



BESL 5311-02 APPLIED LINGUISTICS IN EDUCATIONAL SETTINGS

Fall 2017

BESL 5311 is a required course for M.Ed.-International Literacy and the Second Language Instruction Certificate

College of Education

Department of Language, Literacy and Special Populations

Instructor: Mary A. Petrón
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Office hours: Wednesdays 11 am – 2 pm, Fridays 9 am – 3 pm

Electronic and phone response: The instructor reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate response. However, most responses will be given with 24 hours of receipt. The instructor also reserves the right to respond or not respond to student emails and/or phone calls during weekends and holiday breaks.

Day and time the class meets: ONLINE

Location of class: ONLINE

Course Description: This course examines the language subsystems of phonology, morphology, syntax, lexicon and pragmatics from a framework of ESL/EFL language teaching. It emphasizes fundamental language concepts and conventions of the English language and how these are viewed by second language learners. Credit 3.

Textbook/Readings:

Required: Folse, K.S. (2016). *Keys to teaching grammar to English language learners: A practical handbook.* (2nd ed.) Ann Arbor, MI: University of Michigan Press.

Recommended Supplementary Book: American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th edition) Washington, DC: APA

Course Objectives: Students will demonstrate understanding, knowledge, and skills related to the following:

1. Fundamental language concepts and knows the structure and conventions of the English language including phonology, morphology, lexicon and syntax.
2. Comparison and contrast of native vs. non-native grammar issues in order to answer ELLs questions about grammar
3. Application of grammatical rules to practical, relevant and communicative teaching situations in the EFL/ESL classroom
4. Analysis of ELL oral and written language with respect to the subsystems of language.

5. Knowledge of English morphology, phonology, syntax and discourse to develop meaningful, contextualized learning activities for English language learners
6. Current research in the field of applied linguistics
7. Effective written communication of thoughts and reflections.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed here: <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/BESL%205311%20matrix.pdf>.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Requirements:

LATE ASSIGNMENT POLICY: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, please contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-25% of the total assessed points will be deducted.
2. 25-72 hours-50% of the total assessed points will be deducted.
3. *After 72 hours*, late assignments will **NOT** be accepted.

BlackBoard: The schedule and syllabus are subject to change, please check BlackBoard regularly for any updated information.

Time Requirement: For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

COURSE OUTLINE

ASSIGNMENTS:

1. **Tell us about yourself** (50pts.): I know that you have to do this in every class, but I don't know most of you and some of you don't know each other. Please write a paragraph or two about yourself. More information will be provided in the assignment section for the week on BlackBoard.
2. **Online weekly discussion/activity** (15 x 25 pts.): Each week there will be a discussion and activity based upon the reading for the week.
3. **Grammar review presentation** (100 pts.): You will be assigned a particular grammar point or topic from the Folse text. You will develop a Powerpoint with voiceover that explains the point. For example, if your topic is order of adjectives, you will teach us that particular point. More information will be provided in the assignment section on BlackBoard.

4. **Grammar review** (75 pts.): Based on the grammar review topic you were assigned to present, you will create an exercise which will help all of us practice and apply the particular grammar point or topic. For example, if the topic is verb tenses, you may have us identify verb tenses in a text. More information will be provided in the assignment section for the week on BlackBoard.
5. **Analysis of ELL speech** (100 pts.): You will obtain a speech sample of an ELL. You could interview an actual person or simply record an ELL from a television program (like Sofia Vergara) or use the video of the children posted on BlackBoard. You will analyze their speech in the areas of pronunciation, morphology, syntax and word use. You will prioritize any errors with respect to which should be addressed first and briefly discuss how this could be done. The document should be at least 2 -3 pages. More information will be provided in the assignment section for the week on BlackBoard.
6. **Analysis of ELL writing** (100pts.): You will obtain a writing sample of an ELL. You will analyze their writing for errors in morphology, syntax and word use. You will then prioritize the errors with respect to which should be addressed first and briefly discuss how this could be done. The document should be at least 2 -3 pages. More information will be provided in the assignment section for the week on BlackBoard.
7. **Final Project** (200 pts.): Choose one.
 - a. **Research paper**
Think about a topic in the field of applied linguistics and second language teaching that you would like to explore, for example, teaching pronunciation. You will write a paper that reviews the existing research/methodology on the topic. The paper is to be 7-10 pages including references. More details are provided on BB.
 - b. **In-service presentation**
You will plan a 10-15 minute oral in-service presentation on concepts or topics covered this semester that you believe would be of value to ESL/EFL teachers or teachers with ELLs in the mainstream classroom. More details are provided on BB.

