

George Mason University
College of Education and Human Development
Ph.D. in Education Program
Doctoral Specialization: International Education

EDUC 879.001
Language and Second Language Acquisition Research in International Education
 3 Credits - Spring 2017
Meeting Times/Days
Monday, 4:30 – 7:10
Location: Thompson Hall, 1010

Faculty

Name: Rebecca K. Fox, Ph.D.
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Prerequisites/Corequisites- Admission to the Ph.D. in Education Program, or permission of the instructor.

University Catalog Course Description

Examines the theoretical and historical role of language in international education settings, with special emphasis on the foundations, critical dimensions, and variables of second language acquisition. Emphasizes the role of language in cross-cultural and international contexts, and the application of language acquisition theories and empirical studies globally.

Course Overview

In concert with the catalog description above, the course also focuses on aspects of equity, access, society, and power as they relate to language(s) in post-colonial and other political contexts. In addition, course content addresses such concepts as the role of second language

and the emergence of self-identity, as an introduction to critical discourse analysis, and includes considerations of global Englishes and English as a lingua franca.

Course Delivery Method

This course will be delivered using a seminar and hybrid (10% online) format.

Dialogic in nature, EDUC 879 is predicated upon expanding professional development and international understanding of the role of language in educational settings through interactive discussion, critical reflection, and research. Course delivery is learner-centered and accomplished in a combination of ways in order to meet the course objectives and the needs of participants employing a variety of in-class, on-line, cooperative, and individualized instructional strategies. Instruction includes:

- *Interactive Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning and inquiry;*
- *Student directed presentations and discussions; and Guest lectures, as available;*
- *School/education-based research;*
- *Engagement in critical reflection;*
- *Blackboard 9.1™* web-based course management system to extend classroom learning and foster varied online learning opportunities to enhance individual and collaborative reflection and complement face-to-face meetings.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Articulate an understanding of the role of bilingualism and second language acquisition (SLA) research and how they relate to educational practices in international classrooms;
2. Support their understanding of the role of language/second language in teacher professional development in the international domain by drawing on cognitive theories and current research and literature in the field of SLA to inform decision making regarding the role of language in international classroom settings;
3. Examine their immediate local educational context in light of the changing international population as it pertains to language practices and policies in teaching and teacher education;
4. Summarize, synthesize and compare educational approaches regarding the critical role of languages, power, mother tongue in the global perspective; this will comprise an emphasis on social justice, language shift, and language power;
5. Examine aspects of bilingualism, the role of mother tongue, and second language in culturally and linguistically responsive ways, e.g., parental involvement, indigenous languages and mother tongue, first and second languages, Global Englishes; this includes the role of these variables as they apply in schools and instructional decision-making;
6. Formulate an inquiry question or area of research regarding the role of language, bilingualism and/or second language research, and engage in a pilot study or prepare a conference proposal/presentation or literature review that leads to a potential plan of action relevant to international classrooms.

Professional Standards

As an elective course in the International Education and TATE specializations of the Ph.D. in Education program, EDUC 879 prepares doctoral candidates with critical perspectives necessary for effective work in broader international contexts.

Required Texts

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd edition). New York: Routledge.

Additional Resources/Publications – at a student’s discretion

Atkinson, D. (2011). *Alternative approaches to second language acquisition*. New York, NY: Routledge.

Ellis, R. (2009). *Second language acquisition*. [Oxford Introduction to Language Study Series, Ed., H.G. Widdowson.] New York: Oxford University Press.

Fox, H. (1994). *Listening to the world: Cultural issues in academic writing*. Urbana, IL: National Council of Teachers of English.

Hult, F.M., King, K.A. (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. Bristol, UK: Multilingual Matters.

Mooney, A., & Evans, B. (2015). *Language, society, and power: An introduction* (4th edition). London and New York: Routledge.

Electronic Resources and other journal articles, periodicals, and online resources, as identified, will be used in the course and made available on E-reserves or via Blackboard.

International Teacher Education Journals, such as the following, will provide current research data for discussion and examination:

The *Bilingual Research Journal* is the official journal of the National Association for Bilingual Education (NABE) and publishes a wide-range of topics relative to bilingual education. Area covered include: assessment, biliteracy, indigenous language, language planning, language politics, multilingualism, pedagogical approaches, policy analysis, second language acquisition and the idea of linguistic democracy.

