



## FAST TRAIN Programs

### EDCI 516.602: Bilingual Language Acquisition & Research Summer 2012

**Professor: Megan Moore**

**Class Day & Time:** June 4 – Aug 31

**Class Location:** on-line

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#### 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 licensure and for FAST TRAIN Elementary masters program 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

#### Course Delivery

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

- Presentations (i.e., lectures assisted by PowerPoint and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group guided learning interactions emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Student presentations*;
- *Video presentations*;
- *Blackboard 9.1™* web-based course management system.

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

relation to teaching culturally and linguistically diverse students in grades PK-12, as well as to ask questions for clarification, exploration, or discussion.

### **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 of 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.

### **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. *TESOL/NCATE Standards Addressed:*

Domain 1. Language - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a System - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development - Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

Domain 2. Culture - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2. Culture as It Affects Student Learning - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3. Planning, Implementing, and Managing Instruction - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction - Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction - Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History - Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

## College of Education & Human Development Expectations

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## Additional Course Policies

**Attendance Policy:** FAST TRAIN students are expected to attend *all* class periods of courses for which they register. In-class participation is important not only to the individual student but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the participation grade as stated in the course syllabus (Mason catalog). Any unexcused absences

will result in a “0.5” point deduction from your participation grade.

**Technology in Class:** Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session unless the faculty member gives permission. Students may not use laptops unless specifically directed by the instructor to do so during class.

**GMU E-mail & Web Policy:** Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication with the instructor will be through the Mason e-mail system.

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

### **Texts and Resources**

#### **Required Texts:**

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

#### **Recommended Books:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

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

### **Course Requirements**

EDCI 516 is comprised of class meetings (see Schedule) 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 Blackboard sessions*, to participate actively during large and

small group discussion and activities on-line. Students will also lead warm up discussions on the class readings during the semester. 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. Time should be spent going over lecture notes, answering discussion questions and completing assignments in and out of class. 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 (0.35/day), 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.

Summer 2012 EDCI 516–001 course requirements will be met as follows

Class Assignments			
Project	Goal	Percentage of Grade	Due Date
<p><b>In-class Participation and BB Discussion</b></p>	<p>Students are expected to actively participate in every class session by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Students will also lead one warm-up discussion based on the readings. Student will need to develop discussion questions based on the reading for that class, and facilitate discussion. Students must inform instructor of the need for an absence from class.</p> <p><i>TESOL/NCATE Standards: 1b, 3a, 4a, &amp; 5a</i></p>	20 percent	Each class meeting
<p><b>Critical Journal Response</b> <i>(Theory &amp; Research)</i></p>	<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>TESOL/NCATE Standards 1b, 2a &amp; 2b</i></p>	15 percent	Email submission by midnight July 10
<p><b>Philosophy of Teaching</b> <i>(Professionalism, Theory, &amp; Research)</i></p>	<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 Teaching statement. This will include reflections on the role of culture, instructional practices, &amp; assessment. It will be reviewed and updated in later coursework and is one of the program's <i>official NCATE Performance Assessments</i>.</p> <p><i>TESOL/NCATE Standards 2, 4a, 5c</i></p>	15 percent	Taskstream submission Midnight Aug 7

<p><b>Group Case Study and Presentation</b></p> <p><i>(Theory, Research, Professional Collaboration &amp; Practice)</i></p>	<p>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 class.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c and 5a, 5b</i></p>	<p>15 percent</p>	<p><b>Group presentation and group paper due Aug 27</b></p>
<p><b>Individual Language Acquisition Case Study and Presentation</b></p> <p><i>(Theory, Research, Professional Collaboration &amp; Practice)</i></p>	<p>This case study of a language learner is an <b><i>EDCI 516 Performance-based Assessment required for the FASTTRAIN ESOL Portfolio for ESOL Program Students.</i></b> Students will work individually to collect, record, and analyze oral and written language samples from <u>at least two language learners</u> in their current teaching environment. Like the group project during the summer class, students will provide a written commentary connecting this experience to course readings, SLA research and theory. Students will also be expected to present their findings to a colleague or family member of the child and provide personal reflection the entire experience or students may wish to schedule a presentation with the professor. References as well as examples of the data collection are required.</p> <p><i>TESOL/NCATE Standards - 1a, 1b, 2, 3a, 3b, 3c, and 5a, 5b</i></p>	<p>35 percent</p>	<p><b>Paper is due in TaskStream Aug 31</b></p>



## Grading Policy

The FAST TRAIN-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+	Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
C	Do Not Meet Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does Not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

**Incomplete (IN):** This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10<sup>th</sup> week. Unless an explicit written extension is filed with the Register’s Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

### **ESL Students & The Professional Development Portfolio**

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate’s knowledge, skills, and ability to teach. As performance-based document, the portfolio synthesizes learning from the teacher candidate’s coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is **Language Acquisition Case Study**. This assignment must be posted to TaskStream, where it will be reviewed and graded. Please see the FAST TRAIN website: [http://fasttrain.gmu.edu/assets/docs/fast\\_train/PortfolioGuidelines.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf) for more information.

## Course Schedule: Summer 2012

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
<b>May 22, 2012</b>	Course Introduction: Overview of EDCI 516 Review Syllabus & Requirements	<i>Introduction to EDCI 516, Syllabus and Overview</i>	
<b>Week 1 June 4-11</b>	Overview of key issues in Second Language Acquisition (SLA) Research  Myths and misconceptions about second language learning	<p><b>Baker</b> (2007) text: Chapters 1 &amp; 3</p> <p><b>McLaughlin, B.</b> (1992). "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><b>Wiley, T.G.</b> (1997). "Myths about language diversity and literacy in the United States" found at: <a href="http://www.cal.org/caela/esl_resources/digests/myths.html">http://www.cal.org/caela/esl_resources/digests/myths.html</a></p> <p>Walqui – Contextual factors in second language acquisition: <a href="http://www.cal.org/resources/digest/0005contextual.html">http://www.cal.org/resources/digest/0005contextual.html</a></p> <p>A timeline of language acquisition theory <a href="http://www.xtimeline.com/timeline/History-of-Second-Language-Acquisition-2">http://www.xtimeline.com/timeline/History-of-Second-Language-Acquisition-2</a></p> <p>A Brief History of Second Language Acquisition: <a href="http://www.eltworld.net/pdf/ARTICLE%20-%20Second%20language%20acquisition.pdf">http://www.eltworld.net/pdf/ARTICLE%20-%20Second%20language%20acquisition.pdf</a></p>	Begin to formulate your thoughts about teaching and learning in the second language classroom.
<b>Week Two June 12-18</b>	Continuing: SLA Research and its implications for classroom practice\Definitions,	<p><b>Baker (2007)</b>- Chapter 2</p> <p><b>Crandall, J.</b> (2003). They DO speak English: World Englishes in U.S. Schools. <a href="http://www.cal.org/resources/archive/news/2003summer/englishes.html">http://www.cal.org/resources/archive/news/2003summer/englishes.html</a></p>	

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
	& Measurement	<p>Krashen, Principles and practice in second language acquisition (skim pages 9-45)  <a href="http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf">http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf</a></p> <p>Cummins BICS and CALP (skim)  <a href="http://www.wisd.us/campus/whs/social_studies/edd/Fall09/8344/Articles/CumminsBICSCALPSpringer2007.pdf">http://www.wisd.us/campus/whs/social_studies/edd/Fall09/8344/Articles/CumminsBICSCALPSpringer2007.pdf</a></p> <p>Krashen: what is academic language proficiency?  <a href="http://www.sdkrashen.com/articles/Krashen_Brown_ALP.pdf">http://www.sdkrashen.com/articles/Krashen_Brown_ALP.pdf</a></p>	
<p><b>Week three</b>  <b>June 19-25</b></p>	<p>Standards for Teachers and P-12 Students: TESOL, ACTFL, NCATE</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>VA English language proficiency standards  <a href="http://www.wida.us/standards/elp.aspx">http://www.wida.us/standards/elp.aspx</a></p> <p>Gonzales (1994). Funds of knowledge: learning from language minority households:  <a href="http://www.cal.org/resources/digest/ncrcds01.html">http://www.cal.org/resources/digest/ncrcds01.html</a></p>	
<p><b>Week four</b>  <b>June 26-July 2</b></p>	<p>L1 Research in Children</p> <p>L2 Research: Children and Second Language Acquisition</p>	<p><b>Part I:</b> L1 &amp; L2 Research and Children</p> <p><b>Readings:</b> Baker (2007). Chapter 5</p> <p><b>Age and language acquisition</b>  <a href="http://www.uwec.edu/ESL/Minors/TESOL/SLA%20Age%20Acquisition.pdf">http://www.uwec.edu/ESL/Minors/TESOL/SLA%20Age%20Acquisition.pdf</a></p> <p><b>First- and Second-Language Acquisition in Early Childhood, Beverly A. Clark</b>  <a href="http://ceep.crc.illinois.edu/pubs/katzsym/clark-b.html">http://ceep.crc.illinois.edu/pubs/katzsym/clark-b.html</a></p>	

