

Teaching English to Speakers of Other Languages (TESL)

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

TESL 3613. Understanding Multilingual Students' Language and Literacy Development. 3 Credit Hours.

This course focuses specifically on the academic language and literacy skills needed for English learners (ELs) to be successful in U.S. classrooms and beyond. The course includes a thorough review of key theories and principles in first and second language acquisition, with an emphasis on foundational knowledge of language structures (i.e., English phonology, morphology, and syntax). The course also looks at the literacy challenges faced by students at different points in their educations (K through 12 as well as adult education) and the role of disciplinary literacies. With this, students will understand the complexities of reading and writing development in more than one language. The practicum component of the course will give students an opportunity to apply this theoretical knowledge to practice and to conduct hands-on analyses and diagnostic assessments of a learner's reading and writing strengths and needs. Students will use these analyses to address learner needs with instructional methods, strategies, and targeted activities. These experiences will allow students to deepen their understanding of the structure of English, the processes involved in reading and writing development, and the most effective practices in teaching English reading, writing, and grammar.

Repeatability: This course may not be repeated for additional credits.

TESL 3631. Principles and Practice for Teaching English Learners. 3 Credit Hours.

This course provides an introduction to theory, research, and best practices in teaching English Learners (ELs) in the elementary, middle, and secondary grades. The course begins with an overview of sociocultural characteristics of ELs, 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 be introduced to state-of-the-art approaches for teaching ELs to meet Common Core Standards. Students also will explore the philosophies of bilingual and ESL education as well as different program models that address the education of linguistically diverse students. As a result, students will gain an understanding of how to design and adapt lessons and assessments for English learners. Students will also develop cross-cultural competence through interactions with ELs, parents, teachers, and school staff. Through a practicum component, students will learn to design lessons and assessments for small-group and whole-class differentiated instruction. Students will also develop cross-cultural competence through interactions with ELs, teachers and school staff.

Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education.

Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY.

Repeatability: This course may not be repeated for additional credits.

TESL 4442. Strategies for Teaching English as an Additional Language. 3 Credit Hours.

This course introduces students to the most current approaches to teaching English as a second language. Drawing on contemporary research, the course will focus on creating optimal learning environments that engage, motivate, and support English language learners through meaningful and age/level appropriate activities. This hands-on course provides practical strategies and ideas for designing and teaching effective language lessons that integrate reading, writing, listening and speaking. Additionally, by participating in the required field experience, students will have multiple opportunities to apply and reflect upon particular approaches, building essential skills as a (future) language educator.

Repeatability: This course may not be repeated for additional credits.

TESL 4443. Teaching English World-Wide. 3 Credit Hours.

This course explores language as a social form, focusing on the connections between language, culture, perception and linguistic globalization. Against a sociolinguistic backdrop, the course aims to raise students' consciousness to the political, socio-cultural and ethical aspects of the global spread of English. The topics covered will equip students with the basic, critical concepts needed to examine the pros and cons of the internationalization of English worldwide. At a practical level, students will be guided to reflect on and incorporate these concepts in their approaches to teaching English in the US and abroad. Through readings, discussions, international conversation partners, and reflection assignments, students will (re)conceptualize how English is taught as an international language, problematizing the issues related to "Standard English" and "NES/NNES dichotomy." Individually and collectively, the class will deconstruct notions of "one-size fits all" approach to teaching (i.e. English language as a standardized language) and explore pedagogies that take into consideration multiple varieties of Englishes. From start to finish, students will be encouraged to draw on their own experiences, link theory to practice, and collect resources to support their future careers.

Repeatability: This course may not be repeated for additional credits.

TESL 4444. English Language Teaching: Curriculum and Assessment. 3 Credit Hours.

This course will guide you in understanding and applying principles of curriculum design and teacher-based assessment. Course readings, assignments and class discussions will guide you through thinking about how to best teach English language learners by adapting a curriculum that has been handed to you (i.e. a mandated curriculum), by building upon existing curricula in your instructional setting, or by creating a curriculum from scratch. In this course, curriculum is conceived of as an instructional process which includes planning, instructing and assessing. A foundational principle of this course is assessment can and should be integrated into instruction. As such, you will learn how to sequence interrelated lessons in response to students' performance on a variety of authentic assessments. You will also learn approaches to environment and needs analysis and will experience how these analyses can inform teaching and curriculum design. Toward the end of the course, the Continuum of Biliteracy will be used as an organizing framework that will guide you toward taking a critical stance when reflecting upon the curriculum you have created.

Repeatability: This course may not be repeated for additional credits.