

*George Mason University*  
*College of Education and Human Development*  
**Ph.D. in Education Program**  
**Doctoral Specialization: International Education**

**EDUC 879.002**

**Language and Second Language Acquisition Research in International Education**

Spring 2014 - 3 Credits

CRN 20778

**Meeting Times/Days**

**Monday, 4:30 – 7:10**

**Location: Thompson Hall 2020**

**PROFESSOR**

**Rebecca K. Fox, Ph.D.**

**Office Hours:** By appointment, and open time before or after class

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**COURSE DESCRIPTION**

Examines the theoretical and historical role of language in international education settings, with special emphasis on the foundations, critical dimensions, and variables of second language acquisition. Emphasizes the role of language in cross-cultural and international contexts, and the application of language acquisition theories and empirical studies globally.

*Pre-requisite:* Admission to the Ph.D. in Education Program, or permission of the instructor.

**LEARNER OUTCOMES/OBJECTIVES**

As a result of this course, students will be able to:

1. Articulate an understanding of the role of bilingualism and second language acquisition (SLA) research and how they relate to educational practices in international classrooms;
2. Support their understanding of the role of language/second language in teacher professional development in the international domain by drawing on cognitive

- theories and current research and literature in the field of SLA to inform decision making regarding the role of language in international classrooms;
3. Examine their immediate local educational context in light of the changing international population as it pertains to language practices and policies in teaching and teacher education;
  4. Summarize, synthesize and compare educational approaches regarding the critical role of languages, power, mother tongue in the global perspective; this will comprise an emphasis on social justice, language shift, and language power;
  5. Examine aspects of bilingualism, the role of mother tongue, and second language in culturally and linguistically responsive ways, e.g., parental involvement, indigenous languages and mother tongue, first and second languages, World Englishes; this includes the role of these variables as they apply in schools and instructional decision-making;
  6. Formulate an inquiry question or area of research regarding the role of language, bilingualism and/or second language research, and engage in a pilot study or prepare a conference proposal/presentation that leads to a potential plan of action relevant to international classrooms.

### **REQUIRED TEXTS**

Gass, S. (2013). *Second language acquisition: An introductory course* (Fourth edition). New York: Routledge.

Jenkins, J. (2010). *World Englishes: A resource book for students* (2<sup>nd</sup> edition). New York: Routledge.

### **Additional Resources/Publications**

Atkinson, D. (2011). *Alternative approaches to second language acquisition*. New York, NY: Routledge.

Collier, V.P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Jersey City, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators (NJTESOL-BE).

Ellis, R. (2009). *Second language acquisition*. [Oxford Introduction to Language Study Series, Ed., H.G. Widdowson.] New York: Oxford University Press.

Fox, Helen. (1994). *Listening to the world: Cultural issues in academic writing*. Urbana, IL: National Council of Teachers of English.

Hult, F.M., King, K.A. (2011). *Educational linguistics in practice: Applying the local globally and the global locally*. Bristol, UK: Multilingual Matters.

Mooney, A., Peccei, J.S., Labelle, S., Henriksen, B.E., Eppler, E., Irwin, A., Pichler, P., Preece, S., & Soden, S. (2011). *Language, society, and power: An introduction* (3<sup>rd</sup> edition). New York: Routledge.

Ortega, L. (2009). *Understanding second language acquisition*. Loudon, UK: Hachette.

**Electronic Resources** and other journal articles, periodicals, and online resources, as identified, will be used in the course and made available on E-reserves or via Blackboard.

**International Teacher Education Journals**, such as the following, will provide current research data for discussion and examination:

The *Bilingual Research Journal* is the official journal of the National Association for Bilingual Education (NABE) and publishes a wide-range of topics relative to bilingual education. Area covered include: assessment, biliteracy, indigenous language, language planning, language politics, multilingualism, pedagogical approaches, policy analysis, second language acquisition and the idea of linguistic democracy.