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<p><b>Week five</b> <b>July 3-9</b></p>	<p>Intro to Language Analysis Case Study Project</p> <p>Adolescents/ Adults and Second Language Acquisition</p>	<p><b>Baker, C.</b> (2007). Chapter 6</p> <p><b>Walqui, A.</b> (2000). Strategies for success: Engaging immigrant students in secondary schools: <a href="http://www.ericdigests.org/2001-1/success.html">http://www.ericdigests.org/2001-1/success.html</a></p> <p>Short &amp; Fitzsimmons, Double the Work <a href="http://www.all4ed.org/files/DoubleWork.pdf">http://www.all4ed.org/files/DoubleWork.pdf</a></p>	
<p><b>Week six</b> <b>July 10-16</b></p>	<p>Bilingualism &amp; Cognition</p> <p>Cognitive Theories and the Curriculum</p>	<p><b>Baker, C.</b> (2007). Chapters 7 &amp; 8</p> <p><b>Genesee, F.</b> (2000). Brain research: Implications for second language learning. <a href="http://escholarship.org/uc/item/58n560k4#page-1">http://escholarship.org/uc/item/58n560k4#page-1</a></p> <p>Brain research in the FL classroom: <a href="http://www.teresakennedy.com/research.htm">http://www.teresakennedy.com/research.htm</a></p>	<p><b>CRITICAL JOURNAL RESPONSE</b> DUE (15%)</p>
<p><b>Week seven</b> <b>July 17-23</b></p>	<p>Implications of Learner Similarities/ Differences for the Classroom</p> <p>Input and Interaction in SLA: A Brief Look at the Multiple Intelligences</p>	<p><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></p> <p><a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a></p> <p>Hall-Halley MI and ESOL students - <a href="http://gse.gmu.edu/research/mirs/mistudy">http://gse.gmu.edu/research/mirs/mistudy</a></p>	<p>In preparation for this week’s work on multiple intelligences, you are requested to download the referenced MI Inventory. Please take the MI inventory, and score it yourself.</p>
<p><b>Week eight</b> <b>July 24-30</b></p>	<p>Affective, Social, and Cultural Perspectives in SLA</p> <p>Models of Bilingual Education</p>	<p><b>Baker (2007)</b> – Chapters 12, 13 and 18</p> <p>Pransky, K., &amp; Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. <i>The Reading Teacher</i>, 56(4), 370-383. Found on-line: <a href="http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RT.56.4.3&amp;F=RT-56-">http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RT.56.4.3&amp;F=RT-56-</a></p>	

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		<p><a href="#">4-Pransky.pdf</a></p> <p>Thomas, W. P., &amp; Collier, V. P. The Astounding Effectiveness of Dual Language Instruction for All. Found on-line: <a href="http://njrp.tamu.edu/2004/PDFs/Collier.pdf">http://njrp.tamu.edu/2004/PDFs/Collier.pdf</a></p> <p>Program model types <a href="http://www.cal.org/resources/digest/rennie01.html">http://www.cal.org/resources/digest/rennie01.html</a></p> <p>Bell. (1995). The relationship between L1 and L2 literacy... <a href="http://203.72.145.166/TESOL/TQD_2008/VOL_29_4.PDF#page=59">http://203.72.145.166/TESOL/TQD_2008/VOL_29_4.PDF#page=59</a></p> <p>Program model types <a href="http://www.cal.org/resources/digest/rennie01.html">http://www.cal.org/resources/digest/rennie01.html</a></p> <p>Collier: Acquiring a second language for school <a href="http://www.thomasandcollier.com/Downloads/1995_Acquiring-a-Second-Language-for-School_DLE4.pdf">http://www.thomasandcollier.com/Downloads/1995_Acquiring-a-Second-Language-for-School_DLE4.pdf</a></p> <p>Anstrom: Academic achievement for secondary language minority students <a href="http://www.eric.ed.gov/PDFS/ED417596.pdf">http://www.eric.ed.gov/PDFS/ED417596.pdf</a></p>	
<p><b>Week nine</b> <b>July 31-Aug 6</b></p>	<p>Bilingualism, Biliteracy, and Language Learners</p>	<p><b>Baker, C.</b> (2007). Chapters 9 &amp; 10</p> <p><b>Snow, C.</b> (2002). <a href="http://www.cal.org/wrih">http://www.cal.org/wrih</a></p> <p>Collier: Acquiring a second language for school <a href="http://www.thomasandcollier.com/Downloads/1995_Acquiring-a-Second-Language-for-School_DLE4.pdf">http://www.thomasandcollier.com/Downloads/1995_Acquiring-a-Second-Language-for-School_DLE4.pdf</a></p>	
<p><b>Week ten</b> <b>Aug 7-13</b></p>	<p>Bilingualism and gifted and talented</p>	<p>Baker (2007) - Chapter 15 and 16 <a href="http://www.kidsource.com/kidsource/content/gifted_and_minority_lang.html">http://www.kidsource.com/kidsource/content/gifted_and_minority_lang.html</a></p> <p><a href="http://www.kidsource.com/education/dual.exception.html">http://www.kidsource.com/education/dual.exception.html</a></p>	<p><b>PHILOSOPHY of EDUCATION Paper due (15%).</b></p>

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
<p><b>Week eleven</b> <b>Aug 14-20</b></p>	<p>Bilingualism and Special Needs</p>	<p>Baker (2007) - Chapter 15 and 16  <a href="http://www.kidsource.com/education/dual.exception.html">http://www.kidsource.com/education/dual.exception.html</a></p> <p>Webinar: English Learners with Disabilities  <a href="http://www.colorincolorado.org/webcasts/disabilities">http://www.colorincolorado.org/webcasts/disabilities</a></p> <p>Handbook for Educators of Students Who are English Language Learners with Suspected Disabilities:  <a href="http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/handbook_educators.pdf">http://www.doe.virginia.gov/instruction/esl/standards_resources/resources/handbook_educators.pdf</a></p> <p><a href="http://onlineresources.wnyc.net/pb/orcdocs/LARC_Resources/LEPTopics/ED/LanguageDifferenceLanguageLearning%20Disability.pdf">http://onlineresources.wnyc.net/pb/orcdocs/LARC_Resources/LEPTopics/ED/LanguageDifferenceLanguageLearning%20Disability.pdf</a></p>	
<p><b>Week twelve</b> <b>Aug 20-27</b></p>	<p>Assessment Policy &amp; Politics of Bilingualism: The Socio-political Debate</p>	<p>DOE ESEA Flexibility Application  <a href="http://www.doe.virginia.gov/boe/meetings/2012/05_may/agenda_items/item_r.pdf">http://www.doe.virginia.gov/boe/meetings/2012/05_may/agenda_items/item_r.pdf</a></p> <p>NCLB &amp; ESEA Reauthorization  <b>District Administration – Testing ELLS:</b>  <a href="http://www.districtadministration.com/viewarticle.aspx?articleid=1293">http://www.districtadministration.com/viewarticle.aspx?articleid=1293</a></p> <p>English Language Learners and High-Stakes Tests: An Overview of the Issues  <a href="http://www.cal.org/resources/digest/0207coltrane.html">http://www.cal.org/resources/digest/0207coltrane.html</a></p> <p>TESOL Position Paper on NCLB  <a href="http://www.tesol.org/sites/tesol/bin.asp?CID=32&amp;DID=7211&amp;DOC=FILE.PDF">http://www.tesol.org/sites/tesol/bin.asp?CID=32&amp;DID=7211&amp;DOC=FILE.PDF</a></p> <p>Crawford, J. Language Policy web 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 web site at  <a href="http://www.englishfirst.org">http://www.englishfirst.org</a></p> <p><b>Baker, C.</b> (2007). Chapters 17 and 19.</p>	

Class	Theme/Topic	Preparation and Readings (To be read prior to class – Some supplemental readings TBA)	Assignments for This Date's Class
<p><b>Week thirteen</b> <b>Aug 28-31</b></p>	<p><b>Review Group</b> <b>Project</b> <b>presentations</b></p>		<p><b>Presentations</b> <b>Language Analysis Project</b> <b>(Course Performance-based</b> <b>Project)</b></p>



## Course Assignments in Detail

*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.

### Expectations

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: 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.
- New policy: Laptops are allowed only *during small group work for research purposes or for presentations*. Laptop use is not allowed during whole class discussions.

**Students are expected to complete all required readings prior to class, to attend 100% of all class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers.** For most issues, there is not one “correct” answer and students will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. Students are 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.

There are three types of participation:

- 1) Classroom Engagement in whole and small group discussion;
- 2) Leading a whole-class warm-up discussion at least once.
- 3) Daily participation in the discussion board forums in Blackboard.

**Discussion Leader:** Each class, one or two students will lead a warm-up discussion based on the required readings for that class. The questions should elicit critical analysis of the readings' themes. Each discussion leader should write questions and plan to lead and facilitate a 10-15 minute discussion that creatively includes all members of the class and ensures your audience is engaged. You can achieve that through a variety of questions, activities, handouts, etc. An important part of this assignment is to successfully moderate the group discussion – a great teaching opportunity!

### Class Participation Rubric

<b>Class Participation Criteria:</b>	<b>Little or No Evidence</b>	<b>Beginning: Approaches Expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished: Strongly Meets Expectations</b>
<b>ATTENDANCE</b>	Two or more unexcused absences.	One unexcused absence	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy
<b>PREPARATION OF READINGS</b>	No evidence of reading or preparation for class discussions.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions
<b>PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS</b>	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Takes leadership in engaging peers in participation in discussions, activities, and projects
<b>HOMEWORK, PROJECTS, EXEMPLARS</b>	Rarely or never prepared with assignments or group work.	Usually prepared with assignments or group work	Always prepared with assignments or group work.	Always prepared with assignments and assumes leadership role for group work
<b>BLACKBOARD</b>	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.	Limited contribution to the quality of discussion. Few postings but all on same day. Limited referenced other research, gave examples, and evoked follow-up responses from other students.	Enhanced quality of discussion. Several posts but all on same day. Referenced other research, gave examples, and evoked follow-up responses from other students	Demonstrated leadership in discussion; Substantially enhanced quality of discussion (e.g., illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion)

## Philosophy of Teaching Statement

Assignment Aligned with: **TESOL/ NCATE Standards 2, 5a, 5b,**

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.

## Q and A on the philosophy paper

**1. Can I write in first person?**

Yes, the paper should be written in first person

**2. What is the best way to format my paper?**

Generally, students start with a brief introduction about themselves, how they got into teaching, what their teaching situation is now, why they are studying to become an ESOL teacher, and then follow the five required elements, using each element as a heading, and then discussing it below.

**3. How many sources do I need?**

An “A” paper requires five sources. These can be: journal articles, the Baker book, websites, etc. You do not need one of each type of sources, just 5 all together.

**4. Do I have to use APA format?**

YES

**5. Any other hints?**

Please reference the grading rubric. Students often leave out element number 5, reflecting on their professional development. Please make sure you incorporate all elements in your paper. An “A” paper MUST identify 2 professional development needs. Do not forget this element!

**6. How do I submit this paper?**

This paper must be submitted via Taskstream. Your grade and comments will be recorded in Taskstream.

