



# English Language Learners

## Course Syllabus

### Course Description

This course provides teachers a foundational knowledge of first and second language acquisition and literacy development, explores tools and strategies for selecting curricular materials, making literacy and content more accessible to English learners, and discusses equitable assessments that better support English learners for success in the classroom. addresses all the English Learner Professional Development Quality Standards, Completing the course meets English Learner Professional Development Quality Standards and the required 45 clock hours.

This course enhances classroom teaching effectiveness and supports improved student outcomes by providing foundational knowledge of language acquisition and literacy development, with strategies for selecting accessible materials and implementing equitable assessments aligned with English Learner PD Quality Standards.

### Course Outcomes

Upon completing the course modules and tests, you will demonstrate mastery of the following key areas required by the [English Learners Professional Development](#):

- **Quality Standard I: Educators are knowledgeable about CLD populations 5.09 (1,2)**
- **Quality Standard II: Educators should be knowledgeable in first and second language acquisition. 5.10(1,2)**
- **Quality Standard III: Educators should understand literacy development for CLD students. 5.11 (1,2)**
- **Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students. 5.12 (1,2)**

**T.O. 1:** Define English learners and identify common terms used in English learner education. 5.09 (1) 5.10 (2)

**T.O. 2:** How would you define an English learner in a way that meets both educational and legal definitions, and what are the most common terms used in English learner education? 5.09 (1) 5.12 (1)

**T.O. 3:** Recognize and describe the stages, processes, and major theories of first language acquisition, and explain their pedagogical implications for teaching English language learners (ELLs) 5.10 (1,2) 5.11 (1), 5.12 (1)

**T.O. 4:** Apply second language acquisition theories and BICS/CALP distinctions to select strategies that align academic tasks with ELLs' cognitive demands, contextual support, and language development needs. 5.10 (2), 5.12 (1)



**T.O. 5:** Recognize stages of second language acquisition and apply appropriate strategies, tasks, and text selections to support the learning and engagement of culturally and linguistically diverse (CLD) students. 5.10 (1,2), 5.11(2), 5.12 (1)

**T.O. 6:** Identify factors affecting English language learners' (ELLs) learning, describe the four stages of cultural shock, and explain the pedagogical implications for supporting students in the classroom. 5.09(1), 5.10(2), 5.11(2)

**T.O. 7:** Distinguish between content and language assessments, identify formative assessments to monitor English language learners' (ELLs) progress, and select appropriate formative and summative assessments to support their learning. 5.09(2), 5.10(1), 5.11(1,2), 5.12(2)

**T.O. 8:** Effectively support ELLs' literacy by applying key strategies, selecting appropriate materials, and adapting instruction to ensure equitable learning for all CLD students. 5.10(1), 5.11(1,2)

\*(TO 1) stands for Training Outcome 1. Each module in this course focuses on one of the Training Outcomes.

### **Modules**

- Module 1: Who Are English Language Learners?, Quiz 1
- Module 2: Culture, Diversity, and Learning, Quiz 2
- Module 3: First Language Acquisition, Quiz 3
- Module 4: Theories of Second Language Acquisition, Quiz 4
- Module 5: Stages of Second Language Acquisition, Quiz 5
- Module 6: Factors Affecting ELLs' Learning, Quiz 6
- Module 7: Formative and Summative Assessments, Quiz 7
- Module 8: Literacy Development and Strategies, Quiz 8

### **Grading:**

Each quiz must be passed at an 80% or higher (three attempts allowed).

### **Format**

This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.