<http://www.tandfonline.com/action/authorSubmission?journalCode=ubrij20&page=instructions>
[h](#)

Bilingualism: Language and Cognition is an international peer-reviewed journal focusing on bilingualism from a cognitive science perspective. The aims of the journal are to promote research on the bilingual person and to encourage debate in the field. Areas covered include: bilingual language competence, perception and production, bilingual language acquisition in

children and adults, neurolinguistics of bilingualism in normal and brain-damaged subjects, and non-linguistic cognitive processes in bilinguals. *Bilingualism* carries articles and research notes on all aspects of the bilingual person.

The *International Journal of Bilingual Education and Bilingualism* is an established international refereed journal which publishes empirical research on the subject of bilingualism and language acquisition research. Areas covered are: bilingualism, bilingual education, ESL, curriculum studies, foreign/world languages, effective language practices and interdisciplinary perspectives in international bilingual education.

<http://www.tandfonline.com/action/aboutThisJournal?journalCode=rbeb20>

Studies in Second Language Acquisition is a refereed journal of international scope devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other rubrics include replication studies, State-of-the-Art articles, Notes and Discussion, review articles, book reviews, and book notices.

The *International Journal for Education Development* fosters critical debate about the role that education plays in development. *IJED* seeks both to develop new theoretical insights into the education-development **relationship** and new understandings of the extent and nature of educational change in diverse settings. It stresses the importance of understanding the interplay of local, national, regional and global contexts and dynamics in shaping education and development. Additional information available at

<http://www.journals.elsevier.com/international-journal-of-educational-development/>

The *Journal of Education for Teaching* is an established international refereed periodical which publishes original contributions on the subject of teacher education. The journal interprets 'teacher education' in the widest sense, to include initial training, in-service education and staff development. The editors welcome scholarly discussions of new issues, reports of research projects or surveys of research work in particular fields, and contributions to current debates in teacher education throughout the world, generally or on specific issues.

<http://www.tandf.co.uk/journals/titles/02607476.asp>

Teacher Development is a fully refereed international journal publishing articles on all aspects of teachers' professional development. It acts as a forum for critical and reflective attention to practice in teacher development and aims thereby to contribute to the quality of professional development. The journal takes a 'whole-career' view of teacher development, and work from both international and inter-professional perspectives is welcome. Articles may deal with teacher development in varying political and professional contexts, and may be in a variety of styles, in keeping with the diversity of activity in professional development. The journal carries accounts of personal experience, evaluations of teacher development policies and practices, research reports and theoretical discussions.

<http://www.tandf.co.uk/journals/titles/13664530.asp>

The *European Journal of Teacher Education* is an international academic journal that provides a forum for the examination of policies, theories, and practices related to the education of teachers at pre-service and in-service levels in the countries of Europe. The official journal of the Association for Teacher Education in Europe (ATEE), its audience includes all those who have a professional concern with or interests in the training of teachers for all age groups. <http://www.tandf.co.uk/journals/titles/02619768.asp>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined below.

Assignments and/or Examinations

More detailed descriptions of assignments and accompanying rubrics are included at the end of the syllabus.

| Class Assignments for EDUC 879 | | | |
|---|---|---|--|
| Project | Emphasis/Goal | Percentage of Grade | Due Date |
| In-class and/or On-line Participation, group work, and Readings | Each person is responsible for reading all of the materials designated for class discussion. Students are expected to actively participate in every class session, both in class discussions and in electronic postings on Discussion Board or Blogs, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students are expected to attend all classes, arriving on time, and should inform the instructor of a need for absence from class. Please note that more than one class absence may result in a reduction in the grade earned by a student. | 25 percent | Each class meeting during the semester |
| Written Reading Responses & Critiques | Students will write three short reflections (2 pp) in response to prompts based on course readings, and One longer critique of a selected research article read for the course (see guidelines on page 20 of the syllabus). | 25 percent (5 % per reflection & 10 % for the critique) | <i>Reflections due on 2/6, 2/20 & 3/6</i> <i>Article Critique due on or before Apr 10</i> |
| Discussion Leader | Each student will lead an in-class discussion, either singularly or as a member of a small group, focusing on one (or more) of the class's assigned readings/topic or | 10 percent | Individual Due Dates |

