

License Addition: English as a New Language

Proposed revision

Early Childhood, Elementary, and Elementary/Special Education

EDUC-L 239	Language Foundations for ESL/EFL Teachers (3)
EDUC-X 470	Psycholinguistics for Teachers of Reading (3)
EDUC-L 441	Bilingual Education: Introduction (3)
EDUC-E 341	Methods of Teaching Reading II (3)
EDUC-L 442	Teaching English Language Learners (3)
EDUC-M 401	Field Experience (1)
EDUC-M 470	Student Teaching Practicum (6)

Secondary and All Grades

EDUC-L 239	Language Foundations for ESL/EFL Teachers (3)
EDUC-X 470	Psycholinguistics for Teachers of Reading (3)
EDUC-L 441	Bilingual Education: Introduction (3)
EDUC-L 464	Methods of Teaching Reading (3)
	or
EDUC-L 469	Content Area Literacy (3)
EDUC-L 442	Teaching English Language Learners (3)
EDUC-M 401	Field Experience (1)
EDUC-M 470	Student Teaching Practicum (6)

Rationale

Future professionals in K-12 English as a New Language need an introduction to language foundations that is rich in practical applications to teaching literacy and language. L239 has been developed to mirror the graduate L539, which is already an approved course for the graduate ENL license addition. Students taking Ling L103 are introduced to the study of human language without specific reference to the needs of language and literacy teachers. Evaluation evidence from the most recent CAEP revise for the ENL SPA has prompted also this recommended change/program. The evaluation data from the Ling L103 course is limited to grades pulled from the registrar's system. The L239 course includes multiple graded assignments that can be integrated into future SPA accreditation reports.

L239 has been designed to explicitly fit within the undergraduate ENL License Addition program. It has been approved as a general education requirement (SH) and has been offered three times (Fall 2014, 2015, 2016, 2017). It is also listed as Hutton Honors College course. In the fall of 2017, it was also offered as an Intensive Freshman Seminar.

L239/L539: Language Foundations for ESL/EFL Teachers
Department of Literacy, Culture and Language Teaching
Indiana University Bloomington¹
Section 34688 (Weds. 9:30 AM-12:15 PM in ED 1204) and Section 9178 (online)

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Office hours: Fridays, 9-11 AM (Skype, email, phone and in person in my office). Please make an appointment via the Canvas Calendar Scheduler.

Teaching Assistants: Suparna Bose (on-campus), Jun Takahashi (online)

Course Description

In this course we will examine pertinent linguistic concepts in order to gain insight into the processes of second language acquisition (SLA). As teachers of English Language Learners and other language learners (whether as ESL/EFL teachers or classroom teachers) we need a firm grasp of the nature of language (phonetics, phonology, morpho-syntax, semantics, sociolinguistics) to be able to critically assess current teaching approaches and make appropriate pedagogical decisions. This course also fulfills a graduate requirement for add-on certification in Teaching English as a New Language (Indiana).

This course is designed to assist current and future language teachers in gaining knowledge about linguistics that will help them to better understand language problems that are common with ELLs. Students will also examine first and second language acquisition to better understand the processes that ELLs are undergoing in their real-world encounters with English.

This course is designed for students to:

7. Explain essential aspects of linguistics and their pedagogical connections [TESOL Standard 1.a²].
8. Articulate an awareness of language variation and change and the impact of these forces on language learning [TESOL Standard 1.a].
9. Articulate how a student's L1 influences L2 learning [TESOL Standard 1.b].
10. Critically evaluate current language teaching approaches [TESOL Standard 3.a].
11. Modify teacher classroom language according to students' L2 ability [TESOL Standard 3.b].
12. Apply linguistic principles to teaching and mentoring language learners [TESOL Standard 3.b].
13. Develop and evaluate language instructional materials using linguistic concepts [TESOL Standard 3.c].

