

TEACHING ESL - TESL

TESL 510 Spanish for Educators: Basic Communication for the Bilingual Classroom (Level 1) 3 Credits

Spanish for Educators (Level 1) Communication for the Bilingual Classroom enables K-12 teachers to enhance communication with English language learners, their families and community members. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary for basic conversational Spanish and common phrases for effective communication in the school and with families. Opportunities for practice and application are provided with practical classroom situations to connect Spanish speaking language skills with everyday situations encountered in the classroom.
Offered: once a year.

TESL 511 Spanish for Educators: Reporting to Parents and Guardians (Level 2) 3 Credits

Spanish for Educators (Level 2) Reporting to Parents and Guardians enables K-12 teachers to enhance communication with the families of native Spanish speaking students by focusing on the procedures for reporting. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary to demonstrate proficiency in basic writing skills and conversational Spanish to enhance professional communication with families and guardians of native Spanish speaking students. Opportunities for practice and application are provided with practical classroom situations to connect Spanish language skills with the procedures for reporting to parents.
Offered: once a year.

TESL 581 Cultural Perspectives in Multilingual Education 3 Credits

In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom. Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students' learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal.
Offered: every fall.

TESL 582 Theory and Practice of Bilingual/Multilingual Education 3 Credits

This course will introduce the candidate to a survey of theories and research relevant to the teaching and learning of English as a second/foreign language that have been established as effective. Current research and theoretical advances are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Course participants will have opportunities to examine literacy theories and engage in practices that promote biliterate outcomes in K-12 schools serving diverse student populations. This includes, but is not limited to, language immigration status, gender identities, culture, and economic backgrounds. Candidates will research and observe the theory and practice of teaching ELLs through a limited field experience. They will also be required to interview a TESOL administrator. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum.

Offered: every spring.

TESL 583 Linguistics, Literacy, & Second Language Acquisition 3 Credits

This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching. An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures--the language of the dominant society--and enhance language awareness. A field experience will be required; candidates will observe examples of student speech.

Offered: every fall & spring.

TESL 584 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits

This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the 'Post-Method' Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.

Offered: every fall.

TESL 585 Methods and Materials of Teaching English to Speakers of Other Languages 3 Credits

This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Field Experience: 25-hours of fieldwork required.

Offered: fall and summer.

TESL 586 Methods of Teaching the Subject Areas in the Native Language 3 Credits

This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges. Field experience: 25 hours of fieldwork required.

Offered: every spring.

TESL 587 Evaluation Assessment in Bilingual/ TESOL Education 3 Credits

In this course, candidates will examine assessment measures and evaluation protocols as well as methodologies for dynamic instruction (instruction that includes ongoing assessment in the process of teaching) with ESL/CLD learners. Current research and materials for TESOL instruction, assessment, and evaluation will be analyzed for validity, reliability, and utility. Various instructional models for dynamic instruction will also be explored for effectiveness. Dynamic teaching refers to teaching with ongoing assessment and immediate adjustment in instruction based on in-the-moment assessment that informs the teacher to remediate, go on, or challenge learners. Candidates will analyze the internal construction of testing instruments, procedures for alternative assessment of ESL/CLD students, and options for appropriately adapting tests that are part of classroom curriculum in ways that make them effective and equitable for ESL/CLD learners. Students will complete a field case study as part of this course.

Offered: fall and summer.

TESL 588 University Supervised Fieldwork in TESOL 3 Credits

This is a field based supervised practicum in which candidates demonstrate competencies related to providing instruction to CLD/ESL students and leadership on TESOL within a school setting. They work with a teacher of CLD/ESL students in an assigned school and with a university supervisor. Students participate in seminar sessions for reflection, 'debriefing', and dialog on their experiences. Field Experience: 90 hours of student teaching required.

Prerequisite: approval of program director.

Offered: every fall, spring, & summer.

TESL 590 Foundations of Bilingual Education 3 Credits

This is a survey course intended to explore foundational elements of bilingual education: theory and practice, cultural perspectives, and linguistics and grammar. A survey of theories, practices, and research currently most productive and relevant to the teaching and learning of English as a second/foreign language are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Examination of cultural perspectives will include the current debate regarding the role and definition of culture in the English Language Learner (ELL) classroom. Students will come to understand the effects of cultural stereotyping, as well as the impact culture has on students' learning styles and classroom experiences. Finally, candidates will be introduced to the core disciplines of linguistics, the scientific study of language, as they apply to literacy learning, including phonetics, phonology, morphology, syntax, and semantics. Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. Field Experience: 10 hours of fieldwork required.

Offered: once a year.

TESL 620 Research Project in TESOL 3 Credits

This course is the second in a research-design sequence that begins with EDR 616: Research Methods in Reading. Both EDR 616 and TESL 620 will familiarize TESOL candidates with procedures for conducting rigorous and well-controlled research in the field. This experience will prepare candidates to be more discriminating consumers of research, especially that which is reported in TESOL professional journals.

Prerequisite: approval of program director.

Offered: occasionally, online only.