

EDCI 516-001 – Spring 2010
J.P. Osterling

George Mason University
College of Education and Human Development

EDCI 516-001
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
Spring 2010

Professor:	Jorge P. Osterling, Ph.D.
Class Day & Time:	Monday, 4:30 – 7:10 p.m.
Class Location:	Robinson Hall A247
Duration:	Jan 19, 2010 – May 32, 2010

Contact Information:

Office Hours	Before class and by appointment
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COURSE OUTLINE

A. Course Description:

This course provides students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 English as a Second Language (ESL) and foreign language (FL) licensure and for foreign language immersion teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

Please note: This course is **not a methods course**, nor is it a "how-to" on language acquisition. As such, the focus is not primarily on developing skills, but in developing awareness and knowledge, which will move us in the direction of developing the competencies we need to work with diverse populations in changing societies.

B. Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:

- *Presentations* (i.e., lectures assisted by PowerPoint and other visuals);

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- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures*;
- *Student presentations*;
- *Video presentations and other audio-based learning resources*;
- *Blackboard™ web-based course management system*.

EDCI 516 employs a seminar format and thus requires the active participation of all students. The course is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings and *Blackboard™* discussions. Students should be prepared to discuss the content readings in class and on the class *Blackboard™* site, in relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students will be expected to post emergent thoughts and responded regularly on the class *Blackboard™* site and should, thus, have regular access to a computer with internet access.

C. College of Education and Human Development Statement of Expectations:

George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities: The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

D. Course Outcomes:

At the conclusion of EDCI 516, students will be able to demonstrate:

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/ second/ world (FL/ SL/ WL) languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/S; classroom.

E. Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

EDCI 516: Bilingualism and Language Acquisition Research is a 3 credit course designed to meet the needs of graduate students who are seeking a Master's degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign/world language education, and teaching English to speakers of other languages. It is one of the first courses of the master's degree and licensure programs and is required of all program participants.

The EDCI 516 relationship to the GSE program goals includes:

1. Knowledge base for teaching in the second language classroom. Learn the

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fundamental concepts of the knowledge base pertaining to ESL, English for Speakers of Other Languages, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. Utilization of research. EDCI 516 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.

3. Classroom teaching. EDCI 516 students should be able to plan for and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.

4. Curriculum. Students will develop the skills needed to design, implement and evaluate a second language teaching program. They will be able to conduct an analysis of culturally and linguistically diverse students' needs; set course goals and objectives; design and revise tests; select, adapt and create appropriate teaching materials; and evaluate the program overall or at the classroom level.

F. Relationship to Program Goals and Professional Organizations

EDCI 516 follows the guidelines and recommendations made by:

The American Council on the Teaching of Foreign Languages	ACTFL
Teachers of English for Speakers of Other Languages	TESOL
The National Association for Bilingual Education	NABE
The National Association for Multicultural Education	NAME

ACTFL, TESOL, NABE and NAME are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and reject the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other educators involved in teaching second/world languages. This mission encourages the fostering of

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an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

G. Academic Standards:

The following standards aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL /WL teachers need to know and be able to do: the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are aligned specifically with the national standards of two governing professional organizations: the American Council on the Teaching of Foreign Languages and the Teachers of English for Speakers of Others Languages. Courses also follow the INTASC guidelines (Interstate New Teacher Assessment and Support Consortium) that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

The **ACTFL/NCATE Standards for the Preparation of P-12 Foreign Language Teachers** articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. The **TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education** serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002. These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>

<http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

CEHD-GSE Licensure courses are aligned specifically with the national standards of the following governing professional organizations: EDCI 516 follows:

- The **ACTFL/NCATE Standards for the Preparation of P-12 Foreign Language Teachers** articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. <http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

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- The **TESOL/NCATE Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education** serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002.
<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>
- The **Interstate New Teacher Assessment and Support Consortium (INTASC)** guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's **Professional Development Portfolio** (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship.

