**Miami Dade College**

**Course Description**

**TSL2082 | Introduction to Teaching English to Speakers of Other Languages (TESOL) | 3.00 Credits**

In this introductory course, the student will understand the process of acquiring a second language, and the social-emotional impact it has on the learner. The student will examine the laws and policies in place to support English language learners (ELLs), as well as research-based strategies to facilitate language development, literacy skills and content knowledge.

**Course Competencies:**

**Competency 1:** The student will examine historical events, laws, and policies that affect English language learners by:

1. Comparing past and present approaches used to teach ELLs.
2. Recognizing prominent researchers and how their contributions have affected the field of second language teaching and learning.
3. Research major federal and state court decisions, laws, and policies that have affected the education of ELLs.
4. Reviewing the requirements of the Florida Consent Decree and understanding its implications for classroom teachers.

**Competency 2:** The student will recognize and understand the process of second language acquisition and development by:

1. Comparing theories of second language acquisition (cognitivist, behaviorist, nativist, and interactionist, including Krashen's Five Hypotheses.)
2. Identifying developmental stages in second language acquisition.
3. Recognizing factors in the learning environment related to language learning.

**Competency 3:** The student will recognize social, cultural, and emotional factors that impact second language learning by:

1. Analyzing social issues and trends (e.g., immigration) that affect the education of ELLs.
2. Recognizing the importance of the English language learners' cultural values and beliefs, as well as their linguistic and family background in the context of teaching and learning.
3. Understanding the role of social-emotional learning in acquiring a second language.

**Competency 4:** The student will identify language domains and language as a system by:

1. Recognizing and understanding language domains such as listening, speaking, reading, and writing.
2. Describing the components of language as a system.
3. Distinguishing the different forms of English depending on the purpose of language learning.

**Competency 5:** The student will identify research-based strategies that support classroom instruction for English language learners by:

1. Recognizing strategies used to facilitate social language - Basic Interpersonal Communication Skills (BICS), as well as academic language - Cognitive Academic Language Proficiency (CALP).
2. Researching brain-compatible strategies for ELLs.
3. Discussing the importance of differentiated instruction in teaching ELLs.
4. Researching methods of content-based instruction and corpus-informed instruction.

**Competency 6:** The student will Distinguish various assessments for English language learners by:

1. Recognizing the different purposes and uses of assessment.
2. Distinguishing reliability from validity in assessment.
3. Identifying distinct types of assessments (formal and informal, traditional and alternative, formative and summative).

**Learning Outcomes:**
- Create strategies that can be used to fulfill personal, civic, and social responsibilities.
- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning.