

Educational Linguistics

3.1 Objectives

The Educational Linguistics Ph.D. specialization focuses on language learning and teaching, and the role of language *in* learning and teaching. Our questions and concerns are situated squarely in educational policy and practice, informing and informed by interdisciplinary theory and research in linguistics, anthropology, psychology, sociology, and other fields.

Faculty and students are involved in generating research on language and learning, both locally and around the world, in areas such as: bilingualism, biliteracy, and bilingual education; multilingual language planning and policy; linguistic, cognitive, and social aspects of (language) learning, both inside and outside of the classroom; adult and child language socialization; the educational and social consequences of linguistic diversity at community and national levels; local and global perspectives on English language teaching policy and practice; and written and spoken language in organizational settings.

Educational Linguistics graduates pursue teaching, research, and administrative careers in colleges and universities worldwide, as well as government, community, and private organizations.

All students enrolled in the Educational Linguistics PhD specialization are expected to gain a solid foundation in linguistics and research methodology. Students must complete 20 course units (of which no more than eight may be transferred from outside the University of Pennsylvania), the preliminary examination, a foreign language examination to show knowledge of a second language other than English, and the dissertation.

The following sections cover these topics:

- 3.2 Coursework
- 3.3 Inquiry Skills Requirement
- 3.4 Residency Requirement
- 3.5 Program Candidacy
- 3.6 Preliminary Examination
- 3.7 School Candidacy
- 3.8 Dissertation Guidelines
- 3.9 Certificate of Advanced Study

3.2 Coursework

3.2.1 Four Core courses

The following core courses are required of all Educational Linguistics PhD students. These courses reflect the dynamic theoretical and empirical nature of the field as framed and conceptualized by the Educational Linguistics core faculty. Individual courses are not normally waived even if you have taken a similar course elsewhere.

Students are expected to display knowledge of the content of core courses in the Preliminary Examination and the dissertation.

educ 546

Sociolinguistics in Education

The educational consequences of linguistic and cultural diversity, focusing on the United States. Topics covered include language prestige, language change, regional and social dialect variation, multilingualism, speech communities, communicative competence, language socialization, language and gender, and language attitudes, as they relate to education.

educ 661

Language Diversity and Education

The goal of the course is to explore the wide range of issues affecting educational policy and classroom practice in multilingual, multicultural settings. Drawing on book-length ethnographic studies, the class focuses on selected U.S. and international cases to illustrate more general concerns relating to learners' bilingual/bicultural/biliterate development in formal educational settings. The course is organized around the continua of biliteracy framework and considers policy contexts, program structures, and teaching and learning in the multilingual classroom, with attention to the role of teachers, researchers, and communities in implementing change in schools.

educ 670

Second Language Acquisition

This course introduces students to theory and research on second language acquisition from cognitive, linguistic, and social perspectives, across quantitative and qualitative methodologies, and in relation to questions on classroom second language learning and teaching. Class meetings emphasize analysis of second language data, identification of developmental sequences and processes, and description of the learning environment. Course projects engage participants in both basic research and research applications.

Choose one 900 level doctoral seminar of the following:

educ 911

Issues in Second Language Acquisition

This seminar course analyzes, critiques, and integrates theoretical, empirical, and classroom oriented literature on second language learning. Foundational, current, and emergent perspectives on the learner, the learning environment, and the language learning process are addressed. Participants develop and enhance techniques in the analysis of research methodology and the critique of research writing.

educ 927

Research Seminar: Language Policy and Education

Seminar participants are introduced to concepts and theories in language planning, which they then apply in research on specific language planning cases from around the world. Cases may include official language decisions, instructional medium choices, literacy initiatives, gender neutral language reforms, or other language-related decisions and policies.