<http://www.tandfonline.com/action/authorSubmission?journalCode=ubrij20&page=instructions>

*Bilingualism: Language and Cognition* is an international peer-reviewed journal focusing on bilingualism from a cognitive science perspective. The aims of the journal are to promote research on the bilingual person and to encourage debate in the field. Areas covered include: bilingual language competence, perception and production, bilingual language acquisition in children and adults, neurolinguistics of bilingualism in normal and brain-damaged subjects, and non-linguistic cognitive processes in bilinguals. *Bilingualism* carries articles and research notes on all aspects of the bilingual person.

The *International Journal of Bilingual Education and Bilingualism* is an established international refereed journal which publishes empirical research on the subject of bilingualism and language acquisition research. Areas covered are: bilingualism, bilingual education, ESL, curriculum studies, foreign/world languages, effective language practices and interdisciplinary perspectives in international bilingual education.

<http://www.tandfonline.com/action/aboutThisJournal?journalCode=rbeb20>

*Studies in Second Language Acquisition* is a refereed journal of international scope devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other rubrics include replication studies, State-of-the-Art articles, Notes and Discussion, review articles, book reviews, and book notices.

The *International Journal for Education Development* fosters critical debate about the role that education plays in development. *IJED* seeks both to develop new theoretical insights into the education-development **relationship** and new understandings of the extent and nature of educational change in diverse settings. It stresses the importance of understanding the interplay of local, national, regional and global contexts and dynamics in shaping education and development. Additional information available at

<http://www.journals.elsevier.com/international-journal-of-educational-development/>

The *Journal of Education for Teaching* is an established international refereed periodical which publishes original contributions on the subject of teacher education. The journal interprets 'teacher education' in the widest sense, to include initial training, in-service education and staff development. The editors welcome scholarly discussions of

new issues, reports of research projects or surveys of research work in particular fields, and contributions to current debates in teacher education throughout the world, generally or on specific issues. <http://www.tandf.co.uk/journals/titles/02607476.asp>

***Teacher Development*** is a fully refereed international journal publishing articles on all aspects of teachers' professional development. It acts as a forum for critical and reflective attention to practice in teacher development and aims thereby to contribute to the quality of professional development. The journal takes a 'whole-career' view of teacher development, and work from both international and inter-professional perspectives is welcome. Articles may deal with teacher development in varying political and professional contexts, and may be in a variety of styles, in keeping with the diversity of activity in professional development. The journal carries accounts of personal experience, evaluations of teacher development policies and practices, research reports and theoretical discussions. <http://www.tandf.co.uk/journals/titles/13664530.asp>

The ***European Journal of Teacher Education*** is an international academic journal that provides a forum for the examination of policies, theories, and practices related to the education of teachers at pre-service and in-service levels in the countries of Europe. The official journal of the Association for Teacher Education in Europe (ATEE), its audience includes all those who have a professional concern with or interests in the training of teachers for all age groups. <http://www.tandf.co.uk/journals/titles/02619768.asp>

## COURSE REQUIREMENTS AND ASSIGNMENTS

### Course Delivery

Dialogic in nature, EDUC 879 is predicated upon expanding professional development and international understanding of the role of language in educational settings through interactive discussion, critical reflection, and research. Course delivery is learner-centered and accomplished in a combination of ways in order to meet the course objectives and the needs of participants employing a variety of in-class, on-line, cooperative, and individualized instructional strategies. Instruction includes:

- *Interactive Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning and inquiry;*
- *Student directed presentations and discussions;*
- *Guest lectures;*
- *School/education-based research;*
- *Engagement in critical reflection;*
- *Blackboard 9.1™* web-based course management system to extend classroom learning and foster varied online learning opportunities to enhance individual and collaborative reflection and complement face-to-face meetings.

