

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

**EDUC 879.001**

**CRN 11873**

**Language and Second Language Acquisition Research in International Education**

3 Credits - Spring 2020

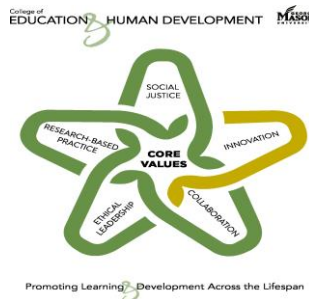
**Meeting Times/Days**

**Wednesdays, 4:30 – 7:10**

**Location: Thompson Hall 1010**

**Faculty**

Name: Rebecca K. Fox, Ph.D.  
Office Hours: By appointment, and open time before or after our class  
Office Location: Thompson Hall 2503  
Office Telephone: 703-993-4123  
E-Mail: [rfox@gmu.edu](mailto:rfox@gmu.edu)  
Skype: Rebecca.K.Fox



**Pre-requisites/Co-requisites-** 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, content addresses such concepts as the role of second language and the emergence of identity, critical analysis, culturally responsive and sustainable pedagogy, and includes considerations of global Englishes, multilingualism, translanguaging in classrooms.

## 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(s) 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 and factors/influences as they apply in schools and instructional decision-making;
6. Formulate an inquiry question or area of research regarding the role of language, bilingualism/multilingualism, and/or second language research, and engage in a small study or prepare a conference proposal/presentation or literature review that leads to a plan of action relevant to classrooms today.

## Professional Standards

As an elective course in the Ph.D. in Education program, and particularly for those doctoral students in the International Education and TATE specializations, EDUC 879 prepares doctoral candidates with critical perspectives about language and cultural necessary for effective work in international contexts, domestic and abroad.

### Required Text

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

### Additional Resources/Publications (not required for purchase)

Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol, UK & Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3

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* (4<sup>th</sup> 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=ubjr20&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.

<b>Class Assignments for EDUC 879</b>			
<b>Project</b>	<b>Emphasis/Goal</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
In-class and/or On-line Participation, group work, and Readings	<p>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.</p> <p>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.</p>	25 percent	Each class meeting during the semester
Written Reading Responses & Critiques	<p>Students will write three reflective reading responses (2 pp only, please) based on course readings and in response to the prompt provided in Bb.</p> <p>One longer critique of or response to a selected <i>research</i> article read for the course (see Guidelines on <b>page 19</b> of the syllabus).</p>	25 percent (5 % per reflection & 10 % for the critique)	<p><i>Reflections due on 2/12, 2/26 &amp; 3/18</i></p> <p><i>Article Critique due during the week of Apr 8</i></p>
Discussion Leader	Each student will select a date to lead an in-class discussion focusing on one (or more) of the class's assigned readings/topic or book for that evening. The criteria for the discussion are provided on <b>page 18</b> 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 reflective reading responses.	10 percent	Individual Due Dates, as selected by student
Major Project applying Language	<b>The EDUC 879 Performance-Based Assessment</b> Pilot Study, Action Research Study, or conference proposal/presentation preparation incorporating the role of language and/or second language acquisition research	40 percent	In-class presentations

Acquisition Research	<p>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>		<p>on <b>6 May</b></p> <p><b>Final Paper due no later than May 7</b></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 from EDUC 879 readings and supporting readings, as expanded below. This synthesis will integrate the course content into your 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 should include a carefully prepared review of relevant literature, including but not limited to the incorporation of major bilingualism/multilingualism and second language acquisition readings covered in EDUC 879, using APA 6<sup>th</sup> edition. Some suggestions for the Application of Bilingualism/Multilingualism and Second Language Acquisition in International Settings include:

- A. Conducting a small or pilot study with language learners/a language learner in the international classroom setting, applying SLA theories, aspects of translanguaging, and/or other relevant 879 course content;
- B. Creating a teacher professional development that incorporates the principal 879 components and SLA approaches;
- 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 research proposal for a major conference presentation (such as AERA or similar) based on a study or other research applying the 879 research literature that you have done or expanded, 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) if applicable, the methodology used, including findings and conclusions from the small study, or the body of the selected project work; and

5) an **individual reflection on the project/study** itself and its results. You should include in your reflection the personal meaning of this project (why did you choose to do it?), your major learning from conducting the project, and the ways in which this project helped you to activate knowledge and make connections to principle learning from 879 literature.

**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 any 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 Meets Standard	93 – 100	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

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

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

**Kindly note:** Faculty may need 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 not in the required text are available on our My Mason Blackboard class site.**

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p style="text-align: center;"><b>One</b> <b>22</b> <b>January</b> <b>2020</b></p>	<p style="text-align: center;"><i>Course Introduction &amp; Overview</i></p>	<p style="text-align: center;"><b><i>Introduction to EDUC 879 course content</i></b></p> <p>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"> <li>• What is the field of SLA research? What does L1 and L2 acquisition mean to you? Multilingualism?</li> <li>• Our point of departure: Your perspectives of language acquisition and second language acquisition. What are perceptions, as compared to what the research says?</li> <li>• 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</li> <li>• Global Context, Global Context, Global Context!!!</li> </ul>
<p style="text-align: center;"><b>Two</b> <b>29</b> <b>January</b></p>	<p style="text-align: center;"><b><i>Theme 1: Historical Perspectives and Major Theories in SLA Research</i></b></p>	<p style="text-align: center;"><b><i>Theme 1: Historical Perspectives and Major Theories in SLA Research</i></b></p> <p>Baker, C., &amp; Wright, W. E. (2017). <i>Foundations of bilingual education and bilingualism</i> (6th ed.). Bristol, UK &amp; Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3</p> <p>Chapter 7: Bilingualism and Cognition, and the Brain (updates by Huang)</p> <p>Chapter 8: Theories of Bilingualism and the Curriculum.</p> <p>Zuengler, J., &amp; Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? <i>TESOL Quarterly</i>, 40(1), 35-58.</p> <p><b>Today: Identification of Leader Discussion Topics in class/dates; projected topic/articles selection</b></p>



Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Three 5 February	<p><i>Historical Context of SLA Research</i></p> <p><i>Bilingualism/Multilingualism</i></p>	<p><b>Theme 1: Historical Perspectives and Major Theories in SLA Research</b></p> <p>Aronin, L. &amp; 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., &amp; Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. <i>The Modern Language Journal</i>, 91, pp. 820-836.</p> <p><b>Reflective Two-page Reading Response 1 - post this to the prompt on Bb as Journal 1</b></p>
Four 12 February	<p><b>Theme Two</b></p> <p><i>Expanding Considerations in SLA Research</i></p>	<p><b>Theme Two: Expanding Considerations in SLA Research</b></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3<sup>rd</sup> 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>[Perhaps of additional interest, you may also access Baker &amp; Wright, Chapter 3, Endangered Languages: Planning &amp; Revitalization]</p>
Five	<p><i>Expanding Considerations</i></p>	<p><b>Theme Two: Expanding Considerations in SLA Research</b></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3<sup>rd</sup> edition). New York: Routledge. Read Section B, Parts 1 - 4 (Development: Implications and Issues, pp. 58-85).</p>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
<p style="text-align: center;"><b>19</b> <b>February</b></p>	<p style="text-align: center;"><i>in SLA Research</i></p>	<p>Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? <i>Modern Language Journal</i>, 89(3), 410-426.</p> <p style="background-color: yellow;"><i>Reflective Two-page Reading Response 2 - post to prompt on Bb as Journal 2</i></p>
<p style="text-align: center;"><b>Six</b> <b>26</b> <b>February</b></p>	<p style="text-align: center;"><b>Theme 3: Language, Power, &amp; Cultural Contexts</b></p>	<p style="text-align: center;"><b>Theme 3: Language, Power, &amp; Cultural Contexts</b></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3<sup>rd</sup> edition). New York: Routledge. Read Section B, Parts 5- 8 (Development: Implications and Issues, pp. 86-109).</p> <p>Malcolm, I. G., &amp; 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., &amp; 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 style="text-align: center;"><b>Week of</b> <b>4 March</b></p>		<p style="text-align: center;"><b>Working Class- Dr. Fox will be out of country</b></p>
<p style="text-align: center;"><b>Week of</b> <b>11 March</b></p>	<p style="text-align: center;"><i>Spring Break</i></p>	<p style="text-align: center;"><b>Mason's Spring Break – No Class This Week</b></p>
<p style="text-align: center;"><b>Seven</b></p>	<p style="text-align: center;"><b>Theme 4: Students,</b></p>	<p style="text-align: center;"><b>Theme Four: Students, Language, and Learning</b></p> <p>Bialystok, E., Luk, G., &amp; 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>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
<b>18 March</b>	<b><i>Language, and Learning</i></b>	<p>Gorter, D., &amp; 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> <p><b>Reflective Two-page Reading Response 3 - post to prompt on Bb as Journal 3</b></p> <p><b>Anchor with Dr. Fox this week or next by email or in person on your plans for the final 879 project/study.</b></p>
<b>Eight 25 March</b>	<b><i>Language &amp; Second Language &amp; Schooling</i></b>	<p style="text-align: center;"><b><i>Theme Four: Students, Language, and Learning</i></b></p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3<sup>rd</sup> edition). New York: Routledge. Read Section C (Exploration: Current Debates in Global Englishes, pp. 112-179).</p> <p>Alidou, H., Glanz, C. &amp; Nikiema, N. (2011). Quality multilingual and multicultural education for lifelong learning. <i>International Review of Education</i>, 57, 529-539.</p> <p>Vogel, S., &amp; García, O. (2017, December). Translanguaging. In G. Noblit &amp; L. Moll (Eds.), <i>Oxford Research Encyclopedia of Education</i>. Oxford: Oxford University Press.</p>
<b>Nine 1 April</b>	<b><i>Theme 5: Educators, SLA, and Classroom Applications</i></b>	<p style="text-align: center;"><b><i>Theme Five: Educators, SLA, and Classroom Applications</i></b></p> <p>MacSwan, J., (2017). A multilingual perspective on translanguaging. <i>American Educational Research Journal</i>, 54 (1),167–201. DOI: 10.3102/0002831216683935</p> <p>Malone, S., &amp; Paraide, P. (2011). Mother tongue-based bilingual education in Papua New Guinea. <i>International Review of Education</i>, 57, 705-720.</p>

Class	Theme/Topic	<b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings
		<b>Send This Week:</b> Your list of (emergent/potential) references projected for your Research/Study
<b>Ten</b>  <b>8</b>  <b>April</b>		<p style="text-align: center;"><i>No class meeting today – Spring Break FCPS -- Work on your final projects/studies!</i>  <i>Also, kindly complete your Critical Reflection of a Research-based reading</i></p> <b>Due this week:</b> Critical Reflection of a selected course research reading (please submit electronically by email attachment to Dr. Fox)
<b>Eleven</b>  <b>15</b>  <b>April</b>	<b>Theme 6:</b>  <b>Current Issues</b> <b>in Bilingualism</b> <b>and SLA</b>	<p style="text-align: center;"><b>Theme 6: Current Issues in Bilingualism and SLA</b></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  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  <b>Anchor this week with Dr. Fox and class on progress of final projects – resources and alignment with 879</b>
<b>Twelve</b>  <b>22</b>  <b>April</b>	<b>Theme 7</b>  <b>SLA Research</b> <b>in</b> <b>Contemporary</b> <b>Contexts</b>	Bianco, J.L. (2010). The importance of language policies and multilingualism for cultural diversity. <i>International Social Science Journal</i> , 199, 37-67.  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.