### Teaching Philosophy Rubric

No Evidence Little or No Evidence	Beginning: Approaches Standard	Developing: Meets Expectations Adequately. Clear Evidence	Accomplished Strongly meets Expectations. Clear, Consistent, and Convincing Evidence
<7 points F	7-9 points C	10-12 points B	13-15 points A
<b>Statement of Beliefs &amp; Views of the Teacher</b>			
<p>*Terms absent or confusing</p>	<p>*Limited presentation of the terms <i>teaching</i> and <i>learning</i> and their relationship</p> <p>*Examples and reflection about beliefs, attitudes are inappropriate or missing</p> <p>*Does not adequately articulate his/her view of the role of the teacher within the classroom or teaching setting</p> <p>*Statement provides limited expression of the characteristics of an effective teacher and their influence on students</p>	<p>*Defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship</p> <p>*Includes appropriate examples and reflection about beliefs, attitudes</p> <p>*Adequately articulates his/her view of the role of the teacher within the classroom or teaching setting</p> <p>*States the characteristics of an effective teacher and their influence on students, but the statement may lack some clarity</p>	<p>*Clearly and personally defines and discusses the terms <i>teaching</i> and <i>learning</i> and their relationship</p> <p>*Convincing and consistent examples and reflection about beliefs, attitudes</p> <p>*Clearly articulates his/her view of the role of the teacher within the classroom or teaching setting</p> <p>*States clearly and convincingly the characteristics of an effective teacher and their influence on students</p>
<b>Goals for Students</b>			
<p>*Is not included or not an obvious section of the philosophy statement</p>	<p>*Articulates limited understanding of his/her view of the learner within the classroom or other learning setting</p> <p>*Demonstrates little understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting</p>	<p>*Articulates his/her view of the learner within the classroom or other learning setting</p> <p>*Demonstrates some understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting</p>	<p>*Clearly articulates his/her view of the learner within the classroom or other learning setting</p> <p>*Demonstrates superior understanding of the learner's needs and characteristics and articulates potential influences for success in the learning setting</p>
<b>Plans for Professional Development as a Teacher</b>			

*Not an obvious section of the document	*Demonstrates a limited understanding of his/her own development, or does not identify the need for continued professional development.	*Demonstrates a general understanding of his/her own development by identifying the need for <i>one</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)	*Demonstrates a clear understanding of his/her own development by identifying the need of <i>at least two</i> of the following: Continuing professional education and/or life-long learning experiences, ongoing reflection of teaching practices, or the application of “scientific teaching” methods (i.e., teacher action research, assessment of teaching practice, etc.)
<b>Literature and References and APA Format</b>			
*Connections to broader literature are not appropriate, or are missing *Statement does not meet philosophy guidelines, and provides little or no evidence, citing two or fewer sources * Does not follow APA format, or contains multiple errors in form, format, or referencing	*Includes appropriate connections to broader literature, but may need further explanation about connections * Statement meets philosophy guidelines, but provides limited evidence, citing fewer than 3 sources *Generally follows APA format for headings, citations, and references, but contains several errors	*Includes thoughtful connections to broader literature *Statement adequately meets philosophy guidelines, but cites fewer than 5 sources *Some incomplete APA referencing, or may contain APA errors in text or list of References	*Includes thoughtful and thorough connections to broader literature *Clear, consistent, and convincing citations of more than 5 sources , including salient class/course materials & readings *Paper follows APA Style Guidelines in form and format, referencing
<b>Overall Style</b>			
*Poorly organized and/or inconsistent voice used *Has grammatical or stylistic needs; contains errors and error patterns that prevent the reader from understanding the message	*Generally well organized but has some problems or the voice is not consistently presented *Generally well written, but may have some problems with clarity of expression, or may have errors/error patterns	*Well organized across all or most sections of the statement with consistent or clear voice used *Grammatically and stylistically well written, may contain a few errors *Clearly written overall and conveys information well to the reader	*Well organized with clear and consistent voice used *Grammatically and stylistically well written with few to no errors, and no error patterns * Clearly organized and conveys information succinctly to the reader

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.

## Critical Journal Response (CJR)

### 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 3-5 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.

**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, 6<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.

## Q and A for journal assignment

**1. How do I find an article?**

Several options. You can use an article found on-line via a Google search. You can use an article from previous classes that is on SLA. You can look at the CAL, ASCD, ED Leadership, etc websites for research articles. You can look through professional journals found at your school. If you are having trouble, email the professor. If you have a question about your article being acceptable or not, email the professor.

**2. What type of article do I need?**

The article **MUST** address something that relates second language acquisition. Articles that address teaching strategies (ie, vocabulary lessons), classroom management, working with ELLs, etc will not be accepted. Articles on language and culture, bilingualism, length of time to learn a second language, influence of L1 on L2 learning, etc will be accepted.

**3. How long does my article have to be?**

There is no set length. However, professional judgment should be exercised. A page and a half article is \*probably\* not the best choice.

**4. Does the article review have to be in APA format?**

YES

**5. How many references do I need?**

An A paper needs to have three connections to outside readings.