### Principle Class Assignments and Requirements

<b>Class Assignments for EDUC 879</b>
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Project	Emphasis/Goal	Percentage of Grade	Due Date
In-class and/or On-line Participation, group work, and Readings	<p>Each person is responsible for reading all of the materials designated for class discussion. Students are expected to actively participate in every class session, both in class discussions and in electronic postings on Discussion Board or Blogs, by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students are expected to attend all classes, arriving on time, and should inform the instructor of a need for absence from class. Please note that more than one class absence may result in a reduction in the grade earned by a student.</p>	25 percent	Each class meeting during the semester
Written Reading Responses & Critiques	<p>Students will write two short reflections (2 -3 pp) in response to course readings of their selection, and</p> <p>One longer critique of a selected research article read for the course (see guidelines on page 20 of the syllabus).</p>	20 percent (5 % per reflection & 10 % for the critique)	<i>Reflections due on 2/24 &amp; 3/24 Article Critique due on or before Apr 14</i>
Discussion Leader	Each student will lead an in-class discussion, either singularly or as a member of a small group, focusing on one (or more) of the class's assigned readings/topic or book. The criteria for the discussion are provided on page 19 of this syllabus and will also be discussed in class. The guided topic discussion should include additional research references and a handout to facilitate discussion and broaden the scope of the assigned reading(s). The class's topic may include the article an individual has selected for one of the article critiques.	15 percent	Individual Due Dates
Major Project applying Language Acquisition Research	<p><b>The EDUC 879 Performance-Based Assessment</b> Pilot Study, Action Research Study, or conference proposal/presentation preparation incorporating the role of language and/or second language acquisition research in an international setting/context; will include a synthesis of the relevant literature selected from EDUC 879 readings and a final individual critical reflection of the project and results .</p> <p>Oral Sharing/Presentation of pilot study, project, or conference proposal/presentation with colleagues in the class</p>	40 percent	May 12

**Major Project (40%)** – in consultation with the instructor, each participant will select a major pilot study, project, or conference proposal, with accompanying literature synthesis as expanded below, which applies the course content and presented as the capstone course project. These projects/research studies/conference proposals should reflect the incorporation of the bilingualism/language and second language acquisition research as they pertain to international educational settings and the EDUC 879 course content. The performance assessment should also be relevant to the educational role/context of the individual participant and will include a carefully prepared review of relevant literature, including but not limited to the incorporation of major bilingualism and second language acquisition covered in EDUC 879, using APA 6<sup>th</sup> edition. Some suggestions for the Application of Bilingualism and Second Language Acquisition in International Settings include:

- A. Conducting a pilot study with language learners/a language learner in the international classroom setting, applying SLA theories and other relevant 879 course content;
- B. Creating a seminar series for teacher professional development that incorporates the principal 879 components;
- C. Creating a community education series for parents and community leaders based on the role of language in international classroom settings or any of the themes covered in 879;
- D. Submitting a proposal for a major conference presentation based on a pilot study or other research applying the 879 research literature with a robust literature review, and creating the presentation and materials;
- E. Another study or project, as identified through consultation with the instructor, may be selected; this option should be of similar scope and depth, and have instructor approval.

Each of the projects/studies/conference proposals should include 1) *a clear context grounded in SLA theories*; 2) *rationale or justification for the study, or project*; 3) *a synthesizing review of relevant SLA and other related language literature, to include the major research and readings from EDUC 879*; 4) *methodology and findings with conclusions from the pilot study, or the body of the selected project work*; and 5) *an individual reflection on the project/study and its results (personal meaning, major learning from the project, with connections to principle learning from 879 literature)*.

**Presentation of Major Project** – Projects/studies will be shared orally with the class and any attending guests during the designated class meeting. An evaluation rubric for the course performance-based assessment is included at the end of the syllabus.

## EVALUATION

The University-wide system for grading graduate courses is as follows:

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary / Passing
A	Meets Standard	93 – 97.9	4.00	Excellent / Passing

A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory / Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory / Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- c. 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.
- d. 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 experiences and academic performance [See <http://caps.gmu.edu/> ]
- e. 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/> ]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. 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/> ]

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]

EDCI 879 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making, knowledgeable teacher education professionals who can teach their content and work effectively with diverse language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD's five core values are integrally and actively incorporated into the course content, discussions, and student work associated with EDUC 879:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practice
- Social Justice

## **GRADUATE SCHOOL OF EDUCATION**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/> ]

**COURSE SCHEDULE: EDUC 879- Language and Second Language Acquisition Research in International Education**

[NOTE: This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate special speakers or related professional opportunities that might arise. If changes are made, they will be posted on the class Blackboard site and noted in advance. Articles will be made available on the Mason E-Reserves and/or My Mason Blackboard class site. ]

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p><b>One</b> <b>27</b> <b>January</b> <b>2014</b></p>	<p><i>Course Introduction &amp; Overview</i></p>	<p>Introduction to EDUC 879 course content Syllabus distributed in hard copy, also available on our class site on <i>Blackboard 9.1</i></p> <p>Setting the Context: What is the field of SLA research? What does L1 and L2 acquisition mean to you? Our point of departure: Students' perspectives of language acquisition and second language acquisition. <i>SLA Research – brief overview of the field of SLA Research, and consideration of today's international expectations in regard to language and its role in education</i></p>
<p><b>Two</b> <b>3</b> <b>February</b></p>	<p><i>Defining Bilingualism/ Multilingualism and the Role of Language in International Classrooms</i></p>	<p><b><i>Theme 1: Historical Perspectives of SLA the Role of Language in International Classrooms</i></b></p> <p>Gass, S.M. (2013). <i>Second language acquisition: An introductory course</i>. (4<sup>th</sup> ed.). New York: Routledge. Read Chapter One: Introduction (pp. 1 – 16)</p> <p>Goldenberg, C. (Summer, 2008). Teaching English language learners: What the research does and does not say. <i>American Educator</i>, 8-44.</p> <p>Aronin, L. &amp; Singleton, D. (2008). Multilingualism as a new linguistic dispensation. <i>International Journal of Multilingualism</i>, 5 (1), 1-16.</p>
<p><b>Three</b> <b>10</b> <b>February</b></p>	<p><i>Historical Context of SLA Research and Bi-</i></p>	<p>Ellis, R. (2009). <i>Second Language Acquisition</i>. New York: Oxford University Press. Read Chapter 2 (The nature of learner language), pp. 15-30.</p> <p>Gass, S.M. (2013). <i>Second language acquisition: An introductory course</i>. (4<sup>th</sup> ed.). New York: Routledge. Read Chapter 4: The Role of Native Language, An Historical Overview</p>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
	<i>Multilingualism</i>	<p>and Chapter 7: Formal Approaches to SLA</p> <p>Swain, M., &amp; Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. <i>The Modern Language Journal</i>, 91, pp. 820-836.</p> <p><b>Today:</b> Identification of Discussion Topics (list in class) &amp; dates, with projected topic/articles selection</p>
<p style="text-align: center;"><b>Four</b> <b>17</b> <b>February</b></p>	<p style="text-align: center;"><i>Major Theories in SLA Research</i></p> <p style="text-align: center;"><i>Online class this week</i></p>	<p style="text-align: center;"><b>Theme Two: Major Theories in SLA Research</b></p> <p>Continue reading this week. You will be able to post your emergent understandings on Blackboard, and we will continue our discussion F2F next week.</p> <p>Baker, C. (2006). <i>Foundations of bilingual education and bilingualism</i>. (4<sup>th</sup> ed.). Clevedon, UK: Multilingual Matters. Read Chapter 7: Bilingualism and Cognition and Chapter 8: Cognitive Theories of Bilingualism and the Curriculum.</p> <p>Gass, S.M. (2013). <i>Second language acquisition: An introductory course</i>. (4<sup>th</sup> ed.). New York: Routledge. Read Chapter 16: An Integrated View of Second Language Acquisition</p>
<p style="text-align: center;"><b>Five</b> <b>24</b> <b>February</b></p>	<p style="text-align: center;"><i>Major Considerations in SLA Research</i></p>	<p>Jenkins, J. (2010). <i>World Englishes: A resource book for students</i> (2<sup>nd</sup> edition). New York: Routledge. Selected chapters, TBA.</p> <p>Macedo, D. (2000). The colonialism of the English only movement. <i>Educational Researcher</i>, 29(3), 15-24.</p> <p><b>Due Today:</b> Reflection on Reading: Reflection One (please submit electronically by email attachment to instructor)</p>
<p style="text-align: center;"><b>Six</b> <b>3 March</b></p>	<p style="text-align: center;"><i>Language, Power,</i></p>	<p style="text-align: center;"><b>Theme Three: Language, Power, Cultural Identity and Contexts</b></p> <p>Mooney, A., et al. (2011). <i>Language, society, and power: An introduction</i> (3<sup>rd</sup> edition). New York: Routledge. Chapters 6 (Language and Ethnicity), 8 (Language and Social Class).</p>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
	<p style="text-align: center;"><b><i>Cultural Identity and Contexts</i></b></p>	<p>Koross, R. (2012). National identity and unity in Kishwahili textbooks for secondary students in Kenya: A content analysis. <i>Journal of Emerging Trends in Educational Research and Policy Studies</i>, 3, 544-550</p> <p>Castagno, A. E., &amp; Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. <i>Review of Educational Research</i>, 78(4), 941-993.</p> <p><b><i>Email to your instructor this week:</i></b> Projected Research/Study/Conference Proposal Topic for your final 879 product– half to one-page general plan and/or brief overview of your idea</p>
<p style="text-align: center;"><b>10 March</b></p>		<p style="text-align: center;"><b><i>Mason’s Spring Break – No Class This Week</i></b></p>
<p style="text-align: center;"><b>Seven 17 March</b></p>	<p style="text-align: center;"><b><i>Language, Power, and Cultural Contexts</i></b></p>	<p>Ahmed, M. (2012). Influence of regional languages on second language learning at secondary level Bahawalpur (Pakistan). <i>International Journal of Social Sciences and Education</i>, 2(1), 567-575.</p> <p>Malcolm, I. G., &amp; Sharifian, F. (2005). Something old, something new, something borrowed, something blue: Australian Aboriginal students' schematic repertoire. <i>Journal of Multilingual and Multicultural Development</i>, 26(6), 512-532.</p> <p>OR</p> <p>Martin-Jones, M., Hughes, B., &amp; Williams, A. (2009). Bilingual literacy in and for working lives on the land: case studies of young Welsh speakers in North Wales. <i>International Journal of the Sociology of Language</i>, 195, 39-62.</p>
<p style="text-align: center;"><b>Eight 24 March</b></p>	<p style="text-align: center;"><b><i>Student Populations</i></b></p>	<p style="text-align: center;"><b><i>Theme Four: Students, Language, and Learning</i></b></p> <p>Ellis, R. (2009). <i>Second Language Acquisition</i>. New York: Oxford University Press. Read Chapter 8 (Individual Differences in L2 Acquisition), pp. 73-78.</p> <p>Bialystok, E., Luk, G., &amp; Kwan, E. (2009). Bilingualism, biliteracy, and learning to read: Interactions among languages and writing systems. <i>Scientific Studies of Reading</i>, 9(1), 43-61. doi: 10.1207/s1532799xssr0901_4</p>

