



Course Description:

TSL4324C | ESOL Strategies for Content Area Teachers | 3.00 credits

The student will learn topics related to teaching content area subjects to English Language Learners. The student will plan and implement curriculum, instruction, and assessment activities to meet the needs of culturally and linguistically diverse learners. Fifteen hours of clinical experience are required. Pre/Co-requisites: EDG3321.

Course Competencies:

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 from diverse backgrounds, as well as identify and understand the nature and role of culture, cultural groups, and individual cultural identities

by:

1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels
2. Using a range of resources to learn about the cultural experiences of ELLs and their families will guide curriculum development and instruction

Competency 2: The student will (Domain 2: Language and Literacy) demonstrate an understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs' acquisition of English to learn and to read, write, and communicate orally in English; as well as apply theories and research on second language acquisition and literacy development to support ELLs' learning by:

1. Demonstrating knowledge of language components and understanding language as an integrative and communicative system
2. Demonstrating proficiency in English and modeling for ELLs the use of appropriate forms of English for different purposes. Standard 2: Language Acquisition and Development
3. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English. Standard 3: Second Language Literacy Development
4. Applying current second-language reading and writing development theories for ELLs from diverse backgrounds and at varying English proficiency levels

Competency 3: The student will (Domain 3: Methods of Teaching English to Speakers of Other Language) demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching; manage and implement a variety of teaching strategies, to develop and integrate language skills and academic content; be familiar with and able to effectively use materials, resources, and technologies to improve teaching and learning for ELLs by:

1. Demonstrating awareness of current research relevant to best practices in second language and literacy instruction
2. Organizing learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency
3. Incorporating activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content area material. Standard 3: Effective Use of Resources and Technologies
4. Using a variety of materials and other resources, including L1 resources, for ELLs to develop language and content area skills

Competency 4: The student will (Domain 4: ESOL Curriculum and Materials Development) know, understand, and apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs using a wide range of standards-based materials, resources, and technologies by:

1. Planning for integrated standards-based ESOL and language-sensitive content instruction. Standards 2: Instructional Resources and Technology
2. Selecting and adapting culturally responsive/sensitive, age-appropriate, and linguistically accessible

materials

Competency 5: The student will (Domain 5: Assessment) understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels using appropriate language proficiency assessments as well as classroom-based assessments to inform instruction and assess student learning by:

1. Demonstrating an understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
Standard 2: Language Proficiency Assessment
2. Using multiple sources of information to assess ELLs' language and literacy skills and communicative competence. Standard 3: Classroom-Based Assessment for ELLs
3. Using various tools and techniques to assess content area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development

Competency 6: The student will demonstrate research-based instruction by:

1. Using diagnostic student data to plan lessons.
2. Respecting students' cultural, linguistic, and family backgrounds. Maintaining a climate of openness, inquiry, fairness, and support
3. Delivering engaging and challenging lessons
4. Deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
5. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students
6. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement
7. Utilizing student feedback to monitor instructional needs and to adjust instruction
8. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement