ESOL Applied Linguistics
Syllabus

Course Description

Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students’ second language and literacy development and content achievement. Teachers will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

Note

The red and black numbers you see throughout this syllabus refer to the alignment of course components with national/state competency standards.

Competencies

Course participants will:

- Develop strategies for creating and sustaining a collegial multicultural learning community in the school and classroom;
- Demonstrate an understanding of knowledge and nature of language for both English and another language, including concepts of phonology, morphology, syntax, semantics, and of language varieties;
- Develop skills in observing students’ linguistic development and apply knowledge about linguistic development to planning instruction;
- Promote culturally and linguistically responsive classrooms including:
  - Evaluation of students’ linguistic and academic progress;
  - Adaptation of classroom language, activities, and tasks to include learners of English;
  - Adaptation of the classroom physical and social environments to better include learners of English;
  - Development of a multicultural, cooperative classroom community;
• Creation of connections among the home, school, and community.
• Demonstrate reflective teaching, and demonstrate competence in reading, writing, listening, and speaking through planning and implementing job-embedded instructional and research projects in the area of language development;
• Review a repertoire of teaching strategies useful for language learners in the areas of oral language development, transitions to print, reading and writing for purpose, integration of content;
• Apply those strategies to supporting language development among your ELLs; and
• Use principles of language acquisition to develop, implement, and assess classroom activities that facilitate second language development.

Materials

All materials are accessed via the CaseNEX website using the PIN provided and the user name/password you create.

All readings listed can be found by going to Class Materials ➔ Virtual Library ➔ Readings (Search).

If you do not have the most recent versions of the following software, please download each from the given sites.
• Windows Media Player
• RealPlayer
• Adobe Reader
• QuickTime

Cases Used

• Match Makers
• Pandora’s Box
• Talk to Me
• Most Likely to Thrive

Course Requirements and Grades

Close reading of all assigned materials is expected prior to beginning other course requirements listed for each session. Please make every effort to complete assignments by the due date. If you are turning in an assignment late, you must email your instructor to inform him/her that a late
assignment has been posted. Points will be deducted from late work at the instructor’s discretion.

**Discussion (60 points)** - Informed participation in online Discussions led by the course instructor is required. Discussion topics will be posted each session by your instructor. Participation should not be limited to simply answering the instructor’s question. Instead, discussions should follow an ongoing process of reviewing and responding to classmates’ and instructor’s comments in a dialogue fashion. Discussion postings should include application of the session’s readings to the issues raised in the discussion prompt. You should log into and participate in the discussion at least three separate times each session. (Please note, your class discussion can be found under the ‘Discuss’ tab on the top menu bar. The ‘Discuss this case’ link found within a specific case is a ‘global’ discussion area where you can interact with students in other classes. For the purpose of your class discussion assignments, however, please use the TOP menu bar.) Students are required to participate in 10 out of 11 topics of Discussion and may earn up to 6 points per session for a total of 60 possible points.

**Journal (56 points)** – Completion of reflections based upon personal and professional experiences, case readings, and Journal prompts is required. These reflections are to be completed in your online Journal and should use components of the five-step case analysis process as indicated in the prompt. To access your Journal, click on the “Journal” button. This entry can only be viewed by you and your instructor. Your instructor will provide feedback for each Journal posting. Students are required to complete 8 journals from a choice of 11. Each Journal is worth a maximum of 7 points for a total of 56 possible points. The two journals not chosen may be used with prior instructor permission only for make-up or substitution points for a struggling student under unusual circumstances (for example, serious health problem or other family emergency). All Journals have a suggested length of 250 words. See the Case Analysis Rubric under Course Tutorials for details on how your Journal will be evaluated.