Hybrid Course Policy

¹ Course designed and supervised by Dr. Beth Lewis Samuelson, Dept. of Literacy, Culture and Language Education, Indiana University Bloomington. Email: blsamuel@indiana.edu

² TESOL-NCATE Standards for P-12 Teacher Education, 2010.

The two sections of this course include both online and on-campus students. I have designed the course to create a learning environment that accommodates both sections and encourages interaction between the groups. Both sections will complete in the online requirements, including modules and forum discussions (with different posting requirements for each group). The on-campus group will meet on Wednesday morning for lectures and discussion. Lectures from the on-campus meetings will be recorded and posted in the Canvas Modules. In addition, we will be hosting several Fulbright Distinguished Teachers in the on-campus section.

Service-Learning Statement

This course is an IU-sanctioned service learning class. Indiana University Bloomington has received national Carnegie Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching since 2010. You will spend a minimum of 15 hours over the course of the semester in a service learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and world around it, challenge you to be civically engaged, and involve structured reflection. While there is a 15-hour minimum to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your grade for service learning will come from the tangible class-related projects that come out of it as well as the completion of the time minimum.

Our service learning in this course will involve:

1. Meeting with one English language learner once a week for the entire semester. Your instructor will help to match you with a language learner in your community.
2. Creating weekly reflection on both you and your student's progress.
3. Completing a final paper about your experience in the project.

This service-learning component will allow you to develop a deeper knowledge of linguistic concepts and second language learning and apply that knowledge working in real-world environments with English language learners. This will ensure that the significant time you put into your class project leads to meaningful learning. No one will be expected to work on a project to which he or she has significant religious, political or moral objections. It is your responsibility to let the instructor know about such objections before we finalize the site assignments.

Major Activities

- Translating IPA transcriptions and then transcribing natural spoken language into IPA are activities designed to attune your ears to the intricacies of English phonemes;
- Creating a list of minimal pairs will help you to see the difficulties that language learners from different language groups have with specific aspects of English pronunciation;
- Analyzing text for slang, idioms, collocations, and affixes will not only help you to see the richness and difficulty of English for nonnative speakers, but will also help you to see which parts of natural English should be modified to make comprehensible input for language learners;
- Analyzing reading and composition books will help you see how to evaluate these materials and why they may or may not appeal to learners;
- Analyzing text for the part of speech of each word;
- Recording and transcribing a language learner's English output; and,
- Working with language learners to see the kinds of linguistic hardships that they need to go through to reach an adequate level of language proficiency.

Required Textbooks

1. Freeman, D.E., & Freeman, Y.S. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar* (2nd edition). Portsmouth, NH: Heinemann.
2. Edwards, J. (2012). *Multilingualism: Understanding linguistic diversity* (2nd edition). New York: Continuum.
3. Other readings, and videos, as listed in the schedule. These resources will be made available through on Canvas Files. The videos will be supplied via web streaming from Wells Library. Most of the articles are pdf documents. In order to read them you will need to have Adobe Acrobat Reader. If you do not have the program, you can download it free of charge at: <http://www.adobe.com/products/acrobat/readstep.html>

Course Expectations

- All assignments are due on the date and time given. Because you must upload assignments by a specific date and time, no late work will be allowed.
- Keep up with coursework. Be sure to log in to our class website regularly. Check the detailed schedule of coursework and go to the relevant Module to complete the readings and review/complete all of the assignments.
- Keep up with deadlines—Missed assignments and tests will earn a 0 and may not be made up except in documented emergencies. If you are having trouble, you must contact the instructor immediately. For emergencies, you will have to provide acceptable documentation in order to receive assistance.
- All private correspondence should be made through IU email. Please include the course number in the subject heading. *e.g. "L239/L529- question about practice exercise #1"*
- Using discussion forums to publicly ask and answer course-related questions and share ideas or information. In this way, everyone can benefit. If you can answer a classmate's question, please do so.
- In all online forum discussions via Canvas, please:
 - Include a subject heading
 - Break up large blocks of text into paragraphs and use a space between paragraphs.
 - On discussion forums, keep topics to a maximum of 2-3 for each posting. If you have more to say, start another post.

ASSIGNMENTS:

1. **Participation (20% of grade)**
2. **Language learning philosophy paper (10%)**
3. **Six practice exercises (20%)**
4. **Service Learning Reflections (25%)**
5. **Case Study Presentation (10%) [oral report with presentation slides]**
6. **Case Study Report (15%) [10-12 pages]**

1. Participation (20% of grade)

Through Canvas's discussion forum, we will discuss the required readings, share ideas about classroom applications and experiences, and learn from each other. Your discussion postings must reflect your understanding of the issues under discussion and a critical integration of what has been learned from readings and your own experiences. *Each person in the online section*

must post a minimum of 8 times over the week, not all at once on one day. Each person in the on-campus section must post of minimum of 2 times over the week, not all at once on one day. In addition to fulfilling your role, you are responsible for continuing the discussion through additional responses. For further information, please refer to the 'Participation Rubric' found under the RESOURCES link in Canvas.

You will be assigned a particular role to play in the weekly discussions. These roles will rotate so that each person has 2-3 chances to facilitate a role. The role assignments for the semester will be posted on Canvas.

Discussion starter. You start off our online discussion by asking a well-thought out question based on our readings. The best questions to ask are open-ended, and are just meant to get us all talking! Please post discussion questions by **Monday at midnight EST.**

Devil's advocate. You get to ask the questions no one wants to ask. You are the person who gets to turn the conversation on its ear by asking a well-timed question that reveals another way of looking at the issue at hand. Please post your devil's advocate question by **Wednesday at midnight EST.**

Discussion wrapper. You tie up what's been said. This can be done as simply as listing major points, then adding your own two cents or, if possible, you can relate the discussion to other relevant readings and thoughts. Please post discussion wrap-up by **Friday at midnight EST.**

2. Language Learning Philosophy Paper (10%) -- Due: Sept. 5

This will be a short paper (3 pages) on your view of first and second language learning. How do learners learn their first or second language? What factors are involved in the learning process? What environments or conditions facilitate or impede the learning? How does your own view compare with dominant views covered in the course? You can focus only on either of the two language learning processes. Or you may want to cover them both, emphasizing the similarities and differences between the two. The best papers do not attempt to give a shallow coverage of a wide range of topics, but focus on a few in-depth areas and utilize a personal narrative style.

3. Six Short Practice Exercises (20%) --Due: See schedule

You will be asked to complete six short practice exercises throughout the semester. They are designed to help you to work more deeply with features of language that are important for teaching. Specific guidelines will be provided. The deadlines for each practice exercise are available in the course schedule and on Canvas.

4. Service Learning Reflections (25%) --Due: See schedule

On the weeks when you are engaged as a conversation partner or tutor, you will complete a summary form and write a 1-2 page reflection on your experiences for the week. The reflection papers should be concise, 12-point font, double-spaced. Grading of the reflection journals will be check (✓), check-plus (✓+), or check-minus (✓-). A series of questions designed to focus and direct your reflections, as well as criteria for evaluating reflection, are provided at the end of this syllabus. Reflections are due at the end of the week, not on the day of our class.

Reflection is an invitation to think deeply about our actions so that we may act with more insight and effectiveness in the future. It is probably something you do already: processing, analyzing, and integrating your experiences through writing, discussions with friends, art, etc. As related to service, reflection is the use of creative and critical thinking skills to help prepare for, succeed in, and learn from service experience, and to examine the larger picture and context in which service

occurs. [from Reflection Toolkit, Northwest Service Academy,
<http://www.nationalservicerresources.org/filemanager/download/615/nwtoolkit.pdf>]

5. Case Study Presentation (10%) -- Due Dec. 14

The case study presentation and report are related assignments. See below for the full description of the project. Your presentation will be an oral report on the work that you have done, complete with digital slides in a program such as Powerpoint, Keynote, or Slideshare. You are free to choose the program that works best for you. Most students find that it works best to create the slides and then report the oral presentation to go with the slides. You will post your slides on the Discussion Forums by Monday Dec. 14 at midnight. During finals week, you are required to view at least four presentations by your colleagues and to provide substantive comments on them. You should complete your comments by Dec. 19 at midnight.

