

Applied Linguistics – Category I, Competency 2, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

The concepts of applied linguistics will be explored, and include phonology, principles of English language in reading, writing, speaking and listening; sociolinguistics, language acquisition, and second language acquisition. Consistent use of reading and writing strategy across all content areas continues to turn around the language skills of English language learners, particularly those who struggle. Participants will finish this course with a compendium of strategies, resources, and tools to aid ELLs and struggling learners with, using researched and field-tested implementation materials. In addition, they will practice with application of these strategies in their classrooms, to return and reflect on them in learning forums. Planning and preparation will involve comprehensive lesson and unit development.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Demonstrate competency in language and understanding of language as a sequential and organized system of communication.
- Apply common, grade appropriate strategy ideas across all content areas to leverage ELL student success with.
- Collect and apply multiple strategies to aid in the successful literacy effort of struggling learners and ELLs.
- Collaborate among multiple disciplines in order to better accommodate the needs of struggling learners.
- Discuss the research behind effective strategies that teach language conventions.
- Prepare and practice with strategies that teach language conventions.
- Apply, through design and redesign of curriculum, knowledge of phonology, morphology, pragmatics, syntax in support of reading, writing, listening, and speaking.
- Use knowledge of rhetorical and discourse structures to develop language and literacy skills among ELLs.
- Apply knowledge of sociocultural, sociopolitical, and psychological variables that facilitate academic achievement among ELLs.
- Appraise and plan with understanding of the role and relevance of ELLs' home languages, and use this understanding to differentiate.
- Give examples of, and apply, theories of second language reading and writing development at varying levels of proficiency.
- Discriminate among L1 and L2 literacy and language development.
- Generalize the principles behind phonology, morphology, semantics, syntax, and discourse in literacy development.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

- American Speech-Language-Hearing Association. (1983). *Social dialects* [Position Statement]. Retrieved from <http://www.asha.org/policy/PS1983-00115.htm>
- American Speech-Language-Hearing Association. (2004). *Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services* [Knowledge and Skills]. Retrieved from <http://www.asha.org/policy/KS2004-00215/>
- Herrell, A. L., Jordan, M. (2015). *50 Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy*, 2(1), 3-9.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: Implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools*, 36, 172-187.
- Wright, W. (2015). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*, 2nd ed. Philadelphia, PA: Caslon Publishing.
- Abedi, J. (2008). Classification system for English language learners: Issues and recommendations. *Educational Measurement, Issues and Practice*, 27(3), 17-31. Retrieved August 28, 2009, from ProQuest Education Journals. (Document ID: 1559992711)
- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- American Speech-Language-Hearing Association. (2004). *Knowledge and skills needed by speech-language pathologists and audiologists to provide culturally and linguistically appropriate services* [Knowledge and Skills]. Retrieved from <http://www.asha.org/policy/KS2004-00215/>
- Carolan, J. (2007). Differentiation: Lessons from master teachers. *Educational Leadership*, 64(5), 44-47.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment*, 13, 170-192.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:**Module 1:** Language as a System of Communication: Socially, Culturally, Cognitively

1. Participant introductions
2. Reading: Language and Learning: Stages and Phases
3. Pre-test on Applied Linguistics
4. Discussion: Stages of Language Progression
5. Reading: 10 Ways Well-Meaning White Teachers Bring Racism to Schools
6. Discussion: Goals for This Course

Module 2: Linguistics: Cultural and Background

1. Reading: Linguistics, Cultural Background, and Comprehension
2. Discussion: Theories of Language Acquisition
3. Scenario Response No. 1

Module 3: Developing Cultural Sensitivity

1. Reading: Cultural Diversity in Our Classrooms
2. Discussion: Moving Students Into a New Culture
3. Scenario Response No. 2

Module 4: Implications of First Language on the Second: Understanding Our Learners

1. Discussion: Home Language Survey
2. Reading: Second Language Acquisition and The Impact of School Experiences
3. Discussion: Home Language Survey
4. Scenario Response No. 3
5. Reading: Home Language Survey
6. Reading: English Language Learners' Program Handbook

Module 5: Classroom Routines for Language Learning

1. Classroom Linguistic Routines
2. Discussion: Language Acquisition in Content Areas
3. Scenario Response No. 4

Module 6: Integrating Language and Content

1. Reading: Language and Literacy in All Content Areas
2. Discussion: Language and Learning
3. Scenario Response No. 5
4. Blog and Share a Content Area Language Resource for ELLs

Module 7: Scaffolding Reading and Writing for ELLs

1. Wiki Resource Share
2. Scenario Response No. 6
3. Video: Scaffolding Literacy
4. Video: Essay Structure for ELLs
5. Video: Deeper Learning
6. Video: Teaching Language Through Writing and Art
7. Discussion: Video Response

Module 8: Early Literacy Instruction

1. Reading: Early Literacy for ELLs

2. Blog and Share a Literacy Resource for Struggling Learners
3. Discussion: Early Literacy and My ELLs
4. Video: Developing Dual Language Literacy
5. Video: Building Literacy Skills Through Storytelling
6. Discussion: Video Response

Module 9: Word Syntax: Speaking and Listening

1. Reading: Structured Discussions: Best Practices
2. Scenario Response No. 7
3. Video: Learning Language Through Drama
4. Discussion: Video Response

Module 10: Self-Assessment and Reflection

1. Self-Assessment and Reflection

Module 11: Language and Cognition

1. Reading: Cognition and Language Learning
2. Reading: Strategies That Enhance Memory
3. Discussion: What Fascinates You Most?
4. Scenario Response No. 8

Module 12: SIOP: Sheltered Instructional Protocol

1. Video: SIOP Sheltered Instruction
2. Reading: SIOP Guide
3. Discussion: SIOP
4. Assignment: SIOP Lesson Planning

Module 13: Standards-Based ESOL Instruction

1. Reading: State Standards, National Standards, ELL Instruction
2. Scenario Response No. 9

Module 14: High Quality Language Instruction

1. Reading: Academic Achievement Among ELLs: The Role of High Quality Instruction
2. Discussion: What Has Changed?
3. Scenario Response No. 10

Module 15: The Role and Relevance of Home and Homework

1. Reading: Home, the Family, and Language Development
2. Discussion: Engaging Families

Module 16: Second Language Reading Development

1. Reading: Reading and ELLs
2. Discussion: Reading and the Second Language Learner
3. Assignment 1

Module 17: Second Language Writing Development

1. Reading: Best Practices in Writing for ELLS
2. Discussion: Select a Writing Approach

Module 18: Diversity in the Learning Styles of ELLs

1. Reading: Theories of Language Acquisition and Differentiation for ELLs
2. Scenario Response No. 11
3. Video: Frontloading Vocabulary for ELLs – all grades

Module 19: Differentiating Curriculum in All Content Areas

1. Reading: Theories of Language Acquisition and Differentiation for ELLs
2. Scenario Response No. 12

3. Assignment 2
4. Video: Learning English Through Content
5. Video: Differentiating With Learning Menus
6. Video: Visual Cues
7. Discussion: Video Response

Module 20: Final Quiz, Reflection, Culminating Project

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning

