

Course Description**TSL3243 | ESOL I: Second Language Acquisition and Communication | 3.00 credits**

The teacher candidate will critically examine and apply theoretical frameworks related to first and second language acquisition, literacy development, and the structural features of language; evaluate the impact of varied communication styles on student learning; and analyze legal and policy considerations pertinent to the education of English language learners (ELLs). Fifteen hours of clinical experience in a classroom with ELLs is required. Fifteen hours of clinical experience is required.

Course Competencies**Competency 1:** (domain 1: instructional context, standard 1: instructional context as a factor in ELLs'

learning): know and apply understanding of theories related to the effect of instructional context in language learning and school achievement for ELLs from all background, as well as identify and understand the nature and role of instructional context, instructional groups, and individual instructional identities by:

1. Applying knowledge about instructional values and beliefs in the context of teaching and learning of ELLs, from all background 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 from all backgrounds and 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 (PLC))
5. Applying knowledge about concepts related to the interrelationship between language and instructional context for students from all backgrounds and at varying English proficiency levels
6. Explaining how insights from educational neuroscience, including the role of motivation, attention, and self-regulation, inform language development and academic achievement in English language learners
7. Respecting students' instructional, linguistic, and family background
8. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

Competency 2: (domain 2: language and literacy, standard 1: language as a system): 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:

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 model for ELLs the use of appropriate forms of English for different purposes
5. Identifying similarities and differences between English and other languages reflected in the ELL student population

Competency 3: (domain 2: language and literacy, standard 2: language acquisition and development): understand and apply theories and research on second language acquisition and development to support ELLs' learning by:

1. Demonstrating understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from all backgrounds and at varying English proficiency levels
2. Recognizing the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English
3. Applying knowledge of socio-instructional, sociopolitical, and psychological variables to facilitate ELLs' learning of English
4. Applying knowledge of the role of individual learner variables in the process of learning English

Competency 4: (domain 2: language and literacy, standard 3: second language literacy development): demonstrate an understanding of the components of literacy, and will understand and 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 all 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 apply this to support ELLs' learning
4. Applying knowledge of socio-instructional, 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: (domain 3 methods of teaching English to speakers of other languages, standard 1: ESL/ESOL research and history): demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and applying this knowledge to improve teaching and learning for ELLs by:

1. Demonstrating knowledge of 12 teaching methods in their historical context
2. Demonstrating awareness of current research relevant to best practices in second language and literacy instruction
3. Demonstrating knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction

Competency 6: (domain 5: assessment, standard 1: assessment issues for ELLs):

Understand and apply knowledge of assessment issues, including accountability, standardized and performance-based assessments and accommodations, as they affect the learning of ELLs from all backgrounds and at varying English proficiency levels by:

1. Demonstrating an understanding of the purposes of assessment as they relate to ELLs of all backgrounds and at varying English proficiency levels
2. Identifying a variety of assessment procedures appropriate for ELLs of all backgrounds and at varying English proficiency levels
3. Demonstrating an understanding of appropriate and valid language and literacy assessments for ELLs of all backgrounds and at varying English proficiency levels
4. Demonstrating understanding of the advantages and limitations of assessments, including the array of accommodations allowed for all ELLs at varying English proficiency levels
5. Distinguishing among ELLs' language differences, giftedness, and special education needs

Competency 7: (domain 5: assessment, standard 2: language proficiency assessment):

Appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, to inform their instruction as well as, understand their uses for identification, placement, and demonstration of language growth of ELLs from all backgrounds and at varying English proficiency levels by:

1. Implementing district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC consent decree
2. Identifying and using a variety of assessment procedures for ELLs of all backgrounds and varying English proficiency levels
3. Using multiple sources of information to assess ELLs' language and literacy skills and communicative competence