George Mason University
Graduate School of Education
EDUC 882: Seminar in Bilingualism and SLA Theory and Research
Fall, 2005: Tuesday, 7:10 p.m.

Professor: Dr. Marjorie Hall Haley, A-315 Robinson Hall, Email: mhaley@gmu.edu
Phone: 703-993-8710
Center for Language and Culture
Office hours: Before class or by appointment

COURSE DESCRIPTION: This course examines the theoretical foundations of bilingualism through focus on linguistic, anthropological, sociological, psychological, and educational research on culturally, linguistically, and cognitively diverse students. Major theoretical approaches are introduced to SLA for doctoral students interested in conducting research in the areas of English to Speakers of Other Languages (ESOL) and Foreign Language education (FL). The course will aim to identify some of the major issues in the field, the methods used to research them, and the main findings and theories developed to explain how languages are learned and acquired. Topics included are: literacy and bilingualism, social justice, immigrant learners, critical pedagogy, long-term ELLs, and brain-based teaching and learning.

REQUIRED TEXTBOOK:

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Other readings to be distributed in class or can be found on electronic reserve.

**COURSE REQUIREMENTS:**

1. Readings: Prepare thoroughly for class discussion  
25 points
2. Lead an interactive discussion on topic of choice and provide readings for class  
30 points
3. Final Project  
45 points

**COURSE OBJECTIVES:** Students completing EDUC 882 will be able to:

1. Consider the implications of bilingualism/biculturalism, multiculturalism, multilingualism, and their impact in teaching and learning
2. Situate one’s research within the field through a survey of second language/bilingual research/theoretical perspectives
3. Design research instruments and gather classroom or field data with consideration to the social, cultural and institutional contexts of the research project and classroom
4. Analyze and interpret data from multiple sources and draw interpretive conclusions that may suggest future research/educational policy and/or implications for L2 pedagogy
COURSE SCHEDULE:

Sept 6: Introduction to course.

SEPT 13: **Major theories in second language acquisition research:** Influence of age, first language, input and interaction, formal language instruction, sociocultural factors, cognitive factors, and universals in SLA. Theories of Krashen, Wong Fillmore, Schumann, Ellis, McLaughlin, Collier, Cummins, and others. Simultaneous, successive child bilingualism. Chapters 1 and 6 in Hall Haley & Austin text. WGBH video, “Valuing Diverse Learners.”

**Teacher Action Research:** Situating classroom-based research and its impact and efficacy for ELLs

SEPT 20: Virtual Class

Readings:  
Hinkel – Chapters 1, 2, 3, 8

SEPT 27: Virtual Class

Readings:  
Hinkel – Chapters 10, 11, 12, 13, 14

Oct 4: **Sociocultural Theory**

Readings:  
Hinkel – Chapter 19, 49

OCT 11: **Literacy and Bilingualism**

Readings:  
Hinkel – Chapters 29, 30, 31, 34

OCT 18: **Classroom effectiveness:** Research on teaching effectiveness in bilingual/multicultural/ESL education. Critical pedagogy. Implications for higher education programs for teacher and administrator pre- and in-service education.

Readings:  
Hinkel – Chapters 50, 51
OCT 25:  Social Justice as a Permeating Theme in Today’s Schools

Readings:
Articles to be distributed by professor

NOV 1:  Immigrant and Migrant Learners

Readings:
Articles made available by professor

NOV 8:  Virtual Class

NOV 15:  Long Term English Language Learners
Articles made available by professor

Readings:

NOV 22:  Virtual Class

NOV 29:  Brain-based approaches to working with ELLs


DEC 6:  Presentation of Final Projects
GUIDELINES

Interactive Discussion on Readings

1. Each student will sign up to lead the in-class discussion on one of the topics listed in the course syllabus. You must research the topic and locate no fewer than 3 articles, book chapters, monographs, etc. on the topic. These must be distributed to the class and professor no later than one week prior to your presentation. This may be done in hard copy, electronic link, or placed on e-reserve through the GMU libraries. For your presentation you are encouraged to use visual aids, such PowerPoint, video, slides, or photos. Be sure to prepare a handout as a reference or guide. Make one copy for each member of the class and professor. You will lead the discussion by preparing an interactive activity to illustrate some of the concepts.

2. It is expected that students will have read the articles and grappled with the concepts before each presentation. Your handout may include additional resources (“must reads”) or a summary of the most salient features.

Final Project

Students are to write a 1-2 page rationale on the selection of your topic. Reflect on why this topic is relevant and in what way it will support the existing corpus of literature and/or your own current educational circumstance. **Due: October 11**th

The final project will be a synthesis on a chosen topic that may be considered a precursor to your dissertation research or review of literature. You should review and critique no fewer than four studies that highlight this area of the field. You should also include your ideas about the future directions of research on the topic.

Annotated Bibliography: Submit a list of the articles you’ve found in journals or book chapters on the chosen topic with a one-paragraph justification of why you chose the articles. **Due: Nov 15th**

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

How do you connect w/ this article
What theories are involved?
What constitutes the concepts?
What paradigm does this come from?
What are the assumptions working in this paradigm?
How is new knowledge constructed here?
Look at a journal for the last 5 years and see how your theme/topic has been covered?
What theoretical framework does this come from?