Foundations of Language and Linguistics
for ESL/Bilingual Teachers

ECLD 594

3 credits  Online

Summer 2015

May 18- June 12

(Draft syllabus, subject to minor revisions before start date)

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Summer office hours by appointment

A. COURSE DESCRIPTION
This post-graduate online course is designed to provide participants, as current or future teachers of English language learners, with an introduction to linguistics and language and its relation to teaching and learning. The focus of the course is twofold. First, the course will provide participants with the necessary linguistic concepts that will help them better understand the English language in order to assist English language learners in their oral and written language use and development. Second, the course is designed to promote a scientific approach to learning about language and linguistics amongst participants, which they can subsequently share with their students in the classroom.

The course readings review theoretical and scientific concepts related to linguistics and language acquisition, and relate these to the new 2012 WIDA standards for K-12 students. Attention will be given to understanding language from a systemic functional approach, with particular attention given to defining features of academic language and their operation within a sociocultural framework. Participants will focus on language across three main levels; word/phrase level including phonology and phonetics, morphology; sentence level, including semantics and syntax, and the discourse level which includes attention to written and spoken language, English orthography and other discourse features. The course assignments and discussions will consider the practical and pedagogical implications that can be derived from these linguistic perspectives in order to increase participants’ understanding of how to support and promote ESL classroom language learning and teaching. Where relevant we will consider comparative aspects from other languages spoken by minority students in participants’ teaching contexts.

B. PREREQUISITES: None, although prior knowledge of second language acquisition and the basics of English language will be useful.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:
This course serves as an introduction to applied linguistics for future and in-service teachers of English as a second or foreign language. As such the course provides a comprehensive introduction to linguistic theory and develops an appreciation of key constructs and approaches to describing and working with the English language. Participants will develop their own linguistic knowledge and an in depth understanding of how to promote meaningful language learning amongst their students.
D. PROFESSIONAL STANDARDS MET:

CDE STANDARDS: 8.22 (1) (c) (d); 8.22(2)(a)(c); 8.22 (3)(a)(c)
TESOL STANDARDS: 1a. and 1b.

E. GOALS OF THE COURSE:
To provide current and future teachers of English language learners, and of English as a second or foreign language, with an introduction to linguistics and language so that they can critically apply said knowledge to their teaching skills and enhance student learning. Particular emphasis will be given to the scientific study of language, as posited in linguistics, and to an appreciation of the possibilities afforded through a descriptive approach, instead of a prescriptive one. For example, instead of teaching prescribed rules to students, participants will consider how to engage their students in linguistic inquiry and description of authentic texts and language uses, as a means to promote their language learning.

In addition, the course will introduce a systemic functional linguistics approach and explore its relevance and relationship to the WIDA standards. The course also covers linguistics and language acquisition, phonology and phonetics, morphology, semantics and syntax, written language development and English orthography, as well as the pedagogical and practical implications for language teaching and learning. Through the readings, online discussions and assignments, participants will not only increase their working knowledge of the English language, but they will also understand how to better teach language. In this way, participants will appreciate how to use language as tool to teach and promote student learning.

F. COURSE OBJECTIVES:
By the end of the course students will have developed knowledge, skills and attitudes about the theoretical and practical implications concerning foundations of linguistics and their relevance to the classroom, in particular their application to English as a second language teaching and learning. These include but are not limited to the following areas:

I) Specifically they will have acquired knowledge that enables them to effectively describe language and to:
   a) Recognize the different levels of linguistic descriptions and knowledge of language as a system as these relate to the WIDA standards and
   b) Identify the components of the language system including phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions.
   c) Analyze how other languages are similar and different to English
   d) Describe the communicative, social, and constructive nature of language from a systemic functional perspective
   e) Acknowledge the sociocultural variables affecting L2 development and L1 maintenance
      [TESOL 1a and 1b; CDE 8.22 (1)(c)(d), 8.22(2)(a)(c), 8.22 (3)(a)(c), 8.22 (5)]