**6. What else do I need to know?**

Review the scoring rubric for this assignment. Make sure your paper is the correct length. PLEASE make sure you cover all sections of the paper – careful attention should be paid to sections 2 and 3, this is the “meat” of your paper. Do not give a 3 page summary, and then half a page on the analysis and application.

**7. Do I have to submit this paper via taskstream?**

No. This paper needs to be emailed to the professor by midnight of the due date.



Critical Response Rubric

	<b>Little or no evidence</b> <b>F: &lt; 7 points</b>	<b>Beginning: Approaches, but does not adequately meet expectations</b> <b>C: 7 – 9 points</b>	<b>Developing: Meets Expectations Adequately</b> <b>B: 10-12 points</b>	<b>Accomplished” Strongly Meets Expectations</b> <b>A: 13-15 points</b>
<i>Criteria:</i>				
<b>Organization</b>	Thesis statement, introduction, body and close essentially indistinguishable.	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics.	Thesis statement, introduction, body and close clearly discernable. CJR moves regularly from generalities to specifics.
<b>Interpretation</b>	Fails to question data. Ignores bias Misses major content areas.	Identifies some questions. Notes some bias Recognizes basic content States some inconsistencies.	Asks insightful questions. Detect bias Recognizes context.	Asks insightful questions. Refutes bias Examines inconsistencies.
<b>Analysis and Evaluation</b>	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research.	Identifies some conclusions Sees some arguments Identifies some differences Assumes information valid.	Formulates conclusions Recognizes arguments Evaluates data Seeks out information.	Examines conclusions Uses reasonable judgment Synthesizes data Views information critically.
<b>Mechanics/ Writing</b>	Poorly written with numerous spelling, grammatical, and / or punctuation errors; a number of major and minor grammatical mistakes. Essentially unreadable.	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing.	Reasonable well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing.

**Group Case Study & Language Acquisition Case Study**  
**Assignment Aligned with the NCATE/TESOL Standards 1a, 1b, 2, 3a, 3b, 3c, 5a, 5b**

This assessment is completed in two phases. The first is a group assignment where teams of students will complete a language case study with a language learner. The group will complete one paper and give a joint presentation during the last day of class.

The second phase of this assignment is the Language Acquisition Case Study, which is the performance based assessment for this course. Each student will complete their own language case study with two P-12 children. You will present the findings of your study to a partner, either a colleague or staff member or to the child's family. ESL students will load this assignment into TaskStream while Elementary students will post this assignment to Blackboard.

**Directions**

**Objective:** In this assessment, you will use your knowledge of theories and research in language acquisition and development to conduct a case study in which you analyze second language acquisition patterns to support ELLs' English language and literacy learning and content-area achievement.

You will:

- select an ELL child (K-12) or an adult ELL from your current class or teaching placement, or the community, (provide a pseudonym to protect this child's anonymity in your report) and obtain permission from the family to complete the case study (summer group project, one student, fall individual project, 2 students)
- establish a relationship with the child's family and learn about the family (e.g. goals, primary language, culture, and individual characteristics). Your aim is to understand the cultural and linguistic influences on the child
- choose at least two authentic language samples from the child, one written sample and one oral sample. These samples could be collected in the natural classroom setting, however, the oral sample must be recorded to aid transcription later
- analyze the language samples for language acquisition and error patterns connecting the analysis with SLA theory and research
- provide an action plan that could help the child attain higher levels of language competence including recommendations and specific tasks to be completed in school and at home or in the community
- present your findings and recommendations to another individual either a colleague, content teacher, or family member. evaluate your experience, plan, and presentation and provide critical reflection and implications for teaching (summer group project will be presented July 1, individual project must be presented to professor, student's teacher etc by Nov 15)
- write a paper addressing the following questions below and submit, along with your complete transcription of the oral sample, the written sample, any other data collected for this assignment and a copy of your presentation (or report) given to the colleague or family member. The paper should use APA formatting with 12 pt font and 1 inch margins (Group paper due to Megan July 1, individual paper in taskstream by Nov 15)

### **Language Acquisition Case Study Instructions:**

Step one: Identify and provide a brief context for child whom you have completed this case study.

1. Why did you choose this child/adult for your case study?
  - a. Be sure to provide an accurate description of your language learner based on several observations. Include basic information such as age, country of origin, primary language, language proficiency, educational background, and linguistic, cognitive, and sociocultural variables that influence the child's learning. (*TESOL Standard 2*)
2. How did you establish a relationship with the child's family?
  - a. What approaches did you take to better understand the child's family, their community, values, and culture? If your initial approaches were unsuccessful, discuss how you modified your efforts to involve the family. (*TESOL Standard 5b*)
3. What did you learn about the child's family and their language and culture? How did you learn it?
  - a. Provide a complete picture of the family and their culture. Be sure to include how the family communicates and what if any assumptions they may have about language acquisition or literacy. (*TESOL Standard 2*)

Step two: Obtain at least one written and one oral language sample from the child and analyze using SLA theory and research.

4. Based on your initial listening of the oral sample, what observations can you make about the learner? Does this sample tell you all you need to know about this language learner? Why, or why not?
  - a. Identify phonemic acquisition (words and letters) and the relationship between L1 and L2. What components (phonology, morphology, syntax, semantics, pragmatics, discourse varieties) of L1 might be transferring to L2? What is the relationship between L1 and L2? Is the child translating from L1 to L2 or is there thinking or processing occurring in L1 to L2? What evidence can you provide for your analysis? (*TESOL Standard 1a, 1b*)
5. Based on a transcription of the oral sample, what additional observations can you make about the learner?
  - a. Identify specific error patterns, hesitations, and transfer errors. Identify the level of proficiency of the learner using scoring rubrics referenced in class. Did the child complete any self-corrections? What evidence can you provide for your analysis? (*TESOL Standard 1a, 1b*)
6. Based on your review of the written sample, what observations can you make about the learner?

- a. Identify the grammatical error patterns. Are these predictable? Does the child apply grammar rules from L1 to L2 writing? What evidence can you provide for your analysis? (TESOL Standard 1a, 1b)

Step Three: Create an action plan that can help increase the child's language competence

7. What variety of activities, tasks, and assignments that develop authentic use of language and integrate listening, speaking, writing, and reading have you included in this unit?
  - a. In your response to this question, be sure to explain why you selected specific activities and how they were used to create a multileveled plan for instruction. (TESOL Domain 3b)
8. In what ways was it necessary to adapt materials and activities to support ELLs in this unit?
  - a. Identify specific student needs addressed through the adaptation of materials. Explain how these materials are age appropriate, culturally responsive, and linguistically accessible. How could you enhance the unit by using technology to support student learning. (TESOL Domain 3c)

Step Four: Present findings and recommendations to an individual in the child's life who could support the child further. This could be a colleague teacher, family member, tutor or someone else.

9. Why did you choose this person to present your findings to? How did you present this information?
  - a. Be sure address how you approached the person in the child's life. Did you invite participation in the recommendations? Did you seek feedback or otherwise attempt to build a partnership with this individual? (TESOL Domain 5b)
10. If you were the individual receiving your recommendations, what would be your next steps and why? Did you share this with your partner?
  - a. Identify any next steps, weaknesses in the unit in addressing reading, speaking, listening and writing, and/or additional materials you would adapt to continue learning. (TESOL Domain 3a, 3b, 3c, 5b)

Step Five: Provide self-evaluation and critical reflection on the case study

11. Do you feel you presented your recommendations clearly? Do you believe your recommendations will be effective?
  - a. Address specific feedback you received from your presentation and expand on their analysis. What might you have missed from your recommendations? Did you fail to take into account any cultural influences on the implementation? ? (TESOL Domain 1a, 1b, 2)
12. Do you feel you served as an appropriate advocate for the student? In what ways could

you have improved this process to keep the child's interest in mind?

- a. Identify whether this case study allowed you to serve as an advocate for this child.  
In what ways could you improve your process to build a stronger partnership with the parents, teachers, or others in the child's life? (*TESOL Domain 5b*)

## Q and A on the language analysis case study

### 1. **Wait, I am confused... Is there one or two language case studies?**

There are two projects...

A. The group analysis of one student's oral and written language. This is done as a group. (Kind of a practice). There is a group written paper, an individual reflection, and a presentation – all done as a group.

B. Individual language analysis project. This is done as an individual. Students analyze two student's oral and written sample. Then write a paper and present your findings to the student, a classmate, parent, administrator, etc.

### 2. **How can I find an ELL student?**

You may chose to obtain a language sample from an ELL student in your class. If you do not have access to an ELL, talk with the ESOL teacher in your school. They can help you find a student to work with. Or, you may choose to use the student you did the ethnography report with for the multicultural ed class. Or if you have access to an adult ELL, you may obtain an adult writing and oral sample.

### 3. **Do I have to record or video tape the oral language sample?**

Yes. Since the entire group has to analyze the sample together, it must be recorded. After the group has listened to the sample, then transcribe it to analyze the language. Note – please check with your administration regarding division level policies on recording a student. It is always a good idea to obtain parental permission as well.

### 4. **How many samples does each group need for the group project?**

Each group needs ONE oral language sample and ONE written sample. One person from the group can be designed to collect the sample and then the group MUST analyzes the oral and written sample together. Each member of the group DOES NOT have to collect their own sample.

### 5. **How will groups be decided?**

The professor will put students in groups based on grade level taught. Elementary teachers will be grouped together, middle school together and high school together. This will facilitate the analysis of the language samples.

### 6. **How can I obtain the writing sample?**

You can use a division level bench mark assessment. You can give the student a writing prompt. You can ask for a writing sample from the gen ed/classroom teacher. You can give the student the writing assessment from the WAPT screener (ask the ESOL teacher for this).

### 7. **How can I obtain the oral language sample?**

You can develop interview questions and ask them, you can record the student retelling a story, you can give the student a picture and have them talk about it. It may be a good idea to include a social and academic language sample. You can ask the ESOL teacher for the speaking portion of the WAPT screener, and use those questions.

**8. Can I use the group writing and oral language sample as one of the samples for my individual project?**

Yes.

