ESOL Foundations: Language and Culture in Elementary Classrooms

Semester 1 Instructor (Section 0885): Ms. Jennie Kung
Class Time: Mondays from 6-8th Periods (12:50-3:50 pm)
Class Location: 2325 Norman
Office: 2416 Norman Hall
Office Hours: Mondays, 4:00-5:00 pm or by appointment.
Email: jkung@ufl.edu

Semester 3 Instructor (Section 6933): Mr. Nate Murray
Class Time: Wednesdays from 6-8th Periods (12:50-3:50 pm)
Class Location: 2325 Norman
Office: 2209 Norman Hall
Office Hours: Tuesdays, 12:00-1:00 or by appointment
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Supervising Faculty: Dr. Jo Kozuma
Office: 2204 Norman
Office Hours: By appointment
Email: jkozuma@coe.ufl.edu

Course Description
TSL 3520 will examine issues of language and culture that are relevant for elementary school learners of English as a second language (ESL). The course provides an introduction to the structure of language and to principles and processes of first and second language development in young learners. The role of the native language and culture and their influence on learning for language minority students is a major focus of the course. The course also provides an introduction to the influence of culture on language learning (especially oral language development) and communication styles; value and belief systems; and patterns of interaction and behavior. Readings, vignettes, case studies, journals, audio, video, and transcribed language samples are used for reflection, analysis, and in-class discussion activities. Field experiences, which take place one full day per week in a local elementary school, help students apply concepts to further their understanding of language and culture of English Language Learners (ELLs).

Textbook & Course Materials
Course Website
Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be found at http://online.education.ufl.edu.

Additional Required Readings
Additional reading materials will be available online in Canvas or through ARES located in the library website. Citations for the additional readings are the following:


Klingner, J.K. & Artiles, A. J. (2003). When should bilingual students be in special education?: How can we avoid the inappropriate provision of special education services to culturally and linguistically diverse students? Educational Leadership, 60 (9), 66-71.


*Note: Changes and additions to the list of readings will be made as needed during the semester. Updates will be announced in class or through Canvas.*

**Course Objectives**

Pre-service teachers will acquire knowledge related to three key areas: the nature and role of *culture*, the nature of *(second)* language acquisition, and the nature of *language teaching and learning* (delineated below). Within each area, related topics will guide course readings, inquiry, discussion, activities, and assignments. This course is designed to provide pre-service teachers with the foundation necessary for future coursework in ESOL (English for Speakers of Other Languages) curriculum, methods, and assessment.

**The Nature and Role of Culture**

- The nature of culture and aspects in which cultures may vary.
- The stages of cultural adjustment.
- The ways in which family roles, relationships, and expectations can vary across cultures and influence student learning in school.
- The major characteristics of different cultural groups represented in Florida’s ESOL student population.
- The explicit and implicit rules of American (classroom) culture and how these can affect the participation and success of culturally diverse learners in school.
- The characteristics of culturally responsive education.

**The Nature of Language**

- The functional and social purposes of language.
- The systematic (patterned) yet variable nature of language.
- The subsystems of language and ways in which these can vary across languages.
The structure of English and the challenges faced by ESOL learners from various language backgrounds acquiring these structures.

English oral language development.

The Nature of Language Teaching and Learning

The complex and lengthy process of second language learning.

The similarities and differences in first and second language acquisition.

The processes and stages of second language development.

The current major theories of second language acquisition.

The role of the native language in cognitive development, second language acquisition, literacy, and academic achievement.

The interdependence of listening/speaking/reading/writing skills development.

Instructional strategies for English oral language development

The varying receptive and productive abilities of ESOL learners at beginning, intermediate, and advanced levels of English language proficiency.

The differences between basic interpersonal communicative language skills (BICS) and cognitive academic language proficiency (CALP) and the relevance of these for ESOL learners.

The nature of language or learning challenges vs. linguistic or cultural differences in ESOL learners.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that the any changes reflected on CANVAS will be the most updated information.

Course Assignments

1. Exams: Exam 1 and Exam 2 (LiveText Task 1 & 2)
Exams will include a mixture of the following: multiple choice, matching, true/false, short answers, and essays. The midterm and non-cumulative final will be held during class times on specific dates (see course Agenda). The both exams will include materials covered in the textbook and course readings as well as online and class discussions.