Class	Theme/Topic	<b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings
		<p>Short, D., &amp; Fitzsimmons, S. (2007). <i>Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners-A report to Carnegie Corporation of New York</i>. Washington, DC: Alliance for Excellent Education.</p> <p>Or:</p> <p>Gorter, D., &amp; Cenx, J. (2011). Multilingual education for European minority languages: The Basque country and Friesland. <i>International Review of Education</i>, 57, 651-666.</p> <p>Or:</p> <p>Wallace, Catherine (2008). Literacy and identity: A view from the bridge in two multicultural London schools. <i>Journal of Language, Identity, and Education</i> 7: 61-80.</p> <p><b>Due By Today:</b> Reflection on Reading: Reflection Two (please submit <i>electronically</i> by email attachment to instructor)</p>
<b>Nine</b>  <b>31 March</b>	<b>Language &amp; Standards</b>	<p>Read IBO's language policy: <a href="https://www.ibo.org/general/documents/LanguagepolicyJan08.pdf">https://www.ibo.org/general/documents/LanguagepolicyJan08.pdf</a></p> <p>Read IBO's Language and Culture publication, available in pdf and on the IBO website</p> <p>Alidou, H., Glanz, C. &amp; Nikiema, N. (2011). Quality multilingual and multicultural education for lifelong learning. <i>International Review of Education</i>, 57 529-539. doi 10.1007/s11159-011-9259-z</p> <p>Mooney, A., et al. (2011). <i>Language, society, and power: An introduction</i> (3<sup>rd</sup> edition). New York: Routledge. Chapter 10 (Language Standardi[s/z]ation, pp. 189-205.</p> <p><b>Send This Week:</b> Your list of (emergent/potential) references projected for your Research/Study</p>
<b>Ten</b>  <b>7 April</b>	<b>Educators, SLA, and Classroom Applications</b>	<p style="text-align: center;"><b>Theme Five: Educators, SLA, and Classroom Applications</b></p> <p>Fox, R. K. (2012). Critical languages: Working with world language students in the classroom. In B. Shaklee and S. Bailey, (Eds.), <i>Internationalizing U.S. teacher education</i>, pp. 59-76. Lanham, MD:</p>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
		<p>Rowman &amp; Littlefield.</p> <p>Malone, S., &amp; Paraide, P. (2011). Mother tongue-based bilingual education in Papua New Guinea. <i>International Review of Education</i>, 57, 705-720.</p> <p>Short, D., &amp; Fitzsimmons, S. (2007). <i>Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners-A report to Carnegie Corporation of New York</i>. Washington, DC: Alliance for Excellent Education.</p>
<p style="text-align: center;"><b>Eleven</b> <b>14 April</b></p>	<p style="text-align: center;"><b><i>Educators, SLA, and Classroom Applications</i></b></p>	<p>Liddicoat, A. (2011). Language teaching and learning from an intercultural perspective. In E. Hinkel (Ed.), <i>Handbook of research in second language teaching and learning, Volume 2</i> (pp. 837-855). New York, NY: Routledge.</p> <p>Zepeda, M., Castro, D., &amp; Cronin, S. (2011). Preparing early childhood teachers to work with young dual language learners. <i>Childhood Development Perspectives</i>, 5, 10-14.vvdoi: 10.1111/j.1750-8606.2010.00141.x</p> <p><b><i>Due By Today: Article Critique</i></b> (please submit <i>electronically</i>)</p>
<p style="text-align: center;"><b>Twelve</b> <b>21 April</b></p>	<p style="text-align: center;"><b><i>Current Issues in Bilingualism and SLA</i></b></p>	<p>Castro, D.C., Paez, M.M., Dickinson, D.K., &amp; Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice, and policy. <i>Child Development Perspectives</i>, 5(1), 12-21. doi: 10.1111/j.1750-8606.2010.00142.x</p> <p>Paez, M.M., Paratore Bock, K., &amp; Pizzo, L. (2011). Supporting the language and early literacy skills of English language learners: Effective practices and future directions. In S.B. Neuman, and D.K. Dickerson, <i>Handbook of Early Literacy Research, Volume III</i>, (pp. 136-152). New York, NY: Guildford Press.</p> <p>Reyes, I., Kenner, C., Moll, L.C., &amp; Orellana, M.F. (2012). Biliteracy among children and youth. <i>Reading Research Quarterly</i>, 47, 307-327. doi: 10.1002/RRQ.022</p>

