

Dr. M'Balía Thomas
Department of Curriculum + Teaching, TESOL
C&T 331: Instructional Approaches
Spring 2016, JRP rm 142

High Stakes Assignment #2 – Cultural Inclusivity and Intercultural Competence

Due Monday, March 21 by 11am

Overview of the Task

1. By the end of the assignment, you will have written a 2-3 pg letter and 50-minute lesson plan (use the lesson plan template that has been uploaded for you) directed to your primary school administrator (The Principal). The letter and lesson plan will demonstrate your growing awareness and attention to the 1) complex learner, social and political factors that shape L2 acquisition, and 2) concepts of cultural inclusion and intercultural competence that are relevant to working with culturally and linguistically diverse learners.
2. To begin this assignment, download and read the scope of the task first and then watch the following video [Pass or Fail in Cambodia Town \(Long Beach, CA\)](#). This video will help you think about the learner background, socio-emotional makeup, cognitive skills and abilities, and sociocultural and political factors that can impact second language acquisition.
3. You can work in teams of 2-3 individuals to complete this assignment. However, each student must submit their own paper to Blackboard (make sure you identify that this is a jointly authored paper by including the names of each participant who worked on the paper on the assignment).
4. This assignment is due Monday, March 21 at 11am

Task Scenario:

1. You are a new teacher working at a middle / high school somewhere in Kansas. This school has a growing (or substantial) population of students who are recently arrived refugees and / or migrants (recently can mean arriving within the past 10 years). After doing your “homework” and learning more about the culture, history, immigration and educational experiences of your refugee/migrant students, you decide to rethink your instructional approach and pedagogical strategies in order to develop an approach to curriculum and style to teaching that 1) accounts for the complex learner, social and political factors that shape L2 acquisition, and 2) is culturally inclusive and interculturally competent.
2. As a first step in making these changes, you decide to write a letter to your principal explaining that you would like to tweak (alter/adapt) a chapter from one of the textbooks you use in your content class to make it connect more with the “lived experiences” of your students. By “lived experiences”, you refer to the issues of psychology, motivation,

Commented [TM1]: SELECT A SCHOOL AND PROVIDE EVIDENCE TO SUPPORT YOUR RATIONALE FOR SELECTING THE SCHOOL YOU DID:

You will need to do your own research to locate a school that fits such a description. I will give you a few tips and clues in class, as well as post suggested readings. However, you will need to call, research and explore on your own refugee agencies that could help you identify some of these schools.

You will also need to provide some evidence to support the presence of refugees/migrants at the school you have selected (either a newspaper article or news video or student profile data from the school).

Commented [TM2]: SELECT AND DOCUMENT YOUR TEACHING RESOURCE:

You probably will not be able to get access to current textbooks used at the school. Therefore, you should rely on the LRC as a resource for find a textbook or reader to represent the kind of material that might be used at the school you have identified.

UPLOAD A COPY OF THE BOOK'S COVER PAGE, KEY SECTIONS FROM THE CHAPTER, AND A BIBLIOGRAPHIC RESOURCE FOR THE TEXT / TEXTBOOK YOU WILL USE. INCLUDE A 2-3 SENTENCE COMMENT EXPLAINING WHY YOU SELECTED THE TEXT YOU DID.

home language situation, first versus second language development issues, and other issues of culture/cultural funds of knowledge, refugee status, etc, that are members of the refugee / migrant community have described (in their own words), or that have been described by others, that influence their ability to learn and fully participate in the formal school setting.

3. Based on a topic, theme or activity featured in the book chapter, **you will create a 50-minute lesson plan to accompany your letter to the principal.** In this lesson plan, you will highlight 3-5 adaptations you have made to your lesson plan that render the content more culturally inclusive and reflect instructional approaches that reflect theories/practices of intercultural competence, as well as an awareness of the social, psychological and individual learner factors that shape L2 acquisition. You can talk about the adaptations you made to the lesson either 1) within your letter to the principal or 2) within comment boxes on your lesson plan (similar to the comment boxes I have used in this document).
4. Because you are well-trained in theories and principles of working with English language learners, you not only provide the 3-5 adaptations, but you also provide **sound theoretical support for why you selected the adaptations** you did for the students in your classroom.
5. Your letter should be between 2-3 pages long (1.5 space) and should provide some background on the students, challenges to learning and language acquisition that you have learned about (based on what you have uncovered in your own research, either about this group of student or refugees / migrants in general), and strategies and principles (the theories -- what research says) you are aware of that are beneficial to working with culturally and linguistically diverse students.

Commented [TM3]: In all you, for this assignment you will upload the following:

- 2-3 page letter to the principal
- A 50 minute lesson plan
- A document that provides background on the school you selected and support for the presence of refugee and/or migrant students at the school
- A cover page and sample text of the textbook / chapter around which your lesson plan will be designed

Commented [TM4]: Look for this theoretical support in Chapters 1, 2, 3, 4, 8 and 9 of your textbook.