2. ESOL Field Experience Presentation and Final Paper
This semester for your field placements, both the Semester 1 and Semester 3 students will be in Levy County elementary schools for one full day per week. The elementary school where you would complete your field experience will be arranged for you. Your focus while you are in the classroom is on a) teaching and learning of English for the ESOL students; and b) differentiation of instruction
(strategies, graphic organizers, grouping, assessments, etc.) for the English language learners (ELLs). Your notes and information on the background of the ELLs will be useful for your final course presentation and paper.

Please remember that when you are at the local schools you are representatives of the University of Florida and the teaching profession. Pre-service teachers are expected to maintain high standards of personal and professional ethics while they are completing their field experiences.

**Field Experience Classroom Policy Reminders**

- Teaching is a demanding profession. Be energized and alert the minute you step into a classroom so that you can be ready to positively engage all students for success.
- Turn off cell phones or other devices that could interrupt your ability to observe the students in the classroom or disrupt classroom instruction.
- Do not send or receive text messages when you are at the field experience site.
- Refrain from engaging in the use of social media with pictures of the students at the field experience site.
- Be respectful and responsible.

**Semester 1 Students:** Your assignment is a classroom **Level 1 Observation**. Level 1 Observation is designed to give first semester pre-service teachers an introduction and overview of the teaching profession through observation. At your field placement school, you will observe how certain ESOL teaching methods and accommodations are employed in the classroom, how the ELL students respond and interact in a classroom environment, and how the classroom teachers, ESOL teachers, administrators, and other school personnel help facilitate the ELL students’ language and content learning in an academic environment. To help you target certain areas of ESOL teaching, a list of questions and a checklist will be provided to you to help guide you in your observation.

The final paper for Level 1 Observation will be about three to five (3-5) pages long and will be due at the time of your final presentation in class. Your final paper will have four main sections:

1. Information of your ELL(s). Who is the ELL? Include background information of the student, such as L1 language and literacy, home culture, assessment data, personality traits and habits, and parental involvement.
2. Language observation. Assess your ELLs’ English language proficiency using the SOLOM instrument. What is the teacher’s use of language in terms of instruction, feedback, or explanation? What are the language strengths and weakness of
the ELLs in the classroom? How does the classroom teacher accommodate the ELLs who have a low proficiency of English?
3. Observation notes on what you observed in your class as well as the results of the SOLOM instrument.
4. How these three things (background information, classroom and language observations, and observation notes) will inform and aid my future instruction for these student(s).

**Semester 3 Students:** Your assignment is a classroom **Level 2** Observation. Level 2 Observations are for pre-service teachers who have some field experience working with children and who are ready for the next step in their practicum where they spend more time in mainstream classrooms with their assigned mentor teachers. While you are working in your assigned content area classrooms, you will also take detailed notes on the ESOL student(s) who are in your classes. You do NOT need to follow the ESOL student(s) into other content areas/special classrooms.

The final paper for Level 2 Observation will be about three to five (3-5) pages long and will be due at the time of your final presentation in class. Your final paper will have four main sections:
1. Information of your ELL(s). Who is the ELL? Include background information of the student, such as L1 language and literacy, home culture, assessment data, personality traits and habits, and parental involvement.
2. At least two (2) “wonderings” or questions about the teaching/learning of the ELL and his/her work, participation, and learning in school.
3. Observation notes on what you observed in the math and reading classes as well as the results of the SOLOM instrument.
4. How these three things (observation, background information, questions about teaching and learning of ELLs) will inform and aid my instruction for these student(s) in the future.

Additional Notes and Detailed Topics:
- Learn who the principal, teacher, coaches, and paraprofessionals who work with your ELL.
- Learn about all the ELLs in the class. What are their L1s? Where are they from?
- Who is your case study student? Why did you pick that student? What is the ELL’s L1? Can the ELL read/write in his/her L1? What are some of the funds of knowledge of your ELL? How do you know?
- Who is responsible in the school for ELL identification and placement? What assessment was used for identification and placement? What was the student’s score?
- What additional data can you obtain about your ELL’s language and content achievement? Is there CELLA
(language) data available? What are those scores? Are there FAIR (reading) test data and scores?

- Observe and take notes on the ELL’s oral language use in class and out of class (e.g. playground, lunch room). What do you notice? How does the student’s individual oral language use vary in different contexts?
- Conduct an in-class SOLOM assessment. What are the scores? What is usual/unusual, especially in comparison with the observations from last week’s notes?
- Collect reading notes on your ELL’s actual reading of the text and provide evidence of his/her comprehension.
- Analyze linguistic elements, especially phonology, to your ELL’s oral reading production.

