**Division of Division of
Elementary, Literacy, Multicultural and Secondary Education
Multilingual/ Multicultural Education Program**

EDCI 516-001
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
CRN 10559

Monday, 7:20 p.m. – 10:00 p.m..	**Spring 2012**
Thompson Hall 2020	**January 23, 2012 – May 16, 2012**
Professor	**Jorge P. Osterling**
Office phone	**703-993-8136**
Office location	**Thompson Hall 1506, Fairfax**
Office hours	**Monday, 6:00 p.m. – 7:00 p.m.**
	or by appointment
E-Mail address	**<josterli@gmu.edu>**
Telephone	**703-993-8136**
Fax	**703-993-5300**

Blackboard 9.1 **web-based course management**   **https://mymasonportal.gmu.edu**

COURSE DESCRIPTION:

Prerequisites

Admission to Graduate School of Education in CISL, CIFL, or CIMM program or instructor's permission.

Course description from the *2011- 2012 University Catalog*

"Examines research in first and second language acquisition, including interaction of bilingual person's two languages, with applications for classroom."

Notes: Requires community-based field experience (i.e., case-study of a language learner)

Please note: EDCI 516 is ***not* a methods course**, nor is it a "how-to" on language acquisition. In fact, it is an introductory, *foundations c*ourse aimed at developing

awareness and knowledge, which will move teacher-candidates in the direction of developing the competencies needed to work with culturally, linguistically and cognitively diverse student populations.

Language is the most human form of behavior, and the investigation of the ways language and culture interact is one of the most important aspects of the study of human beings. EDCI 516 provides an overview of interdisciplinary ideas and research on how language is acquired and/ or learned, as well as on the factors that play a role on how effective the learning and the teaching is. Emphasis is on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

EDCI 516 provides teacher-candidates 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 (World) language immersion teachers. Teacher-candidates 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.

IMPORTANT NOTICES

Following the National Council for Accreditation of Teacher Education's (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDCI 516 graduate students who are preparing to become teachers, and "student" to refer to pupils enrolled in P-K 12 classes.

EDCI 516 uses a seminar format, which means the course is highly participative and requires teacher-candidates to take a more active role in the presentation of materials. Accordingly, attendance and participation is extremely important.

Course Website. EDCI 516-001 uses the new *Blackboard 9.1* system, where the syllabus, rubrics, presentations, and other material and updates are posted. Teacher-candidates are encouraged to visit the EDCI 516 website at least once a week to review the most current information and to keep up with any news, announcements, messages etc. related to this course https://mymasonportal.gmu.edu.

GMU EMAIL ACCOUNTS
Candidates must use the new "MASONLIVE" e-mail account to receive important University information, including messages related to this course. See http://masonlive.gmu.edu for more information.

Professional Development Portfolio (PDP)
A professional development portfolio is a collection of materials, made by a teacher candidate throughout her or his graduate education that records, and reflects on, events and process in her or his professional's career (Hall, 1992). Please see handbooks and

<u>manuals in GSEs licensure website.</u> This PDF must be presented to faculty at the conclusion of the licensure internship.

Since the following 'Technology Outcomes' are infused into the learning opportunities, throughout EDCI 516 candidates must have the ability to:

- Use email, course website tools (i.e., *Blackboard 9.1*) including online discussion and chat;
- Use word processor to produce quality written documents;
- Create Power Point documents and to produce a quality presentations.

COURSE DELIVERY:

Course delivery is accomplished in a combination of ways, in order to meet the needs of all learners and learning styles. Methods of instruction include:

- Presentations (i.e., lectures assisted by *Power Point* and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking substantive questions that provoke critical thinking and thoughtful dialogue and by participating in critical on-line discussions);
- *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;*
- *Community-based fieldwork with English language learners*
- *Blackboard 9.1 web*-based <u>course</u> management system.

Therefore, it is critical that candidates attend all classes, actively participate in class, and keep up with the readings and *Blackboard 9.1* discussions.

Teacher-candidates should be prepared to discuss the content readings in class and on the courses *Blackboard 9.1* electronic-site. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates will also be expected to post emergent thoughts and responses regularly on the class *Blackboard 9.1 site* and should thus have regular access to a computer with internet access.

