



**EDUC 656:**  
**Applied Linguistics for English Language Educators**

**Units:** 3

**Term:** Fall 2019

**Day-Time:** Section 27728 - Thursday 10:30am-1:00pm

**Location:** USC City Center - Room 606

**Instructor:** Erica Hamilton, Ph.D.

**Office Hours:** By appointment (please email to request appointment, 24 hour notice preferred)

**Office Hour Meeting Location Options:** Online (Zoom/Google hangout), phone, in-person

**Contact Info:** [eahamilt@usc.edu](mailto:eahamilt@usc.edu) / [dr.ericahamilton@gmail.com](mailto:dr.ericahamilton@gmail.com) / 213-864-9417

**2SC Student Support**

**Hours:** M-F 5:00am-5:00pm PST

**Contact Info:** [Rossier.help@usc.edu](mailto:Rossier.help@usc.edu)

1-888-628-5041

1-877-552-0628 (faculty/student support)

## INTRODUCTION

**Rossier mission in urban education:** The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally, and globally. The program and this course is a critical component of the USC Rossier School of Education mission to improve learning in urban education locally, nationally, and globally. An important aspect of this mission is to apply school's Guiding Principles by providing candidates with the knowledge of English, and how it can be taught in the classroom so that all learners have access to learning in a variety of contexts and in which outcomes can be measured and accountable to appropriate stakeholders. *Teaching Standards, TESOL Technology Standards, and TPE Standards* the course adheres to are discussed in Appendix of the syllabus.

### Course Description

This course serves as an introduction to and overview of the various systems of the English language. The course will begin with a brief overview of the origins and variations of English and its historical evolution. Next, it will examine the fundamental systems of the English language, including its sounds (phonetics and phonology), words (morphology, vocabulary, lexicon), sentences (grammar systems and syntax), and language in use in speaking, listening, reading, and writing. The units of the course will address language from a holistic perspective to observe the systems of English in-action (discourse). During the course, candidates will have the opportunity to compare the systems of English to those of other languages in order to identify similar and contrasting features and areas of challenge for second language learners. They will tutor an English learner in order to apply course concepts and get teaching experience. Through this course, participants will acquire background knowledge of the English language systems in order to better guide English language learners.

## LEARNING OBJECTIVES

Upon completion of this course, candidates will be able to:

- Identify/describe fundamental systems of the English language, including its sounds (phonology and phonetics), words (morphology, vocabulary, lexicon), sentences (grammar systems and syntax), and language in action (discourse and pragmatics).
- Identify a language focus for tutoring a language learner in reading, writing, speaking, and/or listening.
- Make cross-linguistic comparisons between English language systems and systems of other languages commonly encountered in the classroom in order to better understand and assist English language learners.
- Organize lessons for tutoring an English Language Learner in reading, writing, speaking, and/or listening to address their identified focus/challenges.
- Demonstrate active learning techniques through a group presentation or demonstration.

## CO-REQUISITES

EDUC 521: Assessment and Instruction EDUC

510: Learning in a TESOL Program EDUC

596: ELL Design/Technology

## COURSE NOTES

Grading Type: letter grade

The course requires use of multimedia and technology-enhanced learning strategies in completing most of the course assignments in LMS.

## TECHNOLOGY PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Apart from weekly class setting, the candidates complete and post to LMS weekly course assignments (recorded student-led study group sessions, mediated forum discussions, research presentations as well as student-tutoring writing assignments).

## REQUIRED READING

Curzan, A., & Adams, M. (2012) *How English works: A linguistic introduction* (3rd ed.). Boston, MA: Longman.

Farrell, T. (2009) *Teaching reading to English language learners: a reflective guide*. Thousand Oaks, CA: Corwin Press.

Celce-Murcia, M et al. (2010) *Teaching pronunciation: A course book and reference guide*, 2<sup>nd</sup> ed. (selected chapters in ARES Electronic reserves)

Shakhbagova, J. (2017) *Integrating pronunciation in the English language classroom* (with a 3-hour DVD), 2<sup>nd</sup> ed. Los Angeles, CA: Figueroa Press (selected sections in ARES Electronic Reserves)

**ARES Electronic Reserves:** Additional required readings are available via USC's ARES electronic reserve system: <https://usc.ares.atlas-sys.com/ares.dll>

Brown (2002)

Chapter 16: *Teaching listening*

Chapter 17: *Teaching Speaking*

Bunch, Kibler, & Pimentel. *Understanding language: Realizing opportunities for English learners in the common core English language arts and disciplinary literacy standards*. Stanford University Press

Ellis (2002): *The place of grammar instruction in the second/foreign language*

Ellis (2006): *Current issues in the teaching of grammar: An SLA perspective*

Ferris & Hedgcock (2014):