The ACTFL/NCATE Standards cover the following six domains:

ACTFL/NCATE STANDARDS FOR PK-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS			
Domains		Standards	Standards specifically met by EDCI 516
One	Language, Linguistics, Comparisons	1a. Proficiency in the Target Language (TL).	
		1b. Linguistic elements of TL	
		1c. Comparisons	
Two	Cultures, Literatures, Cross-disciplinary texts	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	
Three	Language Acquisition Theories & Instructional Practices	3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction	3a
		3b Develops instructional practices that meet needs of diverse learners	3b
Four	Integrate Standards into Curriculum & Instruction	4a. Understands Standards	4a
		4b. Integrates Standards	
		4c. Uses Standards to design & evaluate learning	-
Five	Assessment of Language & Culture	5a. Demonstrates understanding of multiple ways of assessment	5a
		5b. Reflects on results	5b

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		5c. Reports results	
Six	Professionalism	6a. Professional development	6a
		6b. FL advocates	6b

The **TESOL/NCATE** Standards cover the following five domains:

TESOL/NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS			
Domains		Standards	Standards specifically met by EDCI 516
One	Language	1a. Describing Language	1a5, 6, 8, 9, & 10
		1b. Language acquisition and development	1b1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13
Two	Culture	2a. Nature and role of culture	2a1, 3, & 4
		2b. Cultural groups and identity	2a1, 3, & 4
Three	Planning, Implementing, and Managing Instruction	3a. Planning for standards-based ESL & content instruction	3a3
		3b. Managing and implementing standards-based ESL and content instruction	3b2
		3c. Using resources effectively in ESL instruction	3c1, .3, 4, & .5
Four	Assessment	4a. Issues of Assessment for ESL	4a1 & 3
		4b. Language proficiency	4b2 & 3

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		assessment	
		4c. Classroom-based assessment for ESL	-
Five	Professionalism	5a. ESL research and history	5a1& 2
		5b. Partnerships and advocacy	5b2 & 3
		5c. Professional development and collaboration	5c1 & .4

G. Texts and Resources:

a. **Required Texts:**

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

Tse, L. (2001). *“Why don’t the learn English?”: Separating fact from fallacy in the U.S. language debate*. New York: Teachers College Press.

b. **Highly Recommended Texts**

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, NY: Bastos Educational Books.

Additional resources will be available FROM GMU e-reserves at:

<http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi> You will receive log-in information and a password at the first class session.

c. **Recommended Books:**

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

[Note: All papers and professional writing in the GMU Graduate School of Education follow the APA Style Manual (Fifth Edition).]

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Nieto, S. (2010) *Language, culture, and teaching: Critical perspectives*. New York :
Routledge

H. Course Requirements:

EDCI 516 is comprised of class meetings (see Schedule), and a series of course products and assessments aimed toward providing evidence of meeting the course objectives.

Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are expected to attend all class sessions, ***to participate actively*** during large and small group discussion and activities, and to log on at least weekly to <http://courses.gmu.edu> for between-class discussion topics, questions and postings, as assigned.

Students should complete all assignments on time and to be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

Spring 2010 EDCI 516–001 course requirements will be met as follows:

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
In-class Participation and Readings	Students are expected to actively participate in every weekly session—in class and electronically— by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students must inform instructor of the need for an absence from class. <i>TESOL/NCATE Standards: 1b, 3a, 4a, & 5a</i> <i>ACTFL/NCATE Standards: 3a, 4a, 6a</i>	25 percent	Each class meeting throughout the semester
Critical Journal Response <i>(Theory &</i>	Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings	15 percent	Class 6 March 1

