

George Mason University
College of Education and Human Development
Teaching Culturally, Linguistically and Diverse Exceptional Learners

EDUC 882 – Section 001
Second Language Acquisition: Theory, Research, and Practice
3 Credits - Fall 2018
Tuesday 7:20 PM – 10:00 PM
Thompson L028

FACULTY:

DR. Marjorie Hall Haley

Office Hours: By Appt

Office: Thompson 1504

TELEPHONE: (703) 993-8710

E-MAIL: mhaley@gmu.edu

Prerequisites/Co-requisites – Admission to the PhD program in Education or permission of instructor.

University Catalogue Course description - Examines theoretical foundations of bilingual and ESL education through focus on linguistics, anthropology, sociology, psychology, and education research addressing language minority students.

Course Overview

This course examines the theoretical foundations of second language acquisition through focus on linguistic, anthropological, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students. Major theoretical approaches are introduced to SLA for doctoral students interested in conducting research in the areas of English to Speakers of Other Languages (ESOL) and Foreign Language education (FL). The course will aim to identify some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired. Topics included are: literacy and bilingualism, social justice, immigrant learners, critical pedagogy, long-term ELLs, and brain-based teaching and learning.

Course Delivery Method

This course will be taught as a doctoral seminar, with student involvement and presentations constituting a major portion of the coursework. Each student is expected to fully participate in class discussions. Students are expected to have read all assignments before meeting each week and to actively participate in the discussions on the assigned readings. Each student will be assigned a week in which they will be responsible for leading the discussion. Discussion leaders are expected to present thorough and critical perspectives while engaging colleagues in an

interactive activity.
Instruction includes:

- *Student Presentations* (student directed presentations and discussions);
- *Discussions* (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* (small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures*;
- *School/education-based research*

Learner Outcomes:

This course is designed to enable students to:

1. Examine theoretical foundations of second language acquisition through teaching and learning research, practices, and realities as they relate to diverse learners.
2. Investigate relevant findings in linguistic, anthropological, sociological, psychological, and socio-cultural research and their implications for education classroom research, policy, and practice.
3. Articulate a personal definition of the emergent nature of bilingualism and biculturalism on teaching and learning in multicultural settings.
4. Examine their immediate local educational context in light of demographic pattern shifts in teaching and learning in multicultural settings as it pertains to diversity practices and policies in teacher education.
5. Explore bilingualism and biculturality and their impact on today's multilingual/multicultural classrooms.
6. Situate current pedagogy and its efficacy on reaching all culturally, cognitively, and linguistically diverse learners.
7. Consider the implications of bilingualism/biculturalism, multilingualism, and their impact in teaching and learning
8. Situate one's research within the field through a survey of second language/bilingual research/theoretical perspectives
9. Design research instruments and gather classroom or field data with consideration to the social, cultural and institutional contexts of the research project and classroom
10. Analyze and interpret data from multiple sources and draw interpretive conclusions that may suggest future research/educational policy and/or implications for L2 pedagogy

Professional Standards:

Not applicable.

Required Texts:

Saville-Troike (2018). *Introducing second language acquisition*. Cambridge University. (3rd ed.)

VanPatten, B., & Benati, A. (2018). *Key terms in second language acquisition*. New York, NY: Continuum International Publishing Group. (2nd ed.) ISBN-13: 978-0826499158

Potowski, K. (Ed.) (2010). *Language diversity in the USA*. Cambridge: Cambridge University Press. ISBN: 978-0-74533

Garrett, P. (2010). *Attitudes to language*. Cambridge: Cambridge University Press. ISBN: 978-0-521-75917-5

Nieto, S. (2010). *The light in their eyes*. New York: Teachers College Press. ISBN: 978-0-8077-554-4

Provenzo, E. (Ed.) (2006). *Critical issues in education: An anthology of readings*. Thousand Oaks, CA: Sage Publications. ISBN: 1-4129-0477-3.

Keating, G. (2015) *Second language acquisition: The basics*. Routledge (Taylor & Francis). ISBN: 9781317394594

RECOMMENDED TEXTBOOKS:

Baker, C., & Prys Jones, S. (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon, England: Multilingual Matters.

Bialystok, E., & Hakuta, K. (1994). *In other words: The science and psychology of Second language acquisition*. New York: Basic Books.

Carrasquillo, A., & Rodriguez, V. (2002). *Language minority students in the mainstream Classroom*. Ontario: Multilingual Matters.

