

**Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDUC 564**

**Applied Linguistics for English as a Second Language Teachers  
(ESL)**

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## STUDY GUIDE

**Course Title:** Applied Linguistics for ESL Teachers

**Code:** EDUC 564

**Time Length:** Five Weeks

**Prerequisite:** None

### Description

“Applied Linguistics for ESL Teachers” provides the student with a substantial knowledge of the key concepts, issues, insights, and pedagogical implications of research in some of the issues related to ESL and applied linguistics. Some of the applied linguistic issues that will be examined in the course include: the use of phonics and phonemic awareness in learning to read, factors in teaching oral communication in social contexts, irregularities in English orthography and implications for teaching, word formation in vocabulary development and writing, and language proficiency in ESL.

### General Objectives

By the end of the course, students will:

1. Explore the interface between applied linguistics and second language pedagogy.
2. Adequately use and apply basic linguistic and applied linguistic concepts in everyday teaching.
3. Develop an integrative perspective towards applied linguistics acknowledging the interdisciplinary nature of the discipline.
4. Use the findings of research in applied linguistics to improve their ESL teaching.

### Recommended Textbook

Facilitator may use any current textbook on applied linguistics and ESL.

O’Grady, et al. (2004). *Contemporary Linguistics* 5<sup>th</sup>. ed. Bedford/St. Martin’s Press. ISBN: 9780312419363

### Evaluation and Assignments

These are recommended assignments; the facilitator may substitute any assignment to meet the objectives of the course.

<u>Assignments</u>	<u>Points</u>	<u>Points Received Weekly.</u>					<u>Total + extra work.</u>
		Wk. 1	Wk. 2	Wk. 3	Wk. 4	Wk. 5	
<ul style="list-style-type: none"> <li>▪ Attendance and Participation (20 pts. each week).</li> </ul>	100						
<ul style="list-style-type: none"> <li>▪ Assignments/project(s) per workshop 20 pts. per workshop)</li> </ul>	100						
<ul style="list-style-type: none"> <li>▪ Write a research paper on any topic as it relates to Applied Linguistics.</li> <li>▪ Presentation and PowerPoint</li> <li>▪ The facilitator may schedule this through-out the remaining 4 workshops if there are too many students in the class, or do all of them during Workshop 5. Facilitator and students will decide during Workshop 1.</li> </ul>	100						
<ul style="list-style-type: none"> <li>▪ Typed - Glossary of Terms:</li> </ul>	100						
Reflective Journal Facilitator will determine if it will be done at the end of class or turned in next class.	100						
Any other assignment or extra work.							
Portfolio –	100						

Keep all work organized in a binder to be used during each workshop. (May be collected or used as a reference for group activities).							
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Total Points \_\_\_\_\_ plus any extra work \_\_\_\_\_. Grand Total/Grade: \_\_\_\_\_

**Scale**

A = 100 - 90	B = 89 - 80
C = 79 - 70	D = 69 - 60      F = 59 or below

**Evaluation description of assignments and activities for Workshops 1-5:**

- I. Attendance and active participation in each workshop.
- II. Projects/assignments before each Workshop 1-5. See each workshop assignment section for additional information.
- III. Glossary of terms – define terms per workshop and add others from your readings.
- IV. Reflective Journal per week- *See Appendix A*
- V. Portfolio - If required, a portfolio may be collected as data for the evaluation of the Master’s in ESOL degree. Students are expected to keep assignments and information easily available for classroom activities. The facilitator will give points by observing if students are prepared for individual or group activities. The facilitator will determine if the portfolio will be collected or used as a organization tool for the course. *Appendixes B- I*

**Description of course policies**

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
  - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.

12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

## Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## Workshop One

### Specific Objectives:

1. Define and correctly use terminology in Applied Linguistics.
2. Analyze how linguistics contributes to the understanding of language comprehension and production.
3. Understand the importance of linguistics in ESL instruction.
4. Analyze that languages have universal characteristics.
5. Evaluate the characteristics of a successful language learner as these relates to the students' own language experience.

### Language Objectives:

1. The student will read and comprehend topics in Applied Linguistics.
2. The student will produce written assignments using Standard English.
3. The student will do presentations using correct English pronunciation.

### Electronic Links (URLs):

Terms –search any other reference to define terms.