**Note:** Please remember that your ESOL field experience will be unique to your particular classroom experience. Although a criteria to successfully complete your field experiences assignment for **Semester 1** and **Semester 3** students have been provided to you, due to the individual content area teachers’ and cooperating teachers’ classroom needs and situations, your ESOL field experience may be different. Discuss with your instructor any practical limitations that you may face in your field experience in order to determine an alternative criteria.

3. **Short Reading Reflection:**
As part of your participation grade, a **one-page** (maximum) reflection paper on your reading assignments will be submitted weekly. Please submit it prior to the start of class. More details about the reading reflections will be discussed in class.

**Course Evaluation**
Final grades will be based on the timely completion of assigned readings; regular class attendance; full and engaged participation in class discussions; activities; your performances on two exams; and field experiences presentation as well as the quality of the written assignments of your field experience, including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice. All submitted assignments must be original work completed for this course.

Evaluation will be based on
- Professional behavior
- Regular class attendance
- **Active participation and evidence of preparation** in all classes
- Two examinations (Exam 1 & Exam 2)
- The quality of written requirements including the ability to connect readings to the field experiences and discuss the significance of course content to classroom practice
- The timely completion of all assigned readings and written requirements (papers, modules, etc.), bringing course reading
materials to class, and completion of all necessary field experience paperwork

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Field Experience with ELLs Report (Levy County Classroom)</td>
</tr>
<tr>
<td>10%</td>
<td>Field Experience Presentation</td>
</tr>
<tr>
<td>20%</td>
<td>Attendance and Class Participation: Contribution to class discussion, regular attendance, timely submission of all written assignment, reading reflection, and professionalism</td>
</tr>
<tr>
<td>20%</td>
<td>Exam 1</td>
</tr>
<tr>
<td>20%</td>
<td>Exam 2</td>
</tr>
<tr>
<td>100</td>
<td>Total Points Possible</td>
</tr>
</tbody>
</table>

**Letter Grades**
Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Excellent Work</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>Nearly Excellent Work</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>Very Good Work</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>Good Work</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>Mostly Good Work</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>Above Average Work</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Average Work</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>Mostly Average Work</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>Below Average Work</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>Poor Work</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failing Work</td>
</tr>
</tbody>
</table>

*For more information about grading at the University of Florida, visit the academic policies and grading section of the university catalog.*

**Grades in Canvas**
The average grade that is provided on Canvas is not your final grade. Grades that you can view on Canvas only reflect the graded assignments that were submitted online. Hardcopy submissions or participation grades are not calculated in the overall grade shown online.*
Late Work Policy
Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and instructor approval.

LiveText Assessments
College of Education LiveText System for Florida Educator Accomplished Practices (FEAPs), Reading Competencies, and ESOL Standards:
In this course, one or more assignments have been selected as “key tasks” that will assess your mastery of knowledge, skills, and or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as key tasks because they align with the Florida ESOL Performance Standards and the Florida Reading Competencies. The LiveText tasks for this course are two exams (Exam 1 and Exam 2) that assess Domains 1 through 5 of the Florida ESOL Performance Standards. To pass this course you must successfully complete the two key tasks for this course and receive a rating of Developing or Accomplished. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive an Unsatisfactory rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive an incomplete.

<table>
<thead>
<tr>
<th>Week</th>
<th>ESOL Course Content</th>
<th>Florida ESOL Standards &amp; Indicators</th>
<th>Florida Reading Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demographics (national &amp; state), major federal legal cases, Florida Consent Decree, Home Language Survey</td>
<td>3.1c, 5.2a. 5.2b</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ESL/Bilingual Education Program Types (Speaking in Tongues video)</td>
<td>3.1c</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Role of culture in ESL, Funds of Knowledge</td>
<td>1.1a, 1.1b, 1.1c, 1.1d, 1.1e</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>L1 Acquisition, L2 Acquisition, L1 &amp; L2 Similarities and Differences</td>
<td>2.2a, 2.2b, 3.1a, 3.2i, 4.1b</td>
<td>1.B.2, 1.G.1, 4.3</td>
</tr>
<tr>
<td>6</td>
<td>Individual variables in SLA</td>
<td>1.1b, 1.1e, 2.2c, 2.2d</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Exam 1 (in class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Structure of Language I</td>
<td>2.1a, 2.1e</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Structure of Language II</td>
<td>2.1a, 2.1b, 1.A.2,</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment I: What is CELLA?
Standardize testing and ELLS; Language proficiency levels; Oral language development (SOLOM)

