State Identifier: 1-001-025
Component Title: ESOL Applied Linguistics
Inservice Points: 60
Certification Area(s): All

General Objectives:
The purpose is to enable teachers who are pursuing ESOL Endorsement to acquire and use knowledge of how students acquire a second language and how teachers can facilitate this process. Program models will be explored as well as how schools can organize instruction for second language learners.

Specific Objectives:
1. Analyze quotes to identify different perspectives on language learning.
2. Identify three views of language.
3. Write personal views of language.
4. Review course content and goals.
5. Examine commonly held beliefs about language acquisition.
6. Practice the technique of putting content information into graphic form to support oral presentation.
7. Examine statements about language and language learning for validity.
8. Examine current knowledge about second language development.
9. Compare and contrast first and second language acquisition.
10. Analyze specific methods and approaches in second language teaching.
11. Analyze words for sound/spelling relationship and recognize the inconsistencies in the English language that may cause difficulties for ELL students.
12. Present information on phonology to the whole group using an oral or visual method and evaluate the effectiveness of the methods of presentation for their learning styles.
13. Recognize the unconscious knowledge native speakers have of the sound of their own language.
14. Identify where and how speech sounds are made.
15. Demonstrate the roles of stress, intonation, and rhythm in conveying meaning.
16. Determine how chants can be used in the classroom to teach stress, intonation, and rhythm of English.
17. Identify reasons for non-native pronunciation in phonological data.
18. Identify English sounds that non-native speakers have difficulty with.
19. Identify morphemes and the difficulty they may cause ELL students.
20. Summarize the challenges faced by ELL students in the acquisition of the English inflectional system.
21. Analyze the role of cognates in second-language development.
22. Analyze sentences to determine whether rules are grammatical or syntactical.
23. Create sentences which conform to English sentence structure.
24. Determine prominent word order for a variety of other languages in order to appreciate the difficulty ELL students may have with word order in English.
25. Recognize the potential influences of differences between the first language and the target language.
26. Analyze sentence transformation as a part of syntax.
27. Generate ways in which grammar can be integrated in whole-language instruction.

28. Analyze the effects of the target language and the first language on language acquisition.
29. Recognize the complexity of meaning in language.
30. Determine the unknown words based on knowledge of morphology and phonology.
31. Examine the roles of syntax and morphology in determining word meaning.
32. Use semantic categories to assign meaning.
33. Identify semantic relationships.
34. Recognize that word meaning is closely related to how concepts are represented in the mind, and develop an activity to teach word meaning for a concept that is "fuzzy."
35. Recognize the trouble that metaphorical meanings could give ELL students.
36. Recognize how the meaning of a sentence is impacted by the speaker's and listener's beliefs and attitudes, their knowledge of the context in which a sentence is spoken, and their understanding of how language can be used.
37. Summarize information on semantic content.
38. Use new information to develop and implement classroom activities.
39. Describe new insights developed through the study of semantics.
40. Create semantic web which illustrates the components of language
41. Identify rules of discourse in various conversations.
42. Select important facts from information on discourse.
43. Analyze scaffolding as a technique that can be used to improve discourse.
44. Use effective strategies to encourage discourse.
45. Identify teaching strategies in language samples.
46. Recognize various effective communication strategies students use as they are learning a new language.
47. Describe new insights developed through the study of discourse.
48. Compare and contrast structural and holistic approaches to language teaching.
49. Analyze specific methods and approaches in second language teaching.
50. Apply aspects of selected methods and approaches to teaching a language task.
51. Experience and reflect on the situation of language minority child in a mainstream class.
52. Demonstrate selected language teaching techniques for oral language development.
53. Evaluate selected language teaching techniques for oral language development.
54. Describe principles and strategies for error correction, questioning students, teaching grammar, and wait time.
55. Formulate personal priorities in this area for the classroom.
56. Describe the major principles of second language literacy learning.
57. Apply the principles of second language literacy learning to the classroom.
58. Demonstrate a variety of pre-, during, and post-reading strategies.
59. Select appropriate techniques for a reading task.
60. Assess the readability of a story.
61. Formulate personal priorities in this area for the classroom.
62. Describe reasons for integrating language and content.
63. Describe common program models in Florida for integrating language and content.
64. Analyze academic language demands of the content areas.
65. Apply the technique "From Text to Graphics and Back again" to a content area unit.
66. Formulate personal priorities for this area in the classroom.

Activities may include:

1. Completion of assignments, to include by not limited to a portfolio.
2. Required attendance, participation and implementation of strategies for ESOL Parent Night.
3. Articles to read and videos watch are required for this course.
4. Some activities will be found and completed online.

Participant Follow-up:
1. Each participant will submit hard evidence of the completion of an activity(ies). This evidence of implementation of strategies to improve student achievement may be in the form of reports, papers, reflective logs/journals, newspaper stories, and PowerPoint or multimedia presentations.
2. The evidence may be on disk, on-line or in print and must be submitted to the Professional Development Facilitator (PDF) for each activity.
3. Each participant **must submit** to the PDF for each activity a Professional Development Follow-up Form, available on-line at the Teacher Training Site (www.clay.k12.fl.us/ttc) within 30 days of the compilation of the follow-up evidence or no later than June 1 of the current academic year.
4. Each participant will submit to the PDF documentary evidence of individual student achievement in reading, writing, science and/or math skills for each of the art related activities completed by the participant.

Facilitator Component Evaluation:
1. Each facilitator will collect a Professional Development Follow-up Form from each participant.
2. Each facilitator will submit a short summary of the documentary evidence of student achievement in reading, writing, science and/or math to the Professional Development Office to be reviewed by the Professional Development Advisory Council.

Organization Information:
Submitted by the Professional Development Department, May 2007.