<http://education.yahoo.com/reference/dictionary/>

<http://education.yahoo.com/reference/dictionary/entry/linguistics>

History of linguistics

<http://www.lsadc.org/info/ling-fields-history.cfm>

<http://search.yahoo.com/search?p=history+of+linguistics&ei=utf-8&fr=slv8-&pstart=1&b=11>

Linguistics and comprehension

<http://en.citizendium.org/wiki/Linguistics>

[http://lit.msu.edu/vol1num1/chun\\_plass/default.html](http://lit.msu.edu/vol1num1/chun_plass/default.html)

<http://love.psy.utexas.edu/~love/ECS/Vol3/A0264.pdf>

Language has universal characteristics

[http://en.citizendium.org/wiki/Language\\_universal](http://en.citizendium.org/wiki/Language_universal)

<http://peace.saumag.edu/faculty/Kardas/Courses/CS/Student%20Pages/Language/LanguageCS98.html>

<http://www.duke.edu/~pk10/language/psych.htm>

ESL instruction and Learning a Language

<http://www.everythingsl.net/>

[http://minnetesol.org/journal/vol25\\_html\\_pages/17\\_Dahlman.htm](http://minnetesol.org/journal/vol25_html_pages/17_Dahlman.htm)

<http://www.everythingsl.net/inservices/judith.php>

[http://anthro.palomar.edu/language/language\\_4.htm](http://anthro.palomar.edu/language/language_4.htm)

### **Assignments before Workshop One:**

1. Read the recommended URL's, textbooks and other reference materials.  
Review or copy rubrics from the Appendix section.
2. Read over the activities from each workshop and bring information to complete activities in class.
3. Develop a timeline on the development of applied linguistics (see example and rubric in Appendix N).
4. Definition of terms to be discussed in class, add others as applicable.
  - A. Applied Linguistics
  - B. Linguistics
  - C. Native speaker
  - D. Nonnative speakers
  - E. Linguistic Competence
  - F. Human Language
  - G. Scaffolding language
  - H. Morphology
  - I. Phonology
  - J. Phonics
  - K. Phonetics
  - L. Syntaxis
  - M. Semantics
  - N. Utterance
4. Preview video: "Scaffolding Language Skills"  
<http://www.youtube.com/watch?v=lmJoOjLQM3U&feature=related>  
Take notes for class discussion.
5. Complete the course expectations form (Appendix M).

**Activities:**

1. The facilitator and the students will introduced themselves by engaging in an icebreaking activity.
2. Select a classroom representative.
3. Go over main parts of the module, assignments, etc.
4. Group Activity: View video or go over the notes taken before workshop one. Discuss the importance of having a rich oral language environment.  
<http://www.youtube.com/watch?v=lmJoOjLQM3U&feature=related>
5. Go over key terms prepared for today: List A – N.
6. Review the timeline of Applied Linguistics.
7. Group Activity: Presentation topics and discussion.
  - A. Importance of linguistics and comprehension.
  - B. Importance of linguistics and the ESL Instruction.
  - C. Universal characteristics of language.
  - D. Evaluate the characteristics of a successful language learner.
8. After groups have discussed the topics, they will prepare a presentation.
9. Summarize how the evolvment of linguistics has improved instructional ESL practices
10. Work on Reflective Journal.
11. Discuss assignments for next week.

**Assessment:**

1. Assignments, group activities and participation.
2. Reflective Journal (Appendix A).
3. Class participation rubric (Appendix K).
4. Written report rubric (Appendix J).
5. Oral presentation rubric (Appendix L)

## Workshop Two

### Specific Objectives:

1. Understand key terms in language acquisition and development.
2. Understand the development of first and second language acquisition.
3. Differentiate between language development and language acquisition theories and their implications on learning.
4. Know the Stages of Second Language Acquisition.
5. Explain various theories according to linguistic researchers.

### Language Objectives:

1. The student will read and understand theories of language acquisition.
2. The student will write about various theories in language development.
3. The student will explain different approaches of language development.

### Electronic Links (URLs):

Terms –search any other reference to define terms.

