

# TESOL AND SECOND LANGUAGE ACQUISITION (TSLA)

## **TSLA 5419 Special Learners in the Bilingual/ESL Classroom 3 Credits**

Designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional, this course examines the special learning needs of linguistically and culturally diverse children, exploring methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms. Crosslisted with SPED 5419.

## **TSLA 5420 Linguistic Foundations of English Acquisition 3 Credits**

This course focuses on the various theoretical components related to developing linguistic competency in English and provides related information associated with the foundational knowledge of reading and language arts. A primary focus is phonology and related contrastive linguistics, and its relationship to reading decoding. Also addressed are the linguistic components of: (a) morphology and vocabulary; (b) syntax, grammar, and sentence structure; and (c) associated constructs of attention such as working memory and executive functions that impact maintaining newly learned information. Students will have the opportunity to: (a) explore current research regarding developing linguistic competency; (b) analyze linguistic similarities and differences between languages; (c) read about typical and atypical reading and language development of English learners (ELs); and (d) become acquainted with current technological tools to support ELs acquisition of linguistic skills.

## **TSLA 5422 Teaching Grammar in Second Language Settings 3 Credits**

Grammar is a necessary component of language programs. This course provides foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, to illustrate effective contextualization of grammatical principles, and to examine instructional strategies that draw the learner's attention to specifically structural regularities. The course also analyzes the theoretical considerations of second language grammar teaching.

## **TSLA 5423 Foundations of Bilingualism and Bilingual Education 3 Credits**

This foundation course examines research and theories underlying bilingualism. Candidates gain an understanding of the concepts and issues involved in using the principles of bilingualism in educational settings. The course also includes an overview of the historical development of bilingual education in the United States and other countries and a discussion of major programs and social models for bilingual education.

## **TSLA 5436 TESOL Methods and Materials Development 3 Credits**

Designed for second language teachers and prospective teachers, this course explores methods, techniques, strategies, and instructional media relevant to teaching English language learners, emphasizing the development and enhancement of communicative environments in language classrooms. Participants examine a variety of innovative methods and discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages.

## **TSLA 5441 Teaching and Learning within Multicultural Contexts of Education 3 Credits**

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with EDUC 5441.

## **TSLA 5453 Differentiated Instruction for English Language Learners 3 Credits**

Designed for foreign/second language/TESOL and bilingual teachers, this course will also assist content area and classroom teachers. Its purpose is to explore the basic concepts, research, and principles of differentiated instruction as a means to meet the diverse needs of students in today's classrooms. Participants will be able to align the concepts to their present teaching environments.

## **TSLA 5461 Reading and Writing in a Second Language 3 Credits**

Designed for second/foreign language and bilingual teachers, this course examines current theory and research underlying first- and second-language reading and composing processes. Additional topics include procedures for understanding and analyzing the problems that characterize second language readers and writers; strategies for assessing student performance; evaluating and adapting materials; and enhancing the comprehension and creation of written second language discourse.

## **TSLA 5467 Language Acquisition 3 Credits**

This course introduces the core hypotheses of current theory on language acquisition. Participants learn to recognize fundamental patterns of social and cultural contexts that facilitate language acquisition, build upon the processes and stages of language acquisition and literacy to provide comprehensible input, facilitate communicative competence and evaluate teaching and learning strategies across ability levels and within discipline-specific content areas. This course is approved for the Elementary Foreign Language cross-endorsement.

## **TSLA 5475 Sociolinguistics 3 Credits**

This course examines variability in language use according to region, race or ethnic background, gender, and personality with the goal of developing sensitivity to variation in one's own language and that of others, and examining language variation using the methods and insights of contemporary linguistics.

## **TSLA 5477 Culture and Second Language Acquisition 3 Credits**

Designed for second language and bilingual teachers, this course treats culture and language as interdependent phenomena, exploring the basic concepts, research, and principles applicable to culture and language learning with an emphasis on the practical application of these concepts to the language classroom. Participants also gain an enhanced awareness of their assumptions regarding their own and other cultures, and an understanding of how these assumptions influence language teaching and learning.

**TSLA 5527 Testing and Assessment in TESOL and Bilingual Programs****3 Credits**

Designed for TESOL and bilingual teachers, this course provides an overview of formal and authentic techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment.

**TSLA 5951 Elementary TESOL/Bilingual Advanced Practicum****3 Credits**

This course provides TESOL/Bilingual Education candidates with opportunities for supervised internships in TESOL or bilingual elementary classroom settings. Students complete a minimum of 48 hours fieldwork in classroom settings where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress.

**TSLA 5952 Secondary TESOL/Bilingual Advanced Practicum****3 Credits**

This practicum provides TESOL/Bilingual Education candidates with opportunities for supervised internships in the TESOL or bilingual secondary classroom settings. Students complete a minimum of 48 hours of fieldwork where they will observe instructional practices and interact with and plan instruction for students learning English as a second language. In practicum seminar, candidates will reflect on and deepen their understanding of the ways in which the educational context and diverse educational needs of students have an impact on their learning and academic progress.