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<p><i>Research)</i></p>	<p>(juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences.</p> <p><i>TESOL/NCATE Standards 1b, 2a & 2b</i> <i>ACTFL/NCATE Standards 3a, 5a, 6a</i></p>		
<p>Philosophy of Teaching (<i>Professionalism, Theory, & Research</i>)</p>	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning and learners, students will write an emergent <i>Philosophy of Teaching</i> statement. This will include reflections on the role of culture, instructional practices, and assessment. It will be reviewed and updated in later coursework and is one of the program's official NCATE Performance Assessments.</p> <p><i>TESOL/NCATE Standards 2a, 2b, 4a, 5c</i> <i>ACTFL/NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Class 10 April 5
<p>Language Acquisition Case Study (LACS) and Presentation (<i>Theory, Research, Professional Collaboration & Practice</i>)</p>	<p>This case study of a second language learner is the principle EDCI 516 Performance-based Assessment. Students will work in small groups to collect, record, and analyze oral and written language samples from a second language learner. A written commentary connecting this hands-on experience to course readings, SLA research and theory, a personal reflection, and a list of references will accompany the analysis. Each group will share findings in a formal research presentation at the end of the semester.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i> <i>ACTFL/NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b</i></p>	45 percent	Presentations in Classes Class 13 & 14 Written Component due no later than Class 14.

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Graduate Academic Standards: Grades

http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

At George Mason University, course work is assessed in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

* **Note:** GSE students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.

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Tentative Course Schedule for EDCI 516 - 001: Spring 2010

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
Class One January 25	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<i>Part One</i> <i>Introduction to EDCI 516, Syllabus, Course Overview</i> <i>Part Two</i> <i>Blackboard™ Briefing & GMU Email accounts</i> Note: Please read by Class 3: Tse, L. (2001). "Why Don't They Learn English?"	After this class, please subscribe to the OELA Newline by going to: http://www.ncela.gwu.edu/
Two February 1	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	Baker text: Chapters 1 and 2 Continue reading the posted readings for the first three classes, and: McLaughlin, B. (1992). "Myths and misconceptions about second language learning" Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/caela/esl%5Fresources/digests/myths.html	Beginning this week, you will be able to participate in our <i>Blackboard</i> electronic discussion forum. Weekly "strads" will be posted, as appropriate, to extend our discussions. The opening strand will be whole class. After this week, we may divide into smaller groups. http://courses.gmu.edu Begin to formulate your thoughts about teaching and learning in the second

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		Time for questions about syllabus and requirements	language classroom. During this week and next, please post your current thoughts and beliefs about teaching (this may begin to formulate your emergent teaching philosophy) in our <i>Blackboard™</i> discussion forum in the space provided.
<p style="text-align: center;">Three February 8</p>	<p style="text-align: center;">Continuing: SLA Research and its implications for classroom practice</p>	<p>Debrief of the Tse book (reading should be completed by this class)</p> <p>Book review by groups.</p> <p>If time permits, read: Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools. http://www.cal.org/resources/archive/news/2003summer/englishes.html</p> <p>In-class Video: American Tongues (with debrief)</p> <p>[Another excellent site supports PBS documentary <i>Do You Speak American?</i>: http://www.pbs.org/speak/about/guide - vocabulary lists -- it is similar to American Tongues]</p> <p>Introduction to the Critical Journal Response – CJR format, article selection, rubric</p>	<p>Be sure you have completed the Tse book by this afternoon's class.</p> <p>Participate in <i>Blackboard</i> electronic discussion group.</p> <p>Ongoing, as determined weekly in class:</p>

