

George Mason University
College of Education and Human Development
Graduate School of Education

EDCI 516-001
BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH
Fall 2005

Professor:	Jorge P. Osterling
Class Day & Time:	Tuesdays, 7:20 – 10:00 p.m.
Class Location:	Thompson Hall, Room 107
Contact Information & Office Hours	
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COURSE OUTLINE

A. Course Description:

Examines research in first and second language acquisition, including the interaction of a bilingual person's two languages, with applications for the classroom. [GMU Catalog, 2005-2005. p. 395].

B. Course Delivery:

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Instruction includes:

- *Presentations* (i.e., lectures,/lecturettes assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures*;
- *Student presentations*;
- *Video presentations*;
- *Blackboard 6™* web-based course management system.

The seminar format of EDCI 516 requires the active participation of all students. As an experiential course, it is structured around discussion, hands-on activities, and small group projects. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings. Students should be prepared to discuss the content readings in class and on the class Blackboard site in relation to teaching culturally and linguistically diverse students in

grades PK-12, as well as to ask questions for clarification, exploration, or discussion. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, students will also be expected to regularly post emergent thoughts and responses on the class *Blackboard* site and should thus have regular access to a computer with internet access.

* Students are expected to use a personal computer for preparing course requirements and teaching materials.

C. Professional standards:

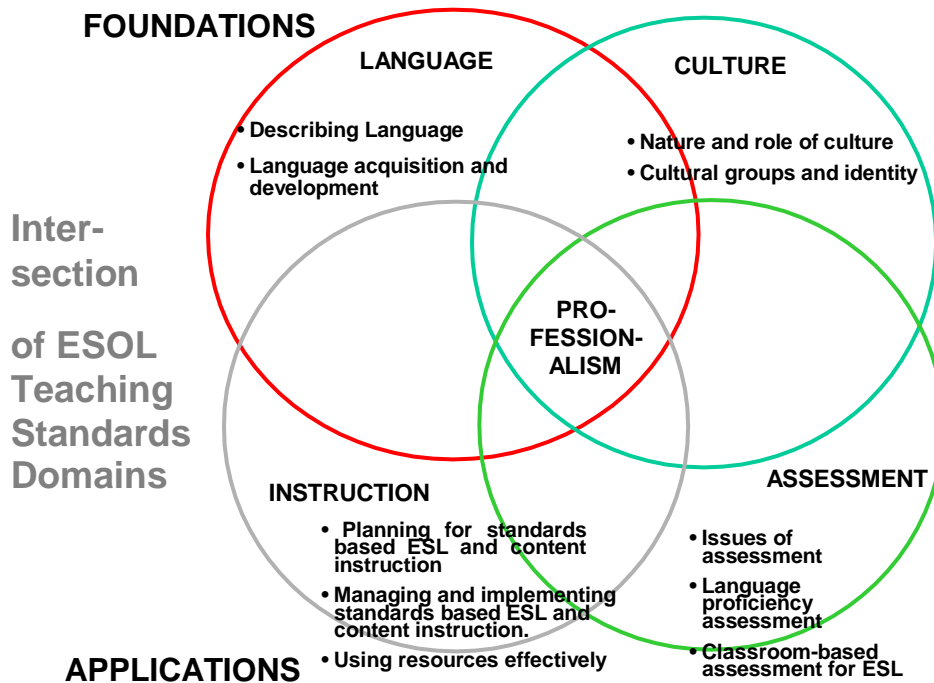
EDCI 516 meets the following NCATE/ TESOL Standards for Teacher Preparation:

Language - 1a (describing language), 1b (language acquisition and development).

Assessment - 4b (language proficiency assessment)

Professionalism - 5a (ESL Research and History), 5b (partnership and advocacy).

Below is a visual representation of how the five NCATE/ TESOL domains and standards are interrelated.



For a complete description of the National Council for Accreditation of Teacher Education (NCATE) / Teachers of English to Speakers of Other Languages (TESOL) Standards, please go to the following web site:

<http://www.ncate.org/public/standards.asp> and look under *Program Standards and Report Forms*, then *English as a Second Language (ESL)*

D. Course Outcomes:

Students completing EDCI 516 will be able to:

1. Understand language as a system and demonstrate a high level of competence in helping second language learners (ESL/EFL/WL) acquire and use their L2 in listening, speaking, reading, and writing for social and academic purposes (NCATE/ TESOL 1a).
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.(NCATE/ TESOL 1b).
3. Know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of second language learners (ESL/ EFL/ WL) (NCATE/ TESOL 4b).
4. Demonstrate knowledge of history, research, and current practice in the field of second language acquisition and apply this knowledge to improve teaching and learning (NCATE/ TESOL 5a).
5. Collaborate with and be prepared to serve as a resource to all staff, including paraeducators and teacher aides, to improve learning for all second language students (NCATE/ TESOL 5b).
6. Articulate and defend a personal Philosophy of Education appropriate to the personal and social needs of students from diverse cultural/linguistic backgrounds. (NCATE/ TESOL 1, 3b, 4, 5b).

E. Relationship to Program Goals and Professional Organizations

EDCI 516: Bilingualism and Language Acquisition Research is a 3 credit course designed to meet the needs of graduate students who are seeking a Master's degree in Curriculum and Instruction, with tracks in bilingual/multicultural education, foreign/world language education, and teaching English as a second language. It is one of the first courses of the master's degree and licensure programs and is required of all program participants.

The *EDCI 516* relationships to George Mason University's College of Education and Human Development (CEHD) program goals includes:

1. *Knowledge base for teaching in the second language classroom.* Learn the fundamental concepts of the knowledge base pertaining to ESL, English for Speakers of Other Languages, and the teaching of other second and foreign languages; second language acquisition, psycholinguistics, sociolinguistics, pragmatics, and language pedagogy.

2. *Utilization of research.* EDCI 516 students should be able to understand and critically evaluate second language learning theories and engage in systematic investigation of the knowledge base to inform their own or others' teaching practices.
3. *Classroom teaching.* EDCI 516 students should be able to plan and manage a second language class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics. For this purpose, they will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4. *Curriculum.* Students will develop the skills needed to design, implement and evaluate a second language teaching program. They will be able to conduct an analysis of culturally and linguistically diverse students' needs; set course goals and objectives; design and revise tests; select, adapt and create appropriate teaching materials; and evaluate the program overall or at the classroom level.

EDCI 516 follows the guidelines and recommendations made by:

The American Council on the Teaching of Foreign Languages	ACTFL
Teachers of English for Speakers of Other Languages	TESOL
The National Association for Bilingual Education	NABE
The National Association for Multicultural Education	NAME

TESOL, ACTFL, NABE, and NAME, are the largest professional organizations that specialize in research on working with culturally and linguistically diverse populations and foreign/second language learning and acquisition. They embrace and celebrate cultural and ethnic diversity as a national strength that enriches society and rejects the view that diversity threatens the fabric of society. ACTFL and TESOL have the more specialized mission of developing the expertise of their members and other educators involved in teaching second/world languages. This mission encourages the fostering of an effective learning environment, accomplishing the goal of effective communication in diverse settings, and respecting an individual's rights and needs.

F. Texts and Resources:

Required Texts:

Baker, C. (2002). *Foundations Of Bilingual Education And Bilingualism*. (3rd ed). Clevedon, UK: Multilingual Matters.

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Woodside, NY: Bastos Educational Books.