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| | book. The criteria for the discussion are provided on page 19 of this syllabus and will also be discussed in class. The guided topic discussion should include additional research references and a handout to facilitate discussion and broaden the scope of the assigned reading(s). The class's topic may include the article an individual has selected for one of the article critiques. | | |
| Major Project applying Language Acquisition Research | <p>The EDUC 879 Performance-Based Assessment Pilot Study, Action Research Study, or conference proposal/presentation preparation incorporating the role of language and/or second language acquisition research in an international setting/context; will include a synthesis of the relevant literature selected from EDUC 879 readings and a final individual critical reflection of the project and results-</p> <p>Oral Sharing/Presentation of pilot study, project, or conference proposal/presentation with colleagues in the class</p> | 40 percent | <p>In-class presentations on 8 May</p> <p>Final Paper due on May 11th</p> |

Major Project (40%) – in consultation with the instructor, each participant will select a major pilot study, project, or conference proposal, with accompanying literature synthesis as expanded below, which applies the course content and is presented as the final course project. These projects/research studies/conference proposals should reflect the incorporation of the bilingualism/language and second language acquisition research as they pertain to international educational settings and the EDUC 879 course content. The performance assessment should also be relevant to the educational role/context of the individual participant and will include a carefully prepared review of relevant literature, including but not limited to the incorporation of major bilingualism and second language acquisition covered in EDUC 879, using APA 6th edition. Some suggestions for the Application of Bilingualism and Second Language Acquisition in International Settings include:

- A. Conducting a pilot study with language learners/a language learner in the international classroom setting, applying SLA theories and other relevant 879 course content;
- B. Creating a seminar series for teacher professional development that incorporates the principal 879 components;
- C. Creating a community education series for parents and community leaders based on the role of language in international classroom settings or any of the themes covered in 879;
- D. Submitting a proposal for a major conference presentation based on a pilot study or other research applying the 879 research literature with a robust literature review, and creating the presentation and materials;
- E. Another study or project, as identified through consultation with the instructor, may be selected; this option should be of similar scope and depth, and have instructor approval.

Each of the projects/studies/conference proposals should include **1) a clear context grounded in SLA theories; 2) rationale or justification for the study, or project; 3) a synthesizing review of relevant SLA and other culturally and linguistically related literature, to include the major research and readings from EDUC 879; 4) methodology and findings with conclusions from the pilot study, or the body of the selected project work; and 5) an *individual reflection on the project/study* and its results (personal meaning, major learning from the project, with connections to principle learning from 879 literature clearly articulated).**

Presentation of Major Project – Projects/studies will be shared orally with the class and any attending guests during the designated class meeting. An evaluation rubric for the course performance-based assessment is included at the end of the syllabus.

Other Requirements

Attendance at all class meetings and online modules is required. Because this is a seminar course, active participation and evidence of prior reading is of the highest significance. If a student finds he/she must miss a class, the student must contact the instructor in advance (when possible) or as soon as possible.

Grading

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

| Grade | Standards | Grading | Grade Points | Graduate Courses |
|-------|--------------------------------|-----------|--------------|--------------------------|
| A+ | Substantially Exceeds Standard | 98 - 100 | 4.00 | Exemplary / Passing |
| A | Meets Standard | 93 – 97.9 | 4.00 | Excellent / Passing |
| A- | Meets Standard | 90 – 92.9 | 3.67 | Satisfactory / Passing |
| B+ | Approaches Standard | 88 – 89.9 | 3.33 | Satisfactory / Passing |
| B | Approaches Standard | 83 – 87.9 | 3.00 | Satisfactory / Passing |
| B- | Approaches Standard | 80 – 82.9 | 2.67 | Satisfactory / Passing |
| C | Attempts Standard | 70 – 79.9 | 2.00 | Unsatisfactory / Passing |
| F | Does not Meet Standard | Below 70% | 0.00 | Failing |

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule: EDUC 879- Language and Second Language Acquisition Research in International Education

Kindly note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate special speakers or related professional opportunities that might arise. If changes are made, they will be announced in class, posted on the class Blackboard site, and well noted in advance. Articles are available on the My Mason Blackboard class site.

