

EDCI 510  
Applied Linguistics for ESOL Teachers, PK-12  
Spring 2011

Dr. Shelley Wong  
George Mason  
Graduate School of Education

**EDCI 510, Section 001-10663**  
**Linguistics for PK-12 ESOL Teachers**  
**Spring 2011**

Thursday: 4:30-7:10pm Nguyen Engineering Bldg. 1103

**Associate Professor** Dr. Shelley Wong

**Mailing Address** Graduate School of Education, MSN 4B3  
George Mason University, Fairfax, VA 22030-4444

**Office Location** Robinson Hall A, Room 325A

**Office Hours** Tues. 2:30-4:00 & Weds. 6:00-7:00 p.m.

**If you are going to miss class or be late to class,** Email: [swong1@gmu.edu](mailto:swong1@gmu.edu)  
Or to make an appointment, request or ask a question:  
(703) 993-3513

**Course Description/Rationale**

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

Among the topics addressed are: English phonology, morphology, syntax, and discourse; implications for teaching English language learners the four language skills – listening, speaking, reading, and writing; and implications for teaching content-specific language (math, science, social studies). In addition, candidates will be introduced to major grammatical structures ESOL teachers 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. The course will employ frameworks, strategies and activities to raise intercultural and critical language awareness and incorporate additive approaches to the teaching of English which build upon home heritage languages of students in multilingual, multicultural schools and communities.

This course fulfills the English Linguistics requirement for Virginia Licensure in ESL and NCATE/TESOL Standards for Teacher Preparation programs.

*\*This syllabus is adapted from the original drafted by the designer, Dr. Lorraine V. Pierce.*

**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' LI 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.

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- 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>

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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 depositing in Task Stream or on a flash drive or a CD-Rom* for documentation purposes.

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

1. Demonstrate applications of linguistics to teaching and learning in PreK-12 contexts; integrate and connect the four language skills (listening, speaking, reading, and writing) to develop curriculum that addresses the whole person.
2. Teach strategies to help Pre K-12 students in U.S. public schools:
  - extend the forms and functions of language use
  - 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
3. Adopt a multilingual, multicultural orientation to teaching and learning English as an *additional* language; anticipate learning difficulties based on students' native languages; and incorporate home languages into the classroom.
4. Use knowledge of language as a system to scaffold literacy instruction at various grade levels with content area textbooks (e.g., social studies, math, and science); analyze texts critically for their "hidden curriculum" and "selective tradition."
5. Answer ESOL students' questions about grammar, distinguish between errors and mistakes and know how to address them in a supportive and sensitive manner.
6. Utilize knowledge of English phonology, morphology, syntax, semantics and pragmatics to develop meaningful contextualized learning activities for ESOL students.
7. Analyze pedagogical implications of discourse variety and register including English as an International Language, World Englishes, African American Vernacular English, elements of politeness and slang.

**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 projects will be evaluated** using performance-based, criterion-referenced scoring rubrics.

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

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students

as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

*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, other bad weather, or security emergencies, call 703 993-1000 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**

1. **Class participation and homework assignments:** Read chapters and complete assigned exercises from the GB text; participation in discussions, problem solving activities and responding to student writing (10%)
2. **Midterm (15%) Final (20%)** (35%)
3. **Teaching demonstrations:** (25%)  
Sign up for 2 demonstrations. (Plan for 20 minutes for GB; 5-10 for Mini-lesson.)
  - A. Syntax (Grammar Book Demonstration) (Syntax) 15%  
Select from: Ch. 10, 11, 12, 13, 14, 18, 19, 20, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35
    - 1) What is the grammar point/topic?
    - 2) Why is it difficult for ESL/EFL learners? (Provide examples from student writing)
    - 3) Show us some activities or exercises (realia, multi-media, meaningful and thematic /content based)

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4) Look at the way that various grammar reference books and textbooks handle the topic. Provide an annotated bibliography and critique of what you found.

B. Mini lesson on: (Choice one) 10

- 1) Writing Samples: Show us examples of ESL student writing (PreK-12)
- 2) Contrastive Analysis and Language Exposure
- 3) Pronunciation
- 4) Word Study

5. **Final group project (Textbook analysis) (30%)**

Total: **(100%)**

#### **Textbooks**

**All books have been ordered through the GMU Bookstore.**

#### **Required Texts**

Celce-Murcia, M. & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teachers Course. 2nd edition. Rowley, MA: Newbury House.

