Foundations of Language and Linguistics

for ESL/Bilingual Teachers

ECLD 594

3 credits

Summer 2019

Cohort Information:
http://extended.unco.edu/current/graduate/education-teaching/CLDE_MAT_OL_C08.asp

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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 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 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)]

III) 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 and speakers of other languages 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 **online** course, so plan accordingly. Participants are expected to attend and engage in any virtual face-to-face sessions. These sessions will review and critically analyze readings, concepts and activities for the corresponding week/sessions. If this class also meets in person, participants must bring copies of texts to class, hard or e format, and come to class with notes and questions, and ready to engage or present.

In addition participants must respond in writing on line to all assignments as indicated on Canvas 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. On average a 3-credit course requires 9-12 hours study per credit, per week in a regular semester. Please plan accordingly if this is a summer intensive course. 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 Canvas. Given the occasionally temperamental nature of technology, it is highly recommended that you make back-ups of all assignments/comments BEFORE submitting to CANVAS.

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 journals 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, and unless otherwise noted, all assignments are due by **11:59p.m. on Thursday each week.**

Course Assignments (Highlight colors refer to course assignments and schedule and due dates etc.)
Please note this an online graduate course and as such you are expected to dedicate enough time daily (approx. 2-3 hours to complete readings and online assignments. Please DO NOT try to cram into a few days, this will not support your learning and development of concepts. It is recommended you familiarize yourself with the online course and organization before the official start date.

1. **Reflective Reading Response Journal** **(two required, weeks 2 & 6, plus one optional)**
   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 Thursday 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 Canvas in the Discussion section for the corresponding session. These activities will constitute **24%** of your grade.

Sample Format:

> **F&F Ch 1 Title**
>> A –first key point, say a few words or describe what it refers to here
>> B - second key point say a few words or describe what it refers to here
>> C- New understandings say a few words or question your comprehension here
>
> 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….
>
>
> **Yule Ch 1 Title**
>> A –first key point, say a few words or describe what it refers to here
>> B - second key point say a few words or describe what it refers to here
>> C- New understandings say a few words or question your comprehension here
>
> 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 required) and linguistic activities (7 highest scores out of 9 total)
Participants will complete the assigned linguistic review activities, analyses and exercises in a timely manner Canvas. LINGUSITIC 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. 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. 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. Linguistic reviews short written responses and are once only.

3. Presentation on Speakers of Languages Other Than English (one per student completed as a group project due week 3)
In the first days of class, you will sign up for one of the Speakers of Languages Other Than English Languages (LOTE). These presentations cover other languages present in our teaching and learning contexts (Swan & Smith texts and links to other useful linguistic resources are available on CANVAS). Languages to be presented include Spanish, Mandarin, (from course materials). Somali, and Karenni.

Participants will collaborate with peers, as needed, through the online format and develop a WIKI to prepare a summary presentation of information to share with the class. You will post the presentation and or link(s) to the WIKI in 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 Canvas). 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.

Participants will be required to post a copy of in any format you choose, it may be the WIKI if it is comprehensive enough, a PPT with voice over, short movie (4-6 minutes max.), or Prezi are encouraged. ALL presentations must be within an 8-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 and or alternative products will be approximately 6-10 slides, or 2-3 screens if a WIKI type discussion, 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 Academic Paper & Product
(one per student as part of a small group, due week 4)
Paper 1- Linguistic Analysis: Word/phrase, Sentence level errors and Discourse level errors.
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.

This paper will be approximately 8-10 pages total and will be submitted as a group, and feedback provided so that participants can make revisions as necessary. You will work on these papers in pairs or groups of 3 persons maximum, sign up for a group through CANVAS and the People tab.

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 a paper 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 Phenomenon.** Based on your learning and understanding of language and linguistic concepts, carefully describe the linguistic features that your analysis will focus on. This is not an analysis of the error (that is the next section), but rather it is an informed account of the level of language i.e. phonology, morphology, syntax, semantics, discourse etc., and a careful description of the unit of analyses, i.e. phonemes, morphemes, sentence structure, phrasal verbs, cohesive devices, etc. This is where you get to show that you understand the phenomena and how it exists in language. You should use citations and references to support your descriptions.

3. **Linguistic Analysis:** Using Brown (ch9/ch6) and Folse Keys, describe the errors you observe. Note: you must address all levels in one paper, WORD/PHRASE and SENTENCE LEVEL errors, and DISCOURSE LEVEL contexts (WIDA). 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.

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

   Based on your learning and understanding of linguistics in this course, and on the teaching techniques described in Folse Section 5 (pp. 287-312, 1st Ed.) propose a language development activity *(not* a whole lesson) for the levels/errors identified. Design an activity or mini-lesson (approx.15 mins or less) that focuses on specific language features (i.e. word, phrase 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. (see www.wida.us/standards/eld.aspx for more information)

Further information, guidelines and rubrics regarding the assignment will be given during the course. A written account and or lesson plans will be submitted on Canvas. Each of these assignments constitutes **10%** of your grade and is due at the end of week 2 and week 3.