Class	Theme/Topic	<b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings
		<p>In class – two interesting contexts for our consideration to gauge against the literature:            EU's language policies: <a href="http://www.coe.int/t/dg4/linguistic/cadre1_en.asp">http://www.coe.int/t/dg4/linguistic/cadre1_en.asp</a></p> <p style="text-align: center;"><i>Or</i></p> <p>New Zealand included the Maori language and culture: <a href="http://nzcurriculum.tki.org.nz/National-Standards">http://nzcurriculum.tki.org.nz/National-Standards</a></p> <p style="text-align: center;"><i>Or</i></p> <p>Look up Language Policies from your own home country for sharing in class:</p> <p><i>Ponder: How are these policies articulated and applied? What is their impact on students and society?</i></p>
<b>Thirteen</b>  <b>29 April</b>	<b><i>Moving Research Forward</i></b>	<p style="text-align: center;"><b><i>Theme 8: Moving SLA Research Forward</i></b></p> <p>Cammarata, L., &amp; 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>Discussion on additional publications regarding SLA in international settings, considerations surrounding the teaching of English as an International Language (EIL), and extended synthesizing discussion of course readings</p> <p><b><i>Bring drafts of final papers to class for peer review</i></b></p> <p><b><i>Looking Ahead -- Final Presentations next week &amp; Papers due next week</i></b></p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Fourteen 6 May</p>	<p><i>Application of Research in SLA &amp; 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><b>In Class Sharing/Presentations</b> of Research Projects and Studies</p> <p><i>Interactive Discussion: Synthesis Discussion and Striking an Agenda for Ongoing Research in Second Language. Your role as Educational Leaders from an L1/L2+ Global Perspective.</i></p> <p>Course Evaluations</p> <p><b>Due by Thursday, May 7:</b> Final copy of your Course Research Projects/Studies due to instructor – Please send electronically as an email attachment. Thank you!!</p>

## 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 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](mailto: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/> .**

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

<b>Elements</b>	<b>Unsatisfactory 1-2 D – F</b>	<b>Emergent to Good 3 C</b>	<b>Very Good 4 B</b>	<b>Exemplary 4 A</b>
<b>Rationale or Justification</b>	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 you have selected is stated clearly, and examples and/or justification for its need are well articulated
<b>Connections to Literature and Research</b>	The project outlines the connections but may not provide clear incorporation of readings/research; includes fewer than 7 EDUC 879 references or evidence of international mindedness or other course themes	The project generally establishes connections to the EDUC 879 readings/ research with 7 readings cited, but may only provide limited inclusion of SLA, international mindedness, or other course themes; may not have a solid number of additional references	The project establishes some connections to the EDUC 879 readings/ research with a minimum of 10 course readings incorporated; provides inclusion also of SLA, international mindedness, and other course themes through some additional references	The project establishes clear and accurate connections to EDUC 879 readings/research with a minimum of <b>12 course readings</b> incorporated; provides a solid context of international perspectives through references of SLA, international-mindedness, & other course themes/readings through additional references
<b>Application or Submission of Design</b>	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
<b>Resources &amp; Dissemination</b>	Minimal, or no, 879 or complementary references are included; does not comply with	Few 879 or other, references are used in the study; there are multiple APA irregularities. Study	Some 879, or other, references and additional references are included; some	A strong, representative number of 879 and complementing references are clearly and accurately



	APA style, or contains multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	is minimally shared with class members or is not ready for dissemination	APA irregularities may be present. Study is generally organized when shared with the class members and is generally ready for dissemination	incorporated, and are in accurate APA (6 <sup>th</sup> ed) style.  Study is clearly organized when shared with the class members, and is ready for dissemination.
<b>Language/Writing</b>	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.
<b>Critical Reflection</b>	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 <b>rich reflection</b> that draws clear conclusions, discusses the project's impact on her/his learning and on the field; presents a <i>critically reflective</i> framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context.

## **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 6<sup>th</sup> 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 (6<sup>th</sup> edition) style.

*Your Article Critique should be 6 (7 max) pages.*

**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 research *method* used – 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.