



Introduction

The presence of many linguistic and ethnic minority students in the United States has challenged educators to rethink basic assumptions about schooling. School models and methods based on the notions that students share the same cultural background and speak the same language are no longer sufficient to meet the needs of today's students. The urgent need to provide a high-quality education for students in the United States whose native language is not English calls for increased expertise on the part of classroom teachers, administrators, and community leaders.

In the past, schools were designed for native speakers of English. Today's students come from diverse cultural and linguistic backgrounds. But the cultural patterns of schools and classrooms may not ensure that all students have equal opportunity to succeed. Culture is a part of the educational process that has been invisible but that can no longer remain so. By understanding the influence of culture, educators can avoid inadvertently advantaging those students who share the dominant culture while neglecting those students whose cultures differ from the mainstream. Culture includes more than the habits and beliefs of students and teachers; the school itself is a culture in which the physical environment, daily routines, and interactions advantage some and alienate others. Educators now need a foundation of cultural awareness and second-language acquisition theory in order to adapt schools to the needs of multicultural and multilingual students.

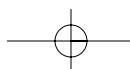
Crosscultural, Language, and Academic Development: A Model for Teacher Preparation

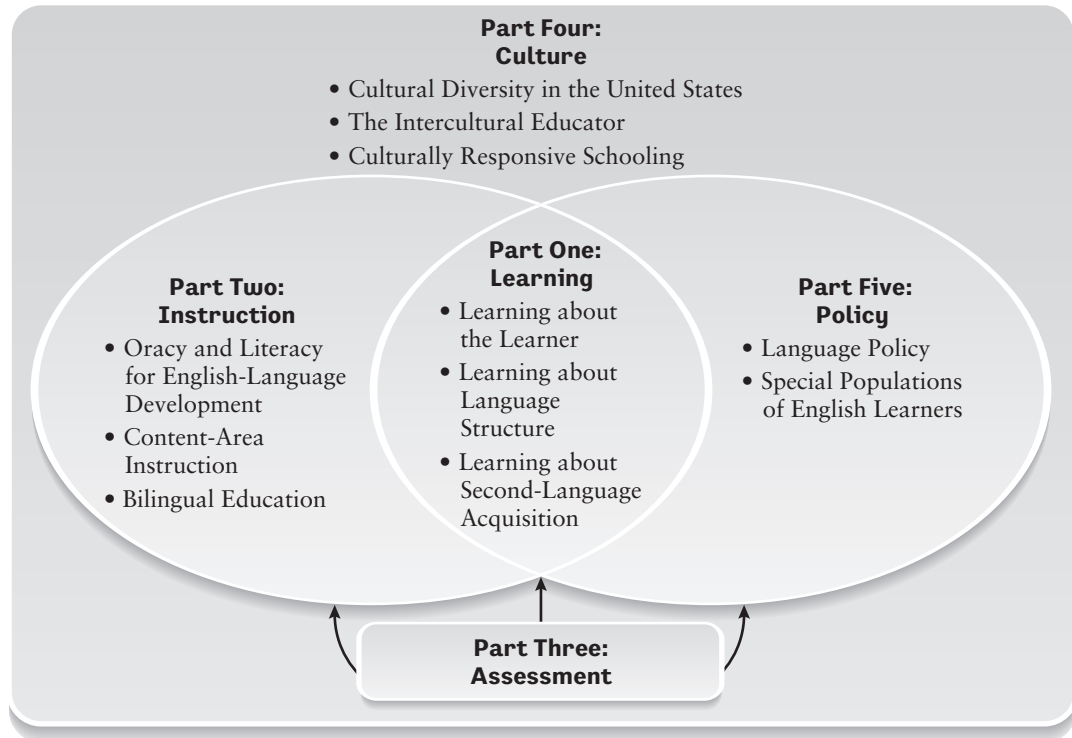
Much has been written, both general and specific information, about the effect of culture on schooling, second-language acquisition, and ways to help English learners achieve access to the core curriculum. To synthesize this wealth of information, a means of organizing this knowledge is needed. The figure on page 000 represents the central elements of this book and their relationship to one another.

