

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

EDUC 879.002

CRN 19958

**Critical Perspectives in Language and Second Language Acquisition Research
for Global Settings**

3 Credits

January 25 – May 10, 2023

Meeting Times/Days: Wednesdays, 4:30 –7:10 PM

Location: Research Hall 201 and Synchronous Online

Faculty

Name: Rebecca K. Fox, Ph.D. & Joan Kang Shin, Ph.D.

Office Hours: By appointment for meeting online or F2F

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Pre-requisites/Co-requisites- Admission to the Ph.D. in Education Program, or permission of the instructor.

University Catalog Course Description

Examines language in global settings, with special emphasis on the foundations, critical dimensions, and factors for second language acquisition. Focuses on aspects of equity, access, society, and linguistic power as they relate to language(s) and culture in post-colonial and other global contexts. Addresses such concepts as the role of language and identity, culturally sustainable pedagogy, global Englishes, multilingualism, and translanguaging.

Learner Outcomes or Objectives

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

1. Articulate an understanding of language, bilingualism, emergent bilingualism, multi-plurilingualism, and second language acquisition (SLA) research and how they relate to educational practices in global classrooms;
2. Support an understanding of the role of language/second language in teacher preparation and professional learning in global settings by drawing on cognitive theories and current research and literature in the field of critical SLA to inform decision making regarding the role of language in global classroom settings;
3. Examine their immediate local educational context in light of changing populations as this 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, and mother tongue in the global perspective; this will comprise an emphasis on social justice, language shift, language power, and translanguaging as they relate to culturally sustainable pedagogy;
5. Examine aspects of bilingualism, emergent 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 area of inquiry, or articulate a question, regarding the role of language, bilingualism/multilingualism, and/or second language research that calls on the researcher to take a critical stance in its examination leading to a plan of action to address inequities, racial/social justice in SLA, language, and culture relevant to education today.

Professional Standards

As an elective course in the Ph.D. in Education program, and particularly for those doctoral students in the International Education, MME, and TATE specializations, EDUC 879 provides doctoral students with research on language and second language acquisition research, critical perspectives to support equity and access for all learners, particularly regarding language shift, the role of culture, and power imbalances. This knowledge is essential for effective work in international contexts, including schools and grant funded projects both domestic and abroad.

Required Texts

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

These texts are available electronically through the Mason library:

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism* (7th ed.). Multilingual Matters. ISBN 978-1-78892-988-2

Macedo, D. (Ed.). (2019). *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages* (1st ed.). Routledge. <https://doi-org.mutex.gmu.edu/10.4324/9780429453113>

Additional Recommended Resources/Publications (not required for purchase)

Mooney, A., & Evans, B. (2019). *Language, society, and power: An introduction* (5th ed.). Routledge. ISBN 978-0-415-78622-9

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>

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 REQUIREMENTS AND ASSIGNMENTS

Course Delivery. Dialogic in nature, EDUC 879 is predicated upon expanding professional learning and promoting international understanding through interactive discussion, critical reflection, and research. This course may be delivered as a hybrid offering, largely meeting online using both synchronous and asynchronous (as may arise) formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal and Zoom for synchronous class meetings. To access the materials on Blackboard, you should log in to the Blackboard (Bb) course site using your Mason email name (everything before “@masonlive.gmu.edu or gmU.edu”) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a doctoral seminar. This means that our work together will be accomplished primarily through dialogue with each other. Instead of relying solely on lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about education, teacher education, and educational issues in global settings and local settings. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of the development of new knowledge and critical perspectives.

It is vitally important that each student completes readings on a weekly basis and prior to each class meeting. Our course will meet once weekly for approximately 2.5 hours during our assigned class period. Interspersed along the semester, there will also be a few online modules when we do not meet synchronously. For synchronous classes, there will be a discussion guide and class-related materials posted in the weekly folder, with questions for consideration prior to class. Each folder will open in advance of the class to provide time for students to access materials and think about the questions in relation to the readings for the week.

When a class is online, you should plan to spend approximately 2.5 hours in written dialogue, responding to colleagues' posts, etc. **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced**. For the majority of the class meetings, we will meet synchronously, and materials related to the class meeting will be provided in the Weekly Materials folder in our Blackboard site. For asynchronous meetings, students will be expected to complete the module for that week. Completing a module involves reading, participating in discussions with the class, and completing any accompanying assignments associated with that module.

