

## **ESOL 4240 Departmental Syllabus**

### **APPLIED LINGUISTICS FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE**

Semester Hours: 3

#### **COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education.

This course is designed for undergraduate students who desire an introduction to the topic of applied linguistics and second language acquisition in order to enhance their teaching of English as a second language. Students will learn about language structure (phonology, morphology, and syntax), pragmatics, discourse, first and second language acquisition, language variation, and the development of literacy in a second language.

#### **CONCEPTUAL FRAMEWORK**

The Division of Education's mission is to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and to be able to work toward school improvement. This mission statement is supported by the Division's philosophy embedded in the purpose statements, and further expressed in the Division's goals, is the content for how professional, state, and institutional standards are addressed in the professional teacher education programs. Proficient demonstration of the Professional Outcomes (knowledge, skills, and dispositions) of the Conceptual Framework embraces the competencies and proficiencies of the INTASC Principles and the Georgia State Standards. The Division believes that each of the Professional Outcomes is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. The ten Professional Outcomes (Knowledge, Adaptive, Leader, Decision Maker, Proactive, Culturally Sensitive, Reflective, Empathetic, Collaborative and Lifelong Learner) are what the Division believes proficient teacher candidates should exhibit upon program completion.

#### **COURSE OBJECTIVES**

Students will

1. demonstrate a knowledge of language theories (Chomsky, 1974; Fodor, Bever, & Garrett, 1974; McArthur, 1992; Robins, 1989); (*GA PSC ESOL Endorsement Standard I; TESOL Professional Standard 1b Language Acquisition and Development; Conceptual Framework: Decision Makers; Adaptive; Culturally Sensitive; Knowledgeable*)
2. demonstrate a knowledge of phonology and phonetics and the sounds of English (McArthur, 1992; Tiffany & Carrell, 1977); (*GA PSC ESOL Endorsement Standard V & VI; TESOL Professional Standards 1a Describing Language and 1b Language Acquisition and*

*Development; Conceptual Framework: Decision Makers, Adaptive; Culturally Sensitive; Knowledgeable)*

3. demonstrate a knowledge of morphology and the structure of English words (McArthur, 1992; Robins, 1989); (*GA PSC ESOL Endorsement Standard V & VI; TESOL Professional Standards 1a Describing Language and 1b Language Acquisition and Development; Conceptual Framework: Decision Makers, Adaptive; Culturally Sensitive; Knowledgeable)*
4. demonstrate comprehension of theories of grammar, syntax, and English usage (Greenbaum & Quirk, 1990; McArthur, 1992; Robins, 1989); (*GA PSC ESOL Endorsement Standard V & VI; TESOL Professional Standards 1a Describing Language and 1b Language Acquisition and Development; Conceptual Framework: Decision Makers, Adaptive; Culturally Sensitive; Knowledgeable)*
5. discuss the notions of semantics (Baugh, 1992; Farb, 1974; Leech, 1972; McArthur, 1992; Robins, 1989); (*GA PSC ESOL Endorsement Standard V & VI; TESOL Professional Standards 1a Describing Language and 1b Language Acquisition and Development; Conceptual Framework: Decision Makers, Adaptive; Collaborative; Culturally Sensitive; Knowledgeable)*
6. relate sociolinguistics and dialect study to personal experiences with language/ dialects (Farb, 1974; McArthur, 1992; Robins, 1989; Tiffany & Carrell, 1977); (*GA PSC ESOL Endorsement Standard VII; TESOL Professional Standard 2b Cultural Groups and Identity; Conceptual Framework: Decision Makers; Adaptive; Collaborative; Culturally Sensitive; Reflective)*
7. demonstrate an understanding of second language acquisition (Chomsky, 1972; Green, 1972; McArthur, 1992; Robins, 1989); (*GA PSC ESOL Endorsement Standard I; TESOL Professional Standard 1b Language Acquisition and Development; Conceptual Framework: Decision Makers; Leaders; Adaptive; Culturally Sensitive; Collaborative; Culturally Sensitive; Empathetic)*
8. read and write standard English (Greenbaum & Quirk, 1990); (*GA PSC ESOL Endorsement Standard II; Conceptual Framework: Decision Makers; Knowledgeable)*
9. transcribe spoken English (Baugh, 1992; Tiffany & Carrell, 1977). (*GA PSC ESOL Endorsement Standard V & IX; TESOL Professional Standard 1a Describing Language; Conceptual Framework: Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable)*