II) Students will have developed skills, which allow them to:
   a) Efficiently describe language patterns and linguistic features on different levels
   b) Conduct basic linguistic analysis of learner language
   c) Develop meaningful opportunities for language and literacy learning by making informed decisions based on linguistic description
   d) Analyze learner errors and understand these as indicative of language learning and developmental stages
   e) Construct and sustain comprehensible linguistic input to scaffold learning in light of learners’ language development
      [TESOL 1b 1, 2, 5, 6; CDE 8.22(1), 8.22(2), 8.22 (3) (a) (c)]
Furthermore, through the development of linguistic understanding and description of authentic language participants will develop critical and proactive attitudes toward English language learners and English as a system. They will be able to:

a) Value the complexities of the English language and how language operates as a complex system with both form and function variables
b) Relate the linguistic challenges encountered by speakers of other languages learning English as a second language, in particular Spanish speakers (TESL 1a, 1b) to word, sentence and discourse levels of academic language
c) Know how to employ the linguistic resources that learners bring and understand these as funds of knowledge that can be applied and used in lessons to assist students in the ESL classroom; (TESL 1a)
d) Recognize the significance of comprehensible input, motivation, and value the significance of the cultural and social background of students, by acknowledging how these can impact and support second language learning. (CDE 8.22 (5))

G. CONTENT OF THE COURSE:

1. Introduction to language, linguistics, grammar and meaning making.
2. Systemic Functional Linguistics and the WIDA standards
   a. Sentence structure and verb tenses
3. Word Phrase Level: English phonology and orthography
   a. Implications for teaching reading and writing and a second language
   b. Rethinking phonics: a linguistic perspective
4. Cross linguistic influence and learner language
   a. Learner L1 and implications for teaching and learning English as L2
   b. Speakers of other languages and English language acquisition
5. English morphology and word formation
   a. Implications for teaching reading and writing in a second language
6. Sentence Level: English grammar and syntax
   a. Word order, simple, compound and complex sentences
   b. Implications for teaching reading and writing and a second language
7. Semantics and Meaning in English
   a. Denotation and connotations
8. Discourse Level: Pragmatics and Discourse
   a. Cohesion and Coherence in texts
   b. Implications for teaching reading and writing and a second language

H. COURSE REQUIREMENTS:

**Class Participation and Online Etiquette**

Please note this is an intensive four week course, so plan accordingly. Participants are expected to respond in writing on line to all class sessions and assignments as indicated on Blackboard and in the syllabus. Participation is essential to the success of this class and to your learning. Your participation in discussion boards, journals and other forums will enrich the course for yourself and for the group. Inactivity in the online format may result in the recommendation that the participant withdraw and/or take an incomplete for the course. If you are unable to participate or complete the work in a timely manner, please contact the instructor by email.

Participants are responsible for locating and storing all assignments, handouts/downloads, and information available on Blackboard. Given the occasionally temperamental nature of technology, it is highly recommended that you make back-ups of all assignments/comments BEFORE submitting to BB.
What you can expect of the instructor
I will check the discussions at least once a week (except weekends) and will respond to questions as soon as possible. I will provide group feedback to discussion boards, and individual/specific feedback to journals and assignments, as relevant and when appropriate.

If you have questions or comments that are relevant for the group/class please post these under the Q&A thread on the Discussion Board. If you have questions related to your work and participation in the course, please email me directly. I will usually respond within 48 working hours (except weekends).

Online Etiquette: Please consult with the following sources and be mindful of the disembodied nature of the online learning environment, especially when reading, writing and submitting responses to online forums.
http://www.kent.edu/dl/technology/etiquette.cfm
http://online.uwc.edu/technology/onletiquette.asp

Preparation of Readings and Other Assignments
Please complete the readings, as well as the reading response journal listed on the syllabus, and complete the discussion board journals before the date listed. Be prepared to respond to classmates contributions on or before the date listed with respectful and critical contributions to the discussion of the readings, including any instructional implications. All days refer to the corresponding week listed.

