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BED 5310 Cross Linguistic Pedagogies *3 Credit hrs

This course focuses on the pedagogy of dimensions of language and how it is used in various contexts (social and academic) for understanding and facilitating the cross linguistic connections of English learner (EL)/Emergent Bilingual (EB) students. Language documentation and description will be examined and used intentionally and systematically to identify strategies for bridging the phonemes, letter - sound correlations, spelling patterns, word analysis and use of cognates in biliteracy/EL classrooms.

Course Purpose

This course focuses on the understanding of linguistics structures and features of language(s) educators need to know and practice to respond to the needs and successes of EB/EL students. The influence resulting from similarities and differences between the target languages will be used in supporting cross linguistics connections for the language development of EB/EL students.

Learning Outcomes

- Demonstrate a strong background in applied phonetics and phonology, including how sounds are produced;
- Demonstrate and describe the articulation of consonants and vowels, identify the phonetic symbols of the International Phonetic Alphabet (IPA) and be able to phonetically transcribe speech samples and decipher phonetic transcriptions;
- Transfer theoretical, foundational, and pedagogical knowledge to practice;
- Demonstrate how to assess phonological/morphological and syntactical differences/similarities and analyze language samples; and
- Analyze and reflect on their own teaching and learning experiences to identify their beliefs about pronunciation and pedagogy in order to inform and develop principled practice.

Course Readings: Posted on Black Board (BB).

Chapters 3 & 4. Celce-Murcia et al. (2010) Teaching Pronunciation, 2nd edition. Cambridge University Press. Various video clips

***Additional readings as needed**

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Assignments: Rubrics on BB Module

- **Flip Grid (FG) presentations:** <https://info.flipgrid.com/> You will be provided a specific link for each assignment to be done on FG.

- **Discussions: (1)** To earn full credit, you will need to participate in discussions with meaningful, timely, and regular input and feedback, and successfully meet the learning objective. **(2)** Your first contribution to discussion forums must be submitted by the **end of Tuesday** (unless otherwise noted). You then have until the **end of the week (Saturday)** to post replies. This is to ensure a robust discussion that includes all students.

- **Transcriptions and Analysis of spoken language Alejandro * Barbara * Priscilla**
You will transcribe what each of these students say, verbatim: Type exactly what is said, including every "um," "uh," and "hmmm."

Guide to the Transcription Process

1. Listen to video recording before transcribing.
2. Transcribe a first draft. Every sentence on its own line.
3. Edit your draft for accuracy. Listen to it again while checking your accuracy.
4. Format the transcription. (name, date, margins, total time of recording)
5. Finalize the transcription process.

At the end of your transcription identify 2 types of linguistic errors you found and provide an approximated explanation.

- **Reading Exams:** Short answers to demonstrate understanding of key concepts from the course modules and readings .
- **Final project: Language Documentation**
(1) Retain a copy of a writing sample of an emergent bilingual; or record a conversation with, or a reading sample of, an emergent bilingual. You will provide a copy of the student sample. (2) Do an analysis of at least 3 different types of errors and explain the interlanguage. (3) Develop an action plan drawing on teaching suggestions.

Late Assignments: All assignments must be turned in on the due dates. In exceptional circumstances (e.g. illness), a late assignment may be accepted; it is your responsibility to make arrangements with the instructor. Late assignments may receive a grade deduction.

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SYLLABUS SUBJECT TO CHANGE

| WEEK | Dates | Topic/Readings/Videos FG: FlipGrid BB: BlackBoard | | Maximizing Learning from Video Content |
|------------------------------------|--|---|--|--|
| <p>Week 1 5/15-5/20</p> | <p>Opens May 15th.</p> | <p>Review Course Syllabus, Expectations and Processes; -FG #1: Introductions -VIDEO: Linguistic Baggage</p> <p>BB: Group Discussion:#1 VIDEO: How do you pronounce?</p> <p>VIDEO: An Introduction to Articulatory Phonetics – STUDY and LEARN</p> <p>READING: The Consonant System Chapter 3 - Read Notes to Teachers. (Celce Murcia et al, 2010) Exam 05/30</p> | <p>5pts</p> <p>4pts</p> | <p>Linguistic Baggage Share the most dynamic or telling part for you.</p> <p>What it tells you about language; What it communicates to you as teachers/educators of Emergent Bilinguals.</p> <p>STUDY and LEARN</p> |
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| <p>Week 2 5/22-5/27</p> | <p>May 22</p> <p>May 22-27</p> | <p>VIDEO: An Introduction to Articulatory Phonetics</p> <p>VIDEO: Alejandro Transcription [1] and identify 2 types of errors.</p> <p>Group Discussion#2</p> <p>[From week 1 Continue reading/studying Chapter 3. Exam 05/30]</p> | <p>5pts</p> <p>4 pts</p> | <p>What do you know about Alejandro? What it communicates to you as teachers/educators of Emergent Bilinguals.</p> |

