

2009

Teaching English Language Learners (TELL)

Montclair State University

Teaching English Language Learners

STAT698	Title	Master's Thesis.
	Prerequisites	Permission of graduate program coordinator.
	Course Description	Independent study under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School. Students should take STAT 699 if they do not complete STAT 698 within the semester.
STAT699	Title	Master's Thesis Extension.
	Prerequisites	STAT 698, permission of graduate program coordinator.
	Course Description	Continuation of Master's Thesis project. Thesis extension will be graded IP (In Progress) until thesis is completed, at which time a grade of Pass or Fail will be given. Course may be repeated.
TELL370	Title	Sociocultural Foundations for Working with English Language Learners in Early Childhood and Elementary Settings.
	Prerequisites	ECEL 200.
	Number and type of credits	3 hours lecture.
	Course Description	This course examines the schooling of English learners from a sociocultural and historical perspective. Students learn about the nature of the immigration experience, the cultural psychology of bilingual-bicultural development during early and middle childhood, additive approaches to language and culture in school settings, and building successful home-school partnerships with culturally and linguistically diverse families.
TELL371	Title	Language Development and Bilingualism in Early Childhood and Elementary Education.
	Prerequisites	LNGN 220.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, students examine first and second language acquisition during the preschool and elementary years, the theory and practice of supporting English language development across the curriculum, strategies to maintain the home language in English immersion settings, and language proficiency and dialectal variation in the classroom. Students also learn about the nature of language and linguistic subsystems (phonology, morphology, vocabulary, grammar, pragmatics).
TELL472	Title	Literacy and the Bilingual Learner in Early Childhood and Elementary

TELL472	<p>Title</p> <p>Prerequisites</p> <p>Corequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Education.</p> <p>READ 399.</p> <p>ECEL 410.</p> <p>3 hours lecture.</p> <p>Students examine the reading, writing and academic language development of bilingual students during the preschool and elementary years. They examine the social and policy context of ELL literacy achievement, the theory and practice of teaching reading and writing in a second language, ways to create culturally responsive and engaging literacy environments, and appropriate strategies for assessing bilingual literacy. This course should be taken concurrently with Clinical I placement in a setting that includes ELL students.</p>
TELL473	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Second Language Content Area Learning in Early Childhood and Elementary Classrooms.</p> <p>TELL 371.</p> <p>3 hours lecture.</p> <p>Students examine principles and features of effective instruction to support young English learners' mastery of core grade-level content across the curriculum. They learn to identify the language demands of everyday tasks in math, science, social studies and language arts, and to modify instruction to appropriately scaffold learning for ELL students at differing levels of English proficiency while building academic language.</p>
TELL474	<p>Title</p> <p>Prerequisites</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Practicum in Teaching English Language Learners in Early Childhood and Elementary Classrooms.</p> <p>TELL 472.</p> <p>3 hours lecture.</p> <p>Students observe and support learning and instruction in a general education preschool or elementary classroom setting that includes English language learners (ELLs). They examine the practical applications of theory and best practice in teaching ELLs and engage in strategies to enhance student learning outcomes. Practicum students meet once per month with a university instructor on the MSU campus to critically analyze their practicum experiences. This course may be combined with a Clinical I (ECEL 410) placement in a setting that includes ELL students. A total of 22 field hours is required.</p>