[http://www.everythingsl.net/inservices/essential\\_vocab.php](http://www.everythingsl.net/inservices/essential_vocab.php)

<http://www.healthofchildren.com/L/Language-Development.html>

<http://dictionary.reference.com/browse/language>

Language Acquisition

[http://www.geocities.com/pan\\_andrew/sla.htm](http://www.geocities.com/pan_andrew/sla.htm)

<http://esl.fis.edu/teachers/support/cummin.htm>

<http://www.asha.org/public/speech/development/second.htm>

[http://www.lsadc.org/info/ling-faqs-lang\\_acq.cfm](http://www.lsadc.org/info/ling-faqs-lang_acq.cfm)

<http://earthrenewal.org/secondlang.htm>

<http://www.ncela.gwu.edu/>

<http://www.grahamwilliamson.com/language-acquisition.html>

Language Development

<http://www.asha.org/public/speech/development/default.htm>

<http://www.answers.com/topic/language-development>

<http://www.speech-language-therapy.com/devel1.htm>

ESL instruction

<http://www.everythingsl.net/inservices/judith2.php>

<http://www.everythingsl.net/>

[http://www.everythingsl.net/in-services/questioning\\_strategies.php](http://www.everythingsl.net/in-services/questioning_strategies.php)

Linguist

<http://academics.tjhsst.edu/psych/oldPsych/language/chomsky.html>

<http://www.personal.kent.edu/~pbohanbr/Webpage/New/Huen/mind-brain.html>

[http://www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

### **Assignments before Workshop Two:**

1. Read the recommended URL's, textbooks and other reference materials. Read over activities for workshop two and make sure to bring information to cover the topics to be discussed.
2. Interview: Write at least 5 questions and interview a mother about her child's language development process.
3. Develop a graphic organizer comparing and contrasting: Language Development & Language Acquisition.
4. Definition of terms to be discussed in class, add others as applicable.
  - A. Language acquisition
  - B. Second Language Acquisition (SLA)
  - C. Stages of Second Language Acquisition
  - D. Language Development
  - E. Comprehensible Input
  - F. Cognitive Development
  - G. Fluency
  - H. Babbling Stage
  - I. Sociolinguistic competence
  - J. Universal grammar
  - K. Accent
  - L. Cognates
  - M. Developmental errors
  - N. Regional dialect

**Activities:**

1. Review topics from last week.
2. Go over key terms prepared for today: List A – N
3. Group Activity: Interviews about children's language development.  
Discuss how children acquired language at different levels.
4. Go over graphic organizers for Language Development & Language Acquisition.
5. Group Activity – Use your notes: Discuss and plan a presentation.
  - A. How do children develop their first language?
  - B. How do children acquire a second language?
  - C. Discuss the different theories and linguist (experts) in the field of Second Language Acquisition & Stages SLA.
6. Brainstorm as a class:  
How can ESL teachers foster second language acquisition skills?  
Come up with a list of activities or strategies that could be used with at least two subject areas to teach students who are acquiring a second language.
7. Discuss any of the articles or readings from the websites.
8. Work on Reflective Journal.
9. Discuss assignments for next week.

**Assessment:**

1. Assignments, group activities and participation.
2. Reflective Journal.
3. Written report rubric.
4. Class participation rubric.

### Workshop Three

#### Specific Objectives:

1. Understand how the human brain is structured as it relates to language.
2. How neurolinguists study the relationship between the brain and language acquisition.
3. What studies of brain damage reveal about the brain and language.
4. What areas of the brain are responsible for language processing?
5. Explain how different language impairments affect language development.

#### Language Objectives:

1. The student will understand the relationship between the brain and language acquisition and language development.
2. The student will write about how the brain processes language.
3. The student will verbally explain the areas of the brain responsible for language.

#### Electronic Links (URLs):

Terms –search any other reference to define terms.

<http://www.merriam-webster.com/>

<http://www.answers.com/topic/neurolinguistics>

Neurolinguistics

<http://www.lsadc.org/info/ling-fields-neuro.cfm>

<http://www.britannica.com/EBchecked/topic/410647/neurolinguistics>

Brain Research

<http://www.sedl.org/scimath/compass/v03n02/brain.html>

[http://www.newhorizons.org/neuro/front\\_neuro.html](http://www.newhorizons.org/neuro/front_neuro.html)

Brain Damage

[http://www.sciencedaily.com/articles/b/brain\\_damage.htm](http://www.sciencedaily.com/articles/b/brain_damage.htm)

<http://www.answers.com/topic/brain-damage>

The brain and language

[http://www.ling.udel.edu/eastwick/ling101\\_f99/brain\\_lang.html](http://www.ling.udel.edu/eastwick/ling101_f99/brain_lang.html)

