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**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**  
**Multilingual/ Multicultural Education Program**  
**Course Syllabus**  
**Spring 2006**

**EDCI 516-001 BILINGUALISM AND LANGUAGE ACQUISITION  
RESEARCH  
CRN 10890**

If you don't know foreign languages, you don't know anything about your own. Johann Wolfgang Von Goethe (1749–1832),

The trouble with foreign languages is, you have to think before your speak. *Swedish proverb*

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Instructor:	Jorge P. Osterling, Ph.D.
Class Day & Time:	Thursday, 4:30 pm – 7:10 pm.
Class Location:	A Robinson 243
Contact Information & Office Hours	
E-Mail:	<a href="mailto:josterli@gmu.edu"><u>josterli@gmu.edu</u></a>
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*This course uses the Blackboard course software (<http://blackboard.gmu.edu>).*

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

**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. Field experience in public schools is required [*GMU Catalog*, 2005-2006. p. 415].

Students are required to participate in a small group (three to four students) and complete ten hours of community-based field experience at [Bailey's Elementary School for the](#)

[Arts and Sciences](#) c/o Ms. Stephanie Fillman, Heritage Language Literacy Club, and (6111 Knollwood Drive, Falls Church, VA). Field experience is a practicum where students are on the Bailey's campus the equivalent of one hour per week for ten weeks where they will assist the Heritage Language Literacy Club coordinator and the volunteer tutors assessing the language proficiency skills of a second language learner.

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### **Modes of Instruction:**

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of Instruction include:

- *Presentations* (i.e., lectures,/lecturettes assisted by Power Point and other visuals);
- *Discussions* (i.e., engaging students in discussing course content);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others;
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Service Learning* (i.e., promoting the development of cognitive complexity, citizenship skills, social responsibility, and active learning while responding to the pressing issues and needs in the larger society);
- *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 activities. Therefore, it is critical that students attend all classes, actively participate in class, and keep up with the readings and actively participate in class. Students should be prepared to discuss the content readings in class and on the class Blackboard site in relation to teaching second language learners in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

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### **Students with Special Needs:**

Students with disabilities that affect their ability to participate in the course fully or who require special accommodations are encouraged to advise the instructor within the first two class sessions in order to ensure their successful participation in this course.

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### **Course Outcomes:**

At the conclusion of EDCI 516, students will be able to:

1. Understand the first language (L1) and second language (L2) acquisition process, research, and developmental stages as well as their applicability to classroom instruction.
  2. 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).
  3. 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).
  4. 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).
  5. 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).
  6. 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).
  7. 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).
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### **Academic Standards**

The following standards aim to provide consistency in teacher education programs across the United States in terms of what EFL/ ESL/ FL (WL) teachers need to know and be

able to do – that is, the knowledge, skills, and dispositions that are essential for the effective teaching of culturally and linguistically diverse students.

Licensure courses are aligned specifically with the national standards of two governing professional organizations: the *American Council on the Teaching of Foreign Languages* (ACTFL) and the *Teachers of English for Speakers of Others Languages* (TESOL). Courses also follow the INTASC guidelines (*Interstate New Teacher Assessment and Support Consortium*) that identify those principles that should be present in all teaching environments, regardless of the subject or grade level.

The ACTFL NCATE *Standards for the Preparation of P-12 Foreign Language Teachers* articulate what beginning foreign language teachers need to know in order to be successful teachers of foreign languages. They were approved in 2002. The NCATE TESOL *Standards for the Accreditation of Initial Programs in P-12 ESL Teacher Education* serve as a bridge to the general education standards expected of all students in the United States and were approved by the TESOL Board of Directors October, 2002. These three sets of national professional standards serve as a framework for systematic teacher preparation and professional development programs. Evidence of the degree to which the standards have been met is compiled in a program participant's Professional Development Portfolio (refer to the program's PDP Guidelines) throughout the licensure component of the program and presented to faculty at the conclusion of the licensure internship. Information about these standards may be found at:

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=86&DID=1556](http://www.tesol.org/s_tesol/seccss.asp?CID=86&DID=1556)

<http://www.actfl.org>

<http://www.ncate.org/public/standards.asp>

The **ACTFL NCATE** Standards cover the following six domains:

<b>ACTFL NCATE STANDARDS FOR P-12 FOREIGN LANGUAGE TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language, Linguistics, Comparisons</b>	1a. Proficiency in the TL	
		1b. Linguistic elements of TL	
		1c. Comparisons	
<b>Two</b>	<b>Cultures, Literatures, Cross-disciplinary texts</b>	2a. Cultural understanding	2a
		2b. Nature and role of literary and cultural texts	
		2c. Integration	
<b>Three</b>	<b>Language Acquisition Theories &amp; Instructional Practices</b>	3a. Understands and uses LA theory to inform instruction and create meaningful TL interaction	3a
		3b Develops instructional practices that meet needs of	3b

		diverse learners	
<b>Four</b>	<b>Integrate Standards into Curriculum &amp; Instruction</b>	4a. Understands Standards	4a
		4b. Integrates Standards	
		4c. Uses Standards to design & evaluate learning	
<b>Five</b>	<b>Assessment of Language &amp; Culture</b>	5a. Demonstrates understanding of multiple ways of assessment	5a
		5b. Reflects on results	5b
		5c. Reports results	5c
<b>Six</b>	<b>Professionalism</b>	6a. Professional development	6a
		6b. FL advocates	6b

The **TESOL NCATE** Standards cover the following six domains:

<b>TESOL NCATE STANDARDS FOR P-12 TEACHER EDUCATION PROGRAMS</b>			
<b>Domains</b>		<b>Standards</b>	<b>Standards specifically met by EDCI 516</b>
<b>One</b>	<b>Language</b>	1a. Describing Language	1a5, 6, 8, 9, & 10
		1b. Language acquisition and development	1b1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13
<b>Two</b>	<b>Culture</b>	2a. Nature and role of culture	2a1, 3, & 4
		2b. Cultural groups and identity	2a1, 3, & 4
<b>Three</b>	<b>Planning, Implementing, and Managing Instruction</b>	3a. Planning for Standards Based ESL & content instruction	3a3
		3b. Managing and implementing Standards Based ESL and content instruction	3b2
		3c. Using resources effectively in ESL instruction	3c1, 3, 4, & 5
<b>Four</b>	<b>Assessment</b>	4a. Issues of Assessment for ESL	4a1 & 3
		4b. Language proficiency assessment	4b2 & 3
		4c. Classroom-based assessment for ESL	
<b>Five</b>	<b>Professionalism</b>	5a. ESL research and history	5a1 & 2
		5b. Partnerships and advocacy	5b2 & 3
		5c. Professional development and collaboration	5c1 & 4

### Graduate Grades

<http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>

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	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

\* Note: GSE 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 courses listed on the graduation application. Students' performance will be evaluated using letter grades.

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**Course Requirements:**

EDCI 516 will meet face-to-face, will confer on-line (via electronic discussion list) at: <http://blackboard.gmu.edu/>, and will conduct ten hours of community-based field experience at [Bailey's Elementary School for the Arts and Sciences](#) that involves direct contact with second language learners.

- Students are expected to complete all readings *prior to each class*, attend all class sessions, participate actively during large and small group discussions and activities, and to log on weekly to <http://blackboard.gmu.edu/> for mid-week discussion topics, questions and assignments.
- After the second-class session, students will form teams of 4 – 5 members [Students choose members]. Each team member should sign up on a rotating basis to post at least two in-depth reflections that respond to weekly readings and team discussions.
- At Bailey’s Elementary School, students are expected to collaborate with the cooperating teacher (i.e., Stephanie Fillman, Heritage Language Literacy Club).
- Students must complete all assignments on time. Points will be taken off assignments that are submitted past deadline, unless special arrangements have been made with the instructor in advance.
- Consider *Blackboard 6* a FOR CREDIT electronic symposium or study group. Entries should be topical and include information from the texts for discussion points.

EDCI 516 course requirements will be met as follows:

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
In-class and On-line Participation and Readings	<ul style="list-style-type: none"> <li>• <b>Informed participation and attendance</b> in every class session, both in class and by electronic posting is expected.</li> <li>• All readings and assignments are to be completed prior to class.</li> <li>• Students are expected to critically analyze all readings, ask questions, or make observations about the readings, thereby indicating they have thoroughly prepared for the class.  <i>NCATE TESOL Standards: 1b, 3a, 4a, &amp; 5a</i>  <i>ACTFL NCATE Standards: 3a, 4a, 6a</i></li> </ul>	25 percent	Each class meeting
Critical Journal Response <i>(Theory &amp; Research)</i>	<ul style="list-style-type: none"> <li>• A critical analysis of the reading in light of contemporary issues and research.</li> <li>• 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.   <i>NCATE TESOL Standards 1b, 2a &amp; 2b</i></li> </ul>	15 percent	Hard Copy (March 23) Session Eight)

	ACTFL NCATE Standards 3a, 5a, 6a		
Philosophy of Education <i>(Professionalism Theory, &amp; Research)</i>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>NCATE TESOL Standards 2a,2b,4a, 5c                      ACTFL NCATE Standards 2a, 2b, 6b</p>	15 percent	Hard Copy (April 13) Session Eleven
Language Analysis Project and Presentation  <i>(Theory, Research, Professional Collaboration &amp; Practice)</i>	<ul style="list-style-type: none"> <li>Students will work in small groups to collect, record, and analyze an oral and written language sample from a language learner.</li> <li>A written commentary connecting this hands-on experience to course readings, SLA research and theory, a personal reflection, and a list of references will accompany the analysis.</li> <li>Each group will share their findings in a formal research presentation at the end of the semester.</li> </ul> <p>NCATE TESOL Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b                      ACTFL NCATE Standards 2a, 3a, 3b,5a, 5b, 5c,</p>	45 percent	Two Hard copy of project to be handed on last day of class. (May 4))

NOTE: The *Critical Journal Response*, the *Philosophy of Education*, and the *Language Analysis Project* papers are due at the beginning of class on the assigned day unless previous arrangements are made with the professor. The Final Paper is to be submitted by email prior to midnight of the due date. Each student is responsible to maintain a written record (a printout of your email) indicating the date and time submitted and to confirm receipt by professor.

All assignments must be submitted in both a hard (paper) copy and an electronic copy (as an attachment). The professor will return your electronic copy with his feedback and grade.

**Required Texts:**

**Baker, Collin** (2006). *Foundations Of Bilingual Education And Bilingualism*. 4<sup>th</sup> edition. Buffalo, NY: Multilingual Matters.

Garcia, Eugene (2005). *Teaching and Learning In Two Languages: Bilingualism & Schooling In The United States* .NY: Teachers College.