In the figure, *learning* occupies the central area (Part One). Understanding the learner, the language to be learned, and the process of learning a second language helps teachers to meet the needs of individual learners.

Instruction is the second major area that organizes knowledge about teaching English learners (Part Two). Instruction for English learners falls into three categories: oracy and literacy for English-language development, content-area instruction (also known as “sheltered” instruction or specially designed academic instruction in English—SDAIE), and theories and methods for bilingual education.

Assessment practices are influenced by instruction and policymaking, and, in turn, assessment affects learning. Assessment of students is the way to determine if curricular content is appropriate and teaching methods are successful. Through assessment, one can ascertain what learning has taken place. The placement of students as a func-





Theoretical Model of Crosscultural, Language, and Academic Development

tion of assessment affects the organization and management of schooling; thus assessment involves not only issues of pedagogy and learning but also policy. Assessment is covered in Part Three.

Culture permeates the activities of learning, instruction, and policymaking. Fundamental insights into cultural diversity in the United States, the role of the intercultural educator, and the means for creating culturally appropriate pedagogy are provided in Part Four.

The fifth area, *policy*, denotes the organization and management of schooling, elements that affect the operation of schools. Because the policies affecting schooling can be better understood with a background on the influence and importance of culture, policy for English learners is discussed in Part Five.

Chapter 12 discusses policies and practices in the relationship between English-language development (ELD) and special education. This chapter addresses effective curriculum, teaching methods, assessment, organization, and management of instruction.

Teachers can be resources within their schools and districts on matters pertaining to English-language and academic development for their multicultural and multilingual students. A framework that organizes crosscultural, language, and



academic development in terms of learning, pedagogy, and policy contributes to teachers' abilities to describe, communicate, and teach others about this field.

In addition to changes in the model (see figure on page 000) and expanded and updated information, this fourth edition adds new classroom-related vignettes (Example of Concept) and instructional modifications (Adapted Instruction) to help the classroom teacher work successfully with culturally and linguistically diverse students. The concepts and information provided in this text not only encompass those necessary for examinations such as California's CLAD, but also for newer exams such as California Teacher of English Learners (CTEL).

Care has been taken to use acceptable terminology to denote school students whose primary language is not English, as well as terms to denote various racial and ethnic groups. The terms *Hispanic* and *Hispanic American* denote those whose ancestors originated in Spain or Spanish America, and who now represent twenty-six separate nationalities and a variety of racial groups (Bruder, Anderson, Schultz, & Caldera, 1991). Research has shown that the ethnic labels for Hispanics are complex. In open-ended interviews, Latino adolescents were asked for their ethnic label preferences. In many cases, they did not commit to a specific label, instead indicating that they ascribed to more fluid, flexible labels. On average, students selected "Latino," "Mexican American," "Hispanic," and "Mexican," when asked to choose only one label. When selecting "American," "Chicano," "Salvadoran," or "Guatemalan," students always added a second term (Zarate, Bhimji, & Reese, 2005). *European American* is used in preference to *White* or *Anglo* to denote those whose ancestral background is European. *African American* is similarly used to refer to those whose ancestors came from Africa. Other ethnic group labels follow a similar logic. In some cases, data are cited that classify groups according to other labels; in these cases, the labels used in the citation are preserved.

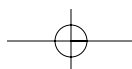
Like the changes in terminology for racial and ethnic groups, terminology for students learning English as an additional language has undergone change. Over the years, these students have been called *language minority*, *limited-English proficient (LEP)*, *non-English proficient (NEP)*, *English-as-a-second-language (ESL) learner*, *English-language learner (ELL)*, and *learners of English as a new language*. In this book, both the terms *English learner* and *culturally and linguistically diverse (CLD) student* are used. The term *English-language development (ELD)* is used to denote classrooms and programs that promote English learners' language and academic learning.

Burgeoning information in the areas of culture and linguistic/academic development has made *The Crosscultural, Language, and Academic Development Handbook* a difficult yet useful synthesis. The result, I believe, is a readable text that brings into focus the challenges and possibilities in educating new Americans. Principles and practices that promote crosscultural understanding are relevant for all.

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