**Workbook (75 points)** – The Workbook is intended as a place to apply course concepts to your unique school situation. Students are required to complete three Workbook Assignments as noted in the syllabus. Each Workbook is worth 25 points, for a total of 75 possible points. See the Workbook Assignment Rubric under Course Tutorials for details. Workbooks are accessed from the Talking to Each Other menu. Post your Workbook Assignment there following the directions given. (Note: If your Workbook includes images, charts, tables, or other complex formatting, please work in a word processing program and then attach your work to this area. This will
ensure that all formatting stays intact). When citing sources, be sure to reference them appropriately using APA style. (See APA Style.org, Electronic References http://www.apastyle.org/elecref.html).

**Total points: 191**

Students must earn a B- or higher in order to receive professional development credit. The point distribution is noted below:

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**Course Schedule**

Typical course sessions run from Sunday morning through Saturday at midnight. Specific session dates may be found by clicking on Syllabus on the top menu bar. Course participants should read both the case and assigned readings prior to joining the online discussion. Participation in the discussion should be ongoing throughout each course session. For typical courses, final discussion postings, journals, and workbook assignments are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.
Session 1
Introduction to the CaseNEX Site
Language Variation and Change

Case
None this session

Readings
- Read the “Course Tutorial” linked from the TUTORIAL menu, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. These rubrics will be used by your instructor throughout the course to evaluate your Journal entries, Discussion responses, and Workbook assignments where appropriate.
- Explore the following sites, based on your content area and grade level assignments 3.a:
  - TESOL ESL Standards for Pre-K-12 Students [http://tinyurl.com/aadmwfd](http://tinyurl.com/aadmwfd)
  - Georgia Performance Standards [http://www.georgiastandards.org](http://www.georgiastandards.org)
- Read Language Variation and Change 1.a.5; 1.a.8 [http://www.linguisticsociety.org/content/language-variation-and-change](http://www.linguisticsociety.org/content/language-variation-and-change)

Discussion
Post one entry introducing yourself to your classmates. You may choose to describe your professional background and experience, relevant personal information, or why you are taking this course. Then, explore the three ways language can change as presented in “Language Variation and Change” and the relationship to language values. What instructional issues does this raise?

Journal
Identify an ESOL teacher within your district with whom you may complete your field and practicum experiences in a diverse setting with students receiving ESOL services. (Expectations for working with this teacher are described in the Workbook Assignments for Sessions 3, 6, and 10). This teacher should have ESOL endorsement and experience at the school in which you will complete your practicum. Introduce this teacher in this entry
and describe the demographics of the school and classroom in which you will be working. Describe any classroom issues of which you are aware and consider knowledge you need to address these issues.

**Note**

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then ‘Click here to create a new message.’ Use the marked link to look up an address. Continue linking down until you see the class list. Click on the instructor’s name and then compose your message and hit ‘Post Message.’

**Workbook**

None this session

**Note**

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.
Session 2
Exploring Linguistics, the Socio-Political Context of Language, and Teaching

Case
Match Makers

Readings
- What Is Linguistics? 1.b.5; 5.a.1
- An Overview 1.b.5
- The Mother-Tongue Dilemma 1.b.7; 5.a.2
- Language Becomes War by Other Means 1.b.8; 2.a.1; 2.a.2; 2.a.4
- What Teachers Need to Know About Language, pages 1 - 12 1.a.6; 1.a.8; 1.b.7; 2.a.1; 5.a.2; 5.c.4
- ESOL Acronyms

Discussion

In the readings, various branches of linguistics are defined. Pick any two to discuss with your classmates and use them to explore issues related to working with Marta from this Session’s case. What insight do you gain by using the study of linguistics to analyze a student’s perspective? 1.b.5; 5.a.1

In “The Mother-Tongue Dilemma,” French author Louis-Jean Calvet states, “The war of languages is always part of a wider war.” These ideas are echoed in the reading “Language Becomes War by Other Means.” What is the “war” in American education over language and what is the “wider war” it mirrors and reflects? 1.b.7; 5.a.2