COURSE OBJECTIVES AND LEARNER OUTCOMES:

EDCI 516 is designed to enable candidates to know, understand, and use the major theories and research related to the structure and acquisition of a second language to help second language learners develop language and literacy and achieve in the content areas acknowledging that issues of language structure and language acquisition development are interrelated. (cf. NCATE-TESOL (2010), Domain 1, p.27).

Students in this course will identify and review educational theories/ theorists practice related to first and language acquisition, curriculum development and the history of language teaching including the works of Vygotsky, Skinner, Chomsky, Freire, Krashen, Cummins, Skutnabb-Kangas, among others, and how they apply to the learners of a second language.

Upon successful completion of this course, candidates will be expected to
●
1. Demonstrate a broadly-based understanding of first and second language acquisition.
2. Understand how and why people learn- or fail to learn- a second language
3. Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
4. Identify and discuss the affective, cognitive, cultural and social factors playing a role in second language acquisition.
5. Recognize the importance of L1s and language varieties and build on these skills as a foundation for learning a second language.
6. Understand and apply knowledge of the sociocultural, psychological, and political variables that facilitate the process of learning English as a second or foreign language as well as any other Word or second language.
7. Use of technology to assist in their understanding of second language acquisition (SLA) and an understanding of its use to support learning the second language (SL)/ world language (WL) classroom.

PROFESSIONAL STANDARDS:

George Mason University follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education. GMU-GSE's licensure courses are aligned specifically with the national standards of two governing professional organizations:

- The American Council on the Teaching of Foreign Languages (ACTFL). 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.

- The Teachers of English for Speakers of Others Languages. The Revised TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (December 2009) acknowledge the central role of language in the achievement of content and highlight the learning styles and particular instructional and assessment needs of learners who are still developing proficiency in English. Developed through a collaborative process involving hundreds of ESL teachers, researchers, administrators, and

language specialists, the standards will provide national coherence for students and the educators who serve them.

*GMU-GSE courses also follow the I*nterstate Teacher Assessment and Support Consortium (InTASC) standards and guidelines that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

REQUIRED TEXT & COMPANION WEBSITE

Baker, Colin, (2011). *Foundations of bilingual education and bilingualism.* (5th edition). Bristol, UK; Tonawanda, NY: Multilingual Matters

Blackboard 9.1 (2012). *EDCI 516.* myMason secure.

Collier, Virginia, P. & Thomas, Wayne P. (2009). *Educating English Learners for a Transformed Word.* Albuquerque, N.M.: Dual Language Education of New Mexico.

Tse, L. (2001). *"Why don't they learn English?" Separating fact from fallacy in the U.S. language debate.* New York: Teacher College Press.

RECOMMENDED TEXT:

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (*6th edition) Washington, DC: APA

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

Nieto, Sonia (2010). *Language, culture, and teaching: critical perspectives.* (2nd edition). New York: Routledge, 2010.

COURSE REQUIREMENTS:

EDCI 516 is comprised of a series of course products and assessments aimed toward providing evidence of meeting the course objectives as well as an electronic discussion at http://mymason.gmu.edu. It will include a hands-on learning project — case-study of a language learner—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 course requirement.

Candidates are ***expected to attend all course sessions***, both in-person and on *Blackboard 9.1*, and, ***to participate actively*** during large and small group discussion and activities, and to log on at least weekly to http://mymason.gmu.edu and to take part on-line activities.

Because this course is interactive in nature, your active participation in class and on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments on Blackboard. A large portion of your grade is based on class participation. Candidates will be expected to, first, respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions.

Candidates 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 a course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

EDCI 516-001 – **Spring 2012**
J.P. Osterling

Spring 2012, EDCI 516–001 *Course Requirements* will be met as follows:

Class Assignments			
Project	**Goal**	**Percentage of Grade**	**Due Date**
In-class Participation and Readings Includes class presentations	Candidates are expected to actively participate in every weekly session—in class and by electronic postings— by critically analyzing, asking questions, or making observations about the readings, thereby demonstrating that they have thoroughly prepared for the class. In class activity: Every class (i.e., every week), a group of candidates (not larger than three) will present, analyze, and facilitate (i.e., lead) a +/- 30 minute class discussion of the required weekly readings Presentations should include visual (transparency) media as well as handouts for candidates. *TESOL/NCATE Standards: 1b, 3a, 4a, & 5a* *ACTFL/NCATE Standards: 3a, 4a, 6a*	25 percent	Each class meeting throughout the semester
Critical Journal Response *(Theory & Research)*	Using traditional and on-line sources, candidates 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. *TESOL/NCATE Standards 1b, 2a & 2b* *ACTFL/NCATE Standards 3a, 5a, 6a*	15 percent	Class 6 February 27