Tse, L. (2001). *"Why don't they learn English?" Separating fact from fallacy in the U.S. language debate*. New York: Teachers College Press.

EDCI 516 uses handouts, videos, and several journals, including among them: *NABE News*, *Studies in Second Language Acquisition*, *CALICO* (Computer Assisted Language Instruction Consortium).

Additional required and optional readings will be available from the Fenwick Library **E-Reserves**. From the GMU Library Home page <http://library.gmu.edu/> pull down the Library Quick Links Menu and select e-reserves. Click on Search Electronic Reserves. Course: EDCI 516 – 001. Instructor: Osterling. Password: chalk.

GMU Electronic Reserves. Reading package available:
<http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi>

Course: EDCI 516-001
Osterling, Jorge
Password: chalk

An up-to-date Helpful Resources and References List will be made available under Course Documents on the class Blackboard site.

Recommended Books:

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

[**Note:** All papers and professional writing in the GMU Graduate School of Education follow the APA Style Manual (Fifth Edition).]

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

Ellis, R. (1997). *The study of second language acquisition*. New York: Oxford University Press.

Nieto, S. (2002). *Language, culture, and teaching: Critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.

Tse, L. (2001). *"Why don't they learn English?" Separating fact from fallacy in the U.S. language debate*. New York: Teacher College Press.

G. Course requirements, performance-based assessment, and evaluation criteria:

H.

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
In-class and On-line Participation and Readings	<ul style="list-style-type: none"> • Informed participation and attendance at all classes is expected. • All readings and assignments are to be completed prior to class. • Active and informed participation in class and in electronic discussions based on your readings and experiences is required. • Under extraordinary circumstances, students must inform instructor of the need for an absence from class. <p><i>NCATE TESOL Standards: 1a, 1b, 4b, 5a, 5b.</i> <i>ACTFL NCATE Standards: 3a, 4a, 6a</i></p>	20 percent	Each class meeting
Critical Journal Response <i>(Theory & Research)</i>	<ul style="list-style-type: none"> • A critical analysis of the reading in light of contemporary issues and research. • Using traditional and on-line sources, students will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), class activities, and its connection to their own personal/ professional classroom experiences. <p><i>NCATE TESOL Standards 1b, 2a & 2b</i> <i>ACTFL NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Hard Copy (10 October) Session Eight)
Philosophy of Education <i>(Professionalism, Theory, & Research)</i>	<ul style="list-style-type: none"> • Students will draft and update a philosophy of teaching that reflect their understanding of and commitment to the critical issues related to teaching second language learners. <p><i>NCATE TESOL Standards 1, 3b, 4, 5b</i> <i>ACTFL NCATE Standards 2a, 2b, 6b</i></p>	20 percent	Hard Copy (15 November) Session Eleven
Language Analysis Project and Presentation (Theory, Research, Professional Collaboration & Practice)	<ul style="list-style-type: none"> • Groups of four students will collaboratively work to record, and analyze an oral and written language sample from a language learner. • All participants will share their LAP project in class. Project presentations will be peer and instructor reviewed. <p><i>NCATE TESOL Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i> <i>ACTFL NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b</i></p>	45 percent	Two Hard copy of project to be handed on last day of class. (December 6)

CRITERIA/ SCORE	NO EVIDENCE LITTLE OR NO EVIDENCE	BEGINNING: DOES NOT ADEQUATELY MEETING EXPECTATIONS LIMITED EVIDENCE	DEVELOPING: MEETS EXPECTATIONS ADEQUATELY. CLEAR EVIDENCE	ACCOMPLISHED STRONGLY MEETS EXPECTATIONS. CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	SCORE
	0 points	2 points	3 points	4 points	
1					
2					
3					
4					
TOTAL POINTS					

GRADING SCALE	
A+	4.0 (Satisfactory/ passing)
A	4.0 (Satisfactory/ passing)
A-	3.67 (Satisfactory/ passing)
B+	3.33 (Satisfactory/ passing)
B	3.0 Satisfactory/ passing)
B-	2.67 * Satisfactory/ passing
C	2.00 Unsatisfactory/ passing
F	0.00 Unsatisfactory/ Failing
* Note: Students are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the graduation application	

Course Schedule: Fall 2005

i. . Schedule of Classes/ Discussion Topics/ Assignments: Fall 2005

Class	Theme/Topic	Required Readings (To be read prior to class)	Assignments for This Date's Class
One Tuesday Aug. 30	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<i>Course Introduction, Syllabus,</i> Readings for the first four classes: Tse, L. (2001). <i>"Why Don't They Learn English?"</i> Collier, V. (1995). <i>Promoting Academic Success for ESL Students.</i>	After class, please subscribe to The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) newsletter by going to: http://www.ncela.gwu.edu/enews/subscribe.htm
Two Tuesday Sept. 6	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	Baker, C. (2001). Chapters 1 and 2, Pp. 1 – 41 Continue reading the above posted readings, and as time permits, the following are <u>highly</u> recommended: McLaughlin, B. (1992). "Myths and misconceptions about second language learning" found at: http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States" found at: http://www.cal.org/NCLE/Digests/Myths.htm	Group activity: first draft, my Philosophy of Education. Begin to participate in our EDCI 516 site on <i>Blackboard 5</i> electronic discussion forum. Begin to formulate your thoughts about teaching and learning in the second language classroom. During this week and next, please post your current thoughts and beliefs about teaching (your emergent Philosophy of Education) in GMU's <i>Blackboard 5</i> electronic discussion forum in the space provided. http://blackboard.gmu.edu

<p>Three Tuesday Sept. 13</p>	<p>Continuing: SLA Research and its implications for classroom practice</p> <p>In-class Video: American Tongues (with debrief)</p>	<p>Debrief of the Tse book (should be completed by this class) using the Critical Journal Response format in your syllabus</p> <p>Consult the following in preparation for the video: http://www.cofc.edu/~jacobs1/AmericanTongues.htm</p> <p>Recommended reading: Crandall, J. (2003). They DO speak English: World Englishes in U.S. Schools.</p> <p>Introduction to the Critical Journal Response – format and article selection.</p>	<p>Be sure you have completed Tse by this evening's class.</p> <p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Four Tuesday Sept. 20</p>	<p>The TESOL and FL/WL Standards</p> <p>Guest Speaker (TBA)</p>	<p>The ESL Standards for Pre-K-12 Students http://www.tesol.org/s_tesol/seccss.asp?CID=95&DID=1565</p> <p>The Foreign/World Language Standards for PK-12 Students http://www.actfl.org (from Home page, click on Publications, and then select Standards for Foreign Language Learning : Executive Summary)</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Five Tuesday Sept. 27</p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p> <p>Language Analysis Project</p>	<p>Part I: L1 & L2 Research and Children Debrief of the Collier Monograph</p> <p>Part II: Introduction of the Language Analysis Project [Sign up at Break for LA Project groups]</p> <p>Readings: Baker, C. (2001). Chapter 5, pp. 85-106; Chapter 6, pp. 110-117. Be sure the Collier Monograph is completed.</p> <p>Optional readings: Wong-Fillmore, L. (1991). Second-language learning in children: A model of language learning in social context. In Bialystok, E. (Ed.), <i>Language Processing in Bilingual Children</i> (pp. 49-69). New York: Cambridge University Press.</p> <p>Parker, F., & Riley, K. First language acquisition, 189-213.</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>