<http://www.als-alexander.org/languageBrain.htm>

Language Impairments

<http://iteslj.org/Techniques/Fukuda-DeafStudents.html>

<http://www.ldonline.org/spearswerling/9866>

<http://www.umm.edu/ency/article/003204.htm>

**Assignments before Workshop Three:**

1. Read the recommended URL's, textbooks and other reference materials.  
Review or copy rubrics from the Appendix section, as needed.
2. Prepare a concept map about how the brain processes language.
3. Copy or draw a diagram of the brain and label it. Make notes of the areas responsible for language processing.
4. Get information on helping students with language impairments.
5. Get information on various linguists such as, Chomsky, Krashen, etc.
6. Definition of terms to be discussed in class, add others as applicable.
  - Broca's area
  - Wernicke's area
  - Angular gyrus
  - visual cortex
  - lesion (severe damage)
  - Brain imaging: CAT, fMRI, PET, MEG
  - aphasia
  - agraphia
  - dyslexia
  - Cerebral Hemispheres
6. Create a Venn Diagram comparing and contrasting Communication Disorders and Attention Deficit Disorder
7. Continue working with your portfolio.
8. Find a picture any source and identify the following:
  - a. Parietal lobe
  - b. Frontal lobe
  - c. Occipital lobe
  - d. Temporal lobe

Add a list of functions each lobe is associated to.

**Activities:**

1. Review topics from last week.
2. Go over key terms prepared for today.
3. Group Activity: Discuss the concept maps and drawings about how the brain processes language.
5. Group Activity: Discuss and plan a presentation. (An idea is to make a talk show, where there is a host and guest speakers on a medical show).

Possible questions:

- A. What distinguishes the human brain from a nonhuman brain?
  - B. In what ways can the cerebral hemispheres be considered to be separate brains?
  - C. What can the study of brain-damaged patients tell us about the normal language competence?
5. What strategies can ESL teachers use to help students with a brain lesion? Come up with a list of activities, strategies, games, etc., that could be used to improve language development and learning.
  6. Present your ideas to the class and discuss.
  7. Discuss linguists such as Chomsky, Krashen, etc., and their contributions to Applied Linguistics.
  8. Work on Reflective Journal.
  9. Discuss assignments for next week.
  10. The facilitator will assign groups for the Educational Forum to be presented during Workshop 4. (See: Assignments before Workshop 4, (No. 4) on the following pages).

**Assessment:**

1. Assignments, group activities and participation.
2. Reflective Journal.
3. Written report rubric.
4. Class participation rubric.
5. Oral presentation rubric.

## Workshop Four

### Specific Objectives:

1. Improve oral language development through cooperative groups.
2. Develop explicit instruction to increase vocabulary skills.
3. ESL methodologies to meet the different learning styles.
4. Developing language skills through the content areas.
5. Explain different methods to improve linguistic skills.

### Language Objectives:

1. The student will explain different methods to improve linguistic skills.
2. The student will write an essay on effective teaching methodologies.
3. The student will explain teaching methodologies for ESL instruction.

### Electronic Links (URLs):

Terms –search any other reference to define terms.

<http://earthrenewal.org/secondlang.htm>

<http://www.merriam-webster.com/>

<http://dictionary.reference.com/browse/vocabulary>

<http://www.yourdictionary.com/esl/ESL-Methodologies.html>

Vocabulary, reading and other content areas

[http://www.everythingsl.net/in-services/vocabulary\\_instructi\\_language\\_80932.php](http://www.everythingsl.net/in-services/vocabulary_instructi_language_80932.php)

[http://library.thinkquest.org/TQ0312482/methods\\_of\\_teaching\\_esl.htm](http://library.thinkquest.org/TQ0312482/methods_of_teaching_esl.htm)

<http://www.ldonline.org/article/101>

Learning Styles

<http://www.everythingsl.net/in-services/learningstyle.php>

<http://www.learning-styles-online.com/style/verbal-linguistic/>

<http://www.learning-styles-online.com/overview/>

ESL instructional activities and references for ESL teachers

<http://a4esl.org/>

<http://iteslj.org/t/ppt/>

<http://iteslj.org/links/>

<http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf>

[http://www.pps.k12.or.us/curriculum/PDFs/ESL\\_Modifications.pdf](http://www.pps.k12.or.us/curriculum/PDFs/ESL_Modifications.pdf)

