

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

The student will learn to analyze and apply theories of first and second language acquisition, literacy development, language and its structure, ways that diverse cultures and communication styles impact learning, and legal issues related to the education of culturally and linguistically diverse learners. Fifteen hours of clinical experience are required. Pre/Co-requisites: EDG3321, EEX3120.

Course Competencies:

Competency 1: The student will (Domain 1: Culture, Standard 1: Culture as a Factor in English Language Learner (ELLs') Learning) Know and apply understanding of theories related to the effect of culture in language by learning and school achievement for ELLs from diverse background, as well as identify and understand the nature and role of culture, cultural groups, and individual cultural identities by (LO 5) 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
7. Explaining the impact of educational neuroscience and Social Emotional Learning (SEL) on ELL's language learning and academic success

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 (LO 1) 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 reflected in the ELL student population

Competency 3: The student will understand and apply theories and research on second language acquisition and development to support ELLs' learning by (LO 1, 5) by:

1. 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
2. Recognizing the importance of ELLs' home languages and language varieties and building on these skills as a foundation for learning English
3. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English
4. Applying knowledge of the role of individual learner variables in learning English

Competency 4: The student will demonstrate an understanding of the components of literacy and will understand and apply theories of second language literacy development to support ELLs' learning by (LO 1, 5) by:

1. Applying current second-language reading and writing development theories 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 influence L2 literacy development and apply 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 demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs by (LO 6) by:

1. Demonstrating knowledge of L2 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: The student will understand and apply knowledge of assessment issues, including accountability, standardized and performance-based assessments, and accommodations, as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels by (LO 4, 7) by:

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

Competency 7: The student will 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 diverse backgrounds and at varying English proficiency levels by (LO 4) 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 diverse backgrounds and varying English proficiency levels
3. Using multiple sources of information to assess ELLs'
4. language and literacy skills and communicative competence

Competency 8: The student will demonstrate research-based instruction by:

1. FEAPs
2. Respecting students' cultural, linguistic, and family backgrounds
3. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information