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

EDUC 882 – Section DL1
Second Language Acquisition: Theory, Research, and Practice
3 Credits – Spring 2023
Tues 4:30 PM – 7:00 PM

FACULTY

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

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

Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus **There is also a special document COVID Syllabus Addendum located in the Syllabus tab.**

Course Overview
This course examines the theoretical foundations of second language acquisition through focus on linguistic, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students. Major theoretical approaches are introduced to SLA for doctoral students interested in conducting research in the areas of Emergent Bi/Multilingual Learners (EML) and World Language education. The course is aimed at identifying some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired and the profound impact witnessed across multiple landscapes. We explore theoretical foundations of SLA through teaching and learning research, practices, and realities as they relate to diverse learners. We investigate relevant findings in linguistic, anthropological, socio-cultural research and their implications in research.
Topics included are: The Linguistics and Psychology of SLA, Language Diversity and Language

Contact in the US, Key Theories and Frameworks in SLA, Constructivist Perspectives on Language Learning, Social Class and Justice, Equity and Education: Global perspectives, Language Attitudes in Professional Context and Societal Treatment studies – COVID's Impact, Translanguaging and Code Switching, Research on Englishes around the world, and Digital Learning and SLA.

Course Delivery Method

Invite Link

https://gmu.zoom.us/j/97320900202

This course will be delivered online using a synchronous format via Zoom and/or Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1/17/2023. **Under no circumstances, may 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.**

Each Friday I will post an announcement on Blackboard that will direct you to the coming week's Module/Agenda. These weekly announcements are VERY important for your success in the course. Material will be suggested to you for readings, Discussion Board (DB) tasks, general observations from your required work will be shared, and deadlines and mini-assignments that are part of your grade will be provided. Please ensure that you are RECEIVING and READING these each week.

All assignments should be turned in on the due date indicated in the schedule via Blackboard. The submission deadline for assignments is indicated. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get 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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  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. Late work will not be accepted based on individual technical issues.
- 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.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via 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 you are not competing with classmates, but sharing information and learning from others. All faculty 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.

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

- *Student Presentations* (student directed presentations and discussions);
- *Discussions* (active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning* (small group guided learning interactions emphasizing learning from and with others);
- *Guest lectures;*
- *School/education-based research*

Learner Outcomes or Objectives:
This course is designed to enable students to do the following:

1. Address major theoretical approaches relevant to second language acquisition (SLA) as they relate to conducting research in the areas of Emergent Bi/Multilingual Learners (EML) and World Language education.
2. Examine theoretical foundations of SLA through teaching and learning research, practices, and realities as they relate to diverse learners.

3. Investigate relevant findings in linguistic, anthropological, sociological, psychological, and socio-cultural research and their implications for education classroom research, policy, and practice.
4. Situate the theoretical foundations of SLA through focus on linguistic, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students.
5. Identify some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired and the profound impact witnessed across multiple landscapes.
6. Explore theoretical foundations of SLA through teaching and learning research, practices, and realities as they relate to diverse learners.
7. Examine their immediate local educational context in light of demographic pattern shifts in teaching and learning in multicultural settings as it pertains to diversity practices and policies in teacher education.
8. Explore bilingualism and biculturality and their impact on today's multilingual/multicultural classrooms.
9. Situate current pedagogy and its efficacy on reaching all culturally, cognitively, and linguistically diverse learners.
10. Consider the implications of bilingualism/biculturalism, multilingualism, and their impact in teaching and learning
11. Situate one's research within the field through a survey of second language/bilingual research/theoretical perspectives
12. Design research instruments and gather classroom or field data with consideration to the social, cultural and institutional contexts of the research project and classroom
13. Analyze and interpret data from multiple sources and draw interpretive conclusions that may suggest future research/educational policy and/or implications for L2 pedagogy.

Professional Standards:
Not applicable.

Required/Recommended Texts:

Author	Title	Publisher	Edition	ISBN	Recommended/Required/ E-reserve
Potowski, K. (Ed.)	Language diversity in the USA.	Cambridge Univ	1st	978-0-74533	Rec
Garrett, P.	Attitudes to language.	Cambridge Univ	1st	978-0-521-75917-5	Rec
Nieto, S.	The light in their eyes	Teachers College Press	10th	978-0-8077-5544	Rec
Provenzo, E. (Ed.)	Critical issues in education: An anthology of readings	Sage Publications	1st	1-4129-0477-3	Rec
Van Patten, B., & Benati, A.	Key terms in second language acquisition.	Continuum International Publishing Group	2nd	978-0826499158	Rec
Saville-Troike	Introducing Second Language Acquisition	Cambridge Univ	3rd	978-1107648234	Required
Keating, G.	Second Language Acquisition: The Basics	Routledge (Taylor & Francis)	1st	978-1138500891	Required
Mitchell, R., Myles, F., & Marsden, E.	Second Language Learning Theories	Routledge	4th	9781138671416	Required
Freeman, David E.	Between Worlds: SLA in Changing Times	Heinemann	4th		E-reserve – Chpt 6
Benson, Phil	Language Learning Environments: Spatial Perspectives on SLA				E-reserve

RECOMMENDED TEXTBOOKS:

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

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

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

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

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

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

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

Garrett, P. (2010). *Attitudes to language*. Cambridge: Cambridge University Press.

Genesee, F., Paradis, J., Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore: Paul H. Brookes.

Griffler, J., & Varghese, M. (2004). *Bilingualism and language pedagogy.* Ontario: Multilingual Matters.

Haley, M. & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach*. New York: Allyn & Bacon.

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

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

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

Nieto, S. (2010).*The light in their eyes*. New York: Teachers College Press.

Norton, B. (2000). Identify and language learning: Gender, ethnicity and educational Change. London: Longman.
Perez, B., & Torres-Guzman, M. (2002). *Learning in two worlds: An integrated spanish/english biliteracy approach.* 3rd edition. New York: Allyn & Bacon.

Potowski, K. (Ed.) (2010). *Language diversity in the USA*. Cambridge: Cambridge University Press.

Provenzo, E. (Ed.) (2006). *Critical issues in education: An anthology of readings*. Thousand Oaks, CA: Sage Publications.

VanPatten, B., & Benati, A. (2018). *Key terms in second language acquisition*. (2nd ed.). Continuum International: New York, NY.

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

Course Performance Evaluation

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

Assignments and/or Requirements

1. Required Readings: Written reactions (3) -- To be submitted to BlackBoard
2. Lead an interactive discussion on topic of your choice and provide a reading for the class
3. Language Data Collection and Analysis
4. Final Project – The Research Proposal

Other Requirements
Students will be expected to...

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

2. Complete all assignments on time.

Course Performance Evaluation Weighting

+ Class Attendance and Participation   **10 points**
+ Required Readings: Written reactions (3)   **20 points**
+ Lead an interactive discussion on topic of choice   **20 points**
    and provide one reading for class
+ Language Data Collection and Analysis   **20 points**
+ Final Project – Research Proposal   **30 points**

Assignments and Due Dates

Assignment Description	Grade %	Due Dates
Class Attendance and Participation	10%	Every week
Required Readings & Written Reactions (3 total)	20%	Individual selected dates
Interactive Discussion Leader & one reading on Topic of Choice	20%	Individual selected date
Language Data Collection & Analysis	20%	March 28, 2023
Research Proposal – Final Project	30%	May 2, 2023

Grading

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

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

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

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

Honor Code & Integrity of Work

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

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

Late Work Policy

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

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

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

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

PROPOSED EDUC 882 SPRING 2023 CLASS SCHEDULE
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic/Learning Experiences	Readings and Assignments
1/24	Introduction to course	
1/31	Introducing SLA & Foundations of SLA	Saville-Troike Chapters 1-2
2/7	The Linguistics and Psychology of SLA	Saville-Troike Chapter 3-4
2/14	Language Diversity and Language Contact in the US	Posting on Bb - Potowski
2/21	Second Language Learning The Recent History of SL Learning Research	Mitchell, Myles, & Marsden: Chapters 1 & 2
2/28	Cognitive Approaches to SL Learning Sociocultural Perspectives on SL Learning	Mitchell, Myles, & Marsden: Chapters 5 & 8
3/7	Constructivist Perspectives on Language Learning	3 Articles posted in folder
3/14 SPRING BREAK		
3/21	1) Language Attitudes in Professional Context and Societal Treatment studies – COVID's Impact 2) How can schools provide equitable education?	1) Posting on Bb 2)Freeman article – Leganto e-reserve
3/28 Language Data Collection & Analysis Due	1) Translanguaging and Code Switching 2) Space and SLA research by Benson	1) Posting on Bb 2) Leganto e-reserve
4/4	Research on Englishes around the world	Posting on Bb
4/11	Final Overview of SLA: The Basic Ingredients	Keating first half
4/18	SLA: The Basic Ingredients	Keating second half
4/25	Digital Learning and SLA	Posting on Bb
5/2	Presentation of Final Projects	

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 https://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 https://ds.gmu.edu/).