The course objectives and related activities and assignments are linked to both the Georgia ESOL endorsement standards and the NCATE/TESOL standards as indicated in the following table:

GA PSC ESOL Endorsement Standards	NCATE/TESOL Standards	Activities and Assignments
<p>Standard I: The program shall require demonstrated competence in the knowledge of the nature of language, language varieties, and the phonology, morphology, syntax, semantics, and discourse of the English language.</p>	<p>Domain 1 - Language 1a. Describing Language 1b. Language Acquisition and Development</p>	<p>Group and individual language transcription and analyses Critiques and reflection on journal articles. Viewing and responding to video, "Do you Speak American?" Language Analysis Project Examinations</p>
<p>Standard II: The program shall require demonstrated competence in listening, speaking, reading, and writing standard English on technical, abstract, and non-technical or general topics.</p>	<p>Domain 5 – Professionalism 5a. ESL Research and History 5b. Partnerships and Advocacy 5c. Professional Development and Collaboration.</p>	<p>Critiques and reflections on journal articles Language Analysis Project Examinations</p>
<p>Standard III: The program shall require demonstrated competence in the knowledge and experience in first and second language acquisition across age levels.</p>	<p>Domain 1 - Language 1a. Describing Language 1b. Language Acquisition and Development</p>	<p>Field Experience reflections Group and individual language transcriptions and analyses Critiques and reflections of journal articles Examinations</p>
<p>Standard IV: The program shall require demonstrated competence in the knowledge of the effects of cognitive, affective, and socio-cultural variables on language learning.</p>	<p>Domain 1 - Language 1a. Describing Language 1b. Language Acquisition and Development Domain 2 – Culture 2a. Nature and Role of Culture 2b. Cultural Groups and Identity</p>	<p>Group and individual language transcriptions and analyses Critiques and reflections on journal articles Examinations</p>
<p>Standard V: The program shall require demonstrated competence in language assessment techniques and instruments, and the evaluation of students.</p>	<p>Domain 3 - Instruction. 3a. Planning for Standards-based ESL and Content Instruction 3b. Managing and Implementing standards-based ESL and content instruction. Domain 4 – Assessment. 4a. Issues of Assessment for ESL 4b. Language Proficiency Assessment 4c. Classroom-based Assessment for ESL</p>	<p>Group and individual language transcriptions and analyses Language Analysis Project</p>
<p>Standard VI: The program shall require demonstrated competencies in ESOL curriculum planning and</p>	<p>Domain 3 - Instruction. 3a. Planning for Standards-based ESL and Content Instruction</p>	<p>Group and individual language transcriptions and analyses Language Analysis Project Field Experience journals and</p>

<p>implementation, the use of a variety of instructional methods, and multiple assessment strategies for teaching English to Speakers of Other Languages.</p>	<p>3b. Managing and Implementing standards-based ESL and content instruction.                      Domain 4 – Assessment.                      4a. Issues of Assessment for ESL                      4b. Language Proficiency Assessment                      4c. Classroom-based Assessment for ESL</p>	<p>Reflections</p>
<p>Standard VII:                      The program shall require demonstrated competencies in the study of socio-cultural systems and characteristics features of linguist/minority cultures.</p>	<p>Domain 2 – Culture                      2a. Nature and Role of Culture                      2b. Cultural Groups and Identity</p>	<p>Group and individual language transcriptions and analyses                      Critiques and reflections on journal articles</p>
<p>Standard VIII:                      The program shall require demonstrated competence in the knowledge of current educational trends, issues, policies, and practices, and their relationships to program planning, instruction, and assessment of ESOL students.</p>	<p>Domain 4 – Assessment.                      4a. Issues of Assessment for ESL                      4b. Language Proficiency Assessment                      4c. Classroom-based Assessment for ESL</p>	<p>Critiques and reflections on journal articles</p>
<p>Standard IX:                      The program shall require demonstrated competencies in the use of available technology, particularly multimedia, and shall include the application of computer hardware and software and techniques for evaluating software for ESOL instruction.</p>	<p>Domain 5 – Professionalism                      5a. ESL Research and History                      5b. Partnerships and Advocacy                      5c. Professional Development and Collaboration.</p>	<p>Individual and Group language transcriptions and analyses</p>

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

Required Texts: Freeman, D.E., & Freeman, Y.S. (2004). *Essential linguistics: What you need to know to teach*. Portsmouth, NH: Heinemann.