3.2.2 Three Linguistics courses

Select three linguistics courses, one from the Linguistics Department and two others from the Linguistics or other SAS department or GSE. These courses may in some cases be waived with your advisor's permission if taken elsewhere at the graduate level. Educ 537 Educational Linguistics is a pre-requisite for those who have never taken any introductory linguistics course, but does not fulfill the Linguistics requirement.

ling 503

Sound Structure of Language

An introduction to articulatory and acoustic phonetics; phonetic transcription; basic concepts and methods of phonological analysis. Term project required.

ling 510

Introduction to Historical and Comparative Linguistics

Synchronic and diachronic systems. Analogic processes. Semantic change. Effects of contact. Internal reconstruction. Comparative method and reconstruction.

ling 520

Introduction to Phonetics

Speech: its linguistic transcription, its quantitative physical description, and its relationship to the categories and dimensions of language structure and use. The physical basis of speech: acoustics, vocal tract anatomy and physiology, hearing and speech perception, articulation and motor control. Phonetic variation and change; Prosody: stress, intonation, phrasing speech rate. Phonetic instrumentation, and design and interpretation of phonetic experiments, and the use of phonetic evidence in linguistic research, with emphasis on computer techniques. Introduction to speech signal processing. Speech Technology: introduction to speech recognition, text-to-speech synthesis, speech coding. This course will emphasize the phonetics of natural speech, and its connections to issues in other areas of linguistics and cognitive science.

ling 530

Phonology I

First half of a rigorous yearlong introduction to the formal study of phonology. We begin with a review of basic concepts in articulatory phonetics and distinctive features; the distribution of sounds (phonemes and allophones); underlying and surface forms, and how to relate them using both ordered rule and surface constraint approaches. The survey of theoretical topics in this term includes syllable structure and moraic theory; the properties and representation of geminates; basic autosegmental treatment of features; templatic morphology and reduplication; and metrical phonology (properties of stress, foot typology, and issues of constituency). The course emphasizes hands-on analysis of a wide range of data.

ling 550

Introduction to Transformational Grammar

A general introduction at the graduate level to the analysis of sentence structure. The approach taken is that of contemporary generative-transformational grammar.

ling 553

Formal Semantics I

This course will cover those elements of logic that are fundamental to semantic theory. The course will treat basic set theory, propositional logic (formulas, truth-functional connectives, truth tables), predicate logic (quantification, interpretation relative to a model) and natural inference. Given these foundations, the course will then cover intensional logic and type theory.

ling 570

Developmental Psycholinguistics

This course is an introduction to developmental psycholinguistics with special emphasis on the acquisition of argument structure, phrase structure, the analysis of the input data to the learner, developmental sequences and the acquisition of morphology.

ling 590

Linguistic Pragmatics I

This course is the first of a two-term introduction to linguistic pragmatics, the branch of linguistics whose goal is to provide a formal characterization of discourse competence, i.e. of what people know when they “know” how to use (a) language . Among the topics investigated are: The Cooperative Principle, conversational and conventional implicature, speech acts, reference, and presupposition.

anth 603

Language in Culture and Society

Examination of properties of human language which enable social persons to interpret the cultural world and to act within it. Topics include principles of lexical and grammatical organization; the role of language structure (grammar) and linguistic context (indexicality) in discursive activity; referential uses of language; social interaction; markers of social role and criteria by which models of linguistic form and function are formulated and on the empirical limits within which different models have explanatory value.

3.2.3 Three Research Methods courses

In addition to the core and linguistics courses, you are required to take a minimum of three courses in research methods. One of the three courses must be in quantitative methods, one in qualitative methods, and one in advanced quantitative or qualitative research methods. Students should also consider taking additional research courses, as electives, beyond the three required.

Possible courses include:

Educ 545 Research Design and the Study of Language in Education

educ 588 Modes of Inquiry in Education

educ 645 Methods of Discourse Analysis

educ 660 Qualitative Approaches to Program Evaluation in Urban Schools

educ 667 Introductory Statistics for Educational Research

educ 672 Introduction to Ethnography (Qualitative Research)
educ 683 Survey Methods & Design
educ 700 Craft of Ethnography
educ 705 Proseminar in Research & Analysis
educ 751 Quantitative Research Methods in Education
educ 767 Regression & Analysis of Variance
educ 808 Case Studies
educ 838 Applied Research & Reporting
educ 845 Seminar in Microethnography
educ 869 Multivariate Analysis in Education
educ 871 Randomized Trials and Experiments
educ 880 Research Design & Analysis
educ 906 Qualitative Data Analysis and Reporting
ling 562 Quantitative Study of Linguistic Variation
anth 642 Multiculturalism: Fieldwork and Theory
anth 657 Field Methods in Ethnomusicology
psci 693 Research Methods in Political Science

3.2.4 Eight Elective courses

In selecting electives, you are encouraged to select a cluster of courses which will represent an area of concentration within your course of study and which will prepare you for undertaking your own research. Discuss your particular areas of interest with your advisor and consult both the GSE Catalogue and the University of Pennsylvania Course Register for appropriate courses.