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to 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, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 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/ .

INCLIMATE WEATHER POLICY:
In case of snow, hurricanes, other bad weather, or security emergencies, call 703-993-1000 or go to *www.gmu.edu* for information on class cancellations and university closings.
I will notify you no later than 3:00 PM via Blackboard if class is cancelled due to weather.
Also, we may utilize virtual class meeting(s) when circumstances dictate. Please refer to the PowerPoint on BlackBoard Collaborate posted in Course Content.

GUIDELINES & PERFORMANCE-BASED RUBRICS

Lead Interactive Discussion on a Topic of Your Choice – 20 Points (See the list)
Individual or Pair

All articles must be clearly identified in APA (7th edition - 2019) style.

1. Each student will sign up to lead the in-class discussion on one topic listed in the course syllabus. You must further research the topic and locate at least one research article, book chapter, or monograph, etc. on the topic. This must be distributed to the class and professor no later than one week prior to your presentation. This may be done in an electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such as Google docs/slides, Jamboard, Canva, PowerPoint, Kaltura/video, slides, or photos. Be sure to prepare a handout as a reference or guide. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts. You must include the *purpose* of the study and the nature of the research questions or hypotheses. Outline the *method* used so as to determine if the study was qualitative or quantitative in design. Also, as applicable, attend to how each variable was measured. Finally, describe the results of the study and conclusions drawn by the researcher(s).

2. You will complete a self-assessment rubric and our class will peer-assess your presentation and email to you, copying the professor.

3. It is expected that students will have read the article and grappled with the concept(s) before each presentation. Your handout may include additional resources ("must reads") or a summary of the most salient features.

4. Possible topics include: (Feel free to identify a topic not listed here!)

Constructivist perspective on language learning
Social Class and Justice, Equity and Education
Global perspectives
Language Attitudes in Professional Context and Societal Treatment studies
COVID's Impact
Research on Englishes around the world
Digital Learning and SLA.
Multiliteracies and Critical Literacy

Code-switching and Translanguaging
Current perspectives on the dynamic, fluid, non-linear development of L2 language and
literacy practices
Sociocultural perspectives on language learning
Sociolinguistic, Discourse, Strategic & Social Competence

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Leader of Interactive Discussion on Topic of Your Choice – Individual or Pair
Name_____   **Date**_____

Scoring Rubric

Criteria **20 Points Total**	Little or No Evidence **1**	Beginning (Limited evidence) **2**	Developing (Clear evidence) **3**	Accomplished (Clear, convincing, substantial evidence) **4**	Score
Lead in-class discussion	Did not complete task	Preparation was limited	Lead discussion with confidence	Lead discussion with expertise	
Locate at least one article, book chapter, or monograph	Located fewer no other resources	Located fewer than one resource	Located the one article, book chapter or monograph	Located additional resources and expanded resources	
Used visual aids such as PowerPoint, video, slides, or photos	Did not use any visual aides	Used only minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
Prepared a handout as a reference or guide	Did not prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	
Prepared an interactive activity to illustrate some of the concepts	Did not prepare an interactive activity	Interactive activity was limited in scope and depth	Interactive activity was meaningful and beneficial	Interactive activity was creative and closely aligned to topic being presented	
Total Number of Points					

Comments:

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Dr. Marjorie Hall Haley

EDUC 882: Section DL1

1. **Appreciative comment:** I really liked (fill in the blank) about your presentation. A phrase/something that jumped out to me was….

2. **Create a Scene:** I heard something about (fill in the blank) in your presentation, and I'm curious to hear more about that. Is there a specific incident that comes to mind?

3. **Clarification:** It sounds like you're talking about (fill in the blank). Is this right, or did you mean something else?

4. **Support:** Is there anything else you would like us to give you feedback on?

Final Project – The Research Proposal – 30 Points
Individual Only
Due May 2, 2023

The Research Proposal will require identifying some aspect of SLA that you would like to learn more about or possibly study for your dissertation, reading at least 3-5 articles for a short literature review, and writing a proposal for a study. You will write a paper that explains the **purpose** of the study, provides a short **review of the literature**, presents your **research questions or hypotheses**, describes the **methodology**, and briefly tells potential **implications and applications.** Note: the bolded items above indicate sections that must be included. There is no page limit.

Students are to write a 1-2 page rationale on the selection of your topic. Reflect on why this topic is relevant and in what way it will support the existing corpus of literature and/or your own current educational circumstance. **Due: March 28, 2023**

Your final project may take the form of:
1. An article being prepared for publication
2. An action research study
3. An IRB proposal/application
4. A presentation prepared for a state, regional, or national conference
5. A critical analysis of a particular topic with a dialogic perspective
6. Other options

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The Research Proposal

Name_____ Date_____

Criteria 30 points	Little or No Evidence 1	Beginning: Does not adequately meet expectations 2	Developing: Meets expectations adequately 3	Accomplished: Strongly meets expectations 4	Score
Review of Literature References/Citations	Review of Literature No references or incorrect references	Review of Literature Few references or some incorrect references	Review of Literature Uses citations & references to provide the theoretical basis of the final project	Review of Literature Use of citations and references indicate substantial research	
Purpose of the Study Mechanics/Writing	Purpose of the Study Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.	Purpose of the Study Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Purpose of the Study Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Purpose of the Study Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	
Research question(s) or hypothesis Vocabulary	Research question(s) or hypothesis Apparent confusion with the use of technical vocabulary	Research question(s) or hypothesis Simplistic and/or unclear language	Research question(s) or hypothesis Effective language	Research question(s) or hypothesis Rich and precise language	
Methodology Clarity	Methodology No apparent logical order of presentation, unclear focus.	Methodology Content is loosely connected, transitions lack clarity.	Methodology Sequence of information is well organized for the most part.	Methodology Development of topic/thesis is clear. Information is presented in a logical, interesting sequence.	
Implications and Applications Content: subject	Implications and Applications	Implications and Applications	Implications and Applications	Implications and Applications	

knowledge, mechanics	Research is unclear and information appears randomly chosen	Content is loosely connected.	Information relates to a clear review of the literature	Exceptional use of research resources. Abundance of supported materials.	

Comments:

REQUIRED READINGS: WRITTEN REACTIONS
20 Points/3 Papers (6.6 points per paper) - Individual Only

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

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

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

Additional questions you may wish to consider:

How do you connect with this article?
What theories are involved?
What constitutes the concepts?
What paradigm does this come from?
What are the assumptions working in this paradigm?
How is new knowledge constructed here?
What theoretical framework does this come from?

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

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

Criteria	Little or No Evidence	Beginning: Does not adequately meet expectations	Developing: Meets expectations adequately	Accomplished: Strongly meets expectations	Comment/ Points .825
SLA Implications for Bilingualism/Biculturalism/ Multiculturalism, Multilingualism, and their impact on teaching and learning	No evidence of SLA implications and their impact on teaching & learning	Scarce evidence of SLA implications and their impact on teaching & learning	Some evidence of SLA implications and their impact on teaching & learning	Strong evidence of SLA implications and their impact on teaching & learning	
Situates one's own research interest(s)	No evidence of situating one's own research interest(s)	Scarce evidence of situating one's own research interest(s)	Some evidence of situating one's own research interest(s)	Strong evidence of situating one's own research interest(s)	
Demonstrates how this research implicates future policy for L2 pedagogy	No evidence of demonstrating how this research implicates future policy for L2 pedagogy	Scarce evidence of demonstrating how this research implicates future policy for L2 pedagogy	Some evidence of demonstrating how this research implicates future policy for L2 pedagogy	Strong evidence of demonstrating how this research implicates future policy for L2 pedagogy	
Identifies SLA or other germane theories	No evidence of identifying SLA or other germane theories	Scarce evidence of identifying SLA or other germane theories	Some evidence of identifying SLA or other germane theories	Strong evidence of identifying SLA or other germane theories	
Cites theoretical framework(s) aligned with this research	No evidence of citing theoretical framework(s) aligned with this research	Scarce evidence of citing theoretical framework(s) aligned with this research	Some evidence of citing theoretical framework(s) aligned with this research	Strong evidence of citing theoretical framework(s) aligned with this research	
References/Citations	No evidence	Weak evidence	Some evidence	Strong evidence	
Mechanics/Writing	No evidence	Weak evidence	Some evidence	Strong evidence	
Clarity	No evidence	Weak evidence	Some evidence	Strong evidence	

Possible points: 6.6 Total points earned:_____/6.6
Overall comments:_____

LANGUAGE DATA COLLECTION AND ANALYSIS – 20 Points
Individual or Pair – Due March 28, 2023

This assignment will require you to get two language samples from a second/multi language speaker, eliciting the language in two different ways. You will then analyze some aspect of the language and, in a short paper (no more than 5-7 pages), describe how the language differs between the two samples. You may work individually or in pairs to collect, record, and analyze oral and written language samples from an individual in their current teaching, personal, or civic environment. You will provide a written commentary connecting this experience to course readings, SLA research and theory.

