

TEACH ENGLISH AS SECOND LANG (TESL)

TESL 7301. Instructed Second Language Acquisition. 3 Hours.

Students evaluate and analyze instructed second language acquisition theory from a critical perspective. Topics include English as a second/foreign language, instructional planning, assessment, and learner and contextual differences.

Prerequisite: Admission to the Ed.D. program in Literacy.

TESL 7303. Developing Materials for English Learners. 3 Hours.

Students evaluate and critique current research, methods, and approaches used in the development of materials for ELs using critical pedagogical perspectives in addressing specific content and language areas. Topics include: analysis of existing materials to develop reading, listening, speaking, and writing skills, as well as vocabulary and grammar. Students develop knowledge and skills to create culturally relevant and developmentally appropriate materials for ELs. Students engage in interdisciplinary collaboration by designing and adapting materials for content and language areas.

Prerequisite: Admission to the Ed.D. program in Literacy.

TESL 7305. Sociolinguistics. 3 Hours.

Students critically examine how sociolinguistic variables influence language use and second language learning and teaching. Students explore modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data, including the analysis of second language classroom discourse. Students critique and evaluate research studies of language as a social phenomenon and the relationship between language and society as it relates to the field of TESOL while using their critical cross-cultural communicative competence.

Prerequisite: Admission to the Ed.D. program in Literacy.

TESL 7307. Teaching Second Language Writing. 3 Hours.

Students examine landmark and contemporary research on second language writers in a variety of settings. Following an interdisciplinary approach, the course focuses on teaching second language writing in multicultural contexts. Topics include second language writers, characteristics of writers and texts, comparison to first language writers, writing course design, inclusive writing programs, second language acquisition and writing interface, functional writing, contrastive rhetoric, teacher and peer evaluation, assessment, teaching second language writing, and multimodal writing in digital platforms.

Prerequisite: Admission to the Ed.D. in Literacy.

TESL 7309. Teacher Ed in English as a Second or Foreign Language. 3 Hours.

Students compare and contrast how English as a second/foreign language is taught and how educators learn to teach English in diverse contexts.

This includes an analysis of the historical, cultural and social influences on the teaching of English as a second/foreign language from a perspective of social justice and critical pedagogy. They examine effective models of professional development, as well as design a professional development plan based on a specific context on language teaching and learning.

Prerequisite: Admission to the Ed.D. in Literacy.

TESL 7311. Assessment of English as a Second/Foreign Language Learners. 3 Hours.

Students examine theory, research, and practice relevant to assessment of English as a Second/Foreign Language learners. Topics include the principles of testing and evaluation as applied to the formal and informal assessment of English as a second/foreign language and academic content, the development, interpretation and application of assessment data, and legal and ethical considerations in assessment of English as a second/foreign learners.

Prerequisite: Admission to the Ed.D. in Literacy.