

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

EDUC 879.DL1

CRN 11577

Language and Second Language Acquisition Research in International Education

3 Credits - Spring 2021

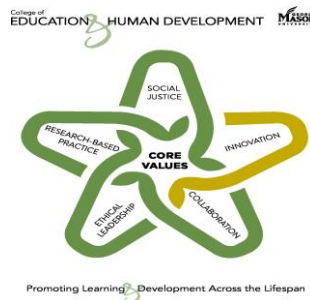
Meeting Times/Days

Wednesdays, 4:30 – 7:10

Location: Online Synchronous Meeting

Faculty

Name: Rebecca K. Fox, Ph.D.
Office Hours: By appointment, and open time before or after our class
Office Location: Thompson Hall 2503
Office Telephone: 703-993-4123
E-Mail: rfox@gmu.edu



Pre-requisites/Co-requisites- Admission to the Ph.D. in Education Program, or permission of the instructor.

University Catalog 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.

Course Overview

In concert with the catalog description above, the course also focuses on aspects of equity, access, society, and power as they relate to language(s) in post-colonial and other political contexts. In addition, content addresses such concepts as the role of second language and the emergence of identity, critical analysis, culturally responsive and sustainable pedagogy, and includes considerations of global Englishes, multilingualism, translanguaging in classrooms.

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus:
<https://www2.gmu.edu/Safe-Return-Campus>

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 classroom settings;
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, Global Englishes; this includes the role of these variables and factors/influences as they apply in schools and instructional decision-making;
6. Formulate an inquiry question or area of research regarding the role of language, bilingualism/multilingualism, and/or second language research, and engage in a small study or prepare a conference proposal/presentation or literature review that leads to a plan of action relevant to classrooms today.

Professional Standards

As an elective course in the Ph.D. in Education program, and particularly for those doctoral students in the International Education and TATE specializations, EDUC 879 provides doctoral students with research on language and second language acquisition research, critical perspectives to support equity and access for all learners, particularly regarding language, culture, and power imbalances. This knowledge is essential for effective work in international contexts, including schools and grant funded projects both domestic and abroad.

Required Text

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd edition). New York: Routledge.

Additional Resources/Publications (not required for purchase)

Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism* (6th ed.). Bristol, UK & Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3

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., & Evans, B. (2015). *Language, society, and power: An introduction* (4th edition). London and New York: Routledge.

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>
[h](#)

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 learning and promoting international understanding through interactive discussion, critical reflection, and research. In Spring 2021, this course will be delivered online using both synchronous and asynchronous (as may arise) formats via the Blackboard Learning Management system (LMS) housed in the MyMason portal and WebEx or Zoom for synchronous class meetings. To access the materials on Blackboard, you should log in to the Blackboard (Bb) course site using your Mason email name (everything before "@masonlive.gmu.edu or gmU.edu") and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a

face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a doctoral seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about education, teacher education, and educational issues in global settings and local settings. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important that each student complete readings on a weekly basis and prior to each synchronous class meeting. Our course will meet once weekly for approximately 2.5 hours during our assigned class period. Interspersed along the semester, there will also be a few online modules when we do not meet synchronously. For synchronous classes, there will be a discussion guide and class-related materials posted in the weekly folder, with questions for consideration prior to class. Each folder will open in advance of the class to provide time for students to access materials and think about the questions in relation to the readings for the week.

When a class is online, you should plan to spend approximately 2.5 hours in written dialogue, responding to colleagues' posts, etc. **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced**. For the majority of the class meetings, we will meet synchronously, and materials related to the class meeting will be provided in the Course Materials folder in our Blackboard site.

For asynchronous meetings, students will be expected to complete the module for that week. Completing a module involves reading, participating in discussions with the class, and completing any accompanying assignments associated with that module.

Across the semester we spend together, you are asked to read critically, take notes, always engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Log-in Frequency:** Students should actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **2 times per week**; the expectation for asynchronous class weeks will be for access **3 times per week**.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly.

- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due. If the student encounters unexpected difficulties, the student is asked to contact the instructor immediately so that a plan might be developed.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. These meetings are usually by telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that we are all here to exchange information and learn from one another. Both faculty and students are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services and are encouraged to share this information with the instructor so that the student's needs are addressed.

Technical Requirements: To participate in this course, students should be able to meet the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (Please note: Opera and Safari are not compatible with Blackboard).
- Our synchronous meetings will take place on either WebEx or Zoom, and a link will be sent out to the students.
- Students must maintain consistent and reliable access to both their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Principal Class Assignments and Requirements

Students are expected to submit all assignments on time in the manner outlined below.

Class Assignments for EDUC 879			
Project	Emphasis/Goal	Percentage of Grade	Due Date
	Each person is responsible for reading all of the materials designated for class discussion. Students are expected to		

<p>In-class and/or On-line Participation, group work, and Readings</p>	<p>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>	<p>30 percent</p>	<p>Each class meeting during the semester</p>
<p>Written Reading Responses & Critiques</p>	<p>Students will write four reflective reading responses (2 pp only, please) based on course readings.</p>	<p>20 percent (5 points each)</p>	<p><i>Critical Reflections</i> due on 2/10, 2/24, 3/10, 3/31</p>
<p>Discussion Leader</p>	<p>Each student will select a date to lead an in-class discussion focusing on one (or more) of the class's assigned readings/topic or book for that evening. The criteria for the discussion are provided on page 18 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 reflective reading responses.</p>	<p>10 percent</p>	<p>Individual Due Dates, as selected by student</p>
<p>Major Project applying Language Acquisition Research</p>	<p>The EDUC 879 Performance-Based Assessment 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>	<p>40 percent</p>	<p>In-class presentations on 28 April</p> <p>Final Paper due no later than May 2</p>

Major Project (40%) – in consultation with the instructor, each participant will select a major pilot study, project, or conference proposal, with accompanying literature synthesis from EDUC 879 readings and supporting readings, as expanded below. This synthesis will integrate the course content into your final 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 should include a carefully prepared review of relevant literature, including but not limited to the incorporation of major bilingualism/multilingualism and second language acquisition readings covered in EDUC 879, using APA 7th edition. Some suggestions for the Application of Bilingualism/Multilingualism and Second Language Acquisition in International Settings include:

- A. Conducting a small or pilot study with language learners/a language learner in the international classroom setting, applying SLA theories, aspects of translanguaging, and/or other relevant 879 course content;
- B. Creating a teacher professional development that incorporates the principal 879 components and SLA approaches;
- 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 research proposal for a major conference presentation (such as AERA or similar) based on a study or other research applying the 879 research literature that you have done or expanded, 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 culturally and linguistically related literature, to include the major research and readings from EDUC 879;*
- 4) *if applicable, the methodology used, including findings and conclusions from the small study, or the body of the selected project work; and*
- 5) *an individual reflection on the project/study itself and its results. You should include in your reflection the personal meaning of this project (why did you choose to do it?), your major learning from conducting the project, and the ways in which this project helped you to activate knowledge and make 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	Meets Standard	93 – 100	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

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 the Core values of *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. <https://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 integrated with and actively incorporated in the course content, discussions, and student work associated with EDUC 853:

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code <https://oai.gmu.edu/mason-honor-code/>
The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express

permission has been granted by your current professor **before** you submit the work);

3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- Students must follow the university policy for Responsible Use of Computing <https://universitypolicy.gmu.edu/university-policies/computing/>
 - 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 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 <https://ds.gmu.edu/>
 - 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.

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 summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar'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 APTDIE office.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

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). There is no guarantee that such withdraws will be permitted.

Campus Resources

Questions or concerns regarding use of Blackboard should be directed to <https://its.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. <https://writingcenter.gmu.edu/>

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 <https://caps.gmu.edu/>

The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. <https://cehd.gmu.edu/saa/>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>

Class Schedule: EDUC 879- Language and Second Language Acquisition Research in International Education

Kindly note: Faculty may need to alter the schedule, as necessary, with timely notification to students. 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 announced in class, posted on the class Blackboard site, and well noted in advance. **Articles not in the required text are available on our My Mason Blackboard class site.**