Class	Theme/Topic	<p style="text-align: center;"><b>Weekly Schedule</b> Topics, Schedule, and Assigned Readings</p>
<p><b>Thirteen</b> <b>28 April</b></p>	<p><i>Policy Issues</i></p>	<p style="text-align: center;"><b><i>Theme 7: Policy Issues</i></b></p> <p>Bianco, J.L. (2010). The importance of language policies and multilingualism for cultural diversity. <i>International Social Science Journal</i>, 199, 37-67.</p> <p>Sua, T.Y. (2013). Decolonization, educational language policy and national building in plural societies: The development of Chinese education in Malaysia, 1950-1970. <i>International Journal of Education Development</i>, 33, 25-36.</p>
<p><b>Fourteen</b> <b>5 May</b></p>	<p><i>Application of Research in SLA &amp; Bilingualism in International Settings</i></p>	<p style="text-align: center;"><b><i>Application of Research in Bilingualism/SLA in International Settings</i></b></p> <p>Bialystok, E. (2002). Acquisition in bilingual children: A framework of research. <i>Language Learning</i>, 52(1), 159-199. doi:10.1111/1467-9922.00180</p> <p>Ellis, (2009). <i>Second language acquisition</i>. New York: Oxford University Press. Chapter 10 (Conclusion: Multiple Perspectives), pp. 89-91.</p> <p>Franceschini, Rita. (2011). Multilingualism and multicompetence: A conceptual view. <i>The Modern Language Journal</i>, 95(3), 344-355.</p>
<p><b>Fifteen</b> <b>12 May</b></p>	<p><i>Application of Research to Practice</i></p>	<p style="text-align: center;"><b><i>“Pulling it All Together”</i>: SLA, Bilingualism, “Global Fluency,” and your Professional work as Educational Leaders</b></p> <p><b><i>In Class Sharing/Presentation</i></b> of Course Research Studies</p> <p><b><i>Interactive Discussion</i></b>: Pulling our Work together and Striking an Agenda for Ongoing Research in Language. Your role as Educational Leaders from an L1/L2+ Global Perspective.</p> <p>Final Discussion and Course Evaluations</p> <p><b><i>Due this evening</i></b>: Final copy of your Course Research Projects due to instructor – Please send electronically as an email attachment. Thank you!!</p>