3.2.5 Dissertation supervision and dissertation seminar

Once you have completed your coursework, you must register for dissertation supervision, either individual supervision or, if available, a dissertation seminar. See sections below for details.

3.3 Inquiry Skills Requirement

Students in the Educational Linguistics PhD specialization must meet the inquiry skills requirement (see GSE Student Handbook) by demonstrating proficiency in one nonnative language. Students may offer evidence of proficiency on admission; otherwise they must demonstrate adequate knowledge of their preferred language by passing a language proficiency examination.

Students whose native language is not English may demonstrate proficiency in English to fulfill this requirement. English proficiency may be demonstrated through TOEFL scores submitted in application to the program, through satisfactory completion in English of an undergraduate or master's degree, or through examination at the Graduate School of Education. The method of demonstrating English language proficiency will be selected by the student's academic advisor.

Students whose native language is English will demonstrate proficiency in another language through examination by a member of the faculty in Educational Linguistics or a competent authority approved by the faculty in Educational Linguistics. Depending on the language involved, the examination may take any of the following forms:

- Classical languages and languages with a recognized research literature: translation in writing of a text from an appropriate area of the literature submitted by the student (i.e., the student submits a text, the examiner selects three passages, the student translates those three selected passages during a three hour exam).
- Languages without a recognized research literature, but with literature of other kinds: translation of a written text (e.g. expository prose or fiction) submitted by the student (i.e., same procedure as described for (1) above).
- Languages that exist in spoken form only: a conversation or interview with the examiner and/or interpretation of a tape.
- American Sign Language (ASL): Students must demonstrate competence at the intermediate level of proficiency in American Sign Language, by means of a written and performance test conducted by a competent authority approved by the faculty in Educational Linguistics.

Students must send written notification to the LLE Division of their intention to take the language proficiency examination. Notification must be by September 15 for the fall semester and January 15 for the spring semester. The exam itself may be scheduled on any mutually convenient date in November (fall) or March (spring). If a member of the Educational Linguistics faculty is not able to review the exam, the student will be asked to submit the name of an exam reader and documentation of the reader's credentials.

Students who plan to translate a written text must select a foreign language text; the text should be at least 200 pages in length. The foreign language text should be submitted to the division for review at least two months prior to the exam date. Once approved, the Division sends the text to the reader, who selects three passages for translation, each passage approximately two to three paragraphs in length. Students are allowed to use a foreign language dictionary during the exam and have three hours, 9:00 am to 12:00 noon, to complete their translation. The exam is sent to the reader for review and is graded pass/fail. In order to pass the exam, students must comprehend and translate the meaning and nuances of the text.

3.4 Residency Requirement

All GSE doctoral students must satisfy a residency requirement as a condition for earning the degree. Refer to the GSE Student Handbook on how to fulfill this requirement.

3.5 Program Candidacy

The purpose of program candidacy is to evaluate PhD students' academic progress within the first two years of study. Students must meet the eligibility requirements described in the GSE Student Handbook and follow the procedures below.

Submit the program candidacy materials listed below to your advisor prior to November 1 for a fall review and prior to March 1 for a spring review:

- The Educational Linguistics program candidacy form
- A copy of your most recent gse transcript.

- A five hundred word typewritten prospectus explaining your perspective on the field of educational linguistics based on your course work to date, and the interests, questions, and concerns that you hope to address in the rest of your program.
- A sample of your academic writing. This should be a copy of a paper you have written for one of the courses you have taken thus far in your program. It should contain a synthesis of the literature in an area, fully documented, and at least 15 pages in length.
- Your completed Educational Linguistics Ph.D. Planning Sheet and GSE Planned Program of Study forms (completed in consultation with your advisor).

