

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Curriculum & Instruction

COUSE SYLLABUS – Spring 2007

- 1. Course Prefix and Number:** CUI 604
- 2. Course Title:** Applied Linguistics for ESL Teachers
- 3. Credits:** 3
- 4. Course Prerequisites/Corequisites:** Admission to the ESL add-on licensure program or the M.Ed. in ESL.
- 5. For Whom Planned:** Core course in the ESL add-on licensure and ESL M.Ed. programs
- 6. Instructor Information:** Ye He
310 Curry Building
(336)-292-5793
Email: y_he@uncg.edu
- 7. Course Purpose/Catalog Description:** Linguistic theories on phonology, morphology, syntax, psycholinguistics, and sociolinguistics; basic theories of second language acquisition; and application of the theories and models of applied linguistics in ESL classroom teaching.
- 8. Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through preparation and continuing professional development of teachers, principals and other school personnel.*
- 9. Course Goals and/or Objectives/Student Learning Outcomes:** Students will be able to understand the linguistic theories on phonology, morphology, syntax, psycholinguistics, and sociolinguistics; to understand the basic theories of second language acquisition; and to be able to apply the theories and models of applied linguistics in ESL classroom teaching. The

following NC Standards for ESL Teachers will be followed in this course: #1, 2, 3, 5, 6, 7, 8, 9, 11, 12, and 14. See #16 below for details.

10. Teaching Strategies: lecture, class discussion, online discussion, group work, videos, student presentations, readings, and field-based assignments

11. Evaluation Methods and Guidelines for Assignments: The letter grades will be derived from the following assignments and grading scale.

Grading Scale

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|----|--------|------|----------|
| A | 95-100 | B- | 82-80 |
| A- | 90-94 | C+ | 77-79 |
| B+ | 87-89 | C | 76-70 |
| B | 83-86 | F/WF | Below 70 |

Assignments:

| | |
|----------------------------------------------------------------------------|----|
| 1. Quiz | 15 |
| 2. Online Discussions | 25 |
| 3. Language Comparison Project | 15 |
| 4. Journal Article Reviews | 15 |
| 5. Longitudinal Assessment Analysis and Case Study of Language Acquisition | 20 |
| 6. Roundtable Presentation on Language Acquisition | 10 |

Quiz– You will have five online quizzes during the semester. Quiz questions are based on the textbook and additional reading materials. The quiz is in the form of multiple choice and true/false.

Online Discussions -- You will participate regularly in online discussions based on your readings by adding at least 250 words as your initial response to each discussion. Your postings should include your reactions to and questions about the required readings and responses to other students' remarks in the online discussion.

Language Comparison Project – You will select English speaking samples from one English native speaker and one non-native speaker. Based on your knowledge of phonetics and phonology, you will transcribe the sample data, and analyze the phonetic features of two samples. In your analysis, you will review the feature of the English language pronunciation pattern from a particular region or another country, and compare the similarities and differences of two language samples.

Journal Article Reviews – You will visit the journal links provided on blackboard and choose three journal articles to review. You will then write a review for each journal article based on the theories and models you learned in our class and online discussions.

Longitudinal Assessment Analysis and Case Study of Language Acquisition – This is a team project. You will work together as a group to collect and analyze assessment samples you collect from one student over time. You will locate student assessment samples over time. Then, you will analyze the assessment for evidence of growth and acquisition. Taking a developmental perspective, you will discuss not only what the student has not acquired, but also what the student has acquired. Based on your findings, you will discuss what type of instruction this student would benefit from most. You will then reflect on your growth in understanding of analyzing ESL students’ assessment samples based on your participation in the project. You will turn in your final report as a group. Individually, each of you will keep a weekly log of what you do for the project and reflect on the project, and turn in a final reflection.

Roundtable Presentation on Language Acquisition – For this project, you will review the notes, projects, and readings from this course and prepare a 10-15 minute presentation on second language acquisition that you could use for an in-service workshop for non-ESL teachers. You may prepare handouts or use PowerPoint slides for your presentation.

