

*George Mason University*  
*College of Education and Human Development*  
**Center for International Education/FASTTRAIN Programs**  
**BILINGUALISM AND LANGUAGE ACQUISITION RESEARCH**

*Spring 2010*

**Professor:**

**Class Day & Time:**

**Class Location:**

**Contact Information & Office Hours**

**E-Mail:**

**Office Hours:**

**Telephone:**

**Patricia Martinez**

Thursday 1:30pm-4:10pm

Thompson 112

**pmartin5@gmu.edu**

By appointment

7036557915 (C)

## **COURSE OUTLINE**

**A. Course Description:**

This course provides students with knowledge of first and second language acquisition, including the interaction of a bilingual's two languages, with implications for the classroom. This is a required course for Virginia State PK - 12 ESL/FL licensure and for foreign language immersion teachers. Students will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children's cognitive development, school achievement, and linguistic processing.

**B. Course Delivery:**

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

*Presentations (i.e., lectures, 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 and Collaborative learning (i.e., small group guided learning interactions emphasizing learning from and with others);*

*Guest lectures;*

*Student presentations;*

*Videos and other audio-based learning resources;*

*School site-based work with language learners*

*Blackboard 6™ web-based course management system.*

Please note: This course is **not a methods course**, nor is it a "how-to" on language acquisition. As such, the focus is not primarily on developing skills, but in developing awareness and knowledge, which will move us in the direction of developing the competencies we need to work with diverse populations in changing

societies.

EDCI 516 employs a seminar format and thus requires the active participation of all students during each class meeting. The course is structured around discussion, hands-on learning activities, and group projects. Therefore, it is critical that students actively participate in the in-class and on-line discussions and activities and keep up with the readings. Students should be prepared to discuss the content readings during 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.

#### **C. College of Education and Human Development Statement of Expectations**

##### **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.

#### **D. Course Outcomes**

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

1. Understanding of first language (L1) and second language (L2) acquisition processes, research, and developmental stages as well as their applicability to classroom instruction.
2. Knowledge of various definitions and theories on bilingualism, language proficiency, and language acquisition.
3. Understanding of the developmental stages of L2 acquisition.
4. Ability to identify and discuss the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.
5. Familiarity with the concepts of code-switching, language borrowing, and the role of L1 and L2 acquisition and foreign/world language acquisition.
6. Familiarity with the relationship of standard languages and dialects and the implications for teaching.
7. Understanding the relationships among teaching practice and second language acquisition (SLA) research, methods of teaching foreign/world/second languages and language assessment practices.
8. Use of technology to assist in their understanding of SLA and an understanding of its use to support learning in the WL/SL classroom.

#### E. Relationship to Program Goals and Professional Organizations

Language is the most human form of behavior, and the investigation of what research shows us about how language is acquired and the study of how language interacts with culture are essential areas of information that individuals seeking to teach world languages must know and understand. Exploring how languages are acquired and the link between culture and communication will help develop a knowledge base appropriate for individuals teaching in today's multicultural world. Emphasis will be on understanding second language acquisition research and the social, cultural, affective, and cognitive factors playing a role in L2 acquisition.

*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 to speakers of other languages. 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* relationship to the GSE 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 for 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

EDCI 516/Martínez 2010

The National Association for Bilingual Education  
The National Association for Multicultural Education

NABE  
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. 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 and the Teachers of English for Speakers of Others Languages. 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 *TESOL/NCATE 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.ncate.org/documents/ProgramStandards/tesol.pdf>  
<http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf>

The ACTFL/NCATE Standards cover the following six domains:

<b>ACTFL/NCA TE 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 diverse learners	3b
<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	
<b>Six</b>	<b>Professionalism</b>	6a. Professional development	6a
		6b. FL advocates	6b

The TESOL/NCATE Standards cover the following five 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

#### H. Texts and Resources:

##### 1. Required Texts:

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.

**Additional resources will be available from GMU e-reserves at: <http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi>** You will receive log-in information and a password at the first class session.

##### 2. Recommended Books:

American Psychological Association (2002). *Publication manual of the American Psychological Association* (5<sup>th</sup> 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.

#### I. Course Requirements

EDCI 516 is comprised of electronic discussion at <http://courses.gmu.edu>, and a series of course products and assessments aimed toward providing evidence of meeting the course objectives. It will include a hands-on learning project where you will spend time working and interacting with a language learner analyzing his/her language acquisition and presenting an exploratory action plan to ensure growth, development, and academic success. Attached to this syllabus are the specific descriptions and evaluation criteria for each of the course requirements.

Students are **expected to attend all course sessions**, both in-person and on Blackboard, to participate actively in class and on the Blackboard discussion board, and take part in all in-class and on-line activities. Because this course is interactive in nature, your active participation in class and on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Time should be spent going over lecture notes, answering discussion questions and completing assignments on Blackboard. A large portion of your grade is based on class participation, students will be expected to, first, respond to all discussion questions/activities, **and then** engage in discussing other student's answers during our class sessions.

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance. If you believe you will have difficulty meeting course requirements in a timely manner, please discuss your situation with the instructor as soon as possible.

**EDCI 516–001 and -002 course requirements will be met as follows:**

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
On-line Participation and Readings	<p>Students are expected to actively participate in every class session, by electronic posting, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students must inform instructor of the need for an absence from class.</p> <p><i>NCATE TESOL Standards: 1b, 3a, 4a, &amp; 5a ACTFL NCATE Standards: 3a, 4a, 6a</i></p>	25 percent	Each class meeting

Critical Journal Response <i>(Theory &amp; Research)</i>	<p>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> <p><i>NCATE TESOL Standards 1b, 2a &amp; 2b ACTFL NCATE Standards 3a, 5a, 6a</i></p>	15 percent	Class 7 <b>Feb. 25</b>
Philosophy of Education <i>(Professionalism, Theory, &amp; Research)</i>	<p>Based on personal beliefs and growing professional knowledge about SLA theory and research, language learning, and learners, candidates will write an opening Philosophy of Education statement. This will include reflections on the role of culture, instructional practices, &amp; assessment. It will be reviewed and updated in later coursework. This assignment is a <b><i>Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students and should be submitted to TASKSTREAM by the due date</i></b></p> <p><i>NCATE TESOL Standards 2a, 2b, 4a, 5c ACTFL NCATE Standards 2a, 2b, 6b</i></p>	15 percent	Class 11 <b>April 1</b>

<p>Language Analysis Case Study and Presentation <i>(Theory, Research, Professional Collaboration &amp; Practice)</i></p>	<p>This case study of a language learner is <b><i>DCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students and should be submitted to TASKSTREAM by the due date.</i></b> Students will work in small groups to collect, record, and analyze oral and written language samples from a language learner. 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. Each group will share findings in a formal research presentation at the end of the semester.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2a, 2b, 4a, 4b, and 5a, 5b</i>  <i>ACTFL/NCATE Standards 2a, 3a, 3b, 5a, 5b, 5c, 6b</i></p>	<p>45 percent</p>	<p>Paper due:  <b>April 29</b>          Group Presentation Day –  <b>April 15 or April 22</b>          Presentations must be posted on Blackboard by <b>April 15 or April 22</b></p>
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\*\*\*\* ***Online Etiquette reminder for all:*** Whether you are composing an e-mail message or posting a message in *Blackboard 6*, it is wise to assume that everyone in the world will read your words. Practice your professionalism, sensitivity, kindness, respect for others' beliefs and opinions, along with your growing knowledge in SLA as you share your insights and thoughts throughout the semester.

### Graduate Grades

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	100	4.00	Satisfactory /Passing
A	Meets Standard	94 - 99	4.00	Satisfactory /Passing
A-	Meets Standard	90 - 93	3.67	Satisfactory /Passing
B+	Partially Meets Standard	85 - 89	3.33	Satisfactory /Passing
B	Partially Meets Standard	80 - 84	3.00	Satisfactory /Passing
C	Does not Meet Level 1 award recommendation	70 - 79	2.67	
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

**Guidelines and Rubrics for EDCI 516 Assignments and Requirements  
[Classroom, Online Participation, Required Course Products and Performance-Based Assessments]**

**Bilingualism and Language Acquisition Research** is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and 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 forum is fundamental.

**Class Expectations**

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

- Read 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: if you disagree with something, respectfully disagree with the *idea* – and please do not “attack” the person.
- Diverse views are welcome and enrich the discussion*.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

Again, students are **expected to attend all class meetings and Blackboard sessions**, to participate actively on the Blackboard discussion board, and take part in all on-line activities. Because this course is interactive in nature, your active participation on Blackboard provides performance-based opportunities for sharing your reading and preparation for class and will be a strong component of your final class participation points. Students are expected to spend the same amount of time for an on-line course session as they would a face to face class. Time should be spent going over lecture notes, answering discussion questions and completing assignments on Blackboard. Since a large portion of your grade is based on class participation, students will be expected to, first, respond to all discussion questions/activities, **and then** engage in discussing 6 other student's answers per Blackboard session.

**EDCI 516****Critical Journal Response****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):

*Level One: description/article abstract,*

*Level Two: analysis, application, and interpretation, and*

*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 if it is not available on e-reserves.

**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, 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.

**Philosophy of Teaching Statement  
Guidelines and Rubrics  
15% of Grade  
Maximum length: five-double spaced pages.  
REQUIRED MME/ ACTFL/ TESOL/ NCATE Course Assessment**

This assignment is a required part of the FASTRAIN ESOL Portfolio. ESOL Program students should submit the assignment to TASKSTREAM. ELEM Program students can submit the project directly to the instructor.

Assignment Aligned with: TESOL/ NCATE Standards 2a, 2b, 4a, 5c, ACTFL/NCATE Standards 2a, 2b, 6b.

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 OWN 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

*Language Analysis Case Study and Presentation*

**EDCI 516**  
**Project Guidelines**

**Due Date for Submission of Written Report: Concurrent with group oral presentation**  
**Group Presentations:**

**This assignment is a required part of the FASTRAIN ESOL Portfolio. ESOL Program students should submit the assignment to TASKSTREAM. ELEM Program students can submit the project directly to the instructor.**

**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 Case Study of a Language Learner and Presentation* for EDCI 516 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 analysis patterns in EFL/ESOL/FL/WL learners. As a final course assessment, the LACS 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 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 Case Study 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 Case Study and  
Completing the Final Written Group Report with Individual Reflection***

***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 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) 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, 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 known 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
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### ***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, and how you have made personal and professional connections to our readings as a result of conducting this study. This reflection may be submitted as an addendum to the Group paper or to the professor in an individual file. (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). These should include a rich selection of course readings to support your analysis and provide evidence of your knowledge base.

***Part VI - Appendixes*** – Please include your transcription, written language sample, or 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 PowerPoint 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.

**Total Presentation Time: Maximum 25 minutes per group.** (You will need to plan your time carefully.)

EDCI 516 Faculty Team [Osterling, Fox, Buchanan, Koenig – adapted from National Board Scoring Rubric Formatting and from: Schonwetter, D.J., Sokal, L., Friesen, M. & Taylor, K.L. (2002). Teaching philosophies reconsidered: A Conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*. 7(1) p. 83-97.