

Course Description**TSL3080 | ESOL in Early Childhood Education I | 3.00 credits**

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, and concepts of global citizenship. Ten hours of clinical experience is required in an approved kindergarten-third grade, least restrictive environment with ESOL students.

Course Competencies

Competency 1: Know and apply understanding of theories related to the effect of instructional context in language learning and school achievement for ELLs from all backgrounds.

1. Applying knowledge about instructional values and beliefs in the context of teaching and learning of ELLs from all backgrounds and at varying English proficiency levels
2. Applying knowledge of concepts of instructional competence, particularly knowledge about how instructional identities affect learning and academic progress for students at varying English proficiency levels
3. Applying a range of resources in learning about the instructional experiences of ELLs and their families to guide curriculum development and instruction
4. Applying knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils)
5. Applying knowledge about concepts related to the interrelationship between language and instructional context for students from varying English proficiency levels

Competency 2: Demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics.

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
3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning
4. Demonstrating proficiency in English and modeling appropriate forms of English for different purposes
5. Identifying similarities and differences between English and other languages reflected in the ELL population

Competency 3: Apply theories and research on second language acquisition and development.

1. Applying current theories of second language reading and writing development
2. Demonstrating understanding of past and current research in second language acquisition and bilingualism
3. Demonstrating understanding of how L1 literacy influences L2 literacy development
4. Applying knowledge of individual learner variables in learning English

Competency 4: Demonstrate understanding of literacy development.

1. Applying theories of second language literacy development
2. Demonstrating understanding of similarities and differences between L1 and L2 literacy
3. Applying knowledge of how language structures affect L2 reading and writing
4. Supporting literacy development using research-based practices

Competency 5: Select, adapt, and use standards-based materials, resources, and technologies.

1. Using responsive and linguistically accessible materials
2. Using L1 and L2 instructional resources
3. Using technology to enhance language and content-area instruction