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
<p>Four February 15</p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p> <p>Language Acquisition Case Study</p>	<p>Readings: Baker, C. (2006). Chapter 5, pp. 96-100 & 109-117; Chapter 6, pp. 120-124 & 127-140</p> <p>Lightbown, 1999. How languages are Learned (e-reserves)</p> <p>Wong Fillmore (1991.) Language Processing in Bilingual Children (e-reserves)</p> <p>Introduction to Language Acquisition Case Study & Presentation</p>	<p>Ongoing, as determined in class.</p>
<p>Five February 22</p>	<p>Adolescents/ Adults and Second Language Acquisition</p>	<p>Thomas, W. P., & Collier, V. P. (2002). Download report, read abstract and executive summary: http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1001&context=crede</p> <p>Short, D & Fitzsimmons, S. (2007) Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Read intro and executive summary on <i>Blackboard™</i> (Documents.)</p> <p>Continue reading the Collier Monograph</p> <p><i>Begin to establish groups for Language</i></p>	<p>Ongoing, as determined in class.</p>

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		<i>Acquisition Case Study (LACS) Project</i>	
Six March 1	The TESOL and FL/WL Standards Definitions, & Measurement	<p>Review Baker: Chapter 2 on measurement as we consider the role of standards in teaching and learning</p> <p>The ESL standards for Pre-K-12 Students – please download from <i>Blackboard™</i> (Documents)</p> <p>Foreign/World Language Standards for PK-12 Students: http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)</p> <p>Begin reading Collier monograph (recommended)</p> <p><i>Finalize groups for LACS Project</i></p>	<p>CRITICAL JOURNAL RESPONSE DUE (15%) Mid Course Evaluations – to do in class</p>
Spring Break [March 8 – 14]			
Seven March 15	Bilingualism and Cognition Cognitive Theories	<p>Baker, C. (2006). Chapters 7 and 8, pp. 143-186.</p> <p>Genesee, F. (2000). Brain research: Implications for second language learning (e-reserves, or posted in Bb)</p>	

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
	and the Curriculum	folder) In class, as we have time, we will delve into this website on brain research : http://www.flbrain.org/ Begin to draft Philosophy thoughts (final due April 5)	
Eight March 22	School Issues And Special Needs Learners	Readings: Baker, C. (2006). Ch. 16 pp.370-379 Baker, C. (2006). Ch. 15, pp. 347-366	Ongoing.
Nine March 29	Affective, Social, and Cultural Processes Input and Interaction in SLA	Vollmer, G. (2002). Sociocultural perspectives on second language writing. (e-reserves) Christison, D, (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Available on e-reserves. Take an MI inventory of your own: http://surfaquarium.com/MI/inventory.htm [Recommended: Collier, V.P. (1995). Review pp. 21 – 29 of monograph.] Time for peer feedback on Philosophy drafts	Bring <i>draft</i> of your Philosophy statement for peer suggestions and feedback

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
<p>Ten April 5</p>	<p>Theory to Practice: Guest Speaker</p> <p>Group Work on Language Analysis Case Studies</p>	<p>Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2). Available on e-reserves.</p> <p>Baker, C. (2006). Chapter 10</p> <p><i>Tonight you may meet with your groups during the second half of class. I will circulate to facilitate and support, as needed</i></p>	<p>Philosophy of Teaching. Paper due (15%). You may send by email</p>
<p>Eleven April 12</p>	<p>Literacy and Second Language Learners</p>	<p>August, D. & Shanahan, T. (2006). Executive Summary: Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language-Minority Youth and Children. <i>Blackboard™</i> (see Documents.)</p> <p>Armstrong (2004): Making the Words Roar (e-reserves)</p> <p>Baker, C. (2006). Chapter 11(skim) and 14</p>	<p>Work in Language Analysis Groups.</p>
<p>Twelve April 19</p>	<p>Politics of Bilingualism: The Socio-political Debate</p>	<p>NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: http://www.languagepolicy.net/</p> <p>Contrast this perspective with that of the</p>	<p>Work in Language Analysis Groups.</p>

