. …Believe it or not, there are some open-minded White parents who enjoy watching their children speaking a foreign language, but they want their kids to stay in West Omaha. I don’t see the point of learning a foreign language without the culture at the same time; it’s like eating hamburger without the ground meat 😊. I think one of many other ways to help decrease the disparity in students is to allow them access to technology. I wish you guys would have stayed here a little longer to explore many other classes.

Maria’s metaphor about teaching language without the culture compares language to a hamburger. Here she reveals some knowledge of issues in language pedagogy discussed in the course (but perhaps also personal opinion). In addition, she notes that there was so much more for teachers to see. Unfortunately, because it was a group field trip we had limited time and had to return to Lincoln by a certain time. I have encouraged students to go back on their own, but for many of the students in the class, they don’t have cars so it will be difficult. This is something I will think about for the next
time I teach the class, perhaps adding a visit to another school in a different area of the city the next time I teach this class.

Below, Lina comments on the technology she witnessed in the dual language science class, but also on the applications of the visit to her own teaching of science and an awakening to ways in which she could teach science teachers how to incorporate the multilingual resources of their own students in science teaching:

Lina: I was impressed by the use of technology in the classes that we have observed. In the math class, the students were allowed to work on their own pace. They were using an adaptive program that continuously evaluates the student’s level of achievement and uses the assessment information for differentiation. The students were also allowed to play when they needed to take a break from the module that they were working on. The game-based program allows them to have fun while improving their proficiency on the target language. Language instruction is integrated within the curriculum and students learn content as well as the academic language associated with the content. The students had access to technology resources which I found lacking in other schools that I have visited. I regularly observe science teachers as a part of a longitudinal research on science teacher preparation. The trip to [the school] made me wonder how the science education program we offer at UNL could incorporate multilingual pedagogies. I liked how [Maria] used the IPads for formative assessment. She was able to assess students’ understanding about lunar eclipse and provide immediate feedback based on the students’ representations. She also used multiple modalities in teaching. Her lesson incorporated images, video, and interactive media to engage the students in using Spanish to learn Science. We also observed translanguaging in her class. She flexibly used her linguistic resources to support the students’ sense-making. She asked the students what “mareas” mean in English. When some of the students talked to her in English, she responded to them in Spanish. The language practices in their learning environment fostered bilingualism. I also noticed that when [Maria] introduced us to the class, the students seemed to be very interested in knowing about languages other than their own and they appeared to like meeting and interacting with people from different linguistic and cultural backgrounds. The experience supported what we have read in class that dual language students develop positive attitudes about students of other language and cultural backgrounds, and positive attitudes toward
themselves as learners. After observing the two classes, I wondered what type of dual language program the school has. [Maria] and the math teacher taught in different ways in terms of using the partner language. What surprised me was the emphasis that the math teacher put on learning vocabulary words in English as a response to standards-based assessment. I expected that dual language programs require the use of multiple measures in both languages to assess students’ achievement not only with the curricular and content-related goals but also toward meeting bilingual and biliteracy goals as well. How does the school administration address the issue on assessment? How do the teachers understand the dual language program? What preparation programs or professional development programs did the teachers undertake to ensure that their teaching practices are aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism?

Lina’s comments reveal deep reflection on the visit that is then connected to issues and concepts studied in the class such as translanguaging, attitudes toward different linguistic and cultural backgrounds, the interaction of assessments with biliteracy goals, the use of technology to foster language learning and the integration of language and content. In addition, the visit left her with many questions and a desire to learn more about these programs.

After reviewing the comments I could see that the incredible value in taking this fieldtrip and showing students one reality of what they had studied. I think one danger however is that since students only saw one school and one partner language and one dual language model, they will not have a clear idea of the variety that these programs have as well as different issues that different dual language programs face. However, I am convinced from their comments that this is an activity I will include in the future, and perhaps allow for a longer time period for students to observe classrooms and different subject areas.

IV. The Course and the Broader Curriculum

Having to complete this project has given me the opportunity to reflect on the goals of the course in regards to the broader curriculum that my department is teaching. In terms of missions of our teacher education
programs in general (and what we want doctoral students to know how to teach teachers), I think the element that applies most to this class is learning how to work with diverse learners. In this case, I am talking about multilingual students and students that come from non-English or multilingual backgrounds. Due to globalization and increased migration, attitudes toward and knowledge about how to improve instruction for students with diverse cultural and linguistic backgrounds is increasingly important. Thus, as I continue to teach this course and adapt it, I will continually keep in mind the following central elements that tie the course to the overall goals of the department and university:

- Teachers must have knowledge about the language and cultural backgrounds of their students in order to teach them best.
- Teachers must have knowledge about how students learn languages in order to capitalize on their language resources and see them as the asset they are as opposed to a detriment.
- Teachers must learn to incorporate multilingual pedagogies that reflect multilingual ideology and appreciation for diversity while at the same time improve their ability to make content comprehensible.

