



Course Description

TSL3080 | ESOL in ECE I | 3.00 credits

The student will learn to explore theories, research, and practices of English language learners, including legal issues that have influenced the field, first and second language acquisition, concepts of cultural competence and multiculturalism, and the implications of cultural and linguistic diversity in early childhood education. (Ten hours of clinical experience is required in an approved kindergarten-third grade inclusion classroom with ESOL students.). Pre/Co-requisites: EDF3115, EEC3301.

Course Competencies:

Competency 1: The student will know and apply an understanding of theories related to the effect of culture on language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify 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. 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 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 an understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs' acquisition of English to learn, read, write, and communicate orally in English by:

1. Demonstrating knowledge of language components and understanding 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 languages are 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:

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 influence 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 the 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:

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 how L1 and literacy influence 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 the 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:

1. Using culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels
2. Using various 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

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information