<http://www.eslcafe.com/teachers/>

<http://humanities.byu.edu/elc/Teacher/TeacherGuideMain.html>

Cooperative learning

<http://www.colorincolorado.org/educators/content/cooperative>

<http://www.cal.org/resources/digest/kagan001.html>

#### **Assignments before Workshop Four:**

1. Read the recommended URL's, textbooks and other reference materials. Review or copy rubrics from the Appendix section, as needed.
2. Write an essay on effective ESL teaching methodologies for ELLs.
3. Develop a lesson plan using ESL methods or approaches for ELLs.
4. Homework: Prepare for an Educational Forum in class: Groups may be assigned these topics or any other one the instructor or students may want to address (before today's workshop in order to prepare for the forum discussion).
  - How to meet the learning styles of students with linguistic needs?
  - How can cooperative grouping help students with linguistic needs?
  - How to help students build linguistic skills through the content areas?
5. Definition of terms to be discussed in class, add others as applicable.
  - A. ELLs
  - B. Code-switching
  - C. BICS
  - D. CALP
  - E. Direct Method
  - F. Silent Way
  - G. Reading Approach (ESL)
  - H. Total Physical Response (TPR)
  - I. Natural Approach
  - J. Communicative Approach
  - K. Computer Assisted Language Learning (CALL)
  - L. Computer-Mediated Communication (CMC) - for ESL

M. Community Language Learning (CLL)

N. Interlanguage

O. Comprehensible Input

P. Learning Styles

**Activities:**

1. Review topics from last week.
2. Go over key terms prepared for today: List A – P
3. Group Activity (based on essays): Get together in small groups and determine some of the best ESL methods, strategies, or approaches to improve linguistic skills.
4. Group Activity: Share some of the Lesson Plans with the group / or class.
5. Educational Forum: Present on the topic given or selected, (# 4 homework).
6. Follow-up discussions from the activities above.
7. Discuss any relevant findings or articles of interest for today's class.
8. Work on Reflective Journal.
9. Discuss assignments for next week.

**Assessment:**

1. Assignments, group activities, presentations and participation.
2. Reflective Journal.
3. Make sure all assignments are up-to-date. Prepare for any final presentations next week.
4. Written report rubric.
5. Class participation rubric

## Workshop Five

### Specific Objectives:

1. Recognize psycholinguistics as the study of language processing.
2. Recognize sociolinguistics as the study of language in a social context.
3. Recognize the growing field of computational linguistics for ESL.
4. Explain current trends in applied linguistics.

### Language Objectives:

1. The student will understand the purpose of linguistic studies and its relationship to language development.
2. The student will write about the findings in the field of linguistics.
3. The student will report on the studies related to the field of linguistics.

### Electronic Links (URLs):

Terms –search any other reference to define terms.

<http://www.answers.com/topic/psycholinguistics>

<http://www.answers.com/sociolinguistics>

<http://www.answers.com/topic/computational-linguistics-journal>

<http://www.yourdictionary.com/>

Psycholinguistics

<http://en.citizendium.org/wiki/Psycholinguistics>

<http://www.usc.edu/schools/college/ling/research/psycholinguistics.shtml>

Sociolinguistics

<http://www.unc.edu/~gerfen/Ling30Sp2002/sociolinguistics.html>

<http://www.pbs.org/speak/speech/sociolinguistics/sociolinguistics/>

Computational Linguistics

[http://www.shsu.edu/~lib\\_jeo/computational linguistics.htm](http://www.shsu.edu/~lib_jeo/computational linguistics.htm)

[http://en.citizendium.org/wiki/Computational\\_linguistics](http://en.citizendium.org/wiki/Computational_linguistics)

[http://www.coli.uni-saarland.de/~hansu/what\\_is\\_cl.html](http://www.coli.uni-saarland.de/~hansu/what_is_cl.html)

[http://www.dmoz.org/Science/Social\\_Sciences/Linguistics/Computational\\_Linguistics/](http://www.dmoz.org/Science/Social_Sciences/Linguistics/Computational_Linguistics/)

ESL Links

<http://iteslj.org/ESL.html>

<http://iteslj.org/links/ESL/Reading/>

**Assignments before Workshop Five:**

1. Read the recommended URL's, textbooks and other reference materials.
2. Written Report: Write a research paper on any topic of interest as it relates to Applied Linguistics. Prepare a PowerPoint presentation.
3. Prepare a graphic organizer – use pictures and words to describe the purpose and current trends in Psycholinguistics, Sociolinguistics and Computational Linguistics as it relates to the field of Applied Linguistics.
4. Definition of terms to be discussed in class, add others as applicable.
  - A. Saccades
  - B. Bottom-up processing
  - C. Top-down processing
  - D. Connectionist models
  - E. Psycholinguistic model
  - F. Dialects
  - G. Jargon
  - H. Slang
  - I. Diglossia
  - J. Official Language
  - K. Voice recognition
  - L. Speech Synthesis System
  - M. Speech Recognition System
  - N. Machine readable dictionary (MRD)
  - O. Machine translation
5. Give the final touches to your portfolio (see Appendixes B-I).

