

TESL 541: APPLIED LINGUISTICS IN ESL

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Instructor:

Office Hours.

Course Location:

Class:

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RUBRICS AND GUIDANCE DOCUMENTS

Create Item Build Evaluate Collaborate

Second Language Analysis Project Guidance
Attached Files: Second Language Analysis Project Guidance FINAL.doc (154.5 KB)

Final Project Part II: Specific Guidelines
Attached Files: Second Language Analysis Part II Specific Guidelines.doc (273.903 KB)

Recording Assessment Sheet
Attached Files: Recording Assessment Updated.doc (37.5 KB)

Use these resources to identify and then provide accurate linguistic descriptions to the data collected.

Recording Assessment Sheet Your Name: _____ Your Student's Name: _____
Use this recording assessment sheet to identify issues that need attention on your student's pronunciation. Then use the chart to describe such areas in linguistic terms.

Content	Clarity of Ideas		Overall Intelligibility		Content
	Intonation		Rhythm		Word Stress
PRONUNCIATION					

This is a Blackboard Enhanced Course. Updated schedules, announcements, and content are available in Blackboard. <http://www.ric.edu/technology/online.php> (Scroll down and click on Blackboard. Enter your username and password). For Blackboard support, go to: http://www.ric.edu/studenttoolbox/bb_student_support.htm

Course Information

Prerequisite: Graduate status

Catalogue Description: The basic sounds, structures and transformations of contemporary English usage as a basis for teaching English as a Second Language are examined.

Relationship to Professional Program: This course is part of the M.Ed. in Teaching English as a Second Language and it is a required course for candidates seeking the ESL endorsement in the state of Rhode Island. Through study of the basic sounds, structures, semantics and pragmatics of contemporary English the student

will better understand the challenges facing students of diverse linguistic backgrounds and, thus, be able to address the special needs of these students in a multicultural classroom. Pedagogic emphasis will be on teaching pronunciation.

Course Texts and Materials

O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2004). *Contemporary Linguistics* (5th ed.). Boston: Bedford/St. Martin's.

Vanderweide, T; et al (2001). Contemporary Linguistics (Study Guide).

Chalk and Wire. Required or recommended according to graduate status (refer to handout given in class for more information).

Recommended

Swan, M (3rd edition) Practical English Usage. Oxford University Press. (newest edition also good).

Handouts of additional readings will be provided.

Course Outcomes

By the end of the course students will be able to:

1. demonstrate a clear understanding of the phonology, morphology, syntax, semantics and pragmatics of Standard American English (TESOL Standards 1.a.1-1.a.5; Knowledge, Pedagogy)
2. analyze and explain specific characteristics of Standard American English pronunciation, spelling, word formation, sentence and text level grammar as they relate to acquisition of English language proficiency in academic contexts. (TESOL Standard 1.a.6; Knowledge, Pedagogy)
3. reflect on a theoretical knowledge of the nature and functioning of language in order to evaluate and improve his/her professional practice. (TESOL Standards 1.a.1-1.a.5, 1.a.10; Knowledge, Pedagogy, Plan-Act-Reflect)
4. understand the relevance of the structure of English to second language acquisition, instructional approaches and language assessment. (TESOL Standards 1.a.6-1.a.9; Pedagogy, Diversity, Plan-Act-Reflect)
5. accurately assess the interlanguage system and stages of English Language Learners and provide meaningful instruction (TESOL Standards 1.a.6-1.a.9; Pedagogy, Diversity, Plan-Act-Reflect)

Course Requirements:

Classes will be comprised of lectures, class discussions, and small group work and in-class exercises. Students are expected to take notes on the lectures and are responsible for all information discussed in class as well as in the required readings. All students are expected to come to class prepared to discuss the assigned readings and complete in-class exercises based on them. Students should be able to define, describe, and/or evaluate all terms and concepts provided in the glossaries in the required texts. Students are encouraged to form study groups in order to better assimilate the material covered in class.

Assignments:

Class participation; Weekly Practical Application Assignments; Language Subsystems Exams; Language Analysis Project, Final Exam.

Performance Assessments:

Performance	Course Outcomes	TESOL Standards	Conceptual Framework
Class Participation	1	1.a.1-1.a.5	Knowledge
Quizzes	1, 2	1.a.1-1.a.6	Knowledge
Weekly Practical Application Exercises	1-5	1.a.1-1.a.10	Knowledge, Pedagogy
Language Analysis Project	1-5	1.a.1-1.a.10	Knowledge, Pedagogy, Plan-Act-Reflect, Diversity
Final Exam	1-5	1.a.1-1.a.10	Knowledge, Pedagogy, Plan-Act-Reflect, Diversity

Course Evaluation:

- 20% Attendance and Blogs
- 10% Weekly Practical Application Assignments
- 30% Section Exams
- 30% Language Analysis Project (to be submitted in Chalk and Wire)
- 10% Final Exam

Course Grading

A = 94-100	B+ = 87-89	C+ = 77=79	D+ = 67-69
A-= 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63

RIC Policies

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes. Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used

Please note: New college guidelines stipulate that all electronic communication will be done using your RIC e-mail only. We will be using the Blackboard mail feature most of the time.