<p>Six Tuesday Oct. 4</p>	<p>Adolescents/ Adults and Second Language Acquisition</p>	<p>Thomas, W. P., & Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Washington, DC: CREDE. http://www.crede.ucsc.edu/research/llaa/1.1_conclusions.html</p> <p>Baker, C. (2001). Chapter 6, Pp. 117 - 132.</p> <p>Walqui, A. (2000). Strategies for success: Engaging immigrant students in secondary schools: http://www.cal.org/ericcll/digest/0003strategies.html</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Columbus Day Recess Monday, October 10 Tuesday classes do not meet this week.</p>			
<p>Seven Tuesday Oct. 18</p>	<p>Bilingualism & Cognition Cognitive Theories and the Curriculum</p>	<p>Baker, C. (2001). Chapters 7 and 8, Pp. 134 – 180.</p> <p>Genesee, F. (2000). Brain research: Implications for second language learning.</p> <p>Mid Course Evaluations – in class</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Eight Tuesday Oct. 25</p>	<p>Implications of Learner Similarities/ Differences for the Classroom Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p>Gardner, H. "Multiple intelligences theory: Eight ways of knowing" at: http://www.multi-intell.com http://surfaquarium.com/MI/inventory.htm</p> <p>Suggested: Wong-Fillmore, L. & Snow, C.E. (2000). "What teachers need to know about language" [August 23, 2000] at: http://www.cal.org/resources/teachers</p>	<p>CRITICAL JOURNAL RESPONSE DUE BY EMAIL BEFORE 7:20 PM TODAY (15%)</p> <p>In preparation for this week's presentation on multiple intelligences, you are invited to download the referenced MI Inventory. Please take the MI inventory, and score it yourself.</p> <p>Ongoing: Participate in GMU's <i>Blackboard 5</i> electronic discussion forum.</p>

<p>Nine Tuesday Nov 1</p>	<p>Affective, Social, and Cultural Processes</p>	<p>Collier, V.P. (1995). Review pp. 21 – 29 in particular. Vollmer, G. (2002). Sociocultural perspectives on second language writing. (You may want to begin the readings for class ten.)</p>	<p>Ongoing: Participate in <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Ten Tuesday Nov. 8</p>	<p>Bilingualism and Biliteracy</p>	<p>Baker, C. (2001). Chapters 10, 15, and 16 Snow, C. (2002). www.whyreadingishard.com García, G. (1999). Bilingual children’s reading: An overview of recent research. Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. <i>Educational Leadership</i>, 61(2).</p>	<p>Ongoing: Participate in <i>Blackboard 5</i> electronic discussion forum.</p>
<p>Eleven Tuesday Nov. 15</p>	<p>Politics of Bilingualism: The Socio-political Debate</p>	<p>NCLB & ESEA Reauthorization Baker, C. (2001). Chapters 12 and 18. Peruse Jim Crawford’s Language Policy site http://ourworld.compuserve.com/homepages/JWCRAWFORD/ and the website of English First http://www.englishfirst.org/</p>	<p>MY PHILOSOPHY OF EDUCATION Participate in <i>Blackboard 5</i> electronic discussion forum to support Language Analysis Project.</p>
<p>Twelve Tuesday Nov. 22</p>	<p>School Issues And Special Needs Learners</p>	<p>Baker, C. (2001). Chapter 14 Recommended: Levine, M. (2003). Celebrating diverse minds. <i>Educational Leadership</i>, 61(2).</p>	<p>Work in Language Analysis Groups – continue posting discussion and progress in BB groups</p>
<p>Thanksgiving Recess No Classes November 23-27, 2005</p>			
<p>Thirteen Tuesday Nov 29</p>	<p>Group Presentations</p>	<p>Language Analysis Projects/Team Presentations - Students present language analysis project and discuss lessons learned.</p>	<p>Presentations Language Analysis Project (Course Performance-based Project)</p>

Fourteen Dec. 6	Final Class – Pulling It All Together Course Synthesis	Language Analysis Projects Due /Team Presentations - Students complete presentations of language analysis projects and discuss lessons learned. Course Synthesis and Evaluations.	Presentations Language Analysis Project (Course Performance-based Project) Group written reports with individual personal reflections due (45%).
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J. College of Education and Human Development Statement of Expectations and George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:

The Graduate School of Education (GSE) in the College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

EDCI 516 Critical Journal Response

Due date: October 25

Assignment Aligned with the NCATE/TESOL Standards 1b, 2a, & 2b, And with ACTFL/NCATE Standards 3a, 5a, 6a.

Objective: To engage learners thoughtfully and meaningfully with current writings in the field of second language acquisition research and theory, and to apply their emergent analyses and reflections to classroom practices and application. The reading of current research is important for professional growth and development.

The Critical Journal Response engages students in a thoughtful process that will help them become critical consumers of the second language research literature, and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice. CJRs will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your CJR should be **between 2-5 pages** in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the author*, and how and why you *can or cannot apply* these ideas into your current or future practice.

The response should be comprised of three parts (or levels):

- 1) **Level One: description/article abstract,**
- 2) **Level Two: analysis, application, and interpretation, and**
- 3) **Level Three: reflection** on the content and its meaning to you in your current/future professional role and application to your classroom.

Details to guide you in your analysis process:

**Please give reference of your article and provide a copy for your professor.

Level One – Description/Abstract: A short paragraph. This paragraph **describes** the article and captures its salient points. This tells briefly **what** the article is about, captures the central idea of the article, and provides an overview, or abstract, for your reader.

Level Two - Analysis, Application, and Interpretation of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the theory(ies), core ideas, or research described and discussed in the article. It concerns your interpretation of the material based on the readings we have done in class to date. In this section, utilize **at least three supporting sources (references)** from your readings, using APA style, 5th edition. Cite references at the end of your journal critique on a page entitled References. These citations may be taken from your text, other supporting articles read for class, or articles you may have read on your own or for another class.

Level Three - Reflection: This is a section where you will reflect on what the article means to you and how you connect to it. For example: Why did this article appeal to you, or why did you select this particular article? You should include a section that states what this research, or information in the article, means to you as an educator and how you might use it (or portions of it) in your (future) classroom. You might tell what you would/do **similarly** or **differently**, and **why**, to help students learn. Or, you may want to talk about what you learned through the article that will help you in the future in your particular environment. This section personalizes the description, analysis, and interpretation to your individual situation.

Philosophy of Education
EDCI 516-001
Fall 2005
Guidelines

George Mason University
Center for Language and Culture
Philosophy of Teaching Rubric

EDCI 516 students will draft and update a philosophy of teaching that reflects their understanding of and commitment to the critical issues related to teaching second language learners.

NCATE TESOL Standards 1, 3b, 4, 5b
NCATE ACTFL Standards, 2a, 2b, 6b

Your Philosophy of Education should briefly make clear why, how, and what you teach. It is a personal statement on your teaching beliefs; it is not an article on teaching and learning. It should reflect your experiences and teaching practices. In addition to needing a statement of Philosophy of Education for most academic positions, writing a Philosophy of Education statement helps to clarify one's beliefs and reveals inconsistencies in putting those beliefs into practice. Four main questions should be addressed in any Philosophy of Education statement. They are:

- •What are your objectives as a teacher? Examples are: teach fundamental concepts, foster critical thinking, facilitate acquisition of life-long learning skills, and develop problem-solving strategies. Include what educational goals are not being met today and how you plan to address them? An example is nontraditional people in an undergraduate setting.
- •What methods will you use to achieve these goals? You should display knowledge of learning theory and curriculum design, give specific strategies and exercises, discuss appropriateness of collaborative learning techniques or group work, and propose new ideas you might have. Discussion of different learning environments is also appropriate.
- •How do you assess and evaluate your effectiveness in achieving your objectives? You should discuss how your assessments relate to student learning and your stated objectives as a teacher.

