Teaching English to Speakers (TESL)

Courses

TESL 8611. Applied Language Study I: Assessment of English Learners’ Language and Literacy Development. 3 Credit Hours.
The purpose of this graduate course is to introduce current and future teachers to the structure of English syntax, morphology, and phonology and to familiarize them with principles of developmental assessment in these areas. The practicum component of the course will give students an opportunity to apply this theoretical knowledge to practice and to conduct hands-on analysis and diagnostic assessment of learner language in phonology, morphology, and syntax. Each student will be required to work with an individual learner or a group of learners; to tape-record their tutoring or teaching sessions; to assess the learners’ strengths and weaknesses; to analyze their overall linguistic development; and to address the learners’ needs with particular instructional methods, strategies, and targeted exercises. The learners will be either their own students or students in one of the schools or programs associated with the TESOL program. This field experience will allow the students to deepen their understanding of the structure of English, to apply their knowledge of assessment of language development, and to become more effective in teaching English grammar and pronunciation.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8612. Applied Language Study II. 3 Credit Hours.
This course provides students with opportunities to conduct hands-on analysis and diagnostic assessment of learner language in the areas of lexicon, pragmatics, and discourse and helps them develop effective teaching strategies for addressing problems in these areas. Each student will be required to work with an individual ESL learner or a group of learners; to tape-record their tutoring or teaching sessions; to assess learners’ strengths and weaknesses; to analyze their linguistic development; and to address learners’ needs with targeted instructional methods, strategies, and exercises. The goals of the course are to deepen students’ understanding of how English works on the level of the lexicon, pragmatics, and discourse and to help them become more effective teachers of vocabulary, conversational strategies, and discourse structures.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8613. Understanding English Language Learners’ Language and Literacy Development. 3 Credit Hours.
This course focuses specifically on the academic language needed for ELLs to be successful in U.S. schools. The course begins with an emphasis on foundational knowledge of language structures (i.e. English phonology, morphology and syntax) as well as a thorough review of key theories and principals in first and second language acquisition. The course also looks at the particular issues faced by students at different points in their education: elementary, middle and high school and the role of literacy in the content areas. With this, students will understand the complexities of reading and writing development in more than one language.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8614. Approaches to Teaching English Language Learners. 3 Credit Hours.
The purpose of this course is to introduce students to current research-based methods, techniques, strategies, frameworks, and resources in K-12 education, adult ESL education, and EFL education. The course offers a critical overview of a variety of ESL methods, techniques, and approaches, with the focus on recent developments in content-based, task-based, and critical pedagogies. In this course, particular emphasis is placed on the literacy development of multilingual students. Students are familiarized with the principles of needs analysis, materials selection, and adaptation and are offered multiple opportunities to apply and reflect on particular approaches. Students also explore a variety of ways to use technology for instructional purposes. Course activities include lectures, discussions, small-group activities, and student presentations. Students are encouraged to take a critical stance toward their own approach to teaching and to familiarize themselves with the range of teaching options open to them.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8616. Teaching Second/Foreign Language Skills: Curriculum and Assessment in TESOL. 3 Credit Hours.
This course guides students in understanding and applying principles of curriculum design and assessment. Course readings, assignments, and class discussions constitute guides to thinking about how to best teach English Language Learners in K-12, adult ESL, and EFL settings using a curriculum that has been handed to you (i.e., a mandated curriculum) or how to revise or build on existing curricula in your instructional setting. This course also critically examines curriculum design and assessment with the goal of enriching content-based language learning. We will explore how a linguistic focus can be enhanced within a multiliteracy curriculum, in which reading, writing, listening, and speaking are combined. Particular emphasis is placed on reading and writing instruction and assessment.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
TESL 8618. Second Language Acquisition. 3 Credit Hours.

This course introduces key concepts in second language acquisition (SLA) and surveys current research that addresses linguistic, neurolinguistic, cognitive, and sociocultural aspects of second language learning and use. Specific areas of SLA that are addressed include research design and methodology in the study of SLA; how age affects SLA and ultimate achievement; interlanguage, L1 transfer, bidirectional transfer, attrition, and multicompetence; interlanguage pragmatics and intercultural communication; and nativist theories, interactionist theories, and cognitive approaches to SLA. Classroom discussions focus on linking SLA theories and empirical research to second language education. Students conduct a research project on an SLA topic of their choice.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8621. Contexts for Teaching and Learning Language. 3 Credit Hours.

