



Stockholm
University

Department of Education

**Language and Education in an International Perspective
(IPA458)**
Master´s Course
Autumn Semester 2019 (7.5 ECTS)

General Introduction, Course Requirements and Grading

I. General Introduction

1.1 Course content

The course deals with theories and policies related to how education in languages and literacy are organized in different countries and in different contexts. Current theories and policies within mother tongue education, second language education, education in foreign languages, education in minority languages and comprehensive reading and writing instruction are discussed in an international and comparative perspective.

1.2 Learning outcomes

To pass the course the student should be able to:

- account for knowledge about current theories and policies within the area of language, language policy, literacy and education in an international and comparative perspective,
- critically analyse education policies about education in languages and literacy in different countries and in different context and how instruction in languages and literacy is organized in different countries and in different contexts,
- critically analyse the role of education to develop individuals' language and reading and writing skills.

1.3 Activity

The course combines lectures, workshops, discussions and group work to achieve the learning outcomes. The course includes a compulsory presentation of a course paper and the critical examination of one other student's course paper. Students are required to attend 80% of the compulsory course sessions

Lectures are structured around the main themes. Group Work session will be organized with the purpose to offer opportunities for the students to deepen their understanding by demonstrating critical analysis skills on the issues in question. Topics and/or questions for each Group Work session as well as information regarding the composition of the groups will be distributed in advance of the Group Work session. The first Group Work session will be devoted to group discussions. During the second session, each group will present orally (sometimes with the support of a PowerPoint presentation) what they have discussed by synthesizing and analysing the course sessions and literature and elaborating upon this with own experiences where possible. After the Group Work session, each group will post their presentation on Mondo. Small group seminars will be organised to provide an opportunity to discuss specific issues of relevance for educational planning.

In view of making important and relevant contributions to the field of Language and Education, the course participant shall:

- participate actively in the course, discussions and seminars,
- write a course paper, and
- write an opposition paper critically examining a course paper written by another student.

The ICT collaboration and learning platform Athena is used for communication, messages, information about the course and dissemination of course materials. For more information see:https://www.edu.su.se/polopoly_fs/1.440205.1559557171!/menu/standard/file/Athena%20students%20guide%20english%29.pdf

II. Course Examination

Course participants shall present an exam paper that shows her/his knowledge about language and education in an international perspective as specified in the learning objectives. Course participants shall also submit a written opposition paper (1-2 pages) of another course paper that they are assigned to. Further instructions of the course paper assignment and opposition paper shall be given separately.

Examination tasks which are not submitted by the deadline stated in the course description under examination dates will not be assessed.

Students who fail the examination, do not submit a course paper or do not submit their course paper in time have to do a second examination at a later date. These course participants will be asked to complete a new assignment with a new deadline which will be given by the course leader after that the first examination has been completed.

2.1 Course paper

In the exam paper assignment, the course participant should be able to demonstrate the following:

Theoretical understanding

The student is able to show evidence of having met the knowledge criteria as specified in the learning objectives. She/he also applies a theoretic framework on the data material (literature, policy documents, own field work, etc.) and to justify the approach chosen exploratively, descriptively, and in terms of analysis.

Methodological understanding

The course participant is able to describe and to apply appropriate methodological research approaches by using qualitative and/or quantitative methods. The student is also able to purposefully choose a relevant methodology for collecting data aligned with the chosen conceptual or theoretical framework, and the aims and objectives stated in the exam paper. She/he should apply a relevant analytic framework for achieving the aims and objectives of the exam paper and is able to scrutinise the extent to which the findings presented in the paper may or generalised.

The body of the exam paper

The exam paper assumes a critical approach to the course literature in examining the issues under study and which are then supported by synchronised analyses. The paper covers and makes a relevant description of the issues/problem area/phenomenon under investigation which is then supported by the literature and analyses. The scope and analysis of the paper has an international and comparative perspectives – comparing within or across society/ies's educational systems, policies, reforms, laws, structures, contents, practices, cultures, values, and models at one or at different periods across time.

Conclusion

The outcomes, implications and conclusion are synchronised with the rationale, description and analysis made in the exam paper. There should be an appropriate and relevant discussion of the implications and issues regarding the validity and reliability of the paper. The scope for outcomes and implications of the findings presented in the paper is well justified.

Structuring the course exam paper (“Formalia”)

The title of the paper must align with the exam paper contents. The headings and subheadings align across sections. There is a logical sequence between different sections of the work and an alignment of synchronised ideas. Quotations, citations and references to original source literature are correctly articulated in the paper with a complete ‘list of references’ placed at the end of the exam paper. Tables and figures are correctly titled and presented in the paper. The language of the paper is clear, concise and coherent.

2.2 Attendance

In order for a student to be examined, they must have attended at least 80% of all compulsory course sessions, such as lectures, group work, group work presentations, and seminars. Student absences of more than 20% of the course sessions must be compensated via additional course assignments. If a student has attended less than 60% of the course sessions

they have to re-take the course. When absent, students have to contact the Course Leader, Ulf Fredriksson (ulf.fredriksson@edu.su.se). Students who are absent 20% - 40% of the course sessions will receive additional course assignments to compensate for the absence. Students will not receive the grade until all the required assignments are handed in and approved.

