



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009 **NEXT REVIEW: 2013-2014** **STATUS: A**
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: ESOL Issues and Strategies I

COMMON COURSE NUMBER: TSL 3080

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: **48** Lab:
Clinic: Other: **15**

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

This course is designed to introduce the underlying issues, theories and practices of the teaching of ESOL (English to Speakers of Other Languages). The goal of this course is to develop the foundations of knowledge necessary to prepare educational professionals to understand the concepts upon which second language acquisition and instruction are based. Course emphasizes the Florida/LULAC Consent Degree and language/literacy development. Field Experience.

COURSE DESCRIPTION *(750 characters, maximum):*

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Nature of First and Second Language Acquisition
2. Theories of Language Acquisition in the Classroom to Facilitate Second Language Development.
3. Instructional and Assessment Strategies in the Classroom to Facilitate L2 Development
4. Lesson Planning For ESOL Instruction
5. Cultural and Ethnic Characteristics of Florida's LEP Population.
6. Strategies for Developing Family Involvement in the ESOL Community.

EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

The course will consist of discussions, lectures, demonstrations, sharing of questions as a class and in small groups, critical viewing of current relevant videos, critical examination of current texts and instructional materials, and examination of current literature. Attendance, participation, practical exams, projects, field work, and assignments are all considered in the determination of a final course grade for each student.

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills *:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

| | |
|--|----|
| 1. Read with critical comprehension | NA |
| 2. Speak and listen effectively | NA |
| 3. Write clearly and coherently | NA |
| 4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate) | NA |
| 5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. Technological, 2. Informational, 3. mathematical, 4. Scientific, 5. Cultural, 6. Historical, 7. aesthetic and/or 8. environmental) | NA |
| 6. Apply problem solving techniques to real-world experiences | NA |
| 7. Apply methods of scientific inquiry | NA |
| 8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings | NA |
| 9. Demonstrate an understanding of and appreciation for human diversities and commonalities | NA |
| 10. Collaborate with others to achieve common goals. | NA |
| 11. Research, synthesize and produce original work | NA |
| 12. Practice ethical behavior | NA |
| 13. Demonstrate self-direction and self motivation | NA |
| 14. Assume responsibility for and understand the impact of personal behaviors on self and society | NA |
| 15. Contribute to the welfare of the community | NA |

* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force

Common Course Number: TSL 3080

UNITS

Unit 1

General Outcome:

1.0 The student shall:

Describe, compare, and contrast the nature of first and second language acquisition

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Analyze student language and determine appropriate instructional strategies,
- 1.2** Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP
- 1.3** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
- 1.4** Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing.
- .5** Evaluate instructional methods and techniques appropriate to learner's socialization and communication needs, based on knowledge of language as a social phenomenon.
- 1.6** Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency
- 1.7** Identify the content of emergent literacy
- 1.8** Identify characteristics and elements of a variety of literary genres

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Unit 2

General Outcome:

2.0 The student shall:

Know, comprehend, and apply principles and theories of language acquisition in the classroom to facilitate L2 development

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Use principles of phonology, morphology, syntax, semantics, and discourse
- 2.2** Integrate: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALP) as they apply to the ESOL curriculum.
- 2.3** Design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon
- 2.4** Identify appropriate techniques for encouraging students to respond to literature in a variety of ways

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Unit 3: Instructional Strategies

General Outcome:

3.0 The student shall:

Determine and apply appropriate instructional and assessment strategies in the classroom to facilitate second language development

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Plan instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results
- 3.2** Evaluate instructional outcomes recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results
- 3.3** Use technology for ESOL in the content areas at elementary, middle, and high school levels.
- 3.4** Demonstrate knowledge of the developmental stages of writing.
- 3.5** Apply principles of traditional, no-traditional, and authentic assessment
- 3.6** Develop learning outcomes appropriate to the ELL learner

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Unit 4

General Outcome:**4.0 The student shall:**

Demonstrate effective lesson planning for ESOL instruction, including adaptation of content area lessons.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
- 4.2** Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students
- 4.3** Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
- 4.4** Apply content-based ESOL approaches to instruction.
- 4.5** Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
- 4.6** Design and implement effective unit plans and daily lesson plans which meet the needs of the learner
- 4.7** Identify common difficulties in emergent literacy development.
- 4.8** Select the appropriate mode of writing for a variety of occasions, purposes, and audiences.

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Unit 5**General Outcome:****5.0 The student shall:**

Demonstrate awareness and understanding of interactions in the multicultural and multiethnic classroom by using knowledge of the cultural and ethnic characteristics of Florida's LEP population

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
- 5.2** Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum
- 5.3** Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
- 5.4** Identify appropriate techniques for encouraging students to respond to literature in a variety of ways.
- 5.5** Create a climate of acceptance of all students in the classroom
- 5.6** Determine and apply ESOL specific classroom management strategies

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Unit 6

General Outcome:

6.0 The student shall:

Determine and apply strategies for developing family involvement in the ESOL community

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1** Locate and acquire relevant resources in ESOL methodologies.
- 6.2** Identify major methodologies and current practices.
- 6.3** Access local, state, and national resources.
- 6.4** Discuss the importance of communicating with parents in the home language.
- 6.5** Demonstrate knowledge of major ESOL related professional organizations and publications.
- 6.6** Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
- 6.7** Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.