**Rubric for Final Applied Research Pilot Study/Project  
The Designated EDUC 879 Performance-Based Assessment**

<b>Elements</b>	<b>Unsatisfactory 1-2 D – F</b>	<b>Emergent to Good 3 C</b>	<b>Very Good 4 B</b>	<b>Exemplary 4 A</b>
<b>Rationale or Justification</b>	Rationale for the significance or importance of the project or study is missing or very unclear	Rationale for the significance or importance of the project or study is provided but lacks clarity	Rationale for the significance or importance of the project or study is identified and adequately articulated	Rationale for the significance or importance of the project or study is stated, and examples and/or justification for its need are articulated clearly
<b>Connections to Literature and Research</b>	The project outlines the project but does not provide clear connections to readings/research or evidence of international mindedness or other course themes	The project generally establishes connections to the EDUC 879 readings/ research but may only provide limited inclusion of international mindedness or other course themes	The project establishes some connections to the EDUC 879 readings/ research and provides some inclusion of international mindedness or other course themes	The project establishes clear and accurate connections to EDUC 879 readings/research and provides a solid context of international perspectives through references of international-mindedness and other course themes/readings
<b>Application or Submission of Design</b>	The project is unable to be applied or implemented	The project has potential application or has been partially implemented, however the timeline for completion is unclear	The project has a timeline established, and has preliminary data, but some aspects may still be unclear	The project is in place, or prepared for activation, with identified logistics and implementation timeline clearly articulated in the narrative
<b>Resources &amp; Dissemination</b>	Minimal, or no, 879 or complementary references are included; does not comply with APA style, or contains	Few 879 or other, references are used in the study; there are multiple APA irregularities. Study is minimally shared with	Some 879, or other, references and additional references are included; some APA irregularities may	A strong, representative number of 879 and complementing references are clearly and accurately incorporated, and are in

	multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	class members or is not ready for dissemination	be present. Study is generally organized when shared with the class members and is generally ready for dissemination	accurate APA (6 <sup>th</sup> ed) style. Study is clearly organized when shared with the class members, and is ready for dissemination.
<b>Language/Writing</b>	Author makes more than five errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully to express ideas. Writing is clearly at the graduate level and shows careful editing.
<b>Critical Reflection</b>	The author has reported information without elaboration or has drawn conclusions without justification. There is a brief reflection only, or the reflection does not articulate the author's personal understanding and growth in the topic as a result of this study, or present a connection to the author's professional context.	The author appears to be making meaning of the project, but the reflection may need further elaboration to articulate the author's personal understanding and growth in the topic and/or its connection to the author's professional context.	The author has included a reflection at the conclusion that generally addresses the project's impact on the field; it is reflective in nature, however, more elaboration or personal understanding and growth in the topic and its connection to the author's professional context would strengthen the reflection.	The author includes a rich reflection that draws clear conclusions, discusses the project's impact on her/his learning and on the field; presents a critically reflective framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context.

