

**LAST REVIEW:**

*(i.e. 2003-2004)*

**NEXT REVIEW: 2014-2015**

*(i.e. 2008-2009)*

**STATUS:**

*(A, I, D)*

**COURSE TITLE: ESOL Issues and Strategies I**

**COMMON COURSE NUMBER: TSL 4081**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **48** Lab:

Clinic: Other: **15**

**PREREQUISITE(S): TSL 3080, TLS3080, EDF3280, EDF4430, EDG4410, EDP4004, EEX3011, RED3342, RED3352**

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

This course is designed to build on the foundation course in TESOL for students in integrated pre-service teacher education certification programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students in the areas of language development and content areas. There is a minimum requirement of 15 hours of field experience associated with this course.

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. Methods of Teaching English to Speakers of Other Languages**
- 2. ESOL Curriculum and Materials Development**
- 3. Development of Appropriate Instruments for Testing and Evaluating In ESOL**
- 4. Current Trends in ESOL Teaching Integrating the Four Language Skills of Listening, Speaking, Reading and Writing**
- 5. Lesson Planning for ESOL Instruction**
- 6. Indicators of Learning Disabilities, and Especially Hearing and Language Impairment and Limited English Proficiency**

**EVALUATION:**

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

Attendance, participation, exams, projects, and field experience assignments are all considered in the determination of a final course grade. The graded activities are as follows:

- Lesson plans
- Lesson plan analysis
- Lesson plan presentation
- Field experiences
- ESOL notebook
- Annotated bibliography
- Participation
- Attendance
- Midterm exam
- Final exam
- Final grade

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**UNITS**

**Unit 1**

**General Outcome:**

**1.0 The student shall:**

Present an overview of the Methods of Teaching English to Speakers of Other Languages

**Specific Measurable Learning Outcomes:**

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

- 1.1 Discuss ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree
- 1.2 Enhance instruction using knowledge of cultural characteristics of Florida's LEP population to enhance instruction
- 1.3 Resist the cultural stereotypes relating to LEP and non-LEP
- 1.4 Incorporate strategies of first and second language acquisition for teaching language arts and content area subjects
- 1.5 Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students
- 1.6 Apply instructional methods for developing emergent literacy.
- 1.7 To demonstrate knowledge of, and identify major leaders in the field of ESOL methodology
- 1.8 Employ relevant resources in ESOL methodologies

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**Unit 2**

**General Outcome:**

**2.0 The student shall:**

Apply ESOL principles in curriculum and materials development for ELL students

**Specific Measurable Learning Outcomes:**

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

- 2.1** Evaluate, adapt, and employ appropriate instructional materials
- 2.2** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
- 2.3** Select material which emphasizes cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.
- 2.4** Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida
- 2.5** Use appropriate instructional methods and strategies for the first and second language acquisition processes
- 2.6** Identify and apply professional guidelines for selecting multicultural literature.
- 2.7** Select appropriate ESOL content according to levels of communicative proficiency in productive and receptive skills.

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### Unit 3

#### General Outcome:

#### 3.0 The student shall:

To provide a knowledge base for the selection and development of appropriate instruments for testing and evaluating in ESOL.

#### Specific Measurable Learning Outcomes:

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

- 3.1 Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives
- 3.2 Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation)
- 3.3 Identify elements and appropriate use of rubrics in assessment
- 3.4 Evaluate the appropriateness (e.g., curriculum alignment, cultural bias) of assessment instruments and practices.
- 3.5 Interpret a student's formal and informal assessment results to inform ELL students and parents.
- 3.6 Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
- 3.7 Identify oral and written methods for assessing student progress (e.g., informal reading inventories, fluency checks, think alouds, rubrics, running records, story retelling, and portfolios)
- 1.8 Evaluate students according to levels of communicative proficiency in productive and receptive skills.
- 3.9 Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

**Unit 4**

**General Outcome:**

**4.0 The student shall:**

Apply essential strategies based on current trends in ESOL teaching for developing and integrating the four language skills of listening, speaking, reading and writing.

**Specific Measurable Learning Outcomes:**

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

- 4.1** Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.
- 4.2** Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, choice of words, context clues, and multiple exposures) across the content areas.
- 4.3** Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
- 4.4** Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse

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**Unit 5**

**General Outcome:**

**5.0 The student shall:**

Demonstrate effective lesson planning for ESOL instruction, including adaptation of content area lessons and written texts for the needs of LEP students

**Specific Measurable Learning Outcomes:**

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

- 5.1** Use collaboration in Lesson Planning for ESOL Instruction
- 5.2** Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students
- 5.3** Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing
- 5.4** Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes
- 5.5** Apply content-based ESOL approaches to instruction
- 5.6** Design and implement effective unit plans and daily lesson plans
- 5.7** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

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**Unit 6**

**General Outcome:**

**6.0 The student shall:**

Compare the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with special needs to typical development and characteristics.

**Specific Measurable Learning Outcomes:**

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

- 6.1** Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students
- 6.2** Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.
- 6.3** Use assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
- 6.4** Analyze assessment information to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies
- 6.5** Analyze educational activities to assist in the determination of special needs
- 6.6** Identify the sequence of expressive and receptive language development and the components of language structure.
- 6.7** Identify communication deficits and select appropriate interventions