Richard-Amato, Patricia A. & Snow, Marguerite Ann Snow (2005). *Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers*. White Plains, NY: Longman.

**Recommended Books:**

Collier, V.P. (1995). *Promoting Academic Success For ESL Students: Understanding Second Language Acquisition For School*. Woodside, NY: Bastos Educational Books.

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.

**EDCI 516-001**  
**Course Schedule: Spring 2006**

NOTE: Schedule may be adapted or modified over the course of the semester. See Blackboard for current version of the Syllabus.

Class	Theme/ topic	Preparation and readings (to be read prior to class – some supplemental readings TBA)	Assignments for this date's class
<b>One</b> Thursday Jan 26	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<p><b>Part One:</b> Introduction to EDCI 516, Syllabus and overview.</p> <p><b>Part Two:</b> Ms. Stephanie Fillman, Bailey's Elementary School.</p> <p>BREAK</p> <p><b>Part Three.</b> Blackboard briefing &amp; GMU Email accounts:                      CLASS WILL MEET for the second half class in Computer classroom IN 326 (Innovation Hall) across campus, behind Johnson Center, for our electronic orientation</p>	After class, please subscribe to The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) newsletter by going to: <a href="http://www.ncela.gwu.edu/enews/subscribe.htm">http://www.ncela.gwu.edu/enews/subscribe.htm</a>
<b>Two</b> Thursday Feb 2	Opening the Door: Overview of key issues in Second Language Acquisition (SLA) Research Myths and misconceptions about second language learning	<p><b>Garcia, E. (2005). Chapters 1-4, pp. 1-76.</b></p> <p><b>McLaughlin, B. (1992).</b> "Myths and misconceptions about second language learning" found at:  <a href="http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html">http://www.ncela.gwu.edu/pubs/symposia/reading/article6/mclaughlin93.html</a></p> <p>Wiley, T.G. (1997). "Myths about language diversity and literacy in the United States"</p>	Begin to participate in our EDCI 516 site on <i>Blackboard</i> 6 electronic discussion forum. Begin to formulate your thoughts about teaching and learning in the second language classroom. During this week and throughout the semester, please post

		<p>found at:  <a href="http://www.tnsh.tn.edu.tw/teach/eng/web/applied%20linguistics/www.cal.org/ncl/Digests/Myths.htm">http://www.tnsh.tn.edu.tw/teach/eng/web/applied%20linguistics/www.cal.org/ncl/Digests/Myths.htm</a></p>	<p>your current thoughts and beliefs about teaching <b>your emergent Philosophy of Education.</b></p>
<p><b>Three</b>                  Thursday                  Feb 9</p>	<p>Continuing: SLA Research and its implications for classroom practice</p> <p><b>In-class Video: American Tongues</b> (with debrief)</p>	<p><b>Richard-Amato &amp; Snow</b> (2005). Part I – Theoretical Implications pp. 1-113.</p> <p>Consult the following in preparation for the video:  <a href="http://www.cofc.edu/~jacobs1/AmericanTongues.htm">http://www.cofc.edu/~jacobs1/AmericanTongues.htm</a></p> <p>Recommended reading:  <b>Crandall, J.</b> (2003). They DO speak English: World Englishes in U.S. Schools.                  Introduction to the Critical Journal Response – format and article selection.</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 6</i> electronic discussion forum.</p>
<p><b>Four</b>                  Thursday                  Feb 16                  Guest Speaker                  Keith Buchanan                  FCPS</p>	<p>The TESOL and FL/WL Standards</p>	<p><b>Richard-Amato &amp; Snow</b> (2005). Part III– The Classroom: Instruction and Assessment, pp. 195-374.</p> <p>The ESL Standards for Pre-K-12 Students  <a href="http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565">http://www.tesol.org/s_tesol/seccss.asp?CID=95&amp;DID=1565</a></p> <p>The Foreign/World Language Standards for PK-12 Students  <a href="http://www.actfl.org">http://www.actfl.org</a> (from Home page, click on Publications, and then select Standards</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 6</i> electronic discussion forum.</p>

		for Foreign Language Learning : Executive Summary)	
<p><b>Five</b>                      Thursday                      Feb 23</p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p> <p>Language Analysis Project</p>	<p><b>Part I:</b> L1 &amp; L2 Research and Children Debrief of the <b>Collier</b> Monograph</p> <p><b>Part II:</b> Introduction of the Language Analysis Project Sign up at Break for LA Project groups]</p> <p><b>Readings: Baker, C..</b> (2001). Chapter 5, pp. 85-106; Chapter 6, pp. 110-117.</p> <p>Optional readings:  <b>Wong-Fillmore, L.</b> (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. Available on e-reserves.</p> <p><b>Parker, F., &amp; Riley, K.</b> (2000). First language acquisition, 189-213. Available on e-reserves.</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 6</i> electronic discussion forum.</p>
<p><b>Six</b>                      Thursday                      Mar 2</p>	<p>Adolescents/ Adults and Second Language Acquisition</p>	<p><b>Baker, C..</b> (2001). Chapter 6, Pp. 117 - 132.</p> <p>Thomas, W. P., &amp; Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Washington, DC: CREDE.  <a href="http://www.crede.ucsc.edu/research/llaa/1.1_conclusions">http://www.crede.ucsc.edu/research/llaa/1.1_conclusions</a>.</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 6</i> electronic discussion forum.</p>