Within four weeks after the submission deadline, you will be notified as to whether or not you have passed the evaluation.

3.6 Preliminary Examination

To become a candidate for the PhD degree, a student must pass a preliminary examination in the field of his or her major subject. Read the GSE Student Handbook for a description of criteria, principles of administration, and eligibility and procedural requirements for taking the exam.

The Educational Linguistics Preliminary Examination consists of a nine hour sit-down portion and one take-home essay, and is given once during the fall and spring semesters on a Friday and the following Thursday one week later. The exam is completed by computer, using word processing software. Guidelines for taking the computerized exam are available from the Student Records Office. On the first Friday, two segments, each three hours long, will be administered, with the first from 9:00 am to 12:00 noon and the second from 1:30 pm to 4:30 pm. On the following Thursday, one segment, three hours long, will be administered from 9:00 am to 12:00 noon. The take-home essay is due by 4:30 pm on the next day (the second Friday). For each of the first three segments (the first Friday am; the first Friday pm; and the following Thursday am), students must choose three from among the following areas on which to be examined:

- Micro Sociolinguistics
- Macro Sociolinguistics
- Language Teaching Methods and Program Design/Evaluation
- Language Planning and Policy/Educational Policy
- Language Acquisition: First and Second
- Interdisciplinary Perspectives on Educational Linguistics

Each segment consists of three questions. Students are required to answer two out of the three questions in each chosen area. Answers must not exceed 1500 words each. The order in which the chosen areas are administered will vary with each examination period.

A set of exam preparation questions for these six topic areas is available in the LLE suite. For the fourth segment (the take-home essay), students must submit to the faculty one specialization question that will be reviewed, revised as necessary, and approved. The maximum length for the response to the specialization question is 2500 words. A total of seven questions must be answered.

In order to process the questions in a timely manner, we have set the following schedule: If you plan to take the Preliminary Examination in the fall, submit your three chosen topic areas and specialization question by April 15th; if you plan to take the exam in the spring, submit your three chosen topic areas and proposed specialization question by November 15th. Please submit

these materials to the Division coordinator (Penny Creedon) and the Preliminary Examination coordinator (Mary Schlesinger), with copy to your advisor.

Your specialization question should serve as a bridge between your coursework and intended dissertation topic and cannot be a question that you have already directly addressed in a course paper. Your proposed specialization question will be circulated among the Educational Linguistics faculty for comment and may be returned to you for revision before it is approved. Once it is approved, you must re-submit the final version to the Division coordinator and Preliminary Exam coordinator, with copy to your advisor, by the end of the semester preceding the semester in which you plan to take the exam.

Exams are read by at least two members of the Educational Linguistics faculty and are graded pass or fail. Students who fail any portion (or portions) of the examination will have the opportunity to retake that portion (or portions) of the examination during the next successive sitting of the examination. The examination (or any portion thereof) may be retaken only once.

3.7 School Candidacy

School doctoral candidacy is automatically granted once a student passes the Preliminary examination.

3.8 Dissertation Guidelines

3.8.1 *GSE Student Handbook*

These guidelines supplement the policies outlined in the GSE Student Handbook. The policies and procedures for completing the dissertation are numerous and require careful reading. All PhD students are expected to consult both the GSE Student Handbook and the Educational Linguistics Handbook on a regular basis.

3.8.2 *Dissertation supervision*

Once you have completed your coursework, you must register for educ 995, Dissertation Supervision, under your advisor's section number. After your dissertation committee is formed and if your dissertation supervisor was not your previous advisor, you must make sure you are registered under your dissertation supervisor's number. Registration for educ 995 designates you as an active, full-time doctoral student and allows you to meet with your advisor, sit for exams, use University facilities, and work on your dissertation. Once you have registered the first time, the University automatically re-registers you each fall and spring. You must maintain continuous registration during fall and spring semesters until you graduate.

n.b. Registering for dissertation supervision does not necessarily mean that you are on Dissertation Status. Dissertation Status is attained once you complete all coursework and the Preliminary Examination.

