

*George Mason University*  
*College of Education and Human Development*  
**Center for International Education/FASTTRAIN Programs**  
**BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH**  
*Summer 2011*

<b>Professor:</b>	<b>Megan Moore</b>
<b>Class Day &amp; Time:</b>	June 22-July 1 8:30 am-3:30 pm
<b>Class Location:</b>	Manassas City Schools
<b>Contact Information &amp; Office Hours</b>	
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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 ESL/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.

#### 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,/lecturettes assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative and Collaborative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures*;
- *Student presentations*;
- *Videos and other audio-based learning resources*;
- *School site-based work with language learners*
- *Blackboard 6™* web-based course management system.

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.

EDCI 516 employs a seminar format and thus requires the active participation of all students during

each on-line class meeting. The course is structured around discussion, hands-on learning activities, and group projects. Therefore, it is critical that students actively participate in the on-line discussions and activities and keep up with the readings. Students should be prepared to discuss the content readings 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.

### **C. College of Education and Human Development Statement of Expectations**

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

#### **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/world/second languages and language assessment practices.

#### **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 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.

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

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

## F. 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 – that is, 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>

The ACTFL/NCATE Standards cover the following six domains:

<b>ACTFL/NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language, Linguistics, Comparisons</b>	1a. Proficiency in the TL	
		1b. Linguistic elements of TL	
		1c. Comparisons	
<b>Two</b>	<b>Cultures, Literatures, Cross-disciplinary texts</b>	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	
<b>Three</b>	<b>Language Acquisition Theories &amp; Instructional Practices</b>	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
<b>Four</b>	<b>Integrate Standards into Curriculum &amp; Instruction</b>	4a. Understands Standards	4a
		4b. Integrates Standards	
		4c. Uses Standards to design & evaluate learning	-
<b>Five</b>	<b>Assessment of Language &amp; Culture</b>	5a. Demonstrates understanding of multiple ways of assessment	5a
		5b. Reflects on results	5b
		5c. Reports results	
<b>Six</b>	<b>Professionalism</b>	6a. Professional development	6a
		6b. FL advocates	6b

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

<b>TESOL/NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language</b>	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
<b>Two</b>	<b>Culture</b>	2a. Nature and role of culture	2a1, 3, & 4
		2b. Cultural groups and identity	2a1, 3, & 4
<b>Three</b>	<b>Planning, Implementing, and Managing Instruction</b>	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
<b>Four</b>	<b>Assessment</b>	4a. Issues of Assessment for ESL	4a1& 3
		4b. Language proficiency assessment	4b2 & 3
		4c. Classroom-based assessment for ESL	-
<b>Five</b>	<b>Professionalism</b>	5a. ESL research and history	5a1& 2
		5b. Partnerships and advocacy	5b2 & 3
		5c. Professional development and collaboration	5c1 &.4

## **H. Texts and Resources:**

### **1. Required Texts:**

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

### **2. Recommended Books:**

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5<sup>th</sup> 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).]

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

## **I. Course Requirements**

EDCI 516 is comprised of a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success. Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students should complete all assignments on time and 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.

There are no observation hours required for this course. The hours will be met through the language analysis case study.



**EDCI 516 course requirements will be met as follows:**

<b>Class Assignments</b>			
<b>Project</b>	<b>Goal</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
Class Participation and Readings	<p>Students are expected to actively participate in every class session 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.</p> <p style="text-align: center;"><i>NCATE TESOL Standards: 1b, 3a, 4a, &amp; 5a</i> <i>ACTFL NCATE Standards: 3a, 4a, 6a</i></p>	25 percent	Each class meeting
Critical Journal Response  <i>(Theory &amp; Research)</i>	<p>Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 1b, 2a &amp; 2b</i> <i>ACTFL NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Email submission by midnight Monday, June 27
Philosophy of Education  <i>(Professionalism, Theory, &amp; Research)</i>	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Education statement. This will include reflections on the role of culture, instructional practices, &amp; assessment. It will be reviewed and updated in later coursework.</p> <p style="text-align: center;"><i>NCATE TESOL Standards 2a, 2b, 4a, 5c</i> <i>ACTFL NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Taskstream submission Wednesday, June 29
Language Analysis Case Study and Presentation  <i>(Theory, Research,</i>	<p>This case study of a language learner is <b><i>DCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students</i></b>. Students will work in small groups to collect, record, and analyze oral and written language samples from a language learner. A written commentary connecting this hands-on</p>	45 percent	Presentations July 1 Papers due Via taskstream by midnight July 1

<i>Professional Collaboration &amp; Practice)</i>	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. <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>		
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### Graduate Grades

At George Mason University, course work is measured 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	100	4.00	Satisfactory /Passing
A	Meets Standard	94 - 99	4.00	Satisfactory /Passing
A-	Meets Standard	90 - 93	3.67	Satisfactory /Passing
B+	Partially Meets Standard	85 - 89	3.33	Satisfactory /Passing
B	Partially Meets Standard	80 - 84	3.00	Satisfactory /Passing
C	Does not Meet Level 1 award recommendation	70 - 79	2.67	
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing