

BED 6300
Borderlands Language Acquisition and Competing Ideologies
CRN 33879
Summer 2024

“Una de las tareas del educador o la educadora progresista, a través del análisis político, serio y correcto, es descubrir las posibilidades –cualesquiera que sean los obstáculos– para la esperanza, sin la cual poco podemos hacer porque difícilmente luchamos” (Freire, 2002, La pedagogía de la esperanza, p. 9).

Instructor: María Teresa (Mayte) de la Piedra, Ph.D.

Office: College of Education, Rm. 805

Office Hours

Online: Anytime in “Helping each other,” located in “Discussions” in BlackBoard (BB)

Email: Email is the best way to contact me. I will answer emails within 48 hours of receiving them. Please include “TED 6300” in your subject line.

By phone or Zoom: **By appointment only.** Please, make an appointment with me via email a few days earlier.

E-mail: mdelapiedra@utep.edu

Phone: (915) 747-5527

Credit Hours: 3

Fully online, 8 weeks (June 10-August 5, 2024)

ONLINE PREPARATION

This is a hybrid course; we will meet both online and face-to-face. To succeed in this course, you are expected to invest **at least 12-15 hours each week** to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly.

COURSE DESCRIPTION

Borderlands Language Acquisition and Competing Ideologies: This course provides an exploration of foundational theories of language acquisition in educational practice in bilingual/multilingual settings. Theories and research methodologies will be applied to study and explain empirical data in language acquisition. Language ideologies, tensions and dynamic debates in the fields of bilingual education, language acquisition, and literacy/biliteracy studies will be examined. (<https://catalog.utep.edu/grad/course-descriptions/bed/>)

The field of bilingual education has historically drawn on second language acquisition concepts and theories. For instance, bilingual education teachers are trained in second language

acquisition and the success of bilingual education programs is measured in terms of students' acquisition of the second language. However, the field is changing. For a few years, language and literacy researchers have become increasingly interested in a bi-/multilingualism, and the field has turned. Researchers are today interrogating concepts such as "first" and "second" language and "native speaker" and "English Language Learner." In this context, it is vitally important to grasp, interrogate, and reconsider the underlying theories that have informed our field.

This course is meant to prepare researchers in language and literacy education. Through learning activities and dialogue, you will be able to articulate a theoretical position to carry out your own research. You will become familiar with current research in the fields of bilingual education and (bi)literacy.

STUDENT LEARNING OUTCOMES

By the end of the class, students will be able:

1. To explore and identify main theories, methodologies and research findings in Bilingual Education/ESL in recent literature;
2. To discuss and apply a range of theoretical perspectives on language learning and development;
3. To critically interpret language and literacy research;
4. To apply theoretical concepts to explain data collected during this course or a previous semester.

REQUIRED TEXTBOOKS

1. de la Piedra, M.T., Araujo, B.E. & Esquinca, A. (2018). *Educating Across Borders: The Case of a Dual Language Program on the U.S.-Mexico Border*. Tucson: The University of Arizona Press.
2. García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. London: Palgrave Macmillan.
3. Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of L2 development*. New York: Oxford University Press.

ADDITIONAL COURSE MATERIALS

*** Additional course materials will be posted on Blackboard or may be found at the UTEP library (ebooks or journal articles online):

1. Blommaert, J., & Rampton, B. (2011). Language and superdiversity. *Diversities*, 13(2), 1–23.
2. Blommaert, J. & Horner, B. (2017). Mobility and academic literacies: An epistolary conversation. *London Review of Education*, 15 (1), 2-20.
<https://doi.org/10.18546/LRE.15.1.02>

3. Cenoz, J. & Gorter, D. (2017). Minority languages and sustainable translanguaging: Threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38(10), 901-912.
4. de los Ríos, C. V. (2020). Translingual youth podcasts as acoustic allies: Writing and negotiating identities at the intersection of literacies, language and racialization. *Journal of Language, Identity & Education*, 21, 1–15.
5. Heiman, D., Cervantes-Soon, C. G., & Hurie, A. H. (2021). ‘Well Good Para Quién?’: Disrupting Two-Way Bilingual Education Gentrification and Reclaiming Space through a Critical Translanguaging Pedagogy. In *Transformative Translanguaging Espacios: Latinx Students and their Teachers Rompiendo Fronteras sin Miedo* (pp. 47-70). Multilingual Matters.
6. Jaspers, J. (2018). The transformative limits of translanguaging. *Language & Communication*, 58, 1-10.
7. Johnson, E. J. (2011). Peerlingual Education: A Socioeducational Reaction to Structured English Immersion. *Journal of Latinos and Education* 10 (2), 127-145
8. Mendoza, A., Hamman-Ortiz, L., Tian, Z., Rajendram, S., Tai, K. W. H., Ho, W. Y. J., & Sah, P. K. (2024). Sustaining Critical Approaches to Translanguaging in Education: A Contextual Framework. *TESOL Quarterly*, 58(2), 664–692.
<https://doi.org/10.1002/tesq.3240>
9. Menken, K. & Sánchez, M. T. (2019). Translanguaging in English-Only Schools: From Pedagogy to Stance in the Disruption of Monolingual Policies and Practices. *TESOL Quarterly*, 53(3), 741–767. <https://doi.org/10.1002/tesq.513>
10. Mortimer, K. S. & Dolsa, G. (2023) Ongoing emergence: borderland high school DLBE students’ self-identifications as lingual people, *International Journal of Bilingual Education and Bilingualism*, 26 (1), 7-19. DOI: 10.1080/13670050.2020.1783636
11. Nunez, I. & Urrieta, L. (2020) Transfronterizo Children’s Literacies of Surveillance and the Cultural Production of Border Crossing Identities on the U.S.–Mexico Border. *Anthropology & Education Quarterly* 52 (1), 21–41.
12. Razfar, A. (2012). ¡Vamos a Jugar Counters! Learning Mathematics Through Funds of Knowledge, Play, and the Third Space. *Bilingual Research Journal* 35(1):53-75
13. Sánchez, M.T., García, O. (2021). *Transformative Translanguaging Espacios: Latinx Students and Their Teachers Rompiendo Fronteras Sin Miedo* (1st ed., Vol. 133). Multilingual Matters.
14. Sayer, P. (2020). Translanguaging as Transformation in TESOL. In Z. Tian et al. (eds.), *Envisioning TESOL through a Translanguaging Lens*, Educational Linguistics 45, https://doi.org/10.1007/978-3-030-47031-9_17
15. Sembiente, S. & Tian, Z. (2020) The Need for Translanguaging in TESOL. In Z. Tian et al. (eds.), *Envisioning TESOL through a Translanguaging Lens*, Educational Linguistics 45, https://doi.org/10.1007/978-3-030-47031-9_3
16. Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The International Journal of Bilingual Education and Bilingualism* 9 (2), 159-180.

GRADING & EVALUATION

Grading Scale

A: 91-100%

B: 81-90%

C: 71-80%

D: 61-70%

An “A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A “B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A “C” for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

Below a C is failing a graduate course or a graduate assignment.

Late Assignments

Late assignments **will NOT be accepted.** It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, **please contact me to discuss your situation prior to the due date of the assignment.** Adjustments may be made at that time. You may be asked to provide supportive documents, such as doctor’s notes. Without prior notice, late assignments will NOT receive any credit.

ASSIGNMENTS

Assignment	Points	Due date	Where?
Theoretical Frameworks used to study your topic of interest	15 points	June 30th	Assignments and Discussions
Organizing part of one online session	15 points	To be selected	Discussions
Online Reading Responses and/or Activities	21 points, 7x3	Each week	Discussions
Online Feedback to Peers	14 points, 7x2	Each week	Discussions
Final Research Paper Presentation	5 points	July 29th	Discussions
Final Research Paper	30 points	August 5th	Assignments
Total	100 points		

1. Theoretical Frameworks and methodology used to study your topic of interest: 15 points

In this assignment you will search for literature (research articles) related to your topic of interest (possibly your dissertation topic) published in the last 5 years in the main journals in the field of bilingual education and literacy education, such as *Bilingual Research Journal*, *International Journal of Bilingual Education and Bilingualism*, *TESOL Quarterly*, *Applied Linguistics*, *Linguistics and Education*, *Language and Education*, *Reading Research Quarterly*. Select 8 to 12 articles that you value as strong research and that inform your own research. The purpose of this assignment is for you to learn what are the theories and methodologies that others have utilized to study a similar phenomenon to the one you will probably research. See if the researchers combine different theories and how they do so. Study the ways the methodology is related to the theories used. You will write a short paper (1500-1800 words) summarizing 1) what kinds of studies have been conducted in your area of interest (purpose and research question), 2) the theoretical frameworks used, and how the researchers explain the theories, and 3) what kinds of methodologies tend to be selected. In the last paragraph, please reflect on which are the theories you may select for your own dissertation research (if relevant) and why. You will post your paper on a Discussion Board to engage in conversation about the theories and methodologies used in our research areas during the last 5 years.

2. Organizing part of one online session (15 points)

Students (individually or in pairs) will 1) organize a short introductory lecture (A video of 10 minutes) and the discussion board of the session assigned. Students will study the materials and prepare one of the following for the discussion board:

- 1) Organize a discussion about the topic of the day, including at least 2 discussion questions and one activity that will encourage students to apply the theories and constructs learned during that class.
- 2) Video or audio record a language learning activity (it may be your own classroom) and post it in the discussion Board. Organize an analysis session where students use the theories and constructs learned in class for that week.
- 3) Search for one study that draws from the theory and ideas discussed during the class session. Present main findings of this study and discuss how the researchers used the theory in their research. Generate one discussion question that motivates students to learn the content of the session.

*** Students should consult with the professor about a session plan.

3. Online Reading Responses (21 points, 7x3 points)

Students will write an essay answering questions posted by the professor or your peers in charge of the online discussion. The questions have the purpose of generating a synthesis of the weekly readings. In your response, if relevant, make connections across texts. Develop your response to the question(s) by providing specific examples from the readings (short quotes and paraphrases of key ideas). Be selective in the details you include. You have limited space, so your language choices must be concise and clear. Make sure that your presentation of the author's ideas is correct. However, be critical of the readings. For example, be sure to point out

any weaknesses or areas of disagreement. Substantiate your claims and be explicit about what you are basing them on (other readings, your personal experience, observations).

No title is necessary. Don't include the assigned references. Only include a reference list if you cite additional references.

Please, see rubric below and calendar. All reading responses will be done during the online sessions.

Rubric for Evaluating Reading Response

	OUTSTANDING (3 PTS)	MEETS STANDARD (2PTS)	DOES NOT MEET STANDARD (0-1PTS)
Ideas	Post responds to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.	Post responds to all questions. Post makes connections to the readings & other materials assigned for the week.	Post does not respond to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

4. Online Feedback to Peers (14 points: 7 x 2 points)

Each online class, students will provide feedback to **at least three peers** on the Blackboard discussion board. Please write at least **150 words for each required reply**. Please, reply to peers that have not received a reply yet. That way, everyone will engage in the discussion.

The replies should be authentic and engaging, showing that you have read your peer's response and you have reflected on it. Include any areas of disagreement; this is part of the dialogue we will participate in. engage in debate but do so by supporting your claims with the assigned readings, your personal experience, and/or observations. Include questions that arise from reading your peer's responses.

In your replies, please use the **main ideas covered by the assigned readings and follow the rubric** in order to obtain full credit.

Rubric for Weekly Feedback to Peers

	OUTSTANDING (2 PTS)	MEETS STANDARD (1.5)	DOES NOT MEET STANDARD (0-1)
Ideas	Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions and/or questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well, supported or grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

5. Final Research Paper and Presentation (35% of your grade)

Option 1: Case Study of a multilingual person (4000-5000 words)

The purpose of this assignment is for students to gain experience in researching language learning. You will recruit a bi/multilingual person drawing on your personal contacts. There are two requirements for the participant. First, the person’s language repertoire must include features of two or more named languages. Second, the multilingual person must a) consent to participate in this learning experience, b) agree that the case study will not be disseminated publicly, and c) understand that you are not yet an expert. They must also agree to donate the time to participate. The paper is the culmination of your work throughout the semester. It will be written in APA style. 5% of your grade for this assignment comes from your presentation. You will conduct observations of interactions in everyday activities (2 hours) and interview the volunteer participant once (45-60 minutes). A minimum of 8 references is required. More information will be provided on Blackboard.

Note that this case study is not research insofar as it does not meet the federal definition of research with human participants, which crucially involves a systematic investigation to contribute to *generalizable* knowledge. Case studies for educational purposes are excluded from the definition of research, and no IRB approval is required. **You may not present the information gathered through this case study in a conference nor may you publish it without IRB approval.**

For this assignment, you will write up a cohesive account of the case study. The content includes a) introduction, b) brief theoretical framework, c) brief methodology, d) findings, e) discussion and conclusion. It will be written in APA style.

Option 2: Manuscript documenting and analyzing research findings

If you choose this option, you need to provide proof of IRB approval. If you have already collected data in another course/research project and you would like to analyze your data using the theories and concepts learned in this course, you may select this option. However, it is required that your data and research project is related to language learning and bilingual education in some way. Please, discuss your idea with me before deciding on this option.

For this assignment, you will write up a cohesive manuscript to submit for review in a peer-reviewed journal in the field of bilingual education or a related field. The structure of the manuscript includes a) introduction and short literature review (2 pages), b) theoretical framework (2 pages), c) methodology (1 paragraph), d) findings (8-10 pages), e) discussion and conclusion (1-2 pages) The paper should be 4000-5000 words long and is the culmination of your work throughout the semester. It will be written in APA style. 5% of your grade for this assignment comes from your presentation. A minimum of 8 references is required.

INCLUSIVENESS, EQUITY, NETIQUETTE & DISCUSSION EXPECTATIONS

Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Language use: This is a multilingualism and biliteracy course, and following recent theoretical developments in this field, I encourage you to use your diverse languages and varieties in the course. Many faculty and students at UTEP are bilingual, and we translanguage. I encourage you to use your entire linguistic/semiotic repertoire for learning. Since I am bilingual in Spanish and English, you may turn in your assignments in English or Spanish. If you would like to use another language to write your assignments, please, contact me and we will make it work.

"Netiquette" is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation

between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Attendance and punctuality: Absences exceeding 1 synchronous and/or asynchronous class meeting may result in a loss of 5 points of your final grade. However, if you have any connectivity issues during our asynchronous meetings, I will work with you to make up that work. Because classes are online, online activities of the week count as the classes. With 2 absences, in other words, with lack of participation in the online activities scheduled for 2 weeks, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Arrange your schedules so you are prepared to engage in class fully.

Preparation and Participation: Take advantage of this course to experience academic practices! Read, think, talk, and write as a scholar! Students are expected to complete all the readings, interpret them, discuss them with their peers, and use them to develop their scholarship. You are expected to actively participate in discussions and activities. The class is a 3-credit course. I recommend that students plan to spend between 12-15 hours, in addition to the three weekly contact hours. However, this may vary from week to week. I would like you to take ownership of your own learning. That means that you are responsible for coming to (online or face-to-face) class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style, even if the classes are online. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful.

Assignments: Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning. Plan now the time you need to complete the assignments to meet established deadlines. Turn in all assignments through Blackboard. Use APA style in your written assignments.

Incomplete: A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis, which genuinely precludes successful completion of the course.

