

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

TESL 223

APPLIED LINGUISTICS IN ESOL

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STUDY GUIDE

Course Title: Applied Linguistics in ESOL

Code: TESL 223

Time Length: Five weeks

Prerequisite: TESL 222

Description:

Language educators need a well-grounded background in the area of language study in order to meet the diverse and specialized needs of their students. This course is designed to provide students with the essential basis on which they can build future studies of language learning and teaching. It examines major areas of linguistics (e.g., phonetics, phonology, syntax, semantics, and sociolinguistics) and focus on various aspects of language structure and use. What does it mean to know a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of L2 acquisition? These are only some of the questions that this course will help you answer. All the topics, however, will enrich their knowledge of language, and how it impacts language learning and teaching.

General Content Objectives:

In accordance with the State of Florida ESOL Performance Standards and the Florida Educator Accomplished Practices, students will:

1. Demonstrate an understanding of the nature of language and its subsystems (phonetics, phonology, morphology, syntax, semantics, pragmatics), and explain

- how these are affected when an individual learns a new language (ESOL PS #10, #25; FEAP #8).
2. Identify stages of first and second language and literacy acquisition and analyze the influence of the native language upon subsequent languages (ESOL PS #5, #25; FEAP #1, #7).
 3. Identify theories of first and second language acquisition and determine their impact on ESOL students and the ESOL classroom (ESOL PS #5; FEAP #7).
 4. Develop an understanding of academic language and the integrated approach to English language and literacy instruction (ESOL PS #8, #13; FEAP #8).
 5. Identify strategies and create activities that will enhance oral language development and literacy skills of ESOL students, regardless of language or literacy background (ESOL PS #5, #8, #9, #11, #13; FEAP #1, #10).

General Language Objectives:

1. Listening: Listen for information of linguistics and applied linguistics through formal presentations.
2. Speaking: Debate controversial linguistic topics in formal academic discussions.
3. Reading: Synthesize abundant linguistic information from multiple printed and/or electronic resources.
4. Writing: Elaborate formal documents on varied linguistic topics.

Next Generation Sunshine State Standards:

- Standard 5: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

- Standard 6: Vocabulary development: The student uses multiple strategies to develop grade appropriate vocabulary.
- Standard 7: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

ESOL Performance Standards:

- **Standard #5:** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
- **Standard #8:** Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.
- **Standard #9:** Develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes.
- **Standard #10:** Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
- **Standard #11:** Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.
- **Standard #13:** Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.

- **Standard #25:** Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Florida Educator Accomplished Practices:

- **Competency #1:** The professional teacher continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

Skills:

- 1.1. Recognizes students' readiness to learn and their individual learning needs and plans intervention strategies.
- 1.2. Recognizes students' behavioral problems, utilizes appropriate resources, and devises solutions.
- 1.3. Recognizes students exhibiting potentially disruptive behavior.
- 1.4. Assesses individual and group performance to provide instruction that meets students' needs in the cognitive, social, linguistic, cultural, emotional, and physical channels of development.
- 1.5. Employs performance-based assessment strategies to determine students' performance of specified outcomes and to modify subsequent instruction.

- 1.6. Assists students in maintaining methods of assessment of individual work, in guiding them through a self-assessment process, and in designing personal plans for reaching the next performance level.
 - 1.7. Modifies instruction based upon assessed student performance.
 - 1.8. Maintains observational and anecdotal records to monitor students' development.
 - 1.9. Uses data from various informal and standardized instruments to plan instruction.
 - 1.10. Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.
 - 1.11. Communicates individual student progress based upon appropriate indicators to the student, families, and colleagues.
 - 1.12. Develops short- and long-term personal and professional goals relating to assessment.
- **Competency #7:** Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the professional teacher provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.

Skills:

- 7.1. Can differentiate the developmental level of students using behaviors, writing, drawings, and other sources.

- 7.2. Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- 7.3. Builds a portfolio of activities used successfully to engage and motivate students at appropriate developmental levels.
- 7.4. Makes provisions for students' learning styles based on needs and developmental levels.
- 7.5. Can define, describe, and identify learning theories, subject matter structure, curriculum development, and student development processes; can recognize their use in lesson development; and can reflect upon that use.
- 7.6. Presents concepts and principles in a variety of ways and can describe how the methods relate to developmental levels.
- 7.7. Develops short- and long-term personal and professional goals relating to human development and learning.
- **Competency #8:** The professional teacher has a basic understanding of the subjects she/he teaches and is beginning to understand that her/his subject is linked to other disciplines and can be applied in real-world "integrated settings." The teacher seeks out ways/sources to expand her/his knowledge. The commitment to learning about new knowledge includes keeping abreast of sources which will enhance teaching. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge.

Skills:

- 8.1. Communicates knowledge of subject matter in a manner that enables students to learn.
 - 8.2. Uses her/his breadth of subject matter knowledge to interrelate topics from a variety of perspectives, interests, and points of view within the subject area.
 - 8.3. Uses the references, materials, and technologies of the subject field in developing learning activities for students.
 - 8.4. Maintains currency in her/his subject field.
 - 8.5. Uses her/his breadth of subject matter knowledge to collaborate with colleagues from other subject fields.
 - 8.6. Develops short- and long-term personal and professional goals relating to knowledge of subject matter.
- **Competency #10:** The professional teacher sets high expectations for all students and uses concepts from a variety of concept areas. The professional teacher plans individually with students and with other teachers to design learning experiences that meet students' needs and interests. The teacher continues to seek advice/information from appropriate resources (including feedback), interprets the information, and modifies plans. Comprehensible instruction is implemented in a creative environment using varied and motivating strategies and multiple resources. Outcomes are assessed using traditional and alternative approaches. Upon reflection, the teacher continuously refines learning experiences.

Skills:

- 10.1. Confers with other teacher-leaders in order to use student performance outcomes, benchmarks, and evidence of adequate progress to plan lesson activities.
- 10.2. Plans and implements lessons connecting goals, learning activities, outcomes, and evaluation.
- 10.3. Plans activities that promote high standards through a climate which enhances and expects continuous improvement.
- 10.4. Provides comprehensible instruction based on performance standards required of students in Florida public schools.
- 10.5. Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
- 10.6. Plans activities that utilize a variety of support and enrichment activities and materials.
- 10.7. Assists students in developing skills in accessing and interpreting information.
- 10.8. Assists students in using the resources available to them as she/he recognizes and builds upon student differences.
- 10.9. Modifies the visual and physical environments to correspond with the planned learning activity.
- 10.10. Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

10.11. Learns to adapt plans while a lesson is in progress to take advantage of unexpected opportunities and address unexpected problems.

10.12. Plans and conducts lessons that are interdisciplinary and that use content from other subject areas.

10.13. Helps students develop concepts through a variety of methods.

10.14. Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

10.15. Cooperatively works with colleagues in planning instruction.

10.16. Uses community resources available at the school for classroom activities.

10.17. Develops short- and long-term personal and professional goals relating to planning.

Reading Competencies:

- **Competency #1:** Foundations in language and cognition: Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

Specific Indicator F: Integration of the major reading components:

1.F.1. Identify language characteristics related to informal language and cognitive academic language.

1.F.2. Identify phonemic, semantic, and syntactic variability between English and other languages.

Competency #2: Foundations of Research-Based Practices: Understands the principles of scientifically based reading research as the foundation of

comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

Specific Indicator B: Phonics:

2.B. Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).

Specific Indicator C: Fluency:

2.C. Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader's theater, etc.)

Specific Indicator D: Vocabulary:

2.D. Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.)

Specific Indicator E: Comprehension:

2.E. Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and 4 cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; "think-aloud" strategies, sentence manipulation, paraphrasing, etc.)

Specific Indicator F: Integration of the major reading components:

2.F.4. Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency.

- **Competency #3:** Foundations of Assessment: Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

Specific Indicator:

3.11. Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students*

3.12. Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.

- **Competency #4:** Foundations of Differentiation: Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

4.2. Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

4.3. Identify language acquisition characteristics of learners from mainstream, students with exceptional needs, and diverse populations.

4.4. Identify stages of reading development for diverse learners, including mainstream students, LEP students, and students with disabilities in reading.

- 4.8. Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
- 4.9. Select appropriate materials that address cultural and linguistic differences.
- **Competency #5:** Application of Differentiated Instruction Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.
- 5.7. Apply research-based instructional practices for developing both general and specialized content area vocabulary.
- 5.10. Apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.
- **Competency #6:** Demonstration of Accomplishment Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations.
- 6.10. Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.
- 6.11. Demonstrate instructional skill in working with LEP students that are at different levels of oral proficiency.