Journal

Consider the five teaching roles described in “What Teachers Need to Know About Language.” Which roles are you most comfortable in? Which roles are you least comfortable with? What instructional issues does your answer raise? Then, reflect on your school situation and its ESOL program. What are the underlying messages about levels of respect for languages other than English? What are the consequences of this philosophy (both positive and negative)? 2.a.1

Workbook

None this session
Session 3
Understanding Language Acquisition

Case
Most Likely to Thrive

Readings
- Overview of Second Language Acquisition Theory
- Finding a Voice: Perspectives on Language Acquisition, pages 1-4
- Glossary of Second and Primary Language Acquisition Terms
- Explaining BICS and CALP
- Noam Chomsky on Language
- What is the difference between social and academic language? [http://www.colorincolorado.org/educators/background/academic]

Discussion
Apply the ideas of 1) BICS and CALP and 2) comprehensible input and comprehensible output to the stages of language acquisition as presented in “Overview of Second Language Acquisition Theory.” What are the consequences of these hypotheses for instruction at each stage? How can ESOL and classroom teachers help foster the development of CALP in their classrooms? 1.b.6

Journal
How did Noam Chomsky’s theory affect the field of second language acquisition? How do you think his theory has influenced the way foreign language instruction is approached today? Reflect on the three approaches (theoretical, neurobiological, and methodological) described in “Finding a Voice: Perspectives on Language Acquisition.” What are the instructional consequences of each approach? Explain which approach or combination of approaches most closely matches your perspective on how language is acquired and informs how you develop instruction.

Workbook

Field Experience and Practicum: Observations

Field experiences are a variety of ongoing field-based opportunities in which candidates may observe, assist, tutor, or instruct. For your field experience, complete any 3 of the following activities.

- Select one ESOL student to shadow for at least an hour. Closely observe this student’s participation in class activities: Does this
student volunteer? Under what conditions (and in what language)? What is the student’s comfort-level with oral participation? How do you know (provide evidence)? Write a brief summary of this experience and relate your observations to course knowledge.

- Assist the ESOL teacher you identified in Session 1 in working one-on-one or with a small group of ESOL students using this teacher’s lesson materials. Briefly describe these experiences and their relevance to course concepts.

- 2 thirty minute minimum observations of an ESOL teacher in your building. Use the Observation Form linked below to document your observation, and then write a brief reflection piece relating the observations to course content.

- 2 thirty minute minimum observations of the ESOL teacher you identified in Session 1. Use the Observation Form linked below to document your observation, and then write a brief reflection piece relating the observations to course content.

- 1 thirty minute minimum observation of a general educator whose class contains students who receive ESOL services. Use the Observation Form linked below to document your observation, and then write a brief reflection piece relating the observations to course content.

Find the Observation Form at http://www.casenex.com/casenex/syllabus/gaEsol/observationForm.pdf Download and complete it, then, attach it to your Workbook.

Due by the end of Session 5
Session 4
Language Acquisition and the Role of the Native Language

Case
None this session

Readings
- Bilingual Education, the Acquisition of English, and the Retention and Loss of Spanish 1.b.5; 1.b.7; 1.b.8; 2.a.4
- Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn 1.b.6; 1.b.9; 2.b.2; 2.b.4
- "Bienvenidos" "Huanying" "Welkom" "Tuloy Kayo" Welcome http://www2.scholastic.com/browse/article.jsp?id=3747021
- Can English Language Learners Acquire Academic English? http://www.csun.edu/~krowlands/Content/Academic_Resources/Language/Cruz-ELL%20Academic%20Language.pdf

Discussion
In the article, “Welcome,” Freeman and Freeman describe in detail 10 ways of supporting ELLs. Choose two of these methods and explain how they would help ELLs at your school. Describe the actions you would take to implement these methods and the consequences, both positive and negative, they might create.

