

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

Completion of 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.

Each course builds on previous courses and thus is it necessary that they be taken in sequential order enabling the preservice teacher candidates to develop knowledge and pedagogy for teaching ELs as practical knowledge that can easily and consistently emerge in their teaching. 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.

ELANG 223 – Introduction to English Language (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.

***Sec Ed 353 – Foundations of Multicultural Education (2 credit hours)**

*This course substitutes and meets the standards at Brigham Young University for the TELL 400: Foundations of Bilingual Education course meets the Utah State ESL Standards 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.

TELL 420 – Assessing Linguistically Diverse Students (2 credit hours)

In this course, we explore the fact that assessment is about student learning. The purpose of this course is to expand each educator's assessment literacy in general, and in relationship to second language learners in particular. Educators learn about implementing an assessment process, and making assessments useful, meaningful, and equitable. They also develop expertise in using on-going classroom assessment, alternative assessment techniques as well as traditional testing to positively impact instruction and student learning. Students will also consider the issues in high-stakes testing for second language learners.

TELL 430 – Developing Second Language Literacy (2 credit hours)

In this course, we explore the role of literacy development in content area learning. Specifically, the course focuses on expanding mainstream teachers' understanding of second language literacy development, so that they can support second language learners' literacy and content learning. Building on previous learning, this course extends the concepts of Communication, Pattern, and Variability to literacy. Using the Five Standards for Effective Pedagogy as the pedagogical orientation for teaching, educators are encouraged to use five ESL Guidelines for Curriculum Development that support literacy and content learning. This methods course highlights teaching practices that support literacy development.

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)

Preservice 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)*