Recommended Texts and Resources

Barry, A. (2008). *Linguistic perspectives on language and education*. Boston, MA: Allyn & Bacon. ISBN: 0-1315-8928-8. Price: \$50.00

Vogt, M., Echevarría, J., & Short, D. (2010). *The SIOP for teaching English language arts to English learners*. Boston, MA: Allyn & Bacon. ISBN: 0-2056-2760-9. Price: \$35.00

Electronic Books

Bartels, N. (2005). *Applied linguistics and language teacher education*. Boston, MA: Springer. E-book ISBN: 1-4020-2954-3

Perry, Fred L. Jr. (2005). *Research in applied linguistics: Becoming a discerning consumer*. Lawrence Erlbaum Associates. E-book ISBN: 9781135620561

Description of Evaluation Process

Evaluation Criteria	Workshop	Percentage
Attendance and class participation	1 – 5	5%
E-lab	1 – 5	5%
Expository essays	1, 4	10%
Oral presentations	1, 4, 5	15%
Thinking-circle debate	1	5%
Language analysis project	1 – 4	10%
Portfolio	1 – 5	10%
Collage	2	5%
Narrative essay	2	5%
Language activity demonstration/modeling	2	10%

Critique paper	3	10%
Research paper	5	10%
TOTAL		100%

1. **Attendance and class participation** – (Workshops 1 – 5) (Appendix A)

a) Attendance to every workshop is mandatory. Absences will affect the final grade.

The following criteria will also be evaluated:

- a. Mastery of the material discussed in class.
- b. Completion of assigned work.
- c. Turn in work on time.

Attendance is requisite in order to pass the class.

2. **E-Lab (Language Lab) Requirements (Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice e-mail**

Language Lab Minimum Requirement: Students must demonstrate that they have complied with 10 hours of language lab usage for English. This equates to the use of the language lab for four hours weekly in this course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in English.

3. **Expository Essays** (Workshops 1 and 4) (Appendixes B and K)

Students will write two expository essays on the following topics:

- Workshop One: The need for Applied Linguistics in teaching English Language Learners (ELL's). (Appendix B)

- Workshop Four: Compare and contrast natural and instructional language learning settings. (Appendix K).

4. **Oral Presentations** (Workshops 1, 4, and 5) (Appendix C)

Students will make three major oral presentations in this course as follows:

- Workshop One: A brief oral presentation of the major ideas of the expository essay about the need for Applied Linguistics in teaching ELL's.
- Workshop Four: A brief oral presentation of the Language Analysis Project.
- Workshop Five: A brief oral presentation of the research paper.

5. **Thinking-Circle Debate** (Workshop 1) (Appendix D)

Students will debate language acquisition theories vs. language learning theories in Workshop One using the debate strategy known as thinking circles.

6. **Language Analysis Project** (Workshops 1 – 4) (Appendixes C and E).

Students will start working on the Language Analysis Project in Workshop One; inform of their progress on the project in Workshops Two and Three; and complete the project in Workshop Four. Students are required to deliver an oral presentation and hand in a written report of the project.

7. **Portfolio** (Workshops 1 – 5) (Appendixes F's)

- All self-assessment and reflection written assignments, together with the selection of work done during the course, will be assembled in a portfolio strictly following the guidelines of portfolio elaboration in Appendixes F's.
- The portfolio must be submitted twice during this course: For feedback (Workshop 3), and final evaluation (Workshop 5).

8. **Collage** (Workshop 2) (Appendix G)

Students will build and explain a collage on the topic: How styles, gender, and social class influence language.

9. **Narrative Essay** (Workshop 2) (Appendix H)

Students will write a narrative essay telling about their individual experiences at learning and acquiring a second language.

10. **Language Activity Demonstration/Modeling** (Workshop 2) (Appendix I)

Students will choose one of the four language areas (i.e., listening, speaking, reading, or writing). They will design and adapt an activity to teach a group of ELL's. A demonstration/modeling of the chosen activity is required.

11. **Critique Paper** (Workshop 3) (Appendix J)

Students will search for a research-based article on a topic discussed in Workshop Three (e.g., prescriptive and descriptive analysis; social, discourse, psycholinguistic, and linguistic aspects of interlanguage, societal multilingualism, applied sociolinguistics, etc.) and write a critique paper.

12. **Research Paper** (Workshop 5) (Appendixes C and L)

Students will write a research paper on a topic of applied linguistics related to teaching English Language Learners (ELL's). Students will propose a list of five possible topics for their research paper to the facilitator in Workshop One. Once the topic is chosen, the student must start working on the paper under the guidance of the facilitator. Students must deliver a brief oral presentation and hand in the research paper in Workshop Five.

Scale

A = 100 – 90 % B = 89 – 80% C = 79 – 70% D = 69 – 60%

F = 59% or below

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:**

- b. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.**

- c. 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 learning 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. SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments. It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.
Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.
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
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/
- www.google.com
- www.ask.com
- www.pregunta.com
- www.findarticles.com
- www.bibliotecavirtualut.suagm.edu
- www.eric.ed.gov/
- www.flelibrary.org/

- <http://www.apastyle.org/>

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com/> (rent)
- <http://www.bookswim.com/> (rent)
- <http://www.allbookstores.com/> (buy)
- <http://www.alibris.com/> (buy)

Estos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

The facilitator may make changes or add additional professional educational web resources, if deemed necessary.

Note: If the facilitator or the student is required or wants to perform a research or needs to administer a questionnaire or an interview, he/she must comply with the norms and procedures of the **Institutional Review Board Office (IRB)** and ask for authorization.

To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed.

Furthermore, in this website the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), y Responsibility Conduct for Research Act (RCR).

If you have any question, please contact the following Institutional Coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

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 Content Objectives:

At the end of Workshop One, students will:

1. Identify the differences between applied linguistics and linguistics.
2. Define the concepts related to applied linguistics such as interlanguage, discourse analysis, language acquisition, language learning, and error analysis.
3. Compare and contrast the different language acquisition and language learning theories and the implications they have on language teaching.
4. Evaluate the implications of applied linguistics for ESOL teachers.

Specific Language Objectives:

At the end of Workshop One, students will:

1. Listening: Listen for definitions of linguistics-related terms in a formal oral presentation.
2. Speaking: Debate the implications of different language learning theories on language teaching.
3. Reading: Synthesize information on first and second language acquisition theories.
4. Writing: Compose an expository essay on the need for applied linguistics in teaching English Language Learners (ELL's).

Electronic Links (URLs):

Virtual Library

<http://bibliotecavirtualut.suagm.edu/>

Center for Applied Linguistics

<http://www.cal.org/>

American Association for Applied Linguistics

<http://www.aaal.org/>

Applied linguistics and linguistics

<http://www.phon.ucl.ac.uk/home/dick/AL.html>

<http://www.cal.org/resources/digest/cal00001.html>

<http://fds.oup.com/www.oup.com/pdf/elt/catalogue/0-19-437598-6.pdf>

<http://www.ericdigests.org/pre-925/what.htm>

<http://applij.oxfordjournals.org/cgi/content/citation/26/4/568>

http://www.linguistik-online.de/14_03/benke.html

Interlanguage

<http://www.gxnu.edu.cn/Personal/szliu/ilreading060707.html>

<http://applij.oxfordjournals.org/cgi/content/citation/5/1/68>

http://books.google.com/books?id=SA7y5kNw048C&pg=PA34&lpg=PA34&dq=meaning+of+interlanguage&source=web&ots=H_irBcQugN&sig=46V3Ohgel5wHFUT9rjwsDs

[Xvero](#)

Discourse Analysis

<http://bank.rug.ac.be/da/da.htm>

<http://www.aaai.org/AITopics/html/discourse.html>

Error Analysis

http://en.wikipedia.org/wiki/Second_language_acquisition#Error_analysis

http://www.experiencefestival.com/a/Second_language_acquisition_-_Describing_learner_language/id/2131594

Language Acquisition

<http://users.ecs.soton.ac.uk/harnad/Papers/Py104/pinker.langacq.html>

<http://www.sk.com.br/sk-krash.html>

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

Language Learning

http://www.everythingsl.net/in-services/language_acquisiti_vs_language_02033.php

<http://ezinearticles.com/?Language-Acquisition-vs-Language-Learning&id=137148>

<http://www.csun.edu/~galasso/lang1.htm>

Second Language Acquisition Theories and Topics

<http://homepage.ntlworld.com/vivian.c/SLA/>

<http://members.tripod.com/~chris1066/theories.html>

Jim Cummins

<http://www.iteachilearn.com/cummins/>

Assignments before the Workshop:

1. Students will search for information on the following terms: interlanguage, discourse analysis, language acquisition, language learning, and error analysis using the virtual library, the Internet, or other electronic resources. Students will share the definitions with their peers using Wimba voice or via e-mail. Then, they will prepare a role-play or a newscast with the definitions of the assigned terms.
2. Using a Venn diagram, students will compare and contrast applied linguistics and linguistics. They must be prepared for discussion in class.
3. Students will prepare a graphic organizer with summarized information on different language acquisition and language learning theories. They will also

prepare news informing some of the implications these theories have on language teaching.