Across the semester we spend together, you are asked to read critically, take notes, always engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Log-in Frequency:** Students should plan to regularly check the course Blackboard site and their GMU email for communications from the instructor; this should be at least **2 times per week**; the expectation for asynchronous class weeks will be greater, with recommended access at **3 times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. If the student encounters unexpected difficulties, the student is asked to contact the instructor immediately so that a plan might be developed.

- **Instructor Support:** Students are invited to schedule a meeting with the professor to discuss any course needs, clarifications, or requirements issues. These meetings are usually by telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that we are all here to exchange information and learn from one another. Both faculty and students are similarly expected to be respectful in all communications.
Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Technical Requirements: To participate in this course, students should be able to meet the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To obtain a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To obtain a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Our synchronous meetings will take place via Zoom, and a link will be sent out to the students.
- Students must maintain consistent and reliable access to both their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Principal Class Assignments and Requirements

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

Class Assignments for EDUC 879			
Project	Emphasis/Goal	% of Grade	Due Date
Class 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, arrive on time, and inform the instructor of a need for absence from class. More than one class absence may result in a reduction in the grade earned by a student.</p>	30%	Each class meeting during the semester
Written Reading Reflections	Students will write four reflective reading responses (2 pages only) capturing their growing perspectives on SLA with a critical international perspective emerging from course readings and discussions. See page 19 for more guidelines for the reading reflections.	20% (5% each)	<i>Critical Reflections</i> due on Feb 8 Feb 22 March 6 April 5
Discussion Leader	Each student will select a date to lead an in-class discussion focusing on one of the class's assigned readings for that evening, beginning with Class 5. The guidelines for the discussion are provided on page 18 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 facilitation should be multimodal to engage fellow classmates interactively. The topic may include the article/reading an individual has selected for one of the reflective reading responses.	10%	Individual Due Dates, as selected by student (Class 5, 6, 7, and 10)
The EDUC 879 Performance-Based Assessment Major Project Applying Language Acquisition Research	<p>12–15-page paper, directly related to course readings and intended to expand the class readings as part of a pilot study, in preparation for a conference proposal/ presentation, or for a book chapter related to SLA in international contexts. It may also serve as part of a dissertation proposal related to SLA in international settings. The paper will incorporate a critical perspective addressing the role of language and/or second language acquisition research intended for application in an international setting or context; the body of the paper 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><i>Note: This includes oral sharing/presentation of the project with colleagues in the final class session.</i></p>	40%	<p>In-class presentations on May 3</p> <p>Final Paper due by email to instructor no later than May 10</p>

Major Project (40%) – In consultation with the instructor, each participant will select a topic related to the EDUC 879 course content. This may pertain to a pilot study if the student is ready, a research project, or extended conference proposal, incorporating a significant selection of accompanying literature from EDUC 879 readings and supporting readings. It is intended that the 12–15-page paper will critically address a particular topic. These projects should reflect the incorporation of bi-pluri-lingual/language and second language acquisition research as they pertain to international educational settings and the EDUC 879 course content. You should use APA 7th edition. Some suggestions for the application of Critical Perspectives in Language and Second Language Acquisition Research for Global Settings include but are not limited to:

- A. Conducting a small or pilot study with language learners/a language learner or teachers in the international classroom setting, applying SLA theories, aspects of translanguaging/translanguaging, and/or other relevant 879 course content;
- B. Creating a teacher professional development series that incorporates the principal 879 components and SLA approaches for an intended audience;
- C. 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 outlining components of the presentation;
- D. 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.

The underlying idea is to help you synthesize your knowledge as you apply your readings and growing critical perspectives toward your own research or area of study.

Each of the projects/studies/conference proposals should include:

- 1) a clear **context** grounded in SLA theories and representing a critical global perspective;
- 2) rationale or justification for the study, or project, placing it within a critical perspective regarding language and SLA application for global settings;
- 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 (or that you plan to use) in your study/pilot study, and as applicable, emergent findings and conclusions drawn 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. What new critical perspectives were brought to bear through your learning?

Presentation of Major Project – Projects/studies will be shared orally with the class and any attending guests during the designated final class meeting. An evaluation rubric for the course performance-based assessment is included at the end of the syllabus. As part of the presentation, the student will prepare a two-page (only!) handout that shares 1) abstract of the study and its major components on the front page, and 2) the list of references on the second page (reduced font size, as necessary).