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| Week 3 5/29-6/3 | May 29 | VIDEO: <i>An Introduction to Articulatory Phonetics – STUDY and LEARN</i> | | STUDY and LEARN |
| | May 29 | VIDEO: Barbara Transcription[2] and identify 2 types of errors. | 5pts | Transcription |
| | May 30 | FG# 2Exam: Chapter 3 | 10pts | |
| | May 29 – June 2 | Group Discussion#3 | 4pts | What do you know about Barbara? What does it communicates to you as teachers/educators of EB students? |
| | | VIDEO: <i>O-U-G-H is pronounced how?</i> | | |
| Week 4 6/5-6/10 | June 5 | VIDEO: Priscilla Transcription[3] and identify 2 types of errors. | 5pts | |
| | June 5 - 9 | Group Discussion#4 | 4pts | What do you know about Priscilla? What it communicates to you as teachers/educators of Emergent Bilinguals. |
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| | June 5 | <p>VIDEO: <i>How are vowels produced?</i></p> <p>READING: Vowels Chapter 4 Read Notes to Teachers. (Celce Murcia et al, 2010) (Exam 06/13)</p> <p>What about Spanish? A Contrastive Analysis of vowels and consonants in English and Spanish.</p> | | <p>STUDY and LEARN</p> <p>STUDY and LEARN</p> |
| | June 11 | <p>Exam: Chapter 4</p> | <p>1 0 p t s</p> | |
| | | | | |
| Week 5 6/12-6/17 | June 12 | <p>- VIDEO: <i>Interlanguage Language Documentation</i> <i>One supana time</i></p> | | |
| | June 18 | <p>FG#3 A Contrastive Analysis of vowels and consonants in English and Spanish.</p> | <p>10pts</p> | <p>Differences/Similarities Phonemes/Graphemes</p> |
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| Week 6 6/9-6/24 | June 17-24 | <p>Manuel – Bilingual Squared Group Discussion#5 <i>The need to critically examine and change reductionist frameworks</i></p> <p>Interlanguage, Fossilization, and Translanguaging</p> <p>FG#4 One supana time ...</p> | <p>4pts</p> <p>10pts</p> | <p>What does Manuel know? How can you explain what is transpiring through Manuel's writing?</p> <p>Explain what this child knows; in linguistic terms what</p> |

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| | | | | is this child doing and why? Linguistically and specifically. |
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| Week 7 6/26-7/ 2 | June 26 July 2 | Individual Language Documentation Projects BB: - Student Sample FG#5 : Individual Presentation | 20pts | Rubrics on BB. Action drawing on teaching suggestions |
| | | | TOTAL | 100 |

- 100 – 90 = A
- 89 - 80 = B
- 79 - 70 = C
- 69 – 60 = D
- 50 – below = F

FLIP GRIDS

| | 5-4 POINTS | 3-2 POINTS | 1-0 POINTS |
|---------------------------|--|---|--|
| CONTENT | Presents introduction of self; shares what may be known or not about cross linguistic connections/pedagogies; and posts a question | Presents introduction of self; shares what may be known or not about cross linguistic connections/pedagogies; or posts a question | Presents little information of self; does not share what may be known or not about cross linguistic connections/pedagogies; does not post a question |
| COMMUNICATION | Talks in presentation and does not read; strong physical presence on video presenting | Mostly reads presentation; appears on video presenting. | Only read presentation; limited to no presence on video presenting. |
| ORGANIZATION | Organized | Somewhat organized | Not organized |
| CREATIVITY | Interesting and appealing; effort and time reflected in work. | Somewhat appealing; some effort reflected in work. | Not very appealing; effort not reflected in work. |
| RESPONSE TO OTHERS | Responds to 2 or more classmates | Responds to 1 classmate | Responds to no one |