In addition, a discussion on how you will use student evaluations to engage more students in your class and help them develop certain life skills. Last, a discussion on what you have learned about your teaching from assessing student work and how these lessons have changed your teaching style.

- Why is teaching important to you?

The points below suggest additional topics that might be included in your statement.

- What does teaching mean to you? What are its significant dimensions? What metaphors illuminate its meaning? Is it coaching, leading, guiding, telling, showing, mentoring, or modeling?
- What are your teaching goals and aspirations?
- What teaching practices do you use and prefer? Do you lecture, lead discussions, guide problem solving, or provide demonstrations? How do you actively involve students in their own learning, both in and out of class? How do you decide what to include in a course?
- What evidence do you collect that bears on learning outcomes? What have you learned from it, or what might you expect to?
- What are your plans for developing or improving your teaching? Do you want to learn new skills? Try out new approaches? Develop a new course?
- What assessment evidence do you collect that relates to your own teaching performance and goals? Have you been videotaped and watched the tape? Have you collected and used student evaluation? Have you invited colleagues into your class to observe and provide feedback?
- Why do you teach or want to? What do you get out of it?

	UNSATISFACTORY (NO TO LIMITED EVIDENCE)	BEGINNING: DOES NOT ADEQUATELY MEET EXPECTATIONS (LIMITED EVIDENCE)	DEVELOPING: MEETS EXPECTATIONS ADEQUATELY DEVELOPING/CLEAR EVIDENCE	ACCOMPLISHED/EXCELLENT: STRONGLY MEETS EXPECTATIONS - CLEAR, CONVINCING, CONSISTENT EVIDENCE
THE PURPOSE OF TEACHING AND LEARNING	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
	*Absent or confusing.	*Neither defines nor discusses the terms teaching and learning and their relationship. *Examples and reflection on experiences with others are inappropriate or missing.	*Defines and discusses the terms teaching and learning and their relationship. *Some appropriate examples and reflection on experiences with others are discussed.	*Clearly and personally defines and discusses the terms teaching and learning and their relationship. *Extensive and appropriate examples and reflection on experiences with others are discussed.
GOALS FOR P-12 STUDENTS	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
	<ul style="list-style-type: none"> Not an obvious section of the document. 	<ul style="list-style-type: none"> Fails to articulate his or her view of the learner within the classroom or other learning environment. Demonstrates little understanding of the learners' characteristics and their influence on his or her success in the learning environment. 	<ul style="list-style-type: none"> Articulates his or her view of the learner within the classroom or other learning environment. Demonstrates some understanding of the learners' characteristics and their influence on his or her success in the learning environment. 	<ul style="list-style-type: none"> Clearly articulates his or her view of the learner within the classroom or other learning environment. Demonstrates superior understanding of the learner's characteristics and their influence on his or her success in the learning environment.
VIEW OF THE TEACHER	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
	Not an obvious section of the document.	<ul style="list-style-type: none"> Fails to articulate his or her view of the role of the teacher within the classroom or other learning environment. Demonstrates little understanding of an effective teacher's characteristics and their influence on students' success in the learning environment.	<ul style="list-style-type: none"> Articulates his or her view of the role of the teacher within the classroom or other learning environment. Demonstrates some understanding of an effective teacher's characteristics and their influence on students' success in the learning environment.	<ul style="list-style-type: none"> Clearly articulates his or her view of the role of the teacher within the classroom or other learning environment. Demonstrates superior understanding of an effective teacher's characteristics and their influence on students'.
GOALS AND EXPECTATIONS OF THE STUDENT-TEACHER RELATIONSHIP –	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
	*Not An Obvious Section Of The Document.	* Discussion of this relationship shows little congruence with the writer's definitions of teaching and learning and with his or her view of the learner. * Examples and reflections illustrate neither the nature of the student-teacher interactions nor the critical elements of the relationship.	* Discussion Of This Relationship Shows Some Congruence With The Writer's Definitions Of Teaching And Learning And With His Or Her View Of The Learner. * Examples And Reflections Illustrate Either Or Both The Nature Of The Student-Teacher Interactions And The Identified Critical Elements Of The Relationship.	* Discussion of this relationship is congruent with the writer's definitions of teaching and learning and with his or her view of the learner. * Examples and reflections strongly illustrate both the nature of the student-teacher interactions as well as the critical elements of the relationship.

	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
PROFESSIONAL DEVELOPMENT AS A TEACHER	*Not an obvious section of the document.	*Fails to demonstrate an understanding of his or her own growth as a teacher by not identifying any examples of continued professional development.	*Demonstrates an understanding of his or her own development as a teacher by identifying the need for one of the following: *Continuing education and/ or life-long learning experiences, ongoing reflection of teaching practices, or the application of "scientific teaching" methods (i.e., teaching as research, assessing teaching practices, etc.).	*Demonstrates of his or her own development by identifying the need of at least two of the following: *Continuing education and/ or life-long learning experiences, ongoing reflection of teaching practices, or the application of "scientific teaching" methods (i.e., teaching as research, assessing teaching practices, etc.).
OVERALL STYLE	F <6.5 * Poorly organized across sections of report. * Inconsistent "voice" used * Poorly written overall with many stylistic or grammatical errors & error patterns.	C 6.5 – 7 * Generally well organized across sections, but has some organizational problems. * Consistent "voice" used. * May have minor problems with clarity of writing overall; may have stylistic errors or error patterns evident.	B 7.5 – 8 * Well organized across all or most sections of report. * Consistent "voice" used. * Clearly written overall; very few errors evident.	A 8.5 – 9 * Well organized consistently across all sections of report. * Clear and consistent "voice" used. Clearly and convincingly written overall; * No stylistic errors or error patterns.
LITERATURE AND REFERENCES	F < 6.5 POINTS * Connections to second language acquisition (SLA) literature are not appropriate or are missing * Cites less than 5 sources (or less than 3 not assigned for the course)	C 6.5 – 7 POINTS * Includes appropriate connections to second language acquisition (SLA) literature * Cites 5 sources (with 3 not assigned for the course)	B 7.5 – 8 POINTS * Includes thoughtful connections to second language acquisition (SLA) literature * Cites more than 5 sources (with 3 not assigned for the course)	A 8.5- 9 POINTS * Includes thoughtful and thorough connections to second language acquisition (SLA) literature * Clear, consistent, and convincing citation of more than 5 sources (with 3 not assigned for the course)
APA FORMAT –	F < 4.5 POINTS * Does not follow APA format for headings, citations, or references. Or * No evidence of APA format.	C 4.5 POINTS * Generally follows APA format for headings, citations, and references, but contains several errors.	B 5 POINTS * Generally follows APA format for headings, citations, and references, but may have some minor errors.	A 5.5 – 6 POINTS * Follows APA format for headings, citations, and references.

