

**EDCI 510, Section 001**  
**Linguistics for PreK-12 ESOL Teachers**

**FALL 2009**

**Tuesdays, 7:20 -10 pm**

**Innovation Hall, Rm. 319**

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**Office Hours** Tues., 5 – 6:30 p.m. & **by appointment** on Mondays

***If you are going to miss class or be late on class day:*** TEL: (703) 993-2050  
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### **Course Description**

This graduate course provides an introduction to language as a system, with a particular focus on teaching English as a second language (ESOL) to students in public schools, Grades PreK-12.

Among the topics addressed are: English phonology, morphology, and syntax; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; pragmatics and semantics, language variation, first and second language acquisition, writing systems, language processing & neurolinguistics, and implications for teaching content-specific language (math, science, social studies). In addition, candidates will be introduced to the universal grammar of language and various grammar points that pose difficulty for English language learners, including verb formation and verb tenses, modals and auxiliary verbs, phrasal verbs, articles, reference and possession, mass and count nouns, prepositions, conditionals, and relative clause formation.

**Teachers of English to Speakers of Other Languages (TESOL)  
National Council of Accreditation for Teacher Education (NCATE)**

**Professional Standards for ESL PreK-12 Teacher Licensure**

**DOMAIN 1: LANGUAGE**

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.

**Standard 1.a. Describing Language**

Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

***Performance Indicators from the TESOL Standards include:***

**1.a.1. Apply knowledge of phonology** (the sound system) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.

- Candidates *apply knowledge* of developmental and contrastive phonology to *identify difficult aspects* of English pronunciation for their students, noting how ESOL students' *L1 and identity* may affect their English pronunciation.
- Candidates *develop contextualized activities* to assist ESOL students in recognizing, using, and acquiring the English sound system, thus enhancing oral skills.
- Candidates incorporate a *variety of instructional techniques* to assist ESOL students in *developing phonemic awareness* as well as other reading skills.

**1.a.2. Apply knowledge of morphology** (the structure of words) to assist ESOL students' development of *oral and literacy skills in English*.

- Candidates *apply knowledge* of developmental and contrastive morphology to facilitate ESOL students' *acquisition of English oral and literacy skills*.
- Candidates *design contextualized activities* to provide input and practice of patterns of English word formation.

**1.a.3. Apply knowledge of syntax** (phrase and sentence structure) to assist ESOL students in developing written and spoken English.

- Candidates *design contextualized instruction* to help ESOL students understand, notice, use, acquire, and practice English syntactic structures.
- Candidates draw on their knowledge of *developmental and contrastive aspects* of English syntax to systematically build ESOL students' ability to use English syntactic structures.
- Candidates *recognize and teach syntactic structures* that ESOL students must understand and use *to communicate effectively* in spoken and written form in a variety of situations and academic content areas.

**1.a.4. Apply understanding of semantics** (word/sentence meaning) to assist ESOL students in acquiring and productively using a wide range of vocabulary in English.

- Candidates *apply knowledge of how meaning is constructed* in English to assist ESOL students to *develop and use a wide range of vocabulary* in English.
- Candidates *design instructional activities* to help ESOL students to understand and use vocabulary appropriately in spoken and written language.
- Candidates provide ESOL students with timely input and *sufficient contextualized practice, with particular attention to semantic and thematic groupings of new vocabulary, idioms, cognates, and collocations.*

**1.a.5. Apply knowledge of pragmatics** (the effect of context on language) to help ESOL students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings.

- Candidates help ESOL students understand how context affects the use and form of oral and written communication by *providing models and practice* with focused feedback.
- Candidates *design contextualized instruction using formal and informal language* to assist ESOL students in using and acquiring language for a variety of purposes.

**1.a.6. Demonstrate ability to help ESOL students develop social and academic language skills in English.**

- Candidates *explain specific examples of social and academic language*, focusing on important vocabulary, syntax, and discourse structures in written and spoken contexts.
- Candidates *design contextualized instructional activities* using written and

spoken language to assist ESOL students in recognizing, using, acquiring, and practicing social and academic language.

**1.a.7. Demonstrate ability to help ESOL students acquire a range of genres**, rhetorical and discourse structures, and *writing conventions* in English.

- Candidates identify current standards of writing mechanics in English and can explain to ESOL students how their L1 may affect their use of these mechanics.
- Candidates *design contextualized activities* that assist ESOL students in recognizing, using, acquiring, and *practicing Roman script, spelling, punctuation, capitalization, and text organization in English*.
- Candidates understand the impact that learning a new orthography and writing conventions have on ESOL students' progress in learning how to read and write in English and assist students as appropriate.