Chapter 7: *Response to student writing: issues and options for giving and facilitating feedback*

Chapter 8: *Improving accuracy in student writing: error treatment in the composition classroom*

Gibbons (2015) Chapter 5: *Learning to Write in a Second Language and Culture*

Nation & Newton (2009):

Chapter 3: *Listening*

Chapter 9: *Developing Fluency*

Schmitt & Marsden (2006):

Chapter 4: *English Vocabulary: Why are there so many words, and where did they come from?*

Tannen (2012): *Conversational signals and devices*

Templeton (2011):

Chapter 35: *Teaching spelling in the English/Language arts Classroom*

## SUPPLEMENTAL READINGS

Gilbert, J. (2008) *Teaching pronunciation: Using prosody pyramid*.

Jenkins, J. (2003). *Teaching pronunciation for English as a Lingua Franca. A Socio- Political perspective*

## **DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS**

Candidates are required to complete the readings and participate in class discussions. Performance in this course is assessed and weighted heavily on the quality of participation during class sessions and of any written work submitted. Each assignment (oral or written) is assessed and graded according to the rubric to be used by candidates. Assignment rubrics candidates adhere to are located in the course Toolbox. Written assignments must be typed and proofread with the care that a graduate student should exhibit. All research projects should demonstrate a careful processing of course lectures and readings along with a thorough understanding of appropriate methodologies of teaching English as a second/foreign language. Assignment due dates are before Class Time, unless otherwise specified. Late assignments are accepted only in the case of serious personal emergencies and only with the prior approval of the instructor.

All written assignments in this course must be submitted in APA Style. Useful guidance on APA formatting is available online through Purdue's Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/resource/560/01/>

### **Late Assignments**

Any work submitted after the stated deadline will receive a 10% penalty for every 24-hour period that it is late. If serious circumstances arise that hinder a candidate from meeting the deadline, he/she must contact the instructor by email BEFORE the assignment due date, in order to be given consideration.

### **Class Time Participation (10% of total course grade)**

Candidates in this course will meet for Class Time once a week for approximately 2 hours and 30 minutes. Class Times are a critical component of this course and therefore adequate preparation and regular attendance is essential. Students who must miss a Class Time should make prior arrangements with the instructor. If students are unable to attend Class Time, a recorded session of that week's Class Time may be available for viewing. Class Time participation is worth 10% of the overall course grade.

Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions so long as the discussion promotes the purpose of the class. Student presentations will be a part of most class meetings. Throughout the semester the class will be divided into groups to accomplish a variety of tasks and candidates will have opportunities to talk with their instructor and each other about key topics and issues.

*Class Time Rubric* can be found in the Course Toolbox.

The course will be taught based on the flipped classroom design and a workshop mode. This design is based on research that clearly demonstrates that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, you will watch pre-recorded lectures and complete some activities prior to class. You are expected to prepare for class by doing all the reading, watching all the video, and completing all required tasks before you attend class.

### **Out-of-Class Assignments**

Assigned readings and classroom videos form the core content for each week's class session. All of these readings, the video viewing, and the accompanying Forum Unit Reflection Questions should be completed before Class Time as a basis for an informed analysis of the issues of this course. Advanced preparation for course meetings is particularly important as it contributes to engagement in purposeful academic discussion and reflection.

The out-of-class workload for this course is approximately 7 hours and 30 minutes per week. Out-of-class assignments include:

### **Readings**

Candidates are expected to do the unit readings prior to Class Time and to participate in the forum posts. It is imperative that candidates secure the required materials at least ONE WEEK PRIOR to the start of class. Starting with **Week 1**, candidates will be expected to read, reflect on, and prepare to discuss assigned chapters/articles prior to Class Time.

### **Videos**

Candidates are expected to view all unit videos prior to Class Time and to participate in the forum posts. Video content, the required readings, and any related teaching or observation experiences can be addressed in the forum posts. It is recommended to view the videos first before doing the unit readings, since this provides comprehension support for the readings and helps build background knowledge. Please note that some of the videos for this course entail YouTube links that may not be available at all times. If candidates experience difficulty viewing these videos, they should contact their instructor.

### **Mediated Forum Discussions (15% of total course grade, 3 points each week)**

Participation in a weekly Forum Discussions are required, which will be done in small groups. In this assignment, candidates will conduct an online collaborative discussion about the unit readings, videos, and reflections on their experiences. In **Week 1**, candidates will post individually; however, in **Weeks 2-15**, an alternating member of the forum group will take responsibility for responding to one of the discussion questions to begin a forum discussion with group members. The person whose turn it is to post first that week will need to post at least several days before class time. Each group member must respond at least one time to the original forum 24 hours before class time. The length of each contribution can range from one to several paragraphs, but not more than one page.

