

TEACHING ENGLISH LANGUAGE LEARNERS (TELL)
Early Childhood Education
Preservice Teacher Candidates
Program Overview and Courses Description

This coursework fulfills the requirements for the Utah State English as a Second Language Teaching Endorsement Standards and for the BYU undergraduate TESOL–K12 Minor.

This series of courses comprise a program that fulfills the requirements for obtaining an ESL endorsement established by the Utah State Office of Education. In addition, the courses individually and collectively have been designed to support current and future teachers in building the understandings, knowledge and skills needed to work productively and positively with English Learners (ELs). The courses utilize sociocultural theory and participants not only learn but have opportunity to engage in the learning activities and experience the pedagogy that is essential for supporting students in learning English as a second language. The activities and materials used in the courses are based on current research on second language teaching and developed by outstanding ESL teachers, as well as researchers in the fields of multi-cultural education, literacy, family life, and linguistics.

The TESOL K-12 minor coursework has been integrated into the Early Childhood program in a way that supports preservice teacher candidates in developing knowledge and pedagogy for working with English Learners as practical knowledge which will easily and consistently emerge in their day to day teaching practices. Further since teachers who are more cognitively complex are more likely to embrace pedagogies most helpful to these learners, the activities and experiences teachers engage in within the course will increase their cognitive complexity and develop them as thoughtful educators. Knowledge from one course builds on what is learned in earlier courses. Thus, it is imperative that courses be taken in the recommended order.

***EL Ed 323 – Foundations of Literacy Development (3 credit hours)**

This course provide preservice teacher candidates with an overview of English from a linguistic point of view, emphasizing structure of English and social, biological, and psychological aspects of language.

*At BYU this course substitutes for ELang 223 (Introduction to the English Language) and TELL 430 (Developing Second Language Literacy) and meets state ESL standard requirements for Language/Linguistics.

***EL Ed 203 – Foundations in Multicultural Education (3 credit hours)**

Cultural identities in family life, physical attributes, culture, and language. Recognizing prejudice in individuals and institutions. Culturally and linguistically relevant pedagogical frameworks.

*At BYU this course substitutes for TELL 400 (Foundations in Bilingual Education) and meets the same state ESL standard requirements for Cultural Diversity

TELL 410 – Understanding Second Language Acquisition (2 credit hours)

Educators interact with growing numbers of language minority students and must be able to promote content and language learning. This requires a sound understanding of second language acquisition. This course explores the concepts of Communication, Pattern, and Variability in second language acquisition, and their defining principles: Input, interaction, stages of development, error/feedback, types of proficiencies, and types of performances. Teachers are introduced to foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting.

***IP&T 213 – Instructional Design and Assessment (3 credit hours)**

Curriculum design and assessment theory, strategies, and tools for the K-6 classroom. Backward design and seamless assessment for informing and improving student performance.

* This course substitutes for TELL 420 (Assessing Linguistically Diverse Students) by integrating strategies and learning activities within the coursework that meet the Utah State ESL Standard for Assessment.

***ECE 433 – Teaching Literacy in Early Childhood Classrooms. (3 credit hours)**

*This course substitutes for TELL 430 (Developing Second Language Literacy) by integrating learning strategies and activities for ELs within the coursework that meet the Utah State ESL Standard for Literacy/Linguistics.

TELL 440 – Integrating Content and Language Instruction (2 credit hours)

Working in teacher working groups, preservice teacher candidates explore content-area learning from a second language perspective. Students review the conceptual tools and content of previous TELL courses. They explore their pedagogical practices within their disciplines and for second language learners. This course engages students in curriculum development that demonstrates understanding of how to integrate attention to content and language instruction in the mainstream classroom. This methods course requires students to demonstrate and apply learning to curriculum and teaching practices for second language learners. Activities encourage teachers to be more flexible, cognitively complex, self-monitoring, critical, and specific about how they will meet the needs of ESL students in their classrooms. The teacher working groups promote ownership for learning and create a space for meaning making among a community of peers.

TELL 450 – Family, School, and Community Partnership (2 credit hours)

This course explores the standards, principles, policies, and processes of school partnering with parents, families, and communities in fostering and sustaining the development of children and youth. Particular attention is given to diversity of the school community and how to capitalize on

this in meeting student needs. Educators learn how to organize and function in Action Teams to carry out partnership goals that view diversity as a strong resource in public school classrooms.

TELL 477R – TELL Student Teaching (4 credit hours)

Teacher Candidates will complete a Student teaching placements involving 60 hours of observed ESL instruction. They will demonstrate their knowledge and skills to construct, implement, and manage learning environments by using assessments, learning strategies and teaching methods that integrate language skills within content instruction and align with the Utah English Language proficiency Standards (WIDA 2012) and the Utah Core Curriculum. *(From USOE ESL Standards for Language/Linguistics and Instruction)*