2.3. Ethical issue

Academic honesty and integrity must be respected. A reference list and proper citation of literature- including page numbers, and other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations.

Any act of plagiarism is taken seriously.

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;
- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and if the intention and degree of plagiarism is found inappropriate, it will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the following webpages to learn more about Regulations for Disciplinary Matters at Stockholm University:

<https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

2.4 Examination Dates

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Mondo.

Course paper deadline

The course paper submission date is Monday, October 28th, 2019 by midnight. The paper is submitted in the 'Assignment' folder on Athena. Please save the document as your Surname, First Name.

Written opposition deadline

The opposition list will be uploaded on Athena on October 29th.

A written peer review (opposition paper) of a fellow student's course paper should be submitted in the folder titled "Written Opposition" in the "Assignments" folder in Athena.

The due date of the opposition paper is Thursday, October 30th, 2019 by midnight.

Second Examination

Students who do not submit a course paper on October 28th, 2019, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

Assignment task will be posted on Mondo on Thursday, December 12th 2019. The submission date is Thursday, December 19th, 2019. The paper is submitted in the ‘Assignment’ folder on Athena. Please save the document as your Surname, First Name.

Written opposition deadline- Second Examination

The opposition list will be uploaded on Athena on December 20th, 2019.

A written peer review (opposition paper) of a fellow student’s course paper should be submitted in the folder titled “Written Opposition” in the “Assignments” folder in Athena. The due date of the opposition paper is Sunday, December 29th, 2019 by midnight.

Third Examination

Students who have submitted a course paper on October 28th, 2019 or December 12th , who fail to submit their course paper by the due dates, or have received an unsatisfactory mark in the course and/or second examination can submit an assignment during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates:

Assignment task will be posted on Athena on January 31st. 2020. The submission date is February 9th, 2020. The paper is submitted in the ‘Assignment’ folder on Athena. Please save the document as your Surname, First Name.

Written opposition deadline- Third Examination

The opposition list will be uploaded on Mondo on February 10th,

A written peer review (opposition paper) of a fellow student’s course paper should be submitted in the folder titled “Written Opposition” in the “Assignments” folder in Athena. The due date of the opposition paper is Sunday, February 13th by midnight.

III. The Grading System

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper is needed.
F.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

IV. Course Schedule

4.1. Structure of the course

Content	Activity	Readings	Teacher
Unit1 1: Introduction “Language and Education in an International Perspective” Introduction Group Work 1	Lecture	Wright Ch. 1 – 4; Garcia Ch. 1	UF
Unit 1: Language policy and language education	Group Work 1	Wright Ch. 1 – 4; Garcia Ch. 1	UF
Unit 1: Language policy and language education	Group work 1: presentation	Wright Ch. 1 – 4; Garcia Ch. 1	UF
Unit 2: Language learning, reading and writing instruction	Lecture	Lightbown & Spada Ch. 1 – 2; Pang, Muaka, Bernhardt & Kamil; Garcia Ch. 2	UF
Unit 2: Assessment and language knowledge	Lecture		HR
Unit 2: Studying Language use and practice Introduction Group Work 2	Lecture	Watson; Waring	ARM
Unit 2: Language learning, reading and writing instruction, language use	Group Work 2	Watson; Waring; Amir & Musk; Moore, Nussbaum & Borrás; Tanner; Tainio & Slotte	ARM
Unit 2: Language learning, reading and writing instruction, language use	Group work 2: presentation	Watson; Waring; Amir & Musk; Moore, Nussbaum & Borrás; Tanner; Tainio & Slotte	ARM
Unit 3: Minority languages, Migration, Foreign languages: policy and education. Introduction to Group Work 3	Lecture	Cummins; Wright Ch. 6, 7, 8, 12; Garcia Ch. 3, 6, 7, 8, 9,; Gorter, Zenotz, Cenoz Ch. 1 - 2	UF
Unit 3: Minority languages, Migration, Foreign languages: policy and education	Group Work 3	Cummins; Garcia Ch. 3, 6, 7, 8, 9; Wright Ch. 6, 7, 8, 12; Gorter, Zenotz, Cenoz Ch. 1 - 2	UF

Unit 3: Minority languages, Migration, Foreign languages: policy and education	Group work 3: presentation	Cummins; Garcia Ch. 3, 6, 7, 8, 9; Wright Ch. 6, 7, 8, 12; Gorter, Zenotz, Cenoz Ch. 1 - 2	UF
Closing session	Lecture		UF
Dead line course paper			
Dead line opposition paper			

4.2. Lecturers and course administration

Lecturers:

UF – Ulf Fredriksson (course leader) ulf.fredriksson@edu.su.se

ARM - Ali Reza Majlesi ali.reza.majlesi@edu.su.se

HR - Helena Reierstam helena.reierstam@edu.su.se

Course administrator:

Nanna Hübinette (nanna.hubinette@edu.su.se)

4.3. Compulsory lectures, group work and seminars

The lectures, group works and seminars listed in the schedule are compulsory. When absent, students have to contact the Course Leader, Ulf Fredriksson (ulf.fredriksson@edu.su.se). Students who are absent 20% - 40% of the course sessions will receive additional course assignments to compensate for the absence. Students will not receive the grade until all the required assignments are handed in and approved.