**Activities:**

1. Review topics from last week.
2. Go over key terms prepared for today: List A – O
3. Written Report Presentation: Topic related to Applied Linguistics.
4. Presentation of graphic organizer – Psycholinguistics, Sociolinguistics and Computational Linguistics trends.

6. Follow-up discussions from the activities above.
7. Discuss any relevant findings or articles of interest for today's class.
8. Work on Reflective Journal.
9. Complete evaluation for the course.
10. Turn in assignments for today and the portfolio.

**Assessment:**

1. Students should have completed all assignments and project by the end of the course.
2. Turn in Reflective Journal and other assignments required.
3. Written report rubric.
4. Class participation rubric.
5. Portfolio rubrics.

## **Appendixes**

**Appendix A**

**Reflective Journal**

Name: \_\_\_\_\_ Workshop # \_\_\_\_\_ Date: \_\_\_\_\_

Topics discussed.	What did I learn?	How can this be applied or benefit instruction.
<b>Key terms learned/ explain.</b>		
<b>I want to learn more about...</b>		

**Points:** \_\_\_\_\_



**Appendix C: Log of Entries**

<b>Entry Description</b>	<b>Date of Entry</b>	<b>Date Submitted</b>	<b>Date Evaluated</b>	<b>Page #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Appendix D:**

**Overall Portfolio Self-Assessment**

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

*Part I:* Read the statements below. Write the numbers that mostly honest reflects your self assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

- \_\_\_\_\_ 1. My portfolio contains all of the items required by for the course.
- \_\_\_\_\_ 2. My portfolio provides strong evidence of my improvement over the course.
- \_\_\_\_\_ 3. My portfolio provides factual evidence based on my research.
- \_\_\_\_\_ 4. My portfolio provides evidence of my ability to write effectively.
- \_\_\_\_\_ 5. My portfolio provides evidence of advanced research and my own writing.

*Part II:* On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

- \_\_\_\_\_ 1. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 3. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 4. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 5. \_\_\_\_\_  
\_\_\_\_\_

*Part III:* In assessing my overall portfolio, I find it to be (check one)

Very satisfactory \_\_\_\_\_ Satisfactory \_\_\_\_\_  
Somewhat satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

*Part IV:* In the space below list your goal for the next PT and two strategies you plan to achieve.

Goal: \_\_\_\_\_  
Strategies:  
1. \_\_\_\_\_  
2. \_\_\_\_\_

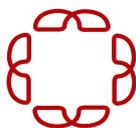
**Appendix E:****Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7<sup>th</sup> ed. Boston: Pearson Education, Inc.

## Appendix F: Letter to Facilitators



**Sistema Universitario Ana G. Méndez**  
**Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Date

Dear Facilitator,

As part of our assessment plan we are collecting a sample of one portfolio rated as excellent from courses that have portfolios as an assessment tool. We are collecting these portfolios randomly and your course has been selected for this PT (Part of Term). Attached to this letter is a copy of the portfolio assessment instructions including procedures and rubrics for assessment.

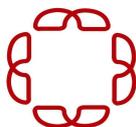
At the end of the PT, you should submit the portfolio to the Office of Assessment and Placement.

If you have any questions or concerns, please contact me at xxx-xxx-xxxx, Ext. xxxx or e-mail me at xxxx@xxxxxx.

Cordially,

Coordinator of Assessment and Placement

## Appendix G: Letter to students



**Sistema Universitario Ana G. Méndez**  
**Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

Date

Dear Student,

Greetings from Sistema Universitario Ana G. Méndez!

As part of our assessment plan we are collecting a sample of one portfolio from courses that have portfolios as an assessment tool. We collect these portfolios randomly and your course may be selected for assessment this PT (Part of Term). The evaluation and submission of these portfolios is going to be performed by the facilitator. The selected portfolio has to be evaluated overall as excellent.

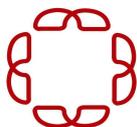
Portfolios are essential evidence of coursework and we would like to take that in consideration for our institutional assessment. We encourage our students to continue their good work and to follow the guidelines that accompany this letter. In case that your course is selected for portfolio assessment, your facilitator will provide more information about what has to be included in your portfolio and details about the process.