		<p><a href="#">html</a></p> <p><b>Walqui, A.</b> (2000). Strategies for success: Engaging immigrant students in secondary schools:  <a href="http://www.cal.org/ericcll/digest/0003strategies.html">http://www.cal.org/ericcll/digest/0003strategies.html</a></p>	
<p><b>Seven</b>                  Thursday                  Mar 9</p>	<p>Bilingualism and Cognition                  Cognitive Theories and the Curriculum</p>	<p><b>Baker, C..</b> (2001). Chapters 7 and 8, Pp. 134 – 180.  <b>Genesee, F.</b> (2000). Brain research: Implications for second language learning. Available on e-reserves.                  Other readings TBA</p>	<p>Ongoing: Participate in GMU's <i>Blackboard 6</i> electronic discussion forum.</p>
<p>Midterm Formative Evaluation of EDCI 516-001                  Spring Break                  March 12-19</p>			
<p><b>Heritage Language Literacy Club's 5<sup>th</sup> Annual Bilingual Career Fair at Bailey's Elementary School.</b>  <b>Thursday evening, March 16 from 7:00 to 9:00 p.m.</b>                  Over 120 tutors and their parents in attendance.</p>			
<p><b>Eight</b>                  Thursday                  Mar 23</p>	<p>Implications of Learner Similarities/ Differences for the Classroom                  Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p><b>Christison, D.</b> (1996). Teaching and Learning Languages through multiple intelligences. TESOL Journal 10-14. Available on e-reserves.  <b>Gardner, H.</b> "Multiple intelligences theory: Eight ways of knowing" at:  <a href="http://www.multi-intell.com">http://www.multi-intell.com</a>  <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a>                  Recommended:  <b>Wong-Fillmore, L. &amp; Snow, C.E.</b> (2000). "What teachers need to know about language" [August 23, 2000] at:</p>	<p><b>CRITICAL JOURNAL RESPONSE (CRJ)</b>                  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 6</i> electronic discussion forum.</p>



<p><b>Eleven</b> Thursday Apr 13</p>	<p>Politics of Bilingualism: The Socio-political Debate</p>	<p><b>Garcia, E. (2005).</b> Chapters 5-end. <b>Jim Crawford's Language Policy</b> site  <a href="http://ourworld.compuserve.com/homepages/JWCRAWFORD/">http://ourworld.compuserve.com/homepages/JWCRAWFORD/</a>                  Contrast this perspective with that of the English First website at:  <a href="http://www.englishfirst.org/">http://www.englishfirst.org/</a></p>	<p><b>Due Date: MY PHILOSOPHY OF EDUCATION</b>                  Work in Language Analysis Groups – continue posting discussion and progress in BB groups</p>
<p><b>Twelve</b> Thursday Apr 20</p>	<p>School Issues And Special Needs Learners</p>	<p><b>Baker, C.. (2001).</b> Chapter 14 Recommended:  <b>Levine, M. (2003).</b> 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><b>Thirteen</b> Thursday Apr 27</p>	<p>Group Presentations</p>	<p>Language Analysis Projects/Team Presentations - Students present language analysis project and discuss lessons learned.</p>	<p><b>Presentations Language Analysis Project (Course Performance-based Project)</b></p>
<p><b>Fourteen</b> May 4</p>	<p>Final Class – Pulling It All Together Course Synthesis</p>	<p>Language Analysis Projects Due /Team Presentations - Students complete presentations of language analysis projects and discuss lessons learned. Project debriefs discussion and pulling it all together. Course Synthesis and Evaluations.</p>	<p><b>Presentations Language Analysis Project (Course Performance-based Project)</b>                  Group written reports with individual personal reflections due (45%).</p>

**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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

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**Assignments, Guidelines and Rubrics**  
**Major Course Requirements**

## **Classroom and Online Participation Guidelines (25% of Grade)**

*Bilingualism and Language Acquisition Research* is based on pedagogy of transformation and a social constructivist theory of learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online discussions is fundamental.

### **Ground Rules**

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: *attack the idea – not the person*.
- *Diverse views are welcome*
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion

There are three types of participation: 1) Classroom Participation; 2) Blackboard peer responses; and 3) Blackboard in-depth reflections.

#### **1) Classroom Participation**

Students are expected to complete all readings prior to class, to attend 100% of the 14 weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogue with their peers and the instructor or guest lecturers. For most issues, there may not be one "correct" answer, but students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If for reasons beyond your control you are unable to attend class, you must notify the instructor at the earliest opportunity. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, or family crisis. Students with excused absences should arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week's readings).

Tardies: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals (more than 5 minutes after class was due to begin) will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the semester.

## **2) Blackboard Peer Response**

Each week as a follow-up to class discussions, students will meet online to continue ongoing dialogue regarding the week's topics and readings. These discussions are important for exploring meaning and developing your conceptual framework.

Starting on Wednesday evening of each week, students should review the Blackboard discussion for the prior week's topic. Each student will be required to contribute peer responses to **10 or more topics** throughout the semester. Select one or more reflections posted by your peers, and respond thoughtfully, referring to the readings, your fieldwork experiences, or other relevant life experiences. You may either respond directly to the reflection or initiate a puzzlement of your own based on the reading.

Out of respect for your colleagues' time, and to prevent massive internet-induced eyestrain, please keep your response thoughtful but *brief (no more than 1 – 3 paragraphs)*, and follow the same ground rules as posted above. It is optional if you would like to write more than one response for a topic, but please try to restrict the number of postings to no more than two or three for any particular weekly discussion.

Blackboard participation is *required*. Discussion for each week's topic will begin on the Wednesday afternoon following class and continue until the day before the following class session. Your postings should be initiated as early in the week as possible to provide sufficient time for others to respond. This means that the bulk of discussion should begin before the end of the weekend preceding the next class session. Responses posted after the following week's

class discussion will not count toward your participation grade.<sup>1</sup>

### 3) ***Blackboard In-Depth Reflection***

One person from each team will be responsible for posting their critical reflections to Blackboard each week. The individual team member will write a brief summary of their team's discussion, and an in-depth reflection about the discussion. The reflection will be posted by **Wednesday afternoon *subsequent to the class discussions*** for that week. Reflections should be *short* (no more than 3 – 5 paragraphs altogether). Each reflection should include:

- A clear subject heading "Reflection on [name of reading or activity]"
- One paragraph summarizing what the reading or activity was about
- A brief summary of the team discussion related to the reading.
- Provide your own-grounded opinion about the issue (not just a "gut" reaction), supported by theory or research and responding to the discussion that occurred in class.
- Suggest 1 - 2 additional questions for peer reflection on this topic. (e.g., How can we achieve a balance between respecting students' cultures and tolerating inappropriate behavior?)

To help facilitate Blackboard discussion, it is important for reflections to be posted in a timely manner. Grades for reflections posted after 5 pm on the Wednesday following each week's class discussion will be deducted 10 % for each day past the deadline.

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<sup>1</sup> Students who experience technical difficulties accessing the internet on a timely basis should contact the instructor early in the semester to make alternative arrangements.

**Course Rubrics**  
**Classroom and On-Line Participation Rubric**  
**(25% of Grade)**

	<b>Unsatisfactory</b>	<b>Beginning</b> Does not adequately meet expectations (limited evidence)	<b>Developing</b> Meets expectations adequately Developing/clear evidence	<b>Accomplished/ Excellent:</b> Strongly meets expectations - clear, convincing, consistent evidence
	<b>F</b> <b>&lt; 12 points</b>	<b>C</b> <b>13 – 15 points</b>	<b>B</b> <b>16 – 17 points</b>	<b>A</b> <b>18 – 20 points</b>
<b>1. Classroom participation (6 pts.)</b>	Never a willing participant, never able to respond to questions; never volunteers point of view. OR demeanor and language are unprofessional. OR Three or more unexcused absences or four or more unexcused tardies.	Rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view. OR Has difficulty maintaining professional demeanor and language OR one to two unexcused absences or two to three unexcused tardies.	Attends every class session, usually on time, or makes arrangements with the professor prior to some excused absences or tardies. Usually a willing participant, maintains adequate professional demeanor and language.	Attends every class session on time or makes arrangements with the professor prior to excused absence or tardy. Always a willing participant, maintains high level of professional demeanor and language.
<b>2. Blackboard in-depth reflections (8 pts.)</b>	Does not post any Blackboard reflections OR fails to post before discussion has ended.	Reflections tend to be superficial and are generally ungrounded opinions OR missing an assigned reflection OR one or more assigned reflection posted after the due date on the week assigned.	Assigned reflections are reflect some thought, are adequately grounded in readings and class discussion, and are posted on time.	All assigned reflections consist of thoughtful, critical analyses, well-grounded in theory and practice, and are posted on time.

<b>3. Blackboard peer responses (6 pts.)</b>	Never posts peer responses to Blackboard or posts only a few superficial responses OR posts after discussion for the week has ended.	Posts responses to Blackboard for 6 - 8 of the weekly topics or consistently begins posting late in the week. Contributions tend to be superficial and do not reflect careful thought.	Posts adequately reflective responses on Blackboard, in response to 9 or more topics, usually posted on time.	Posts consistently thoughtful and reflective responses on Blackboard, starting early in the week, in response to 10 or more topics.
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**EDCI 516**  
**Critical Journal Response**  
**Due date: March 23, 2006**  
**Electronic & Hard Copy Due**

Assignment Aligned with the  
**NCATE/TESOL Standards 1b, 2a, & 2b,**  
**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 (CJR) 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. Curs 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.

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

***Details to guide you in your analysis process:***

**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 are 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, 5<sup>th</sup> 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.

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**Course Rubrics**  
**Critical Journal Response**  
**(15% of Grade)**

<b>Points</b>	<b>Unsatisfactory (No to Limited Evidence)</b>	<b>Beginning: Does Not Adequately Meet Expectations (Limited Evidence)</b>	<b>Developing: Meets Expectations Adequately Developing/Clear Evidence</b>	<b>Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence</b>
	<b>F</b> <b>&lt; 8 points</b>	<b>C</b> <b>8 - 9 points</b>	<b>B</b> <b>10-12 points</b>	<b>A</b> <b>3 - 15 points</b>
<b>15 points</b>	<ul style="list-style-type: none"> <li>• Does not choose an article from a refereed journal,</li> <li>• Critique is not organized, or does not follow guidelines,</li> <li>• Referencing not in APA style</li> <li>• Contains many stylistic errors or error patterns</li> <li>• Does not contain a reflections/connections section</li> </ul>	<ul style="list-style-type: none"> <li>• Article meets requirements</li> <li>• Critique organization a bit hard to follow, but contains only a few written errors</li> <li>• Referencing lacks some compliance with APA style</li> <li>• Contains only an abbreviated reflective statement, does not make personal connections to the article or apply it to the classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>• Article meets requirements &amp; guidelines from syllabus</li> <li>• Critique generally well organized, but may need more work on one of the sections.</li> <li>• Well written with few spelling or stylistic errors</li> <li>• Referencing in APA Style, but may contain some minor errors</li> <li>• * Includes reflective statement with connections to classroom practice, but needs to delve more deeply into the application to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• *Article well chosen, follows all guidelines and requirements</li> <li>• Critique well organized with a clear description, a section for analysis, interpretation, &amp; connection to readings, and a personal reflection.</li> <li>• Well written with few or no errors or error patterns</li> <li>• Referencing done in APA Style</li> <li>• Includes a strong reflective statement that connects journal article to classroom practice</li> </ul>