4. Students will write a two-page expository essay in which they will state the need for applied linguistics in teaching ELL's. This essay is due in workshop one (Appendix B).

Key Vocabulary:

1. Interlanguage
2. Discourse analysis
3. Language acquisition
4. Language learning
5. Error analysis
6. English Language Learners (ELL's)

List of Supplementary Materials for the Workshop

1. Concept maps
2. Video
3. Role-play
4. Newscast

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p>
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

Activities

1. Through an activity called “The Human Web”, students and the facilitator will introduce themselves. The facilitator will need a roll of yarn to perform the activity. The facilitator will start by introducing him/herself holding the yarn in his/her hand. As part of the introduction he/she will state his/her name, where he/she is from and the importance of learning about language. The facilitator tosses the yarn to a student he/she chooses and the students introduces him/herself

- and tosses the yarn to another student. The process continues until everyone has participated. The point is to create a human web with the rationale that the web represents different languages and that is exactly what teachers face nowadays in their classrooms. It is also important to know how to go about teaching students and meeting the needs of those students who speak languages other than English.
2. The facilitator will then proceed to choose a student representative, collect students' information through the cards provided and discuss the module and course expectations, policies, and other important information needed for the course. The facilitator will also collect the essays that students had to bring for today's workshop.
 3. The facilitator will post a Venn diagram on the board and have students complete it with similarities and differences between Linguistics and Applied Linguistics. Students will share ideas found on each of these concepts and will contribute to the completion of the diagram. Students will then discuss and analyze the similarities and differences written in the diagram. The facilitator will clarify any doubts or correct any misunderstandings.
 4. Once everyone is clear on the definitions of the two concepts presented, the facilitator will divide the class into five different groups. Each group will be assigned one of the following terms to define and explain through a role play, news cast, or other activity of the students' preference: interlanguage, discourse analysis, language acquisition, language learning, and error analysis. The facilitator will intervene when necessary and will share his/her expertise at the end of each presentation to make sure that the terms are clear and that students do

- not have any doubts regarding each of the terms. The facilitator will clarify and provide examples if necessary.
5. Using a PowerPoint presentation, the facilitator will show an outline with the different language acquisition and language learning theories used in teaching ELL's.
 6. Class will be divided in two small teams: One team will be assigned language acquisition theories; the other will cover language learning theories. Each team will complete the corresponding outline with the information gathered on the assigned topic, and analyze it within their groups.
 7. Thinking circle debate: Students will position themselves in two circles. The inner circle will present and stand a position on a specific language acquisition theory while the outer circle will do the same with the topic: language learning theories. Both circles will debate the importance of each topic, and finally they will reach consensus. The facilitator will become the moderator of the debate.
 8. The facilitator will lead a brainstorming session on the needs for applied linguistic in teaching ELL's. As an outcome of this activity, students will produce a comprehensive list of all possible needs and implications of applied linguistics in teaching ELL's.
 9. Each student will read silently his/her essay and reflect on the needs and implications of applied linguistics in teaching ELL's. After reading, students will pair with a peer and share their understanding of the topic.
 10. Students will make a brief oral presentation of the major ideas of their essays to the class (Appendix C).

11. The facilitator will explain the Language Analysis Project to the class
(Appendixes C and E) due in Workshop Four.
12. Students will start working on their portfolios following the guidelines posted in
Appendixes F's.
13. Students will start working on their English language skills using e-lab for at least
20 hours during the course. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the self-reflection sheet (Appendix F3).
2. Group: Students will debate different specific language acquisition theories and
language learning theories. (Appendix D).
3. Written: Students will elaborate an expository essay of the needs of applied
linguistics in teaching ELL's.
4. Oral: Students will perform a role-play or a newscast on the key vocabulary of the
workshop.

Lesson Wrap-Up

1. Individual: The facilitator will throw out questions to the class, and the first
student who pops up answers the question.
2. Group: Using students' answers from the popcorn activity, the class will create a
summary of the information covered in class today.

WORKSHOP TWO

Specific Content Objectives:

At the end of Workshop Two, students will:

1. Analyze errors students make while learning a second language.
2. Evaluate the influence that context and culture have on language.
3. Describe the individual differences between second language acquisition and language learning,
4. Apply best practices in teaching language to ELL's.
5. Evaluate the influence that styles, gender, and social class has on language.

Specific Language Objectives:

At the end of Workshop Two, students will:

1. Listening: Listen for the analysis of information on errors students make while learning a second language.
2. Speaking: Deliver an oral presentation on an area of language (i.e., listening, speaking, reading, and writing).
3. Reading: Synthesize information on context, culture, styles, gender, and social class by means of a graphic organizer.
4. Writing: Compose an expository essay on how cultural differences impact the acquisition of a second language.

Electronic Links (URLs):

Virtual Library

<http://bibliotecavirtualut.suagm.edu/>

Center for Applied Linguistics

<http://www.cal.org/>

American Association for Applied Linguistics

<http://www.aal.org/>

Language Acquisition

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

Theories and Topics

<http://homepage.ntlworld.com/vivian.c/SLA/>

<http://members.tripod.com/~chris1066/theories.html>

Jim Cummins

<http://www.iteachilearn.com/cummins/>

Nature of Learner Language

<http://books.google.com/books?id=Wwdb7P0CG5AC&pg=PA15&lpg=PA15&dq=nature+of+learner+language&source=web&ots=er9-F0pBBo&sig=qSljiURYa2LtULAarYW1QN6Aiw4#PPA15,M1>

http://books.google.com/books?id=VmlmPGQo0ikC&pg=PA186&lpg=PA186&dq=nature+of+learner+language&source=web&ots=WjIT9PSwiH&sig=DbbnYsJW_0dZrHSKUWqfh7SRBo#PPA186,M1

Language and Context, culture, social class, gender and styles (Language Variation)

<http://www.cal.org/resources/Digest/0309peterson.html>

<http://ideas.repec.org/p/nbr/nberwo/5249.html>

<http://www.immi.se/intercultural/nr4/gao.htm>

<http://www.tc-forum.org/topiccl/cl12thei.htm>

<http://www.cogsci.rpi.edu/csjarchive/Proceedings/2006/iccs/p52.pdf>

<http://www.unc.edu/depts/wcweb/handouts/gender.html>

<http://www.sciencedaily.com/releases/2006/11/061127210527.htm>

http://ext.sac.edu/homepages/lam_tri/esltaste/GENDER%20CULTURE.htm

<http://www.international.ucla.edu/languages/article.asp?parentid=3615>

<http://www.cal.org/resources/digest/0005contextual.html>

<http://www.ncela.gwu.edu/pubs/jeilms/vol14/pham.htm>

<http://www.uga.edu/lsava/Topics/Language%20Variation/Language%20Variation.html>

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

http://www.isrl.uiuc.edu/~amag/langev/pubtype/article_LanguageVariationandChange.html

Language Acquisition Vs. Language Learning

http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

http://www.everythingsl.net/in-services/language_acquisiti_vs_language_02033.php

<http://www.csun.edu/~galasso/lang1.htm>

<http://www.alphadictionary.com/articles/ling001.html>

Assignments before the Workshop:

1. Students will search for information on the nature of learner language at the virtual library, the Internet, and other electronic resources. Then, they can share and analyze this information with their peers via e-mail or Wimba voice. Students must apply this information on the identification of errors students make while learning a second language.

2. Students will gather information on the influence that context and culture have on language and build a T-chart for comparison. Be prepared for discussion in class.
3. Students will gather information on how styles, gender, and social class influence language. They will use this information to elaborate a collage. Be ready to explain and analyze your collage in class.
4. Students will gather information on the ways that home-school differences can manifest themselves in the classroom – cognitive styles, language variation, and language use patterns – and summarize this information on index cards for discussion in class.
5. Students will prepare a narrative essay telling their individual experiences at learning and acquiring a second language. Be prepared to share your narrative with the class.
6. Students will choose one of the four language areas (i.e., listening, speaking, reading, or writing). They are to design and adapt an activity to teach a group of ELL's.