Rev. January 14, 2012

Personal Philosophy of Teaching *(Professionalism, Theory,& Research)*	Your Personal *Philosophy of Teaching Statement* is a one- to two-page document that provides a clear, concise account of your teaching approach, methods, and expertise. *Each statement should be unique.* Nonetheless, the following guidelines should be helpful to you as you prepare your statement. Your *Philosophy Teaching Statement* should answer four fundamental questions: **1) Why do you teach? 2) What do you teach? 3) How do you teach? 4) How do you measure your effectiveness?** It will be reviewed and updated in later coursework and is one of the program's **Official *NCATE Performance Assessments*.** *TESOL/NCATE Standards 2a, 2b, 4a, 5c* *ACTFL/NCATE Standards 2a, 2b, 6b*	15 percent	Class 10 April 2
Case-Study Of A Language Learner and Class Presentation *(Theory, Research, Professional Collaboration & Practice)*	This *Case Study of a Second Language Learner* is the principle ***EDCI 516 Performance-based Assessment.*** Working in small groups, a team of candidates collects, records, and analyzes 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. *TESOL/NCATE Standards - 1a, 1b, 2a, 2b,* *4a, 4b, and 5a, 5b* *ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b*	45 percent	Presentations in Classes Class 13 & 14 April 23 & April 30 Written Component due no later than Class 14.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Candidates 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 a candidate believes that s/he will have difficulty meeting EDCI 516 requirements in a timely manner, please inform the instructor as soon as possible.

Candidates are expected to:

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.

- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.

- Purchase and maintain a three-ring binder, which will be used for all course material and kept after end of the semester to store Portfolio materials.

- Actively participate all *Blackboard 9.1* sessions, to participate actively on the *Blackboard 9.1* discussion board, and take part in all on-line activities.

- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Candidates must use their MASONLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu

Candidates are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

GRADES -- GRADUATE ACADEMIC STANDARDS

http://registrar.gmu.edu/facultystaff/grademode.html

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:

EDCI 516-001 – Spring 2012
J.P. Osterling

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
IN			A grade of IN (incomplete) is usually the appropriate grade for missing work, and calculates as an F while on the student's record.	

*__Note__: Teacher candidates 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. Candidate's' performance will be evaluated using letter grades.

EDCI 516-001 – Spring 2012
**J.P. Osterling**

GEORGE MASON UNIVERSITY

University Policies

The University Catalog, http://catalog.gmu.edu is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs. . Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

College Of Education And Human Development

Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:
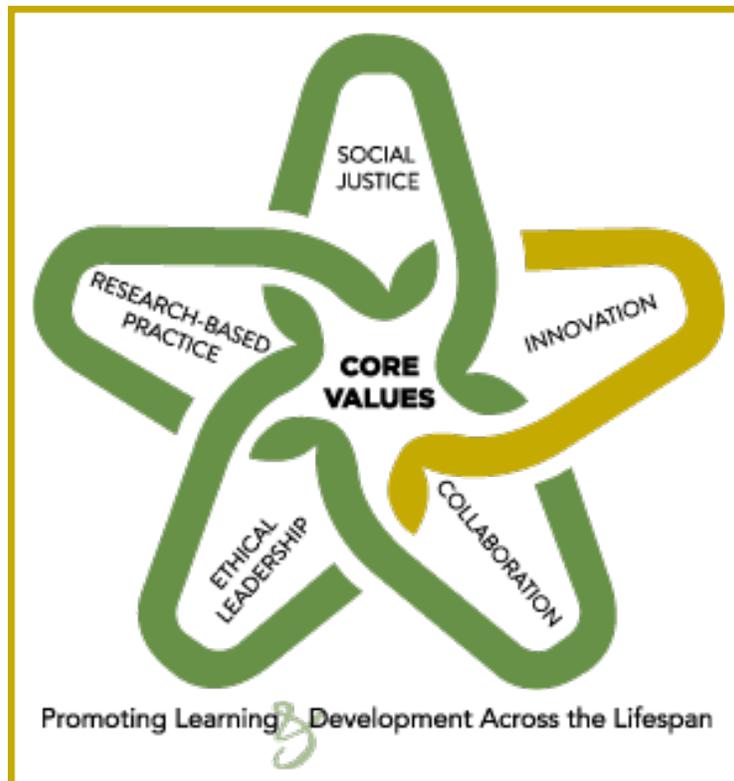
- **Collaboration.** Collaboration is an important human activity that involves shared responsibility in promoting healthy productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with

individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

▪ **Ethical Leadership** In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

▪ **Innovation** We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

▪ **Research-Based Practice** The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

▪ **Social Justice.** Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

CEHD Statement Of Expectations

CEHD candidates must abide by the following:

Academic Integrity
GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. http://academicintegrity.gmu.edu/honorcode/).

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Professional Behavior and Dispositions.
The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through: See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

Responsible use of Computing
http://universitypolicy.gmu.edu/1301gen.html

GMU Student Resources On Campus

Office Of Disability Services
Candidates with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://www2.gmu.edu/dpt/unilife/ods/.

Writing Center:
A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

University Libraries
"Ask a Librarian" http://library.gmu.edu/mudge/IM/IMRef.html
CEHD Education Liaison librarian is Ms. Anne Driscoll, MS, MIS. Her email address is: adrdisco2@gmu.edu.

Counseling and Psychological Services (CAPS)
Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380; http://caps.gmu.edu

EDCI 516-001 – Spring 2012
J.P. Osterling

Tentative Course Schedule for EDCI 516 - 001
Spring 2012

Mondays, 7:20 – 10:00 p.m.
(Fourteen sessions, 2hrs 40 minutes' each)

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
Class One January 23	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	Part One *Introduction to EDCI 516, Syllabus, Course Overview* Part Two *Blackboard™ Briefing & GMU Email accounts* Note: Please read by Class 3: Tse, L. (2001). *"Why Don't They Learn English? (entire book).*	Start to explore these websites: www.sdkrashen.com www.thomasandcollier.com http://iteachilearn.org/cummins/index.htm http://www.ncela.gwu.edu
Two January 30	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research	**Baker** text: Chapters 1 and 2 **McLaughlin, B.** (1992). "Myths and misconceptions about second language learning" Retrieved from: http://www.education.com/reference/article/Ref_Myths_Misconceptions/ **Wiley, T.G.** (1997). "Myths about language diversity and literacy in the United States"	Beginning this week, you will be able to participate in our *Blackboard* electronic discussion forum. http://courses.gmu.edu Most weeks, your instructor will post one or more questions that require your response. The discussion board is also a good place to post questions you

Rev. 14 January 2012

EDCI 516-001 – Spring 2012
J.P. Osterling

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
	Myths and misconceptions about second language learning	found at: http://www.cal.org/caela/esl%5Fresources/digests/myths.html Time for questions about syllabus and requirements • **Haynes, J. (2005?)** Stages of second language acquisition. Retrieved from: http://www.everythingesl.net/inservices/language_stages.php • Marinova-Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 9-34. • Stephen Krashen's Theory of Second Language Acquisition. Retrieved from: http://www.sk.com.br/sk-krash.html	have on course content and assignments. If you have a question, it is likely that someone else needs to know the same thing! Begin to formulate your thoughts about teaching and learning in the second 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 *Blackboard™* discussion forum in the space provided.
Three **February 6**	Continuing: SLA Research and its implications for classroom practice	Debrief of the **Tse** book (reading should be completed by this class) Book review by groups. 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	Be sure you have completed the Tse book by this afternoon's class. Participate in *Blackboard* electronic discussion group.