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## EDCI 516

**Due date: April 13, 2006**  
**Philosophy of Teaching Statement**  
Assignment Aligned with the  
**NCATE/TESOL Standards 2a, 2b, 4a, 5c**  
**ACTFL/NCATE Standards 2a, 2b, 6b.**

### Guidelines

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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.

There is no right or wrong way to write a philosophy statement, which is why it is so challenging for many people to write one. You may decide to write in prose, use famous quotes, create visuals, use a question/answer format, etc. However, your philosophy of teaching statement should include the following elements:

- Your beliefs about and reflections on the purpose of teaching and learning
- Your goals for P-12 students
- Your reflection on the role and characteristics of an effective teacher
- Your goals and expectations about the nature of the student-teacher relationship
- Your beliefs about your own professional development as a teacher

**It should be reflective and personal.** What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of you as a teacher, as a person who is intentional about teaching practices and committed to students.

**It is generally 4 – 5 pages in length.** For some purposes, an extended description is appropriate, but length should suit the context.

**It is written in first person, in most cases.** Writing in first person is most common and is the easiest for your audience to read.

**“Own” your philosophy.** Write about *your* experiences and *your* beliefs. Explain what you believe and why you believe it, and make this clear to the reader.

**Most philosophy of teaching statements avoid technical terms** and favor language and concepts that can be broadly appreciated. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude.

**Include teaching strategies and methods to help people “see” you in the classroom.** By including very specific examples of teaching strategies, assignments, discussions, etc, you help readers visualize what actually happens (or will happen) in your learning environment.

**Course Rubrics**  
**Philosophy of Teaching Statement**  
**(15% of Grade)**

	Unsatisfactory (No/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
	F < 11 points	C 11 – 12 points	B 13 points	A 14 – 15 points
THE PURPOSE OF TEACHING AND LEARNING	-Absent or confusing.	-Neither defines nor discusses the terms teaching and learning and their relationship. -Inappropriate or missing examples and/or reflections of teaching and/or life experiences that influence the writer's thoughts on the purpose of teaching and learning	-Defines and discusses the terms teaching and learning and their relationship. -Includes limited examples and/or reflections of teaching and/or life experiences that influence the writer's thoughts on the purpose of teaching and learning.	-Clearly and personally defines and discusses the terms teaching and learning and their relationship. -Includes examples and/or reflections of teaching and/or life experiences that influence the writer's thoughts on 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	-Not an obvious section of the document.	-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.	-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.	-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.
ROLE AND CHARACTERISTICS OF AN EFFECTIVE TEACHER	F < 11 points	C 11 – 12 points	B 13 points	A 14 – 15 points

	-Not an obvious section of the document.	-Fails to articulate how he or she is (or will be) an effective teacher within the classroom or other learning environment. -Demonstrates marginal understanding of an effective teacher's characteristics and their influence on students.	-Articulates how he or she is (or will be) an effective teacher within the classroom or other learning environment. -Demonstrates some understanding of an effective teacher's characteristics and their influence on students.	-Clearly articulates how he or she is (or will be) an effective teacher within the classroom or other learning environment. -Demonstrates superior understanding of an effective teacher's characteristics and their influence on students.
	F < 11 points	C 11 – 12 points	B 13 points	A 14 – 15 points
GOALS AND EXPECTATIONS OF THE STUDENT-TEACHER RELATIONSHIP	-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/or 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/or 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/or 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 for 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 <5	C 5-6	B 7 – 8	A 9-10
	-Poorly organized across sections of report. -Inconsistent “voice” used -Poorly written overall with many stylistic or grammatical errors & error patterns. -Written in second or third person.	-Generally well organized across sections, but has some organizational problems. -Consistent “voice” used. -Written in first person. -May have minor problems with clarity of writing overall; may have stylistic errors or error patterns evident.	-Well organized across all or most sections. -Consistent “voice” used. -Written in first person. -Clearly written overall; very few errors evident.	-Well organized consistently across all sections. -Clear and consistent “voice” used. -Written in first person (I, me, my). -Clearly and convincingly written overall. -No stylistic errors or error patterns.
LITERATURE AND REFERENCES	F < 6.5 points	C 6.5 – 7 points	B 7.5 – 8 points	A 8.5- 9 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)	-Includes appropriate connections to second language acquisition (SLA) literature -Cites 5 sources (with 3 not assigned for the course)	-Includes thoughtful connections to second language acquisition (SLA) literature -Cites more than 5 sources (with 3 not assigned for the course)	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	C 4.5 points	B 5 points	A 5.5 – 6 points
	-Does not follow APA format for headings, citations, or references. Or No evidence of APA format.	-Generally follows APA format for headings, citations, and references, but contains several errors.	-Generally follows APA format for headings, citations, and references, but may have some minor errors.	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 <5	C 5 – 6	B 7 – 8	A 9 - 10
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