Course Outline:

Date	Topic	Assigned Reading
Week One	Course Introduction A Preview of Language The Design Features of Language The Scope of Applied Linguistics	Weekly Study guide exercises as appropriate.
Week Two	Phonetics IPA Articulatory Descriptions of English Language Consonants	O'Grady, Chapter 1 and 2 (20-41) Preview the site: Phonetics: The Sounds of Spoken Language http://www.uiowa.edu/~acadtech/phonetics/#
Week Three	Phonetics Continued. Articulatory Descriptions of English Language Vowels	O'Grady, Chapter 2 pages 41-67 Explore: http://www.chass.utoronto.ca/~danhall/phonetics/sammy.html Uses radio buttons to change voicing, nasality, lip position, and tongue position in a way that the student can experience the difference that changing any feature produces on a sound.
Week Four	Phonology: Organization of Languages <ul style="list-style-type: none"> • Minimal pairs • Phonemes and Allophones 	O'Grady, Chapter 3 pages 68-82 *Should have Language Analysis interview done by this date
Week Five	<ul style="list-style-type: none"> • Suprasegmentals • Major phonological class features • Processes in pattern variation • Phonetic/phonemic transcription 	O'Grady, Chapter 3 pages 82-123
Week Six	Morphology and Morphophonemics	Begin Reading O'Grady, Chapter 4 Get up to date on study guide exercises
Week Seven	Quiz 1: Phonetics & Phonology Morphology: Word Structure <ul style="list-style-type: none"> • Free and bound morphemes • Word formation • Inflection and derivation • Getting a fix on vocabulary 	O'Grady, Chapter 4 RITELL Conference Saturday Oct, 16
Week Eight	Morphology Continued Language Analysis Project: Parts 1 & 2 Due	O'Grady, Chapter 4
Week Nine	Quiz 2: Morphology Syntax: Sentence Structure <ul style="list-style-type: none"> • Syntactic Categories 	O'Grady, Chapter 5

Week Ten	<ul style="list-style-type: none"> • Phrase Structures and Complement options. • Simple and Complex Syntactic patters. • Interlanguage & Error Analysis • Major components of the study of Syntax and Grammar 	<p>O'Grady, Chapter 5</p> <p>Knapp and Watkins Ch. 2 Swan (selected sections).</p> <p>Promising Practices Conference. Saturday Nov, 6.</p>
Week Eleven November 10th	Semantics: Architecture of Meaning Quiz 3: Syntax	O'Grady, Chapter 7
Week Twelve	<ul style="list-style-type: none"> • Sentence ambiguity Pragmatic factors in sentence interpretation	Language Analysis Project: Part 3 Due
November 25 th	No class- Thanksgiving Recess	
Week Thirteen	Interlanguage & Error Analysis Review and Additional Practice	O'Grady selected pages (TBA). Additional reading (strategies). Exercises from end of chapters.
Week Fourteen	Language Variation & Dialectical Differences Language Analysis Project:	O'Grady and other (TBA). Parts 4 & 5 Due
Week Fifteen	Final Exam	

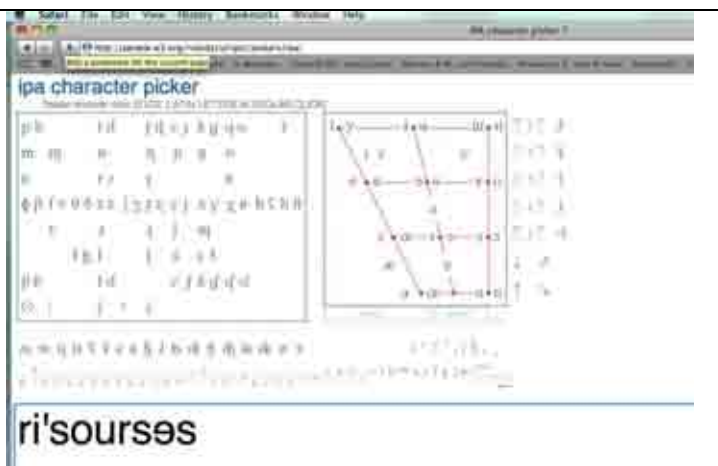
Important Resources

IPA Character Picker Utility

Unicode Character Pickers—

<http://people.w3.org/rishida/scripts/pickers/ipa/>

Pickers allow you to quickly create phrases in a script by clicking on IPA Unicode characters arranged in a way that aids their identification. The phrase appears at the bottom of the screen and you can easily cut and paste the result into your own document.



Phonetics: The Sounds of Spoken Language

<http://www.uiowa.edu/~acadtech/phonetics/#>

This site contains animated libraries of the phonetic sounds of English and other languages. An animated articulatory diagram, with step-by-step descriptions, and video-audio of the sound spoken in context is available for each consonant and vowel. There is also an interactive diagram of the articulatory anatomy.