*A Forum Post Rubric* can be found in the Course Toolbox.

This assignment is due 24 hours prior to Class Time.

### **Group Presentation/Demonstration (25% of total course grade)**

This presentation is a group project involving exploring current strategies and teaching activities that educators are writing about on Internet blogs and listserv sites. During weeks 3-15, as assigned, each group will select a topic from a different course unit and research that week's topic using available internet resources. Group members will then create a slide presentation that will help them teach aspects of the topic that week. This is not intended to be a lecture, but rather an interactive demonstration that engages classmates. Group members will determine their respective roles in the presentation (who will introduce the topic, who will present the various sections of the presentation, etc.). The presentation should be engaging, visually attractive, and interactive. It should include a reference list of internet sources consulted.

Groups will collaborate in preparing for the presentation by using Google slides and/or documents. The group will meet at on the Zoom platform least 1 time outside of class to prepare for the presentation.

Refer to Course Toolbox for the *Research Guide to Online Linguistics Sites* (a suggested list of linguistic blog and listserv sources), *Presentation Guide*, and the *Presentation Rubric*.

### **Key Assessment 1: Learner Challenges Student-Tutoring (25% of total course grade)**

This is a multi-step project:

- Candidates will select and teach a tutee whose first language is not English
- In their written analysis candidates will have the opportunity
- To demonstrate their knowledge of the systems of the English language (phonology, morphology, syntax, grammar and vocabulary) by comparing and contrasting them to the chosen L1;
- To demonstrate their ability to integrate the linguistic aspect they will focus on one or two(maximum) skill areas of speaking, listening, reading and writing, and
- To assess progress of the tutee and reflect on their tutoring experience.

**Drafts of sections of this paper are due in Units 7, 9, 11, 13 and are worth 25% of the course grade. When the sections are submitted, the instructor will give feedback in order for candidates to revise each section for the final paper:**

- Unit 7: Draft of paper section 1: Student-Tutoring—Context Analysis and Language Observation
- Unit 9: Draft of paper section 2: Student-Tutoring—Planning and Instruction Organizer
- Unit 11: Draft of paper section 3: Student-Tutoring—Assessment and Reflection
- Unit 13: Student-Tutoring: Draft of final revised paper for Peer Review & Instructor Review

*The final assignment/paper is due before Class Time in Unit 15.*

A useful resource for this assignment is Swan & Smith's *Learner English*, available in the Course Toolbox. This text addresses most language groups that candidates will likely encounter. Other useful resources can be found in comprehensive L1/English dictionaries.

Candidates should also refer to the assignment Rubric as well as *APA Format Template* available in Course Toolbox.

**Student-Tutoring sessions:** Week 6 through Week 13, a total of 8 sessions. In preparation and writing drafts of student-tutoring paper sections:

- In Week 5, candidates will identify and interview one student (tutee), whose language proficiency is below the class level to tutor
- In Weeks 6-13 candidates will tutor a student (tutee) for a total of 8 sessions focused on a determined area of need in their English language development.

The assignment is non-graded, but are imperative to the success of writing the Learner Challenges Student-Tutoring paper.

Refer to *Interview with the Learner (Tutee) and Tutoring Expectations* available in Course Toolbox.

## GRADING

All course assignments must be completed and submitted by the deadlines specified. Assignment due dates are before Class Time, unless otherwise specified. An extension or a grade of incomplete (IN) is granted only in cases of documented medical problems or family emergencies and must be requested in writing prior to the end of semester.

Assignments will be weighted as follows:

<b>Unit</b>	<b>Assignment</b>	<b>% of Total</b>
Ongoing	Attendance and participation	10%
Ongoing	Group Forum Posts	15%
As assigned Week 7, 9, 11, 13	Presentation	25%
	Learner Challenges Student-tutoring drafts	25%
Week 15	<u>Key Assessment 1</u> : Learner Challenges: Student-Tutoring final paper	25%
	<b>TOTAL:</b>	<b>100%</b>

Final course grades are calculated based on the grade calculation table below:

A = 95–100%	B = 83–85%	C = 73–75%	D = 63–65%
A- = 90–94%	B- = 80–82	C- = 70–72%	D- = 60–62%
B+ = 86–89%	C+ = 76–79%	D+= 66–69%	F = 0–59%

## **DISTANCE LEARNING**

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

### **In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

### **Standards of Appropriate Online Behavior:**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

<http://www.usc.edu/student-affairs/SJACS/>

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

<http://dsp.usc.edu>

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

<https://diversity.usc.edu/>

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

*USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.*

Provides overall safety to USC community. <http://dps.usc.edu>

# COURSE CALENDAR

The following table provides an overview of the units and assignments.