<table>
<thead>
<tr>
<th>Week</th>
<th>ESOL Course Content</th>
<th>Florida ESOL Standards &amp; Indicators</th>
<th>Florida Reading Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Assessment I: What is CELLA? Standardize testing and ELLS; Language proficiency levels; Oral language development (SOLOM)</td>
<td>5.1a, 5.1b, 5.1d, 5.2b, 5.2c</td>
<td>1.G.2, 2C.3</td>
</tr>
<tr>
<td>11</td>
<td>Oral language development strategies, TPR and LEA</td>
<td>2.2c, 3.1b, 3.2b, 3.2c, 3.2j, 4.1c</td>
<td>2.B.3</td>
</tr>
<tr>
<td>12</td>
<td>ESOL Reading development</td>
<td>3.2i, 3.2j</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Introduction to strategies and styles, Language difference versus disability; 'error' correction.</td>
<td>3.2.h</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Field Experience Culminating Event; ESOL student presentations in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Exam 2 (in class)</td>
<td></td>
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</tr>
</tbody>
</table>

In addition, there are **Florida Reading Endorsement Competencies** that each entry-level educator must meet in order to fulfill program requirements and seek state certification. This course addresses reading competencies for which you will complete key tasks as a measurement of mastery of each indicator. For each key task, your performance will be rated as "Unsatisfactory" or "Accomplished." To pass this course, you must complete successfully all the tasks and receive a rating of "Accomplished." As with the ESOL Performance Standards, no exceptions are made to these rules, even if you do not plan to teach after graduation. Students who receive an "Unsatisfactory" rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor. Students who do not complete their alternate work with a rating of "Developing" or higher will receive either an "Incomplete" or a failing grade for the course and must repeat it later.

**Reading Endorsement Competency**

The rating guide framework below will be used to evaluate your performance on tasks assessing specific Florida Reading Endorsement Competency Indicators covered in this course. The language of each indicator completes the statements. For more information, please visit the LiveText Student Portal.

<table>
<thead>
<tr>
<th>Reading Competencies in TSL3520</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1. Understand that building oral and written language facilitates comprehension.</td>
<td>Exam 2</td>
</tr>
<tr>
<td>1.B.2. Understand the differences between social and academic language.</td>
<td>Exam 1</td>
</tr>
<tr>
<td><strong>Reading Competencies in TSL3520</strong></td>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1.G.1. Identify language characteristics related to social and academic language.</td>
<td>Exam 1</td>
</tr>
<tr>
<td>1.G.2. Identify phonemic, semantic, and syntactic variability between English and other languages.</td>
<td>Exam 2</td>
</tr>
<tr>
<td>2.B.3. Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.</td>
<td>Exam 2</td>
</tr>
<tr>
<td>2.C.3. Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.</td>
<td>Exam 2</td>
</tr>
<tr>
<td>4.3. Understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education.</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>

**Course Policies**

**Spring Break Policy**
Students who are working in local schools and pre-schools will notice that the Alachua County public school calendar for spring break does not correspond with the academic calendar for UF. Although classes are suspended for public schools and many pre-schools, as UF students, this course will adhere to the UF academic calendar; therefore, class will be held during spring break and/or assignments will be given during March 20-March 24, 2017.

**Professionalism:**
At the School of Teaching & Learning, we assume that you will approach this class with a professional attitude and demonstrate professional behavior toward yourself, your peers, and the instructor. This includes but not limited to: timeliness; being prepared to discuss the readings; making positive contributions to large and small group discussions in class; collaborating outside of class with your group members; not engaging in disruptive and/or distracting behaviors in class; and submitting thoughtful and original work.

**Classroom Participation:**
In this class, there is a great deal of emphasis on interactive learning and group work. For this reason, it is imperative that you attend all classes. Part of your grade will be determined by your classroom participation, which requires not only that you arrive on time for class, but also that you are actively engaged with the course content and activities while in class. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or use of
technology for non-classroom purposes) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let the instructor know that you will not be attending class.

University Policies and Statements

Accommodations for Students with Disabilities:
The College of Education is committed to providing reasonable accommodations to assist students in their coursework. Students requesting classroom accommodation should first register with the Disability Resource Center (352.392.8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Counseling and Student Health:
Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at http://www.counseling.ufl.edu. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

Honesty Policy:
As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6Cl-4.017 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Plagiarism:
Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments.
(e.g., lesson plans). Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.

Class Attendance, Make Up Exams, and Other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: https://evaluations.ufl.edu. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: https://evaluations.ufl.edu/results.

