A. **Course Description:**
To help meet the individual needs of culturally and linguistically diverse students, teachers need to understand the nature of language, how individuals acquire it, and how language and literacy development intertwine through various sociocultural settings. Teachers also need to understand how oral language uses in the classroom relate to, promote, and enhance reading and writing development among English language learners (ELLs). To help meet these teacher needs, this course presents research and theory on relationships between oral and written language development and use from infancy through adolescence among various language and culture groups in the United States. Given the significant linguistic and cultural diversity among students in Colorado and the rest of the country, a major goal of the course is to describe what is known about universals in language development. A secondary goal is to explain issues related to language differences in terms of dialect, bilingualism, and second language acquisition (SLA). This course considers these language issues within the sociocultural contexts of the home, family, community, and—most important for teachers—school. Finally, the course also focuses on the relationship between language acquisition and classroom practices.

B. **Relationship to Professional Program:** This course is one of the foundational courses for both the CLD endorsement and MAT-CLD programs. Candidates need a solid grounding in the issues described above, including a deep understanding of SLA. They get this through this course; it is ordinarily one of the very first courses candidates take in the program.

C. **Prerequisites:** None

D. **Course Objectives:** Through this course, students will learn and become able to:
   1. discuss the major theories which undergird our current understanding of first and second language acquisition;
   2. identify and explain the interrelationships among the range of personal, societal, and environmental characteristics and circumstances which might influence second language acquisition;
   3. recognize the theoretical basis for instruction in foreign and second language classrooms and for school program design;
   4. articulate the theoretical basis for effective instructional and school program design to facilitate bilingualism and/or second language acquisition;
   5. describe the basic processes and stages of English language acquisition—as both a first and second language—and explain their instructional implications;

*preferred mode of contact
6. describe the English language development of first and second language learners as it occurs in later childhood and adolescence, and explain its instructional implications;
7. compare and contrast oral and written language development;
8. apply their understanding of first and second language acquisition and emergent literacy in designing a developmentally appropriate curriculum for first and second language learners (also known as “L2 learners”) at preschool, primary, elementary, and/or secondary levels;
9. apply their knowledge of sociolinguistic differences between home and school in structuring instructional programs; and
10. critique educational research and programs/projects that address the instructional needs of English language learners.

E. Required Readings: (Please note that all required texts are available at the Textbook Exchange in Greeley, as well as at the UNC campus bookstore.):