Week/ Unit	Topic and Assignments
1	<p><b>Origins and Variations of English</b></p> <p><u>Required reading</u> Curzan &amp; Adams. Chapter 1: A Language Like English, <b>pgs. 1-13</b> Curzan &amp; Adams. Chapter 11: Language Variation Curzan &amp; Adams. Chapter 13: American Dialects, <b>pgs. 393-394, 402-406</b></p> <p><u>Required viewing</u> Curzan, A. (2011, August 4). <i>Language and Authority [on 2SC]</i></p> <p>Open University – <i>A History of the English Language in Ten Animated Minutes</i></p> <ul style="list-style-type: none"><li>• Chapter One: Anglo Saxon<ul style="list-style-type: none"><li>• Chapter Two: The Norman Conquest</li><li>• Chapter Three: Shakespeare</li><li>• Chapter Four: The King James Bible</li><li>• Chapter Five: The English of Science</li><li>• Chapter Six: English and the Empire</li><li>• Chapter Seven: The Age of the Dictionary</li><li>• Chapter Eight: American English</li></ul></li></ul> <p><a href="https://youtu.be/SfKhJJAhew">https://youtu.be/SfKhJJAhew</a></p> <p>English Words Are Most Borrowed by and Lent from Other Languages: <a href="https://www.youtube.com/watch?v=wuIJYMb42Fg">https://www.youtube.com/watch?v=wuIJYMb42Fg</a></p> <p><u>Supplemental practice</u> <i>Do you Speak American?</i> <a href="http://www.pbs.org/speak/seatosea/standardamerican/">http://www.pbs.org/speak/seatosea/standardamerican/</a></p> <p>Forum Posting</p> <p>Class Time</p>

## 2 Phonology

### Required reading

Curzan & Adams

Chapter 3 English Phonology

Celce-Murcia et al.

Chapter 3: The Consonant System, pgs. 50-72

Chapter 4: The Vowel System, pgs. 113-125

### Required viewing

1. Macmillan Education ELT. (2011, March 4).

*Introduction to teaching pronunciation workshop—Adrian Underhill.*

2. Evan Ashworth, E. (2014, September 11). *Phonetics (Part 1)*

3. Evan Ashworth, E. (2014, September 16). *Phonemes & allophones*

<https://youtu.be/n9168PgGHbc>

Forum Posting

Class Time

## 3 Pronunciation in the Classroom

### Required Reading

Celce-Murcia et al.

- Part 2: The Sound System of North American English: An Overview, pgs. 41-49
- Chapter 7: Pronunciation in the Language Curriculum, pgs. 274-291

Shakhbagova

- Introduction
- American English Consonants, pgs. 2-13
- American English Vowels, pgs. 43-60

### Required Viewing

1. The New School. (2011, June 23).

*Teaching pronunciation: Seven essential concepts with Judy B. Gilbert | The New School.* [on 2SC]

2. Household Hacker. (2013, July 2). *Crazy audio illusion—The McGurk effect*

### Supplemental Practice

- Warner, J. L. (Producer), & Cukor, G. (Director). (1964). *My fair lady* [Motion picture] (Clip: Vowels). US Posted on YouTube by P. Klopper (February, 4, 2011)
- Warner, J. L. (Producer), & Cukor, G. (Director). (1964). *My fair lady* [Motion picture] (Clip: "The rain in Spain"). USA: Warner Bros. Posted on YouTube by Shanm (August 6, 2008)

Forum Posting

Class Time

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## Morphology

### Required Reading

Curzan & Adams

- Chapter 4: English Morphology

### Required viewing

*An Introduction to Morphology* <https://www.youtube.com/watch?v=syjbhT45J14>

*English Vocabulary: Roots, Prefixes and Suffixes*

<https://www.youtube.com/watch?v=0diRbQ-mgfo>

*Morphology 101*

<https://www.youtube.com/watch?v=pHGtn563DQI>

Forum Posting

Class Time

5

## Syntax

### Required reading

Curzan & Adams

- Chapter 5: English Syntax: The Grammar of Words
- Chapter 6: Phrases, Clauses, and Sentences, pgs. 163-183

### Required viewing

Equinox Films – *The Human Language Series*, Episode 3: Syntax

Evan Ashworth: Syntax—Part 1, Part 2, Part 3: <https://youtu.be/n9168PgGHBc>

Caroline Heycock: Generative Syntax 1—Prescriptive and Descriptive Rules

<https://youtu.be/xq5g82Kx8c4>

Forum Posting

**Student-Tutoring: Interview with the Learner (Tutee)**

Class Time

6

## Grammar in the Classroom

### Required reading

Ellis, R. (2002). The place of grammar instruction in the second/foreign language curriculum. In Hinkel and Fotos. *Perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum. [Ellis2002theplaceofgrammarinstruction.pdf](#)