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		English First web site at http://www.englishfirst.org Baker, C. (2006). Chapter 9.	
Thirteen April 26	Social Justice and the Teacher: Implications for our Classroom Practice Language Analysis Group Presentations	Language Acquisition Case Study (LACS) due. Begin Team Presentations of language analysis case studies.	Continue posting discussion and progress in Bb groups for Case Study finalization Presentations Language Acquisition Case Study (LACS) Project Group written reports with individual personal reflections may be submitted now and next week (45%). Please submit electronically to Dr. Osterling
Fourteen May 3	Pulling It All Together Language Analysis Group Presentations	Language Acquisition Case Study (LACS) Due LACS Team Presentations Course Evaluations and wind-up discussion	Presentations Language Acquisition Case Study (LACS) Project Group written reports with individual personal reflections also due (45%). Please submit electronically to Dr. Osterling
Fifteen May 10	Pulling It All Together Language	Language Acquisition Case Study (LACS) Due LACS Team Presentations	Presentations Language Acquisition Case Study (LACS) Project

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Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
	Analysis Group Presentations	Wind-up discussion	

Guidelines and Rubrics for EDCI 516 Assignments and Requirements

Classroom, Online Participation, Required Course Products and Performance-Based Assessments Weekly (January 19 – May 12)

Bilingualism and Language Acquisition Research is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental.

Class Expectations

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others.*
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person.*
- *Diverse views are welcome and enrich the discussion.*
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

There are three types of participation:

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1. Classroom engagement in whole and small group discussion;
2. *Blackboard™* posted strands and peer responses that relate specifically to course readings;
3. In-depth, personal reflections that may be included in papers or on a *Blackboard™* forum.

Students are expected to complete all required readings prior to class, to attend 100% of the 14 weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there may not be one “correct” answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If, for reasons beyond your control, you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week’s readings may be decided).

Tardiness: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the semester.

Critical Journal Response (CRJ)

Due date: March 1, Class 6

**Assignment Aligned with the NCATE/TESOL Standards 1b, 2a, & 2b, And with
ACTFL/NCATE Standards 3a, 5a, 6a.**

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 2-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

The response should be comprised of three parts (or levels):

- **Level One: description/article abstract,**
- **Level Two: analysis, application, and interpretation, and**
- **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

Details to guide you in your analysis process:

**Please give reference of your article and provide a copy for your professor if it is not available on e-reserves.

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Level One – Description/Abstract: A short paragraph. This paragraph describes the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

Level Two - Analysis, Application, and Interpretation of the material are the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **at least three supporting sources (references)** from your readings, using APA style, 5th edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would/do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Philosophy of Teaching Statement

Guidelines and Rubrics

15% of Grade Due date: Class 10, April 5

Maximum length: five-double spaced pages.

REQUIRED MME/ ACTFL/ TESOL/ NCATE Course Assessment

Assignment Aligned with: **TESOL/ NCATE Standards 2a, 2b, 4a, 5c, ACTFL/NCATE Standards 2a, 2b, 6b.**

Students will draft and update a philosophy of teaching that reflects their understanding of and commitment to the critical issues related to teaching second language learners.

There is no right or wrong way to write a philosophy statement, which is why it is so challenging for many people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc. However, your philosophy of teaching statement should include the following elements:

- Your **OWN** beliefs about and reflections on the purpose of teaching and learning
- Your goals for P-12 students
- Your reflection on the role and characteristics of an effective teacher
- Your goals and expectations about the nature of the student-teacher relationship
- Your beliefs about your own professional development as a teacher

It should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students.

It is generally 4 – 5 pages in length. For some purposes, an extended description is

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appropriate, but the length should suit the context. **It is written in first person, in most cases.** Writing in first person is most common and is the easiest for your audience to read. **“Own” your philosophy.** Write about *your* experiences and *your* beliefs. Explain what you believe and why you believe it, and make this clear to the reader.