V. Planned Changes

After reviewing the reflections and analysis, there are several things I would like to change about the course the next time I teach it. They are as follows:

- Make the documentary workshop more practical and give students a chance to actually get help making their film instead of just introducing tools.
- Give more time for viewing of documentaries.
- Model the microteaching activity as students were unsure of how to make this happen.
- Plan for a longer time frame on the dual language visit and try to visit two very different schools instead of just one.
- Try to find more time for discussion of readings whenever possible.
- Give students the traditional and alternative midterm on separate days so as to lower the stress level.
This project has been invaluable in terms of the reflective practice that I was forced to carry out while designing and implementing a new graduate course on multilingualism and multilingual pedagogies. Below are the things I believe that I have learned from this process:

- **Backward Design:** Even though I am a teacher educator, I don’t always do a great job of starting with the objectives and going back to them every time I design an activity and assess it. Having to look at each objective when I designed my assessments and reflect on it made me realize how important this it and how much I take for granted that I am doing it. Backward design is key, yet often we (educators) get bogged down in specific activities and don’t think about how important they are to our overall course goals. This project has allowed me to look at the micro and macro aspects of the course and see the course more holistically.

- **Student Feedback:** Having student feedback throughout the course (because I needed it to do this project) made me realize how valuable it is in adapting and changing the course to meet the needs of current students and to diagnose successes and failures and possible changes in approaches. It has also definitely helped me get a better picture of what I could do better for next time.

- **Quantitative and Qualitative Analyses:** Doing the analysis of student learning helped me to see as a whole how students are doing, but also how effective the activities and assessments were. With such a small number of students, and having doctoral students (that are usually top students anyway) I expected high scores, but the qualitative data about what students learned really made me think about the activities myself and about the underlying concepts.

- **A Showcase of Something I am Proud Of:** I am very proud of this course and how well it went. I attribute part of its success to the time and effort I put into it partly because I was involved in this project. I almost never take the time to reflect on my teaching and this has been invaluable. In addition, I am proud that I care enough about my
teaching to want to improve. I won the “Distinguished Teaching Award” last year, but I want people to know that I am still learning, and I know I have so much more to learn about good teaching. I want my students to know this as well. I want them to see me as a model of a teacher that is always a learner. I hope that others that view my project can be informed about multilingual issues and the depth and interesting coursework found in my department which people often don’t realize. I also hope to use this project as one more piece of evidence toward my teaching practice and efforts in the tenure process, and in general.

My overall assessment of this project is that it is a valuable activity for professors of all ranks and experience to undergo. I would like to thank the university for providing me this opportunity, and the organizers and facilitators for doing such an outstanding job. I would highly recommend other teachers (if they have the time) to participate in the future.
Appendix A: Course Syllabus

TEAC 921B Seminar in Literacy Studies, Special Topics:

Schooling and the Multilingual Mind

Contact Information:  
Dr. Theresa Catalano  
Henzlik Hall 27  
tcatalano2@unl.edu  
(402) 472-2229

Course Information:  
Spring 2015  
Henzlik 204  
Tuesdays, 4:30-6:20  
3 credits

Office hours: Mondays 11:30-1:30 and by appointment

Course Description:

This introductory course to multilingualism and schooling will cover topics related to teaching and learning in the multilingual classroom (e.g. multilingual pedagogies such as translanguaging, dual language programs, etc.), conceptual issues and sociolinguistic perspectives on bi/multilingualism, neurological and psychological aspects of bilingualism and multilingualism, multilingual first language acquisition, bilingual and multilingual language use including knowledge, comprehension and production, multilingualism and the media, literacy, and creative cognition in education. In addition, you will study global perspectives on multilingual language policy and education in multilingual regions. Finally, in the process of learning another language and learning how multiple language learning and teaching works, you will HAVE FUN, you will enjoy learning as an aesthetic process, and hopefully be one step closer to answering the question: WHAT IS THE MEANING OF LIFE? For as Philip Pullman once said, “self-reflective consciousness is a good thing. The more of it there is, the better we’re able to understand and create and be kind”.

Prerequisite:

TEAC 813A Second Language Acquisition OR TEAC 451/851 similar course

Course Objectives:

By the end of this course, students should be able to:

2) Demonstrate knowledge of neurological and psychological aspects of bi/multilingualism and L3 literacy.

2) Understand and identify terminology related to L1,2,3 and additional language acquisition.
7) Identify and understand how L3 (or Ln) acquisition is qualitatively different and similar to L1/L2 acquisition using empirical evidence and relevant theories/models.

8) Identify major issues/pedagogies related to teaching and learning in the multilingual classroom.

9) Examine and reflect on his/her own language learning in order to refresh understanding of what it means to be a language learner.

