

Information for Components Beacon ESOL Program Courses

Table of Contents

ESOL: Applied Linguistics

ESOL: Cross-Cultural Communication

ESOL: Curriculum and Materials

ESOL: Methods of Teaching

ESOL: Testing and Evaluation

ESOL: An Overview

ESOL: Issues and Strategies

Title: ESOL: Applied Linguistics

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

Participants explore concepts and principles of applied linguistics such as phonology, principles of English, sociolinguistics, language acquisition, and second language acquisition. Then they identify how these concepts and principles relate to English language learners (ELLs) as they progress through ESOL programs and mainstream classrooms.

Course Objectives

- **ESOL Standards**

Domain 2 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a)
- Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English. (2.1.b)
- Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning. (2.1.c)
- Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes. (2.1.d)
- Identify similarities and differences between English and other languages reflected in the ELL student population. (2.1.e)
- Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels. (2.2.a)
- Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English. (2.2.b)
- Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English. (2.2.c)
- Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language. (2.2.d)
- Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels. (2.3.a)
- Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development. (2.3.b)
- Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning. (2.3.c)
- Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English. (2.3.d)
- Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development. (2.3.e)

Activities:

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Complete a multiple choice assessment
- Make personal evaluations of sources and resources
- Apply new knowledge to lesson plan development

This course includes ten sessions:

1. Phonology
2. Principles of English
3. Sociolinguistics
4. Language Acquisition
5. Second Language Acquisition
6. Instructional Delivery Models and Assessment of ELLs
7. Instructional Methods/Approaches
8. Instructional Strategies
9. Instructional Technology
10. Literacy and ELLs

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises accessible through the Course Log, must meet the established criteria.

- **Multiple Choice Quiz Exercise (1)** - Demonstrate knowledge gained from course content.
- **Reflection/Dialogue Exercises (9)** – Reflect on knowledge gained from course content and apply that knowledge to English language learners.

Title: ESOL: Cross-Cultural Communication

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

Awareness of various cultures promotes intercultural communication and enhances instruction and learning for the diverse population in our schools. Participants learn about the cultural orientations of various groups. They use this knowledge to enhance instruction of ELLs.

Course Objectives

- **ESOL Standards**
Domain 1 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. (1.1.a)
- Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. (1.1.b)
- Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. (1.1.c)
- Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels. (1.1.d)
- Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)). (1.1.e)
- Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels. (1.1.f)

Activities:

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Participants:

Read/Interact with content
Dialogue with a facilitator
Visit external websites
View multimedia demonstrations
Complete interactive formative exercises
Complete a personal journal
Analyze a lesson plan
Complete a multiple choice assessment
Evaluate sources and resources

This course includes ten sessions:

- | | |
|------------------------|--|
| 1. What is Culture | 6. Cultural Orientations and Differences |
| 2. Elements of Culture | 7. Diversity |
| 3. Immigration | 8. Cultural Competence |
| 4. Demographics | 9. Home/School Connection |
| 5. Cultures in Contact | 10. Culturally Responsive Teaching |

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

- **Reflection/Dialogue Exercises (9)** – Participants reflect on course content, strategy implementation, and their personal learning experience.
- **Multiple Choice Quiz Exercise (1)** – Participants demonstrate knowledge gained from course content.

Title: ESOL: Curriculum and Materials

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

Participants apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction for learners from diverse backgrounds using standards-based ESOL curriculum. They select and adapt standards-based materials, resources, and technologies to create a supportive learning environment for ELLs.

Course Objectives

- **ESOL Standards**

Domain 4 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Plan for integrated standards-based ESOL and language sensitive content instruction. (4.1.a.)
- Create supportive, accepting, student-centered classroom environments. (4.1.b.)
- Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences. (4.1.c.)
- Plan learning tasks for particular needs of students with limited formal schooling (LFS). (4.1.d.)
- Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives. (4.1.e.)
- Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials. (4.2.a.)
- Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy. (4.2.b.)
- Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels. (4.2.c.)