Key Vocabulary:

- | | |
|------------|-----------------------|
| 1. Context | 5. Social class |
| 2. Culture | 6. Error |
| 3. Gender | 7. Error analysis |
| 4. Style | 8. Cultural diversity |

List of Supplementary Materials for the Workshop

- | | |
|------------------|------------|
| 1. YouTube video | 3. T-chart |
| 2. Collage | 4. E-lab |

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation ___ Adaptation of Content <u>X</u> Links to Background Knowledge <u>X</u> Links to Past Learning <u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach) <u>X</u> Cognitive <u>X</u> Meta-cognitive <u>X</u> Social/Affective</p> <p>C. Grouping Options <u>X</u> Whole Class <u>X</u> Small Groups <u>X</u> Partners <u>X</u> Independent Work</p>	<p>B. Scaffolding <u>X</u> Modeling <u>X</u> Guided Practice <u>X</u> Independent Practice ___ Comprehensible Input</p> <p>D. Integration of Processes <u>X</u> Listening <u>X</u> Speaking <u>X</u> Reading <u>X</u> Writing</p> <p>E. Application <u>X</u> Hands-on <u>X</u> Meaningful/Relevant <u>X</u> Rigorous <u>X</u> Link to Objectives <u>X</u> Promote Engagement</p>
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Activities

1. The facilitator will review the major ideas of Workshop One using outcome sentences. The facilitator will post sentence starters on the board or PowerPoint, such as:

a. I wonder...	d. I learned...
b. I discovered...	e. I still don't understand...
c. I still want to know...	

- f. I still have a question about...
- g. I will ask a friend about...

Students take turns selecting and completing an outcome sentence orally. Students can also confer with a partner.

2. Class will be divided in small groups to discuss the characteristics of the learner language. Then, each group will choose a student who will participate as a panelist in a round-table discussion for further analysis of the characteristic of the learner language. The facilitator will be the moderator.
3. In pairs, students will evaluate the ELL's error samples brought to the class. Each pair will explain the characteristics of the errors and how the first language interferes. Students will write on sentence strips error samples and corrected versions, and post them on the walls for further analysis..
4. The facilitator will lead a discussion on language interference and the impact this has on content area teachers and how they deliver instruction to ELL's.
5. Class will be divided in two teams. One team will be assigned with the topic of how "context influences language learning" and the other team with "How culture does the same." Using the information gathered on their T-charts, each team is responsible to argue and justify their position on the assigned topic. A debate will take place as each team validates their findings.
6. Students will set up a collage display around the classroom and explain its content. The collage must reflect students' interpretations of how styles, gender, and social class bear an influence on how a second language is learned.

(Appendix G).

7. The facilitator will prepare three chart papers with the titles: cognitive styles, language variation, and language use patterns. Then, the facilitator will post these charts on the walls and the activity will be carried out as a walk-about.
8. Students will share their narrative essays on their individual experiences with learning a second language. The facilitator will build a chart using the students' experiences. Students will hand in the narrative essay to the facilitator (Appendix H).
9. Students will model the teaching activity on one of the language areas assigned for this workshop. Each student will have five minutes to perform the activity with his/her classmates (Appendix I).
10. The student will inform the facilitator of their advances on the Language Analysis Project due in Workshop Four (Appendixes C and E) and Research Paper due in Workshop Five (Appendixes C and L).
11. Students will continue working on their portfolios following the guidelines posted in Appendixes F's.
12. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

Assessment:

1. Individual: Students will elaborate and explain a collage with their interpretations of how styles, gender, and social class bear in impact on how a second language is learned (Appendix G).

2. **Group:** Students will carry out a walk-about activity on the ways that home-school differences can manifest themselves in the classroom – cognitive styles, language variation, and language use patterns.
3. **Written:** Students will write a narrative essay on their individual experiences in learning a second language (Appendix H).
4. **Oral:** Students will model an activity to teach ELL's (Appendix I).

Lesson Wrap-Up

1. **Individual:** The facilitator will lead a whip-around session to review the content covered in this workshop.
2. **Group:** Students will carry out a three-step interview on the content of the workshop.

WORKSHOP THREE

Specific Content Objectives:

At the end of Workshop Three, students will:

1. Explain the difference between description and prescription from the perspective of applied linguistics.
2. Analyze the social, discourse, psycholinguistic, and linguistic aspects of interlanguage.
3. Interpret the concepts of societal multilingualism and applied sociolinguistics.

Specific Language Objectives:

At the end of Workshop Three, students will:

1. Listening: Listen for examples of descriptivism and prescriptivism from the perspective of applied linguistics.
2. Speaking: Discuss the concepts of societal multilingualism and applied sociolinguistics in a group activity.
3. Reading: Synthesize information on the social, discourse, psycholinguistic, and linguistic aspects of interlanguage by means of an analytical graphic organizer.
4. Writing: Elaborate a reaction paper on a topic of their choice discussed in class.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

Center for Applied Linguistics

<http://www.cal.org/>

American Association for Applied Linguistics

<http://www.aaal.org/>

Language Acquisition

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

Theories and Topics

<http://homepage.ntlworld.com/vivian.c/SLA/>

<http://members.tripod.com/~chris1066/theories.html>

Jim Cummins

<http://www.iteachilearn.com/cummins/>

Prescription and Description of Language

http://en.wikipedia.org/wiki/Linguistic_prescription

Aspects of Interlanguage

http://www.timothyjmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L8_Interlanguage.htm

<http://darkwing.uoregon.edu/~guion/440notes/ellis4.html>

<http://users.utu.fi/bredelli/cda.html>

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

<http://human-brain.org/linguistics.html>

<http://www.geocities.com/CollegePark/3920/>

<http://en.wikipedia.org/wiki/Multilingualism>

<http://courses.essex.ac.uk/lg/lg232/DefinitionsSlx.html>

http://www.crystalreference.com/DC_articles/Religion2.pdf

Assignments before the Workshop:

1. Students will search for information on description and prescription from the perspective of applied linguistics at the virtual library, the Internet, or other electronic resources. Then, students will build a T-chart to differentiate description from prescription from the perspective of applied linguistics. Come prepared for discussion in class.
2. Students will compile information on the four aspects of Interlanguage as to complete a four-cell chart.
3. Students will watch a video entitled *Multicultural Education: Diversity Education in Classrooms* posted at:
<http://www.youtube.com/watch?v=ISPjQsmMqhk>
and answer the following questions:
 - ✓ What is Multicultural Education?
 - ✓ How can teachers address the multicultural issues in classrooms?

Key Vocabulary:

1. Interlanguage
2. Multiculturalism
3. Sociolinguistics

List of Supplementary Materials for the Workshop

1. YouTube video
2. T-chart
3. Four-cell chart

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation</p> <p>___ Adaptation of Content</p> <p><u>X</u> Links to Background Knowledge</p> <p><u>X</u> Links to Past Learning</p> <p><u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u>X</u> Cognitive</p> <p><u>X</u> Meta-cognitive</p> <p><u>X</u> Social/Affective</p> <p>C. Grouping Options</p> <p><u>X</u> Whole Class</p> <p><u>X</u> Small Groups</p> <p><u>X</u> Partners</p> <p><u>X</u> Independent Work</p>	<p>B. Scaffolding</p> <p><u>X</u> Modeling</p> <p><u>X</u> Guided Practice</p> <p><u>X</u> Independent Practice</p> <p>___ Comprehensible Input</p> <p>D. Integration of Processes</p> <p><u>X</u> Listening</p> <p><u>X</u> Speaking</p> <p><u>X</u> Reading</p> <p><u>X</u> Writing</p> <p>E. Application</p> <p><u>X</u> Hands-on</p> <p><u>X</u> Meaningful/Relevant</p> <p><u>X</u> Rigorous</p> <p><u>X</u> Link to Objectives</p> <p><u>X</u> Promote Engagement</p>
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Activities

1. The facilitator will lead a buzz group activity in which students will comment on the content of the previous workshop.
2. Through the use of easel pad paper, and a PowerPoint presentation, the facilitator will present both concepts of linguistic prescription and linguistic description (Prescriptive and descriptive analysis).

3. Using the T-chart, students will discuss and delineate the aspects that define linguistic prescription and linguistic description. Then, students will dissect language samples applying prescriptive and descriptive analysis. Once they dissect them, they will restructure the language samples in the correct version.
4. The class will be divided into four groups and each group will be assigned one aspect of Interlanguage. Each group will define these aspects and provide examples to illustrate each of them. Then, students will share their definitions with the class.
5. In pairs, students will discuss their answers to the video questions utilizing the three W's activity: What, So What? and Now What?
6. The facilitator will discuss the concepts of societal multilingualism and applied sociolinguistics with the students through a PowerPoint presentation or an activity of his/her choice. The facilitator will provide with examples to assure understanding.
7. Students will find an article on a topic discussed in class and write a critique paper to be handed in Workshop Four (Appendix J).
8. The student will inform the facilitator of their advances on the Language Analysis Project due in Workshop Four (Appendixes C and E) and Research Paper due in Workshop Five (Appendixes C and L).
9. Students will hand in their portfolios to the facilitator for feedback. The facilitator will send the Portfolio Progression Follow-Up Template (Appendix F5) to the students via e-mail and have them react to his/her comments before Workshop Four.

10. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

Assessment:

1. Individual: Students will elaborate a T-chart with information on prescriptive and descriptive analysis.
2. Group: Students will define the aspects of Interlanguage using a four-cell chart.
3. Written: Students will write a critique paper on an article pertaining to a topic discussed in class (Appendix J).
4. Oral: Students will provide their answers to questions posed related to the video.

Lesson Wrap-Up

1. Individual: The facilitator will lead a 3-2-1 session on the content of the workshop described as follows: 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know. Students will use post-it notes to carry out this activity. Further discussion will follow.
2. Group: Students will use a gallery-walk activity to review the content of the workshop. In small groups, students will create graphic representations of their learning and post them. Groups can either share out the posters or they can move from station to station – writing questions or comments, noting similarities and differences, and reflect on what they might do differently if they were to repeat the process.

WORKSHOP FOUR

Specific Content Objectives:

At the end of Workshop Four, students will:

1. Distinguish bilingual competence, code switching, and code mixing.
2. Analyze factors affecting second language learning.
3. Identify differences between natural and instructional language learning settings.

Specific Language Objectives:

1. Listening: Listen for information on code switching by means of a YouTube video and take notes.
2. Speaking: Discuss varied approaches of bilingual competence in cooperative groups.
3. Reading: Summarize research results on natural and instructional language learning settings using a graphic organizer.
4. Writing: Write a compare-and-contrast expository paper on natural and instructional language learning settings.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

Center for Applied Linguistics

<http://www.cal.org/>

American Association for Applied Linguistics

<http://www.aaal.org/>

Language Acquisition

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

Theories and Topics

<http://homepage.ntlworld.com/vivian.c/SLA/>

<http://members.tripod.com/~chris1066/theories.html>

Jim Cummins

<http://www.iteachilearn.com/cummins/>

Bilingualism

http://www.lsadc.org/info/pdf_files/Bilingual.pdf

<http://www.geocities.com/bilingualfamilies/bilingualism.html>

<http://www.kidsource.com/AsHa/bilingual.html>

<http://www.csmonitor.com/2006/0613/p01s01-ussc.html>

<http://books.google.com/books?id=xcqjpLj5ngC&dq=Meaning+of+Bilingual+Competence&pg=PA44&ots=CCqVw-lsUW&sig=77jVgj->

[Yix44hMb0dTYO6x8o71A&prev=http://www.google.com/search%3Fhl%3Den%26q%3Dmeaning%2Bof%2BBilingual%2Bcompetence%26btnG%3DSearch&sa=X&oi=print&ct=result&cd=3&cad=legacy#PPA44,M1](http://www.google.com/search%3Fhl%3Den%26q%3Dmeaning%2Bof%2BBilingual%2Bcompetence%26btnG%3DSearch&sa=X&oi=print&ct=result&cd=3&cad=legacy#PPA44,M1)

Code Switching and Code Mixing

<http://iteslj.org/Articles/Skiba-CodeSwitching.html>

<http://www.americanchronicle.com/articles/viewArticle.asp?articleID=7164>

<http://www.usingenglish.com/weblog/archives/000157.html>

<http://www.tamtu.edu/~rheredia/switch.htm>

<http://eltj.oxfordjournals.org/cgi/content/abstract/57/4/361>

<http://www.njas.helsinki.fi/pdf-files/vol15num1/ayeomoni.pdf>

Factors affecting second language learning

<http://ehlt.flinders.edu.au/education/DLiT/2006/2ndlanguage/Factors.htm>

http://www.ed.uab.edu/esl/comps_slafactors.pdf

<http://www.cal.org/resources/digest/0005contextual.html>

Natural and instructional language learning settings

http://www.slidefinder.net/s/second_language_learning_classroom/10986894

Assignments before the Workshop:

1. Search for and read information on bilingual competence, code switching, and code mixing at the virtual library, the Internet, and other electronic resources. Bring a concept map on the topic of your choice. Come prepared to share the findings with the rest of the class.

2. Students will watch the video entitled *What Matters – Code Switching:*

Communication That Matters posted at:

http://www.youtube.com/watch?v=R_WC9PM6S0Q

and answer the following questions:

- ✓ What new concept of code switching did you learn in this video?
 - ✓ What is language?
 - ✓ How is code-switching manifested in just one language? And in two languages?
 - ✓ What segments of the video do you agree or disagree? Why?
3. Search for information on the factors that affect second language learning and organize that information on a three column chart: column 1: definition; column 2: characteristics; column 3: impact.

4. Gather information on natural and instructional language learning settings and compare and contrast such settings using a Venn diagram. Be prepared for discussion.
5. Complete the Language Analysis Project and prepare a brief oral presentation (Appendixes C and E).

Key Vocabulary:

1. Bilingual competence
2. Code switching
3. Code mixing
4. Natural language learning settings
5. Instructional language learning settings

List of Supplementary Materials for the Workshop

1. YouTube video
2. E-lab
3. Venn diagram
4. Three-column chart
5. Concept map

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation</p> <p><input type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p>B. Scaffolding</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p>
<p>C. Grouping Options</p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p>D. Integration of Processes</p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p>E. Application</p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input checked="" type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

Activities

1. Class will be divided in small groups. Each group will discuss and analyze one topic covered in the previous workshop. Then, each team will share the outcome of the analysis with the entire class.
2. The facilitator will divide the class into small groups. Each group will be assigned the concepts of bilingual competence, code switching, and code mixing. Each

- group will evaluate their concept maps that will help them define and provide examples of each concept.
3. Students will participate in an analysis and critical thinking activity known as “analytic teams” in the discussion of the video entitled *What Matters – Code Switching: Communication That Matters*. The facilitator will form student groups of 4 – 5, assigning each individual in the team a specific role and “job assignment.” Then, team members will share their findings and work together to prepare a brief oral presentation and build a poster on the topic of video. Further analysis will follow.
 4. Students will deliver a brief oral presentation of their reading on one of the following topics: bilingual competence, code switching, and code mixing. As part their presentation, they must assess the implications that this information may have on teachers and/or the teaching of English as a second language. There will be a brief question-and-answer session after each presentation.
 5. Using a PowerPoint presentation, the facilitator will outline the major factors that affect second language learning.
 6. Students will reflect on what they wrote on the three-column chart, pair up with one their peers, and share what they learned about the factors affecting second language learning.
 7. Students will take part of a student engagement technique known as “stations.” The facilitator will divide the class in small groups. Charts will be placed about the room. Each chart will have true and false statement of one of the factors affecting second language learning. Groups will go from one station to the next

- and react to the statements. Students will write their reactions on the chart papers. Once all the groups have rotated to all the stations and written their reactions, further discussion will follow.
8. Students will build a whole class Venn diagram with their findings on natural and instructional language learning settings and a group discussion will follow. Then, students will write a compare-and-contrast expository paper on this topic (Appendix K).
 9. Students will deliver a brief oral presentation on the Language Analysis Project (Appendix C). Then, they must hand in the project in writing. (Appendix E).
 10. Students will inform the facilitator of their progress on the Research Paper (Appendix C and L).
 11. Students will continue working on their portfolios following the guidelines posted in Appendixes F's.
 12. Students will continue working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the Language Analysis Project (Appendixes C and E).
2. Group: Students will participate in “stations” for further discussion of factors affecting second language learning.
3. Written: Students will write a compare-and-contrast expository paper on natural and instructional language learning settings (Appendix K).

4. Oral: Students will deliver a brief oral presentation on one of the following topics:
bilingual competence, code switching, and code mixing.

Lesson Wrap-Up

1. Individual: The facilitator will lead a choose-from-the-daily-dozen activity.
Students will choose two questions from a generic list to respond to about the day's lesson.
2. Group: In pairs, students will be part of a be-Alex-Trebek activity. Students pose answer/question to the group about the workshop –responses should come from other students, not the facilitator.

WORKSHOP FIVE

Specific Content Objectives:

1. Examine in depth five proposals for ESL classroom teaching.
2. Develop strategies and activities that promote language and communication.
3. Utilize instructional approaches and techniques that integrate language and curricular content learning.

Specific Language Objectives:

1. Listening: Listen for specific information about different proposals for ESL classroom teaching through formal oral presentations.
2. Speaking: Explain varied strategies that promote language and communication through mini modeling sessions.
3. Reading: Synthesize information on approaches and techniques that integrate language and curricular content learning.
4. Writing: Compose a research paper on a second language acquisition topic.

Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

Center for Applied Linguistics

<http://www.cal.org/>

American Association for Applied Linguistics

<http://www.aaal.org/>

Proposals for ESL Classroom Teaching

<http://people.ucsc.edu/~ktellez/lightbown.pdf>

Strategies for Teaching English Language

<http://www.teach-nology.com/tutorials/teaching/esl/>

<http://www.celt.sunysb.edu/ell/tips.php>

<http://coe.sdsu.edu/people/jmora/Pages/50Strategies.htm>

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

<http://www.eslmonkeys.com/teacher/lessonplans.html>

<http://www.mhhe.com/socscience/education/methods/resources.html>

<http://www.eslteachersboard.com/cgi-bin/column/index.pl>

<http://members.aol.com/adrmoser/tips/tips.html>

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

<http://steinhardt.nyu.edu/metrocenter.olde/programs/ALBETAC/Resources/PDFS/Strategies%20for%20Adapting%20Instruction%20for%20English%20Language%20Learners.pdf>

<http://www.csun.edu/science/ref/language/teaching-ell.html>

SIOP and CALLA

<http://www.siopinstitute.net/research.shtml>

<http://www.cal.org/siop/>

<http://www.misd.net/bilingual/ELL.pdf>

http://www.everythingsl.net/in-services/using_siop_model_08621.php.php

<http://www.cde.state.co.us/cdesped/download/pdf/FF-CLD-CALLA302.pdf>

<http://www.gwu.edu/~calla/>

<http://www-writing.berkeley.edu/TESL-EJ/ej07/r5.html>

http://www.ncela.gwu.edu/pubs/nabe/brj/v19/19_34_chamot.pdf

http://si.unm.edu/Web%20Journals/articles2001/rgriego_jrn.htm

Assignments before the Workshop:

1. Look for and bring a list of strategies for teaching a second language to be discussed.
2. Look for and bring a list of strategies and activities that promote language and communication
3. Look for and bring some approaches and techniques used to integrate language and curricular content learning. Look for information on SIOP Model and CALLA Approach.
4. Complete the research paper and prepare a brief oral presentation and prepare a formal academic presentation (Appendixes C and L).

Key Vocabulary:

1. Approach
2. Model
3. CALLA
4. SIOP
5. Strategy
6. Activity
7. Technique

List of Supplementary Materials for the Workshop

1. Index cards
2. YouTube video
3. Sentence strips

SIOP Components - Place a checkmark on the (___) for ALL strategies that will be used in the workshop.

<p>A. Preparation</p> <p>___ Adaptation of Content</p> <p><u>X</u> Links to Background Knowledge</p> <p><u>X</u> Links to Past Learning</p> <p><u>X</u> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><u>X</u> Cognitive</p> <p><u>X</u> Meta-cognitive</p> <p><u>X</u> Social/Affective</p>	<p>B. Scaffolding</p> <p><u>X</u> Modeling</p> <p><u>X</u> Guided Practice</p> <p><u>X</u> Independent Practice</p> <p>___ Comprehensible Input</p>
<p>C. Grouping Options</p> <p><u>X</u> Whole Class</p> <p><u>X</u> Small Groups</p> <p><u>X</u> Partners</p> <p><u>X</u> Independent Work</p>	<p>D. Integration of Processes</p> <p><u>X</u> Listening</p> <p><u>X</u> Speaking</p> <p><u>X</u> Reading</p> <p><u>X</u> Writing</p>
<p>E. Application</p> <p><u>X</u> Hands-on</p> <p><u>X</u> Meaningful/Relevant</p> <p><u>X</u> Rigorous</p> <p><u>X</u> Link to Objectives</p> <p><u>X</u> Promote Engagement</p>	

Activities

1. The facilitator will clarify any questions or doubts from the last workshop.
2. The facilitator will collect the learning journal pertaining to the last workshop
3. The facilitator will present some of the strategies used for teaching a second language and the students will contribute to the discussion using the search performed.

4. The facilitator will start a discussion on how language and content should be taught together and will discuss some of the approaches that provide the tools needed to teach language and content (SIOP Model and CALLA Approach).
5. A discussion will be carried out on strategies and activities that promote language and communication.
6. In small groups students will prepare an activity to promote language and communication and model it in front of the class.
7. Students will deliver a brief oral presentation of their research paper in class and hand it in to the facilitator (Appendixes C and L).
8. Students will hand in their portfolios to the facilitator following the guidelines posted in Appendixes F's.
9. Students will finish working on their English language skills using e-lab for at least 20 hours during the course. It will be part of the final grade.

Assessment:

1. Individual: Students will complete the reflective diary on the content of this course.
2. Group: Students in small groups will design and model an activity to promote language and communication.
3. Written: Students will compose a research paper on an applied linguistics topic (Appendix L).
4. Oral: Students will discuss the SIOP Model and the CALLA Approach.

Lesson Wrap-Up

1. Individual: Students will engage in a postcard Activity. Students will be given an index card and they will write a postcard to their facilitator explaining the day's workshop.
2. Group: The facilitator will lead a numbered-heads-together session to review the content of this workshop.

Appendixes

APPENDIX A

NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION

Retrieved from: WIDA Consortium <http://www.wida.us/>

“Can Do” Listening Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Identifies objects • Names concrete objects • Points to picture/object of the word heard • Follows simple commands • Repeats words or simple phrases • Understands simple messages – gestures, pointing
Emerging	<ul style="list-style-type: none"> • Draws a picture • Requires continuous repetition • Follows verbal dictations • Checks-off words that were heard • Repeats information heard to determine comprehension • Understands slow speech and multiple repetitions
Developing	<ul style="list-style-type: none"> • Understands more details of spoken language • Needs limited or no repetition and slow speech • Understands basic academic vocabulary which is frequently used in class discussions • Understands class discussions with some difficulty • Understands most of what was said
Expanding	<ul style="list-style-type: none"> • Needs limited or no repetition at normal speed speech • Understands academic vocabulary used in class discussions • Understands class discussions with little difficulty • Understands nearly everything said
Bridging	<ul style="list-style-type: none"> • Needs no repetition at normal speed speech • Understands elaborate academic vocabulary used in class discussions • Understands class discussions with no difficulty • Demonstrates a native-like English speaker’s understanding of what is said

“Can Do” Speaking Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Names concrete objects • Responds a simple yes or no to questions • Repeats words or simple phrases • Uses one word commands • Mispronounces words making it difficult to be understood • Breaks speech into parts making comprehension difficult • Uses limited or no vocabulary to support message
Emerging	<ul style="list-style-type: none"> • Uses a few more words to respond to questions although grammatically incorrect • Uses one-, two-, and multiple-word commands • Uses verb tenses interchangeably • Misuses words in daily speech • Repeats spoken words or phrases to improve understanding due to pronunciation flaws • Uses grammar and word order incorrectly • Uses vocabulary (emerging stage) to support oral messages
Developing	<ul style="list-style-type: none"> • Responds using longer phrases/sentences • Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say • Applies grammar and word order correctly most of the time • Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments. • Speaks with some hesitation • Uses vocabulary to support oral messages • Speaks with less difficulty, but listener must pay close attention to pronunciation.
Expanding	<ul style="list-style-type: none"> • Responds using elaborate phrases/sentences • Uses and interprets idiomatic expressions • Converses more fluently in social settings • Uses academic vocabulary frequently in class discussions • Participates in class discussions using academic content with slight hesitation • Misuse of grammar and word order seldom occurs and does not interrupt meaning • Pronounces most words accurately and clearly
Bridging	<ul style="list-style-type: none"> • Speaks fluently • Uses elaborate academic vocabulary in all class discussions correctly • Participates in class discussion using academic content without hesitation • Uses appropriate vocabulary to support oral messages at all times • Uses correct grammar and word all the time • Speaks with native-like pronunciation and intonation

“Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> • Lacks comprehension of a wide array of written material (not developed) • Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed) • Struggles with use of pre-reading and reading skills (not developed) • Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed) • Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)
Emerging	<ul style="list-style-type: none"> • Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.) • Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks • Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging) • Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is • Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above) • Applying successful reading skills (as listed above) are still emerging
Developing	<ul style="list-style-type: none"> • Comprehends a wide array of written material (as listed above) • Interprets basic graphs, charts, tables and forms • Applies correctly pre-reading and reading skills (as listed above) • Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging. • Understands the relationship between ideas (as listed above)-evidence of emerging.. • Uses strategic reading skills (as listed above) that are evident.
Expanding	<ul style="list-style-type: none"> • Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy • Interprets increasingly complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above) very strongly • Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident • Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly • Understands the relationship between ideas (as listed above)-strongly evident. • Uses strategic reading skills (as listed above) with mature accuracy
Bridging	<ul style="list-style-type: none"> • Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed • Interprets complex graphs, charts, tables, and forms accurately • Applies pre-reading and reading skills (as listed above)-fully developed • Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy • Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect) • Demonstrates fully developed strategic reading skills (as listed above)

“Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> ● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported. ● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper. ● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing. ● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style. ● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing. ● Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.
Emerging	<ul style="list-style-type: none"> ● Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused. ● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details. ● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing, but many words are still used incorrectly. ● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style. ● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement. ● Demonstrates emerging strategic writing skills.
Developing	<ul style="list-style-type: none"> ● Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions. ● Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow. ● Selects and uses words appropriately; however, they are not higher level and need more vigor. ● Formulates well-written sentences; however, style and structure of sentences are repetitious. ● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions. ● Utilizes strategic writing skills properly (now evident).
Expanding	<ul style="list-style-type: none"> ● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt. ● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order allow the proper flow of ideas. ● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved. ● Writes with a definite style, and sentence structure is “catchy” with few mistakes. ● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing. ● Applies mature strategic writing skills.
Bridging	<ul style="list-style-type: none"> ● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered. ● Writing has a clear introduction that’s hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull. ● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing. ● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm. ● Excellent control of spelling, punctuation capitalization and other writing conventions. ● Strategic writing skills are fully developed.

APPENDIX B
THE WRITING PROCESS
6-TRAITS WRITING RUBRIC

Appendix B Six-Traits of Writing Rubric

Student's Name: _____
Date: _____

Facilitator: _____ Course: _____
Assignment: _____

Instructions: This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability.

Refer to all the Appendix (D) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Writing Traits	Criteria per Level (From Highest to Lowest)						Grand Total:
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
Totals (Add all the totals down, then across to obtain the Grand Total.)							

Final Score: _____

Scoring Scale: (36-0)

Outstanding: 33-36 points = A
Very Good: 29-32 points = B
Satisfactory: 24-28 points = C
Fair: 19-23 points = D
Poor: 0-18 points = F

Six Traits for Analytic Writing Rubrics

Trait #1: Idea and Content

Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support • a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well suited to audience and purpose.
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s) • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere. • support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general. • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail.
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #2: Organization

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. .
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...") • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused.
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #3: Voice

Criteria per Level

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.) • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.) • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
3	<p>The writer's commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer's awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of "writing to be read." • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of "writing to be read." • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #4: Word Choice

Criteria per Level

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used.
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions.
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message. • images that are fuzzy or absent altogether.
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #5: Sentence Fluency

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions.
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Trait #6: Conventions

Criteria per Level

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing.
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing.
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

Appendix C

Attendance and Participation Rubric

Name: _____

Criteria	Value Points	Student Score
Student is always prompt and attends ALL workshops on time. Never late.	1 point	
Student proactively contributes to class by offering ideas and asking questions in every workshop.	1 point	
Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	1 point	
Student never displays disruptive, offensive, and/or defying behavior during class.	1 point	
Student is always prepared for class with assignments and required class materials, and his/her comments show excellent understanding of primary and secondary sources.	1 point	
Student meets all requirements for submissions of assignments and projects in a timely manner.	1 point	
Student always follows instructions and shows real engagement in all workshop activities.	1 point	
Student works as part of a team, mentors others in the team, and assists others in understanding the material. S/He leads and	1 point	

follows eagerly and appropriately.		
Student exhibits an extremely conscientious and spirited desire to learn the material, and enhances the learning of others in every workshop.	1 point	
Student complies with and shows evidence of at least 20 hours of usage of e-lab per course.	1 point	
Total Points	10 points	<hr style="width: 100px; margin: 0 auto;"/> Total

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

Appendix D

Expository Essay Rubric

Name/Group members: _____

Subject: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Introductory content is clear and well stated.	1 point	
Major or relevant details are exposed in the essay.	1 point	
Communicates ideas based on research-based facts only. Topic sentences are supported by supporting details containing research-based results and data. Multiple and appropriate citations are included.	1 point	
The information presented in the essay are based on the latest educational research and properly validated.	1 point	
Establish a writer's relationship with the subject, providing a clear perspective on the presented subject matter and engaging the audience attention.	1 point	
Draws conclusions based on research-based facts only, which are cited properly throughout the document.	1 point	
Demonstrates a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	1 point	
	Language	

Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Includes a rich and varied sentence elaboration.	1 point	
Uses spelling, punctuation, capitalization, and APA format correctly. The essay is typed.	1 point	
Total Points	10 pts. (70% content and 30% language)	<hr style="width: 100px; margin: auto;"/> Total

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

Appendix E

Oral Presentation Rubric

Student Name: _____

Topic: _____ Date: _____

Criteria	Value Points	Student's Score
	Presentation/Content	
Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Student uses technology enhancing the quality of the presentation with relevant and engaging audio visual aids, and helping the audience visualize the content of the presentation.	1 point	
Student displays relaxed, self-confident nature about self, with no mistakes; and his movements seem fluid along with the presentation.	1 point	
Student uses a clear voice with a good projection and intonation.	1 point	
Student demonstrates full knowledge by answer all questions with explanations and elaborations.	1 point	
Student presents information in logical, interesting sequence which audience can follow	1 point	
Demonstrates a strong, positive feeling about topic during entire presentation	1 point	
	Language	

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Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	
The tone of the presentation is appropriate.	1 point	
Total Points	10 pts. (70% content and 30% language)	<u> </u> Total score:

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

Appendix F

Thinking Circle Debate Rubric

Group: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Uses a range of carefully evaluated, relevant information, including alternative criteria for judging among solutions	1 point	
Exhibits complex awareness of relative importance of different sources of uncertainties	1 point	
Evaluates information using general principles that allow comparisons across viewpoints; adequately justifies assumptions	1 point	
Focuses analyses on the most important information based on reasonable assumptions about relative importance; organizes information using criteria that apply across different viewpoints and allow for qualitative comparisons	1 point	
Focuses on pragmatic issues in implementation plans; provides appropriate information and motivation, prioritized for the setting and audience	1 point	
Adequately describes relative importance of solution limitations when compared to other viable options.	1 point	
Proceeds as if goal is to come to a well-founded conclusion based on objective consideration of priorities across viable alternatives.	1 point	

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	Language	
Demonstrates a command of standard English (vocabulary, syntax, and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	
The tone of the presentation is appropriate.	1 point	
Total Points	10 pts. (70% content and 30% language)	_____
		Total score:

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

Appendix G

Language Analysis Project Rubric

Name: _____

Subject: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
The student selects a language other than English to examine and analyze on different levels.	1 point	
The analysis includes a general description of the sound system, writing system, and grammatical rules that may be of source of interference in English for students of this language background.	1 point	
The analysis includes the interview findings about a native speaker of the selected language other than English and his/her impressions of major differences between his/her language and English.		
The analysis provides sufficient background information of the interviewed person to figure out his/her position about the topic of the interview.	1 point	
The student demonstrates excellent analytical originality, either in creating new arguments or in relating facts in new ways (beyond what is covered in course material).	1 point	
The analysis shows well-synthesized ideas, following an established outline.	1 point	
Draws conclusions based on research-based facts only, which are cited properly	1 point	

throughout the document.		
The student demonstrates an excellent balance between personal and practical reactions and theoretical analysis.	1 point	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Includes rich and varied sentence structures, and outstanding use of cohesive devices.	1 point	
Uses the last version of APA correctly and consistently through the analysis. The document is typed.	1 point	
Total Points	10 pts. (70% content and 30% language)	_____ Total

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

Appendix H

Guidelines to prepare the portfolio

1. Determination of sources of content

The following, but not limited to, documentation will be included:

- Projects, surveys, and reports.
- Oral presentations
- Essays: dated writing samples to show progress
- Research papers: dated unedited and edited first drafts to show progress
- Written pieces that illustrate critical thinking about readings: response or reaction papers.
- Class notes, interesting thoughts to remember, etc.
- Learning journals, reflective diaries.
- Self-assessments, peer assessments, facilitator assessments.
- Notes from student-facilitator conferences.

2. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

3. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (Appendix F1).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (Appendix F2).
- Introduction and conclusion of the income and outcome of the portfolio.

- Documentation and self-reflection sheet (Appendix F3) required in each workshop.
 - Overall portfolio self-assessment (Appendix F4).
 - The progression follow-up template will be added to the portfolio (Appendix F5).
 - A list of references and appendices of all assignments included will be added to the end of the portfolio.
 - Letter of Use and Return or Use and Discard of Portfolio (Appendixes F6, & F7)
 - The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See the latest edition of the *Publication Manual of the APA*.
4. Portfolio evaluation (Appendix F8).