Most philosophy of teaching statements avoid technical terms and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

Include teaching strategies and methods to help people “see” you in the classroom. By including very specific examples of teaching strategies, assignments, discussions, etc, you help readers visualize what actually happens (or will happen) in your learning environment

* * *

Language Analysis Case Study and Presentation

Case of **Enrolled at George Mason University**

Project Guidelines

Due Date for Submission of Written Report: May 3

Concurrent with group oral presentation (preferred) or on the last night of class

Group Presentations: Beginning April 26 by sign up

**Assignment aligns with TESOL/NCATE Standards 1b, 2a, 2b, 4a, 4b, 5a, 5b. and
ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b**

Objectives of Language Analysis Field Project & Presentation:

The *Language Analysis Case Study* (LACS) of a language learner and presentation for EDCI 516 in the MME teacher licensure program is designed to engage graduate students in a performance-based assessment task in which they will analyze second language analysis patterns of second language learners.

As a final course assessment, the LACS require students to apply all aspects of the EDCI 516 course materials. This project requires students to think critically about teaching and learning in the context of a world/ second language classroom. It enables EDCI 516 students to connect theory, research, and practice with English Language Learners (ELL) and to engage in the assessment of a -post-graduate students, analysis of her/ his English language acquisition, and suggest an exploratory action plan for increasing her/ his language proficiency (speaking, listening, reading writing).

To promote collaborative research and a professional community of learners, two EDCI 516 students will work in bilingual cooperative groups and present their findings and recommendations to colleagues. This project helps students develop perspectives that will

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contribute to their professional knowledge base and identity.

The Language Analysis Case Study (LACS) is appropriate for all EDCI 516 students, whether they are currently teaching or not. It requires no prior knowledge of linguistics.

Presentation Component Objective: The purpose of the group presentation component of this project is two-fold:

- 1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) and to share the findings with colleagues (professional development),
- 2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

Procedures and Suggested Format For Conducting the Case Study		
First	Collecting the Oral and Writing Language Samples for Analysis	
Second	Writing the Report	
	Part I	Introduction
	Part II	Analysis of the Oral and Written Language Samples
		Step One
		Step Two
	Part III	Exploratory Action Plan
	Part IV	Individual reflections [one from each group member]
	Part V	References [following APA Style 5 th edition guidelines]
	Part VI	Appendixes

FIRST: *Collecting the Oral and Writing Language Samples for Analysis*

Each group of two students will collect an authentic language sample from a second language learner. The sample should include both written and oral language.

Oral Sample: Students may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. Researchers may consider audio or video-taping the sample for transcription.

Written Sample: Each group of EDCI 516 students will request a sample of the English-language learner's work or request other written material written by the individual. This may be a letter, an essay, a short report, or any method or media that will help you gain access to the written domain of their language acquisition.

Additional details:

1. You will need to gain appropriate permission from the individual.
2. If applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the classroom setting.
3. Find out as much as you can about the language, educational and cultural background of the GMU students whose language sample you will be analyzing. See guidelines for interview provided below.

SECOND: *Writing the Report*

Each group of two EDCI students will submit one written Language Analysis Project AND include individually written reflections at the end, one from each group member. We suggest that you submit the report with the sections in the following order.

Part I

Introduction – Please include a description of who the language learner is (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted.

Description/Identification, brief personal history and education of the sample participant and, if possible, of the participant's family. This may include:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

Part II –

Analysis of the Oral and Written Language Samples

After you have obtained your language sample, we suggest that you analyze the **oral language sample** in two distinct steps:

Step One:

- 1) **Listen to or watch the video, of the language sample several times.**
- 2) Make notes about what you hear/see about the language sample participant.
- 3) **Record/jot down your preliminary impressions.** Use one of our oral proficiency scales to assess the language proficiency level of this ELL. What observations can you make about the learner based only on this oral sample? Does this sample tell you all you

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need to know about this ELL? Why or why not?

Step Two:

- You should *now* transcribe *some of the major parts of the language sample* upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
- *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? For example, does the transcript show hesitations, L1 to L2 transfer errors. In what proficiency level of language acquisition would you estimate this learner might be at in each of the four domains —speaking, listening, reading, and writing: beginner, intermediate, advance, superior?

