

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

TSL(4340) TESOL Methods(3 cr.)

Course Description: Provides pre-service teachers with knowledge and application of TESOL theories, principles, and current research in the understanding and use of instructional techniques and methodologies appropriate for teaching LEP students. Minimum 20 hours of structured field experience required. Required for Florida Add-On ESOL Endorsement. (3 hr. lecture)

Prerequisite: TSL 3740 ESOL Second Language Acquisition
None

Corequisite:

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 apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students. {Standard 6} 48-57
- identify major methodologies and current trends in ESOL teaching. {48}
 - identify characteristics and applications of ESOL approaches. {49}
 - develop applications of Total Physical Response for beginning stages. {50}
 - plan a Language Experience Approach lesson appropriate for LEP students. {51}
 - identify features of communicative approaches for teaching ESOL. {52}
 - recognize the features of content-based ESOL approaches. {53}
 - The student will identify cognitive approaches to second language learning. {54}
 - identify features of content-based ESOL for the elementary, middle, and high school levels. {55}
 - identify various instructional strategies used in an ESOL classroom. {57}
- Competency 2:** The student will locate and acquire relevant resources in ESOL methodologies. (Standard 7) 33,43,66,67
- demonstrate knowledge of historical development of TESOL. {33}
 - recognize contributions of major leaders in the field of ESOL methodology. {43}
 - recognize major language education professional organizations. {66}
 - demonstrate knowledge of major professional publications related to ESOL. {67}
- Competency 3:** The student will develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes. {Standard 9} 13,14,15,25,26,54,56
- match instructional approaches with language learning theories. {13}
 - identify features of content-area reading for LEP students. {56}
- Competency 4:** The student will apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing. {Standard 11} 19,20,21,22,58
- identify essential skills for teaching listening. {19}

- b. identify essential skills for teaching speaking. {20}
- c. identify essential skills for teaching reading. {21}
- d. identify essential skills for teaching writing. {22}
- e. apply multi-sensory ESOL strategies for instructional purposes. {58}

Competency 5: The student will evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. {Standard 13}
14,15,29,30,38,58

Competency 6: The student will create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students. {Standard 18}
18,27,28,58

- a. apply ESOL strategies to specific learning styles. {18}
- b. apply ethnolinguistic and cross-cultural knowledge to classroom management techniques. {27}

Competency 7: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. {Standard 24 } 70, 71

- a. demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources). {70}
- b. The student will identify ESOL-specific classroom management techniques for a multi-level class. {71}