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
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| <p>One 23 January 2017</p> | <p><i>Course Introduction & Overview</i></p> | <p><i>Introduction to EDUC 879 course content</i> Syllabus distributed in hard copy, also available on our class site on <i>Blackboard 9.1</i></p> <p>Setting the Context:</p> <ul style="list-style-type: none"> • What is the field of SLA research? What does L1 and L2 acquisition mean to you? • Our point of departure: Your perspectives of language acquisition and second language acquisition. What are perceptions, as compared to what the research says? • SLA Theory and Research – brief overview of the field and consideration of today’s international contexts and expectations in regard to language, SLA, multilingualism, and their role in education • Global Context, Global Context, Global Context!!! |
| <p>Two 30 January</p> | <p><i>Theme 1: Historical Perspectives and Major Theories in SLA Research</i></p> | <p><i>Theme 1: Historical Perspectives and Major Theories in SLA Research</i></p> <p>Baker, C. (2006). <i>Foundations of bilingual education and bilingualism</i>. (4th ed.). Clevedon, UK: Multilingual Matters. Chapter 7: Bilingualism and Cognition, and Chapter 8: Cognitive Theories of Bilingualism and the Curriculum.</p> <p>Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? <i>TESOL Quarterly</i>, 40(1), 35-58.</p> <p>Today: Identification of Leader Discussion Topics in class/dates; projected topic/articles selection</p> |

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
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| <p style="text-align: center;">Three 6 February</p> | <p style="text-align: center;"><i>Historical Context of SLA Research</i></p> <p style="text-align: center;"><i>Bilingualism/ Multilingualism</i></p> | <p style="text-align: center;"><i>Theme 1: Historical Perspectives and Major Theories in SLA Research</i></p> <p>Aronin, L. & Singleton, D. (2008). Multilingualism as a new linguistic dispensation. <i>International Journal of Multilingualism</i>, 5 (1), 1-16.</p> <p>Franceschini, R. (2011). Multilingualism and multicompetence: A conceptual view. <i>The Modern Language Journal</i>, 95(3), 344-355.</p> <p>Swain, M., & Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. <i>The Modern Language Journal</i>, 91, pp. 820-836.</p> <p style="background-color: yellow;"><i>Reflective Two-page Reading Response 1 - post to prompt on Bb as Journal 1</i></p> |
| <p style="text-align: center;">Four 13 February</p> | <p style="text-align: center;"><i>Theme Two Expanding Considerations in SLA Research</i></p> | <p style="text-align: center;"><i>Theme Two: Expanding Considerations in SLA Research</i></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section A (Introduction and Key Topics in GE), pp. 1 – 56 this week.</p> <p>Macedo, D. (2000). The colonialism of the English only movement. <i>Educational Researcher</i>, 29(3), 15-24.</p> <p>Harrison, K. D., (2007). <i>When languages die: The extinction of the world’s languages and the erosion of human knowledge</i>. New York: Oxford University Press. Read Chapter 1 with Preface – pp. 3-21.</p> |
| <p style="text-align: center;">Five 20 February</p> | <p style="text-align: center;"><i>Expanding Considerations in SLA Research</i></p> | <p style="text-align: center;"><i>Theme Two: Expanding Considerations in SLA Research</i></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section B, Parts 1 - 4 (Development: Implications and Issues, pp. 58-85).</p> <p>Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or</p> |

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| | | <p>seized? <i>Modern Language Journal</i>, 89(3), 410-426.</p> <p>Bolton, K. (2012). World Englishes and linguistic landscapes. <i>World Englishes</i>, 31, 30-33.</p> <p><i>Reflective Two-page Reading Response 2+- post to prompt on Bb as Journal 2</i></p> |
| <p>Seven 27 February</p> | <p>Theme 3: Language, Power, & Cultural Contexts</p> | <p>Theme 3: Language, Power, & Cultural Contexts</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section B, Parts 5- 8 (Development: Implications and Issues, pp. 86-109).</p> <p>Malcolm, I. G., & Sharifian, F. (2005). Something old, something new, something borrowed, something blue: Australian Aboriginal students' schematic repertoire. <i>Journal of Multilingual and Multicultural Development</i>, 26(6), 512-532.</p> <p>Martin-Jones, M., Hughes, B., & Williams, A. (2009). Bilingual literacy in and for working lives on the land: Case studies of young Welsh speakers in North Wales. <i>International Journal of the Sociology of Language</i>, 195, 39-62.</p> |
| <p>Eight 6 March</p> | <p>Theme 4: Students, Language, and Learning</p> | <p>Theme Four: Students, Language, and Learning</p> <p>Bialystok, E., Luk, G., & Kwan, E. (2009). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. <i>Scientific Studies of Reading</i>, 9(1), 43-61. doi: 10.1207/s1532799xssr0901_4</p> <p>Gorter, D., & Cenoz, J. (2011). Multilingual education for European minority languages: The Basque country and Friesland. <i>International Review of Education</i>, 57, 651-666.</p> <p>Wallace, C. (2008). Literacy and identity: A view from the bridge in two multicultural London schools. <i>Journal of Language, Identity, and Education</i> 7: 61-80.</p> |

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
|------------------------------|--|---|
| | | Reflective Two-page Reading Response 3 - post to prompt on Bb as Journal 3 Anchor with -Dr. Fox this week on your plans for final project/study. |
| 13 March | Spring Break | Mason's Spring Break – No Class This Week |
| Nine 20 March | Language & Second Language Schooling Online Module | <p style="text-align: center;">Theme Four: Students, Language, and Learning</p> <p style="text-align: center;">ONLINE CLASS THIS WEEK</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section C (Exploration: Current Debates in Global Englishes, pp. 112-179).</p> <p>Alidou, H., Glanz, C. & Nikiema, N. (2011). Quality multilingual and multicultural education for lifelong learning. <i>International Review of Education</i>, 57 529-539.</p> |
| Ten 27 March | Theme 5: Educators, SLA, and Classroom Applications Online Module | <p style="text-align: center;">Theme Five: Educators, SLA, and Classroom Applications</p> <p style="text-align: center;">ONLINE CLASS THIS WEEK</p> <p>Reljic, G., Ferring, D., & Martin, R. (2015). A meta-analysis on the effectiveness of bilingual programs in Europe. <i>Review of Educational Research</i>, 85(1), 92-128. DOI: 10.3102/0034654314548514</p> <p>Malone, S., & Paraide, P. (2011). Mother tongue-based bilingual education in Papua New Guinea. <i>International Review of Education</i>, 57, 705-720.</p> <p>Send This Week in conjunction with your online module: Your list of (emergent/potential) references projected for your Research/Study</p> |

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
|---|---|--|
| <p>Eleven</p> <p>3</p> <p>April</p> | <p>Theme 6:</p> <p>Current Issues in Bilingualism and SLA</p> | <p>Theme 6: Current Issues in Bilingualism and SLA</p> <p>Castro, D.C., Paez, M.M., Dickinson, D.K., & Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice, and policy. <i>Child Development Perspectives</i>, 5(1), 12-21. doi: 10.1111/j.1750-8606.2010.00142.x</p> <p>Zepeda, M., Castro, D., & Cronin, S. (2011). Preparing early childhood teachers to work with young dual language learners. <i>Childhood Development Perspectives</i>, 5, 10-14.vvdoi: 10.1111/j.1750-8606.2010.00141.x</p> |
| <p>Twelve</p> <p>10</p> <p>April</p> | <p>Educators, SLA, and Classroom Applications</p> | <p>No Class Meeting this week – Schools’ Spring Break</p> <p>No New readings for this evening’s class – Work on your Research and Final Projects this week</p> <p>Due By Today: Article Critique of selected course reading (please submit electronically by email attachment to Dr. Fox)</p> |
| <p>Thirteen</p> <p>17</p> <p>April</p> | <p>Theme 7</p> <p>Current Issues</p> | <p>Theme 7: Current Issues</p> <p>Bianco, J.L. (2010). The importance of language policies and multilingualism for cultural diversity. <i>International Social Science Journal</i>, 199, 37-67.</p> <p>Sua, T.Y. (2013). Decolonization, educational language policy and national building in plural societies: The development of Chinese education in Malaysia, 1950-1970. <i>International Journal of Education Development</i>, 33, 25-36.</p> <p>In class – two interesting contexts for our consideration to gauge against the literature: EU's language policies: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp</p> <p>Or</p> <p>New Zealand included the Maori language and culture: http://nzcurriculum.tki.org.nz/National-Standards</p> |