**1.a.8. Demonstrate understanding of the nature and value of World Englishes and dialect variation**, and build on the language that ESOL students bring in order to extend their linguistic repertoire.

- Candidates *build on English dialects* that ESOL students bring to the classroom to help them extend their linguistic repertoire in English.

**1.a.9. Locate and use linguistic resources** to learn about the structure of English and of students' home languages.

- Candidates *locate and use resources* that describe the *specific linguistic traits of English and of their ESOL students' home languages*.

**1.a.10. Demonstrate proficiency in English** and serve as a good language model for ESOL students.

- Candidates *demonstrate proficiency* in oral and written and social and academic English, and serve as *good language models* for ESOL students.

To see detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, please see entire document at:

<http://www.ncate.org/documents/ProgramStandards/tesol.pdf>

For the **ESL TEACHING INTERNSHIP Portfolio in this M.Ed. program**, you will be expected to show evidence of having met each of the standards listed in the box above by your performance in this course.

Therefore, **be sure to keep all of your projects from this course**, including the instructor's comments on your papers and other work.

In addition, **send each of your projects in this course to your instructor by email or on a CD-Rom** for documentation purposes.

***Candidates completing EDCI 510 will be able to:***

1. Describe language and its components (phonology, morphology, and syntax);
  2. Examine implications of phonology, morphology, and syntax for teaching PreK-12 ESOL students;
  3. Use knowledge of linguistics to teach four language skills (listening, speaking, reading, writing);
  4. Anticipate learning difficulties based on students' native languages;
  5. Use knowledge of language as a system to plan literacy instruction with content area textbooks (e.g., social studies, math, science) at various grade levels;
  6. Identify errors that are developmental, meaningful, and systematic and plan appropriate instructional activities;
  7. Identify types of errors that will not benefit from correction;
  8. Differentiate between social and academic language;
  9. Incorporate instructional activities for developing phonemic awareness in reading;
  10. Identify discourse varieties and register, including elements of politeness and slang;
  11. Teach strategies to help PreK-12 students in U.S. public schools:
    - monitor their own pronunciation and grammar in spoken and written forms;
    - learn new vocabulary;
    - extend and use their native languages to promote proficiency in English; and

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  12. Develop contextualized learning activities to assist ESOL students in Grades PreK-12 in acquiring English phonology, morphology, syntax, vocabulary; formal and informal varieties of language (pragmatics), writing conventions and orthography, and text structure in writing; [main goal of this course].
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**Instructional approaches include:** Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. *Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course.* **Student presentations and projects will be evaluated** using performance-based, criterion-referenced scoring rubrics, while quizzes will be scored objectively.

### ***GSE Syllabus Statements of Expectations/Behaviors/Attitudes***

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The Graduate School of Education (GSE) expects that *all students* abide by the following principles:

1. Students are expected to exhibit professional **behavior and dispositions**. See <http://gse.gmu.edu> for a listing of these dispositions.
2. Students must follow the guidelines of the **University Honor Code**. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
3. Students must agree to abide by the university policy for **Responsible Use of Computing**. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
4. Students with **disabilities who seek accommodations** in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
5. **Cell Phones OFF:** Students are required to keep all cell phones turned off during class. In case of a campus emergency, the instructor will be notified on her cell phone.

#### **Inclement Weather/Emergency Policy**

*In case of snow, hurricanes, dangerous weather conditions, or security emergencies, call 993-1000 or go to [www.gmu.edu](http://www.gmu.edu) for information on class cancellations and university closings.*

#### **MASON ALERT**

*Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>*

## Course Requirements

<b>1. Quizzes</b>	<b>30%</b>	Quizzes on Assigned Readings
<b>2. Teaching Demo</b>	<b>35%</b>	Teach a Language Lesson (due Weeks 4-12)
<b>3. Textbook Analysis</b>	<b>35%</b>	Analyze Grade-Level Textbooks used in Grades PreK-3, 4-6, 7-9, or 10-12 for linguistic components (due Week 15)

**Requirements 1 & 2 must be conducted on different syllabus topics.  
Students may work in pairs or triads for 2 of the 3 course requirements.**

## Textbooks

All books have been ordered through the GMU Bookstore.

### Required Texts

Freeman, D. E. & Y. S. Freeman. (2004). *Essential Linguistics: What You Need to Know to Teach*. Portsmouth, NH: Heinemann.

Teschner, R. V. & E. E. Evans. (2007). *Analyzing the Grammar of English*. 3<sup>rd</sup> Ed. Washington, D.C.: Georgetown University Press.

### Optional Texts

Luria, H., D. M. Seymour, & T. Smoke (Eds). (2006). *Language and Linguistics in Context*. Lawrence Earlbaum.

Parker, F. & K. Riley. (2004). (4th Ed). *Linguistics for Non-Linguists: A Primer with Exercises*. Boston: Allyn & Bacon.

\*Students will be asked to use a personal computer (PC) for preparing course requirements, for accessing Blackboard, and for contacting the instructor and classmates through email.

**Blackboard: Each student will access the class Internet web site using *his/her GMU email login name and password* to access class handouts.**

Go to <http://gmu.blackboard.com/> and

**Check for pop-up blockers that may not allow you to access Blackboard.**



### Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.

Week/ Date	Topics & Assigned Readings
1 9/1/09	Overview of course objectives, texts, & requirements. What is Linguistics? Branches of Linguistics. Universal Grammar. First Language Acquisition & Role of Errors.  <i>Readings Freeman &amp; Freeman, Introduction &amp; Ch. 1</i>
2 9/8	Utterances, Sentences, Clauses, & Phrases. Most Important Parts of Speech. Case. Prescriptive vs. Descriptive Grammar. Phonemes & Morphemes. Written & Second Language Acquisition. Two Views of Reading & Writing. Krashen's Hypotheses. Critical Period. <b>TEACHING DEMO: How to do it.</b>  <i>Readings Freeman &amp; Freeman, Ch. 2                      Teschner &amp; Evans, Introduction &amp; Ch. 1</i>
3 9/15	Verbs, Tenses, Forms, & Functions. Auxiliary Verbs  <i>Readings Teschner &amp; Evans, Ch. 2</i>
4 9/22	English Phonology. Phonemes. Phonology & Teaching L2 Reading. Two Views of Phonemic Awareness. Allophones. Dialects. Differences between Languages. <b>TEACHING DEMOS.</b>  <i>Readings Freeman &amp; Freeman, Chs. 3 - 4</i>
5 9/29	Phonology and Language Differences. Implications for Teaching. <b>Teaching DEMOS.</b>  <i>Readings Freeman &amp; Freeman, Chs. 3 - 4</i>
6 10/6	Basic Structures, Questions, Do-Insertion, Negation, Auxiliary, Responses, Emphasis, Contraction. <b>TEACHING DEMOS.</b>  <i>Readings Teschner &amp; Evans, Ch. 3</i>
7 10/13	<b>NO CLASS – Columbus Day Break</b>
8 10/20	English Orthography. Modals, Prepositional & Particle Verbs (Two-word verbs), Transitivity & Voice, Conditionality. <b>TEACHING DEMOS. Mid-Term Feedback Forms.</b>  <i>Readings Freeman &amp; Freeman, Ch. 5                      Teschner &amp; Evans, Ch. 4</i>

9	10/27	Linguistics & Phonics. Noun Phrase and its components: Form & Function. Mass & Count Nouns. Syntax & Two Views of Reading. <b>TEACHING DEMOS.</b>  <b>Readings Freeman &amp; Freeman , Chs. 6 &amp; 9; Teschner &amp; Evans, Ch. 5</b>
10	11/3	English Morphology. <b>TEXT ANALYSIS: HOW TO DO IT.</b> <b>TEACHING DEMOS.</b>  <b>Readings Freeman &amp; Freeman, Ch. 7</b>
11	11/10	Morphology & Teaching Reading. Developing Academic Language. <b>TEACHING DEMOS.</b>  <b>Readings Freeman &amp; Freeman, Ch. 8</b>
12	11/17	Adjectives & Relative Clauses. <b>TEACHING DEMOS.</b>  <b>Readings Teschner &amp; Evans, Ch. 6</b>
13	11/24	Adverbs, Referentials, Fronting. <b>TEACHING DEMOS.</b>  <b>Readings Teschner &amp; Evans, Ch. 7</b>
14	12/1	Compound Sentences: Coordination & Subordination.  <b>Readings Teschner &amp; Evans, Ch. 8</b>
15	12/8	Planning Learning Objectives by Language Proficiency Level. <b>TEXT ANALYSIS DUE TODAY OR IN 1 WEEK.</b>