If you have any questions or concerns, please contact me at xxx-xxx-xxxx, Ext. xxxx or e-mail me at xxxx@xxxxxx.

Cordially,

Coordinator of Assessment and Placement

**Appendix H: Use and Return of Portfolio**



**Sistema Universitario Ana G. Méndez  
 Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

\_\_\_\_\_

Student's Name (print)

\_\_\_\_\_

Date

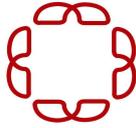
\_\_\_\_\_

Student's Signature

\_\_\_\_\_

Date

**Appendix I: Use and Discard of Portfolio**



**Sistema Universitario Ana G. Méndez  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

I, \_\_\_\_\_, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

.

\_\_\_\_\_

Student's Name (print)

\_\_\_\_\_

Date

\_\_\_\_\_

Student's Signature

\_\_\_\_\_

**Appendix J**

**RUBRIC TO EVALUATE WRITTEN WORK**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
The paper is clear, focused and interesting. Identifies purpose, objectives and principal ideas included in the paper	10	
Presentation of ideas is organized, coherent and can be easily followed	10	
The paper properly explains content.	10	
The presentation of ideas and arguments are based in sources presented, consulted or discussed in class.	10	
The paper demonstrates substance, logic and originality.	10	
The author presents his point of view in a clear, convincing and well based manner.	10	
Contains well-constructed sentences and paragraphs that facilitate lecture and comprehension.	10	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas).	10	
Uses grammar appropriately and correctly.	10	
Manages and uses verbs appropriately and correctly.	10	
<b>Total Points</b>	<b>100 (70% content and 30% language)</b>	<b>Student's total Score:</b> _____

Student's Signature: \_\_\_\_\_ Facilitator's Signature: \_\_\_\_\_

**Appendix K**

**RUBRIC TO EVALUATE PARTICIPATION IN GROUP ACTIVITIES**

Students name: \_\_\_\_\_ Date: \_\_\_\_\_

Group: \_\_\_\_\_ Name of evaluating student: \_\_\_\_\_

<b>Criteria</b>	<b>Points</b>	<b>Students Points</b>
Attended all the meetings and activities of the group.	10	
Collaborated with the planning and organization of activities of the group.	10	
Demonstrated cooperation and team work with the group.	10	
Contributed frequently with the discussions of the group.	10	
Participated actively in the meetings and activities.	10	
Demonstrated interest in the discussions and activities of the group.	10	
Came prepared to meetings, activities and discussions of the group.	10	
Demonstrated attention to the arguments within the group.	10	
Contributed to the group with additional information.	10	
Contributed significantly with the work that presented the group.	10	
<b>Totals</b>	<b>100</b>	

**Appendix L**

**RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Total Score</b>
<b>Content</b>		
Performs an effective introduction to the theme identifying the objectives, ideas and principles that are included in the presentation.	10	
The presentation is organized and coherent, and could be easily followed	10	
The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors	10	
The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class	10	
Capture of the attention and interest of the audience and/or promote their participation, as applicable	10	
Effective personal projection, corporal posture and manage of the audience;	10	
Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class.	10	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make the correct language used understood to others.	10	
Correct use of grammar and verb conjugation.	10	
Use of correct use of vocabulary words to express message.	10	
<b>Total Points</b>	<b>100 (70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

