



Andrews University

MTI 511: Linguistics for ESL/Bilingual Educators

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY ESL/BILINGUAL ENDORSEMENT

Instructor Information:	
Instructor Name:	Mike Kavaliunas
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Instructor Background:	Michael Kavaliunas is the ELL Building Supervisor at a suburban Chicago school district where he has been an employee since 2009. As a faculty member in the district, he has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mr. Kavaliunas received a bachelors in Secondary Education and a masters in arts of teaching, with an ESL endorsement from the American College of Education. Mr. Kavaliunas has utilized the best EL instructional practices and provides guidance for teachers who lack experience in teaching ELL learners. Mr. Kavaliunas has utilized school conferences, learning sessions, and classroom support in implementing the proper instructional strategies for ELL students and models of instruction.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course to obtain 3 graduate credits.

	<p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled Course Resources .
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> • Understand the basic concepts and terminology of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. They will also learn about the different levels of linguistic analysis and the methods used in linguistic research. InTASC 1,4 • Develop an appreciation for the diversity of human languages including their structures, typological features, and historical development. They will also learn about the role of language in shaping cultural identity and social relations. InTASC 2,4 • Analyze linguistic data using various methods, such as data elicitation, transcription, and corpus analysis. They will also learn how to apply different theoretical frameworks to the analysis of linguistic data. InTASC 6 • Explore the relationship between language and cognition, including the role of language in shaping perception, memory, and reasoning. Also included are the cognitive processes involved in language acquisition and use. InTASC 1,4,8 • Critically evaluate linguistic theories and approaches, including their strengths and weaknesses. InTASC 1,6 	
<p>Course Description: This course provides an introduction to the study of language, the major concepts in linguistics, and the most important aspects of language. Includes phonetics, semantics, syntax, language acquisition and culture, as well as discourse analysis. Participants will gain a better understanding of linguistic theory while also learning instructional methods to support ESL students.</p> <p>*20 hours of clinical work in course: Included in this course is 20 of the 100 required hours of clinical work for the ESL/bilingual endorsement.</p> <p>**Clinical hours alternative: As an alternative to the clinical hours you may provide an administrator's letter stating that you are assigned to classes with English learners and/or in a bilingual setting. If you are using this option you will need to provide this documentation to each instructor in the 5 courses you are taking for the endorsement.</p>	
Learning Strategies: Professional literature analysis, whole group discussions, personal	

reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to review and take notes)		4 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on basic concepts and terminology of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.		4 hours
Final evaluation/reflection essay	100 points	12 hours

Total	485 points	135 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i> If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.		

Answer and Discuss Rubric- 5 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)

Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule	
<p><u>Week 1</u></p> <ul style="list-style-type: none"> • Syllabi/assignment review • Review course resource groups 1-4. • Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. • Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday. <p><u>Week 2</u></p> <ul style="list-style-type: none"> • Review course resource groups 5-8. • Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. • Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday. <p>Application #1- Due Sunday end of week #2 (45 points)</p>	

Using the information from resources groups 1-8 related to students and language (or your own resources), take one of your current groups of students (or past classes you can access) and use your criteria to choose which ones you would identify as learners that have limited academic language. Once you have done this, choose one of the students to complete this assignment. Create a short presentation (8-12 slides) on the following three questions:

- How do language attitudes and ideologies shape our perceptions and use of language, and what are some examples of this in different cultures and contexts?
- What are some common features of discourse and conversation, and how do they relate to broader social and cultural contexts?
- What is the difference between syntax and grammar, and how do these concepts relate to language comprehension and production?

Week 3

- Review course resource groups 9-12.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Application #2- Due Sunday end of week #3 (45 points)

Create a chart identifying the key differences between spoken and written language, and how these differences affect language use and comprehension. Once that is complete write a short summary (2-3 paragraphs) of your findings.

Week 4

- Review course resource groups 13-16.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Examine the functions and forms of discourse markers in conversation, drawing examples from the resources as well as research literature you find on your own. Analyze the different types of discourse markers used in conversation, their functions, and how they contribute to effective communication. Then consider the implications of your analysis. How can instructors incorporate the teaching of discourse markers into their classes to promote effective conversation? 2-3 pages, APA format.

Week 5

- Review course resource groups 17-19.

- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Using what you have learned from this class, as well as at least 2 other outside sources, write a 3-5 page paper on one of the following topics:

-How does the study of language contribute to our understanding of human cognition and perception? Reflect on what you have learned during this course and from outside sources.

-How can an understanding of language and its role in communication be applied in real-world contexts, such as language teaching, language policy, or cross-cultural communication?

