TEACHING ENG AS A SEC LANG (TESL)

TESL 500 - Introduction to English Linguistics (3 Credits)
Provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics covered include: pronunciation patterns, vocabulary and word formation, sentence structure, meaning, language change and variation, and first and second language acquisition. Required for VDOE endorsement in ESL.

TESL 511A - Applied Linguistics: Grammar and Meaning (3 Credits)
Detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the second language teacher and learner. Also essential for those teaching usage to native speaking students. Applies to VDOE endorsement competency requirements in ESL.

TESL 512 - Second Language Acquisition Research (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course provides thorough exposure to scholarly research and theory in the field of second language teaching and learning, focusing on learner characteristics, native language, and learning environments, and their effects on second language acquisition. The course also covers first language acquisition and bilingualism. Students develop skills in designing and conducting qualitative and qualitative research in the field, with emphasis on topic development, review and synthesis of literature, research ethics, data collection and analysis, process writing, and use of APA style. The final project is a literature review and a draft of a research proposal in the field of second language acquisition.

TESL 513 - Special Studies in Linguistics and Language Learning (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course offers a focused study of topics of special interest and importance in language teaching and learning.

TESL 514 - Cross-Cultural Education (3 Credits)
Focuses on understanding the effects of socio-cultural variables on education systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of non-native speaking students as well as those of native speaking ethnic minorities. Required for VDOE endorsement in ESL.

TESL 515 - ESL Literacy Strategies: PreK-12 (3 Credits)
Prerequisite: TESL 500 or permission of instructor. This course focuses on strategic development of reading and writing skills in the content areas for PreK-12 English language learners. Skills in methods of teaching ESL literacy include understanding of the World-Class Instructional and Design Assessment (WIDA) English Language Development Standards. The emphasis is on language acquisition, linguistic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. It explores strategies that will scaffold literacy development for ELLs, including process writing, questioning skills, and literal, critical, and evaluative comprehension of content material. It also examines the political and social impact for language learners in the literacy debate. Field experience required.

TESL 530 - Second Language Methods: Literacy and Language Skills (3 Credits)
Prerequisite: EDCI 501 or permission of instructor. This course covers current principles, practices, and approaches for teaching second language reading, writing, listening, and speaking to learners at varying levels of proficiency in both second and foreign language programs. It includes the basics of second language acquisition theory. Skills in the teaching of reading and writing include similarities and differences between first and second language literacy and a balanced, domain specific literacy approach with emphasis on techniques for lesson design, content-based language instruction, and integrating components of communicative competence. Includes knowledge of the effects of sociocultural variables on the instructional setting in the second language classroom.

TESL 531 - ESL Curriculum, Assessment, and Leadership (3 Credits)
Prerequisite: TESL 530 or permission of instructor. This course provides practical, in-depth coverage of current approaches and research-based trends in teaching English language learners from PreK to adult. Topics emphasized include development of curricula for content-based language instruction, development of summative and formative assessments in a standards-based program to include how to prepare students for the Assessing Comprehension and Communication in English State-to-State for English Language Learners (Access for ELLs®) test, and strategies for effective teacher collaboration. The course covers skills for reflective practice, classroom research, evaluation of materials and technology for language learning, and advocacy for culturally and linguistically diverse students.

TESL 532 - Differentiated Instruction Across the Curriculum for English Language Learners (3 Credits)
This course provides an introduction to effective strategies for differentiating instruction for English language learners (ELLs) in the mainstream classrooms including understanding of the World-Class Instructional and Design Assessment (WIDA) English Language Development Standards. It examines the effects of policy and practice on students from culturally and linguistically diverse backgrounds. Among the topics addressed are: current research on cultural and cognitive learning style, socio-cultural contexts of teaching and learning, differentiated instruction for reading, writing, and language acquisition across the curriculum, and socio-cultural influences on subject-specific learning. The course also reviews performance-based classroom assessment relative to standards-based assessment (Access for ELLs®) and examines the implications that standards-based teaching has on the classroom and school environment for ELLs.

TESL 535 - Individual Practicum (2 Credits)
Prerequisite or corequisite: TESL 530. This course provides practical experience for students enrolled in the Graduate Certificate in Teaching English as a Second or Foreign Language. The course requires a minimum of 25 on-site hours involving systematic observation of and supervised teaching in an ESL classroom outside of the PreK-12 setting. Students will work individually with a faculty member to create a teaching portfolio as the capstone project for the Certificate.