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**EDCI 516**  
**Language Analysis and Presentation**  
**Due date: May 4, 2006**  
**Electronic & Hard Copy Due**

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

**In compliance with GMU's ten hours of school-based field experience.**

EDCI 516 students are required to participate in a small group (three to four students) and complete ten hours of community-based field experience at [Bailey's Elementary School for the Arts and Sciences](#) c/o Ms. Stephanie Fillman, Heritage Language Literacy Club, and (6111 Knollwood Drive, Falls Church, VA).

The Language Analysis Project is appropriate for all EDCI 516-students and is central to Mason's scholarship of engagement and service-learning philosophy.

Each group of students will assess the language proficiency skills of a second language learner and suggest an exploratory action plan. The project will be developed assisting the Bailey's Heritage Language Literacy Club Coordinator and one of the HLCC volunteer tutor.

**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, working collaboratively with faculty and volunteer-tutors of [Bailey's Elementary School for the Arts and Sciences](#), 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 GMU students the opportunity to collaborate with IHE & LEA 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 Recommended Format For Conducting the Project and For the Final Written Report**

### ***PROCEDURE:***

#### ***First: Collecting the Oral and Writing Language Samples for Analysis***

After building rapport and getting to know a second language learner, 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 will be a participant of Bailey's Heritage Language Club.

***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 in the student's residence. [
3. Find out as much as you can about the language, educational, cultural background of the person whose language sample you will be analyzing. Consider interviewing the SLL's parents or guardian, and her or his tutor. **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 Recommended 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 L2acquisition

### **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) <http://www.ncela.gwu.edu/expert/faq/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 (5<sup>th</sup> 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:

- Reflection on personal and professional knowledge/growth,
- 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 and facilitator?
- 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 (5<sup>th</sup> 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.

**Course Rubrics**  
**Language Analysis Project and Presentation Rubric**  
**45 % of Grade**

<p align="center"><b>Total Project Points</b></p> <p align="center"><b>45 Points</b></p>	<p align="center"><b>Unsatisfactory (None to Limited Evidence)</b></p> <p align="center"><b>F</b></p> <p align="center"><b>Total &lt; 25 points</b></p>	<p align="center"><b>Beginning: Does Not Adequately Meet Expectations (Limited Evidence)</b></p> <p align="center"><b>C</b></p> <p align="center"><b>Total 26 - 30 points</b></p>	<p align="center"><b>Developing: Meets Expectations Adequately Developing/Clear Evidence</b></p> <p align="center"><b>B</b></p> <p align="center"><b>Total 31 - 37 points</b></p>	<p align="center"><b>Accomplished/Excellent: Strongly Meets Expectations - Clear, Convincing, Consistent Evidence</b></p> <p align="center"><b>A</b></p> <p align="center"><b>Total 38 - 45 points</b></p>
<p align="center"><b>By Section of the LAP</b></p> <p align="center"><b>Introduction and Description of Learner</b></p> <p align="center"><b>5 Points/Section</b></p>	<p align="center"><b>0 – 1 points</b></p> <ul style="list-style-type: none"> <li>• Introduction is cursory or includes two or fewer descriptive elements listed under the Excellent category (see right) in this project component</li> </ul>	<p align="center"><b>1 – 2 points</b></p> <ul style="list-style-type: none"> <li>• Description/Introduction includes only three of the five descriptive elements listed under the Excellent category (see right) in this project component</li> </ul>	<p align="center"><b>3 – 4 points</b></p> <ul style="list-style-type: none"> <li>• Description/Introduction includes Three or four of the five descriptive elements listed under Excellent</li> </ul>	<p align="center"><b>5 points</b></p> <ul style="list-style-type: none"> <li>• Description/Introduction includes:</li> <li>• Rationale for selection of this language learner</li> <li>• -Physical description of learner</li> <li>• Socio-economic context or setting, if known, and cultural background of family/learner</li> <li>• Background of family and previous schooling (learner <i>and</i> family)</li> <li>• -Other significant information relevant to the language analysis</li> </ul>
<p align="center"><b>Analytic Discussion</b></p> <p align="center"><b>15 Points/Section</b></p>	<p align="center"><b>&lt; 7 points</b></p> <ul style="list-style-type: none"> <li>• Does not conduct language</li> </ul>	<p align="center"><b>7 – 9 points</b></p> <ul style="list-style-type: none"> <li>• *Conducted the language sample, but did not adequately</li> </ul>	<p align="center"><b>10 – 12 points</b></p> <ul style="list-style-type: none"> <li>• *Conducted the language sample as described</li> </ul>	<p align="center"><b>13 – 15 points</b></p> <ul style="list-style-type: none"> <li>• *Conducted or collected the written and oral language samples, as</li> </ul>

