

## ***T&L 2900 — Language Acquisition for ESL Students***

### **Course at a Glance**

**Instructor:** Dr. Karen Lea

**Length:** Approximately 45 hours, complete in 4 months

**Dates:** Rolling admission

**Number of Graduate Professional Development Credits:** 3, from the University North Dakota

### **Introduction**

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*Language Acquisition for ESL Students* was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about the legal obligations of schools and teachers to provide services and about the types of programs schools might provide. Included is information on communicating with parents/guardians.

This course is designed as an informational course for K–12 teachers, administrators, parents, and related service personnel. Information discussed is designed to help you better understand second language acquisition and current educational models being used to educate English language learners. This course will allow you to compare and identify how school districts in your own area are implementing English language learning programs, handling current issues, and some of the practices teachers are using to educate students and communicate with parents/guardians.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

### **Learning Objectives**

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As a result of taking this course, participants will be able to demonstrate their ability to:

1. Identify key legislation that affects the education of English language learners;
2. Apply knowledge of developmental theories to teaching English language learners;
3. Analyze language acquisition theories and processes at various stage of language development;
4. Apply knowledge of diversity theories, equity theories, biases, and stereotypes;
5. Identify a personal cultural identity and drive; and
6. Analyze how environment, community, family, and culture influences English language learners.

## Session Topics

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This course is divided into four chapters.

### Chapter 1: Developmental Theories

This chapter focuses on developmental theories and their application to second language acquisition. This is foundational knowledge educators should have to understand how to teach students who are English language learners.

### Chapter 2: Language Acquisition

Chapter two focuses on the process of first and second language acquisition and how students learn BICS and CALPS. Understanding the process of learning a language is fundamental to teaching English language learners.

### Chapter 3: Culture & Language

This chapter focuses on the relationship between culture and language and the importance of that relationship. Included are strategies for learning about the culture of students and families. Without a foundational understanding of culture, educators will not be able to adequately relate to all students and families.

### Chapter 4: Programs/Home

Chapter four focuses on the various types of English language learner programs schools and districts might use. Included is a discussion on how to effectively communicate with parents/guardians.

## Course Materials

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This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

## Assignments & Examinations

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### Assignments-

This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

#### 1) *Essay Requirement: Critical Thinking Questions*

There are four Critical Thinking Questions that you must complete. You will do research on the questions and write brief essay responses relating it to the course content (and your personal experiences, when possible).

#### 2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three peer-reviewed or scholarly journal articles (blogs and news articles are not acceptable) of your choice on a topic related to this course.

### Examinations-

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. There are a total of four exams in this course. You may take these exams a total of three times.

## Grading

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This online course uses **Letter Grading (A, B, C, or F)**.

- Writing assignments for this course comprise 50% of the final grade.
- The remaining 50% of the grade will be the average from the four (4) course examinations.

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score

B = 80 - 89%

C = 70 - 79%

F= below 70%

## Scholastic Dishonesty

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>