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
|----------------------------------|---|--|
| | | |
| Thirteen 24 April | <i>Current Issues: SLA Research in Ongoing & Contemporary Contexts</i> | <p style="text-align: center;"><i>Theme 8: Current Issues – Moving Forward</i></p> <p>Cammarata, L., & Tedick, D. (2012). Balancing content and language in instruction: The experience of immersion teachers. <i>Modern Language Journal</i>, 96, 251-269. DOI: 10.1111/j.1540-4781.2012.01330.x</p> <p>Markee, N. (1994). Toward an ethnomethodological respecification of second-language acquisition studies. In E. Tarone, S. Gass, & A. Cohen (Eds.) <i>Research methodology in second-language acquisition</i> (pp. 89-116). Hillsdale, NJ: Erlbaum. http://numamarkee.com/system/files/Markee1994.pdf</p> |
| 1 May | <i>Moving Research Forward</i> | <i>No class meeting today – AERA – Work on your final projects/studies!</i> |

| Class | Theme/Topic | Weekly Schedule Topics, Schedule, and Assigned Readings |
|-------------------------------|--|--|
| <p>Fourteen 8 May</p> | <p><i>Application of Research in SLA & Bilingualism- in International Settings</i></p> | <p><i>Application of Research in Bilingualism/SLA in International Settings</i></p> <p><i>“Pulling it All Together”: SLA, Bilingualism, “Global Fluency,” and your Professional work as Educational Leaders</i></p> <p>In Class Sharing/Presentations of Research Projects and Studies</p> <p><i>Interactive Discussion: Pulling our Work together and Striking an Agenda for Ongoing Research in Second Language. Your role as Educational Leaders from an L1/L2+ Global Perspective.</i></p> <p>Final Discussion and Course Evaluations</p> <p>Due by Thursday evening, May 11: Final copy of your Course Research Projects/Studies due to instructor – Please send electronically as an email attachment. Thank you!!</p> |

**Rubric for Final Applied Research Pilot/Study/Project
The Designated EDUC 879 Performance-Based Assessment**

| Elements | Unsatisfactory 1-2 D – F | Emergent to Good 3 C | Very Good 4 B | Exemplary 4 A |
|---|---|--|--|---|
| Rationale or Justification | Rationale for the significance or importance of the project or study is missing or very unclear | Rationale for the significance or importance of the project or study is provided but lacks clarity | Rationale for the significance or importance of the project or study is identified and adequately articulated | Rationale for the significance or importance of the project or study is stated clearly, and examples and/or justification for its need are well articulated |
| Connections to Literature and Research | The project outlines the project but does not provide clear connections to readings/research or evidence of international mindedness or other course themes | The project generally establishes connections to the EDUC 879 readings/ research but may only provide limited inclusion of international mindedness or other course themes | The project establishes some connections to the EDUC 879 readings/ research and provides some inclusion of international mindedness or other course themes | The project establishes clear and accurate connections to EDUC 879 readings/research and provides a solid context of international perspectives through references of international-mindedness and other course themes/readings |
| Application or Submission of Design | The project is unable to be applied or implemented | The project has potential application or has been partially implemented, however the timeline for completion is unclear | The project has a timeline established, and has preliminary data, but some aspects may still be unclear | The project is in place, or prepared for activation, with identified logistics and implementation timeline clearly articulated in the narrative |
| Resources & Dissemination | Minimal, or no, 879 or complementary references are included; does not comply with APA style, or contains | Few 879 or other, references are used in the study; there are multiple APA irregularities. Study is minimally shared with | Some 879, or other, references and additional references are included; some APA irregularities may | A strong, representative number of 879 and complementing references are clearly and accurately incorporated, and are in |

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| | multiple -irregularities. Study is not organized when shared with class members, or is not ready for dissemination | class members or is not ready for dissemination | be present. Study is generally organized when shared with the class members and is generally ready for dissemination | accurate APA (6 th ed) style. Study is clearly organized when shared with the class members, and is ready for dissemination. |
| Language/Writing | Author makes more than five errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work. | Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development. | Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing. | Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing. |
| Critical Reflection | The author has reported information without elaboration or has drawn conclusions without justification. There is a brief reflection only, or the reflection does not articulate the author's personal understanding and growth in the topic as a result of this study, or present a connection to the author's professional context. | The author appears to be making meaning of the project, but the reflection may need further elaboration to articulate the author's personal understanding and growth in the topic and/or its connection to the author's professional context. | The author has included a reflection at the conclusion that generally addresses the project's impact on the field; it is reflective in nature, however, more elaboration or personal understanding and growth in the topic and its connection to the author's professional context would strengthen the reflection. | The author includes a <i>rich reflection</i> that draws clear conclusions, discusses the project's impact on her/his learning and on the field; presents a critically reflective framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context. |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

EDUC 879 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making, knowledgeable teacher education professionals who can teach their content and work effectively with diverse language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD's five core values are integrally and actively incorporated into the course content, discussions, and student work associated with EDUC 879:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practice
- Social Justice

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]

GRADUATE SCHOOL OF EDUCATION

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Guidelines for Leading an In-Class Article/Reading Discussion

Please select *one article or assigned reading* from among our course readings that is of keen interest to you for your facilitation of discussion.