	UNSATISFACTORY (NO TO LIMITED EVIDENCE)	BEGINNING: DOES NOT ADEQUATELY MEET EXPECTATIONS (LIMITED EVIDENCE)	DEVELOPING: MEETS EXPECTATIONS ADEQUATELY DEVELOPING/CLEAR EVIDENCE	ACCOMPLISHED/EXCELLENT: STRONGLY MEETS EXPECTATIONS - CLEAR, CONVINCING, CONSISTENT EVIDENCE
THE PURPOSE OF TEACHING AND LEARNING	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
GOALS FOR P-12 STUDENTS	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
VIEW OF THE TEACHER	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
GOALS AND EXPECTATIONS OF THE STUDENT- TEACHER RELATIONSHIP –	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
PROFESSIONAL DEVELOPMENT AS A TEACHER	F < 11 POINTS	C 11 – 12 POINTS	B 13 POINTS	A 14 – 15 POINTS
OVERALL STYLE	F <6.5	C 6.5 – 7	B 7.5 – 8	A 8.5 – 9
LITERATURE AND REFERENCES	F < 6.5 POINTS	C 6.5 – 7 POINTS	B 7.5 – 8 POINTS	A 8.5- 9 POINTS
APA FORMAT –	F < 4.5 POINTS	C 4.5 POINTS	B 5 POINTS	A 5.5 – 6 POINTS

Running head: MY PHILOSOPHY OF EDUCATION

My Philosophy of Education – An Emerging Statement

[First Working Draft]

Jane Doe, Jr.

Course Name

Summer 2005

George Mason University

Fairfax, VA

Date

Abstract

This document is a snapshot of my current philosophy of teaching and learning and describes my views about the roles of teachers and students. It is a work in progress as I receive, almost daily, ideas and concepts from my colleagues and students that influence my mindset on teaching and learning. For me, teaching means preparing the student for life and work in a modern society.

My Philosophy of Education

"If a student can't learn the way we teach, we will teach the way he learns." Charles Drake

My Philosophy of Education centers upon my conviction that every student is an individual who comes into my class with her/ his own particular gifts, abilities, and potentials, and that all students can and will learn on different levels if provided with the right environment, mentorship, opportunities and scaffolding (cf., fund of knowledge, Moll et al. 1992; *Zone of Proximal Development*, Vygotsky, 1978). It is my job as a teacher to inspire, challenge, and encourage each of my students to develop those gifts to their fullest potential. One consequence of this mindset is my belief –inspired in the works of the late Paulo Freire (1970), that good teachers overcome the traditional teacher-student contradiction by transforming their classrooms in authentic student-centered communities of learners where teachers and students simultaneously become instructors and learners. Students and teachers have much to learn from one another in many respects.

My role as a classroom teacher is multi-faceted. I need to pass on knowledge, and help all students discover how that knowledge pertains to them and to the world. I also need to facilitate their growth, cheer them on when they do well, help them get up when they've fallen, and let them know I believe in them. I also need to help them learn to deal with others well, including their peers. And I must be a good role model, because I know that they are watching my every move.

In my classroom I strive to be a motivator and I work hard to give each student the learning tools to become a critical-thinker and life-long independent learners. I desire each one of my students to leave my class as a creative, conscientious, and self-motivated problem solver with an abiding curiosity about the world.

When a student enters my classroom, she or he does it as a unique individual with a particular personality, learning style, and ability. I believe learning is an exciting and dynamic process that happens on a variety of levels and in a variety of situations that are different for each child and occur both in and out of the classroom. I see it as my job as an educator to facilitate each individual student's learning by shaping the interactions that they have.

However, reaching out to students isn't enough. In order to create a welcoming environment, I also need to make parents and / or guardians feel welcome into my school and classroom.

As a teacher, I believe it is my responsibility to gather as much information as possible about my students. The more I know about my students, the better I can meet their needs and expectations. I will need to know their strengths and weaknesses, their joys and fear, their dreams and expectations. With this information, I will be able to better guide them through their learning process. . There are four of these interactions, or relationships, that I will describe.

The Student's Relationship With Himself or Herself: Self-image.

The student's relationship with himself or herself - their self-image is the most important area in which I will strive to build confidence. I will challenge each of my students with high expectations and will strive to provide a safe environment for them to take risks. Through individualized, scaffolded instruction, and ambitious goal setting, I intend to push my students to achieve more, to broaden their understanding of life and it's possibilities. I also want to empower them to explore topics of their own interest to further foster their own excitement for learning.

In addition to this, I hope to increase each student's responsibility as well as independence as they develop maturity in their thoughts and actions. I believe that children can be responsible people and should be treated with the respect and trust that any person regardless of age deserves. My classroom management style and discipline concepts are closely related with this and it should be clear that anytime I am dealing with a child I will be direct and without manipulation. I will challenge all of my students to be in control of themselves at all times. The main rule I will enforce is respect: respect for their school, respect for me as their teacher, respect for their fellow students, and most of all respect for themselves. Any infractions will be handled in a firm and fair manner. With these boundaries firmly established, I hope that the joy of learning and social interaction will flourish.

The Student's Relationship With Other Students.

The second relationship that I will highlight is the student's relationship with other students. I will regularly use both small and large group interactions between students and their peers. Children, just as adults, are able to pool previous experiences and already mastered knowledge to work together towards a set and defined goal. When students work together they are able to both teach and learn from

one another, increasing their comprehension and understanding, as they practice their communication and relational skills. Providing a structure for these interactions will be my challenge as an instructor. Through rigorous preparation of lessons that are well planned; by creating a safe atmosphere of respect; and with clear instruction as well as clear expectations, I will endeavor to bring out the most productive aspects of group work.

The Student's Relationship With Their Teacher

The third relationship that I will highlight is the relationship between a student and me, their teacher. I want students to see me as a fair, approachable, knowledgeable, and caring person. It is especially important to me that my students know that I really care about each of them. I want them all to know that I will make every effort to give them successful experiences in my classroom. I will not give-up on a child. And I believe my greatest asset, as a teacher, is my desire to empathize and develop lines of communication so that I understand my student's perspective. Understanding the essence of a child's situation is one of the first steps in providing a relevant and helpful educational strategy.

The Student's Interaction With Their Educational Material And With My Teaching

Intertwined with my role as a teacher is the fourth and final interaction that I will address: the student's interaction with their educational materials as well as with the strategies I use to teach. I will strive to fulfill the curriculum to the best of my ability making it meaningful and relevant with a logical flow and sequence. Instruction and assessment will be continuous and differentiated to address various learning styles and multiple intelligences (Gardner, 1993). I refuse to allow any area of my student's education to be lacking by my failure to use the best materials and strategies available to me.

Professional Development

As a teacher, it is crucial for me to continue to improve my instruction and skills to benefit the needs of my students. Teaching plays an invaluable role in my professional development, which has led me to the belief that teaching should be interactive rather than passive. Being forced to clearly articulate and explain complex issues challenges me to constantly reevaluate

my own understanding of my field. I have learned to be comfortable with questioning the conventional wisdom and sharing my own questions with my students. They often have answers that had never occurred to me, and when they realize that I am still learning, they gain more confidence in their ability to analyze the subject matter. This mutual exchange of ideas becomes the linchpin of the social and educational process.

The last thing I wish to include in this philosophy statement is my own desire to further develop my skills as an educator. I see the classroom as a microcosm of the world, a place where people of all walks of life and backgrounds come together to learn from one another and about one another.