Consider: In conducting your analysis, you may want to review: [see in Task Stream – section *Assessment instruments & tests to determine language proficiency*].

- Student Oral Language Observation matrix (SOLOM)
- Fairfax County Public Schools' Oral Proficiency Scoring Rubric
- Bob Schawb web page
- Kerper Mora's web page
- GMU's Oral Proficiency Rubric

If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from **BOTH the oral and written samples**. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5th edition).

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Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Do you see a difference in these two areas?

Also, consider the following factors that play an overall role in your analysis:

L1 educational foundation: amount, level, and quality.	Environment (L1, L2) and expectations for learning and success.
Communicative competency and functional proficiency.	Individual learner differences: linguistic, cognitive, and sociocultural development.
Phonemic acquisition: how L2 learner pronounces English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1.	BICS & CALP - perceived and/or know skills that relate to the Basic Interpersonal Communicative Skills & Cognitive Academic Language Proficiency (Cummins, 1979).
L2: situational? Sociocultural? Academic?	Code-switching
General language proficiency rating using ESL/TESOL (or other language scale)	Body language (e.g., hand movements, proximity, eye contact).
Grammatical errors or error patterns. Are these predictable? Stage of L2 acquisition (e.g., Rod Ellis, 1994; Collier, 1995).	Filling gaps between words learner does not know or remember. How is this accomplished? What does it reveal?
Relationship between L1 & L2: potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar, and tenses? Is there a transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2. Is informant Thinking/ processing occurring in L1 or L2; is there "translating" from L1 to L2? What transference of skills is there from L1 to L2?	Examples of some common errors: Trouble with /th/ sound while speaking Pronouncing "r" like "l" Rolling the /r/ Dropping the endings of words (especially those ending in /s/ Confusing prepositions, such as from, for, to, and of. Confusion among articles: a, an, the Confusion: me, my and I Verb tense errors. Pronoun usage and reference
Consider: Potential social settings and opportunities to interact with fellow L2 and TL speakers	Level of self-awareness: L2 strengths and weaknesses, self-correction in the L2

Part III

Exploratory Action Plan

Each group will prescribe an **exploratory action plan** to help the -ELL attain a higher proficiency level of English-language competence. This may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help the ELL reach a more advanced cognitive academic language proficiency (CALP) level. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for the university and home/community integration. What steps might the -ELL take to improve his/her language skills? What should the ELL do next? What steps might the language instructor/ tutor take to facilitate progress?

Part IV

Individual Reflections – One from each Group Member

In a final section, **each EDCI 516 student (i.e., group member) will write his/her own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching.** Tell about what **you** learned through this project, and how you have made personal and professional connections to our readings as a result of conducting this study. This reflection may be submitted as an addendum to your final paper or to the professor in an individual file. (Reflection on personal and professional knowledge/growth,

- Connections you have found important to course content and its application to the classroom setting,
- Thoughts on how you might use this process, or portions of this process, in the future,
- How this knowledge might contribute to your role as classroom teacher and

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facilitator.

- What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self knowledge serve you in the future?

Please see the Rubric for additional guidelines.

Part V - References – Include a list of references at the end of your analysis project. Please use APA Style (5th edition). These should include a rich selection of course readings to support your analysis and provide evidence of your knowledge base.

Part VI - Appendixes – Please include your transcription, written language sample, or other data collected for the sample, as applicable

Group Presentation Guidelines

1. *All GROUP MEMBERS SHOULD PARTICIPATE IN THE FINAL PRESENTATION.*
Some groups find it helpful to guide their presentation using PowerPoint or other presentation software, and although an excellent idea, it is not required.
2. Play a *short* excerpt of the language sample tape and examples of the written language sample.
3. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
4. Be sure to include time for audience interaction/questions.

Total Presentation Time: Maximum 20 minutes per group. (You will need to plan your presentation time carefully)