10) Effectively apply knowledge of multilingualism to make use of students’ linguistic repertoires in their teaching.

11) Reflect on and critique his/her own attitudes toward language, multilingualism and the complex cultural issues that are entwined in order to work toward social justice.

Course Texts:

Required:


Optional:


Required Course Readings (available on Blackboard as PDFs):


**Coursework:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation/BB discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Language study and journal</td>
<td>10%</td>
</tr>
<tr>
<td>Microteaching and reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam Traditional</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Alternative 20%</td>
</tr>
<tr>
<td>Documentary Film</td>
<td>30%</td>
</tr>
</tbody>
</table>

100%
**Description of Coursework:**

**Participation.** You will be expected to read and be ready to discuss weekly readings. This includes finding and adding new/key words to the class google doc of vocabulary with your group at the beginning of class. Attendance is crucial as discussions cannot happen if you are not there 😞. Therefore, one participation point will be subtracted for each absence. However, all students are allowed one absence (for whatever reason) without any point deduction. In addition to participating in discussions, you will be asked to be a vocabulary expert for 1 week during the semester (sign up on first day). This means that you are the expert on the articles for the day, and that you will create a vocabulary list for your classmates and an activity to practice and use this vocabulary at the beginning of class for your assigned days. In addition, on your vocabulary day you must teach the class a few words in one of your languages. I will model being vocabulary leader on the 2nd week of class. In addition, weekly discussions will often carry over onto Blackboard during the week. Your participation points also include participation in these online discussions.

**Language Study and Journal.** Paulo Freire once said, “true reflection leads to action” (2000/2011/2012). In order to gain a greater understanding of L3 and additional language learning and what language learners experience (and thus achieve Objective #5), it is necessary to undergo language study at the same time. Therefore, you are required to study a new language or refresh/update/improve your knowledge of an existing language. The way that you accomplish this is up to you. Some options include: self-study (with book or CD, online video program), tutor, non-credit class (at Southwest Community College for example), Duo Lingo language app, anything, as long as you are seriously studying the language at least one hour per week. In addition to studying the language, after your lesson, you are required to keep a journal (could be an electronic one, any format is fine) that tracks your thoughts and reflections on this learning in light of your weekly readings. I will provide a format for the journal entries, but you are welcome to deviate from the format as you wish. So for example, if you are reading about language transfer, as you study your language that week, be cognizant of any language transfer issues that have occurred, and make a note of them in your journal. This is cumulative so for example if you studied language transfer two weeks ago but noticed something you did in your lesson two weeks later, of course you may comment on this whenever it occurs. Your official language study should begin the second week of class and may end on March 10 when you hand in your journal. Journals will be graded on the basis of reflective nature, all entries being completed, and connections to what you have learned in class or from the readings.

**Midterm exam- Traditional and Alternative.** Because there is so much terminology that will be necessary to understand in order to grasp the meaning of required articles, there will be a “traditional” Midterm exam in which you will need to show that you understand key terminology and how they are used in the field. This traditional midterm is designed to assess Objectives # 1, 2 and 3; Understand and identify terminology related to L1,2, 3 and n acquisition, demonstrate knowledge of neurological and psychological aspects of bilingualism and multilingualism and L3 literacy, the
differences/similarities between L1/L2/L3 acquisition, and major issues in multilingual classrooms. In order to assess Objectives #4, 6 and 7, you will co-construct an “alternative” assessment in small groups or individually. These assessments will be in a creative format (that has been approved by me) that will be presented to your classmates or with your classmates on the day of the exam. More details about these exams will be given later.

**Microteaching.** In order to assess Objective #6: Students will effectively apply knowledge of multilingualism to make use of students’ linguistic repertoires in their teaching, you will co-teach (with a classmate) a lesson designed to reach multilingual students in your classroom. Mini-lessons may be 15-20 minutes, and will be followed up by feedback and discussion with your classmates. You will also need to write a reflection of your teaching to hand in the following week. This reflection should detail your thoughts on whether and how you met Objective #6, and anything you might do differently in the future.

**Documentary Film.** As a culminating project designed to assess your overall understanding of multilingual issues with a focus on one particular area of study, you will create a documentary film useful for your area of study or teaching. This film should be something that you can use either to demonstrate your knowledge in multilingual issues, or to use in a classroom to educate others, or for any other life purpose you see fit. Films need to be 10-15 minutes long, and need to demonstrate somehow what you have learned in class this semester. You may absolutely use humor, creativity and any trick you have in the book to get your point across. You may choose to work with a partner or alone, depending on your focus and what is more convenient for you.

**Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 to 100</td>
</tr>
<tr>
<td>A</td>
<td>94 to 97</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 93</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>84 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 83</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 80</td>
</tr>
<tr>
<td>C</td>
<td>74 to 77</td>
</tr>
<tr>
<td>C-</td>
<td>71 to 73</td>
</tr>
<tr>
<td>D+</td>
<td>68 to 70</td>
</tr>
<tr>
<td>D</td>
<td>64 to 67</td>
</tr>
<tr>
<td>D-</td>
<td>61 to 63</td>
</tr>
<tr>
<td>F</td>
<td>60 and below</td>
</tr>
</tbody>
</table>

**Class Policy Statements:**

**Use of technology in class.** In order to get the most out of the class, it is important to stay focused. Therefore, technology (i.e. phone, computer) should be used only when taking
notes, referring to readings or looking up information. Phones should be silenced at all times and put away so you are not tempted to be checking them during class. If you need to take an important call, please step out of the room at your convenience, but know that you might be missing important information, so do avoid this as much as possible.

**Academic Honesty.** Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct, which addresses the issue of academic dishonesty.

**Diversity.** The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act.

**Students with Disabilities.** Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in class activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**Tentative Course Schedule:**

January 13: Introductions, syllabus

**Readings for January 20:** De Angelis Ch. 1; Otwinowska & De Angelis Ch. 1,

January 20: Language study begins, Who are L3 learners, basic terminology, differences between L2 and L3, begin language study

**Readings for January 27:** De Angelis Ch. 2-4, Kar (2 page article)

January 27: Language influence and transfer, multilingual speech production, multilingual lexicon, **hand in first language study journal entry** (this is just to make sure you are on the right track)

**Readings for Feb. 3:** De Angelis Ch. 5-6 and Conclusion; Kharkhurin pp. 21-34/56-58

February 3: Prior knowledge, multilingualism and creativity, cognitive benefits

**Readings for Feb. 10:** Otwinowska & De Angelis, Ch. 3 and 4; Shohamy, Dewaele & Oudenhoven

February 10: Multilingual school models, language planning, personality
**Readings for Feb. 17:** Otwinowska & De Angelis, Ch. 7, Combs et al, Lindholm-Leary 2005

February 17: Age factor, Multilingual school models, language planning

**Readings for Feb. 24:** Lindholm-Leary 2011, Gómez, Freeman & Freeman, McCarty

February 24: Multilingual school models, language planning

**Readings for Mar. 3:** Mohanty et al, Skutnabb-Kangas, Benson

March 3: Multilingual school models, language planning and Review for Midterm

**Readings for March 10:** NONE- Study for Midterm, be ready to turn in Language Diary

March 10: **Language Study Journal due, MIDTERM EXAM**

**Readings for March 17:** Cummins 2005 and 2009

March 17: Additive bi/multilingualism, Speaking in Tongues

**Readings for Mar. 31:** NO CLASS March 24, Spring Break, Read Jetnikoff, Blackboard discussion on Speaking in Tongues

March 31: Workshop on documentaries with Roz Hussin and Brett Erickson

**Readings for April 7:** Otwinowska & De Angelis, Ch. 10, 11, Garcia with Flores

April 7: Multilingual Pedagogies

**Readings for April 14:** Crump 2013, 2014, Lasagabaster

April 14: Multilingual Pedagogies

**Readings:** NONE- Be ready to teach

April 21: **Team Microteachings**

**Readings:** NONE- Prepare film

April 28: **Documentary film viewing**
Appendix B: Photo from dual language school visit
**Appendix C: Midterm (actual exam)**

NAME _______________________________
TEAC 921B  
MIDTERM Review  
March 10, 2015

**Part I: Key Terms (20 points)** Define the following concept in your own words (according to your readings) and provide a real world example.

1) Third or additional language acquisition-

2) Monolingual and bilingual bias-

3) Crosslinguistic influence -

4) Loan translation-

5) Separation Hypothesis/ Integrated Lexicon-

6) Subtractive/ Additive bilingualism-

7) Metalinguistic Awareness-

8) Linguistic landscape (LL) (and what does it tell us) -

9) Third Culture Kid (TCK) -

10) 50/50 & 90/10 two-way dual language models (explain the difference between the two along with examples)-
Part II: Short Essay (30 points - 15 for each essay)

11) Choose a model of Multilingual Speech Production and briefly describe how it works and provide evidence for or against it.

12) Describe what you believe are the most important research based similarities and differences between L2 and L3 acquisition and explain why you think they are important similarities/differences.
Part III. Alternative Exam: (50 points)

Each group will present their role-play to the class. The group not presenting must identify how the presenting group achieved the following objectives through their presentation after the presentation is over.

Teams are as follows:

Team TCK: Olga, Lina, Xianquan and Jia

Team Multilinguals: Saina, Elaine, Maria, Sara

Objectives to achieve:

Identify and describe major issues related to teaching and learning in the multilingual classroom.

Reflect on and critique your own attitudes toward language, multilingualism and the complex cultural issues that are entwined in order to work toward social justice.