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p style="text-align: center;">One 27 January 2021</p>	<p style="text-align: center;">Course Introduction & Overview</p>	<p style="text-align: center;">Introduction to EDUC 879 course content</p> <p>Syllabus distributed in hard copy, also available on our class site on <i>Blackboard 9.1</i></p> <p>Setting the Context:</p> <ul style="list-style-type: none"> • What is the field of SLA research? What does L1 and L2 acquisition mean to you? Multilingualism? • Our point of departure: Your perspectives of language acquisition and second language acquisition. What are perceptions, as compared to what the research says? • SLA Theory and Research – brief overview of the field and consideration of today’s international contexts and expectations in regard to language, SLA, multilingualism, and their role in education • Global Context, Global Context, Global Context!!!
<p style="text-align: center;">Two 3 February</p>	<p style="text-align: center;">Theme 1: Historical Perspectives and Major Theories in SLA Research</p>	<p style="text-align: center;">Theme 1: Historical Perspectives and Major Theories in SLA Research</p> <p>Baker, C., & Wright, W. E. (2017). <i>Foundations of bilingual education and bilingualism</i> (6th ed.). Bristol, UK & Blue Ridge Summit, PA: Multilingual Matters. ISBN 978-1-78309-720-3</p> <p>Chapter 7: Bilingualism and Cognition, and the Brain (updates by Huang)</p> <p>Chapter 8: Theories of Bilingualism and the Curriculum.</p> <p>Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? <i>TESOL Quarterly</i>, 40(1), 35-58.</p> <p>Today: Identification of Leader Discussion Topics in class/dates; projected topic/articles selection</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
<p>Three 10 February</p>	<p><i>Historical Context of SLA Research</i></p> <p><i>Bilingualism/ Multilingualism</i></p>	<p>Theme 1: Historical Perspectives and Major Theories in SLA Research</p> <p>Aronin, L. & Singleton, D. (2008). Multilingualism as a new linguistic dispensation. <i>International Journal of Multilingualism</i>, 5 (1), 1-16.</p> <p>Franceschini, R. (2011). Multilingualism and multicompetence: A conceptual view. <i>The Modern Language Journal</i>, 95(3), 344-355.</p> <p>Swain, M., & Deters, P. (2007). “New” mainstream SLA theory: Expanded and enriched. <i>The Modern Language Journal</i>, 91, pp. 820-836.</p> <p>Short Reflective Reading Response 1 -please submit by email attachment</p>
<p>Four 17 February</p>	<p>Theme Two</p> <p><i>Expanding Considerations in SLA Research</i></p>	<p>Theme Two: Expanding Considerations in SLA Research</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section A (Introduction and Key Topics in GE), pp. 1 – 56 this week.</p> <p>Macedo, D. (2000). The colonialism of the English only movement. <i>Educational Researcher</i>, 29(3), 15-24.</p> <p>Harrison, K. D., (2007). <i>When languages die: The extinction of the world’s languages and the erosion of human knowledge</i>. New York: Oxford University Press. Read Chapter 1 with Preface – pp. 3-21.</p> <p>[Perhaps of additional interest, you may also access Baker & Wright, Chapter 3, Endangered Languages: Planning & Revitalization]</p>
<p>Five</p>	<p><i>Expanding Considerations</i></p>	<p>Theme Two: Expanding Considerations in SLA Research</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i> (3rd edition). New York: Routledge. Read Section B, Parts 1 - 4 (Development: Implications and Issues, pp. 58-85).</p>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
24 February	<i>in SLA Research</i>	Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? <i>Modern Language Journal</i> , 89(3), 410-426. Short Reflective Two-page Reading Response 2
Six 3 March	<i>Theme 3: Language, Power, & Cultural Contexts</i>	<p style="text-align: center;"><i>Theme 3: Language, Power, & Cultural Contexts</i></p> Malcolm, I. G., & 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. Martin-Jones, M., Hughes, B., & 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.
Seven 10 March	<i>Theme 4: Students, Language, and Learning</i>	<p style="text-align: center;"><i>Theme Four: Students, Language, and Learning</i></p> Bialystok, E., Luk, G., & 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 Gorter, D., & Cenoz, J. (2011). Multilingual education for European minority languages: The Basque country and Friesland. <i>International Review of Education</i> , 57, 651-666. Short Reflective Two-page Reading Response 3 Anchor with Dr. Fox this week or next by email or in person on your plans for the final 879 project/study.

Class	Theme/Topic	<p style="text-align: center;">Weekly Schedule Topics, Schedule, and Assigned Readings</p>
<p style="text-align: center;">Eight 17 March</p>	<p style="text-align: center;">Language & Second Language & Schooling</p>	<p style="text-align: center;">Theme Four: Students, Language, and Learning</p> <p>Alidou, H., Glanz, C. & Nikiema, N. (2011). Quality multilingual and multicultural education for lifelong learning. <i>International Review of Education</i>, 57, 529-539.</p> <p>Vogel, S., & García, O. (2017, December). Translanguaging. In G. Noblit & L. Moll (Eds.), <i>Oxford Research Encyclopedia of Education</i>. Oxford: Oxford University Press.</p>
<p style="text-align: center;">Nine 24 March</p>	<p style="text-align: center;">Theme 5: Educators, SLA, and Classroom Applications</p>	<p style="text-align: center;">Theme Five: Educators, SLA, and Classroom Applications</p> <p>Creese, A. (2017). Translanguaging as an everyday practice. In B Paulsrud et al., (Eds.), <i>New perspectives on translanguaging and education</i>, pp. 1-9. Bristol : Multilingual Matters.</p> <p>Malone, S., & Paraide, P. (2011). Mother tongue-based bilingual education in Papua New Guinea. <i>International Review of Education</i>, 57, 705-720.</p> <p>Send This Week: Your list of (emergent/potential) references projected for your Research/Study</p>
<p style="text-align: center;">Ten 31 March</p>		<p>Invited guest speaker and discussion</p> <p>Reflective Two-page Reading Response 4</p>
<p style="text-align: center;">Eleven 7 April</p>	<p style="text-align: center;">Theme 6: Current Issues in Bilingualism</p>	<p style="text-align: center;">Theme 6: Current Issues in Bilingualism and SLA</p> <p>Castro, D.C., Paez, M.M., Dickinson, D.K., & 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>