To obtain the latest information about the schedule use the following link:

<https://cloud.timeedit.net/su/web/stud1/ri107455X05Z06Q5Z86g3Y00v6006Y38Q03gQY6Q54727.html>

NOTE: We reserve the right to amend and make changes according to need. Please double check Time Edit for accurate dates, times and venues.

V. Course Literature

Students should have read the assigned readings for each lecture. For more details, see the readings listed in MAIN READINGS below.

MAIN READINGS

- Amir, A. & Musk, N. (2013). Language policing: micro-level language policy-in-process in the foreign language classroom. *Classroom Discourse*, 4(2), 151–167.

- Gorter, D., Zenotz, V. and Cenoz, J. (Eds) (2014) *Minority Languages and Multilingual Education: Bridging the Local and the Global*. Dordrecht: Springer
- Cummins, J. (2000), *Language, power, and pedagogy: Bilingual children in the crossfire, Bilingual education and bilingualism*. Clevedon: Multilingual Matters
- García, O. (2009), *Bilingual Education in the 21st Century: A Global Perspective*. Chichester: Wiley-Blackwell Pub.
- Lightbown, P.M. & Spada, N. (2013) *How Languages Are Learned*. Oxford: Oxford University Press.
- Moore, E., Nussbaum, L. & Borrás, E. (2013). Plurilingual teaching and learning practices in ‘internationalised’ university lectures. *International Journal of Bilingual Education and Bilingualism*, 16(4), 471–493.
- Pang, E.S., Muaka, A., Bernhardt, E.B. & Kamil, M.L. (2003) *Teaching reading*. Educational Practices Series. Geneva: International Academy of Education/International Bureau of Education
- Tanner, M. (2017). Taking interaction in literacy events seriously: a conversation analysis approach to evolving literacy practices in the classroom. *Language and Education*, 31(5), 400–417.
- Tainio, L. & Slotte, A. (2018). Interactional organization and pedagogic aims of reading aloud in L1 Education. *Nordic Journal of Literacy Research*, 3, 1–22. DOI: <https://doi.org/10.23865/njlr.v3.469>
- Watson, R. (1992). Ethnomethodology, conversation analysis and education: An overview. *International Review of Education*, 38(3), 257–274.
- Waring, Z.H. (2017). Conversation Analytics approaches to language and education. In: K.A. Keating et al. (eds.), *Research methods in language education*, pp.463–474.
- Wright S. (2016) *Language Policy and Language Planning: From Nationalism to Globalisation*. Basingstoke: Palgrave Macmillan

ADDITIONAL READINGS

- Baker, C. (2011) *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Byram M. (Ed) (2004) *Routledge Encyclopedia of Language Teaching and Learning*. Abingdon Oxford: Routledge
- Crystal D. (1997) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press
- Coupland N. (Ed.) (2010) *The Handbook of Language and Globalization*. Blackwell Publishing Ltd
- Duff P. & Hornberger N. (Eds.) (2008) *Encyclopedia of Language and Education*. Berlin: Springer
- Huth, T. (2011). Conversation Analysis and language classroom. *Language and Linguistics Compass*, 5(5), 297–309.
- Johnson D. (2013) *Language Policy*. Berlin: Springer
- Levinson B.A, Pollock M. (Ed. (2016) *A Companion to the Anthropology of Education*. Chichester: Wiley Blackwell

- National Institute of Child Health and Human Development (NICHD) (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, DC: US Government printing Office. Available on the web:
<https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>
- Pekarek Doehler, S. (2018). Elaborations on L2 interactional competence: The development of L2 grammar-for-interaction. *Classroom Discourse*, 9(1), 3–24.
- Pennycook. A (2017) *The Cultural Politics of English as an International Language*. Abingdon Oxford: Routledge
- Ridley, J., Radford, J. & Mahon, M. (2002). How do teachers manage topic and repair? *Child Language Teaching and Therapy*, 18(1), 43–58.
- Sacks, H., Schegloff, E. A. & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696–735.
- Snow, C. et al. (1998) *Preventing Reading Difficulties in Young Children*. Washington D.C: National Research Council. Available on the web:
<https://www.nap.edu/catalog/6023/preventing-reading-difficulties-in-young-children>
- Taguchi, N. (2007). Chunk learning and the development of spoken discourse in a Japanese as a foreign language classroom. *Language Teaching Research*, 11(4), 433–457.
- Tsui A. & Tollefson J. W (Eds. (2007) *Language Policy, Culture, and Identity in Asian Contexts*. Abingdon Oxford: Routledge
- Willey T.G. et al. (2017) *Language Policy, Politics, and Diversity in Education*. Review of Research in Education: Vol. 38, Vol 1
- Verhoeven L. (2013) *Literacy Development in a Multilingual Context: Cross-cultural Perspectives*. Abingdon Oxford: Routledge