TSL 3080 **ESOL in ECE I**

Course Description: The student will explore theories, research, and practices of English learners, including legal issues that have influenced the field. The student will analyze theories of first and second language acquisition, concepts of cultural competence and multiculturalism, as well as the implications of cultural and linguistic diversity in early childhood education. (3-hour lecture; Ten hours of clinical experience requires in an approved kindergarten-third grade inclusion classroom with ESOL students.)

Course Competency	**Learning Outcomes**
Competency 1: The student will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs form diverse background. Teachers will identify the nature and role of culture, cultural groups, and individual cultural identities by:	• Critical thinking • Information Literacy • Cultural / Global Perspective • Social Responsibility • Ethical Issues
1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs from diverse background and at varying English proficiency levels. 2. Applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. 3. Applying a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. 4. Applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels. 5. Applying knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC). 6. Applying knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.	

Competency 2: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs' acquisition of English in order to learn, read, write, and communicate orally in English by:	• Communication • Critical thinking • Cultural / Global Perspective • Environmental Responsibility
1. Demonstrating knowledge of the components of language and understanding of language as an integrative and communicative system. 2. Applying knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English. 3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning. 4. Demonstrating proficiency in English and modeling for ELLs the use of appropriate forms of English for different purposes. 5. Identifying similarities and differences between English and other language reflected in the ELL student population.	
Competency 3: The student will apply theories and research on second language acquisition and development to support ELLs' learning by:	• Communication • Critical thinking • Cultural / Global Perspective • Social Responsibility • Ethical Issues • Environmental Responsibility

1. Applying current theories of second language reading and writing development for ELLs from diverse backgrounds at varying English proficiency levels. 2. Demonstrating understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels. 3. Demonstrating understanding of how L1 and literacy influences L2 literacy development and apply this to support ELLs' learning. 4. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English. 5. Applying knowledge of the role of individual learner variables in the process of learning English.	
Competency 4: The student will demonstrate an understanding of the components of literacy, and will apply theories of second language literacy development to support ELLs' learning by:	• Communication • Critical thinking • Information Literacy • Cultural / Global Perspective • Environmental Responsibility
1. Applying current theories of second language reading and writing development for ELLs from diverse backgrounds at varying English proficiency levels. 2. Demonstrating understanding of similarities and differences between L1 and L2 literacy development. 3. Demonstrating understanding of how L1 and literacy influences L2 literacy development and applying this to support ELLs' learning. 4. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English. 5. Applying knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.	
Competency 5: The student will identify and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies by:	• Critical thinking • Information Literacy • Computer / Technology Usage

1. Using culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. 2. Using a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills. 3. Using technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.	