Part 2- Final Product- Flier or Handout
(one per student as part of the same small group for Ling. Paper part 1, due week 5)

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 the written paper and analysis, and that would help another teacher, family member, or other non ESL specialist, support language acquisition of these concepts at school or home. This will also be shared with your peers via the discussion board.

In contrast to a formal academic paper, this format should include **more charts, illustrations, diagrams or video/audio clips** to highlight findings from the written paper, 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 are encouraged to incorporate technologies to support language acquisition. 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 Canvas 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 presentation/flier/project **represents 10%.**

Final CANVAS Critical Reflection (optional but encouraged!): 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 CANVAS discussion in **the final week.**

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 Canvas 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 CANVAS for more information.

I. GRADING CRITERIA
Please note the default grade view in Canvas shows a running total of your grades, not the actual grade. The grade for this course will be recorded as a letter grade, based in the following cutoff points:

Grade	%	Quality	Points
A	95-100	= outstanding, surpasses expectations	4.00
A-	90-94	= superior, excellent quality	3.67
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%
Reading Response Journals/Discussion Board	20%
Linguistic review and activities	30%
Speakers of Other Languages WIKI and/or Presentation	10%
Linguistic Analysis and Language Development Paper:	20%
Final Product- Flier or Handout for Language Development	10%
Participation and Course Reflection/Evaluation	8%

J. REQUIRED TEXTS:

Folse, K.S. (2009 or 2017). *Keys to Teaching Grammar to English Language Learners: A Practical Handbook*. Ann Arbor, MI: University of Michigan Press.
Freeman, D. E., & Freeman, Y. S. (2004 or 2014). *Essential Linguistics. What you need to know to teach.* Portsmouth, NH.: Heinemann.
Yule, G. (2014). *The Study of Language* (5th or 6th ed.). New York: Cambridge University Press.

Note: you may acquire either edition of the text books, but please be advised it is the students' responsibility to cross check page numbers and references with regards to assigned readings and tasks.

Additional Required PDF Readings on Canvas

Coe, N. (2001). Speakers of Spanish and Catalan. In M. Swan & B. Smith (Eds.), *Learner English. A teacher's guide to interference and other problems* (2nd ed., pp. 90-112). Cambridge: Cambridge University Press.

Eggins, S. (2005). An Overview of Systemic Functional Linguistics. *Introduction to Systemic Functional Linguistics* (pp. 1-25). New York: Continuum International Publishing.

Eggins, S. (2005). What is a text? *Introduction to Systemic Functional Linguistics.* (pp. 26-52). New York: Continuum International Publishing.

Parker, F., & Riley, K. (2000). Language Processing: Cohesion *Linguistics for Non-Linguists* (pp. 250-253). Boston: Allyn and Bacon.

Halliday, M. A. K. (2007). A Language Development Approach to Education In J. J. Webster (Ed.), *Language and Education* (Vol. 9, pp. 368-382). New York: Continuum International Publishers.

Hancock, C. (2005). Basic Principles of Grammar. *Meaning-Centered Grammar* (pp. 17-32). London: Equinox

Swan, M. and Smith, B. (1987). *Learner English: a teacher's guide to interference and other problems*. New York: Cambridge University Press. (Various chapters)

K. SUGGESTED READINGS/RELATED TEXTS:

Celce-Murcia, M. and Larsen-Freeman, D. (1999). *The Grammar Book: an ESL/EFL teacher's course*. Boston: Heinle & Heinle.

Heath, S. B. (2000). Linguistics in the study of language in education. *Harvard Educational Review, 70* (1), 49-59. Available in PDF format.

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

1. http://www.wida.us/standards/elp.aspx WIDA Consortium and K-12 Language Standards

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

3. http://linguistlist.org/sp/GetWRListings.cfm?WRACanvasrev=LangLearnESL#wr88 (ESL and EFL)

4. http://www.aaal.org/   American Association of Applied Linguistics

5. http://www.lsadc.org/   Linguistic Society of America

6. http://www.mla.org/   Modern Language Association

7. http://www.aatsp.org/   American Association of Teachers of Spanish / Portuguese

8. http://www.actfl.org/   American Council on the Teaching of Foreign Languages

9. http://www.cal.org/   Centre for Applied Linguistics

10. http://www.societyfortextanddiscourse.org/   Academic Group Focusing on Text and Discourse

11. http://searcheric.org/   Eric Database

12. http://www.sep.gob.mx/wb2   Secretaría de Educación Pública (Mexican Dept. of Education)

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

14. http://ourworld.compuserve.com/homepages/JWCRAWFORD/   Bilingual and ESL Education

15. http://www.asu.edu/educ/sceed/   Southwest Center for Education Equity and Language Diversity

16. http://www.omniglot.com/   Excellent website on different languages and writing systems!

17. 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.