Activities:

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Observe and critique a lesson
- Evaluate language samples
- Apply knowledge of differentiated instruction in a lesson plan

The course includes ten sessions:

1. Who, What, & How
2. Creating a Community of Learners
3. Planning Standards-based Instruction
4. Lesson Planning Essentials
5. Assessing, Monitoring, and Fostering Students' English Language Development
6. Adapting Vocabulary Instruction to Students' Language Development
7. Adapting Literacy Instruction to Students' Language Development
8. Adapting Materials and Instruction in the Content Areas
9. Classroom Organization for Differentiated Instruction
10. Intervention and Resources for Teaching ELLs

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

- **Multiple Choice Quiz Exercise (1)** – Participants demonstrate knowledge gained from course content.
- **Reflection/Dialogue Exercises (7)** – Participants reflect on course content, strategy implementation, and their personal learning experience.
- **File Upload Exercise (2)** – Participants observe, analyze, and/or critique ESOL-appropriate instructional strategies and plans that target ELLs at specific stages of oral language development.

Title: ESOL: Methods of Teaching

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

Participants investigate and apply principles of differentiated instruction. They explore methods and strategies for identifying the needs of individual students who are in the process of acquiring English. Then, participants learn about differentiating content, process, and/or product in order to address and accommodate the different needs of students.

Course Objectives

- **ESOL Standards**

Domain 3 (from Florida Teacher Standards for ESOL Endorsement 2010)

Participants

- Demonstrate knowledge of L2 teaching methods in their historical context. (3.1.a)
- Demonstrate awareness of current research relevant to best practices in second language and literacy instruction. (3.1.b)
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction. (3.1.c)
- Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2.a)
- Develop ELLs' L2 listening skills for a variety of academic and social purposes. (3.2.b)
- Develop ELLs' L2 speaking skills for a variety of academic and social purposes. (3.2.c)
- Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English. (3.2.d)
- Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.e)
- Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.f)
- Develop ELLs' writing through a range of activities, from sentence formation to expository writing. (3.2.g)
- Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology). (3.2.h)
- Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
- Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material. (3.2.j)
- Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels. (3.2.k)
- Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels. (3.3.a)
- Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills. (3.3.b)
- Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels. (3.3.c)

Activities:

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Analyze a case study
- Apply knowledge of differentiated instruction
- Align strategies to level of language development

This course includes ten sessions:

1. Principles of Differentiation
2. Differences in Readiness, Interest, and Learning Profiles
3. Accommodating Content
4. Accommodating Product
5. Accommodating Process
6. Principles of Assessment, English Morphology, and Syntax for ELLs
7. English Language Development and Content Instruction
8. Resources and Instructional Strategies
9. Literacy Instruction
10. Identifying and Teaching ELLs with Exceptionalities

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises accessible through the Course Log, must meet the established criteria.

- **Reflection/Dialogue Exercises (10)** – Participants reflect on knowledge gained from course content and apply that knowledge to English language learners.

Title: ESOL - Testing and Evaluation

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

In this course, participants identify factors that affect assessment of English language learners (ELLs) including linguistic bias, test adaptations and accommodations. Additionally, they explore federal assessment policies and interpretation of assessment data.

Course Objectives

- **ESOL Standards**
Domain 5 (from [Florida Teacher Standards for ESOL Endorsement 2010](#))

Participants

- Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.a)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)
- Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c)
- Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.d)
- Distinguish among ELLs' language differences, giftedness, and special education needs. (5.1.e)
- Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree. (5.2.a)
- Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels. (5.2.b)
- Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence. (5.2.c)
- Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development. (5.3.a)
- Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels. (5.3.b)
- Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development. (5.3.c)
- Prepare ELLs to use self- and peer-assessment techniques, when appropriate. (5.3.d)
- Assist ELLs in developing necessary test-taking skills. (5.3.e)
- Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics. (5.3.f)

Activities:

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new knowledge application. Formative and summative requirements assess newly acquired knowledge.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Align assessments to language proficiency levels
- Complete a multiple choice assessment
- Assess student work
- Analyze standardized and alternative assessments

This course includes ten sessions:

1. Overview and Assessment
2. Learning the Language of Assessment
3. Validity, Reliability, and Fairness in Assessment
4. Federal/State Assessment Requirements for ESOL
5. Integrating Language and Content in Instruction through Assessments
6. Writing Assessment and Teacher Feedback
7. Attributes of ELL Appropriate Content Area Assessments
8. Assessing Reading Comprehension: Issues and Alternatives for ELLs
9. Assessing Phonemic Awareness/Phonics/Fluency: Issues and Alternatives for ELLs
10. Assessing Reading Vocabulary: Issues and Alternatives for ELLs

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

- **Reflection/Dialogue Exercises (6)** – Participants reflect on course content, strategy implementation, and their personal learning experience.
- **Multiple Choice Quiz Exercises (2)** – Participants demonstrate knowledge of course content.
- **File Upload Exercises (2)** – Participants analyze and evaluate student assessments.

