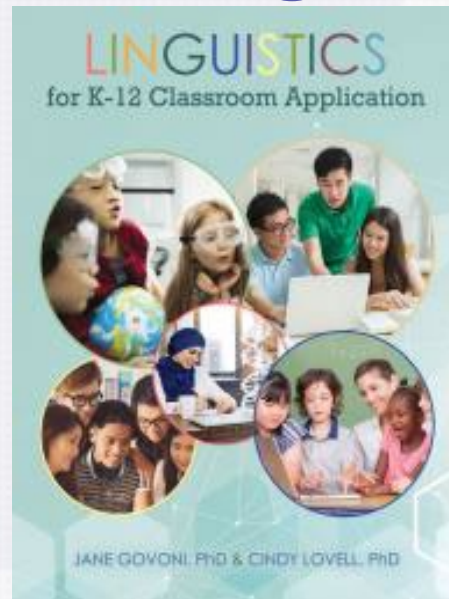


ESOL
in Higher Ed

Applied Linguistics



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Phonology



\ fə-'nä-lə-jē , fō- \

Listen to the pronunciations of speakers of various languages reading passages in English at the *George Mason University Speech Accent Archive*.



the speech *accent* archive

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Browse by speaker, atlas, or inventory:

Welcome to the browse section of the speech accent archive. By following the Language/ Speakers section you will be able to track different accents by speaker and native language. The Atlas/ Regions allows you to browse for representative speakers geographically. The Native Phonetic Inventory allows you to trace different accent origins by presenting you with a systematic representation of various native language sounds.

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this is a project of the linguistics program in the department of english, the college of arts and science's technology across the curriculum program, and the center for history and new media at george mason university

Go back and listen to an **Arabic speaker** on the [George Mason University Speech Archive](#).

Complete the activities on the following slides.



the speech *accent* archive

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There are 194 result(s) for your search.

arabic1, female, riyadh, saudi arabia

arabic2, male, damascus, syria

arabic3, male, doha, qatar

arabic4, male, sharjah, united arab emirates

arabic5, female, casablanca, morocco

Scenario One

Fahad, a 13-year-old boy from Kuwait, has been assigned to your class. He is a native speaker of **Arabic**. Among his difficulties with listening and reading is the reception and production of the /p/ and /b/ sounds, as in 'park' and 'bark'.



Activity:

1. Analyze the problem with reference to *Fahad's* first language. **Why does he have this difficulty?**
2. Design a **three-part minimal pair drill** to help *Fahad* **hear** the difference between the two sounds in three environments: **word-initial**, **word-medial**, and **word-final**.
3. Devise ways to help him **produce** the two sounds in the same words.

Scenario Two

Maria Ester, a 9-year-old girl from Mexico, is in your class. She is a native speaker of **Spanish**.

Among her difficulties with listening and speaking is the reception and production of the /i/ and /l/ sounds as in *'feet'* and *'fit.'*



Activity

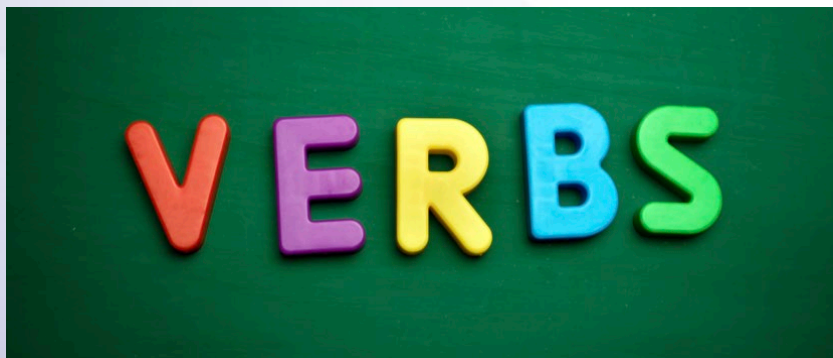
1. Analyze the problem with reference to *Maria Ester's* first language and to the English and Spanish vowel system.
Why does she have this difficulty?
2. Design a **minimal pair drill** to help her hear the difference between the two sounds.
3. Devise ways to help *Maria Ester* produce the two sounds in various minimal pairs.



Morphology

Create a game for elementary ELs at the beginning levels of proficiency who can play among themselves (or with native speakers).

The purpose of the game is to help ELs decide whether a verb in the past tense is regular or irregular. Then, they must say and spell the past tense form.





Activity

Create a 12-item exercise for the beginning WIDA levels of Entering or Emerging proficiency for ELs to help them select the correct derivational affix for a particular word in context (6 prefixes, 6 suffixes).

For example:

- 1) (suffix) The (fear-) child would not leave the house alone.
- 2) (suffix) We were very excited as we awaited the (arrive-) of our uncle from Ghana.
- 3) (prefix) How will we (-port) those boxes from Atlanta to Miami?
- 4) (prefix) You have to (-duct) the discount from the price on the sales tag.

You may choose to use [references such as this one](#).

Syntax

These next two activities should guide ELs in developing proficiency in word order and in sentence complexity in English.



ACTIVITY ONE

Working with a small group of ELs who are at beginning levels of proficiency in English, complete the following activity:

1. Create a short story with sentences of no more than 6 words in length.
2. Write each word of the 1st sentence on a small piece of cardstock paper, capitalizing the 1st word. Put a period after the last word.
3. Place the words in an envelope.
4. Complete the same process for each sentence.
5. Ask your ELs to put the words in each envelope in the correct order.
6. Then, ask them to write the sentences and arrange them in the correct story order.

ACTIVITY TWO

You have a group of high school ELs at middle levels of English proficiency who need to develop their writing skills to form sentences.

With reference to the following websites, design a unit plan to support your ELs with these basic sentence structures.

Visit: [ESL Gold](#)
to find the five basic patterns
or
[Wyzant Combining Sentences](#)

for information on building compound and complex sentences
using sentence-combining.

Semantics, Pragmatics, and L2 Learning

Scenario: Your newly enrolled 12 year-old EL, *Hadija* from Somalia, has never attended school and does not know much English.

You have been assigned to work with her for the first six weeks of school, and must teach her to understand and pronounce a large number of words, phrases, and short sentences relevant to her school and community adjustment, specifically those appropriate to social and academic language.

Although Hadija will be placed in some middle school classes such as art, computers, and P.E., she will need extra support and time to be successful in her academic classes. Nonetheless, your tutoring should help her prepare for both communicative and academic functions.



Reminders

It is important to realize that teen-agers without literacy in their L1 must develop cognitive skills, such as memorizing, before they can be introduced to print.

They must associate new words with concrete objects, persons, and situations before they can learn abstract words and concepts.



Activity

- Prepare a lesson of useful words and phrases.
- Select appropriate instructional strategies to help **Hadija** learn the English vocabulary and phrases.
- Explain how you will introduce reading and writing, and how you will assist Hadija's other teachers to help her in learning the academic vocabulary in school.



Platt (2018) concludes:

“Second language learning involves several different kinds of internal and external processes and factors.

“Second language learning can be challenging and rewarding for all concerned when teachers are **aware** of their ELs’ needs and **knowledgeable** about language, language learning, and language in society.

“Teachers not only need to understand the internal processes, but also the external factors that contribute to how their students and their community experience the world beyond the American classroom.”



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