

**COMPETENCIES for ESE-student TSL courses to be offered at M-DC (effective 5/06/03)**

**TSL (3741) Applied Linguistics (3 cr.)**

**Course Description:**

**This course provides pre-service teachers with an introduction to the analysis and classroom application of linguistic theories in the field of second language acquisition for LEP students. Required for Florida Add-On ESOL Endorsement. (3 hr. lecture)**

Prerequisite: None

Corequisite: None

**Course Competencies:**

(Note: Numbers in brackets correlate to indicators specified in the document, *Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition.*)

**Competency 1:** The student will determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes. {Standard 5}

- a. Identify the principles, characteristics, and terminology of current first and second language acquisition processes. {12}
- b. Compare language acquisition of different age groups (e.g., elementary, secondary, and adult). {14}
- c. Identify principles of contrastive and error analyses. {16}

**Competency 2:** The student will select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency skills (CALP) as they apply to the ESOL curriculum. {Standard 8}

- a. Differentiate between language proficiencies relating to basic interpersonal communicative skills and cognitive academic language skills. {15}

**Competency 3:** The student will analyze student language and determine appropriate instructional strategies, using knowledge of morphology, syntax, semantics, and discourse. {Standard 10}

- a. Categorize basic concepts of phonology (e.g., stress, intonation, juncture, and pitch) as they apply to language development. {1}
- b. Determine phonemic characteristics (e.g., consonants, blends, vowels, diphthongs) in a given word. {2}
- c. Recognize methods of phonemic transcription (e.g., International Phonetic Alphabet and Traeger-Smith). {3}
- d. Recognize phonographemic differences (e.g., homophones and homographs). {4}

- e. Identify structural patterns in a given word (e.g., root words, affixes, compound words, and syllables). {5}
- f. Apply principles of English morphology as they relate to language acquisition. {6}
- g. Compare characteristics of idiomatic expressions, slang, and Standard American English. {7}
- h. Determine principles of morphological interference between English and other languages. {8}
- i. Categorize and analyze the structures of English sentences. {9}
- j. Recognize methods of grammatical analysis (e.g., traditional, structural, or contemporary). {10}
- k. Determine the principles of syntactic interference between English and other languages. {11}