Title: ESOL: An Overview

Suggested Inservice Points: 18

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

This course provides initial training in understanding the laws pertaining to students who are speakers of English as a second language and understanding how the laws must be implemented in our schools. This course meets the eighteen-hour requirement for Florida Category III educators.

Course Objectives

- **ESOL Standards**
Domains 1-5 (from [Florida Standards for ESOL Endorsement 2010](#))

Participants

- Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. (1.1.a)
- Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. (1.1.b)
- Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. (1.1.c)
- Understand and apply knowledge about home/school connections to build partnerships with ELLS' families. (1.1.d)
- Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a)
- Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction. (3.1.c)
- Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2.a)
- Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
- Plan for integrated standards-based ESOL and language sensitive content instruction. (4.1.a)
- Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences. (4.1.c)
- Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives. (4.1.e)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)
- Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.c)

Activities

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new/previous knowledge application. Formative and summative requirements assess knowledge of meet the educational needs of students for whom English is not their native language.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Identify language acquisition stages
- Identify learning strategies for ELLs
- Reflect on content and personal application of content

This course includes three sessions:

1. Legal Issues and Cultural Diversity

2. Second Language Acquisition

3. Instructional Strategies

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

- **Reflection/Dialogue Exercises (3)** – Participants reflect on course content, strategy implementation, and their personal learning experience.

Title: ESOL: Issues and Strategies

Suggested Inservice Points: 60

Component Focus

#3: Identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance

Course Description

Participants explore concepts and principles of ESOL instruction including language acquisition, second language acquisition, and the role of culture in education. Then they identify how these concepts and principles relate to English language learners (ELLs) as they progress through ESOL programs and mainstream classrooms. This course provides an overview of issues and strategies related to teaching ELLs in the content areas. This course meets the sixty-hour requirement for Florida Category II educators. This course cannot be used for the Florida ESOL endorsement.

Course Objectives

- **ESOL Standards**

Domains 1-5 (from [Florida Standards for ESOL Endorsement 2010](#))

Participants

- Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. (1.1.a)
- Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system. (2.1.a)
- Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels. (2.2.a)
- Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English. (2.2.b)
- Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English. (2.2.c)
- Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels. (2.3.a)
- Demonstrate awareness of current research relevant to best practices in second language and literacy instruction. (3.1.b.)
- Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels. (3.2. a.)
- Develop ELLs' L2 listening skills for a variety of academic and social purposes. (3.2.b.)
- Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels. (3.2.i)
- Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels. (3.2.k)
- Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills. (3.3.b)
- Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels. (3.3.c)
- Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials. (4.2.a)
- Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels. (4.2.c)
- Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.a)
- Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels. (5.1.b)

Activities

Learners attain specific objectives through presentation of content, interactive online activities, and dialogue with the course facilitator during approximately five to six hours per week of both instructional and clinical activities.

Activities are based on the personal learning experience and align with course content and new/previous knowledge application. Formative and summative requirements assess knowledge of meet the educational needs of students for whom English is not their native language.

Participants:

- Read/Interact with content
- Dialogue with a facilitator
- Visit external websites
- View multimedia demonstrations
- Complete interactive formative exercises
- Compare culture groups
- Identify language acquisition stages
- Identify instructional strategies for ELLs
- Identify how to meet diverse learners' needs
- Critique a lesson plan
- Summarize Krashen's language acquisition theories
- Identify a variety of assessment procedures appropriate for ELLs
- Identify and discuss a strategy or resource used to reduce cross-cultural barriers between students, parents, and the school setting
- Reflect on content and personal application of content

This course includes ten sessions:

- | | |
|--|---|
| 1. Comprehension, the Process | 6. Language Development & Reading Performance |
| 2. Comprehension, Cognition | 7. Phonological Awareness |
| 3. Comprehension, Syntax and Text Structures | 8. Phonics |
| 4. Fluency | 9. Integration of the Major Reading Components, Part 1 |
| 5. Vocabulary, English Morphology, Semantics | 10. Integration of the Major Reading Components, Part 2 |

Course Documentation Methods

In order to complete this course, participants must submit the following documentation. These exercises, accessible through the Course Log, must meet the established criteria.

- **Reflection/Dialogue Exercises (10)** – Participants reflect on knowledge gained from course content and apply that knowledge to English language learners.