RUBRICS

Discussions

| | 4 Points | 3 Points | 2 Points | 1 Point |
|--|---|--|--|--|
| Student Contributions to Discussion Board | 6+ postings distributed throughout the week. Postings answered original questions, responded to peers' posts and managed original thread. | 4+ postings distributed throughout the week. Postings answered original questions, responded to peers' posts and managed original thread. | 3-4 postings distributed throughout the week. Postings answered original questions and responded to peers' posts. | Less than 3 posts or posts not distributed throughout the week. Posting answered original question but did not respond to peers' posts and/or manage thread. |
| Content of Posts | Discussion board posts clearly demonstrated understanding of the week's content (through readings, videos and assignments) and added original thought to the discourse. | Discussion board posts demonstrated understanding of the week's content (through readings, videos and assignments) and added new ideas to the discourse. | Discussion board posts showed some understanding of the week's content (through readings, videos or assignments) but didn't add much new information to the discourse. | Discussion board posts did not demonstrate understanding of the week's content and/or add new thought to the discourse. |
| Clarity of Posts | Posts were clear and articulate, the initial post fully answered the question and the follow-up question was addressed well. | Posts were clear and articulate, the initial post answered 80% or more of the initial question and the follow-up question was addressed. | Posts were clear and articulate, the initial post answered 70% or more of the initial question and the follow-up question was somewhat addressed. | Posts were not clear, the initial post answered less than 70% of the initial question, or the follow-up question was not addressed. |

Language Documentation Project

| | 15 Points | 10 Points | 0-5 Points |
|----------------------------------|--|--|---|
| Introduction | The introduction got the audience's attention in a creative and unique way, clearly stated the speech topic and previewed the main points of the speech. | The introduction stated the speech topic and previewed the message, but a clearer overview and stronger attention-getter was needed. | No/weak attention-getter and/or preview of the main points of the speech. Topic was too broad or unclear. |
| Body (Content) | Three clear main points in the speech, supported with strong evidence/examples/narratives/statistics and sound reasoning. Speaker clearly demonstrates a solid understanding of the topic. | Three main points in the speech, supported with some evidence/examples/narratives/statistics. Speaker demonstrates an understanding of the topic. | The speech lacked clear main points and/or did not include enough substance/evidence or information to support the topic. Ideas needed greater development. |
| Sources/Citation | 4-5 credible sources were used in developing the content and cited during the speech. | 2-3 credible sources were used in developing the content and cited during the speech. | Less than 2 credible sources were used in developing the content and/or were not cited during the speech, or the sources lacked credibility. |
| Visual Aids | Creative visual aids enhanced the audience's understanding of the topic and were effectively incorporated in the speech delivery. | Visual aids were utilized during the speech and enhanced the audience's understanding of the topic but lacked creativity or were not effectively incorporated into the speech. | No visual aids were used, or visual aids were a distraction to the theme of the speech. |
| Conclusion | The conclusion clearly summarized the main points of the speech and left the audience with something to think about related to the topic. | The conclusion made the speech sound finished but would have benefited from a stronger concluding thought and/or a stronger summary of main points. | Weak conclusion. Audience was unsure if the speech was finished, no clear summary or concluding thoughts. |
| Organization/ Transitions | Clear organizational structure, easy to follow, transitions helped to focus audience's attention and provide cues to follow along. Clear introduction, body and conclusion in the speech. | Organizational structure was evident, but some of the content should have been reorganized for clarity. Limited used of transitions; however, the introduction, body and conclusion could be identified during the speech. | Speech was hard to follow and lacked clear transitions between major points. Presentation was missing key elements of the introduction, body or conclusion. |
| Delivery | Excellent eye contact, minimal use of notes, clear articulation, volume and rate of speech were excellent. Speaker was clearly well-prepared. | Good eye contact, some overreliance on notes, volume and rate of speech were good. Speaker was prepared. | Overreliance on notes, difficult to hear or understand at times, rate of speech needed work. Additional preparation would have helped this presentation. |