Email and Blackboard

Please check your email and Blackboard at least twice a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm

- On campus: 915.747.5257
- Off campus: 915.747.4357

If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

UTEP POLICIES

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

WEEKLY SCHEDULE

Week 1 (6/10-6/16)

Introduction

- Introduction to the course; organize course activities and collaboration.
- Perspectives on bilingualism: fixed and fluid notions.
- Competing ideologies of language in TESOL and Dual Language

Readings

García, O., & Li Wei. (2014) Translanguaging. Chapters 1-3

Assignment

- Post your **reading reflection** on Blackboard by Friday
- Provide feedback to 3 peers' reading reflections by Sunday

Week 2 (6/17-6/23)

Language, translanguaging and translanguaging pedagogy

Readings

García, O., & Li Wei. (2014) Translanguaging. Chapters 4-7 and Conclusion

Assignment **(Need a student organizer)**

- Post your **reading reflection** on Blackboard by Friday
- Provide feedback to 3 peers' reading reflections by Sunday

Week 3 (6/24-6/30)

Translanguaging in TESOL and critiques of translanguaging

Readings:

- Cenoz, J. & Gorter, D. (2017).
- Jaspers, J. (2018).
- Sembiante, S. & Tian, Z. (2020).
- Mendoza et al (2023).
- Menken, K. & Sánchez, M. T. (2019).

Assignment

- **DUE on Sunday:** Theoretical Frameworks and methodology paper
- **Create a new thread on Blackboard** to generate a discussion with your peers. Please, **post one question** about the readings for this week. Today your reflection will be generating a good discussion question (Friday).

- **Respond to two questions** generated by your peers, using the content of all readings. (Sunday).

Week 4 (7/1-7/7) Language as social practice, Sociolinguistics of 'mobility.'
Language and literacies on the borderland

Readings

- de la Piedra, M.T., Araujo, B.E. & Esquinca, A. (2018). *Educating Across Borders*. Introduction, chapters 1-4
- Blommaert and Rampton (2011)
- Blommaert and Horner (2017)

Assignment (Need a student organizer)

- Post your **reading reflection** on Blackboard by Friday
- Provide feedback to 3 peers' reading reflections by Sunday

Week 5 (7/8-7/14) Language and biliteracies on the borderland

- View the video by Zentella:

Zentella, A.C. (2009). *Transfronterizo talk: Conflicting constructions of bilingualism on the US-Mexico border*. Retrieved from <https://www.youtube.com/watch?v=VvrO1jHkcUg>

Readings

- de la Piedra, M.T., Araujo, B.E. & Esquinca, A. (2018). *Educating Across Borders.*, chapters 5-9, and Conclusion
- Nunez, I. & Urrieta, L. (2020)
- de los Ríos, C. V. (2020).
- Mortimer, K. S. & Dolsa, G. (2023)

Assignment

- **Create a new thread on Blackboard** to generate a discussion with your peers. Please, **post one question** about the readings for this week. Today your reflection will be generating a good discussion question (Friday).
- **Respond to two questions** generated by your peers, using the content of all readings. (Sunday).

Week 6 (7/15-7/21)

Transformative aspects of translanguaging,

Sociocultural Theory of Language Learning, Symbolic Mediation

Readings

- Sanchez, M. T., & Garcia, O. (2021).
- Heiman, D., Cervantes-Soon, C. G., & Hurie, A. H. (2021).
- Sayer, P. (2020).
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural Theory...* Chs. 1-5
*** Please, access the book through the UTEP library and download these two chapters

Assignment (Need a student organizer)

- Post your **reading reflection** on Blackboard by Friday
- Provide feedback to 3 peers' reading reflections by Sunday

Week 7 (7/22-7/28)

Internalization, guided participation, apprenticeship, CHAT

Readings:

- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural Theory...* Chs. 6, 7, 10, 11

Choose 1 article from below:

- Walqui, A. (2006).
- Johnson, E. J. (2011).
- Razfar, A. (2012).

Assignments (Need a student organizer)

- Post your **reading reflection** on Blackboard by Friday
- Provide feedback to 3 peers' reading reflections by Sunday

Week 8 (7/29-8/4)

Final paper presentation and feedback

Assignments

- Work on your final paper
- Final Paper Presentation due July 29

Final day of class

8/5

Final paper DUE 8/5/2024