Health and Wellness: U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352.392.1575 so that a team member can reach out to the student. Website for the Counseling and Wellness Center can be found at http://www.counseling.ufl.edu/cwc.

Other Important Information

University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.


Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources. Policy on Course Syllabi UF, Academic Affairs, February 8, 2016

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

TEACHER PREPARATION STANDARDS
Florida ESOL Performance Standards

This course will address the following performance standards identified for teachers of ESOL students in Florida.

Domain 1: Culture (Cross-Cultural Communications)
Standard 1: Culture as a Factor in ELL’s Learning
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators:
1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds at varying English proficiency levels.
1.1.b. Understand and apply 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.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLCs))

Domain 2: Language and literacy (Applied Linguistics)
Standard 1: Language as a System
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs’ acquisition of English in order to learn to read, write, and communicate orally in English.

Performance Indicators:
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (Phrase and sentence structure), semantics
(word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.

**Standard 2: Language Acquisition and Development**

Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

*Performance Indicators:*

2.2.a. Demonstrate 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.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)**

**Standard 1: ESL/ESOL Research and History**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; support ELLs’ acquisition of English in order to learn to read, write, and communicate orally in English.

*Performance Indicators:*

3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

**Standard 2: Standard-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

*Performance Indicators:*

3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.

3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.

**Domain 4: ESOL Curriculum and Materials Development**

**Standard 1: Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand and apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

**Performance Indicators:**

4.1.b. Create supportive, accepting, student-centered classroom environments.

4.1.c. Plan differentiated learning experiences based on assessment of students’ English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.

**Domain 5: Assessment (ESOL Testing and Evaluation)**

**Standard 1: Assessment Issues for ELLs**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

**Performance Indicators:**

5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate 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.

**Standard 2: Language Proficiency Assessment**

Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal
guidelines, and to inform their instruction. Teachers will understand uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

Performance Indicators:
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs; including requirements of the LULAC Consent Decree.
5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels
5.2.c. Use multiple sources of information to assess ELLs’ language and literacy skills and communicative competence.
# TSL 3520: ESOL Foundations: Language and Culture in Elementary Classrooms

Subject to Change. Refer to Canvas for the most up to date information.

<table>
<thead>
<tr>
<th>WK</th>
<th>Topics</th>
<th>ESOL</th>
<th>Reading</th>
<th>Assigned Readings</th>
<th>Online Work Bring completed work to class</th>
<th>Field Experience</th>
</tr>
</thead>
</table>
| 1  | Welcome and introduction to the course | | Introduction | Syllabus & Agenda  
Hong Kingston article (in class)  
Read Diaz-Rico, Introduction | Complete ESOL Acronym Soup | |
| 2  | Identification of ELLs—Who is an ELL?  
ESL/Bilingual Education Program Types | 3.1.c | Language Education programs | Read Diaz-Rico, Chapter 4  
Film in class, Speaking in Tongues  
Review Acronym Soup in class | Language Education Programs chart and questions. | |
| 3  | ELL definition and demographics (national and state)  
Major federal legal cases and the Florida Consent Decree | 3.1.c, 5.2.a, 5.2.b | Legal Cases in Historical Context | Read Diaz-Rico, Chapter 8  
Read the Florida Consent Decree online and complete the worksheet  
Ariza, pp. 11-20 and 209-214 (2 chapters)  
Review the Home Language Survey (online) | Florida Consent Decree (FCD) Worksheet  
Review the Home Language Survey | Review field experience assignment |
| 4  | Migrant and Refugee ELLs  
Role of culture in ESL  
Religious Diversity in the US | 1.1.a, 1.1.b, 1.1.c, 1.1.d, 1.1.e | Culture/Immigrant/Refugees | Read Diaz-Rico, Chapter 9  
Igoa article  
Midobuche article  
Listen to NPR’s One Home, Three Faiths  
Read Teaching Tolerance’s One God, Many Nations  
Read Constitutionally-Protected Prayer in Public Schools  
Watch the film, Waiting on DACA | Write a one-page response on "how students’ cultural background and immigrant/refugee/migrant experience can affect their English language learning and academic performance." Bring to class.  
*How does religious difference affect those students?  
*What is the role of teachers in prayer in public schools? | Week 1 Field Experience  
Get to know your school and key staff. School personnel.  
Who are the teachers and support staff that work with ELLs? |
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<tbody>
<tr>
<td>5</td>
<td>Structure of Language</td>
<td>2.1.a, 2.1.e</td>
<td>Linguistics/ Language Structure</td>
<td>Read Diaz-Rico, Chapter 1 on the linguistic subsystems.</td>
<td>Bring completed work to class</td>
<td>Week 2 Field Experience Learn about your classroom placement and the ELLs in that class</td>
</tr>
<tr>
<td>6</td>
<td>Language Learning Theories</td>
<td>2.2.a, 2.2.b, 3.1.a, 3.2.i, 4.1.b</td>
<td>First and Second Language Acquisition</td>
<td>Read Diaz-Rico, Chapter 2, Ariza, pp. 125-138, Carrasquillo, Kucer &amp; Abrams, Ch. 2, Video in class, Human Language</td>
<td>Access the online video from the Annenberg Institute regarding language development and emergent literacy in the early years. After you have viewed the 26-minute video, please answer the questions on the document called First Language.</td>
<td>Week 3 Field Experience Begin to learn about your ELLs. Who are they? Where are they from?</td>
</tr>
<tr>
<td>7</td>
<td>L1-L2 Similarities and Differences</td>
<td>1.1.b, 1.1.e, 2.2.c, 2.2.d</td>
<td>Second Language Acquisition (cont’d)</td>
<td>Cummins, Krashen, Davies, Samway &amp; McKeon, Myths and Misconceptions, Video in class, Student Voices</td>
<td>Watch Beth Coleman’s Panda Kindergarten. What do you notice about how she facilitates second language learning? Review the WIDA Performance Levels and “Can Do” Descriptors.</td>
<td>Week 4 Field Experience What questions (or “wonderings”) do you have about this/these students? What more do you want to know about their backgrounds?</td>
</tr>
<tr>
<td>8</td>
<td>Cross-linguistic comparison</td>
<td>Language of Schooling</td>
<td>Read the Shatz &amp; Wilkinson and Kracht articles</td>
<td>Week 6 Field Experience Language proficiency data</td>
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**Exam 1 Given in Class**