Steps:

Part I

Introduction – Provide a description of who the person (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted. Be sure to secure written permission from the person before you start.

Part II –

Analysis of the Oral and Written Language Samples

1) After you have obtained your language sample, analyze the **oral language sample (no more than 10 minutes).** Listen to or watch the video, of the language sample several times.

2) Make notes about what you hear/see about the language sample participant.

3) Record/jot down your preliminary impressions. What observations can you make about the individual based only on this oral sample? Does this sample tell you all you need to know about this person? Why or why not?

4) Consider the following: Communicative competency and functional proficiency, BICS & CALP, Code-Switching or Translanguaging, Body language (e.g., hand movements, proximity, eye contact), Grammatical errors or error patterns, Filling gaps between words individual does not know or remember, examples of common errors, relationship between L1 and L2, dropping the endings of words, confusion among articles (an, an, the), pronoun usage, verb tense errors, level of self-awareness: L2 strengths and weaknesses, self-correction in the L2.

5) **Writing sample** – Ask the individual to please provide a half page writing sample. Use a generic writing prompt such as "Describe your favorite pastime activity" or "What is your favorite book/movie/game and why?" Use the list above (#4) to analyze the writing sample.

Part III

Individual Reflections – One from each person

In the final section, you will write your own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching. Tell about what **you** learned through this project, and how you have made personal and professional connections to our readings as a result of conducting this study.

Connections you have found important to course content and its application to the classroom setting:

- Thoughts on how you might use this process, or portions of this process, in the future.
- How this knowledge might contribute to your role as classroom teacher or facilitator.
- What you perceive to be the professional and personal strengths you were able to contribute to the work. Will this self-knowledge serve you in the future? How?

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

Student(s) Name:_____ Date:_____

Criteria	Little or No Evidence 1 Point	Beginning: Does not adequately meet expectations 2 Points	Developing: Meets expectations adequately 3 Points	Accomplished: Strongly meets expectations 4 Points	Comment/ Points
Introduction Description of who the person is; criteria for selecting the participant; setting in which the sample was conducted.	No evidence of who the person is; criteria for selecting the participant; setting in which the sample was conducted.	Scarce evidence of who the person is; criteria for selecting participant; setting in which the sample was conducted.	Some evidence of who the person is; criteria for selecting the participant; setting in which the sample was conducted.	Strong evidence of who the person is; criteria for selecting the participant; setting in which the sample was conducted.	
Analysis of the Oral & Written Samples What observations can you make about the individual based only on this oral sample? Does this sample tell you all you need to know about this person? Why or why not?	No evidence of Analysis of the Oral & Written Samples	Scarce evidence of Analysis of the Oral & Written Samples	Some evidence of Analysis of the Oral & Written Samples	Strong evidence Analysis of the Oral & Written Samples	
Individual Reflections your own thoughts and assessment of the experience, a reflection on the process, and its implications for teaching. Tell about what **you** learned through this project, and how you have made personal and professional connections to our readings as a result of conducting this study.	No evidence of Individual Reflections	Scarce evidence of Individual Reflections	Some evidence of Individual Reflections	Strong evidence of Individual Reflections	
References/Citations	References/Citations do not conform to APA	Most references citations	There are minor formatting	References/citations conform to APA style.	

	style and/or are missing essential information.	conform to APA style but some minor errors.	errors in the document's references/ citations.		
Mechanics/Writing	Poorly written with numerous spelling, grammatical, and/or punctuation errors. A number of major and minor grammatical mistakes. Significant APA errors, or not in APA format and style. Final paper lacks organization or clarity.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing. Significant APA errors. Lacks organization or clarity.	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns. Clear evidence of regular revision and proofing. Referencing done in correct APA style.	

Possible points: 20   Total points earned:_____/20
Overall comments: _____

STUDENT BIOGRAPHICAL INFORMATION

Please Submit via email (mhaley@gmu.edu)!

Name:_____

E-mail address: _____

Home phone: _____ Work phone:_____

Home
address:_____

GMU Program:_____ Pre-Dissertation Advisor_____
Year admitted:_____ Expected completion year_____

Currently teaching?_____ If yes, where, what, and for how long?
_____

Language(s) you speak/read/write_____
Level(s) of proficiency_____

Travel experience?_____ Where?_____
For how long?_____

Career goals:_____

What you hope to gain from this from this class:
_____
_____
_____

Favorite leisure/pastime activities:
_____
_____
What do you do for self-care?_____