EVALUATION

The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A	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

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.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. 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.***

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 the Core values of *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. <https://cehd.gmu.edu/values/>

EDCI 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 global 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 integrated with and actively incorporated in 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 <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/>

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students 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 <https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Course Schedule

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.

Class/Date	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Class #1 January 25</p>	<p>Course Introduction & Overview</p>	<p>Reading: Course Syllabus (<i>Will be distributed in hard copy in class and also available in Blackboard</i>)</p> <p>In Class Discussion: 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? Multilingualism? Plurilingualism? What do you already know? • Our point of departure: Your perspectives of language, language acquisition and second language acquisition. What are the broad perceptions, as compared to what the research tells us? • 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 • What does it mean to take a critical stance on the role of language /SLA? • Global Context, Global Context, Global Context!!!
<p>Class #2 February 1</p>	<p>Theme One: Historical Perspectives and Major Theories in SLA Research</p>	<p>Readings: Baker, C., & Wright, W. E. (2021). <i>Foundations of bilingual education and bilingualism</i> (7th ed.). Multilingual Matters. - Chapter 7: <i>Bilingualism, Cognition, and the Brain</i> - Chapter 8: <i>Theories of Bilingualism and the Curriculum.</i></p> <p>Richmond, G., Cho, C., Gallagher, H.A., He, Y., & Bartell, T. (2021). Fast and slow thinking to address persistent and complex problems in teaching and learning. <i>Journal of Teacher Education</i>, 72(4), 401-404.</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>Due: Identification of discussion leaders for Classes 5, 6, 7, and 10; projected topic/articles selection</p>

<p>Class #3 February 8</p>	<p>Theme One: Historical Perspectives and Major Theories in SLA Research</p> <p>(Bilingualism/ Multilingualism)</p>	<p>Readings: Swain, M., & Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. <i>The Modern Language Journal</i>, 91, pp. 820-836. Ortega, L. (2019). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp.111-130). Routledge. DOI https://doi.org/10.4324/9780429453113 Franceschini, R. (2011). Multilingualism and multicompetence: A conceptual view. <i>The Modern Language Journal</i>, 95(3), 344-355. Due: Reflective Reading Response #1 – Please submit by email attachment to both Dr. Fox & Dr. Shin. Think about your greatest “AHA” moments from the readings to date.</p>
<p>Class #4 February 15</p>	<p>Theme Two: Expanding Considerations & Critical Perspectives in SLA Research</p>	<p>Readings: Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd ed.). Routledge. - Read Section A (Introduction and Key Topics in GE), pp. 1 – 56 this week. Macedo, D. (2019). Rupturing the yoke of colonialism in foreign language education. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp.1-49). Routledge. DOI https://doi.org/10.4324/9780429453113 Harrison, K. D., (2007). <i>When languages die: The extinction of the world’s languages and the erosion of human knowledge</i>. Oxford University Press. - Read Chapter 1 with Preface – pp. 3-21. Optional Readings (if you have additional interest): Macedo, D. (2000). The colonialism of the English only movement. <i>Educational Researcher</i>, 29(3), 15-24. Baker, C., & Wright, W. E. (2021). <i>Foundations of bilingual education and bilingualism</i> (7th ed.). Multilingual Matters. - Chapter 4, Language Endangerment and Revitalization</p>

<p>Class #5 February 22</p>	<p>Theme Two: Expanding Consideration & Critical Perspectives in SLA Research</p>	<p>Readings: 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). Austin, T. (2019). Towards decolonizing heritage language teacher education. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp. 131-151). Routledge. DOI https://doi.org/10.4324/9780429453113 García, O. (2019). Decolonizing foreign, second, heritage, and first languages: Implications for education. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp. 152-168). Routledge. DOI https://doi.org/10.4324/9780429453113 Due: Reflective Reading Response #2 – Please submit by email attachment to both Dr. Fox & Dr. Shin.</p>
<p>Class #6 March 1</p>	<p>Theme Three: Language, Linguistic Power, & Cultural Contexts</p>	<p>Readings: 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. 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. 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>Class #7 March 6</p>	<p>Theme Four: Students, Language, and Learning</p>	<p>Readings: Chavez-Moreno, L.C. (2021). Dual language as white property: Examining a secondary bilingual-education program and Latinx equity. <i>American Educational Research Journal</i>, 58(8), 1107-1141. Alidou, H., Glanz, C. & Nikiema, N. (2011). Quality multilingual and multicultural education for lifelong learning. <i>International Review of Education</i>, 57, 529-539. Due: Reflective Reading Response #3 – Please submit by email attachment to both Dr. Fox & Dr. Shin. Note: Anchor with your professors in the upcoming two weeks by email or in person on your plans for the final 879 project/study.</p>