As you prepare to lead a class discussion, please consider ways to make the discussion, or presentation, interactive by engaging class members in active learning and discussion through well prepared questions, or creating interactive ways for them to connect professionally and personally with the information presented. Consider the broad context of the article and the outcomes you would like to achieve through its discussion. It is also important to include aspects of the SLA literature you would like for attendees to understand.

Please consider the organization of your discussion, clarity of purpose, and presentation of key ideas presented in the topic whose discussion you are leading. Your discussion/facilitation should connect the article/chapter you have selected to the broader context of our course material on the Role of Language and SLA in International Education, including second language acquisition research, language and power, historical perspectives in language's role in international education.

Please pose thoughtful questions that encourage dialogue and include interactive participation and *facilitate an in-class discussion that engages your colleagues in thoughtful dialogue*. To help provide structure to your presentation and to help you facilitate the discussion, make critical connections, and deepen critical thinking skills that enable you to connect to course content and the broader literature, you may want to consider the following guidelines. Think of yourself as the expert on your topic and enhance the knowledge base of your colleagues through additional resources beyond our course readings. It would be helpful if you included a list of references for participants. Please send these in advance for posting with the weekly materials on Bb and/or provide in paper copy. If you include a Power Point Guide, it would be great if you would email it prior to class for posting on our class *BlackBoard 9.1* site.

Article Discussion Guidelines to Support Presentation Preparation & Participation

Presenter(s) _____

Article/Topic _____

Process: Discussion Facilitation

- Clear Opening with sharing of objectives and context provided
- Key Points clearly articulated
- Organization of the discussion through a series of interactive learning pathways
- Closure – Parting questions for thoughtful consideration

Content: Connections to Course Content and the Broader Literature on Language

- Involvement of others in the discussion through critical questions
- Connections to EDUC 879 readings, as well as any other relevant readings

References supporting your discussion included in APA 6th for your colleagues

EDUC 879

Guidelines for the Article/Research Critique

Provide a *reference* for the article or study you have selected for your critique; this should be in APA (6th edition) style.

I. Brief Overview

Please provide title and a *brief* overview of the article you have selected, including the following information, *as it is applicable/available*:

- 1) The *purpose* of the study or a brief overview of the chapter – a brief description, usually a *short* paragraph, of what the study examined or the principle information covered in the chapter. For your research article, you may find that the research questions or hypotheses often provide this information concisely.
- 2) The *method* used (if a research study) – this refers to *how* the study was conducted. You should briefly describe what was done in the study and if qualitative and/or quantitative methods were used, and why. Also, as applicable, describe the variables and how each was measured; the sample size, how it was selected, and the demographics; the length of the study; how the data were analyzed.
- 3) Briefly capture the *results* of the study and conclusions drawn by the researcher(s).

II. Discussion of the Article/Study: This section will give you an opportunity to respond to the article and connect personally to what you have read, as well as to anchor to the literature in the field. Your discussion should include three to four principle points that also make connections to your educational context. In the domain of academic writing at the doctoral level, be sure to include connections to literature and readings (879 and other).

The discussion is very important, as it provides you the opportunity to comment on the value of the research as it was conceptualized, presented, conducted, and reported in the study. (Is it clear, viable, well conducted?) You should address the research application for the broader global educational community, including teachers, students, and schools. Some elements to examine are: a) methodological contributions, b) research design and validity, as well as the appropriateness of the design to the research questions, c) clarity and adequacy of the written report, d) contributions of the study, e) suggestions for improvement, f) applicability of the study to the global context, g) suggestions for future research direction and efforts, h) implications for second language teaching in international classrooms, and i) critical lenses toward language access and power.

III. Reflection – This section should include information about *why* you selected this particular article, its meaning and appeal to you personally, *how* it has served to advance your thinking and the field, and how it might apply to your doctoral area of specialization and/or inform your thinking and research. Focus on how this reading advanced your understanding and development of intercultural knowledge with regard to the role of language/culture in the field of education.