This course examines the ways in which context and culture influence language learning and teaching. By focusing on sociocultural, political, and critical ethnographic perspectives, the course emphasizes the interplay between the macro-level analysis of power relations in society and the micro-level examination of classroom interactions. Our discussion centers around language learning/teaching in context, but we will also examine related issues such as racism, discrimination, ideologies, social class, and unequal distribution of resources, since these are factors that language teachers need to grapple with if they hope to be effective in practice. These issues will be related to K-12, college, and immigrant ESL contexts, as well as EFL international contexts. Students collect and analyze a small sample of primary data to examine an aspect of the relationship between context and language teaching/learning.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8625. Applied Linguistics. 3 Credit Hours.

Applied Linguistics is a 3-credit graduate-level course whose goal is to provide an overview of themes and topics in applied linguistics, to highlight current debates and controversies, and to make students more informed research consumers and better academic writers. Discussions will cover a wide range of areas where applied linguists conduct research on language, including but not limited to advertising, business, economy, education, healthcare, landscape, law, military, politics, and religion.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8626. Second Language Writing. 3 Credit Hours.

Second Language Writing is a 3-credit graduate-level course that introduces students to the teaching and learning of Second-Language Writing through the exploration of major issues in the theory, research and pedagogy. Students will learn about the scope of Second-Language Writing as a field and engage in theoretical debates about teaching second-language writers and practical responses to these debates. Students will also investigate and reflect upon their own writing processes and products, and will also conduct an investigation of a second-language writer. The course will focus on the social nature of writing as well as the nature of writing as a cognitive process. Additional topics to be studied include revision, intercultural rhetoric, plagiarism and textual borrowing, responding to and assessing student writing, reading-writing connections, and grammar feedback. This course will help students learn how to responsibly address the needs of second language writers in ESL and EFL contexts as well as university-level and K-12 contexts.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8631. Foundations of Language Teaching: Meeting the Needs of English Language Learners. 3 Credit Hours.

This course offers students an introduction to theory, research and practice in teaching English language learners in the elementary, middle and secondary grades. The course begins with an overview of sociocultural characteristics of ELLs, legal responsibilities, and educational and language policies in the United States. Students will also learn the basic theories and principles associated with second language acquisition. Students will explore the philosophies of bilingual and ESL education as well as different program models that address the education of linguistically diverse students. Students will be introduced to an array of contemporary, research-based instructional approaches, including content-based instruction, task-based language teaching, and sheltered English instruction. As a result, they will gain an understanding of how to adapt standards-based lessons for English language learners. Through a practicum component, students will learn to design lessons and assessments for small-group instruction. Students will also develop cross-cultural competence through interactions with ELLs, teachers and school staff. NOTE: This course is only for students in the Post-Baccalaureate Program, the Graduate Certification Program and the ESL Certificate Program.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8634. Bilingualism and Bilingual Education. 3 Credit Hours.

Bilingualism and Bilingual Education is a 3-credit graduate-level course designed to introduce students to a range of perspectives on bilingualism and bilingual education, addressing both psycholinguistic aspects of bilingual development and sociocultural and political dimensions of educating bilingual students. Discussion topics will include: infant bilingualism; family language policy; code-switching; bilingualism and cognition; the impact of bilingualism on individuals' identity; politics of bilingual education; immersion education; heritage language maintenance; third language acquisition, and bilingualism and deaf education.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
TESL 8635. Educating English Language Learners: State of Knowledge. 3 Credit Hours.
Educating English Language Learners (ELLs) is a 3-credit graduate-level course designed to critically examine the state of knowledge on ELL education. Discussion topics will include: politics of ELL education, ELLs' oral language development, literacy development, content instruction, assessment, first language maintenance, college access and success, and use of technology in ELL education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8636. Assessment of English Language Learners. 3 Credit Hours.
Assessment of English Language Learners is a 3-credit course designed to cover a broad range of language assessment issues. The goal is to provide teachers of English as a second or foreign language with a basic foundation in language assessment issues; the knowledge to be able to critique language assessment instruments currently in use; and the tools to create valid classroom tests that not only reliably measure student achievement and proficiency, but also can serve to help guide instructional decisions.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8643. Research Methods in Applied Linguistics. 3 Credit Hours.
Research Methods in Applied Linguistics is a 3-credit graduate-level course designed to familiarize students with a representative array of research methods used in the field of applied linguistics. Using concrete examples, the course will introduce students to basic principles of research design and methods of data collection and analysis from a variety of perspectives. Students will also be required to design, conduct, and write up an original research study.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

TESL 8644. Current Issues in Applied Linguistics. 3 Credit Hours.
Current Issues in Applied Linguistics is a 3-credit doctoral-level seminar designed to introduce students to cutting-edge research in the fields of applied linguistics, TESOL, and second/foreign language education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.