	<p>sample, as described in syllabus</p> <ul style="list-style-type: none"> <li>• Sample does not include both written and oral language samples for analysis</li> <li>• Project conforms minimally to requirements</li> <li>• Analysis brief or inadequate; does not include application of SLA theories studies in EDCI 516</li> <li>• No, or minimal, evidence of theoretical perspectives about learner's language acquisition, as studied in EDCI 516</li> </ul>	<p>follow the guidelines set forth in syllabus, or includes only oral or only written sample components</p> <ul style="list-style-type: none"> <li>• Project lacks compliance in some areas of the project format or content</li> <li>• Analysis brief, or does not include application of SLA theories connected to this learner</li> <li>• 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</li> <li>• Analysis only minimally addresses areas covered in course content or do not provide adequate evidence of understanding of course content</li> <li>• Findings not adequately linked to SLA theory and readings</li> </ul>	<ul style="list-style-type: none"> <li>• *Sample includes both written and oral sample components for analysis</li> <li>• *Project conforms to most requirements in topic, project format</li> <li>• *Analysis includes only brief evidence of SLA theories applicable to the language learner</li> <li>• *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</li> <li>• *Analysis presents evidence of understanding of course content;</li> <li>• *Findings/observations somewhat linked to theory and readings</li> <li>• *Citations support analysis, but could be more thorough or provide more extensive evidence of mastery of course material</li> </ul>	<p>described in the project guidelines in the syllabus</p> <ul style="list-style-type: none"> <li>*Project conforms to all requirements in topic, project format, framework</li> <li>*Analysis includes thoughtful, thorough, and reflective discussion of SLA theories studied in EDCI 516</li> <li>*Analysis of learner provides evidence of understanding of SLA theory and research by providing at least 8 applications of course readings/content;</li> <li>*Findings/observations clearly linked to theory and readings</li> <li>*Citations well chosen to support analysis</li> </ul>
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<p><b>Exploratory Action Plan</b>  <b>5 Points /Section</b></p>	<p><b>0 points</b>  *Does not include an Exploratory Action Plan</p>	<p><b>1 – 2 points</b>  *Presents cursory action plan for language learner *Action plan may lack realistic consideration of the learner’s background, environment, or circumstances  *Action plan does not connect with SLA theories studied in EDCI 516</p>	<p><b>3 – 4 points</b>  *Presents exploratory action plan for language learner *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.) *Action plan connects well to the SLA theories studied in EDCI 516</p>	<p><b>5 points</b>  *Presents exploratory plan for language learner *Action plan is realistic and individualized: – 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 *Action plan connects solidly to the SLA theories studied in EDCI 516</p>
<p><b>Citations and References</b>  <b>5 Points/Section</b></p>	<p><b>0 – 1 points</b>  *Contains includes only minimal references or citations (less than 3) Bibliography does not reflect application of course content, or does not reflect accurate application</p>	<p><b>1 – 2 points</b>  *Contains 3 – 4 citations and references *Bibliography included, but, does not reflect thoughtful application of course content to the language analysis Incomplete APA referencing, contains significant APA style errors In text and/or list of</p>	<p><b>3 – 4 points</b>  *Contains 5 – 7 citations and references, or citations/references may be limited in scope *Bibliography included, but evidences may not be applied accurately or adequately to the language analysis *Incomplete APA referencing, or may</p>	<p><b>5 points</b>  *Contains a minimum of 8 citations and references of SLA theories/theorists covered in EDCI 516 *Bibliography included provides evidence of application of SLA theories/course readings to language analysis *Correct APA Style employed (within text and</p>

	of theories to the language analysis *APA Style not used	References	contain APA errors in text or list of References	in list of References)
<b>Appendixes and Overall Style and Organization of Project</b>  <b>5 Points/Section</b>	<b>0 points</b>  *No <b>Appendix</b> included *Paper does not follow APA Style Guidelines in form or format *Paper contains many grammatical errors or error patterns	<b>1– 2 points</b>  * <b>Appendix</b> included, but it does not provide adequate data (or transcripts) to support the project’s analysis and action plan. *Paper contains considerable APA Style Guidelines compliance errors in form or format *Paper lacks in grammatical or stylistic form OR contains several errors or error patterns	<b>3-4 points</b>  * <b>Appendix</b> included, but may lack some key elements *Paper generally follows APA Style Guidelines in form and format, but may exhibit an error in either domain *Grammatically and stylistically well written, but may contain some minor errors or error patterns	<b>5 points</b>  * <b>Appendix included</b> that relates strongly to the descriptive, analytic, and reflective discussion of the language samples. Includes transcripts of oral and copies of written samples *Paper follows APA Style Guidelines in form and format *Grammatically and stylistically well written with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader
<b>Group Presentation</b>  <b>5 Points /Section</b>	<b>0 points</b> *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	<b>1 – 2 points</b> *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	<b>3 – 4 points</b> *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	<b>5 points</b> *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

	guidelines in syllabus *No audience involvement in presentation	presentation/discussion	language samples *Audience not involved with discussion/presentation	oral and written language samples *Involves audience in discussion/presentation
<p><b>Reflective Self-Evaluation</b></p> <p><b>5 Points/Section</b></p>	<p><b>0 – 1 points</b></p> <p>*Self reflection is cursory,</p> <p>* Lacks focus or clarity of thought</p>	<p><b>1 – 2 points</b></p> <p>*Very limited discussion and self-reflection OR Two of the five elements listed to the right are missing</p> <p>*May lack clarity or focus in some areas, or may lack substance of thought or connection</p>	<p><b>3 – 4 points</b></p> <p>*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 about learning and language learners - 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>	<p><b>5 points</b></p> <p>*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 might this project have been had you done it alone?); - 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.</p>