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Language Analysis Project and Presentation
EDCI 516-001
Fall 2005
Guidelines

Due Date for Submission of Written Report: December 7, 2005
Group Presentations: Last Class Session

Assignment aligns with TESOL/NCATE Standards 1b, 2a, 2b, 4a, 4b, 5a, 5b. and
ACTFL/NCATE Standards 2a, 3a, 3b,5a, 5b, 5c, 6b

Objectives of Language Analysis Field Project & Presentation:

The *Language Analysis Field Project and Presentation* of EDCI 516-001 in the CEHD FL/ESL teacher licensure program is designed to engage students in a **performance-based assessment task** in which they will analyze second language acquisition patterns in EFL/ESOL/FL/WL learners. As a final course assessment, the LAP requires students to apply all aspects of the EDCI 516 course materials.

This project requires students to think critically about teaching and learning in the context of the world/second language classroom. It enables them to connect theory, research, and practice with language learners and to engage in the assessment of a language learner, analysis of language acquisition, and suggest an exploratory action plan for ongoing language acquisition. To promote collaborative research and a professional community of learners, program participants will work in cooperative groups and present their findings and recommendations to colleagues. This project helps students develop a perspective that will contribute to their professional knowledge base and identity.

The Language Analysis Project is appropriate for all EDCI 516-students, whether currently teaching or not. It requires no prior knowledge of linguistics.

Presentation Component Objective: The purpose of the group presentation component of this project is two-fold:

- 1) To provide students the opportunity to collaborate with colleagues in a learning/professional community on a relevant topic of professional use (language assessment) in the second language classroom and to share the findings with colleagues (professional development),
- 2) To provide students the opportunity to acquire and hone presentation skills, share professional knowledge and language analysis skills with colleagues and fellow students.

Procedures and Suggested Format for Conducting the Project and for the Final Written Report

PROCEDURE:

First: Collecting the Oral and Writing Language Samples for Analysis

Each group will collect an authentic language sample from a second language learner. The sample should include both written and oral language. The individual selected may be an early childhood, elementary, middle, high school student or an adult learner (i.e., from an ESL/EFL/FL/WL learner from any age or grade level).

Oral Sample: You may use an interview or conversation format, or any other activity that elicits language production in as natural and relaxed a setting as possible. You need to audio- or video-tape the sample for transcription.

Written Sample: You may request a sample of the individual's school work or request other written material written by the individual, as appropriate. This may be a letter, an essay, a short report, or anything that will help you gain access to the written domain of their language acquisition.

Additional details:

1. You will need to gain appropriate permission from the individual.
2. If applicable, this language sample may be collected in the natural classroom setting, or it may be collected outside the school setting.
3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. **See guidelines for interview provided below.**

Second: Writing the Report

Each group will submit one written Language Analysis Project AND include individually written Reflections at the end, one from each group member.

We suggest that you submit the report with the sections in the following order.

Part I

Introduction – please include a description of who the language learner is (a pseudonym is suggested to protect the anonymity of the individual), criteria for selecting the participant, setting in which the sample was conducted.

Description/Identification, brief personal history and education of the sample participant and, if possible, of the participant's family. This may include:

- Age, place of birth, countries and cities where s/he has lived, if born overseas, and age when immigrated. State why this individual was chosen for the language sample. Previous schooling and accompanying details – participant and family, if possible.
- Social, educational, and personal background
- Academic history in the U.S. or overseas (e.g., grade level, type of educational background)
- Linguistic, cognitive, and sociocultural variables
- Various learner variables that may have (or have had) an effect on L2 acquisition

Part II - Analysis of the Oral and Written Language Samples

After you have obtained your language sample, we suggest that you analyze the **oral language sample** in two distinct steps:

One:

1. *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.* Use one of our oral proficiency scales to assess the language of this learner. What observations can you make about the learner based only on this oral sample? Does this sample tell you all you need to know about this language learner? Why, or why not?

Two:

1. You should *now transcribe some of the major parts of the language sample* upon which your analysis will focus. A full transcription is not required, but you will want to transcribe enough of the sample so that it will provide you data for analysis. Rather than conducting a detailed linguistic transcription (most of you may not yet have taken a formal linguistics course), the purpose of this project is to analyze the tape for overall language acquisition and error patterns.
2. *Study* this transcription. What *more* do you see that may not have been evident while only listening to the language? Hesitations, L1 to L2 transfer errors. In what stage of language acquisition would you estimate this learner might be?

Consider: In conducting your analysis, you may want to review: 1) *Fairfax County Public Schools' Oral Proficiency Scoring Rubric*, 2) GMU's Oral Proficiency Rubric, or 3) Ask NCELA No. 25 [<http://www.ncela.gwu.edu/askncela/25tests.htm>].

If you wish, you may rate the language sample according to other rating scales. You and your group should discuss your findings from **BOTH the oral and written samples**. The idea is to take the language sample, interpret both the oral and written language domains, and link/relate them concretely to SLA theory and research (e.g., Baker, Bialystok, Collier, Ellis, Hakuta, Krashen, McLaughlin, Peregoy and Boyle, Peale and Lambert, Snow, Wong Fillmore, Walqui & West, etc.) When citing these course (and other) readings, please follow the guidelines of APA style (5th edition).

To guide you in your analysis, you might want to discuss the similarities or differences between both languages. Brief reference to the five domains (e.g., listening, speaking, reading, writing, and thinking) and the participant's fluency level (social and academic). Is there a difference you see in these two areas?

Also, consider the following factors that play an overall role in your analysis:

L1 educational foundation: amount, level, and quality.	Environment (L1, L2) and expectations for learning and success.
Communicative competency and functional proficiency.	Individual learner differences: linguistic, cognitive, and sociocultural development.
Phonemic acquisition: how L2 learner pronounces English/FL/WL words and sounds out English/FL/WL letters. Relationship with his/her L1.	BICS & CALP - perceived and/or know skills that relate to the Basic Interpersonal Communicative Skills & Cognitive Academic Language Proficiency (Cummins, 1979).
L2: situational? Sociocultural? Academic?	Code-switching
General language proficiency rating using ESL/TESOL (or other language scale)	Body language (e.g., hand movements, proximity, eye contact).
Grammatical errors or error patterns. Are these predictable? Stage of L2 acquisition (e.g., Rod Ellis, 1994; Collier, 1995).	Filling gaps between words learner does not know or remember. How is this accomplished? What does it reveal?
Relationship between L1 & L2: potential role of phonology, morphology, syntax. Are there difficulties with syntax, grammar, and tenses? Is there a transfer of cognitive strategies learned in L1? Applying L1 grammar rules to L2. Is informant Thinking/processing occurring in L1 or L2; is there "translating" from L1 to L2? What transference of skills is there from L1 to L2?	Examples of some common errors: Trouble with /th/ sound while speaking Rolling the /r/ Dropping the endings of words (especially those ending in /s/ Confusing prepositions, such as form for to and of Confusion among articles: a, an, the Confusion: me, my and I
Consider: Potential social settings and opportunities to interact with fellow L2 and TL speakers	Level of self-awareness: L2 strengths and weaknesses, self-correction in the L2

Part III Exploratory Action Plan

Students will prescribe an **exploratory action plan** to help the individual attain higher levels of language competence. These may focus on some ideas to correct, or overcome, possible language difficulties, or provide steps to help your learner reach a language level supporting academic success in school. This should include **recommendations and/or conclusion(s)** you can make, and should include tasks for school (teacher and/or student) and home/community (learner/family) integration. What steps might the learner take to improve his/her language skills? What should the learner do next? What steps might the teacher take to facilitate progress?