**9. How can I score the writing and oral samples?**

I highly recommend using the writing rubric and oral/speaking rubric from the WIDA website. These rubrics can be found here:

[http://www.wida.us/standards/RG\\_Speaking%20Writing%20Rubrics.pdf](http://www.wida.us/standards/RG_Speaking%20Writing%20Rubrics.pdf). Information on using the rubrics can be found in the WIDA Resource manual, starting on page RG 47.

Here is the website for the resource manual:

[http://www.wida.us/standards/Resource\\_Guide\\_web.pdf](http://www.wida.us/standards/Resource_Guide_web.pdf). If you chose to use another type of rubric, please make sure it was developed specifically for ELLS.

**10. How do we put the final paper together for the group paper?**

Every group member should contribute to writing the paper. You may work as a group to write it or each member may write a section. It is best to have one person responsible for compiling and formatting all sections. Each group member **MUST** write their own personal reflection on the project and implications. Then each personal reflection will be added into the paper – see section IV. Yes, this means the paper will be very long... You may want to consider using a website like google docs to help with writing and compiling the paper.

**11. Do I need references?**

YES. An “A” paper needs 8 outside readings. These can be books, websites, the class book, articles from other classes, lecture notes/PowerPoints, etc.

**12. Does the paper need to be in APA format?**

YES

**13. How will we be graded?**

The presentation and final paper will be a group grade. Individual grade for the language analysis project.

**14. What do we need for our presentation? How do we do a presentation on-line?**

You will need to share your analysis and action plan and briefly some information from the personal reflections of each group member. It is highly recommended that your group do a PowerPoint presentation or a Word document. The group will email the professor the PowerPoint/Doc by July 27. The professor will post it on Blackboard. The class will have from Aug 28-31 to review the projects and make comments.

**15. How do we submit the project?**

The final group paper, including every group member’s personal reflections must be turned in via email. For the individual paper, turn it in via taskstream by Aug 31

**16. Any other hints or tips?**

Again, please use the information in the rubric to determine what makes an A paper. Make sure you include the transcription from the oral sample, the writing sample, and other information (what interview questions you used, the WIDA score report, etc) in the appendix. Follow the format the instructions give. However, you do not need to do a Q and A format to answer the questions!



Category	TESOL Domain	Score		
		1	2	3
		Approaches Standard	Meets Standard	Exceed Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to appropriately address the case study	2a	Candidates are aware that cultural values have an effect on ELL learning but do not use this knowledge to approach the case study	Candidates create a plan for the case study that takes into consideration knowledge of students' culture and how it impacts student learning	Candidates consistently uses cultural knowledge throughout the case study to allow students to share and apply cultural perspectives to meet learning objectives
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy	1a	Candidates are aware of the components of language and language as a system but do not use this knowledge to inform the case study	Candidates identify specific components of language and language as an integrative system to identify child's language ability and weaknesses	Candidates identify many components of language and language as an integrative system and develop strategies to help the child monitor their own use of English
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidate is aware of some aspects of language acquisition theory and research but cannot identify many theories to analysis	Candidates identify and reference language acquisition theory and research repeatedly to provide a clear and concise analysis of child's language ability	Candidates use their understanding of language acquisition theory and research to conduct theory based research during the case study that
Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs.	3a	Candidates are aware of standards based ESL and content instruction but do not plan for these learning needs in case study	Candidates plan standards based ESL and content instruction that use instructional models appropriate to individual student needs	Candidates systematically design standards based ESL and content instruction that is student centered and require students to work collaboratively to meet learning objectives

Provide a variety of activities and materials that integrate listening, speaking, writing, and reading and incorporate tasks that develop authentic uses of language as students learn	3b	Candidates are aware that integrated and authentic learning activities build meaning through practice but offer few opportunities for the child to refine these skills in the action plan	Candidates provide integrated learning and authentic activities using authentic sources. Candidates model activities to demonstrate ways student may integrate skills and provide some opportunity for practice in the action plan.	Candidates design activities, tasks, and assignments that integrate skills and content areas through thematic and inquiry-based units and provide multiple opportunities for students' to practice these skills in the action plan.
Select and provide plans for adaptation of a variety of materials, resources, and technologies that are appropriate for student's language development	3c	Candidates are aware that materials should be appropriate for student's age and language proficiency but do not provide adapted materials in the action plan	Candidates select print and visual materials that are appropriate for students age, learning style, and language proficiency and provide means to adapt these materials if necessary in the action plan	Candidates build on student's culture in selecting, adapting, and sequencing ESL and content-area materials and communicate with family and community to locate and develop culturally appropriate materials
Demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform action plan	5a	Candidate are familiar with different and well established teaching methodologies and theories in their historical context	Candidates use their knowledge of the evolution and research in the field of ESL to provide an effective action plan for child	Candidates use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decisions in their action plan

<p>Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>5b</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners during presentation and follow up</p>	<p>Candidates advocate for child throughout presentation of findings and provide ways to work collaboratively among teachers, staff, and the child's family</p>	<p>Candidates provide leadership to staff by developing collaborative instructional models that can be replicated among many ELLs and provide many resources to support ELLs and their families to make appropriate decisions for the child.</p>
<p>Clearly and professionally communicate detailed self-reflection and analysis of the language case study process</p>	<p>5a, 5b</p>	<p>Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.</p>	<p>Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context</p>