**LiveText 1**
<table>
<thead>
<tr>
<th>WK</th>
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<tbody>
<tr>
<td>10</td>
<td>Assessment I (What is FSA? ACCESS?) Language proficiency levels review</td>
<td>5.1.a, 5.1.b, 5.1.d, 5.2.b, 5.2.c</td>
<td>ESOL Assessment &lt;ul&gt; &lt;li&gt;Read Diaz-Rico, Chapter 3&lt;/li&gt; &lt;/ul&gt;</td>
<td>Bring completed work to class</td>
<td>Week 7 Field Experience &lt;ul&gt; &lt;li&gt;Oral language use and development&lt;/li&gt; &lt;/ul&gt;</td>
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<tr>
<td>11</td>
<td>Oral language development and assessment (SOLOM) 2.2.c, 3.1.b, 3.2.b, 3.2.c, 3.2.j, 4.1.c</td>
<td>2.B.3 2.8</td>
<td>Methods of ESOL &lt;ul&gt; &lt;li&gt;Read Diaz-Rico, Chapter 5&lt;/li&gt; &lt;li&gt;Kagan Article&lt;/li&gt; &lt;/ul&gt;</td>
<td>Read Kagan on Cooperative Learning</td>
<td>Week 8 Field Experience &lt;ul&gt; &lt;li&gt;ELL oral language assessment&lt;/li&gt; &lt;/ul&gt;</td>
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<tr>
<td>13</td>
<td>Language difference v. disability Summing up the course 3.2.h</td>
<td>3.2</td>
<td>Literacy Development and Language Difference v. Disability &lt;ul&gt; &lt;li&gt;Read Diaz-Rico, Chapter 7&lt;/li&gt; &lt;li&gt;Klinger &amp; Artiles article, Bilingual SPED&lt;/li&gt; &lt;li&gt;Watch the Colorín Colorado webcast on disability and ELLs link: <a href="http://www.colorincolorado.org/webcasts/disabilities">http://www.colorincolorado.org/webcasts/disabilities</a>&lt;/li&gt; &lt;li&gt;More details will be available in class&lt;/li&gt; &lt;/ul&gt;</td>
<td>Week 10 Field Experience &lt;ul&gt; &lt;li&gt;Finalize data for your paper, including two “Wonderings” Questions about working with ELLs.&lt;/li&gt; &lt;/ul&gt;</td>
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<tr>
<td>14</td>
<td>Field Experience Presentations in class</td>
<td>3.2</td>
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<tr>
<td>15</td>
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<td>Exam 2 Given in Class LiveText 2</td>
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