Part IV – Individual Reflections – one from each group member

In a final section, **each student** will write his/her 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. Each group participant will write his/her individual reflection about what was learned by engaging in this language analysis project. (For example, a group of 4 students would submit one language analysis and report with 4 individual personal reflections.) In the personal reflection, you should include the following information:

- a. Reflection on personal and professional knowledge/growth,
- b. Connections you have found important to course content and its application to the classroom setting,
- c. Thoughts on how you might use this process, or portions of this process, in the future,
- d. How this knowledge might contribute to your role as classroom teacher and facilitator?
- e. What you perceive to be the professional and personal strengths you were able to contribute to the group's work. Will this self knowledge serve you in the future?

Please see the Rubric for additional guidelines.

Part V - References – Include a list of references at the end of your analysis project. Please use APA Style (5th edition).

Part VI - Appendixes – Please include your transcription, other data collected for the sample, as applicable

Group Presentation Guidelines

1. Groups of four (or five) make an optimal working group. ***ALL GROUP MEMBERS SHOULD PARTICIPATE IN THE PRESENTATION.*** Some groups find it helpful to guide their presentation using Power Point or other presentation software, and although an excellent idea, it is not required.
2. Play a *short* excerpt of the language sample tape and examples of the written language sample.
3. Provide a short handout that outlines the highlights (principal findings and recommendations) of your presentation with the salient points clearly noted.
4. Be sure to include time for audience interaction/questions.

**EDCI 516: Bilingualism and SLA Research
Evaluation RUBRICS**

	Points	Unsatisfactory (No to Limited Evidence) F	Beginning: Does Not Adequately Meet Expectations (Limited Evidence) C	Developing: Meets Expectations Adequately Developing/Clear Evidence B	Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence A
	20	< 13 points	14 – 15 points	16 – 17 points	18 – 20 points
Class Participation & Readings	20	<ul style="list-style-type: none"> *Does not ask questions or make comments that indicate familiarity with topics for class. *Does not participate actively in small groups *Sporadic postings on BB discussion (<5), or postings indicate a lack of having read course assignments * Misses class often, or arrives late/leaves early without prior explanation or arrangement 	<p>14 - 15points</p> <ul style="list-style-type: none"> *Rarely asks questions in class or makes comments that indicate lack of familiarity with the topics prepared for class * Does not actively participate in small groups during class or does not engage in group discussion * Participates minimally on BB discussions, does not post 10 times at a minimum * Only sporadic responses to classmates' postings on BB * Misses more than 3 classes, is often late 	<p>16 - 18 points</p> <ul style="list-style-type: none"> * Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class * Participates in small groups, only logs on regularly; posting are somewhat irregular, missing more than one prompt * Responds to classmates' postings on BB, but not each week * Misses 2 or 3 classes without prior arrangement with instructor 	<p>18 – 20 points</p> <ul style="list-style-type: none"> * Regularly asks questions in class or makes observations in small group discussion that indicate reflection, knowledge of readings prepared for class * Participates actively in small groups in class, logs onto class on-line discussion and posts a minimum of 1 substantive posting per week when prompts are provided *Responds to classmates' postings on BB – minimum of 2 per week * Attends class regularly (no missed classes or missed with pre-approval)

			or leaves early w/out due reason		
Critical Journal Response	15 points	<p>< 8 points</p> <ul style="list-style-type: none"> * Does not choose an article from a refereed journal, * Critique is not organized, or does not follow guidelines, -Referencing not in APA style * Contains many stylistic errors or error patterns * Does not contain a reflections/connections section 	<p>8 - 9 points</p> <ul style="list-style-type: none"> * Article chosen meets requirements * Critique organization a bit hard to follow, but contains only a few written errors * Referencing lacks some compliance with correct APA style - * Contains only an abbreviated reflective statement, or does not make personal connections to the article or apply it to the classroom setting 	<p>10 - 12 points</p> <ul style="list-style-type: none"> * Article well selected, meets requirements & guidelines from syllabus * Critique generally well organized, but may need more work on one of the sections. * Well written with few spelling or stylistic errors * Referencing in APA Style, but may contain some minor errors * Includes reflective statement with connections to classroom practice, but needs to delve more deeply into the application to the classroom 	<p>13 - 15 points</p> <ul style="list-style-type: none"> * Article well chosen, follows all guidelines and requirements * Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection. * Well written with few or no errors or error patterns * Referencing done in APA Style * Includes a strong reflective statement that connects journal article to classroom practice
Philosophy of Education Statement	15	<p><8</p> <ul style="list-style-type: none"> * Does not make statement about beliefs or attitudes, or statement contains attitudes that do not espouse a strong learning environment. 	<p>8 or 9 points</p> <ul style="list-style-type: none"> * Brief statement about beliefs or only minimally discusses attitudes and beliefs about language education * Statement omits why the individual 	<p>10 - 12 points</p> <ul style="list-style-type: none"> * Cursory statement about general beliefs and attitudes about education and the education of language learners * Statement only briefly states why the individual has chosen to enter the 	<p>13 - 15 points</p> <ul style="list-style-type: none"> * Professional statement includes general beliefs and attitudes about education, in general, and the, in particular, the education of language learners * Statement includes why

		<ul style="list-style-type: none"> *Statement omits why the individual has chosen to enter the field of WL/SL education *Contains many stylistic, grammatical, or spelling errors *Paper not clearly organized *Does not use references to support statements/thoughts * Does not apply knowledge to future teaching * Does not employ APA style 	<ul style="list-style-type: none"> has chosen to enter the field of WL/SL education *Contains several stylistic, grammatical, or spelling errors *Paper not organized well *Uses 3 or fewer references to support thoughts * Does not apply knowledge to future teaching *Does not employ APA style 	<ul style="list-style-type: none"> field WL or SL education *Statement contains a few stylistic, grammatical, or spelling errors *Paper may lack organization or needs additional work in organizing thoughts * Only uses fewer than 5 references to support thoughts * Knowledge applied minimally to future teaching * Some errors in APA style 	<ul style="list-style-type: none"> the individual has chosen to enter the field of WL or SL education * Statement clearly written with few stylistic or grammatical errors * Organizes paper in a clear and deliberate manner * Supports personal philosophy by citing salient class/course materials & readings (min. 5) * Applies knowledge to future teaching situations * APA Style employed correctly
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**EDCI 516: Bilingualism and Language Acquisition Research
Language Analysis Project and Presentation Rubric
Course Performance-based Assessment**

Total Project Points 45 Points	Unsatisfactory (None to Limited Evidence) F Total < 25 points	Beginning: Does Not Adequately Meet Expectations (Limited Evidence) C Total 26 - 30 points	Developing: Meets Expectations Adequately Developing/Clear Evidence B Total 31 - 37 points	Accomplished/Excellent : Strongly Meets Expectations - Clear, Convincing, Consistent Evidence A Total 38 - 45 points
By Section of the LAP Introduction and Description of Learner 5 Points/Section	0 – 1 points *Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component	1 – 2 points *Description/Introduction includes only three of the five descriptive elements listed under the Excellent category (see right) in this project component	3 – 4 points *Description/Introduction includes Three or four of the five descriptive elements listed under Excellent	5 points *Description/Introduction includes: - Rationale for selection of this language learner -Physical description of learner - Socio-economic context or setting, if known, and cultural background of family/learner - Background of family and previous schooling (learner <i>and</i> family) -Other significant information relevant to the language analysis