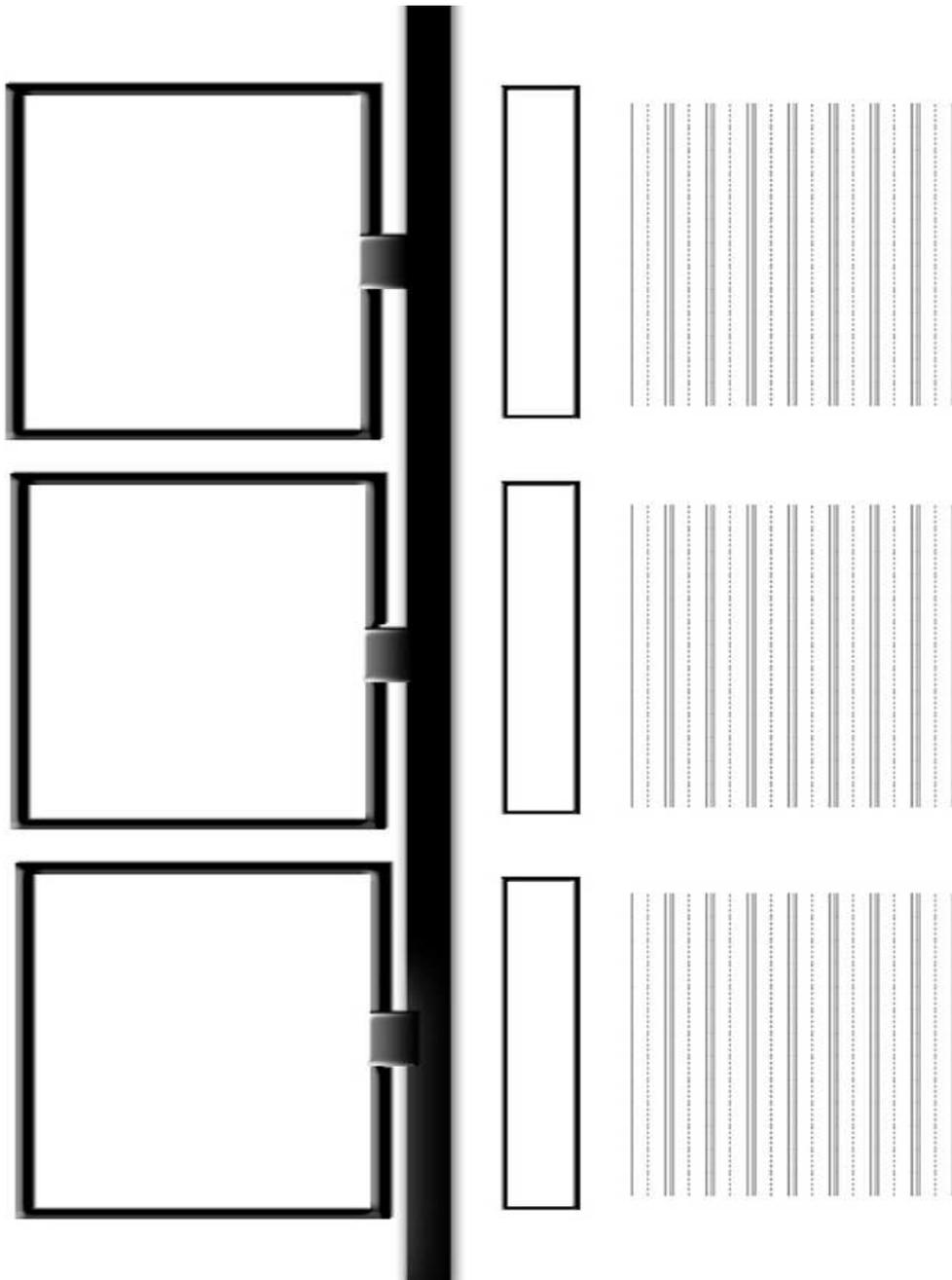
Student's signature: \_\_\_\_\_ Facilitator's Signature: \_\_\_\_\_



## Appendix N

### Example of a Timeline

A time line can help you make connections and understand complex relationships and interrelationships.



Source: Retrieved on September 23<sup>rd</sup>, 2008 from  
<http://www.netover.com/~kingskid/graphic/graphic.htm>

### Timeline Rubric

Name/Group \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_ Time: \_\_\_\_\_

Criteria	Value Points	Student Score
The timeline has a creative title that accurately describes the material and is easy to locate	1 point	
Facts were accurate for all events reported on the timeline	1 point	
All graphics are effective and balanced with text use.	1 point	
An accurate, complete date has been included for each event.	1 point	
The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals	1 point	
The use of font styles and colors is consistent and shows a logical pattern. It helps organize the material.	1 point	
The timeline contained a significant number of events related to the topic being studied	1 point	
The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	1 point	
You have properly documented 4 or more good sources for your topic.	1 point	
Clearly stated and appropriately focused.	1 point	
<b>TOTAL</b>	10 points	

Student's Name: \_\_\_\_\_ Facilitator's Signature: \_\_\_\_\_

Note: The score obtained by the student should be recorded as follows:

- Excellent: 1.00 point
- Good: 0.75 point
- Fair: 0.50 point
- Needs improvement: 0.25 point

Source: Adapted from <http://soli.inav.net/~rpmic/iowa/rubrics/timerub.htm>