

# Building Language Skills in the Multilingual Schools



## Course Description

This course is intended to encourage and support educators who work in multilingual communities, either in the mainstream classroom with English Language Learners or in Immersion or Dual Language schools.

We will discuss some of the pedagogical tools and principles necessary to build language skills as students acquire and learn additional languages. This is an additive process, where the creative, knowledgeable educator meets the student, valuing the language skills he or she already possesses and uses those as leverage to build additional skills. These are areas of priority for many educators as immigration surges, population shift and global economic demands influence educational goals and contexts.

In this course we explore the language learning process and classroom practices for K-12 teachers in multilingual contexts. Throughout the course, students will build a portfolio of materials that they can utilize to work with students and assist them in building language skills. The discussions and materials are intended to foster understandings of the theoretical background of language processing, and language strategies relevant to bilingual and emergent bilingual students.



### Core texts:

Coppola, J., & Primas, E. V. (Eds.). (2009). *One classroom, many learners: best literacy practices for today's multilingual classrooms*. International Reading Assoc.

Gibbons, P. (2014). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Summer  
Second 4-week session



2015

MU (SPAN/FRENCH 8087) or UMSL (TCD ED 6275)

(As this course is offered through the course sharing initiative, there are different course numbers for each campus.)

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## Additional readings

(not all are required,  
some only recommended)

Please see Assignments  
on Canvas for specifics!

Baker, C. (2011). Foundations of  
bilingual education and bilingualism  
(Vol. 79). Multilingual matters.

Cammarata, L. & Tedick, D. J. (2012).  
Balancing content and language in  
instruction: The experience of  
immersion teachers. *The Modern  
Language Journal* (96)ii: 251-269.

Fortune, T.W, Tedick, D.J., &  
Walker, C.L. (2008).  
Integrating Language and  
Content Teaching: Insights  
from the Immersion  
Classroom. In T.W. Fortune,  
& Tedick, D. J. (Eds.).  
Pathways to Multilingualism:  
Evolving Perspectives on  
Immersion Education. (pp.  
71-96). Clevedon:  
Multilingual Matters.

Fránquiz, M. E., & De La  
Luz Reyes, M. (1998).  
Creating Inclusive Learning  
Communities through English  
Language Arts: From "  
Chanclas" to "Canicas".  
*Language Arts*, 211-220.

Goodman, D. (2006).  
Language study in teacher  
education: Exploring the  
language in language arts.  
*Language Arts*, 84(2),  
145-156.

Gutiérrez, K., et.al. (1997).  
Putting language back into  
language arts: When the  
radical middle meets the  
third space. *Language Arts*,  
368-378.

Martínez, R. A. (2010). "  
Spanglish" as Literacy Tool:  
Toward an Understanding of  
the Potential Role of  
Spanish-English Code-  
Switching in the  
Development of Academic  
Literacy. *Research in the*

*Teaching of English*,  
124-149.

Moje, E.B., Ciechanowski,  
K. M., Kramer, K., Ellis, L.,  
Carrillo, R., & Collazo, T.  
(2004). Working toward  
third space in content area  
literacy: An examination of  
everyday funds of  
knowledge and Discourse.  
*Reading Research  
Quarterly*, 39(1), 38-70.

Murillo, L. (2012). Learning  
from bilingual family  
literacies. *Language Arts*,  
90(1), 18-29.

Shrum, J., & Glisan, E.  
(2009). *Teacher's  
handbook*. Cengage

## Course Overview / Sequence

### Week 1 - One Classroom, Many Learners

Introduction to the Course  
Language Experiences and Bilingualism  
Language Ideologies  
The Danger of the Single Story  
Bending with Student Growth

### Week 2 - Classroom Interaction(s)

Classroom Talk  
Language Resource Contexts  
Complexity of the Individual  
Individuality & its relationship to teaching practices  
Collaborative Work and Second Language Learning  
Classroom Organization & Oral Language Development



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### Week 3 - Language Study and Practice

From Speaking to Writing  
Content Based Instruction  
Oral and Literate Traditions & Codeswitching  
Learning to Write in a Second Language & Culture  
Reading in a Second Language & Culture

### Week 4 - Curricular Design & Community Outreach

Listening: An Active Process  
Listening to Families  
Developing an Integrated Curriculum  
Collaborating with Parents  
Connecting Home and School