6. Case Study Report (15%) [10-12 pages] -- Due: Dec. 14

You will study the language issues and questions of the language learner you have worked with as a tutor or conversation partner. You must report your observations and recommendations on six levels (i.e., morphological, phonological, syntactic, discursive, pragmatic, and sociocultural). See Assignment formatting guidelines below for more details on how to format your paper.

Assignment Formatting Guidelines

These guidelines are offered for two reasons: to model professional expectations for written work and to reduce confusion between students and the instructor. Failure to adhere to these guidelines will result in a 5% grade reduction.

Professionalism. All assignments should represent your best work and maintain high professional standards in both content and appearance. This means that they should be focused, concise, clearly organized, and free from grammar and spelling errors.

Document Name Format. You must begin the document name for each assignment with your last name. This helps me to keep track of the numerous documents that I must download to grade. For instance, instead of merely naming your paper “language learning philosophy.docx,” call it “[your last name].language learning philosophy.docx” So I would call my paper “Samuelson.language learning philosophy.docx”

APA Citation Style. Citations should conform to APA citation guidelines and should be accompanied by a listing of references in APA style. For more information on APA citation, please refer to the following resource: <http://owl.english.purdue.edu/owl/resource/664/01/>.

Headings. Use headings to organize your writing and provide guidance to the reader.

Margins: 1.00” left & right margins (default on most word processors)
 1.00” top & bottom margins (default on most word processors)

Font size. 12-point font

Line Spacing. 2 line spaces

Due Dates. Assignments are to be turned in by their specified due dates – LATE ASSIGNMENTS WILL NOT BE ACCEPTED without prior arrangements with me. If you feel that you have a legitimate need for an extension, please contact me ahead of the due date to negotiate an alternative arrangement.

Grading

Grades are a reflection of all the graded course components and are assigned based on the following scale. I will, in rare instances, assign an A+ to students, whose work has been well beyond exemplary as noted by an extremely high average and other outstanding characteristics such as taking on extra readings, engaging in leadership, and so forth.

Grade Minimum %

A 96 and above	C 72-75
A- 92-95	C- 68-71
B+ 88 -91	D+ 64-67
B 84-87	D 60-63
B- 80-83	D- 56-59
C+ 76-79	F 56 and below

General Policies At IUB Regarding Course Completion

School of Education on-line courses are designed to be highly interactive and to include weekly dialogue among students and instructors. Because of this, you must participate consistently and keep up with the course readings and assignments.

Students who do not complete a course within the semester are responsible for making arrangements with me regarding the provisions they will make and the timeline they will follow to finish the course. Students should not assume they will automatically be granted a grade of Incomplete at the end of the semester if they have not completed the course requirements. As tempting as an incomplete may seem during the semester, only cases with extenuating circumstances will be considered.

If a student has not completed the course requirements for the course by the end of the semester, I will give the grade that is most appropriate from the following choices:

FN (Failed for Non-attendance) indicates that the failing grade was earned because the student neglected to participate or stopped participating in the course. This grade is not assigned for poor performance. Participation in the class consists of communication with the instructor and other students, turning in assigned work on time, contributing ideas in class discussions, etc. A student who has ceased communication with his/her instructor may receive this grade.

I (Incomplete) indicates that coursework has been done satisfactorily by the end of the semester, but has not been completed. This usually means that the majority of assignments have been done satisfactorily and only a fraction remains. The student needs to make specific arrangements with his/her instructor regarding how and when the rest of the required work will be submitted. The maximum time allowed for the removal of an Incomplete grade is one calendar year, but most incompletes should extend for only a few weeks or months. After 12 months, the university automatically converts an Incomplete to a grade of F.

