EDUCATIONAL LINGUISTICS (ELI/EDUC 593)
Fall Semester 2010

Instructor: Kathleen Graves
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Office Hours: By appointment
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Class Meetings: Tuesdays 12-3 p.m., 2340 SEB

Course Description:
Educational Linguistics deals with training and research in linguistics as it relates to educational theory and practice, specifically the teaching and learning of K-12 English as a Second Language (ESL) students. Topics include English structures and analysis, identification of ESL students’ learning challenges, and pedagogical strategies to promote language acquisition. Also addressed are issues concerning dialects, bilingual education, and children with special needs involving language.

Course Texts:

We will also be reading selected articles and chapters that are available on the CTools website for this course.

Course Goals: Students will:
1. develop an understanding of the complex nature of language
2. learn about the subsystems of English and develop skills of linguistic analysis
3. understand language as a sociopolitical and historical construct
4. appreciate language variation
5. be able to identify the learning challenges of ESL students
6. design appropriate activities to address ESL students’ language learning challenges
7. cultivate attitudes of inquiry regarding language

Course Requirements:
1. Satisfactorily complete all readings and written assignments (50% of course grade)
2. Attend class and participate (30% of course grade)
3. Complete final project (guidelines to be provided) (20% of course grade)

If you have special needs for accommodations, please let me know.
Class Schedule and Focus

September 14    Introduction to Course

September 21    Language in Education

**Read for today’s class:**

*Relevant Linguistics*, Chapter 1

**Bring to class today:**
An example of language use (spoken or written) from a student aged 6-13; a description of the context in which the language was produced; a short reflection in which you link the example to what you learned in the readings.

September 28    The Sounds of English

**Read for today’s class:**
*Relevant Linguistics*, Chapter 2
Do Quick Exercises 2.1 - 2.5

**Bring to class today:**
Do your best to write your full name in phonetic transcription. Choose three of the pronunciation problems on the handout (to be distributed 9/21) and describe how you would help the speaker ‘correct’ each one.

October 5    English Word Structure and Formation

**Read for today’s class:**
Chapter 4 in *Relevant Linguistics*
Do the Data Analyses 4.1-4.3 and Quick Exercises 4.1-4.4 and 4.8-4.9


**Bring to class today:**
1. Choose a word (it could be from a text or activity in your classroom.)
2. What part of speech is the word?
3. Are there any spelling features/irregularities that might challenge learners?
4. If your word is a noun, how do you form the plural? If it is a verb, is it regular or irregular?
5. What does the word mean? Is there more than one meaning? Does it require more than one lexical entry?
6. Which (if any) of the 8 inflectional affixes does the word take?
7. Does the word contain any derivational affixes? Can it take any?
8. Are there any pronunciation features your students need to know about?
9. Is the word used with certain prepositions?
10. Is it formal, informal, slang, or neutral?
11. Does the word have a negative, positive, or neutral connotation?
12. What are some common collocations for this word?
13. Is this an important word? Do we use it often?

After answering the 13 questions, go to the British National Corpus website: http://www.natcorp.ox.ac.uk/
You may also wish to browse the MICASE website: http://www.lsa.umich.edu/eli/micase/index.htm

See what you can add to your answers, using examples of your word in context in the British National Corpus or the MICASE corpus. Please attach the print out from the corpus.

October 12    Words and Sounds

Read for today’s class:
Chapter 5 in Relevant Linguistics; read the first page of the chapter and then read from p. 135 to the end.
Quick Exercises 5.3, 5.4


October 19    Study break

October 26    English Word Classes

Read for today’s class:
Chapter 6 in Relevant Linguistics “Syntax: English Phrase and Sentence Structure (pages 153-bottom of 165 only) Quick Exercises 6.2-6.7

Bring to class today:
Circle the errors in a short composition written by an ESL student (to be distributed on 10/12). Identify and label the source of each error (e.g., is it a spelling error, a word class error, other?) Write a brief statement explaining what you would do to help the student who wrote this composition.