Ellis, R. (2006) Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1) – pgs. 83 [Ellis2006currentissuesinteachinggrammar\\_2\\_2.pdf](#)

### Required viewing

Dr. Keith Folse Plenary KOTESOL International Conference 2011— Key Grammar Issues: <https://www.youtube.com/watch?v=btYQbct189I>

Killing the Speech—"Modern" Kids Losing Language and Confidence? - Observed/Poem by Taylor Mali: <https://www.youtube.com/watch?v=hnjJvzprjN0>

Forum Posting

### **Student-Tutoring Session 1**

Class Time

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## Semantics

### Required Reading

Curzan & Adams

- Chapter 7: *Semantics*

Schmitt & Marsden

- Chapter 4: English Vocabulary: Why Are There So Many Words, and Where Did They Come From?

Frayser Model Handout

[http://www.nbss.ie/sites/default/files/publications/frayer\\_model\\_-\\_vocabulary\\_strategy\\_handout\\_copy\\_3.pdf](http://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf)

### Required viewing

*What Is Meaning?* <https://www.youtube.com/watch?v=9ZDkp8dUWyw>

*Frayser Model* <https://www.youtube.com/watch?v=W5cvEf0ueDE>

Teaching Chanel, *Circle Maps* <https://www.teachingchannel.org/videos/circle-maps-nea>

Teaching Chanel, *Organize Your Thinking to Critically Analyze Text*. Glenview School in Oakland <https://www.teachingchannel.org/videos/help-students-analyze-text>

Forum Posting

### **Student-Tutoring Session 2**

**Draft of paper section 1: Student-Tutoring—Context Analysis and Language Observation**

Class Time

**8**

**Spelling and Vocabulary in the Classroom**

Required Readings

Farrell text

- Chapter 6: Teaching Vocabulary to ELLs

Kinsella

- Preparing for Effective Vocabulary Instruction  
[https://www.scoe.org/docs/ah/AH\\_kinsella1.pdf](https://www.scoe.org/docs/ah/AH_kinsella1.pdf)

Templeton

- Chapter 35: Teaching Spelling in the English/Language Arts Classroom. In Lapp & Fisher (Eds.) The handbook teaching the English language arts (3rd ed.), pgs. 247-251

Required viewing

Words Their Way (3 videos):

Inf-Lite Teacher. (2014, April 15). *Words their way— Developmental spelling stages*

Inf-Lite Teacher. (2014, April 15). *Words their way— Diagnostic assessment*

Inf-Lite Teacher. (2014, April 15). *Words their way—Word sorts*

Forum Posting

**Student-Tutoring Session 3**

Class Time

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## Pragmatics and Discourse 1

### Required reading

Curzan & Adams

- Chapter 8: Spoken Discourse

Tannen, D. Conversational signals and devices.

### Required viewing

The RSA. Steven Pinker (2011, February 10). *Language as a window into human nature*

Pangeaprogressblog. (2010, February 20). *Steven Pinker: Language & thought (I)*

Deborah Tannen *That's not what I meant Signals, Devices, Rituals*

<https://youtu.be/CFa2m-tLIaE>

Forum Posting

**Draft of paper section 2: Student-Tutoring—Planning and Instruction Organizer**

**Student-Tutoring Session 4**

Class Time

10

## Pragmatics and Discourse 2

### Required reading

Curzan & Adams

- Chapter 2: *Language & Authority: Spoken vs. Written Discourse*, pgs. 43-46.

Hyland,. Genre pedagogy: Language, literacy and L2 writing instruction

<http://www2.caes.hku.hk/kenhyland/files/2010/12/Hyland-genre-teaching.pdf>

Gibbons

- Chapter 5: Learning to Write in a Second Language and Culture

### Required Viewing

Gradual Release, Descriptive Writing [https://www.youtube.com/watch?v=uE\\_KTMRwbJs](https://www.youtube.com/watch?v=uE_KTMRwbJs)

Planning & Organizing for Writing <https://youtu.be/EUKGk8MTqhY>

Lucy Calkins on Being a Good Writer <https://www.youtube.com/watch?v=WO29k1-RvsA>

Forum Posting

**Student-Tutoring Session 5**

Class Time

11

## Speaking in the Classroom

### Required Reading

Brown

- Chapter 17: Teaching Speaking

Nation & Newton

- Chapter 9: Teaching Fluency

Shakhbagova

- Connected Speech: Sentence Stress, Rhythm, & Pausing

### Required Viewing

UOregon. (2009, January 15) [Shaping the way we teach English: Module 03, Integrating skills.](#)

### Supplemental Practice

Angelou, Maya. (1994). [Phenomenal woman \[Poem\]](#). Posted on YouTube by Islandbreed01 (March 29, 20