12. Required Text(s)/Readings/References:

Gleason, J. B. (2005). *The development of language*. 6th Ed. Allyn and Bacon: Boston, MA.
 Owen, R. E., Jr. (2004). *Language development*. 6th Ed. Allyn and Bacon: Boston, MA.
 Power, B. M. & Hubbard, R. S. (1996). *Language development: A reader for teachers*.
 Merrill/Prentice Hall: Englewood Cliffs, NJ.

13. Topical Outline:

| Class | Planned Activities | Readings Due | Assignments Due |
|-------|-----------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------|
| 1 | Introductions and Course Overview Introduction to linguistics | | |
| 2 | Online Discussion | Andrews: Chapter I – Features of Language and Communication | |
| 3 | Grouping for Case Study Sign up for Topic presentations | Freeman & Freeman: Chapter III Phonology | |
| 4 | Online Discussion | Freeman & Freeman: Chapter IV Implications from phonology | |
| 5 | Case Study Discussions— assignment samples and case description | Freeman & Freeman: Chapter VII Andrews: Chapter II – words | Journal Article Review 1 Due |

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|----|-----------------------------------------------------------|-------------------------------------------------------------|-------------------------------------|
| 6 | Language comparison project - rubrics | Freeman & Freeman: Chapter VII Implications from morphology | |
| 7 | Online Discussion | Andrews: Chapter III – English Use | |
| 8 | Case Study Discussions—rubrics, analysis and instructions | Andrews: Chapter IV – Social Context | Journal Article Review 2 Due |
| 9 | Language comparison project - analysis | Andrews: Chapter V – American English Variation | |
| 10 | Online Discussion | Andrews: Chapter VI – Meaning and Significance | |
| 11 | Case Study Discussions – report writing | Lightbown & Spada – Chapter I & II | Journal Article Review 3 Due |
| 12 | Language comparison project - report | Lightbown & Spada – Chapter III & IV | Language Comparison |
| 13 | Online Discussion | Lightbown & Spada – Chapter V & VI | |
| 14 | Roundtable Presentations | | |
| 15 | | | Assessment Analysis Due |

14. Other Information:

Academic Honor Policy: students are expected to follow the obligations of the academic integrity stated in the Academic Honor Policy, which is described in detail in the Policies for Students Handbook. Students should realize that they will be held accountable for understanding and following the guidelines for all activities and assignments.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me within the first two class meetings. I will be happy to discuss any concerns you may have about the coursework.

Attendance policy and Late Work: This course provides valuable interactive experiences, so attendance and participation are extremely important. Students are expected to attend class and be on time. If you have any special needs regarding absences, please see me individually after the first night of class. Late work will be accepted with a credit deduction—unless prior arrangement has been made with the instructor or a legitimate documented emergency arises. Work must be completed by a date to be determined by the instructor. If you are absent the

day an assignment is due, please make arrangements to have someone bring it in for you or email it to the instructor as an attachment to avoid having to take late credit.

Style manual and Manuscript Requirements: All written work (except work completed in class activities) should be typed and reviewed for quality of content and mechanical correctness. For written work requiring citation, students are expected to use the most current APA Style Manual.

15. Recommended Text(s) and/or Readings:

- Andrews, L. (2001). *Linguistics for L2 teachers*. Lawrence Erlbaum Associates: Mahwah, NJ.
- Catford, J.C. (1998). Language learning and applied linguistics: A historical sketch. *Language Learning*, 48 (4) 465-496.
- Chan, A. (2004, Spring). Syntactic Transfer: Evidence from the Interlanguage of Hong Kong Chinese ESL Learners. *The Modern Language Journal*, 88(1), 56-74.
- Chatel, R. (2002). New technology, new literacy: Creating a bridge for English language learners. *The New England Reading Association Journal*, 38(3), 45-9. .
- Duff, P., Wong, P., Early, M. (2002). Learning Language for Work and Life: The Linguistic Socialization of Immigrant Canadians Seeking Careers in Healthcare. *The Modern Language Journal*, 86(3), 397-422.
- Freeman, D. E. & Freeman, Y. S. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar*. Heinemann: Portsmouth, NH.
- Goldschneider, J., DeKeyser, R. (2005). Explaining the "Natural Order of L2 Morpheme Acquisition" in English: A Meta-analysis of Multiple Determinants. *Language Learning*, 55(supp1), 27-77.
- Grant, R., Wong, S. (2003, February). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. *Journal of Adolescent & Adult Literacy*, 46(5), 386-94.
- Jenkins, S., Parra, I. (2003, Spring). Multiple Layers of Meaning in an Oral Proficiency Test: The Complementary Roles of Nonverbal, Paralinguistic, and Verbal Behaviors in Assessment Decisions. *The Modern Language Journal*, 87(1), 90-107.
- Lightbown, P. M., & Spada, N. (1999). *How languages are learned*. Oxford University Press: Oxford Eng.
- Loewen, S. (2004, March). Uptake in Incidental Focus on Form in Meaning-Focused ESL Lessons. *Language Learning*, 54(1), 153-88.
- Smith-Davis, J. (2004, April). The New Immigrant Students Need More than ESL. *The Education Digest*, 69(8), 21-6.
- Wang, Y., Martin, M., Martin, S. (2002, Summer). Understanding Asian graduate students' English literacy problems. *College Teaching*, 50(3), 97-101.
- Wong, J. (2002). "Applying" conversation analysis in applied linguistics: evaluating dialogue in English as a second language textbooks. *IRAL*, 40(1), 37-60.

