

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: TSL 4344	Course Title: ESOL III: Methods of Teaching ESOL Students		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2/13/08	Effective Year/Term: 2008-1		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course provides knowledge and application of TESOL instructional methods and strategies as well as the analysis, planning, designing, and evaluating of curriculum and materials. Students will learn to select, develop, and adapt assessment instruments. Standardized ESOL assessment instruments will be examined. Fifteen hours of field experience are required.			
Prerequisite(s): TSL 3520	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree by (FEAP 6; GC1K7):

1. Understanding the history of the Florida ESOL Consent Decree, including federal and state laws (ESOL 1.1).
2. Knowing the specific requirements of the six sections of the Florida ESOL Consent Decree with regards to meeting the needs of Limited English Proficient (LEP) students (ESOL 1.2).

Competency 2: The student will apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students by (FEAP 10; RE 1, 1.A.2, 4, 4.3, 4.4, 4.6, 6.6.10):

1. Identifying major methodologies and current trends in ESOL teaching (ESOL 6.1).
2. Identifying characteristics and applications of ESOL approaches (ESOL 6.2).
3. Developing applications of Total Physical Response for beginning stages (ESOL 6.3).
4. Planning a Language Experience Approach lesson appropriate for LEP students (ESOL 6.4).
5. Identifying features of communicative approaches for teaching ESOL (ESOL 6.5).
6. Recognizing features of content-based ESOL approaches (ESOL 6.6).

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7. Identifying cognitive approaches to second language learning (ESOL 6.7).
8. Identifying features of content-based ESOL for the elementary [, middle, and high school] level (ESOL 6.8).
9. Identifying features of content-area reading for LEP students (ESOL 6.9).
10. Identifying various instructional strategies used in an ESOL classroom (ESOL 6.10).

Competency 3: The student will locate and acquire relevant resources in ESOL methodologies by (FEAP 11; RE 2, 2.F.3):

1. Demonstrating knowledge of the historical development of TESOL (ESOL 7.1).
2. Recognizing contributions of major leaders in the field of ESOL methodology (ESOL 7.2).
3. Recognizing major language education professional organizations (ESOL 7.3).
4. Demonstrating knowledge of major professional publications related to ESOL (ESOL 7.4).

Competency 4: The student will develop experiential and interactive literacy activities for LEP students, using current information on linguistics and cognitive processes by (FEAP 10; RE 5, 5.2, 6, 6.11):

1. Matching instructional approaches with language learning theories (ESOL 9.1).
2. Comparing language acquisition of different age groups (e.g., elementary, secondary, and adult). (ESOL 9.2).
3. Differentiating between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills (ESOL 9.3).
4. Selecting appropriate ESOL content according to students' levels of proficiency in reading (ESOL 9.4).
5. Selecting appropriate ESOL content according to students' levels of proficiency in writing (ESOL 9.5).
6. Identifying cognitive approaches to second language learning (ESOL 9.6).

Competency 5: The student will apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing by (FEAP 10; RE 5, 5.10):

1. Identifying features of content-area reading for LEP students (ESOL 9.7).
2. Identifying essential skills for teaching listening, speaking, reading, and writing (ESOL 11.1, 11.2, 11.3, 11.4).
3. Applying multi-sensory ESOL strategies for instructional purposes (ESOL 11.5).

Competency 6: The student will apply content-based ESOL approaches to instruction by (FEAP 10; RE 1, 1.F.4, 5, 5.7):

1. Identifying content-specific vocabulary (ESOL 12.1).
2. Distinguishing between ESOL and English language arts curricula (ESOL 12.2).
3. Recognizing the features of content-based ESOL approaches (ESOL 12.3).
4. Identifying features of content-based ESOL for the elementary, middle, and high school level (ESOL 12.4).
5. Identifying features of content-area reading instruction for LEP students (ESOL 12.5).
6. Adapting content area tests to ESOL levels appropriate to LEP students (ESOL 12.6).

Competency 7: 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 by (FEAP 5, 10; 4, 4.2, 4.8):

1. Comparing language acquisition of different age groups (e.g., elementary, secondary, and adult) (ESOL 13.1).
2. Differentiating between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills (ESOL 13.2).
3. Applying ESOL strategies to specific learning styles (ESOL 13.3).
4. Identifying different sociolinguistic language functions (e.g., formal, informal, conversational, and slang) (ESOL 13.4).
5. Identifying culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact) (ESOL 13.5).
6. Identifying culture-specific features of content curricula (ESOL 13.6).
7. Applying multi-sensory ESOL strategies for instructional purposes (ESOL 13.7).

Competency 8: The student will plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results by (FEAP 5, 10; RE 3, 3.1, 3.2, 3.3; CC5K8):

1. Applying ethno linguistic and cross-cultural knowledge to classroom management techniques (ESOL 14.1).
2. Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 14.2).
3. Adapting items from school curricula to cultural and linguistic differences (ESOL 14.3).
4. Identifying cultural biases in commercial tests (ESOL 14.4).
5. Designing appropriate tests for determining placement and assessing progress and achievement of LEP students (ESOL 14.5).

Competency 9: The student will evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels by (FEAP 10, 12; RE 1, 1.E.7, 2, 2.F.3, 4, 4.9):

1. Identifying state-adopted ESOL curricular materials (ESOL 15.1) .
2. Demonstrating the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels (ESOL 15.2).
3. Identifying characteristics unique to the evaluation of an ESOL text (ESOL 15.3).
4. Identifying appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers) (ESOL 15.4).
5. Identifying characteristics to be considered when selecting printed media for ESOL classes (ESOL 15.5).
6. Identifying characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes (ESOL 15.6).

Competency 10: The student will design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom by (FEAP 5, 10; RE 2, 2.F.2):

1. Identifying various ESOL programmatic models, such as pull-out and immersion (ESOL 16.1).
2. Adapting items from school curricula to cultural and linguistic differences (ESOL 16.2).
3. Developing appropriate curricula for ESOL levels (ESOL 16.3).

Competency 11: The student will evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels by (FEAP 5, 10, 12; RE 3. 3/1):

1. Identifying content-specific vocabulary (ESOL 17.1).
2. Identifying culture-specific features of content curricula (ESOL 17.2).
3. Distinguishing between ESOL and English language arts curricula (ESOL 17.3).
4. Listing examples of realia that area designed to teach LEP students (ESOL 17.4).
5. Determining strategies for content area teachers to use with LEP students (ESOL 17.5).

Competency 12: The student will create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students by (FEAP 5, 10; RE 4, 4.3, 4.4, 4.6, 4.7):

1. Applying ESOL strategies to specific learning styles (ESOL 18.1).
2. Applying ethno linguistic and cross-cultural knowledge to classroom management techniques (ESOL 18.2).
3. Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences (ESOL 18.3).
4. Applying multi-sensory ESOL strategies for instructional purposes (ESOL 18.4).

Competency 13: The student will apply knowledge of current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques by (FEAP 1, 5; RE 3, 3.11, 3.10):

1. Identifying cultural biases in commercial tests (ESOL 19.1).
2. Recognizing available ESOL entry/exit tests (ESOL 19.2).
3. Identifying suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students (ESOL 19.3).

Competency 14: The student will administer tests and interpret test results, applying basic measurement concepts by (FEAP 1; RE 3, 3.3, 3.4, 3.5):

1. Constructing ESOL listening, speaking, reading, and writing test items (ESOL 20.1).
2. Designing appropriate tests for determining placement and assessing progress and achievement of LEP students (ESOL 20.2).
3. Adapting content area tests to ESOL levels appropriate to LEP students (ESOL 20.3).

Competency 15: The student will use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition by (FEAP 1; RE 3, 3.12):

1. Identifying levels of English proficiency to place students appropriately for ESOL instruction (ESOL 21.1).
2. Interpreting LEP student assessment data related to placement, progress, and exiting from programs (ESOL 21.2).

Competency 16: The student will develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice by (FEAP 10; RE 3, 3.2):

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1. Demonstrating 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) (ESOL 24.1).
2. Identifying ESOL-specific classroom management techniques for a multi-level class (ESOL 24.2).

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