3.8.3 *Dissertation seminar*

When an Educational Linguistics faculty member offers a dissertation seminar, you are encouraged to register for the seminar in lieu of individual dissertation supervision, while maintaining your continuous dissertation registration and full-time status. Tuition will be the same for the seminar as for the individual dissertation supervision. The seminar will have its own

section number and will meet as a class regularly throughout the semester, providing an opportunity for frequent interaction with the faculty member and peer dissertators. You may register for the seminar as many times as you choose; always make sure to switch your registration back to your supervisor's individual section number for the following semester.

Dissertation seminars currently offered:

educ 995.069

Dissertation Seminar on Ethnographic Research Methods in Language and Education (Hornberger)

A seminar course for dissertators. Emphasis is on methods of data collection, data analysis, and writing primarily but not exclusively within the paradigm of ethnographic research in language and education. Under the supervision of the instructor, students will present their own dissertation work to the seminar for discussion, critique, and advice.

3.8.4 Dissertation committee

Follow the criteria and procedures described in the GSE Student Handbook to form your dissertation committee.

3.8.5 Dissertation proposal and proposal hearing

You must comply with the procedures documented in the GSE Student Handbook and follow the steps below to schedule your oral proposal hearing. You should expect a four week interval between every proposal-related item you submit and the feedback you receive from your dissertation committee.

- 1 Submit a written proposal draft to your dissertation chair at least four weeks before you meet with the chair to review your draft.
- 2 Once your chair has approved your proposal draft, submit it to your other committee members. You must allow at least four weeks before you meet with them to discuss your draft.
- 3 Revise your proposal draft based on reviews with committee members.
- 4 Obtain approval from your committee chair (and other committee members with whom you have consulted) for your proposal hearing.
- 5 Register for your dissertation proposal hearing in the Student Records Office.
- 6 Submit your revised written dissertation proposal to your committee at least four weeks before your scheduled dissertation proposal hearing.
- 7 Hold your proposal hearing.

3.8.6 Dissertation advising

You can schedule an appointment to meet with your dissertation advisor by calling the LLE administrative assistant, (215)898-8435. Dissertation advising is not available in the summer. During the fall and spring semesters, you should expect a four week interval between every dissertation-related item you submit and the feedback you receive from your chair or other members of your dissertation committee.

Obtain a copy of the PhD Dissertation Manual from the GSE Student Records Office. This Manual specifies the format for your dissertation (e.g., margins, paper weight, placement of charts, bibliographies, etc.). Also obtain a copy of Instructions for Handing in Dissertations and Procedures for Scheduling Final Oral Examinations from the Student Records Office. The format for dissertations in Educational Linguistics is that specified in the Publications Manual of the

American Psychological Association (APA Manual), available in the University of Pennsylvania Bookstore.

3.8.7 Oral defense of dissertation

Once your dissertation chair has approved your final dissertation draft, submit it to your dissertation committee. You must do this at least eight weeks before you plan to hold your oral defense. Review and revise your dissertation draft in accordance with feedback from your committee. Upon your committee's approval, register for your final oral defense in the Student Records Office. Follow the procedures described in the GSE Student Handbook.

Your defense should be one to two hours in length and should cover the content of your dissertation. Check in advance with your dissertation chair as to specifics of the defense. After your defense, revise your dissertation as required under the supervision of your chair and/or committee.

3.8.8 Final steps

Follow the dissertation filing and graduation procedures described in the GSE Student Handbook. Make sure to apply to graduate by the established deadline listed on the GSE academic calendar.

3.9 Certificate of Advanced Study

Students who complete all requirements for a doctorate except the Preliminary Examination and the dissertation may apply to the associate dean to receive a Certificate of Advanced Study. The CAS is a form of recognition for completing significant doctoral level study in an educational field. Students who elect to receive a CAS will not be eligible to reenter a degree program and complete the doctorate at a later date.

A Certificate of Advanced Study may be awarded to students matriculated in the Graduate School of Education who are in good standing; have completed all requirements for an approved doctoral specialization except for Preliminary Examination and the dissertation; and are recommended by the faculty of the specialization. The certificate contains the name of the School and the University, the name of the student, the title of the field of specialization in which the advanced study was completed, and the authenticating signature of the Dean of the Graduate School of Education.