16. Alignment with State and National Standards:

| NC Standards for ESL Teachers | Evidence of Learning | Assessment Tool |
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| 1. Teachers demonstrate a high level of competence as an English language model and an understanding of language as a system. They are prepared to help limited English proficient students acquire and use English for social and academic purposes. | Course readings, online and class discussions, quizzes, roundtable presentation and language comparison project | Rubrics and scores for quizzes, roundtable presentation and language comparison project |
| 2. Teachers demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students. | Course readings, online and class discussions, quizzes, roundtable presentation and research article review project | Rubrics and scores for quizzes, roundtable presentation and research article review project |
| 3. Teachers demonstrate understanding of the major theories and research related to the nature of culture and cultural groups that affect and support language development, academic achievement, and individual identities. | Course readings, online and class discussions, quizzes, roundtable presentation and assessment analysis project | Rubrics and scores for quizzes, roundtable presentation and assessment analysis project |
| 4. Teachers demonstrate understanding of laws, regulations, and policies at the federal, state and local levels that relate to serving limited English proficient students. | N/A | |
| 5. Teachers apply effective methods, practices, and strategies base on second language acquisition theories and research to plan, implement, and manage ESL and content instruction. | Course readings, online and class discussions, quizzes, roundtable presentation and assessment analysis project | Rubrics and scores for quizzes, roundtable presentation and assessment analysis project |
| 6. Teachers identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction. | Course readings, online and class discussions, quizzes, roundtable presentation and research article review project | Rubrics and scores for quizzes, roundtable presentation and research article review project |
| 7. Teachers develop literacy in limited English proficient students. | Course readings, online and class discussions, quizzes, language comparison, roundtable presentation and research article review project | Rubrics and scores for quizzes, roundtable presentation and research article review project |
| 8. Teachers use a variety of assessments as they related to the education of limited English proficient students. | Course readings, online and class discussions, quizzes, roundtable presentation and assessment analysis project | Rubrics and scores for quizzes, roundtable presentation and assessment analysis project |
| 9. Teachers recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language. | Course readings, online and class discussions, quizzes, roundtable presentation and | Rubrics and scores for quizzes, roundtable presentation and assessment analysis |

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| | assessment analysis project | project |
| 10. Teachers utilize and respect the diversity in the languages and cultures of limited English proficient students. | N/A | |
| 11. Teachers affirm that all students with limited English proficiency can learn English. | Course readings, online and class discussions, quizzes, roundtable presentation assessment analysis and research article review project | Rubrics and scores for quizzes, roundtable presentation assessment analysis and research article review project |
| 12. Teachers stay current on research, trends, policies, and legal mandates affecting ESL programs. | Course readings, online and class discussions, quizzes, roundtable presentation and research article review project | Rubrics and scores for quizzes, roundtable presentation and research article review project |
| 13. Teachers advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools. | N/A | |
| 14. Teachers collaborate within the educational community and serve as resources and models for their peers to enhance learning and encourage cross-cultural interaction. | Course readings, online and class discussions, quizzes, roundtable presentation and research article review project | Rubrics and scores for quizzes, roundtable presentation and research article review project |