Rev. 14 January 2012

EDCI 516-001 – Spring 2012
J.P. Osterling

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		In-class Video: American Tongues (with debrief) [Another excellent site supports PBS documentary *Do You Speak American?*: http://www.pbs.org/speak/about/guide - vocabulary lists -- it is similar to American Tongues] Introduction to the Critical Journal Response – CJR format, article selection, rubric	
Four **February 13**	L1 Research in Children L2 Research: Children and Second Language Acquisition Case study of a language learner	**Readings: Baker, C.** (2006). Chapter 5, pp. 96-100 & 109-117; Chapter 6, pp. 120-124 & 127-140 **Language acquisition with a focus on children:** **Video:** Fear and learning at Hoover Elementary Introduction to *Case Study Of A Language Learner (*CALL).	Ongoing, as determined in class.
Five **February 20**	Adolescents/ Adults and Second Language Acquisition	**Thomas, W. P., & Collier, V. P.** (2002). Download report, read abstract and executive summary: http://repositories.cdlib.org/cgi/viewco	Ongoing, as determined in class. Establish groups for CALL project and start planning your project.

Rev. 14 January 2012

EDCI 516-001 – Spring 2012
J.P. Osterling

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		ntent.cgi?article=1001&context=crede **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 *Blackboard™* (Documents.) Continue reading the Collier Monograph *Begin to establish groups for Case study of a language learner (CALL) Project*	
Six **February 27**	The TESOL and FL/WL Standards Definitions, & Measurement	**Review Baker:** Chapter 2 on measurement as we consider the role of standards in teaching and learning The ESL standards for Pre-K-12 Students – please download from *Blackboard™* (Documents) 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) Begin reading Collier monograph (recommended)	**CRITICAL JOURNAL RESPONSE** DUE (15%) Mid-Course Evaluations – to do in class

Rev. 14 January 2012

EDCI 516-001 – Spring 2012
J.P. Osterling

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		Finalize groups for CALL Project	
Seven **March 05**	Bilingualism and Cognition Cognitive Theories and the Curriculum	**Baker, C.** (2006). Chapters 7 and 8 **Genesee, F.** (2000). Brain research: Implications for second language learning (e-reserves, or posted in Bb 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)	
**Spring Break** **Mon March 12 – Sun March 18**		
Eight **March 19**	School Issues And Special Needs Learners	**Readings: Baker, C.** (2006). Ch. 15 & 16	Ongoing.
Nine **March 26**	Affective, Social, and Cultural Processes Input and Interaction in SLA	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**	Bring *draft* of your *Personal Philosophy* of teaching statement for peer suggestions and feedback

Rev. 14 January 2012

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		drafts **Christison, D,** (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Available on e-reserves.	
Ten **April 2**	Theory to Practice: Group Work on Language Analysis Case Studies	**Thomas, W. P., & Collier, V. P.** (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2). **Baker, C.** (2006). Chapter 10 *Tonight you may meet with your groups during the second half of class. I will circulate to facilitate and support, as needed*	**Personal Philosophy of Teaching. Paper due (15%** **Please post in Blackboard 9.1**
Eleven **April 9**	Literacy and Second Language Learners	**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. *Blackboard™* (see Documents.) **Armstrong** (2004)**:** Making the Words Roar: What Research Says About Reading *Educational Leadership,* 61(6)6 p78 Mar 2004	Work in Language Analysis Groups.

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
		Baker, C. (2006). Chapter 11(skim) and 14	
Twelve **April 16**	Politics of Bilingualism: The Socio-political Debate	NCLB & ESEA Reauthorization Crawford, J. Language Policy web site: http://www.languagepolicy.net/ Contrast this perspective with that of the English First web site at http://www.englishfirst.org **Baker, C.** (2006). Chapter 9.	Work in Language Analysis Groups.
Thirteen **April 23**	Social Justice and the Teacher: Implications for our Classroom Practice **Language Analysis Group Presentations**	Case study of a language learner (CALL) due. Begin Team Presentations of case studies.	Continue posting discussion and progress in Bb groups for Case Study finalization **Presentations** **Case study of a language learner (CALL) Project** Group written reports with individual personal reflections may be submitted now and next week (45%). Please submit electronically to Dr. Osterling
Fourteen **April 30**	Pulling It All Together **Language**	Presentations: Case study of a language learner (CALL) Due	**Presentations** **Case study of a language learner (CALL) Project** Group written reports with individual

Class	Theme/Topic	Preparation and Readings	Assignments to be prepared by this
	Analysis Group Presentations	Course Evaluations and wind-up discussion	personal reflections also due (45%). Please submit electronically to Dr. Osterling
Fifteen **May 7**	Pulling It All Together **Language Analysis Group Presentations**	Case study of a language learner (CALL) Due CALL Team Presentations Wind-up discussion	**Presentations** **Case study of a language learner (CALL) Project**

Guidelines EDCI 516-001

Assignments and Requirements

Please see posted rubrics in EDCI 516-001 _Blackboard 9.1 site._

Participation
Classroom, Online-Participation & Presentations

25% of Final Grade
(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:

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 9.1 =™* forum.