COURSE EVALUATION:

	Points
• Tell us about yourself	50
• Online discussion/activity (15 x 25 pts. each)	375
• Grammar review presentation	100
• Grammar review activity	75
• Analysis of ELL speech	100
• Analysis of ELL writing	100
• Final project	200
Total Points	1000

EVALUATION SCALE	93-100 A
	85-92 B
	77-84 C
	70-76 D
	Below 70 F

EXPECTATIONS:

Student Attendance for BESL 5311: Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses, but are excused at the discretion of the instructor unless otherwise stated.

Active Participation: All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond weekly. In addition, you are required to respond to postings and submit all materials (papers) on time.

CLASS SCHEDULE

Date	Topic	Readings and assignments due
Week 1 Aug. 23-27	Introduction to the class; understanding the syllabus and course expectations	Websites Assignment 1: Tell us about yourself Discussion/activity 1
Aug. 28-Sept. 3	What is applied linguistics?	McCarthy, M. (2001). Applying linguistics: Disciplines, theories, models, descriptions. In M. McCarthy, <i>Issues in applied linguistics</i> . Cambridge, UK: Cambridge University Press. Discussion/activity 2
Week 3 Sept. 4-10	English Phonology and Pronunciation	Freeman, D. & Freeman, Y. (2014). English phonology. In D. Freeman & Y. Freeman, <i>Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar</i> (2 nd ed.). (pp. 49- 73). Portsmouth, NH: Heinemann Foote, J., Holtby, A. & Derwing, T. (2011). Survey of teaching pronunciation in adult ESL programs in Canada, 2010. <i>TESL Canada Journal</i> , 29(1), 1-22. Discussion/activity 3
Week 4 Sept. 11-17	Semantics and the lexicon	Celce-Murcia, M. & Larsen-Freeman, D. (2015). The Lexicon. In M. Celce-Murcia & D. Larsen-Freeman, <i>The Grammar book: An ESL/EFL teacher's course</i> (3 rd ed.). (pp. 29-52). Boston, MA: Heinle. Zainuddin, H. (2010). Semantics. In E. Whelan Ariza, C. Morales-Jones, N. Yahya & H. Zainuddin, <i>Why TESOL?: Theories & issues in teaching English to speakers of other languages in K-12 classrooms</i> (4 th ed.). (pp. 71-80). Dubuque, IA: Kendall Hunt. Discussion/activity 4
Week 5 Sept. 18-24	English Morphology and Syntax	Freeman, D. & Freeman, Y. (2014). English morphology. In D. Freeman & Y. Freeman, <i>Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar</i> (2 nd ed.). (pp. 166- 188). Portsmouth, NH: Heinemann. Yahya, N. (2010). Syntax. In E. Whelan Ariza, C. Morales-Jones, N. Yahya & H. Zainuddin, <i>Why TESOL?: Theories & issues in teaching English to speakers of other languages in K-12 classrooms</i> (4 th ed.). (pp. 65-70). Dubuque, IA: Kendall Hunt. Kieffer, M. & Lesaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. <i>Journal of Adolescent & Adult Literacy</i> , 54(1). 47-56. Discussion/activity 5
Week 6 Sept. 25 – Oct. 1	Grammar for ELLs	Folse – ch. 1 Reeves, J. (2009). A Sociocultural perspective on ESOL teachers' linguistic knowledge for teaching. <i>Linguistics and Education</i> , 20, 109-125. Grammar review activity – group 1 Discussion/activity 6 Analysis of ELL speech

Week 7 Oct. 2-8	Basic English grammar	Folse, ch. 2 Grammar review activity – group 2 Discussion/activity 7
Week 8 Oct. 9-15	Keys to ELL grammar	Folse, ch. 3 – Keys 1-4 Grammar review activity – group 3 Discussion/activity 8 Analysis of ELL writing
Week 9 Oct. 16-22	Keys to ELL grammar	Folse, ch. 3 – Keys 5-8 Grammar review activity – group 4 Discussion/activity 9 Final project topic due
Week 10 Oct. 23-29	Keys to ELL grammar	Folse, ch. 3 – Keys 9-12 Grammar review activity – group 5 Discussion/activity 10
Week 11 Oct. 30 - Nov. 5	Keys to ELL grammar	Folse, ch. 3 – Keys 13-16 Grammar review activity – group 6 Discussion/activity 11
Week 12 Nov. 6-12	Grammar questions	Folse, ch. 4 Grammar review activity – group 7 Discussion/activity 12
Week 13 Nov. 13- 19	Techniques for teaching grammar	Folse, ch. 5 Scovel, T. (2005). Viewpoint: Trauma, triage, and treatment in the ESL grammar class. <i>International Journal of Applied Linguistics</i> , 15(3). 379-383. Discussion/activity 13 Final project due
Week 14 Nov. 20- 26	Thanksgiving week	Discussion/activity 14 - FREEBIE
Week 15 Nov. 27 - Dec. 1 (last class day)	Final thoughts and research sharing	Discussion/activity 15

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and

national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

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