References

Akmajian, A., Demers, R., Farmer, A., & Harnish, R. *An introduction to language and communication* (3rd ed.). Cambridge, MA: MIT Press.  
 Baugh, A. (1992). *A history of the English language* (4th ed.). New York: Prentice Hall.  
 Chomsky, N. (1972). *Language and mind*. New York: Harcourt.  
**Crawford, J. (2004). *Educating English learners: Language diversity in the classroom*. Los Angeles: Bilingual Education Services.**  
**Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom*. NY: The New Press.**

- Diaz-Rico, L., & Week, K. (2002). *The crosscultural language and academic development handbook* (2<sup>nd</sup> ed). Needham Heights, MA: Allyn & Bacon
- Farb, P. (1974). *Word play*. New York: Bantam.
- Finegan, E. (1994). *Language: Its structure and use* (2nd ed.). Fort Worth, TX: Harcourt Brace.
- Fodor, J., Bever, T., & Garrett, M. (1974). *The psychology of language*. New York: McGraw Hill.
- Freeman, Y, Freeman, D., & Mercuri, S. (2003). Helping middle and high school age English language learners achieve academic success. *NABE Journal of Research and Practice*. 1(1), 110-122.**
- Green, J. (1972). *Psycholinguistics: Chomsky and psychology*. Middlesex: Penguin.
- Greenbaum, S., & Quirk, R. (1990). *A grammar of the English language*. London: Longman.
- Helman, Lori A. (2004). Building on the sound system of Spanish: Insights from the alphabetic spellings of English-language learners. *The Reading Teacher*, 57(5), 452.
- Leech, G. (1972). *Semantics*. Middlesex: Pelican.
- Lightbown, P., & Spada, N. (1993). *How languages are learned*. Oxford, UK: Oxford University Press.
- McArthur, T. (Ed.). (1992). *The Oxford companion to the English language*. Oxford: Oxford University Press.
- Ovando, C.J., Collier, V.P., & Combs, M.C. (2003). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (3<sup>rd</sup> ed.). Boston: McGraw Hill.
- Perry, T., & Delpit, L. (1998). *The real Ebonics debate*. Boston: Beacon Press.**
- Reed, C. (1970). *Dialects of American English*. New York: World Publishing.
- Robins, R. (1989). *General linguistics* (4th ed.). London: Longman.
- Rubin, R., & Carlan, V. G. (2005). Using writing to understand bilingual children's development. *The Reading Teacher*, 58(8), 728.
- Santa Ana, O. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield.
- Tiffany, W., & Carrell, J. (1977). *Phonetics: Theory and application*. New York: McGraw Hill.

### Websites

- Labov, W. <http://www.ling.upenn.edu/phonoatlas/home.html> An NPR interview on "New Yawk" speech .

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework:** This course is designed to provide undergraduate students with an introduction to, and understanding of, second language acquisition in order to enhance their teaching English as a second language. The evaluation for this course is structured so that assignments correlate with the knowledge and skills necessary to demonstrate application of second language learning concepts and theories. At the completion of the course, students will demonstrate competencies in the areas of **decision making** (reading professional journal articles, responses to articles, transcribing informal interviews); **leader** (working in small groups to transcribe and analyze second language interview); **adaptive** (demonstrating proficiency in class discussions and on quizzes, working in small groups to transcribe and analyze second language interview); **collaborative** (working in groups to transcribe and analyze transcriptions, class discussions); **culturally sensitive** (reading professional journal articles, responses; homework assignments and activities); **empathetic** (second language interviews and transcriptions); **knowledgeable** (exams, proficiency in class discussions, homework assignments); **reflective** (professional articles/responses).