Forum Posting

### **Draft of paper section 3: Student-Tutoring—Assessment and Reflection**

### **Student-Tutoring Session 6**

Class time

12

## Listening in the Classroom

### Required reading

Brown

- Chapter 16: Teaching Listening

Nation & Newton

- Chapter 3: Listening

### Required viewing : Practice material

Fistofblog. (2008, February 22). [Speaker one](#)

Japanarchist. (2011, October 2). [Speaker two](#)

### Supplemental Practice

Movie clip and DVD: Hurley, E., & Mulvehill, C. (Producers), & Makin, K. (Director). (1999). [Mickey blue eyes \[Motion picture\] \(Clip: New York accent\)](#). USA: Warner Bros. & UK: Universal Picture YouTube by Terribletc (March 27, 2007).

Forum Posting

### **Student-Tutoring Session 7**

Class Time

13

## Reading in the Classroom 1

### Required reading

Farrell Text:

- Chapter 1: Teaching Reading to ELLs
- Chapter 2: Reflecting on the Reading Process
- Chapter 7: Planning Effective Reading Lessons for ELLs
- Chapter 8: Promoting Extensive Reading for ELLs

Hull & Moje. (2012). *What is the development of literacy the development of?*

<http://ell.stanford.edu/sites/default/files/pdf/academic-papers/05-Hull%20%26%20Moje%20CC%20Paper%20FINAL.pdf>

### Required viewing

Rick's Reading Workshop:

<https://www.teachingchannel.org/videos/student-reading-workshop-lesson>

Selecting books to match learners:

<https://www.youtube.com/watch?v=ocOSRUBi218>

[https://www.youtube.com/watch?v=C95ZO2j\\_7zI](https://www.youtube.com/watch?v=C95ZO2j_7zI)

*Shaping the Way We Teach English: Authentic Materials (Module 8)*

<https://youtu.be/8mgwWhWa0Q8>

Forum Posting

### **Student-Tutoring Session 8**

**Student-Tutoring: Draft of final revised paper for Peer Review & Instructor Review**

Class Time

<p><b>14</b></p>	<p><b>Reading in the Classroom 2</b></p> <p><u>Required reading</u> Farrell Text:</p> <ul style="list-style-type: none"> <li>• Chapter 3: Teaching Reading Fluency and Comprehension to ELLs</li> <li>• Chapter 4: Teaching Reading Strategies to ELLs</li> <li>• Chapter 5: Teaching Text Structure to ELLs</li> </ul> <p>Handout on reciprocal teaching: <a href="http://www.nbss.ie/sites/default/files/publications/reiciprocal_teaching_strategy_handout_copy_2_0.pdf">http://www.nbss.ie/sites/default/files/publications/reiciprocal_teaching_strategy_handout_copy_2_0.pdf</a></p> <p>Bunch, Kibler, &amp; Pimentel. (2012). <i>Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards</i> <a href="http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf">http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf</a></p> <p><u>Required viewing</u> Comprehension: Helping ELLs Grasp the Full Picture <a href="http://www.colorincolorado.org/webcasts/comprehension/">http://www.colorincolorado.org/webcasts/comprehension/</a> (view the first 20 minutes)</p> <p>Reciprocal Teaching <a href="http://vidooly.com/video/TPVqXbbJZ54">http://vidooly.com/video/TPVqXbbJZ54</a></p> <p>Understanding Language, Stanford, English Language Arts <a href="http://ell.stanford.edu/teaching_resources/ela">http://ell.stanford.edu/teaching_resources/ela</a></p> <p>Forum Posting Class Time</p>
<p><b>15</b></p>	<p><b>Writing in the Classroom</b></p> <p><u>Required reading</u> Ferris &amp; Hedgcock</p> <ul style="list-style-type: none"> <li>• Chapter 7: Response to Student Writing: Issues and Options for Giving and Facilitating Feedback</li> <li>• Chapter 8: Improving Accuracy in Student Writing: Error Treatment in the Composition Classroom</li> </ul> <p><u>Required Viewing</u> Rod Ellis TESOL Seminar: <i>Written Corrective Feedback</i> <a href="https://www.dailymotion.com/video/x2lzjl">https://www.dailymotion.com/video/x2lzjl</a></p> <p>A Video interview: Alma Flor Ada (view all 6 segments): <a href="http://www.readingrockets.org/books/interviews/ada">http://www.readingrockets.org/books/interviews/ada</a></p> <p>Forum Posting</p> <p><b><u>Key Assessment 1: Learner Challenges Student-Tutoring—final paper</u></b></p> <p>Class Time</p>
<p><b>16</b></p>	<p><b>Course Wrap-up- Check-in on final paper and tutoring experience.</b></p>

## **Mediated Forum Discussions**

Participation in a weekly Forum Discussions are required, which will be done in small groups. In this assignment, candidates will conduct an online collaborative discussion about the unit readings, videos, and reflections on their experiences. In **Week 1**, candidates will post individually; however, in **Weeks 2-15**, an alternating member of the forum group will take responsibility for responding to **one** of the discussion questions to begin a forum discussion with group members. The person who begins the forum post will need to post at least several days before class time. Each group member must respond at least 1 time to the original forum 24 hours before class time. The length of each contribution can range from one to several paragraphs, but not more than one page.

