



### **Course Description**

#### **TSL1084 | Introduction to ESOL Principles and Practices | 3.00 Credits**

The student will learn about the major elements of first and second language acquisition. Course activities are designed to increase students' understanding of ways to improve the quality of language teaching and learning and to expand their communication and critical thinking skills. Course assignments are designed to enhance students' skills in creating a positive learning environment for all K-12 learners, including those at-risk and those from diverse language backgrounds. A minimum of 10 hours of structured field experience is required.

### **Course Competencies**

**Competency 1:** The student will be able to demonstrate knowledge of language, dialect, and idiolect by:

1. Listing the properties, features, conventions, and varying uses of the English language.
2. Providing examples that illustrate appropriate language usage in academic and social contexts.

**Competency 2:** The student will be able to demonstrate knowledge of English language learners and their demographic, socioeconomic, and achievement status by:

1. Explaining the interrelationships between attitudes toward immigrants and attitudes toward their languages and language education programs.
2. Describing the demographic, socioeconomic, and achievement status characteristics of major ethnolinguistic groups in South Florida.
3. Summarizing essential aspects of the complex reality of Haitian and Hispanic/Latino life in the United States.

**Competency 3:** The student will be able to demonstrate knowledge of the language program components by:

1. Identifying and describing curricular components for immigrant, language minority, and language majority students.
2. Explaining how each component integrates language learning goals and activities with those that address the academic and social development of language learners.

**Competency 4:** The student will be able to demonstrate knowledge of first and second language acquisition and development by:

1. Explaining the core features of language immersion programs.
2. Comparing and contrasting language acquisition and language learning.
3. Collecting and reporting examples of classroom activities that emphasize real communication.
4. Discussing the role of culture in literacy learning.
5. Defining the elements of an integrated approach to biliteracy.
6. Discussing the links between academic content, motivation, and language learning, and describing ways to promote the acquisition of academic language proficiency.

**Competency 5:** The student will demonstrate knowledge of federal, state, and local language law by:

1. Comparing and contrasting educational and civil rights reforms reflected in the federal laws governing race desegregation, special education, and programs for English language learners.
2. Describing essential features of state and local laws and regulations affecting bilingual education programs.

**Competency 6:** The student will demonstrate knowledge of career and continuous learning considerations by:

1. Researching and developing a resource file of professional and technical assistance organizations.
2. Discussing federal, state, and local sources of information on bilingual education and professional development.

**Competency 7:** The student will demonstrate knowledge of multicultural literature and content area reading by:

1. Identifying and describing multicultural and home language children's literature and content area resources.
2. Creating integrated reading and writing learning activities that incorporate the elements above into the

literacy program.

**Learning Outcomes:**

1. Communicate effectively using listening, speaking, reading, and writing skills