UNIVERSITY OF NORTHERN COLORADO
SCHOOL OF TEACHER EDUCATION
GREELEY, COLORADO

COURSE: ECLD 589
Language, Linguistics, and Education
3 Credits

INSTRUCTOR: Ginny Huang

SEMESTER: Summer 2019, May 13 to July 5

PREREQUISITE: ECLD 594

COURSE MEETING DAY AND TIME:
The course is offered both on-line and hybrid. For students taking the course hybrid, face to face meetings are on Wednesday from 4:30 to 7:30: May 15, 22, 29, June 5, 19, 26.

OFFICE HOURS: Thursday 3:30 to 4:30 p.m.

LOCATION:

COURSE DESCRIPTION:
From the perspective of sociocultural theory and a functional view of language, the course examines language as a meaning making tool for learners in the process of learning language and using language to learn. The course deepens the knowledge of systemic functional linguistics in L2 teaching and learning. Focusing on critical analysis of the use of language in a variety of teaching contexts, the course examines the interrelatedness between language and education, which serves to guide analysis and development of language-based curriculum.

COURSE GOALS/LEARNING OBJECTIVES OR OUTCOMES:

Goals:

1. To explore the implications of a functional linguistic view for educating learners in a variety of teaching situations;
2. Develop skills to critically analyze selected educational contexts from a functional linguistic perspective in order to provide recommendations for pedagogical advancement;
3. Explore different approaches to language-based curriculum from a sociocultural and functional linguistic perspective and engage in curriculum analysis and critique.

Objectives/Outcomes:

1. Compare two historical approaches to language education: psychological and sociocultural; **To be assessed by In-class or homework assignment.**

2. Explain how language and language development is viewed from a systemic functional linguistic perspective; **To be assessed by Annotated bibliography.**
3. Connect sociocultural views of learning and systemic functional linguistics explanations of language; **To be assessed by Final Paper or a research proposal**
4. Explain how language and/or language development shapes and is shaped by specific educational contexts, using studies from the past ten years; **To be assessed by In-class discussion and homework assignment.**
5. Analyze and critique a chosen educational context, from a functional linguistic perspective, to identify elements crucial to the success of learners' academic performance; **To be assessed by Project: Critical Analysis of a Teaching Situation.**
6. Provide an analysis and critique of an existing language-based curriculum from a sociocultural and functional linguistic perspective; **To be assessed by Homework and class discussion: Curriculum Analysis and Critique.**
7. Develop a set of recommendations, from a sociocultural and functional linguistic perspective, to address issues and challenges identified in a selected educational context; **To be assessed by Final Paper or a research proposal.**
8. Compile an annotated bibliography of recent research studies focusing on language and education to provide a direction for future research; **To be assessed by Annotated bibliography.**

OUTLINE OF COURSE CONTENT:

A. Two views of language and learning
   a. Knowledge as commodity, language as conduit, teaching as facilitation
   b. A sociocultural view of language and learning
   c. Systemic Functional Linguistics (SFL): an explanatory theory that describes a system of meaning making in particular contexts
   d. Key concepts:
      • Register
      • Aspects of the immediate context of situation: field, tenor, mode
      • Language functions
      • Form-function, wording-meaning relations
   e. Connection between SFL and sociocultural theories of learning

B. Classroom discourse from a sociocultural and functional linguistic perspective
   a. Language of Schooling
      • Functional theory of language
      • Linguistic context of schooling
   b. Linguistic features of academic registers
      • Grammar as meaning-making resource
      • Linguistic choices
   c. Input and Learner Output
      • ZPD and I+1
      • Pushed output
   d. Discourse as learning

- Quality of interaction
- SLA in classroom settings
- Discourse contexts
- Organizational structures: Impact on language development and on learning
  e. Classroom discourse and identity
     - Power relations
     - Students' abilities or motivation vs. teacher's ability to provide learning opportunities
     - Classroom interactions: effectiveness in fostering learning? Impact on the way students view themselves

C. Curriculum for language learning/development:
  a. Existing approaches:
     - Notional syllabus
     - French immersion in Canada
     - Two way bilingual programs
     - Multilingual education programs
     - Trans-languaging
     - Sheltered ESL
     - Content based language instruction
     - Etc.
  b. Curriculum analysis and critique:
     - Impact on language development
     - Impact on learning (relevant content or academic performance)

D. Current academic articles on language, linguistics, and learning
   - What is known?
   - What are some unanswered questions?
   - Direction for future practice and research?

COURSE REQUIREMENTS:

A. **Annotated Bibliography – 20%: See Appendix A**
   To demonstrate an understanding of and critical thinking about the current research, and to reflect on existing theories and studies to guide future practice and/or research, students are expected to produce an annotated bibliography of 10 to 15 academic articles published in the past ten years. The annotated bibliography should lead to a critical summary of the current state of research focusing on the relation between language and education, and point to direction for either future practice or research. See Appendix C for detailed requirement.

B. **Curriculum Analysis and Critique – 20%: See Appendix B**

Students will be required to choose a language curriculum to analyze and critique from a sociocultural and functional linguistic perspective for its integration of language and content. See Appendix B for detailed instruction.

C. **Critical Analysis of a Teaching Situation – 20%: See Appendix C**
Students will conduct a critical analysis of a chosen learning context using sociocultural and functional linguistic frameworks to identify the crucial elements that could potentially contribute to the success or failure of learners' language development and content learning for academic achievement in the long run. The focus of the analysis should be on the construction of classroom discourse as defined in Gibbons (2006, p. 50) to include teacher and student behavior and their exhibited attitudes that shape and reshape each other. See Appendix C for detailed requirement.

D. **Final Paper or a research proposal – 20%: See Appendix D**
The final paper is a culminating activity that demonstrates students' capability to analyze, synthesize, and evaluate what will have been covered and studied in the course. It should make full use of all other assignments completed earlier in the course. The paper could be in one of two forms: a position paper focusing on the role of language in a particular educational setting from a sociocultural and functional linguistic perspective; or a research proposal that is based on the existing studies and current issues. The quality of the paper should be such that it can be used as part of a full academic paper with potential for publication. See Appendix D for detailed requirement.

E. **Routine Participation – 20%:**
Participation is part of the learning process. Your knowledge will be deepened and skills sharpened by interacting with the instructor and your peers in the classroom or on-line. Pen and paper assignments cannot provide sufficient information when a student is graded for learning progress. So, attendance (either face to face or on-line) AND active participation are required.

In addition to regular participation, you are also expected to actively respond to presentations by others. Records will be taken for evaluation purposes.

METHOD OF EVALUATION

Tasks	Value
Annotated Bibliography	20%
Curriculum Analysis and Critique	20%
Critical analysis of a teaching situation	20%
Final Paper or a research proposal	20%
Participation	20%
Total	100%

Grading Standards

- A: "A" work is exceptional. It is obvious the student has an outstanding command of the subject matter based upon careful analysis and preparation. The student asks questions, actively participates in class discussions and is original and creative in approaching the material and completing the assignments. The student considers how the material in the class fits with previous learning in other classes and brings that content to bear in completing assignments in this class. "A" work is successful in accomplishing all of the basic principles taught in the class in an exceptional manner.

- B: "B" work represents excellence in accomplishing most of the qualities of "A" work, however it fails to achieve the optimum of "A" work.

- C: "C" work meets basic requirements of assignments and demonstrates an understanding of the educational principles taught in the class.

- D: "D" work fails to meet the basic quality requirements of the assignments or fails to adequately demonstrate an understanding of the educational principles taught in the class.

- F: "F" work fails to meet many of the basic requirements of the assignments, and/or fails to demonstrate a basic understanding of communication principles taught in the class.

Grading System:

Grade	Raw Score	
A	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B	3	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2	74-76
C-	1.7	70-73
D+	1.3	67-69
D	1	64-66
D-	0.7	60-63
F		>59%

REQUIRED TEXTS AND REQUIRED READING LIST

Gibbons, P. (2015). *Scaffolding language, scaffolding learning (2nd edition).* Continuum: New York, NY.
Gibbons, P. (2006). *Bridging Discourses in the ESL Classroom*. Continuum: New York, NY.

Schleppegrell, M. J. (2004). *The Language of Schooling – A functional linguistics perspective.* Routledge, New York, NY.

Selected articles published in the past five years in the following journals:

- Applied Linguistics
- Bilingual Research Journal
- International Journal of Applied Linguistics
- International Journal of Bilingualism
- Journal of English for Academic Purposes
- Language and Education
- Language Teaching Research
- Linguistics and Education;
- Second Language Research

COURSE SCHEDULE

Face to face session for those taking the course hybrid

Lesson	Topics	Required Reading	Assignment Assigned	Assignment Due
1. **May 13 Mon**	Course Introduction; Course expectations	Schleppegrell Ch. 1;	Annotated Bibliography	
2 **May 16 Thur**	Language and language development from a SFL point of view: Sociocultural framework; Systemic functional linguistics Characterizing language of schooling; Constructing Discourse for L2 education	Schleppegrell Ch. 1; Gibbons (2015) Ch. 1; Selected journal articles;		
3 **May 20: Mon**	Views of Language and Learning Language and School Success L2 Learning and Teaching	Gibbons (2015) Ch. 1; Gibbons (2006) Ch. 2;		
4 **May 23, Thur**	SFL and Sociocultural view of learning:	Schleppegrell Ch. 2; Gibbons (2006) Ch. 3; Selected journal articles;	Final Paper	
May 27 Mon	Holiday			
5 **May 30: Thur**	Linguistic Features for Specific Registers and Functional Grammar in Discipline Areas	Features of Academic Language by WIDA https://www.wida.us/	Analysis of a teaching situation	Annotated Bibliography

		Schleppegrell Ch. 3, 4, 5; Gibbons (2015) Ch. 5		
6 **June 3: Mon**	Language Development for School Performance	Schleppegrell Ch., 6		
7 **June 6: Thur**	Connection between classroom spoken language and academic literacy development	Gibbons (2015) Ch. 2, 3, 4, 7 Lessons on YouTube;		
8 **June 10: Mon**	Analyzing Classroom settings for language development and content learning, focusing on form-function, wording-meaning connections	Gibbons (2006) Ch. 4, 5, 6 You may choose an on-line language lesson and analyze it.		
9 **June 13: Thur**	Teaching as mediation; Affordances for Learning	Gibbons (2006) Ch. 7, 8	Curriculum Analysis	Analysis of a teaching situation
10 **June 20: Thur**	Approaches to L2 Curriculum: Curriculum for Systematic integration of language and content	Self-selected language curriculum; Mohan 2001; Gibbons (2015) Ch. 8		
11 **June 24: Mon**	Reflecting on the reality and looking into the future	Research proposal by peers		Final Paper: June 21st
12 **June 27: Thur**	Conclusion and final	All materials used in the course		
13 July 5 Fri				Curriculum Analysis

UNC University Policies:

Disability Support Services
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit:
http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf

Appendix A: Annotated Bibliography – 20%

To demonstrate an understanding of and critical thinking about the current research, and to reflect on existing theories and studies to guide future practice and/or research, students are expected to produce an annotated bibliography of 10 to 15 academic articles published in the past ten years **from a functional linguistic perspective**. The annotated bibliography should lead to a critical summary of the current state of research focusing on the relation between language and education, and point to direction for either future practice or research.

Grading Guide:

Requirements/Components	Details	Points Earned
Title Page	• Topic: specific to your area of interest, related to relations between language and your area of discipline specific teaching; • Your name, course information, contact information	2
Introduction of the purpose of the annotated bibliography	• Paragraph format; • What you want to accomplish through this annotated bibliography: Do you intend to reveal direction for future practice, or research, or both?	10
10 to 15 academic articles	• Published in the past 10 years; • Focus on relations between language and education **from a functional linguistic perspective**	10
Annotation of each article:	• Reference for each: APA style • What is the article about? • Purpose or research question of the article? • Research methods? • Data source? • Findings/conclusion? • Your opinions/critique of the article in relation to your topic of interest: what is useful and what is left unanswered?	50
Synthesis of the annotations as your conclusion	• Based on your annotations, what has been known? What is yet to be found out? • Your recommendation for practice based on what has been known? OR • What are the questions to be answered yet by future research?	15
Language Use	Paragraph organization, topical sentence, logical sequencing, spelling, grammar, punctuation, citation, format, etc.	10
Individual Effort	See Form for Self-evaluation of contribution to group work	3
Total		100

Form for Self-evaluation of contribution to group work:

Group members:

Note: Your self-evaluation will be signed by your peers. So please be honest with yourself and don't give your peers a hard time when they need to sign for you.

By comparison with my peer who contributed the most, I feel that my construction to the project is as follows:

Areas for contribution	Extend of my contribution: 3 indicating the best		
	1: In my group, I contributed the least though I could have done better	2: Tried my best, but not as much as the one who contributed the most	3: same as the one who contributed the most
Time contribution			
Attendance for group meetings (virtual or physical)			
Idea contribution			
Actual writing			
Collaboration with peers			
Other areas: explain			

Signature of your peers and date:

Appendix B. Curriculum Analysis and Critique – 20%

Students will be required to choose a language curriculum (or a textbook set for any language learning) to analyze and critique from a sociocultural and functional linguistic perspective for integration of language and content. The following questions should be addressed:
1. What is the context of the curriculum creation?
2. What are the goals of the curriculum?
3. How are the goals aligned with the content of the curriculum?
4. Is an instructional approach recommended?
5. From a sociocultural and functional linguistic perspective, how do you think the curriculum does or does not address the WIDA's Principals of Language Learning?
6. Using the WIDA Standards Framework and its Theoretical Foundations, comment on the curriculum for its potential effect on students' language learning/development.

Grading Guide:

Requirements/Components	Details	Points	Points Earned
Context of the curriculum creation	Time? Needs of the society? Audience? Etc.	10	
Goals of the curriculum	What are the students expected to achieve by following the curriculum?	10	
Alignment between the curriculum goals and the content?	Does the content (topics, organization structure, scope and sequence, etc.) support the goals of the curriculum?	10	
Instructional approach recommended	The curriculum may or may not recommend an instructional approach. You comment on the pros and cons of doing so.	10	
From a sociocultural and functional linguistic perspective, how do you think the curriculum does or does not address the WIDA's Principals of Language Development, **particularly Principles 3, 5, 6, 8**?	See *the WIDA's Principles of Language Development* and *the WIDA Standards Framework and its Theoretical Foundations* in the following link: https://www.wida.us/aboutUs/AcademicLanguage/ Everything you have read in the course, especially Mohan 2001 and Gibbons (2015) Ch. 8, can be useful. If you address the following questions **using specific examples from the curriculum**, then you will have addressed the two requirements.	20	
Referencing *the WIDA Standards Framework and its Theoretical Foundations*, comment on		20	

the curriculum for its potential effect on students' language learning/development.	1. Does the curriculum consider students' prior knowledge of the target language? How does it show? 2. Does the curriculum consider the potential struggles that students are still facing when using the target language? How does it show? 3. Does the curriculum consider the language demand of the content topic that the students will face? 4. Are there activities that focus on content learning? 5. Are there language-based activities that are contextualized by the content to be learned? Consider activity sequence as presented in Gibbons (2015) p. 227, Figure 8-8. 6. Are both content and language objectives clearly identified and aligned with each other?		
Language Use	paragraph organization, topical sentence, logical sequencing, spelling, grammar, punctuation, citation, format, etc.	10	
Group Effort		10	
Total:		100	

Appendix C: Critical Analysis of a Teaching Situation – 20%:
> Students will conduct a critical analysis of a chosen learning context using sociocultural and functional linguistic frameworks to identify the crucial elements that could potentially contribute to the success or failure of learners' language development and content learning for academic achievement in the long run. The focus of the analysis should be on the construction of classroom discourse as defined in Gibbons (2006, p. 50) to include teacher and student behavior and their exhibited attitudes that shape and reshape each other.

This is what you can do to help yourself:
1. Gibbons (2006) Chapters 4, 5, 6 will help you use the concepts of field, tenor, and mode to look for content learning and language use of content construction.
2. Meanwhile, you may need Gibbons (2006) Chapters 7 and 8 to see how Gibbons analyses classroom setting using actual data in the form of teacher talk and student talk. The project basically asks you to follow Gibbon's way to do classroom discourse analysis.
3. Module 7 Bulletin Board exercise (Checklist for Classroom Discourse) also provides you with good direction for your analysis: which piece of data demonstrate dialogic approach, comprehensible input, and message abundancy initiated by the teacher; and which pieces of data demonstrate comprehensible output and stretched language from the students but encouraged by the teacher. These are all important elements/concepts that explains how learning can actually occur for both content and language.
4. Please read all responses from your peers on Module 7 and 8. All the assignments are designed to help the class towards this project. All needed concepts should be explained and elaborated by your peers. Those wonderful comments could be used to explain the data you want to present in the project. Again, the data should try to show the existence or the lack of characteristics of what shows on the Module 7 Bulletin Board exercise (Checklist for Classroom Discourse).
5. Yes, you should try to use relevant jargons (which can help you focus on the important aspects that are required by this project) when articulating your analysis: field, tenor, mode, dialogic approach, message abundancy, comprehensible input, comprehensible output, stretched language, affordance for learning, scaffolding.
6. As for how to present data, the research articles you have read and Gibbon (2006) should have presented tons of examples. My paper on science also shows that.
7. The project should not be longer than 10 pages, double spaced. Probably you will need at least 5 pages since data presentation takes space for classroom discourse.