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Understanding Language Origins for Educators

Article:

[Origins of language pathway in the brain at least 25 million years old](#)

Article:

[Social Practice and Social Interaction](#)

Video Resource:

[The Origins and Evolution of Language](#)

Research Paper:

[Evolution of Brain and Language](#)

Resource Group 2: Phonetics: Teaching the Sounds of English

Video Resource:

[Voiced vs. Unvoiced Sounds | English Pronunciation | Phonology](#)

Video Resource:

[Improve Your English Pronunciation: Voiced & Voiceless Consonants](#)

Online Textbook:

[The Sounds of Language An Introduction to Phonetics and Phonology](#)

Website/Tool:

[Introduction to Linguistic Theory](#)

Resource Group 3: Phonology in the ESL/Bilingual Classroom

Article:

[Phonemes and allophones](#)

Video Resource:

[Phonemes & Allophones](#)

Website/Tool:

[Phonology](#)

Resource Group 4: Word Formation and Vocabulary Development

Article:

[Vocabulary Development with ELLs](#)

Website/Tool:

[Vocabulary Building through Word Formation](#)

Resource Group 5: Morphology: Building Words in English

Article:

[Lexical, Functional, Derivational, and Inflectional Morphemes](#)

Video Resource:

[Morphology: Crash Course Linguistics #2](#)

Website/Tool:

[Types of Morphemes](#)

Resource Group 6: Grammar Fundamentals for Language Learners

Article:

[Why study grammar?](#)

Video Resource:

[Constituent Analysis, First Steps](#)

Article:

[The Importance of Grammar in English Language](#)

Website/Tool:

[Constituent: Definition and Examples in Grammar](#)

Article:

[The 8 Parts of Speech](#)

Video:

[The Parts of Speech in the Spanish Language](#)

Resource Group 7: Teaching Sentence Structure

Article:

[What is Syntactic Analysis?](#)

Video Resource:

[An Introduction to Lexical Rules](#)

Video Resource:

[Phrase Structure Rules and Trees](#)

Resource Group 8: Teaching Meaning and Vocabulary

Article:

[Lexical Relations to Know for Intro to Semantics and Pragmatics](#)

Video Resource:

[Thematic Roles and Word Relations](#)

Resource Group 9: Language Use in Social Contexts

Article:

[Hedging: The Speaking Habit Harming Your Credibility](#)

Video Resource:

[Interpersonal Communication: Types, Importance, and 7 Ways to Master Interpersonal Communication](#)

Article:

[Exploring Direct vs Indirect Speech: Practical Examples and Distinctions](#)

Website/Tool:

[Basic Interpersonal Communication Skills](#)

Resource Group 10: Understanding Text and Conversation

Article:

[Turn taking in Conversation Analysis](#)

Video Resource:

[Discourse Analysis 101: What it is and when to use it](#)

Website/Tool:

[What are BICS and CALP?](#)

Resource Group 11: Language and the Brain: Implications for Learning

Article:

[Dichotic Listening](#)

Video Resource:

[Slips of the Tongue and Slips of the Ear](#)

Website/Tool:

[Neuroanatomy, Broca Area](#)

[Wernicke Area](#)

[Motor Cortex](#)

Article:

[What is Aphasia?](#)

Resource Group 12: First Language Acquisition and Its Influence on ESL Learners

Article:

[The 7 Stages of Language Acquisition in Children](#)

Website/Tool:

[The 5 Components and Development of Language and Language Development](#)

Resource Group 13: Second Language Acquisition: Theories and Classroom Practice

Article:

[How Learning a Language Changes Depending on Your Age](#)

Research Paper:

[The Influence of Affective Factors in Second Language Acquisition on Foreign Language Teaching](#)

Research Paper:

[Acquisition Barriers in Second Language Learning](#)

Article:

[8 Common Language Teaching Methods](#)

Article:

[Other Common Approaches-Language Teaching Pedagogy](#)

Resource Group 14: Gestures, Sign Languages, and Multimodal Communication

Video Resource:

[The 5 Rules of Every Sign in ASL-5 Parameters of Sign](#)

Website/Tool:

[Sign Language Alphabets from Around the World](#)

Resource Group 15: Teaching Written English: Literacy for ESL/Bilingual Students

Article:

[Alphabetic Systems and Syllabaries](#)

Video Resource:

[Pronouncing pictures! - History of Writing Systems #4 \(Rebus writing\)](#)

Research Paper:

[Pictograms and Ideograms in Logographic Systems](#)

Resource Group 16: Language Change and Its Impact on English Learners

Article:

[Using Cognates to Develop Comprehension in English](#)

Article:

[Old English, Middle English, Modern English](#)

Article:

[Teaching About Language Variation](#)

Resource Group 17: Regional Varieties of English: Teaching Dialects and Accents

Article:

[Regional Dialects in English](#)

Video Resource:

[Language vs Dialect vs Accent: What's The Difference?](#)

Research Paper:

[Dialect Continuum](#)

Resource Group 18: Sociolinguistics: Social Variation in the ESL/Bilingual Context

Article:

[Mastering Social Dialects: A Linguistic Guide](#)

Website/Tool:

[The Definition of Taboo Language](#)

Resource Group 19: Language and Culture: Supporting Multicultural Learners

Article:

[The Power of Language: How Words Shape People, Culture](#)

Research Paper:

[Linguistic Relativity \(Sapir-Whorf Hypothesis\)](#)

Website/Tool:

[Guidelines for Gender-Inclusive Language in English](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of

learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.