If a student has completed some, but not all, of the required coursework, and has not made arrangements with me to complete the rest of the requirements, I, at my discretion, may give a grade reflecting the completion of coursework that has been evaluated to that point.

Academic Integrity

Every student is expected to do his/her own work in its entirety. A plagiarized paper will receive a zero, and any further plagiarism will result in a zero for the course and a referral for academic misconduct. If you are not already familiar with the *Code of Student Rights, Responsibilities, and Conduct*, especially the section on plagiarism, please review <http://www.indiana.edu/~college/plagiarism/>. In addition, I reserve the right to utilize Turnitin online services to investigate further.

Navigating Our Canvas Site

I am teaching this course in the Canvas Course Management System (CMS) for the first time in 2015. The following are some functions of Canvas that we will use regularly.

Announcements. A communication function that will appear in your Canvas news feed. Please keep an eye on this section for weekly announcements from your instructor.

Assignments. Contains all of the assignment materials, including grading rubrics. You will

submit your completed assignments, and I will grade them and return them to you, all via this function.

Discussions. Our asynchronous discussions will take place in this area. I will post weekly readings and assignments here. Note: This function was called “Forums” in the Oncourse CMS.

People. You can see the course roster here and start to get to know the people who are taking the course with you. I highly recommend that you make a picture of yourself available.

Grades. Gradebook for posting your grades.

Pages. This section lists the webpages and external links that are used in the course.

Files. Contains important documents (e.g. selected readings, syllabus, assignments, etc.) for download.

Quizzes. This section will be used for the Practice Exercises and the midterm course evaluation.

Modules. This feature allows me to create weekly pages that will summarize all of the pages and files that you will need to complete your work. I will create links here to relevant materials in **Pages** and in **Files**.

Conferences. An online conferencing environment where we will hold real-time class meetings [TBA]. Conferences can be recorded and made available for students who are not able to attend synchronously.

Attendance. Your weekly participation will be logged here. Counts toward participation grade.

Library Resources. This link will take you to the homepage of the IU School of Education library, where you can start your library research.

Technical difficulties? I will do my best to answer general technology questions; however, very specific dilemmas will be directed to University Information Technology Services (UITS). For immediate assistance or questions you may search the UITS webpage at <http://uits.iu.edu/> or reach a UITS technician at ithelp@iu.edu or by telephone at 812-855-9255. The IU Knowledge Base is a useful site to search for technical information as well: <http://kb.iu.edu>. If you encounter a bug or a systems failure on Canvas, **it is your responsibility to report the problem to UITS**. Do not just send an email to me or to the whole class and wait for something to happen.

Schedule Overview

In addition to the schedule provided here, I will make announcements each week and provide you with further details in the weekly Module. Each week will become visible during the Thursday prior to that week of class and will remain active for two weeks.

Week	Topic	Readings	Assignments Due	Service Milestones
Week 1	Why is language special? Canvas Navigation & Introductions What is the usefulness of linguistics?	F&F pp. 1-7	Canvas Introduction Forum postings due by midnight on Aug. 29 [all deadlines are at midnight EST on the stated date]	Introduction to service-learning
Week 2	First Language Acquisition	F&F Ch. 1 (remainder) and Ch. 2 <u>Video</u> : “The Secret of the Wild Child”	Forum postings on readings due by Sept. 5 Review the online chat protocol and sign up for a chat times for Weeks 4, 7, 11, & 15. Language learning philosophy paper (due by Sept. 5)	Set up tutoring partnerships
Week 3	Written & Second Language Acquisition	F&F Ch. 3	Forum postings on reading due by Sept. 12	Begin weekly meetings with conversation partners <i>Service-learning reflection</i>
Week 4	English Phonetics and Phonology	F&F Ch. 4	ONLINE SYNCHRONOUS CHAT # 1 (Takes place of the usual group discussion (details TBA) Forum postings due by Sept. 19	<i>Service-learning reflection</i>