<p>No Class March 13-19</p>	<p>Spring Break</p>	<p>Enjoy some time to breathe and catch up!</p>
<p>Class #8 March 20-26 (Asynchronous Discussion)</p>	<p>Theme Four: Students, Language, and Learning</p>	<p>Readings: Vogel, S., & García, O. (2017, December). Translanguaging. In G. Noblit & L. Moll (Eds.), <i>Oxford Research Encyclopedia of Education</i>. Oxford University Press. Pennycook, A. (2019). From translanguaging to translingual activism. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp. 169-185). Routledge. DOI https://doi.org/10.4324/9780429453113 Due: One discussion post & 2 responses to classmates on Blackboard. Details will be posted in Blackboard.</p>
<p>Class #9 March 29</p>	<p>Theme Five: Educators, SLA, and Classroom Applications</p>	<p>Readings: Hopewell, S. (2017). Pedagogies to challenge monolingual orientations to bilingual education in the United States. In B Paulsrud et al., (Eds.), <i>New perspectives on translanguaging and education</i>, pp.72-89. Multilingual Matters. Hemphill, D., & Blakely, E. (2019). English language learning in globalized third spaces: From monocultural standardization to hybridized translanguaging. In D. Macedo, (Ed.). <i>Decolonizing foreign language education: The misteaching of English and other colonial languages</i> (pp. 220-240). Routledge. DOI https://doi.org/10.4324/9780429453113 Due: Your list of (emergent/potential) references projected for your Research/Study</p>
<p>Class #10 April 5</p>	<p>Theme Five: Educators, SLA, and Classroom Applications</p>	<p>Invited Guest Speaker: Dr. Sujin Kim on Translanguaging</p> <p>Readings: Kim, S. (2018). «It was kind of a given that we were all multilingual» : Transnational digital identity work in digital translanguaging. <i>Linguistics and Education</i>, 43, 39-52. DOI https://doi.org/10.1016/j.linged.2017.10.008 Kim, S. (2021). An autoethnography of trans-perspective development through translanguaging research and practice. In R. Jain, B. Yazan, & S. Canagarajah (Eds.), <i>Transnational identities, pedagogies, and practice in English language teaching: Critical inquiries from diverse practitioners</i> (pp. 127-144). Multilingual Matters. MacSwan, J., (2017). A multilingual perspective on translanguaging. <i>American Educational Research Journal</i>, 54(1), 167-201. Due: Reflective Reading Response #4 – Please submit by email attachment to both Dr. Fox & Dr. Shin.</p>

<p>Class #11</p> <p>April 10-16</p> <p><i>(Asynchronous Discussion)</i></p>	<p>Theme Six: Research and Current Issues in SLA</p>	<p>Readings:</p> <p>Seltzer, K. (2019). Reconceptualizing “home” and “school” language: Taking a critical translanguaging approach in the English classroom. <i>TESOL Quarterly</i>, 53(4), 986–1007. https://doi.org/10.1002/tesq.530</p> <p>Chang, S. (2022). Chinese bilingual preservice teachers’ reflections on translanguaging pedagogy: The need for critical language curricularization. <i>Foreign Language Annals</i>, 55(4), 1086-1108. DOI: 10.1111/flan.12854</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><i>Due: One discussion post & 2 responses to classmates on Blackboard. Share your Rationale/Justification for your final study and give your peers feedback on theirs. Details will be posted in Blackboard.</i></p>
<p>Class #12</p> <p>April 19</p>	<p>Theme Six: Research and Current Issues in SLA</p>	<p>Readings:</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>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>Class #13</p> <p>April 26</p>	<p>Moving SLA Research Forward</p>	<p>Readings:</p> <p>Nero, S. J. (2014). De facto language education policy through teachers’ attitudes and practices: A critical ethnographic study in three Jamaican schools. <i>Language Policy</i>, 13(3), 221–242. https://doi.org/10.1007/s10993-013-9311-x</p> <p>In Class Peer Review of Final Papers: 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><i>Due: Bring drafts of final papers to class for peer review!</i></p> <p><i>Note: Looking Ahead – Final presentations are next week & papers due the following week.</i></p>