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Jersey City, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the cross fire*. Clevedon, England: Multilingual Matters.

Dewaele, J.M., Housen, A., & Wei, Li. (2003). *Bilingualism: Beyond basic principles*. Ontario: Multilingual Matters.

Dornyei, Z. (2003). *Questionnaires in second language research*. Mahwah, NJ: Lawrence Erlbaum Associates.

Genesee, F., Paradis, J., Crago, M. (2004). Dual language development and disorders: A handbook on bilingualism and second language learning. Baltimore: Paul H. Brookes.
Griffler, J., & Varghese, M. (2004). Bilingualism and language pedagogy. Ontario: Multilingual Matters.

Haley, M. & Austin, T. (2004). Content-based second language teaching and learning: An interactive approach. New York: Allyn & Bacon.

Hall, J.K. (2002). Teaching and researching language and culture. London: Longman, Pearson.

Hurley, J. (2000). The foundations of dual language instruction. 3rd edition. New York: Longman.

Hurley, S., & Tinajero, J. (2001). Literacy assessment of second language learners. New York: Allyn & Bacon.

Norton, B. (2000). Identify and language learning: Gender, ethnicity and educational Change. London: Longman.

Perez, B., & Torres-Guzman, M. (2002). Learning in two worlds: An integrated spanish/english biliteracy approach. 3rd edition. New York: Allyn & Bacon.

Other readings to be distributed in class or can be found on electronic reserve and/or BlackBoard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., BlackBoard, Tk20, hard copy).

COURSE ASSIGNMENTS/REQUIREMENTS:

1. Required Readings: Written reactions (4) -- To be submitted to BlackBoard
2. Lead an interactive discussion on topic of choice and provide readings for class
3. Final Project – Critical Analysis Review -- To be submitted to Blackboard

Other Requirements

Students will be expected to...

1. Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities. **Three or more absences and/or tardies will result in one letter grade reduction. You are to refrain from checking email and/or texting during class.**

2. Complete all assignments on time.

Course Performance Evaluation Weighting

- | | |
|---|------------------|
| 1. Required Readings: Written reactions (4) | 25 points |
| 2. Lead an interactive discussion on topic of choice and provide readings for class | 30 points |
| 3. Final Project – Critical Analysis Review | 45 points |

Laptop/Cell Phone Policy

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

- **Grading**

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

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);

2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

PROPOSED EDUC 882 FALL 2018 CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments
8/28	Introduction to course	
9/4	Introducing SLA & Foundations of SLA	Saville-Troike Chapters 1-2
9/11	The Linguistics and Psychology of SLA	Saville-Troike Chapter 3-4
9/18	Language Diversity and Language Contact in the US	Powtowski Chapters 1-2
9/25	Key Theories and Frameworks in SLA	VanPatten/Benati pp. 61-85
10/2	Key Questions in SLA	VanPatten/Benati pp. 11-60
10/9	NO CLASS – FALL BREAK	
10/16	Social Class and Education	Provenzo Part VI
10/23	Language Attitudes in Professional Context and Societal Treatment studies	Garrett Chapters 8, 9
10/30	Transformation: Institutional, Personal, and Collective	Nieto Chapters 4, 6
11/6	Research on Englishes around the world	Articles made available on Bb
11/13	Final Overview of SLA: The Basic Ingredients	Keating pp. 1-50
11/20 NO CLASS		
11/27	Presentation of Final Projects	
12/4	Presentation of Final Projects	

INCLIMATE WEATHER POLICY:

In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

I will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather.

Also, we may utilize virtual class meeting(s) when circumstances dictate. Please refer to the PowerPoint on BlackBoard Collaborate posted in Course Content.

GUIDELINES & PERFORMANCE-BASED RUBRICS

Lead Interactive Discussion on Readings

All articles must be clearly identified in APA (6th edition) style.

1. Each student will sign up to lead the in-class discussion on one set of readings listed in the course syllabus. You must further research the topic and locate no fewer than 2 research articles, book chapters, or monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the *purpose* of the study and the nature of the research questions or hypotheses. Outline the *method* used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).
2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources (“must reads”) or a summary of the most salient features.