Journal
Based upon knowledge from the readings that the support of a student’s native language (L1) helps in the development of the second language (L2), how might this manifest itself in the classroom? What issues does this raise for your school or school system and what actions might be taken to improve the school’s approach to second language instruction and/or bilingual education? 1.b; 2.a

Workbook
Continue working on your Field Experience and Practicum: Observations, due by the end of Session 5.
Session 5
Understanding Phonology, Phonics, and Phonemic Awareness

Case
Talk to Me

Readings
• The Phive Phones of Reading 1.a.1; 3.b.6
• The Phonics Debate: 2004 1.a.1; 3.b.6
• Phonemic Awareness in Beginning Readers 1.a.1; 3.b.6
• Supporting phonemic awareness development in the classroom 1.a.1; 3.b.6
• Reseacher Endorses Phonemic Awareness Model 1.a.1; 1.b.6; 3.b.6
• Extending English Language Learners' Classroom Interactions Using the Response Protocol http://www.readingrockets.org/article/26871

Discussion
Describe how Rajesh in this session’s case encourages oral interaction for his English language learners. Consider the teacher responses and elaborations and increasing classroom talk with ELLS presented in Extending English Language Learners’ Classroom Interactions Using the Response Protocol and suggest actions he might take to include more of these in his day-to-day instructional plan and interactions with students. What might be his students’ perspectives on these activities?

1.a.1; 1.b.10; 3.b.6

Journal
Concentrating on students you know or work with, develop an instructional plan focusing on oral language. First, state your goals and objectives for this lesson or unit and this particular group of students. Then, propose and adapt at least five strategies presented in this session’s readings, using knowledge from this session’s readings to support your choices.

1.a.1; 1.b.1; 3.b.6

Workbook
Field Experience and Practicum: Observations due by the end of this session.
Session 6
Making Meaning: Understanding English Grammar, Syntax, and Semantics

Case
Talk to Me

Readings
- Grammar 1.a.2; 1.a.3
- Meaning 1.a.4; 1.a.5
- What is Correct Language? 1.a.6
- Complete research as described in the Journal prompt.
- Grammar Practice Websites

Discussion
In Talk to Me, both standard and nonstandard English are used. Based on knowledge from the readings, how can each be considered “correct” and how might you suggest the teacher in this case respond to students’ use of nonstandard English? What actions might you take and what knowledge might you use to respond to parents’, colleagues’, and others’ concerns about what is “correct” language usage? What are the consequences of schools generally requiring a more prescriptive (rather than descriptive) approach to language study and usage? 1.a.6; 1.b.10

Journal
Complete research using any reliable sources (online, interviews, journals, books, etc.) about a language other than English that you encounter in your classroom. What did you learn about that language’s phonology, morphology, grammar, syntax, and semantics (especially as it compares to English)? You may summarize this knowledge in chart form (rather than a narrative) and attach it to your Journal. Finally, explore the instructional consequences of this information. 1.a.8; 1.a.9

Workbook
Developing a Workshop

Select one component of ESOL instruction as your focus: pedagogy, language, culture, or assessment as it relates to the field of linguistics. Complete research using a variety of sources (the CaseNEX virtual library, other online sources, interviews, books, and journals) to explore that area in depth. Summarize your findings briefly, citing each source. Then, create a
presentation for your colleagues on how this knowledge might guide the development of instruction for ELLs. Provide a copy of your workshop agenda, and attach any activities, handouts, etc. that you create to support this workshop. If at all possible, present this workshop and revise it to reflect any improvements.

You should:

- Reference and summarize the research base for your presentation;
- Explore multiple explanations for the content;
- Present instructional strategies; and
- Align content knowledge/instructional strategies to TESOL standards (www.tesol.org), Georgia Performance Standards (www.georgiastandards.org), and WIDA Standards (www.wida.us)

Attach these materials to your Workbook.