#### **Recommended Texts**

Cowan, R. (2008) *The Teacher's Grammar of English*. New York: Cambridge University Press.

Freeman, D. & Freeman, Y. (2004). *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Heinemann, NH

Bear, D.R. et. al. (2006) *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling*. Prentice Hall.

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**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.

Week/ Date	Topics & Assigned Readings
1 1/27	Overview of course objectives, texts, & requirements. Introductions: Learning in Community Pretest Introduction to the role of grammar in ELT <b>Readings</b> (Prepare to discuss the following):  Pennycook, A. (1996). Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism TESOL Quarterly, 30(2), pp. 201-230. (Available electronically: <a href="http://library.gmu.edu">http://library.gmu.edu</a> click on Ejournals.)
2 2/3	What is Linguistics? What is grammar? Grammatical terms to know.  Teaching Demonstration: MASS Count Nouns Sign up for Teaching Presentations.  Readings: The Grammar Book (GB) Chapter 1 AND 2. <b>HOMEWORK DUE:</b> Ch. 2 Exercises 1-10, pp. 25-26
3 2/10	Praxis and ESOL Teacher Competency in Grammar  Errors, Mistakes & Correction  Tense and Aspect System <b>GB</b> Chapter 4: The Copula and Subject Verb Agreement Read and do homework for Chapter 4 (Chapters 3 optional)

4	2/17	Writing Samples: Students with Interrupted Schooling  Modals and Related Forms <i>GB</i> Chapter 7: Read and do homework
5	2/24	Contrastive Analysis Native and Non-Native Speaker Competencies and Collaboration Read: Wong-Fillmore, L. (1993) Learning a language from learners.  <i>GB</i> Chapter 8: Read and do homework
6	3/3	Discourse Analysis Text Analysis Assignment How to Do It Writing Samples Presentations <i>Tense Aspect Modality Systems in Discourse</i> <i>GB</i> Chapter 9: Read and do homework
7	3/10	Articles  <i>GB</i> Chapter 15: Read and do homework  Midterm (will include GB 15)
	3/17	Spring Break
8	3/24	Critical Discourse Analysis: Dot and the Line  Reference and Possession <i>GB</i> Chapter 16: Read and do homework
9	3/31	Phonology. Phonemes and phonemic awareness. Phonology and teaching L2 Reading.  Freeman & Freeman (2004) English Phonology (pp. 49-74) in <u>Essential Linguistics</u> (available through E reserves)  Extra-credit: Parker & Riley (1986) Phonology (99-126) in <u>Linguistics for Non-Linguists: A Primer with Exercises</u> (E reserves)

Comment [21]: Added after printing syll

Comment [22R1]:

10	4/7	Morphology  <b>Partitives, Collectives and Quantifiers</b> <b>GB Chapter 17: Read and do homework</b>
11	4/14	Writing Samples Presentation: (Counts as Mini-lesson)  Phrasal Verbs <i>GB Chapter 22: Read and do homework</i>
12	4/21	Conditional Sentences <i>GB Chapter 27:</i>
14	4/28	Introduction to Relative Clauses <i>GB Chapter 28</i>
15	5/5	<b>Presentations on Final project (TEXT ANALYSIS).</b>  Course evaluations. Feedback Forms. Materials Release Forms.
16	5/12	<b>Final In class Exam</b>

### Assessment of Course Projects

In assessing your work, my goals are: to provide you with **feedback** for improvement, to determine the extent to which you have met the **standards and criteria** for performance, and to be as **fair and objective** as possible.

1. I will provide each of you with individual **feedback** on your projects. This feedback will not only reflect to what extent you have met the standards for performance but also how you can do better on your next project. *The criteria for each project are quite similar*. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my evaluation of your work, let's talk about it.

2. Each teacher's project will be assessed using the **criteria** specified in the Scoring Rubric for each project. **I will post samples of required projects on our class web site**. To assess each project, I conduct a blind, criterion-referenced assessment; I do not know the identity of the author of the project I am rating. I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. This is why it is very important that you meet each criterion on the Scoring Rubric (from Greek, it's *one criterion, two criteria*). I will most likely not

know your identity until after I have finished reading all projects and begin to record the scores.

3. To ensure **fairness**, I will cover your name on the cover page and assign your project a numerical code. This helps maintain anonymity and fairness in the rating process. You can help me achieve my fairness goal by putting your name on the cover sheet only and not on any other page of your project (appendices, teacher letters, forms, etc.). I use blind assessments to eliminate potential bias on my part and to be as fair to you as I can. To protect your identity, do not make your paper look distinctive in any way (fancy fonts, colorful cover pages, etc.) Papers with one staple in the upper left-hand corner are preferred to folders, covers, or book-like stapling. If you have any suggestions as to how I can make the assessment process fairer, please let me know.

#### **Evaluation for Course Grade**

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a student achieves a total score of 3.9 – 4.0 (on a 4.0 scale), he/she will receive an A. “A”s or “A minuses” will be assigned to final scores totaling 3.7 or above. [Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor.] Total course scores from 3.0 - 3.69 will be assigned a “B” or “B plus” and scores at 2.9 or below will receive a C.

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.

#### **Other Assessment Issues**

**Absences: PLEASE EMAIL ME OR CALL ME AT MY OFFICE BEFORE OR ON THE SAME DAY OF THE CLASS** and ask a classmate to take notes for you if you know that you will be late to or absent from class. Your presence in each class session is highly valued. Absence from class means you miss the presentation and group discussion, and we miss your contribution to the session. Students absent 3 or more times may have their final grade reduced by one letter grade. Students in previous classes have recommended this policy.

**Late projects:** If you need to request an extension of time to turn in your project, please **CALL ME BEFORE THE DUE DATE (not ON the due date)** to talk about it.

**Plagiarism:** Plagiarism is using an author's exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean's office. **Avoid using authors' exact words at all**; instead, paraphrase in your own words.

## TEACHING DEMONSTRATION

### Purpose

To examine implications of English linguistics to the teaching of English as a second or additional language for students in PreK-12 settings.

### Tasks

Do a teaching demonstration that shows implications of linguistics for teaching English phonology, morphology, or syntax to students at a beginning or intermediate level of English proficiency in Grades PreK-3, 4-6, 7-9, or 10-12. Put your demonstration in the context of literature or a content area subject.

1. Each candidate will do *two teaching demonstrations*. *One on from the GB and a mini-lesson on writing samples, contrastive analysis, phonology or word study*. *Prepare a 2-3-page handout* for the class. Each presentation should answer the following questions:

(A) What is the *syllabus topic* you are demonstrating?

Address the appropriateness of your selected topic for your target population.

(B) What are the *implications* for teaching English language learners?

Describe level of challenge, learning difficulty.

(C) How can we *contextualize* the teaching of language using grade-level textbooks and/or literature?

Demonstrate either (a) a simulation of one or more teaching activities for your topic, using us as your class or (b) a description of one or more teaching activities that address the learning difficulty. Use LCD projector and hands-on materials.

Provide an *annotated bibliography* of at least 3 references (teacher reference, online resources, grammar books for students) that address your topic.

Syntax (GB demonstration): Individual presenters will have **15 minutes** to present your demonstration to the class if you are the sole presenter, **20-25 minutes total** for multiple presenters. Mini-lesson (writing samples, language exposure in another language, etc.) Individual presenters will have **5 minutes**, **10-12 minutes for multiple presenters**.

**Analytic Scoring Rubric for Teaching Demonstration**

**Team Member NAMES:**

**Date:**

**Score:**

<b>DOMAIN SCORE POINTS</b>	<b>TOPIC</b>	<b>CONTEXTUALIZATION</b>	<b>MATERIALS</b>	<b>REFERENCES</b>
4	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature with examples from meaningful oral or written communication and student writing	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approaches/activities	Makes appropriate references to assigned and/or outside readings to support topic selection, clarify the grammatical teaching points and teaching activities used. Provides critical analysis of reference materials with recommendations for teachers.
3	Needs elaboration to explain topic and difficulty level posed to language learners.	Contextualizes linguistic feature with examples from oral or written communication or student writing.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes a few references to assigned and/or outside readings to support topic selection, clarify the grammatical teaching points and teaching activities used. Includes some analysis of reference materials and provides some suggestions for teachers.

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2	Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners.	Contextualizes linguistics feature with some examples, but the linguistic feature is not clear.	Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.	Makes few or incorrect references to assigned or outside readings to support topic selection, clarify the grammatical teaching points and teaching activities used. Does not make recommendations concerning value of reference materials.
1	Does not explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature.	Does not use handouts or hands-on materials.	Does not make references to assigned or outside readings.

**Feedback:**

## Text Analysis Project

**Purpose:** To show that you can apply principles of English linguistics to analysis of a grade-level textbook required for use in Grades PreK-3, 4-6, 7-9, or 10-12.

**Task:** Review a *mathematics, science, or social studies textbook* used in a specific grade level. Determine patterns of linguistic difficulty of selected pages from the textbook for students learning English as a second language. For teachers of Grades PreK-3, use a story or content text appropriate to the grade. Recommend *specific instructional activities* to help students meet the linguistic demands in the categories of *phonology, morphology, and syntax*.

1. Select a textbook that is actually in use and describe the institutional context of the school and provide a rationale for why you selected this particular book to critique.

2. Examine the text for the linguistic (reading comprehension) demands made by the language of the text. If you would like to determine readability levels using the Fry Readability Formula or a different formula, go to one of the following web sites:

<http://school.discovery.com/schrockguide/fry/fry.html>

<http://www.rctresources.com/cabinet/curriculum/fry.pdf>

<http://www.ext.colostate.edu/PUBS/octnews/oc030602.html>

a. Identify *patterns of linguistic difficulty* posed in *phonology, morphology, and syntax (grammar)*. Use your *Text Analysis Form* to begin your analysis, and attach your filled out form to your final paper when you turn it in. *Give examples* from the pages analyzed of learning challenges in each category (phonology, morphology, syntax).

*Always put examples of words, phrases, or sentences from the text you are analyzing in italics.*

Explain why these examples pose challenges to ELLs in terms of second language acquisition and native languages and cultures of the learners.

You can identify patterns directly on the text you are analyzing by **using colored highlighters** or **underlining** areas of concern in **phonology, morphology, and syntax**. Under each category, please look for these areas, in particular: (put these on a table)

### Phonology

Homonyms

Orthography

Varied pronunciation of same letter or letter combination

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## **Morphology**

Cognates  
Derivational and inflectional morphemes  
Affixes & suffixes  
Word analysis skills needed  
Denotations & connotations

## **Syntax**

Passive Voice  
Relative clauses, especially embedded clauses  
Phrasal Verbs  
Verb Tenses  
Modal auxiliaries  
Conditional sentences  
Prepositional phrases  
Quantifiers  
Articles, count and non-count nouns

### ***ATTACH A COPY OF THE PAGES YOU ANALYZED SHOWING YOUR NOTATIONS.***

b. Make references to ***both textbooks used in this course in order*** to support your analysis, as appropriate, but ***do not use quotations or copy directly*** from our course textbooks. Instead, synthesize the points made in the texts and cite the authors' names

(see Style Sheet attached).

c. ***Propose teaching strategies and activities*** for ESL students that will help address the ***patterns of linguistic difficulty*** identified in each category of your analysis (not just one instance of ***comparatives***, for example). (Use ideas from the teaching suggestions in our texts and from class Teaching Demos.) For example, how would you help students overcome the linguistic challenges in: ***PHONOLOGY? MORPHOLOGY? SYNTAX?*** Go beyond vague or broad statements and describe specific things you could do in the classroom. How would you introduce this chapter or pages? How would you teach it? How would you add scaffolding to the text to enhance reading comprehension?

***REMEMBER:*** ***Propose teaching activities for dealing with the textbook in the classroom, not for rewriting the textbook itself.***

### Analytic Scoring Rubric for Teaching Demonstration

**Team Member NAMES:**

**Date:**

**Score:**

<b>DOMAIN SCORE POINTS</b>	<b>TOPIC</b>	<b>CONTEXTUALIZATION</b>	<b>MATERIALS</b>	<b>REFERENCES</b>
<b>4</b>	Accurately explains topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and meets learning needs.	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approach.	Makes appropriate references to assigned and/or outside readings to support topic selection and teaching activities used.
<b>3</b>	Needs elaboration to explain topic and difficulty level posed to language learners.	Contextualizes linguistic feature in grade-appropriate reading materials and but may not meet learning needs.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes few or incorrect references to assigned and/or outside readings to support topic selection and teaching activities used.
<b>2</b>	Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials and may not meet learning needs.	Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.	Makes few AND incorrect references to assigned or outside readings to support topic selection and teaching activities used.
<b>1</b>	Does not explain topic and difficulty level posed to language learners.	Does not contextualize linguistic feature in grade-appropriate reading materials OR meet learning needs.	Does not use handouts or hands-on materials.	Does not make references to assigned or outside readings.