<p>Analytic Discussion</p> <p>15 Points/Section</p>	<p>< 7 points</p> <ul style="list-style-type: none"> *Does not conduct language sample, as described in syllabus *Sample does not include both written and oral language samples for analysis *Project conforms minimally to requirements *Analysis brief or inadequate; does not include application of SLA theories studied in EDCI 516 *No, or minimal, evidence of theoretical perspectives about learner's language acquisition, as studied in EDCI 516 	<p>7 – 9 points</p> <ul style="list-style-type: none"> *Conducted the language sample, but did not adequately follow the guidelines set forth in syllabus, or includes only oral or only written sample components *Project lacks compliance in some areas of the project format or content *Analysis brief, or does not include application of SLA theories connected to this learner *Lack of evidence of theoretical perspectives about learner's language acquisition as studied in EDCI 516, or does not provide evidence of application of theory to practice *Analysis only minimally addresses areas covered in course content or do not provide adequate evidence of understanding of course content *Findings not adequately linked to SLA theory and 	<p>10 – 12 points</p> <ul style="list-style-type: none"> *Conducted the language sample as described *Sample includes both written and oral sample components for analysis *Project conforms to most requirements in topic, project format *Analysis includes only brief evidence of SLA theories applicable to the language learner *Theoretical perspectives about learner's language acquisition studied in EDCI 516 are only partially applied, or do not provide evidence of application of theory to practice *Analysis presents evidence of understanding of course content; *Findings/observations somewhat linked to theory and readings *Citations support analysis, but could be more thorough or provide 	<p>13 – 15 points</p> <ul style="list-style-type: none"> *Conducted or collected the written and oral language samples, as described in the project guidelines in the syllabus *Project conforms to all requirements in topic, project format, framework *Analysis includes thoughtful, thorough, and reflective discussion of SLA theories studied in EDCI 516 *Analysis of learner provides evidence of understanding of SLA theory and research by providing at least 8 applications of course readings/content; *Findings/observations clearly linked to theory and readings *Citations well chosen to support analysis
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		readings	more extensive evidence of mastery of course material	
<p>Exploratory Action Plan</p> <p>5 Points /Section</p>	<p>0 points</p> <p>*Does not include an Exploratory Action Plan</p>	<p>1 – 2 points</p> <p>*Presents cursory action plan for language learner</p> <p>*Action plan may lack realistic consideration of the learner’s background, environment, or circumstances</p> <p>*Action plan does not connect with SLA theories studied in EDCI 516</p>	<p>3 – 4 points</p> <p>*Presents exploratory action plan for language learner</p> <p>*Action plan is realistic and individualized, but may lack one or two of the items listed to the right (Plan may not be complete in some areas.)</p> <p>*Action plan connects well to the SLA theories studied in EDCI 516</p>	<p>5 points</p> <p>*Presents exploratory plan for language learner</p> <p>*Action plan is realistic and individualized:</p> <ul style="list-style-type: none"> - takes into consideration the age, background, and working/school/living environment of learner - makes recommendations based on a realistic set of goals with a time table in focus - discusses/anticipates means to achieve higher proficiency levels in both written and oral domains - includes both in-school and out-of-school (family and community) activities and resources <p>*Action plan connects solidly to the SLA theories studied in EDCI</p>

				516
<p>Citations and References</p> <p>5 Points/Section</p>	<p>0 – 1 points</p> <p>*Contains includes only minimal references or citations (less than 3)</p> <p>Bibliography does not reflect application of course content, or does not reflect accurate application of theories to the language analysis</p> <p>*APA Style not used</p>	<p>1 – 2 points</p> <p>*Contains 3 – 4 citations and references</p> <p>*Bibliography included, but, does not reflect thoughtful application of course content to the language analysis</p> <p>Incomplete APA referencing, contains significant APA style errors</p> <p>In text and/or list of References</p>	<p>3 – 4 points</p> <p>*Contains 5 – 7 citations and references, or citations/references may be limited in scope</p> <p>*Bibliography included, but evidences may not be applied accurately or adequately to the language analysis</p> <p>*Incomplete APA referencing, or may contain APA errors in text or list of References</p>	<p>5 points</p> <p>*Contains a minimum of 8 citations and references of SLA theories/theorists covered in EDCI 516</p> <p>*Bibliography included provides evidence of application of SLA theories/course readings to language analysis</p> <p>*Correct APA Style employed (within text and in list of References)</p>
<p>Appendixes and Overall Style and Organization of Project</p> <p>5 Points/Section</p>	<p>0 points</p> <p>*No Appendix included</p> <p>*Paper does not follow APA Style Guidelines in form or format</p> <p>*Paper contains many grammatical errors or error patterns</p>	<p>1– 2 points</p> <p>*Appendix included, but it does not provide adequate data (or transcripts) to support the project’s analysis and action plan.</p> <p>*Paper contains considerable APA Style Guidelines compliance errors in form or format</p> <p>*Paper lacks in grammatical or stylistic form OR contains several</p>	<p>3-4 points</p> <p>* Appendix included, but may lack some key elements</p> <p>*Paper generally follows APA Style Guidelines in form and format, but may exhibit an error in either domain</p> <p>*Grammatically and stylistically well written, but may contain some minor errors or error patterns</p>	<p>5 points</p> <p>* Appendix included that relates strongly to the descriptive, analytic, and reflective discussion of the language samples. Includes transcripts of oral and copies of written samples</p> <p>*Paper follows APA Style Guidelines in form and format</p> <p>*Grammatically and stylistically well written</p>

		errors or error patterns		with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader
Group Presentation 5 Points /Section	0 points *No Group Presentation, or does not include all members *An individual does not participate in the Group Presentation *No handout included, or group does not follow presentation guidelines in syllabus *No audience involvement in presentation	1 – 2 points *Group Presentation does not adequately comply with guidelines, or all members do not participate equally; *Cursory handout provided *Presentation does not include extracts of language samples *Minimal audience involvement in presentation/discussion	3 – 4 points *Group Presentation generally complies with guidelines in syllabus; members participate equally *Handout included, but it may not adequately represent project content *Presentation may not include extracts of language samples *Audience not involved with discussion/presentation	5 points *Group Presentation well planned and presented, complies with all guidelines; members participate equally *Well prepared handout that contains salient points of project *Includes short extracts of oral and written language samples *Involves audience in discussion/presentation
Reflective Self-Evaluation 5 Points/Section	0 – 1 points *Self reflection is cursory, * Lacks focus or clarity of thought	1 – 2 points *Very limited discussion and self-reflection OR Two of the five elements listed to the right are missing *May lack clarity or focus	3 – 4 points *Cursory discussion of: - what you learned from this project, from working as a team, or may not include the personal dimension added by the individual (see column to right); - Lessons you learned	5 points *Includes a rich, thorough individual reflection that addresses: - what you learned from this project, from working as a cooperative team, and what you added to the group project and analysis (Consider: how different

		<p>in some areas, or may lack substance of thought or connection</p>	<p>about learning and language learners</p> <ul style="list-style-type: none"> - Your ideas and feelings about the applicability of this project to your own classroom setting may not be clearly discussed - Changes in the way you teach, think about or relate to students as learners as a result of this LAP may not be evident - Insights about yourself or your newly gained knowledge not shared 	<p>might this project have been had you done it alone?);</p> <ul style="list-style-type: none"> - lessons you learned about learning and language learners, or any epiphanies experienced; - Ways that this information will now be applied to your future teaching; - Any changes in the way you teach, think about or relate to students as learners (insights about yourself and your new knowledge base.
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