<p>Class #14 May 3</p>	<p><i>Application of Research in SLA & Bilingualism in Global Settings</i></p>	<p><i>“Pulling it All Together”: SLA, Bilingualism, “Global Fluency,” and your professional work as educational leaders</i></p> <p><i>In Class Sharing:</i> Presentations of Research Projects and Studies</p> <p><i>Interactive Discussion:</i> Synthesizing discussion addressing an agenda for ongoing research in SLA. Bring to the forefront of the discussion your role as educational leaders from a critical L1/L2+ Global Perspective.</p> <p><i>Note: Remember to complete the Course Evaluation online!</i></p>
<p>Final Paper May 10</p>	<p><i>Applying Language Acquisition Research</i></p>	<p><i>Due by May 10: Your final paper due to instructors. Please send electronically as an email attachment to both Dr. Fox and Dr. Shin.</i></p>

Guidelines for Discussion Leader

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 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 Global Education, including second language acquisition research, language and power, historical perspectives in language's role in global 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* 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 with 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 7th for your colleagues

Written Reading Reflections (2 pages)

Writing about what you have read is a useful way to synthesize your learning. In the reading reflections, you will respond to the assigned academic readings to discuss the ways in which these readings capture your growing perspectives on SLA with a critical international perspective emerging from course readings and discussions.

While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion of ideas. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own life experiences.

While the response should provide evidence that you did the reading **it should not simply be a summary of the reading**. You should start with a brief summary of the readings. Then you should use one or more of these strategies to respond to the reading:

- Apply the readings to your own experience as a person, professional, student (past or present), educator, and/or scholar.
- Express your opinion on the ideas presented in the reading
- Evaluate the validity of the information and ideas expressed in the reading
- Reflect on challenges to your beliefs/attitudes/worldview

**Written Reading Reflection
Rubric**

Criteria	No Evidence	Emerging Limited evidence	Developing Somewhat clear evidence	Accomplished Clear, convincing, substantial evidence
	1	2	3	4
1. Organization and Structure	Response had no summary and didn't use one of the readings response strategies. 1	Response had no summary and/or didn't use one of the reading response strategies. 2	Response started with a summary but didn't use one of the reading response strategies. 3	Response started with a concise summary and used one (or more) of the reading response strategies. 4
2. Depth of Understanding	Response didn't make sense and didn't show an understanding of the reading. 1	Response didn't make sense and/or didn't show an understanding of the reading. 2	Response reflected an effort to make sense of the reading and respond to it. 3	Response showed deep understanding of the reading. 4
3. Critical Thought and Reflection (x2)	Response did not show critical thought and reflection; writing did not demonstrate new insights, originality, inferences, synthesis, or analysis of reading. 2	Response did not show critical thought and reflection; writing demonstrated few or no insights, originality, inferences, synthesis, or analysis of reading. 4	Response showed some critical thought and reflection; writing demonstrated some insights, originality, inferences, synthesis, or analysis of the reading. 6	Response showed critical thought and reflection; writing demonstrated personal insight, originality, inferences, synthesis, and analysis of the reading. Shows inter-textual references from other readings. 8
4. Timeliness and Accuracy (including APA format)	Response was late; was not formatted correctly; and had many errors. 1	Response was late; was not formatted correctly; and/or had many errors. 2	Response was on time; had some format issues; had some errors. 3	Response was on time; was formatted correctly; used APA format accurately; had few errors. 4

**EDUC 879 Performance-Based Assessment
Rubric**

Elements	Unsatisfactory 1 D – F	Emergent to Good 2 C	Very Good 3 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 you have selected is stated clearly, and examples and/or justification for its need are well articulated
Connections to Literature and Research	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 12 course readings incorporated; provides a solid context of global perspectives through references of SLA, international-mindedness, & other course themes/readings through additional references
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 or 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 multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	Few 879, or other, references are used in the study; there are multiple APA irregularities. Study is minimally shared with class members or is not ready for dissemination	Some 879, or other, references and additional references are included; some APA irregularities may be present. Study is generally organized when shared with the class members and is generally ready for dissemination	A strong, representative number of 879 and complementing references are clearly and accurately incorporated and are in accurate APA (7 th ed) style. Study is clearly organized when shared with the class members and is ready for dissemination.

<p>Language & Writing</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Author makes no, or very few, errors in grammar, spelling or mechanics.</p> <p>Uses language masterfully to express ideas.</p> <p>Writing is clearly at the graduate level and shows careful editing.</p>
<p>Critical Reflection</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 <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.</p>