1.a.9; 1.b.7; 5.c.2; 5.c.4; 3.b.8

Due by the end of Session 9
Session 7
Understanding English Grammar Patterns in Writing

Case
Talk to Me

Readings
- What Teachers Need to Know About Language, pages 25 - 32 1.a.7; 1.a.9
- Empowering Teachers of English to Grapple with Errors in Grammar 1.a.6; 1.b.10
- Grammar Practice Websites (Explore this list of online sites about grammar for potential use in your classroom) 1.a.9; 3.c.4; 3.c.5
- Error Pattern Analysis for Teachers (This article addresses teachers who work with students who produce longer writing products, but the techniques can be adapted for use with students at all levels.) 1.a.6; 1.a.7; 1.b.10; 1.b.12
- What Does Research Tell Us about Teaching Reading to English Language Learners?
- Importance of Phonemic Awareness in Learning to Read

Discussion
Select a writing sample from an ESOL student or use a writing sample from the case. Transcribe this sample and submit it as part of your Discussion entry. Then, use knowledge from this session’s readings to suggest appropriate strategies to meet this student’s needs. Consider other common patterns of error for ELLs and suggest various approaches to teaching standard English grammar. Speculate on possible consequences of using these strategies and suggest culturally sensitive modifications in response to your colleagues’ ideas. 1.a.6; 1.a.7; 1.b.10; 1.b.12

Journal
Consider issues specific to the developmentally-appropriate teaching of reading. Use knowledge from the readings to develop and refine your approach to teaching all five components of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). 1.a; 1.b.10; 3.b.8

Workbook
Developing a Workshop due by the end of Session 9
Session 8  
*Teaching Oral English*

**Case**  
Talk to Me

**Readings**
- The Sounds of English and Spanish (Explore the English Library)  
  1.a.9; 1.b.7  
- English Pronunciation (Follow links to pronunciation, word stress, sentence stress and intonation, and explore the teaching tips and activities pages for practical applications) 1.a.9  
- What Teachers Need to Know About Language, pages 13 - 22 1.a.1; 1.a.2; 1.a.3; 1.a.4; 1.a.6; 1.a.8; 1.a.9; 1.b.12  
- Teacher Talk: Enabling ELLs to ‘Grab On’ and Climb High 1.a.10; 1.b.2; 1.b.4; 1.b.10; 3.b.5

**Discussion**

Concentrating on one student from the case, develop ideas for a lesson focusing on oral language development. First, state your goals and objectives for this lesson and this particular student. Then, propose strategies using knowledge from this session’s readings to support your choices. As you respond to your colleagues’ ideas, assume the perspectives of students in the case. 1.b; 3.b.5

**Journal**

Describe your experiences with encouraging oral interaction for the English language learners in your class. Consider the characteristics of supportive teacher talk presented in “Teacher Talk: Enabling ELLs to ‘Grab On’ and Climb High” and reflect on actions you might take to include more of these in your day-to-day instructional plan. What might be your students’ perspectives on these activities? 1.b.1; 1.b.3; 1.b.4; 1.b.10

**Workbook**

Developing a Workshop due by the end of Session 9
Session 9
Understanding Discourse Analysis

Case
Talk to Me

Readings
- Discourse Analysis for Language Teachers 1.a.7; 1.b.3
- Discourse Analysis 1.a.5; 1.a.7; 1.b.3

Discussion
“Discourse Analysis for Language Teachers” suggests opportunities for students to practice this form of language usage analysis. What might be the **perspective** of your students or the students in this session’s case on these activities and what might be some of the **consequences** (positive and negative) of using them? How might discourse analysis lead to improved cross-cultural understanding? 1.a.5; 1.a.7; 1.b.3

Journal
Using **knowledge** from “Discourse Analysis for Language Teachers,” complete the four-step process (Record-View-Transcribe-Analyze) described in the readings with students in your class or school. What did you learn about your students’ **perspectives**? Use the questions listed under Step Four in the reading to frame your response. 1.a.5; 1.a.7; 1.b.3

Workbook
Developing a Workshop due by the end of this session
Session 10
Language Assessment