Week	Topic	Readings	Assignments Due	Service Milestones
Week 5	Implications from phonology for teaching reading and teaching a 2 nd language	F&F Ch. 5	Forum postings on reading and Practice exercise 1 due by Sept. 26	Case study prospectus <i>Service-learning reflection</i>
Week 6	English Orthography	F&F Ch. 6	Forum postings on reading and Practice exercise 2 due by Oct. 3	<i>Service-learning reflection</i>
Week 7	English Morphology	F&F Ch. 7 <u>Video</u> : “Do you speak American (part 1)”	ONLINE SYNCHRONOUS CHAT #2 (Takes place of the usual group discussion (details TBA) Forum posting and Practice exercise 3 due by Oct. 10	<i>Service-learning reflection</i>
Week 8	Implications from morphology for teaching reading & teaching a second language	F&F Ch. 8	Forum postings on reading and Practice exercise 4 due by Oct. 17	Mid-term report: Case study <i>Service-learning reflection</i>
Week 9	English Syntax	F&F Ch. 9	Forum postings on reading due by Oct 24 Midterm course evaluations due Oct. 24. I will make an announcement with the instructions for this.	<i>Service-learning reflection</i>

Week	Topic	Readings	Assignments Due	Service Milestones
Week 10	Implications from syntax for teaching reading & teaching a second language	F&F Ch. 10	Forum postings and Practice exercise 5 on reading due by Oct. 31	<i>Service-learning reflection</i>
Week 11	Language Variation & Multilingual Abilities	Edwards Ch. 1-3 Video: “Do you speak American (parts 2 & 3)”	ONLINE SYNCHRONOUS CHAT #3 (Takes place of the usual group discussion (details TBA) Forum postings and Practice exercise 6 on reading due by Nov. 7	<i>Service-learning reflection</i>
Week 12	Multilingualism and English in Social Contact	Edwards Ch. 4-6	Forum postings on readings due by Nov. 14	<i>Service-learning reflection</i>
Week 13	English in Social Context	Edwards Ch. 7-9	Forum postings on readings due by Nov. 21	<i>Service-learning reflection</i>
Thanksgiving Break				
Week 14	Issues of Practice (cont.)	Edwards Ch. 10 Select one peer-reviewed research article from the list of journals below that fits your interests. Post your 1-page summary to forums.	Forum postings due by Dec. 5	

Week	Topic	Readings	Assignments Due	Service Milestones
Week 15	Course Wrap-up	Future wanderings Course evaluations	No readings or forum postings this week. Final Course evaluations (You will receive an announcement with the instructions.) Case Study Presentations are due on Dec. 9.	<i>Use this time to work on your case study presentations and reports.</i>
Week 16 Finals Week			Case Study Reports are due on Dec. 14 by midnight EST.	

Journals in Language and Literacy Education

Language Awareness

Linguistics and Education

Modern Language Journal

Research in the Teaching of English

TESOL Journal

TESOL Quarterly

Reflection Topics to Guide your Service-Learning

These reflection topics are a way for you to tie your learning to your teaching career. They are also an opportunity to think on a higher level about why you study linguistics and how it can help you teach in a diverse classroom. They will help you make connections between this class and your life, and help you as a teacher to develop ideas about how to create lessons that are inclusive, high quality and help all your students to learn language. Furthermore, they will help you to make the all-important connections between linguistics as a field of study, your language learning and teaching experiences, and your teaching career.

After reading the assigned chapters, use these specific reflections and activities with your student each week. These reflections will be very helpful when you write your final paper, so please follow them specifically each week with your student. You can certainly do additional activities with your student if you have extra time.

Reflection Question Prompts

Use these four questions to articulate your reflection for each week:

1. What did I do this week with my student?

2. What did I learn?
3. How specifically did I learn it?
4. Why does this learning matter? Or why is it important?