Candidates 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 candidates will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, candidates 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. Candidates 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.

Blackboard 9.1

As a follow-up to class discussions, students continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.

Candidates should review the weekly *Blackboard 9.1* discussion after each class session. Each candidate will be required to contribute responses to **9 or more topics** throughout our 14-week semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a *puzzlement* of your own based on the reading.

Out of respect for your colleagues' time, and to prevent massive internet-induced eyestrain, please keep your response thoughtful but *brief* (**no more than 1 – 3 paragraphs and leaving one empty line between paragraphs**).

EDCI 516-001 – Spring 2012
J.P. Osterling

Critical Journal Response (CRJ)

15% of Final Grade

Due date: February 27, 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 candidates 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

Rev. 14 January 2012

available on e-reserves.

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 candidates learn. Alternatively, 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.

Personal Philosophy of Teaching Statement

15% of Final Grade
Due date: Class 10, April 2

Guidelines and Rubrics
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.**

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

Your personal philosophy of education should reflect your core beliefs, values and views. It should display the ideals that you want to promote as an educator of students from many cultural, linguistic and ability backgrounds. Your personal philosophy of education should provide a focus for your teaching. It should be based on and spring from your own deply felt principles as well as from your theoretical knowledge base. It should include your vision of yourself as a life-long teacher and learner:

- Who are you?
- How will you function in a classroom of second language learners (ESOL/ WL)?
- How will you continue to grow and develop professionallyA?

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:

- How does your understanding of history, research and current practice in the second language acquisition field (ESL/WL) inform and improve your own teaching and learning?
- How does the structure of a second language acquisition program (ESL/WL) affect teaching and learning?
- How do you support the role that families play in their children's linguistic, academic and personal development?
- How do you advocate for second language learners (ESL/WL) access to all available academic resources, including instructional technology?
- How can you serve as a resource to promote a school environment that values culturally and linguistic student populations?
- How does your professional development plan for the future support your school and your community?
- SLA research and theory: How has it influenced my professional practice?

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 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

* * *

Case Study of a Language Learner

(CALL Project)
45 % of Final Grade

Due date: April 23 & April 30

Project Guidelines

Due Date for Submission of Written Report: April 30
Concurrent with group oral presentation (preferred) or on the last night of class
Group Presentations: Beginning April 23 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 *Case Study of a Language Learner* (CALL) 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 CALL requires candidates to apply all aspects of the EDCI 516 course materials. This project requires candidates to think critically about teaching and learning in the context of a world/ second language classroom. It enables EDCI 516 candidates to connect theory, research, and practice with English Language Learners (ELL) and to engage in the assessment of a -post-graduate candidates, 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 candidates will work in bilingual cooperative groups and present their findings and recommendations to colleagues. This project helps candidates develop perspectives that will contribute to their professional knowledge base and identity.

The Case Study of a Language Learner(CALL) is appropriate for all EDCI 516 candidates, 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 candidates 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 candidates the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow candidates.

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 5th edition guidelines]	

	Part VI	Appendixes

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

Each group of two candidates will collect an authentic language sample from a second language learner. The sample should include <u>both written and oral language</u>.

Oral Sample: Candidates 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 candidates will request a sample of the English-language leaner'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 candidates whose language sample you will be analyzing. See guidelines for interview provided below.

SECOND: *Writing the Report*

Each group of two EDCI candidates 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 <u>two distinct steps</u>:

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) <u>Record/jot down your preliminary impressions</u>. 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 need to know about this ELL? Why or why not?

Step Two:

- You should *now <u>transcribe</u> 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 n 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).

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	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

"translating" from L1 to L2? What transference of skills is there from L1 to L2?	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 r**ecommendations 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 candidate (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 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