Case
Match Makers

Readings
• Assessment in ESL & Bilingual Education 4.a.1; 4.a.3; 4.a.4; 4.b.4
• Checklist for English Language Proficiency Test Selection
• Assessing ESOL Students 4.a.4
• Learning Disability or Language Development Issue? 4.a.4
• English Language Learners with Special Needs: Effective Instructional Strategies 2.a.1; 4.a.4; 5.a.1; 5.c.2
• What’s Normal, What’s Not: Acquiring English as a Second Language
  http://www.readingrockets.org/article/5126

Discussion

Using information from the readings and your professional experience, react and respond to Alba Ortiz’s statement in “English Language Learners with Special Needs: Instructional Strategies,” that, “The overrepresentation of English language learners in special education classes (Yates & Ortiz, 1998) suggests that educators have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English.” In this session’s case, what actions might Jennifer take to be sure that Allen is appropriately placed and determine whether or not his learning difficulties are the result of a learning disability as well as a language barrier? Use knowledge from the readings to back up your points. 4.a.4

Journal

How does your school currently assess language proficiency and how does it use the results? Locate and read through two different assessment tools currently used by your school or district. Consider issues raised by each testing instrument and use the “Checklist” to frame your response. 4.a.2; 4.b.4

Workbook
Field Experience and Practicum: Interview, Assess, and Tutor

Work with an ESOL teacher to identify an ELL who might benefit from one-on-one or small group instruction. Develop or utilize an existing interview and assessment tool (modify as needed) to assess that student’s oral and written language, reading, and understanding of English grammar. Provide the assessment, your analysis of the results, and a general description of this student’s background (languages spoken, grade level, years receiving ESOL services, etc.).

Then, create and teach at least 3 lessons targeting the particular needs of this student (either one-on-one or in a small group). Complete the Lesson Plan Template provided below and attach it to your Workbook. Also provide the following information with your plans:

- Description of classroom, content, languages spoken, and any other relevant information;
- Goals and objectives, including content, language acquisition goals, and state standards if appropriate;
- Grouping of students;
- Materials;
- Procedures;
- Assessment (informal or formal);
- Rationale for your choices; and
- Brief reflections on your implementation of these lessons.


Due by the end of Session 11
Session 11
Effective Second Language Instruction

Case
None this session

Readings
- General Principles for Teaching ELL Students 1.b.2; 1.b.3; 1.b.5; 1.b.7; 1.b.13
- Strategies for Involving LEP Students in the All-English-Medium Classroom: A Cooperative Learning Approach 1.b.2; 1.b.3; 1.b.4; 1.b.7; 2.a.1; 3.b.3; 3.b.6
- Fostering Academic Success for English Language Learners: What Do We Know
- Content Centered Language Learning (Click on name of article at bottom of page) 1.b.3; 1.b.12; 1.b.13
- Building Relationships for Student Success: School-Family-Community Partnerships and Student Achievement in the Northwest (First, read pages 3 - 7 and then select one school for greater study in the Voices of Experience Section) 2.a.3

Discussion

Discuss the research and recommendations of the National Research Council reviewed in “Fostering Academic Success for English Language Learners: What Do We Know?” and the findings in “Building Relationships for Student Success” for promoting respect of the home culture, building family relationships, and aligning family beliefs to the curriculum. What actions do you currently take to achieve these goals and how might you better address these goals in the future? Respond to your colleagues’ postings with suggestions and reactions, whether based on knowledge from the readings or your professional experience. 1.b.4; 1.b.8; 2.a.3

Journal

Reflect upon the assessment and tutoring experience and knowledge presented in this course. Consider research on language learning theories, teaching practices, assessment data, and any other information that may be appropriate. How have course concepts affected your teaching and understanding of what it means to work with ESOL students? How is this understanding reflected in the lessons you presented? Finally, focus on your student’s perspective on these lessons. How did this student respond? 3.a; 3.b; 4.a; 4.b
**Workbook**

Field Experience and Practicum: Interview, Assess, and Tutor due by the end of this session.