## EDUC 879 Guidelines for Leading an In-Class Discussion

Please select one article that is of keen interest to you for your facilitation of discussion.

As you prepare to lead a class discussion, please consider ways to make the discussion, or presentation, interactive by engaging class members in active learning and discussion through well prepared questions, or creating interactive ways for them to connect professionally and personally with the information presented. Consider the broad context of the article and the outcomes you would like to achieve through its discussion. It is also important to include aspects of the SLA literature you would like for attendees to understand.

Please consider the organization of your discussion, clarity of purpose and presentation of key ideas presented in the topic whose discussion you are leading. Your discussion/facilitation should connect the article/chapter you have selected to the broader context of our course material on the Role of Language and SLA in International Education, including second language acquisition research, language and power, historical perspectives in language's role in international education.

Please pose thoughtful questions that encourage dialogue and include interactive participation. Consider the following guidelines as you prepare to help you provide structure to your presentation and to help you facilitate the discussion, make critical connections, and deepen critical thinking skills that enable you to connect to course content and the broader literature. Think of yourself as the expert on your topic. You should also enhance the knowledge base of your colleagues through additional resources beyond our course readings; please include a list of references for participants. Please send these in advance for posting with the weekly materials on Bb and/or provide in paper copy. If you include a Power Point Guide, you may email it prior to class for posting on our class *BlackBoard 9.1 (myMason)* site.

### Article Discussion Guidelines to Support Presentation Preparation & Participation

**Presenter(s)** \_\_\_\_\_

**Article/Topic** \_\_\_\_\_

#### **Process: Discussion Facilitation**

- Clear Opening with sharing of objectives and context
- Key Points clearly articulated
- Organization of the discussion through a series of interactive learning pathways
- Closure – Parting questions for thoughtful consideration

#### **Content: Connections to Course Content and the Broader Literature on Language**

- Involvement of others in the discussion through critical questions
- Connections to EDUC 853 and other relevant readings

**References supporting your discussion** included in APA 6<sup>th</sup> for your colleagues

## EDUC 879 Guidelines for the Article/Research Critique

Provide a *reference* for the article selected for your critique; this should be in APA (6<sup>th</sup> edition) style.

### I. *Brief Overview*

Please provide title and a *brief* overview of the article you have selected, including the following information, *as it is applicable/available*:

- 1) The *purpose* of the study or a brief overview of the chapter – a brief description, usually a *short* paragraph, of what the study examined or the principle information covered in the chapter. For your research article, you may find that the research questions or hypotheses often provide this information concisely.
- 2) The *method* used (if a research study) – this refers to *how* the study was conducted. You should briefly describe what was done in the study and if qualitative and/or quantitative methods were used, and why. Also, as applicable, describe the variables and how each was measured; the sample size, how it was selected, and the demographics; the length of the study; how the data were analyzed.
- 3) Briefly capture the *results* of the study and conclusions drawn by the researcher(s).

- II. Discussion of the **Article/Study**: This section will give you an opportunity to respond to the article and connect personally to what you have read, as well as to anchor to the literature in the field. Your discussion should include three to four principle points that also make connections to your educational context. In the domain of academic writing at the doctoral level, be sure to include connections to literature and readings (879 and other).

The discussion is very important, as it provides you the opportunity to comment on the value of the research as it was conceptualized, presented, conducted, and reported in the study. (Is it clear, viable, well conducted?) You should address the research application for the broader global educational community, including teachers, students, and schools. Some elements to examine are: a) methodological contributions, b) research design and validity, as well as the appropriateness of the design to the research questions, c) clarity and adequacy of the written report, d) contributions of the study, e) suggestions for improvement, f) applicability of the study to the global context, g) suggestions for future research direction and efforts, h) implications for second language teaching in international classrooms, and i) critical lenses toward language access and power.

- III. **Reflection** – This section should include information about why you selected this particular article, its meaning and appeal to you personally, how it has served to advance your thinking and the field, and how it might apply to your doctoral area of specialization and/or inform your thinking and research. Focus on your development of intercultural knowledge with regard to language as a result of this article.