Speech Internet Dictionary

<http://www.phon.ucl.ac.uk/home/johnm/sid/sidhome.htm>

The Speech Internet Dictionary (SID) provides concise definitions of technical terms used in phonetics, phonology, speech and hearing science and allied disciplines. This dictionary also offers relevant and practical examples, and provides illustrations and sound clips.

Sounds of English

<http://www.soundsofenglish.org/about.htm>

A website designed for teachers and for learners of English. The site includes relevant links, handouts from presentations, English pronunciation pages - pictures, sounds, and videos to help with English pronunciation, activities and exercises for English pronunciation and listening, Tips for teachers and listening exercises with printable worksheets and teacher guide.

Syntax Resources

<http://freelanguagestuff.com/> Very Practical Syntax practice sheets exercises, games, etc.

<http://comptonpeslonline.com/> (paid website) online recording and phonetically transcription of speech with online access to 51 Language Specific Protocols. When the transcription is finished, this program will generate professional reports (Pattern Analysis, Personal Speech Analysis, Before/After Summary). No focus on suprasegmentals.

Second Language Analysis Project

Part I: Students' Profile

Interview your focus student and write up a profile of your respondent including native language, how long exposed to English, when he/she uses the L2, age, educational background in native language, goals and reasons for studying English, self-perception of his/her own English level including grammar, pronunciation, vocabulary, reading and writing and as many pertinent factors as possible.

Part II: Oral Interlanguage

Within the oral interlanguage section of the interview or story telling, you will analyze now for pronunciation and later for morphology, syntax, pragmatics, and interlingual and developmental errors.

When you transcribe be sure not to fall victim to the common temptation to correct your respondent's errors. Write a transcription of the entire conversation. Then, concentrate on the errors as they appear in your respondent's interlanguage, using the IPA symbols. If you are unsure how to transcribe pronunciation errors (for example, a weak /t/, or the omission of a /z/), underline or bold the error and we will go over them in class. These may be good for others to hear about.

Your project is a 'running one'. You will add the transcription after the profile, then your analysis, and then an intervention strategy write-up. If you can get the written sample of the respondent's interlanguage now, that is to your advantage.

Introduction to Part II

Based on Avery and Ehrlich (1996) make general statements about common pronunciation challenges that speakers of other languages encounter. Be sure to cover segmental and suprasegmental areas. Then, focus on common challenges speakers of the specific language background of your profile student usually have. This time, talk about the challenges that were present or absent in your students' oral interlanguage sample. Make informed guesses as to why you think this may be the case. Connect such statements with the information you gathered in Part I.

Data for Part II

Video record a conversation (2-5 minutes; with a minimum of 15 utterances) with an L2 learner with his or her permission. Write down everything said in the conversation, eliminating imitations and repetitions.

Parts of the Report for Part II

Using Avery and Ehrlich as well as O'Grady et. al.:

a. Start with a brief description of what the student talked about, how you got him./her talking about this, why did you choose the specific segment (if applicable). Include the written transcription of the event.

Write a narrative in which you identify the errors made in pronunciation. Include IPA transcriptions this time. Note any patterns or inconsistencies (ie., student always pronounces the interdental, voiceless, fricative as labiodental, voiceless, fricative or student sometimes pronounces this sound correctly, sometimes doesn't. In this case, pay attention to the linguistic context in which these samples occur).

b. Write a report summarizing your findings. Include a table or chart illustrating some of your points. Refer back to the common challenges speakers of the specific language background of your profile student usually have (the table could contain this information as well on one column, with your speaker on the other). This time, talk about the challenges that were present or absent in your students' oral interlanguage sample. Make informed guesses as to why you think this may be the case. Connect such statements with the information you gathered in Part I: Students' Profile.

c. Based on your findings, what recommendations can you make regarding ALL learners in similar situations as your focus student? What recommendations can you make regarding your focus learners' needs and the elements that should be focused on when planning lessons for the learner?

Be sure to include specific exercises, techniques, and strategies that you may use. The books on library reserve (Celce-Murcia et al; Avery and Ehrlich and the others included there) will be a great help here. Cite these books as you use them. If you adapted one activity, make sure you say where it was adapted from.

Part III: Writing Analysis

Collect a writing sample from the same student or another student. Using the WIDA writing rubric, determine the overall level of the writing. Then, discuss what the student does well in terms of morphology, syntax, semantics, and pragmatics. Then, focus on the errors in terms of which are caused by transfer from the native language, which are caused by cross-modal influences (the way the write is affected by the way they speak), and which are developmental errors. Also discuss the major areas of needs in terms of morphology, syntax, semantics, and if applicable, pragmatics.

Report your findings to the class with respect to the following.

Bonus points:

Based on your findings, what recommendations can you make regarding ALL learners in similar situations as your focus student? What recommendations can you make regarding your focus learners' needs and the elements that should be focused on when planning lessons for the learner?

Be sure to include specific exercises, techniques, and strategies that you may use to enhance students' mastery of specific issues on morphology, syntax, semantics, and pragmatics.