November 2   English Phrase Structure

Read for today’s class:

Chapter 6 in Grammar for Teachers
Do Practice Activities 4 and 8 (at the end of the chapter).

Chapter 7 in Grammar for Teachers
Do Practice Activities 2 and 7 (at the end of the chapter).

November 9   English Clause Structure

Read for today’s class:

Relevant Linguistics  pp 166-173
Quick Exercises 6.8 -6.11


Bring to class today:
A bulleted list of language learning challenges that you can identify in a learner text that I will give you on 11/2.

November 16   Dialect

Read for today’s class:
Reading:
Prior to reading: Make a list of the questions you have about dialect and teaching in dialectally diverse classrooms.


Chapter 7 in Relevant Linguistics.
Do the Quick Exercises 7.1-7.5 and Data Analysis 7.4-7.5

After you’ve done the reading, write a brief reflection on how the questions have or have not been answered and what you found thought-provoking/useful from the readings.

**Bring to class today:**
Your reflections on the reading (see above.)
Your written responses to the following questions:
1. *What languages/dialects do you speak? With whom and in what situations?*
2. *Has anyone ever commented on how you speak? In what situation(s)?*
3. *Has the way you speak changed since you were a child? Give an example.*
4. *Do you speak differently from your grandparents? Give an example.*
5. *Describe a situation where you weren’t able to easily participate in a conversation for language reasons.*

**November 23 English Language Learners**

**Read for today’s class:**


**Bring to class today:**
An example of language use (spoken or written) from a student aged 6-13. Describe the context in which the language was produced and write a short reflection on it that connects with what you read in Menyuk and Brisk about language development.

**November 30 Supporting English Language Learners**

**Read for today’s class:**

One of the following: (to be assigned in advance)


**Bring to class today:**
3 copies of a handout with a summary of the main points in the chapter you were assigned and a short reflection on how the unit you read about exemplified points made by Gibbons in her article about planning an integrated program. You will present your chapter to your peers in jigsaw groups.

**December 7** Bilingual Education, Dialects and Literacy, Students with Special Needs

**Read for today’s class:**
One of the following (to be assigned in advance):


**Bring to class today:** To be decided.
**December 14 Student Project Presentations; Discussion about Language Awareness**

In this final class, you will present your final projects and we will discuss the language awarenesses that you have come to as a result of this course.

Course wrap-up and evaluation

**Bring to class today:**

Prepare to give a presentation on your final project.

**Written reports of final projects will be due December 16.**

The final project for ELI/EDUC 593 is to develop, teach, and reflect on a lesson that incorporates strategies you have learned to support the participation of English language learners and other students who struggle with language in your classroom.

Plan to teach the lesson during November. The lesson should demonstrate that you can talk about language and draw students’ attention to language in ways that help them understand “how English works” beyond just understanding the meaning of words.

Your lesson should be part of your regular teaching curriculum in any content area; choose a lesson that you can teach in the instructional context that you are currently in. The lesson should use some kind of “text” (spoken or written) that students will be expected to engage with, and your linguistic component should help students work with the text in ways that help them better understand what it means.

Based on what you have learned this semester, develop a lesson that will enable students to understand and work with the text you have chosen. Your report on the lesson should have the following components:

1. A brief description of the context: grade level, students in the lesson
2. A statement of your language objectives for the students
3. A description of the lesson and its purpose/where it fits in the overall curriculum context
4. A description of the text you have chosen and why it is valuable for students in this instructional context. Include a copy of the text.
5. A summary of the linguistic challenges that the text poses and why you have developed the particular focus on language that is included in your lesson.
6. A description of the activities that would precede and follow this lesson in the larger unit of study. What would the students already have learned in order to be ready for this lesson? What would be the next steps to follow the lesson?
7. The sequence of activities that you will use to work with students. Describe what you will ask students to do, and include copies of any worksheets, visuals, or other materials that support the teaching.
8. Indicate how you will know that students have learned from the activity.
9. After you teach the lesson, write a brief reflection to include with your report. How did the lesson go? What issues emerged? What might you do differently next time?