Course Assignments (Highlight colors refer to course assignments and schedule and due dates etc.)

1. Reflective Reading Response Journal (approx. one per week = total three postings in weeks 1-3)
   Keep a journal in which you respond to readings (i.e. each chapter/pdf) in three parts. One journal entry is to be submitted by Wednesday of each week for the corresponding readings that week that are posted in the schedule at the end of this syllabus. Your post will cover 2 chapters of your choice. Requirements for each chapter/reading:
   • 3 bulleted points of what you considered to be the most important concepts or new (to you) understandings for each chapter
   • Critical reflection (3-5 sentences) about how the reading relates to your own experience and/or whether you agree or disagree with the author’s point of view
   • Questions or wonderings you have and which may serve to engage others in the discussion.

All journals should be typed and submitted both chapters TOGETHER (i.e. in the same post) on Blackboard in the Discussion section for the corresponding session. These activities will constitute 24% of your grade.

Sample Format:

<table>
<thead>
<tr>
<th>F&amp;F Ch 1 Title</th>
<th>Yule Ch 1 Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - first key point, say a few words or describe what it refers to here</td>
<td>A - first key point, say a few words or describe what it refers to here</td>
</tr>
<tr>
<td>B - second key point say a few words or describe what it refers to here</td>
<td>B - second key point say a few words or describe what it refers to here</td>
</tr>
<tr>
<td>C- New understandings say a few words or question your comprehension here</td>
<td>This chapter was interesting because……..three to five sentences in your own words about the chapter to be typed and written here. I wonder whether what the authors claim also….</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Format:
This chapter was interesting because……..three to five sentences in your own words about the chapter to be typed and written here. I wonder whether what the authors claim also…..

CONNECTIONS ACROSS READINGS and TO CLASSROOM PRACTICE
Include a brief reflection on connections between texts and to your own experience and observations working with English language learners

• **STUDENT-to-STUDENT** journal response. You are encouraged to read and respond to other classmates’ postings at any time. Although these will not be graded you should try to respond to other students’ because this helps to stimulate your own thinking and learning, while also promoting a sense of our online community.

2. **Linguistic review** (total 3) and **linguistic activities** (7 out of 9 total)
Participants will complete the assigned linguistic review activities, analyses and exercises in a timely manner Blackboard. These quiz-like activities contain multiple choice, true/false, match or order and fill in the blank exercises that will require you to have read the texts and to think about the concepts and ideas. LINGUISTIC REVIEWS relate to the theoretical and conceptual readings from multiple texts, and the linguistic activities relate to grammar and ELL’s and draw on the Folse text. Once you start the quiz it MUST be completed in one sitting. You may consult texts during the quiz. These activities will constitute 30% of your grade. In the interest of promoting your learning and meaningful reflection, you may retake each quiz once.

3. **Group presentation on Speakers of Other Languages** (1 per student)
In the first days of class, you will sign up for one of the Speakers of Other Languages (SOL) PDF texts on Spanish, Mandarin, Arabic or Russian (from course materials) and work with peers through the online format and WIKI to prepare a summary presentation of information to share with the class. You will post the presentation to the discussion board. These texts & readings that will inform your presentation relate to speakers of other languages, who are learning English, and who are present in many of our teaching and learning contexts (Swan & Smith texts on Blackboard). Please note, you should also consult the sections at end of each grammar key in Folse Keys on Native Language Interference for more on particular grammar features. Students will sign up for presentations in week 1 and presentations may be posted at any time, but at the latest are due by the end of week 4. PPT with voice over, short movie (4-6 minutes max) and or Prezi are encouraged. ALL presentations must be within a 10-minute maximum.

NOTE: The purpose of this assignment is not simply to summarize the reading, but rather to extend, deepen, or otherwise enrich our understandings of the topics, issues, and or problems discussed therein. For this reason, your contribution should include a range of materials and sources.

Summaries will be approximately 6-10 slides MAXIMUM and must include audio and visual references/examples/links to the language presented. These might include maps, links to short (30 secs-1 min) video clips or websites in the L1 or in English as L2. The goal is to familiarize the class with the holistic nature and characteristics of the first language and its culture. This assignment will constitute 10% of the grade. If completed in teams/pairs all members will receive the same grade.

4. **Linguistics and Education Applied Academic Papers** (3 parts)
The purpose of the linguistic papers is to connect your learning and understanding of linguistics and education with your current professional practice/teaching and or research interests. Your thinking should reflect your learning about and understanding of a systemic functional approach to language and linguistics and should connect to the current WIDA standards, and new concepts or understandings from the course.
Each paper will be approximately 6-8 pages total and will be submitted separately and feedback provided so that participants can make revisions as necessary. You may work on these papers in pairs or groups of 3 persons maximum, but you must notify the professor ahead of submission and all participants will receive the same grade.

**Part 1 - Linguistic Analysis: Word/phrase and Sentence level errors. Due week 2**

**Part 2 - Linguistic Analysis- Sentence level and Discourse level errors. Due week 3**

**Part 3- Language Development Activity for English language learners and others. Due week 4**

For this assignment you will reflect upon your teaching or interaction with an ELL, and where possible seek to provide linguistic data, that at all times protects student anonymity and privacy. If possible you should: Interview the learner and include a short transcript (or segments of transcripts) and/or notes based on observation of how and what the learner says; or collect a writing sample upon which your analysis will be based. If you do not have access to an ELL you may consult the following website and select grade levels relevant to your experience.

http://www.learnalberta.ca/content/eslapb/writing_samples.html  A collection of grade-level writing samples provides teachers of English Language Learners with examples of student writing at each proficiency level.

You will write two separate, but interrelated papers (Part 1 and then Part 2) using data gathered from any one of the above sources in which you address the following. You must have enough linguistic data to complete the analysis as described below. If working in teams, each participant in the team will share their data with others to look for common patterns and of differences.

1. **Context:** Describe which state language and or content standards were being addressed if in a classroom context? And/or at what level is the learner(s) based on your initial observation?

2. **Linguistic Analysis:** Using Brown (ch9/ch6) and Folse Keys, describe the errors you observe. Note: in paper 1 you must address WORD/PHRASE and SENTENCE LEVEL errors, and in paper 2 you will address SENTENCE LEVEL and DISCOURSE LEVEL contexts (WIDA). In both papers you must clearly identify the Sociocultural/Communicative Context. The linguistic description will attempt to offer an explanation of the student learner language based on course topics. For example, your paper might document evidence of language acquisition stages, difficulties with phonemic and/or grammatical aspects of English, particular morpheme use, (i.e. question development or negation, third person singular, plural markers, verb tenses), fossilization, developmental stages in writing, or some other topic addressed in this course.

3. **Focus:** Write, or revise, specific language learning objectives that will support instruction focusing on the errors identified in part 2, and which align to the WIDA language development standards, Can Do Philosophy and model performance indicators (MPIs).

4. **Application:** Based on your learning and understanding of linguistics in this course, and on the teaching techniques described in Folse Section 5 (pp. 287-312) propose a language development activity (not a whole lesson) for the levels/errors identified. Design an activity or mini-lesson (15 mins or less) that focuses on specific language features (i.e. word, phrase/sentence or discourse level). Whichever level you chose you should also contemplate discourse level opportunities for meaningful communication. Be sure to reference the WIDA performance definitions for listening/reading and or speaking/writing, and the Can Do/Model Performance Indicators. (see www.wida.us/standards/eld.aspx for more information)

Further information, guidelines and rubrics regarding the assignment will be given in class. A written account and or lesson plans will be submitted on Bb. Each of these assignments constitutes 10% of your grade and is due at the end of week 2 and week 3.
Part 3 - Final Paper or Product. Due week 4

Posters/Fliers or Visual Representations for Teachers, Parents and Families or Community: You should create a poster, flier, handout, PPT, video or Prezi (max. 5 mins) which describes an activity that clearly represents with images and some text, the linguistic phenomena that were studied in Parts 1 and 2 and that would help another teacher, family member, or other non ESL specialist, support language acquisition of these concepts at school or home.

In contrast to a formal academic paper, this format should include more charts, illustrations, diagrams or video/audio clips to highlight findings from Part 1 and 2 and thus serve to educate others about language acquisition and linguistics. The language acquisition/development strategies may be represented with images and reference to visual learning games or activities that will help students develop the targeted area of language through descriptive and discovery-based approaches. You may include pictures from useful websites, flashcards, photos of hands-on manipulatives or other materials.

The information should be presented in a one to two page handout, flier or brochure or other media format (see above video, PPT, Prezi etc) and should be clear not cluttered, relevant not redundant. There should be a logical organization as to how to “read” the visuals and how they connect to each other. Minimal text should clarify or explain how to use the materials and indicate goals and expected outcomes. Consider using arrows or flow chart options. Work should be in English, with the idea that if this is useful in the future, it could be translated, when necessary, into the student’s L1 or another language.

All materials, posters/fliers must include references to the resources with appropriate citations and any web links, as necessary. Visuals should be submitted on Blackboard as PDF or JPEG files.

When rubrics for assignments are provided, it is expected that assignments closely follow the expectations set forth. Work submitted after the due date (without an approved extension) will be reviewed and evaluated for up to a possible 89% of the total value of the assignment. The final paper/project represents 10%.

Final BB Critical Reflection: As you conclude your work and learning, take a few minutes to reflect on what you knew, or thought you knew prior to the course, and what you have learned in the course and how this might impact your teaching or professional work in the future. It is recommended though that you support your writing with examples and/or citations where relevant. 1-2 pages approx. due on BB discussion by midnight on Thursday of week 4.

Format/length: All submitted papers must be proofread, typed, double-spaced, with 12-point font, 1” margins, and no title page (just a heading), APA style preferred throughout. All work is to be submitted on time on Blackboard Safe Assignment, unless otherwise noted. All papers should include APA references to the readings with appropriate citations. The length of each paper is detailed above only as a guide; please remember that quality and depth are expected in these assignments. Each paper should reflect critical thinking and deep understandings of the reading/new learning. See writing guidelines and rubric on BB for more information.

I. GRADING CRITERIA
The grade for this course will be recorded as a letter grade, based in the following cutoff points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>outstanding, surpasses expectations</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>superior, excellent quality</td>
<td>3.67</td>
</tr>
</tbody>
</table>
B+  87-89  = very high quality  3.33
B   84 -86  = above average      3.00
B-  80-83   = average, good quality  2.67
C+  77-79   = average quality     2.33
C   70-76   = average            2.00
D   60-69   = poor, passing      1.00
F   <60     = fail               0.00

Assignment                      Weighting
Personal introduction and audio or video greeting  2.5%
Reading Response Journals/Discussion Board (3)      24%
Linguistic review and activities                   30%
Summary & discussion of SOL                        10%
Linguistic Analysis and Language Development:
                                          Part 1 10%
                                          Part 2 10%
                                          Part 3 10%
Final Course Reflection                       2.5%

J. REQUIRED TEXTS:


Required PDF Readings on Blackboard


K. SUGGESTED READINGS/RELATED TEXTS:


L. DISABILITY ACCESS AND OTHER:

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center (970-351-2289) as soon as possible to better ensure such accommodations are implemented in a timely fashion.

**Honor Code.** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC’s Policies.** UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link and current catalog. http://www.unco.edu/

M. WEB SITES AND ADDITIONAL RESOURCES

2. [http://linguistlist.org/](http://linguistlist.org/) The Linguist List (Language Analysis resources)


12. http://faculty.ucmerced.edu/khakuta/research/publications.html Kenji Hakuta (see the pdf articles!)


15. http://www.omniglot.com/ Excellent website on different writing systems!

16. http://www.learnalberta.ca/content/eslapb/writing_samples.html A collection of grade-level writing samples provides teachers of English Language Learners with examples of student writing at each proficiency level.