Appendix I2: Log of Entries or Table of Contents

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

Note: Students can build a table of contents instead.

Appendix I3: Self Reflection

Directions: Please complete the following blanks:

This entry is an example of my strengths:

This entry is an example of an area I really need to improve:

This entry is an example of an area I have improved:

I think this exercise has been very helpful for my learning because:

Appendix I4: 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 the facilitator.
- _____ 2. My portfolio provides strong evidence of my improvement over the course.
- _____ 3. My portfolio provides strong evidence of my ability to report factual information.
- _____ 4. My portfolio provides strong evidence of my ability to write effectively.
- _____ 5. My portfolio provides strong evidence of my ability to think and write creatively.

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: _____

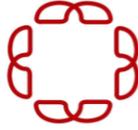
Strategies:

- 1. _____
- 2. _____

Appendix I5: Progression Follow-Up Template

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Appendix I6: 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.

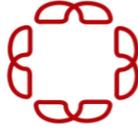
Student's Name (print)

Date

Student's Signature

Date

Appendix I7: 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

Date

Appendix I8: Overall Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
<ul style="list-style-type: none"> ▪ Readable: Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics? 				
<ul style="list-style-type: none"> ▪ Professionalism: Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner? 				
<ul style="list-style-type: none"> ▪ Organization: Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information? 				
PORTFOLIO CONTENT AND FUNCTION				
<ul style="list-style-type: none"> ▪ Content: Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making. 				
<ul style="list-style-type: none"> ▪ Authenticity: Are the samples and illustrations a true reflection of the student's efforts and abilities? 				
<ul style="list-style-type: none"> ▪ Growth/Development: Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned? 				
<ul style="list-style-type: none"> ▪ Collaboration: Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning? 				
<ul style="list-style-type: none"> ▪ Reflection and Personal growth: Do items show exceptional understanding of how to be a reflective thinker and how to seek 				

opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?				
<ul style="list-style-type: none"> ▪ Professional Conduct: Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work? 				
Overall Portfolio Impact				
<ul style="list-style-type: none"> ▪ Is this portfolio an asset in demonstrating the student’s value (skills, abilities, knowledge) to a potential employer or college representative? 				

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

Source:

Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távora, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus.

Appendix J:

Collage Rubric

Name/Group _____

Topic: _____ Date: _____

Criteria	Value Points	Student Score
All of the graphics or objects used in the collage reflect a degree of student creativity in their display.	1.25 points	
Graphics are cut to an appropriate size, shape and are arranged neatly. Care has been taken to balance the pictures across the area. Items are glued neatly and securely.	1.25 points	
The collage includes 15 or more items, each different.	1.25 points	
Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	1.25 points	
Titles and text were written clearly and were easy to read from a distance.	1.25 points	
The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	1.25 points	
The collage clearly communicates the author's level of understanding of	1.25 points	

the topic.		
The collage looks attractive, organized, and neat.	1.25 points	
Total Points	10 points	<hr style="width: 20%; margin: auto;"/> Total score

Facilitator's Signature: _____

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

- Excellent: 1.25 point
- Good: 1.00 point
- Fair: 0.75 point
- Needs improvement: 0.50 point

Source:

Adapted from www.abbotsford.k12.wi.us and

http://www.readwritethink.org/lesson_images/lesson1012/visualcollagerubric.pdf

Appendix K

Narrative Essay Rubric

Criteria	Value Points	Student's score
	Content	
Excellent organization enhances readability and/or understandability of the essay.	1 point	
There is a well-developed introduction with an attention grabber that grabs the reader's interest and continues to engage the reader up until the thesis statement.	1 point	
The thesis statement clearly states the experience or event that will be described as well as the effect on the writer. It states a significant and compelling position.	1 point	
Well-developed main points/topic sentences that relate directly to the thesis. Supporting examples are concrete and detailed. The narrative is developed with an effective point of view, showing the story in detail.	1 point	
Logical presentation of ideas with a clear structure that enhances the thesis. Transitions are effective, mature, and graceful and they vary in every paragraph and across the essay.	1 point	
Skillfully uses a range of appropriate writing strategies such as foreshadowing, characterization, dialogue, diction, tension or suspense, naming, placing, voice, and specific narrative action, e.g. movement, gestures, and expression. Thoroughly	1 point	

maintains focus and effectively employs sensory details and concrete language to develop plot and character.		
The conclusion effectively wraps up and restresses the importance of the thesis.	1 point	
	Language	
Demonstrates a mastery of grammar, usage, mechanics, and spelling.	1 point	
Skillfully includes a variety of sentence types and professional diction.	1 point	
The tone used in the essay is adequate to the nature of the document. The essay is typed.	1 point	
Total Points	10 pts. (70% content and 30% language)	<u> </u> Total score:

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

Adapted from:

http://web.gccaz.edu/~mdinchak/101online_new/rubric_narrativeessay.htm

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

Appendix L:

Language Activity Modeling Rubric

Student: _____

Technique modeled: _____ Date: _____

Criteria	Value Points	Student's Score
	Presentation/Content	
Student holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	1 point	
Demonstration meets stated purpose very clearly, showing control and organization.	1 point	
All aspects are outstanding and creative, making the product a definite contribution to the targeted area.	1 point	
For scope of subject, very original, in addition to appropriate, using a variety of authentic-only resources.	1 point	
Excellent knowledge of procedure; effective delivery; time limit observed.	1 point	
Interaction between ELLs-ELLs, ELLs-teacher, teacher-ELLs is fluent and effective at all times of the demonstration.	1 point	
Outstanding use of technology and/or visual aids helped ELLs grasp full understanding of the content delivered through the technique.	1 point	
	Language	

Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses correct pronunciation of the language.	1 point	
Student uses a clear voice with a good projection and intonation.	1 point	
Total Points	10 (70% content and 30% language)	<u> </u> Total score

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

Appendix M

Critique Paper Rubric

Name/Group members: _____

Subject: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Article selected is current (<5 years), topic is scientific. Article requires some additional research.	1 point	
The student writes an abstract summarizing the article's key points. The summary is accurate, well organized, coherent, and well-written.	1 point	
The student clearly identifies and critiques the research question(s) from his/her point of view.	1 point	
The student accurately identifies and comments on a line of argument or reasoning that the author(s) used in the article.	1 point	
The student thoroughly evaluates and discusses quality of research (underlying theory, research design, research tool, data collection and analysis, conclusions, and implications).	1 point	
The student clearly discusses at least two key lessons learned and suggests how those lessons can be applied to a work-related situation.	1 point	
The student suggests at least two reasonable enhancements to the article, and explains how the article has changed	1 point	

his/her views.		
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Includes a rich and varied sentence elaboration.	1 point	
Uses spelling, punctuation, capitalization, and APA format correctly. The paper is typed.	1 point	
Total Points	10 pts. (70% content and 30% language)	_____ Total

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

Appendix M

Compare-and-Contrast Expository Essay Rubric

Name/Group: _____

Topic: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Introductory content is clear & well stated.	1 point	
Major or relevant details are exposed in essay.	1 point	
Compare and contrast the information clearly and effectively, with precise examples.	1 point	
Sentences are cohesive and ideas flow as the essay is read.	1 point	
Establish a writer's relationship with the subject, providing a clear perspective on the compared and contrasted subject matter and engaging the audience attention.	1 point	
Draw conclusions based on the compared and contrasted content only.	1 point	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	1 point	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Variety of sentence structures, good use of cohesive devices.	1 point	
Uses spelling, punctuation, capitalization,	1 point	

and APA format correctly. The essay is typed.		
Total Points	10 pts. (70% content and 30% language)	<u> </u> Total score:

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

Appendix N

Research Paper Rubric

Student: _____

Topic: _____ Date: _____

Criteria	Value Points	Student Score
	Content	
Purpose: The writer's central purpose or argument is readily apparent to the reader.	1 point	
Content: Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	1 point	
Organization: The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	1 point	
Feel: The writing is compelling. It hooks the reader and sustains interest throughout.	1 point	
Critical Thinking: Critiques context of the scholarly discourse in terms of the student's assumptions. Integrates different disciplinary and epistemological ways of knowing and includes evidence of reflection and self-assessment.	1 point	
Draw conclusions based on research-based facts only.	1 point	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in	1 point	

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an organized manner.		
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	1 point	
Uses spelling, punctuation, capitalization, and APA style correctly.	1 point	
The level of formality used in the report is adequate to the nature of the document. The essay is typed.	1 point	
Total Points	10 pts. (70% content + 30% language)	_____ Total score:

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