Grading Guide:

Requirements/Components	Details	Earned Points
Concrete situation identified	• The teaching situation could be your current teaching setting, your previous teaching setting, or an observed setting in the past or at the present;	**10**
Characteristics of the classroom discourse constructed in your chosen setting	• Reference Gibbons (2006, p. 50) for your description of the classroom discourse; • Teacher's behavior and exhibited attitudes? • Students' behavior and exhibited attitudes? • How do teacher and student behavior and their exhibited attitudes shape and reshape each other?	**20**
Clearly identified elements that contribute to the success of learners' language development and academic performance.	Reference relevant concepts to address the following questions for your analysis: field, tenor, mode, dialogic approach, message abundancy, comprehensible input, comprehensible output, stretched language, affordance for learning, scaffolding. • Discourse data with characteristics that contribute to the success of learners' language development and academic performance? • How do they contribute to the success of learners' language development and academic performance in the long run?	**20**
Clearly identified elements that contribute to the failure of learners' language development and academic performance.	Reference relevant concepts to address the following questions for your analysis: field, tenor, mode, dialogic approach, message abundancy, comprehensible input, comprehensible output, stretched language, affordance for learning, scaffolding • Discourse data with characteristics that may contribute to the failure of learners' language development and academic performance? • How do they contribute to the failure of learners' language development and academic performance in the long run?	**20**
Conclusion:	• Recommendations based on your newly earned knowledge? • Questions for future consideration?	**10**
Use of Academic Language	• Preferably 5 to 10 pages, double spaced. • Organization: introduction, conclusion, paragraph organization, topical sentence, logical sequencing, etc. • Mechanics: spelling, grammar, punctuation, citation, format, reference for cited work, etc.	**20**
Total		

Appendix D: **Final Paper or a research proposal – 20%:**

The final paper is a culminating activity that demonstrate students' capability to analyze, synthesize, and evaluate what will have been covered and studied in the course. **It should focus on issues related to integration of language and content and make full use of all other assignments completed earlier in the course**. The paper could be in one of the two forms: a position paper focusing on the role of language in a particular educational setting from a functional linguistic perspective; or a research proposal that is based on the existing studies and current issues in reality. The highest quality of the paper should be such that the paper can be used as a part of a full academic paper with potential for publication.

Grading Guide:
Position Paper:

Requirements/Components	Details	Points
Topic	- Be specific - Focus on issues related to integration of language and content	5
Introduction	- What is the purpose of the paper? - How would you achieve your purpose in the paper?	10
Issues that lead to your position paper	- What are the issues or problems that make your position paper needed? - Issue/problems need to be reality based and literature supported.	10
Main body of the paper	- Your positions clearly articulated; - Your positions supported by existing research studies;	30
Conclusion	- What are the challenges we are still facing? - What are you recommendations for a change?	20
Bibliography	APA	5
Use of Academic Language	- Organization: introduction, conclusion, paragraph organization, topical sentence, logical sequencing, etc. - Mechanics: spelling, grammar, punctuation, citation, format. etc.	20
Total:		100

Research Proposal

Requirements/Components	Details	Points
Topic	- Be specific - Related to integration of language and content in your field of teaching	10
Introduction	- What are the issues or problems, reality based and literature supported, that make your research needed? - Intention of your research?	10
Literature Review	- Review of existing studies related to your research topic; - Synthesis of the existing studies pointing to a need for your research	20
Your research	- Research questions - Significance of your proposed research	10
Research methods – initial proposal	- Setting - Data sources - Data analysis - Articulation of the connection between data sources/analysis to proposed research questions	20
Bibliography	APA style	10
Use of Academic Language	- Organization: introduction, conclusion, paragraph organization, topical sentence, logical sequencing, etc. - Mechanics: spelling, grammar, punctuation, citation, format. etc.	20
Total:		100