## **Unit Forum Discussion Questions**

### **Unit 1**

What do you think was most relevant from the Skype interview with Professor Anne Curzan, co-author of *How English Works: A Linguistic Introduction*?

Refer to Curzan and Adams (2012) chapter on Language Variation- describe “communities of practice.” What are some communities of practice that you belong to and participate in?

How does the use of language vary in particular communities?

Discuss three factors that significantly changed the course of the history of English.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

### **Unit 2**

What are the most interesting concepts about English phonology that you have taken away from this week's readings/videos? Explain why.

Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.

How do the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 3**

What are the most interesting concepts about Pronunciation in the Classroom that you have taken away from this week's readings/videos?

Discuss some of Judy Gilbert's suggestions for teaching pronunciation. How could you use these with students?

How do the concepts in this unit present a language learning challenge. Give specific examples. Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 4**

What are the most interesting concepts about English Morphology that you have taken away from this week's readings/videos?

How can teaching derivational and inflectional morphology support ELLs in their language acquisition?

What specific instructional practices for teaching inflectional morphology have you used/encountered as a language teacher/ learner?

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 5**

What are the most interesting concepts about English syntax that you have taken away from this week's readings/videos?

Curzan and Adams (2012) describe chapter 6 as focusing on "well-formedness" of sentences" (p. 193). What is the rationale for challenging such a view of grammar? What are the implications of generative vs. alternative approaches to grammar for classroom practice?

Reflect on your collective second/foreign language learning experiences. How did the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why? Again, these three seem similar.

## **Unit 6**

What areas of grammar are most challenging for you as the teacher? What areas are most challenging for students/tutee?

How do you understand the following quote: "...any reference to grammar that fails to describe the form-meaning connections of the target language must necessarily be inadequate." (Ellis, 2006, p. 87). What are the implications of this idea for your teaching practice?

Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

## **Unit 7**

What are the most interesting concepts about semantics that you have taken away from this week's readings/videos? Explain why.

Curzan and Adams (2012) discuss the importance of context for meaning construction. What is your understanding of context? Discuss whether and how context is important for language learning.

The theory of linguistic relativity addresses the relationship between language and thought. Do you think this theory is relevant for language teaching/ learning? Why or why not?

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

## **Unit 8**

How is teaching of spelling and vocabulary in the classroom connected to the topics of morphology, syntax or semantics covered in previous weeks?

How could you use word sorts with students? Describe what the students learning needs are and the type of sort you would have them work with.

Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 9**

Select one or more of this week's readings/videos. Using specific examples, describe ways to support students in using appropriate English pragmatics for particular contexts.

What are the most interesting concepts about the study of pragmatics and discourse that you have taken away from this week's readings/videos? Explain why.

How do the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 10**

Have you ever participated (as a teacher or a learner) in genre-based writing? If so, what did you enjoy the most/ least about this genre? If not, what justifications would you use for implementing/not implementing genre-based pedagogy?

What are ways you can support your English learners with planning and organizing for their writing before they start drafting?

What are the most interesting concepts about L2 writing instruction and/or genres of writing that you have taken away from this week's readings/videos? Explain why.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

### **Unit 11**

What are the most interesting concepts about the study of speaking in the classroom that you have taken away from this week's readings/videos?

Select one or more of this week's readings/videos. Using specific examples, describe how the concepts **accuracy** and **fluency** appear in the classroom where you are teaching/observing.

Explain how grammar instruction can be integrated into speaking lessons.

Discuss ways to include all students in **fluency** practice; **and** identify ways to assess speaking.

How do the concepts in this unit present a language learning challenge? Give specific examples.

## **Unit 12**

Explain ways to design authentic listening tasks for students of various skill levels.

Select one or more of this week's readings/videos. Using specific examples, describe how the concepts presented appear in the classroom where you are teaching/observing.

What are the most interesting concepts about listening in the classroom that you have taken away from this week's readings/videos?

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching. Why?

## **Unit 13**

What strategies in Reciprocal Teaching would have most benefitted you as a young reader (question, clarify, summarize, predict)? What strategies would be most beneficial to your tutee and/or students you teach?