*Feedback:*

**Analytic Scoring Rubric for TEXT ANALYSIS PROJECT (Developed by Dr. Lorraine Valdez-Pierce)**

**Team Member NAMES:**

**Date:**

**Score:**

<b>Domain Score Points</b>	<b>TARGET POPULATION</b>	<b>QUALITY OF ANALYSIS</b>	<b>RECOMMENDATION S</b>	<b>CITATIONS</b>	<b>WRITING</b>
4	Clearly describes the specific target population for whom the text is intended.	Accurately analyzes linguistic difficulties posed by the text and attaches text reviewed.	Makes research-based recommendations for using the text with English language learners.	Uses citations appropriately to refer to course textbooks.	Writing is well-organized and contains minor errors in grammar, spelling, and mechanics.
3	Describes target population but leaves out some key information.	Contains some inaccuracies in analysis of linguistic difficulties posed by the text or does not include text reviewed.	Makes recommendations, not all research-based, for using the text with English language learners.	Uses citations inappropriately to refer to course textbooks.	Writing is organized but contains fundamental errors in grammar, spelling, or mechanics.
2	Describes target population but leaves out all key information.	Contains many inaccuracies in analysis of linguistic difficulties posed by the text AND does not include text reviewed.	Makes few recommendations, not all research-based, for using the text with English language learners.	Uses few citations to refer to course textbooks.	Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics.
1	Does not describe target population.	Does not analyze linguistic difficulties posed by text AND does not include text reviewed.	Makes no recommendations.	Does not refer to course textbooks.	Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics.

*Feedback:*

### Analytic Scoring Rubric for Teaching Demonstration

<b>DOMAIN SCORE POINTS</b>	<b>TOPIC</b>	<b>TEACHING APPROACHES</b>	<b>MATERIALS</b>	<b>REFERENCES</b>
<b>4</b>	Accurately explains topic and difficulty level posed to language learners.	Chooses developmentally appropriate teaching approaches for overcoming obstacles posed by the topic to the specific language proficiency level of the students.	Uses handouts and hands-on materials that clearly demonstrate the usefulness of the teaching approach.	Makes appropriate references to assigned readings to support topic selection and teaching activities used.
<b>3</b>	Needs elaboration to explain topic and difficulty level posed to language learners.	Chooses teaching approaches that are either (1) not appropriate for students or (2) not helpful for overcoming obstacles posed by the topic to the specific language proficiency level of the students.	Uses handouts and hands-on materials that leave some questions unanswered.	Makes few or incorrect references to assigned readings to support topic selection and teaching activities used.
<b>2</b>	Needs elaboration and/or clarity to explain topic and difficulty level posed to language learners.	Chooses teaching approaches that are (1) not appropriate for students AND (2) not helpful for overcoming obstacles posed by the topic to the specific language proficiency level of the students.	Uses handouts and hands-on materials that do not demonstrate usefulness of teaching approach.	Makes few AND incorrect references to assigned readings to support topic selection and teaching activities used.
<b>1</b>	Does not explain topic and difficulty level posed to language learners.	Does not choose a teaching approach for overcoming obstacles posed by the topic.	Does not use handouts or hands-on materials.	Does not make references to assigned readings.

*Feedback:*

### Analytic Scoring Rubric for TEXT ANALYSIS PROJECT

Domain Score Points	TARGET POPULATION	QUALITY OF ANALYSIS	RECOMMENDATIONS	CITATIONS	WRITING
4	Clearly describes the specific target population for whom the text is intended.	Accurately analyzes linguistic difficulties posed by the text and attaches text reviewed.	Makes research-based recommendations for using the text with English language learners.	Uses citations to refer to course textbooks.	Writing is well-organized and contains few errors in grammar, spelling, and mechanics.
3	Describes target population but leaves out some key information.	Contains some inaccuracies in analysis of linguistic difficulties posed by the text or does not include text reviewed.	Makes recommendations, not all research-based, for using the text with English language learners.	Uses few citations to refer to course textbooks.	Writing may lack clear organization and contain errors in grammar, spelling, or mechanics.
2	Describes target population but leaves out all key information.	Contains many inaccuracies in analysis of linguistic difficulties posed by the text AND does not include text reviewed.	Makes few recommendations, not all research-based, for using the text with English language learners.	Uses no citations to refer to course textbooks.	Writing lacks clear organization and contains errors in grammar, spelling, AND mechanics.
1	Does not describe target population.	Does not analyze linguistic difficulties posed by text AND does not include text reviewed.	Makes no recommendations.	Does not refer to course textbooks.	Writing lacks clarity, clear organization and contains errors in grammar, spelling, AND mechanics.

*Feedback:*