EDUC 882 – Second Language Acquisition: Theory, Research, and Practice
Dr. Marjorie Hall Haley

Leader of Interactive Discussion on Readings

Name _____ Date _____

Scoring Rubric

Criteria	Little or No Evidence	Beginning (Limited evidence)	Developing (Clear evidence)	Accomplished (Clear, convincing, substantial evidence)	Score
30 Points Total	1	2	3	4-6	
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate no fewer than 2 articles, book chapters, or monographs	Located fewer no other resources	Located fewer than two resources	Located the two articles, book chapters or monographs	Located additional resources and expanded resources	
Use visual aids such as PowerPoint, video, slides, or photos	Did not use any visual aides	Used only minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
Prepare a handout as a reference or guide	Did not prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	
Prepare an interactive activity to illustrate some of the concepts	Did not prepare an interactive activity	Interactive activity was limited in scope and depth	Interactive activity was meaningful and beneficial	Interactive activity was creative and closely aligned to topic being presented	
Total Number of Points					

Comments:

Final Project – Critical Analysis Review

Students are to write a 1-2 page rationale on the selection of your topic. Reflect on why this topic is relevant and in what way it will support the existing corpus of literature and/or your own current educational circumstance. **Due: October 23rd**

The final project will be a synthesis on a chosen topic that may be considered a precursor to your dissertation research or review of literature. You should review and critique no fewer than four studies that highlight this area of the field. You should also include your ideas about the future directions of research on the topic.

Annotated Bibliography: Submit a list of the articles you've found in journals or book chapters on the chosen topic with a one-paragraph justification of why you chose the articles. **Due: November 27th**

Your final project may take the form of:

1. An article being prepared for publication
2. An action research study
3. The beginning of a literature review for the dissertation
4. A presentation prepared for a state, regional, or national conference
5. A critical analysis of a particular topic with a dialogic perspective
6. Other options

EDUC 882 – Second Language Acquisition: Theory, Research, and Practice

Critical Analysis Review

Name _____ Date _____

Criteria	Little or No Evidence	Beginning: Does not adequately meet expectations 2	Developing: Meets expectations adequately 3	Accomplished: Strongly meets expectations 4	Score
45 points	1				
References/Citations	No references or incorrect references	Few references or some incorrect references	Uses citations & references to provide the theoretical basis of the final project	Use of citations and references indicate substantial research	
Mechanics/Writing	Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	
Vocabulary	Apparent confusion with the use of technical vocabulary	Simplistic and/or unclear language	Effective language	Rich and precise language	
Clarity	No apparent logical order of presentation, unclear focus.	Content is loosely connected, transitions lack clarity.	Sequence of information is well organized for the most part.	Development of topic/thesis is clear. Information is presented in a logical, interesting sequence.	
Content: subject knowledge, mechanics	Research is unclear and information appears randomly chosen	Content is loosely connected.	Information relates to a clear review of the literature	Exceptional use of research resources. Abundance of supported materials.	

Comments:

REACTIONS TO READINGS FOR EDUC 882

You will write a total of **four** short papers in reaction to the weekly readings. You will select the four topics on which you will write. These will be uploaded to Bb (no required page length). Making notes will greatly contribute to your level of knowledge in class discussions. **The reading reactions' paper is due the week after the readings and topic have been presented in class.** In preparing the readings for each week, you should attend to the following guidelines:

As you read the required articles and those recommended by your colleagues consider the following:

- What are the implications for bilingualism/biculturalism, multiculturalism, multilingualism and their impact in teaching and learning?
- How can you situate your own research interest(s)?
- In what way(s) does this research suggest future policy and/or implications for L2 pedagogy?

Additional questions you may wish to consider:

How do you connect with this article?

What theories are involved?

What constitutes the concepts?

What paradigm does this come from?

What are the assumptions working in this paradigm?

How is new knowledge constructed here?

What theoretical framework does this come from?

Reactions to Readings – EDUC 882 – Second Language Acquisition: Theory, Research, and Practice

Student's Name: _____ **Date:** _____ **Reading #** _____

Criteria	Little or No Evidence	Beginning: Does not adequately meet expectations	Developing: Meets expectations adequately	Accomplished: Strongly meets expectations	Comment/.78 points
SLA Implications for Bilingualism/Biculturalism/Multiculturalism, Multilingualism, and their impact on teaching and learning					
Situates one's own research interest(s)					
Demonstrates how this research implicates future policy for L2 pedagogy					
Identifies SLA or other germane theories					
Cites theoretical framework(s) aligned with this research					
References/Citations					
Mechanics/Writing					
Clarity					

Possible points: 6.25 Total points earned: _____/6.25

Overall comments: _____

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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