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
	<i>and SLA</i>	Zepeda, M., Castro, D., & 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 Anchor this week with Dr. Fox and class on progress of final projects – resources and alignment with 879
Twelve 14 April	Theme 7 <i>SLA Research in Contemporary Contexts</i>	Bianco, J.L. (2010). The importance of language policies and multilingualism for cultural diversity. <i>International Social Science Journal</i> , 199, 37-67. 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.
Thirteen 21 April	<i>Moving Research Forward</i>	<p style="text-align: center;">Theme 8: Moving SLA Research Forward</p> Cammarata, L., & Tedick, D. (2012). Balancing content and language in instruction: The experience of immersion teachers. <i>Modern Language Journal</i> , 96, 251-269. DOI: 10.1111/j.1540-4781.2012.01330.x Discussion on additional publications regarding SLA in international settings, considerations surrounding the teaching of English as an International Language (EIL), and extended synthesizing discussion of course readings Bring drafts of final papers to class for peer review Looking Ahead -- Final Presentations next week & Papers due next week

Class	Theme/Topic	Weekly Schedule Topics, Schedule, and Assigned Readings
Fourteen 28 April	<i>Application of Research in SLA & Bilingualism in International Settings</i>	<p align="center"><i>Application of Research in Bilingualism/SLA in International Settings</i></p> <p align="center"><i>“Pulling it All Together”: SLA, Bilingualism, “Global Fluency,” and your Professional work as Educational Leaders</i></p> <p><i>In Class Sharing/Presentations</i> of Research Projects and Studies</p> <p><i>Interactive Discussion: Synthesis Discussion and Striking an Agenda for Ongoing Research in Second Language. Your role as Educational Leaders from an L1/L2+ Global Perspective.</i></p> <p>Course Evaluations this week</p> <p><i>Due by Sunday, May 2:</i> Final copy of your Course Research Projects/Studies due to instructor – Please send electronically as an email attachment. Thank you!!</p>

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

Elements	Unsatisfactory 1-2 D – F	Emergent to Good 3 C	Very Good 4 B	Exemplary 4 A
Rationale or Justification	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 you have selected is stated clearly, and examples and/or justification for its need are well articulated
Connections to Literature and Research	The project outlines the connections but may not provide clear incorporation of readings/research; includes fewer than 7 EDUC 879 references or evidence of international mindedness or other course themes	The project generally establishes connections to the EDUC 879 readings/ research with 7 readings cited, but may only provide limited inclusion of SLA, international mindedness, or other course themes; may not have a solid number of additional references	The project establishes some connections to the EDUC 879 readings/ research with a minimum of 10 course readings incorporated; provides inclusion also of SLA, international mindedness, and other course themes through some additional references	The project establishes clear and accurate connections to EDUC 879 readings/research with a minimum of 12 course readings incorporated; provides a solid context of international perspectives through references of SLA, international-mindedness, & other course themes/readings through additional references
Application or Submission of Design	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
	Minimal, or no, 879 or	Few 879 or other,	Some 879, or other,	A strong, representative

Resources & Dissemination	complementary references are included; does not comply with APA style, or contains multiple irregularities. Study is not organized when shared with class members, or is not ready for dissemination	references are used in the study; there are multiple APA irregularities. Study is minimally shared with class members or is not ready for dissemination	references and additional references are included; some APA irregularities may be present. Study is generally organized when shared with the class members and is generally ready for dissemination	number of 879 and complementing references are clearly and accurately incorporated, and are in accurate APA (7 th ed) style. Study is clearly organized when shared with the class members, and is ready for dissemination.
Language/Writing	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.
Critical Reflection	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	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	The author includes a <i>rich reflection</i> that draws clear conclusions, discusses the project's impact on her/his learning and on the field; presents a <i>critically reflective</i> framework to explain a personal understanding and growth in the topic and its connections and applications to the author's professional context.

	professional context.		strengthen the reflection.	
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Guidelines for Leading an In-Class Article/Reading Discussion

Please select *one article or assigned reading* from among our course readings 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 and *facilitate an in-class discussion that engages your colleagues in thoughtful dialogue*. To help 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, you may want to consider the following guidelines. Think of yourself as the expert on your topic and enhance the knowledge base of your colleagues through additional resources beyond our course readings. It would be helpful if you included 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, it would be great if you would email it prior to class for posting on our class *BlackBoard 9.1* site.

Article Discussion Guidelines to Support Presentation Preparation & Participation

Presenter(s) _____

Article/Topic _____

Process: Discussion Facilitation

- Clear Opening with sharing of objectives and context provided
- 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 879 readings, as well as any other relevant readings

References supporting your discussion included in APA 7th for your colleagues