Consider the 8 principles of teaching reading to ELLs outline in Farrell (2009, pp. 7-11). How do you apply these principles in your teaching context or have seen them applied in your own language learning experiences?

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

## **Unit 14**

What is most relevant to you regarding the use of reading strategies in the classroom, reading comprehension and/or text structure that you have taken away from this week's readings/videos? Explain why.

Explain ways teachers can support the comprehension of text BEFORE having student read.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?

## **Unit 15**

What are the most interesting concepts about responding to student writing, giving feedback, and/or addressing issues of accuracy that you have taken away from this week's readings/videos? Explain why.

As a learner, how has writing feedback from former teachers helped you, and/or not helped you as a writer?

Reflect on your collective second/foreign language learning experiences. How do the concepts in this unit present a language learning challenge? Give specific examples.

Tie the concepts in the course readings to the video(s) for this unit. Give specific examples from the videos of key terms/concepts from the readings.

Which aspects of this week's readings/videos do you find potentially most relevant to your classroom teaching? Why?



<p>Standard 1.b. Language Acquisition and Development</p>	<p>1 &amp; 5</p>	<p>Reinforced</p>	<p>Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.</p>	<p>Unit readings and videos familiarize candidates with current theories of second language acquisition and ways in which teachers can facilitate language development. In the Units' Study Group Sessions and Forum Postings, candidates analyze the ideas in the readings and videos and reflect on their own experiences with the topics based on classroom observation or their own classroom teaching. Assessment of the Forum Posting is rubric-based.</p>
<p><b>Standard 3.c.</b> Using Resources and Technology Effectively in ESL and Content Instruction</p>	<p>1-10</p>	<p>Reinforced</p>	<p>Candidates are familiar with a wide range of standards- based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>	<p>Unit readings and videos familiarize candidates with a wide range of materials, resources, and techniques they can use in the second language classroom. In the Units' Study Group Sessions and Forum Postings, candidates analyze the ideas in the readings and videos. Assessment of both the Forum Posting and Lesson Plan is rubric based.</p>

### TESOL Technology Standards

<b>Goal 4, Standard 1</b>	1-10	Mastered	Language teachers use communication technologies to maintain effective contact and collaboration with peers, students, administration, and other stakeholders.	Through the unit Forum Postings and file uploads, candidates interact via technology with their peers and instructor, using technology as a vibrant means of collaboration and information exchange.
<b>Goal 4, Standard 2</b>	5-10	Introduced	Language teachers regularly reflect on the intersection of professional practice and technological developments so that they can make informed decisions regarding the use of technology to support language learning and communication.	The two substantive assignments in the course require candidates to access and assess a wide range of online linguistic resources; they apply the information gleaned from these sites to the learner populations they are working with to support and enhance their language learning.

## TPE STANDARDS

**TPE Standard 1** Engaging and Supporting All Students in Learning

Engaging and supporting students in learning English is one of the primary priorities for teachers. They should regularly apply knowledge of students, including their prior experiences, interests, socio- emotional needs, as well as culture, language and socio-economic background to engage them in learning.

Through discussions of course readings and video viewing, Study Group sessions as well as Forums, candidates demonstrate their critical and creative thinking and analysis through collaborative activities that provide for inquiry, problem solving, responding to and framing meaningful questions that are aimed at enhancing learners' language acquisition and engaging them in activities in their future teaching.

<p><b>TPE 3: Understanding and Organizing Subject-matter for Student Learning</b></p>	<p>Language teachers should use knowledge about students (context analysis) and learning goals gained in the course in order to be able to facilitate teaching/learning process, support learner understanding of the subject-matter and make accommodations and/or modifications in the curriculum as needed to promote student learning.</p>	<p>The course provides a supportive learning environment both for online and on ground students by using a variety of appropriate strategies, resources, and technology. Candidates regularly model and develop digital literacy by using technology to support their learning and teaching. One of the graded assignments in the course units is video-taping and uploading Study Group sessions that are aimed to discuss unit readings and videos. The other use of technology is team teaching presentation on a unit topic. As teachers-to- be, students have the opportunity to use display materials (animations, video- or movie clips such as YouTube and other sources) that will raise learners' interest for an engaging, interactive and creative lesson too.</p>
<p><b>TPE 6: Developing as a Professional Educator</b></p>	<p>It is of the foremost goal of the MAT TESOL program and the current course to have students reflect on their own learning and teaching to design lesson plans and implement instructional plans in student-tutoring sessions that will enhance their teaching professionally.</p>	<p>Candidates investigate linguistic topics of current interest and design individualized lessons tailored to the English level of a learner-tutee. Student- tutoring gives them the opportunity to apply course concepts and get teaching experience. Candidates develop a multi-step documented evidence of a project that will help them to further professional objectives after graduation.</p>