TCE 479/579 LINGUISTICS FOR ESOL/BILINGUAL TEACHERS

COURSE CREDITS: 3 credit hours

PREREQUISITES: TCE 472/572 Theoretical Foundations of Language Acquisition for P-12 Educators

INSTRUCTOR

COURSE DESCRIPTION

Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on teaching implications—from psycholinguistic, sociolinguistic and critical perspectives—for emergent bilingual students in P-12 contexts.

RELATIONSHIP TO STATE/NATIONAL STANDARDS

The Oregon Teacher Standards and Practices Commission (TSPC) Standards embedded in this course include the following:

- Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
- Standard 2: Establish a classroom climate conducive to learning.
- Standard 3: Engage students in planned learning activities.
- Standard 4: Evaluate, act upon, and report student progress in learning.
- Standard 5: Exhibits professional behaviors, ethics, and values.

This course addresses the following Teachers of English to Speakers of Other Languages (TESOL)/National Council for Accreditation of Teacher Education (NCATE) Standard for P-12 ESL Teacher Education Programs:

TESOL/NCATE Standard - Primary Focus of Course

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.
- Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Domain 3: Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

- Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-
language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

- **Standard 3.b. Managing and Implementing Standards-based ESL and Content Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

- **Standard 3.c. Using Resources Effectively in ESL and Content Instruction.** 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.

**TESOL/NCATE Standard - Secondary Focus of Course**

**Domain 6: Technology:** Candidates use information technology to enhance learning and to enhance personal and professional productivity.

- **Standard 6.a.** Demonstrate knowledge of current technologies and their application in ESOL
- **Standard 6.b.** Design, develop, and implement student learning activities that integrate information technology
- **Standard 6.c.** Use technologies to communicate, network, locate resources, and enhance continuing professional development

**LEARNING RESOURCES**

**Required Textbooks:**


**Additional Readings:** Available online through the Blackboard site.

**COURSE OBJECTIVE**

To develop a proficient understanding of language as a system and to develop competence in planning both standards- and research-based language development instruction in the K-12 school setting.

**COURSE OUTCOMES**

TCE 479 students will accomplish the following:

1. Explain language proficiency in linguistic terms related to phonology, morphology, syntax, semantics, pragmatics, and discourse.
2. Compare theoretical perspectives on teaching grammar.
3. Identify language demands that are present in K-12 core content-area instructional materials and how these connect to English language proficiency development standards.
4. Apply knowledge of second language development to co-create lesson plans that demonstrate a high level of competence in helping English language learners acquire English for academic purposes.
5. Recognize and discuss language and language variation as sociopolitical and historic constructs.

TCE 579 students will accomplish the following:

1. Explain language proficiency in linguistic terms related to phonology, morphology, syntax, semantics, pragmatics, and discourse.
2. Evaluate theoretical perspectives on teaching grammar.
3. Identify language demands that are present in K-12 core content-area instructional materials and how these connect to English language proficiency development standards.
4. Synthesize knowledge of second language development to independently create lesson plans that demonstrate a high level of competence in helping English language learners acquire English for academic purposes.
5. Recognize and discuss language and language variation as sociopolitical and historic constructs.

COURSE ASSIGNMENTS

1. Readings and Discussions: Each week, you will be assigned readings from the textbooks and related articles. In order to demonstrate your understandings and to clarify ideas related to the readings, we will participate in face-to-face (for hybrid sections) and online (for all sections) class discussions in which you engage with peers to negotiate meanings. You are required to respond to the weekly reading reflection prompts. You must refer to the texts (including page numbers when appropriate) and demonstrate increasing competency with ESOL concepts and towards course outcomes. I should see thorough initial responses (the equivalent of at least one lengthy paragraph) in response to each reading prompt each week and follow-up responses after reading your peers’ postings. Please see the assignment instructions on Blackboard.

2. Academic Language Project: Please select two approved textbook passages and use these passages for all parts of the academic language project. TCE 479 students are encouraged to work in small groups; however, all students (TCE 479 and TCE 579) will individually submit the assignments.

Part 1: Bricks and Mortar

Please see chapter 2 of Zwiers for this assignment. First, you will need to define “brick” and a “mortar” words. Second, you’ll need to find exemplars of each type in your content area texts. Third, make a list of the abstract and academic terms that would give ELLs trouble; make one list of brick words and one list of mortar words from your content texts. Fourth, discuss how you would describe the difference between and importance of these two types of words to your ELL students. Please see the assignment instructions on Blackboard.

Part 2: Functions

Your task is to explore functions (selected from ODE’s list of functions in the ELP standards) more deeply in relation to your content area texts. Please do the following: (1) define higher order thinking and why is it important to ELLs; (2) using the texts you chose, identify at least two academic functions in the text(s), write your own definitions of each function, describe how the function is evident in the text, provide two examples of where you see this function at work in the text; (3) find/write at least three separate sentences that demonstrate the function; and (4) briefly outline teaching ideas for these functions. Please see the assignment instructions on Blackboard.

Part 3: Forms

In this part, you will explore the language forms that carry out your selected functions (above). You will take your microscope and do a close-up and detailed analysis of the smaller components of English. You will look at pronouns, indirect/direct objects, subject/verb agreement, nouns, adjectives, prepositional phrases, present progressive tense, adverbs, past tense verbs, future tense, conditional mode, question words, modals, conjunctions, comparatives, superlative, nominalizations, and so on (choose 2 or 3 of these, not all). You will not randomly choose grammatical structures to teach; rather, you will link them to the language functions evident in the content areas (that you described in part 2). For example, there are particular structures (e.g., conditional modes such as “If... then...”) that allow the speaker to create specific meanings (e.g., making predictions). In this assignment, you will: (1) identify one or two language forms that are linked to the functions you chose in Part 2 (use the ELP standards); (2) describe these grammatical structures, using book,
internet, or textbook resources, and providing examples of different types of these grammatical structures; (3) provide exemplars of these grammatical structures, drawing from the content texts you’ve been analyzing, by copying sentences found in the content texts or by writing about the content yourself; (4) create three sentence frames using these grammatical structures at three different proficiency levels (i.e., beginning, intermediate, advanced); and, (5) briefly brainstorm and describe ideas for teaching these grammatical forms. Please see the assignment instructions on Blackboard.

**Part 4: Lesson Plan**

In this assignment, you will write an ELD lesson plan that centers on Oregon’s English Language Proficiency for ELD Standards. You are to emphasize language development (perhaps 60-70% of the focus) but tie the lesson to content concepts (perhaps 30-40% of the focus) that you’ve been analyzing for parts 1-3. You need to also include a rationale for why your ELD lesson should be connected to meaningful content topics. Please do the following: (1) locate the ELP for ELD standards (http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx); (2) look at the exemplar ELD/Content lesson plans available in the “Lesson Plan Resources” folder on Blackboard; (3) write your rationale for how you integrated content into ELD and why integrating content and ELD is important; (4) follow the provided lesson plan template to create a lesson plan that (A) addresses one ELP for ELD standard, (B) is differentiated at 2-3 ELP levels, and (C) integrates meaningful and authentic content topics based on the content text you’ve been analyzing for parts 1-3. Please see the assignment instructions on Blackboard.

3. **Children’s Literature Project:** Each of these tasks involves children’s literature (e.g., books, websites).

   **Part 1: Tongue Twisters (Phonology)**

   Please find one tongue twister from a book or website (some also provided on Blackboard). Try analyzing your favorite tongue twisters to see why they are difficult to say. Use the procedure explained in our Freeman and Freeman text, pages 68-70. Please see the assignment instructions on Blackboard.

   **Part 2: Parts of Speech**

   Read books by Cleary, Heller, or another author about parts of speech (e.g., nouns, verbs, adjectives, etc). Then, create your own children’s book about a part of speech. You may use the template provided on Blackboard. Please see the assignment instructions on Blackboard.

   **Part 3: Bilingual Books**

   Review three bilingual children’s books (in any language). In your analysis of each book, please describe (1) how the author uses bilingualism; (2) how biculturalism is represented in the book; (3) how this book could be used effectively with English language learners. For TCE 579 students, you must also identify several examples of structural differences between the two languages and cite references for explaining these differences. Please see the assignment instructions on Blackboard.

4. **Perspectives on Grammar:** For this assignment, you will read several articles pertaining to the teaching of grammar. TCE 479 students will compare these perspectives on grammar using the template provided on Blackboard. TCE 579 students will write a paper or create an online publication to describe each perspective, describe several teaching ideas that would fit into this perspective, and articulate in which perspective(s) their own teaching philosophy on grammar fits and why. Please see the assignment instructions on Blackboard.
EVALUATION OF STUDENT PERFORMANCE

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<th>Points</th>
<th>Assignments</th>
<th>Alignment with Outcomes</th>
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<tr>
<td>40 points</td>
<td>Readings and Class Discussions</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>15 points</td>
<td>Academic Language Project: Parts 1-3</td>
<td>3</td>
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<tr>
<td>20 points</td>
<td>Academic Language Project: Part 4 (Lesson Plan)</td>
<td>4</td>
</tr>
<tr>
<td>15 points</td>
<td>Children’s Literature Project: Parts 1-3</td>
<td>1, 5</td>
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<tr>
<td>10 points</td>
<td>Perspectives on Grammar</td>
<td>2</td>
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<td>0 points</td>
<td>*Complete instructor evaluation (SET)</td>
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Grades will be based on the following scale:

- 94-100 points = A
- 90-92 points = A-
- 88-89 points = B+
- 83-87 points = B
- 78-79 points = C+
- 73-77 points = C
- 60-69 points = D
- Below 60 points = F

GUIDELINES FOR COURSE ASSIGNMENTS

Attendance Policy: In on-campus/hybrid sections of this course, you are expected to attend and actively participate in all class sessions for the duration of the entire session. If you do not follow this expectation, you will lose Readings and Discussions points. If you must be absent for serious illness, severe weather, or family emergency, please discuss this with your instructor prior to the class session. You are responsible for getting notes from classmates for any missed sessions. If your absence is excused by the instructor, you may make-up points by writing a 1-2 page synopsis of the class topic based on notes from and discussions with classmates, handouts from that class, and any available video clips of class.

Late Work Policy: Assignments (for all sections of this course) are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.

Expectations for Student Conduct: Students are held responsible for following Oregon State University’s Student Conduct Code: [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

Academic Integrity: Students are expected to comply with all regulations pertaining to academic dishonesty, defined as: an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For further information, contact the Office of Student Conduct and Community Standards at [http://oregonstate.edu/studentconduct](http://oregonstate.edu/studentconduct) or 541-737-3656.

Classroom Conduct: Students are expected to conduct themselves (including online) in compliance with the university’s community standards of civility, accountability, diversity, respect, and truth. Students are expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) are unacceptable and can result in sanctions.

Accommodations for Students with Disabilities: Accommodations are collaborative efforts among students, faculty and Disability Access Services. Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at [http://ds.oregonstate.edu](http://ds.oregonstate.edu) or 541-737-4098.