**TSLA 6421 Linguistics and Language Assessment****3 Credits**

This course focuses on the instructional application of the theoretical concepts learned in TSLA 5420 to English learners' reading and language development. Areas of study include the following: 1) Assessment of English learners' development of English phonology, morphology, and syntax; 2) interpretation of assessment results for the purpose of diagnosing English development; and 3) the use of language assessment results to develop instruction and intervention strategies to support English learners in mainstream, as well as Tier 1, Tier 2, and Tier 3 programs.

**TSLA 6439 Methods of Foreign Language Teaching for Elementary School****3 Credits**

This course is designed for pre- and in-service World Language teachers seeking the Elementary World Languages cross-endorsement. Candidates will gain an understanding of current theory and methods of teaching foreign languages in the elementary school (FLES) grades K-6. They will examine similarities and differences between FLES program models and develop and understand of the issues related to program development. Topics will include the selection of developmentally appropriate strategies and materials for elementary foreign language teaching, lesson planning and curriculum development, and use of technology-assisted instruction. Candidates will develop their ability to integrate the ACTFL and CT World Languages Standards into FLES instructional program development and lesson planning.

**TSLA 6451 Infusing Content Language into TESOL/Bilingual Curriculum (Grades 4-12)****3 Credits**

Designed for ESL and bilingual teachers, this course examines the discourse of content subjects and implications for curriculum development and instructional planning in TESOL/Bilingual programs. Topics include strategies to develop academic language, oral presentation skills, content specific syntax and grammar, and writing. Participants will examine textbooks and develop a curriculum unit that infuses content-area language into the ESL program. Procedures for assessing student progress in content area language development will be discussed.

**TSLA 6504 English Language Learners in the Regular Classroom****3 Credits**

Designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse, this course employs an overview of second language acquisition theory as the framework for discussing ways to meet the needs of English language learners. Teachers also learn strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance.

**TSLA 6522 Emergent Literacy in the TESOL/Bilingual Curriculum (PK-3)****3 Credits**

This course is designed to prepare childhood education (PK-3) teachers to work effectively with culturally diverse children who are learning English as an additional language in preschool and school contexts. The course focus is on first and second language development in the young child with implications for emergent literacy curriculum development and instructional planning. Culture and child-rearing practices, their impact on schooling, and strategies to build successful partnerships with families and communities will also be discussed.

**TSLA 6527 Testing and Assessment in TESOL and Bilingual Programs****3 Credits**

Designed for TESOL and bilingual teachers, this course provides an overview of formal and authentic techniques for assessing second language and bilingual proficiency. Participants evaluate standardized instruments currently in use; analyze techniques for assessing factors relevant to second language and bilingual proficiency such as academic achievement, language aptitude, and competence in reading, writing, speaking, and listening; and discuss controversial issues affecting language assessment.

**TSLA 6528 Second Language Curriculum Development****3 Credits**

This course familiarizes foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The course emphasizes devising curricula in accordance with the needs of learners and presents strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments.

**TSLA 6530 Content Language and Reading Acquisition for English Language Learners and Special Needs Students 3 Credits**

Using a train-the-trainer model, this course develops literacy leadership skills to train others and develops understanding of foundational reading concepts and strategies to better prepare PK-12 teachers to teach EL students how to read. This course is designed for candidates to learn about the developmental learning needs of culturally and linguistically diverse students, exceptional learners, and bilingual students with special needs, as well as working in collaborative data teams. Candidates will explore the similarities and differences between bilingual/TESOL students and students with special needs with a focus on reading skills development (e.g. phonology, orthography, morphology, syntax, semantics, etc.). Candidates will learn about instructional strategies that all teachers can use in their classroom to support reading development for all students. Crosslisted with RLDV 6530.

**TSLA 6581 Directed Observation and Supervised Student Teaching 6 Credits**

This course is for TESOL candidates who have been approved for student teaching in TESOL. Candidates observe in classrooms and teach five days a week for one semester. In accordance with certification regulations, candidates spend half of the student-teaching period in an elementary setting and half in a secondary setting. The course emphasizes classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates participate in group seminars and individual conferences; the university supervisor(s) and the cooperating teacher(s) assist, observe, and evaluate each candidate.

**TSLA 6582 TESOL Student Teaching and DSAP Seminar 3 Credits**

Candidates take this weekly seminar concurrently with student teaching or DSAP Part I. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the seminar's subject matter flows from the on-going student teaching experience, it address issues such as school governance, school and district organizational patterns in TESOL and bilingual programs, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion, as well as the job application process, including resume writing, interviewing, and the development of professional and teaching portfolios.

**TSLA 6588 Directed Observation I for TESOL/DSAP Candidates 3 Credits**

**Prerequisites:** All requirements for student teaching; approval of program director and dean.

This course is designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, their mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience.

**TSLA 6589 Directed Observation II for TESOL/DSAP Candidates 3 Credits**

These courses are designed for candidates working in a public elementary or secondary school under a DSAP. Two semesters of observation are required. Candidates are observed and evaluated by a University supervisor a minimum of three times each semester. The supervisor collaborates with the candidate, their mentor, and with school personnel who are assigned to assess the candidate at the district level. Concurrent participation in a collegial reflective seminar is an element for this field experience.

**TSLA 6900 Special Topics (Shell) 1-3 Credits**

**Prerequisite:** Completion of 12-15 credits of program coursework.

The special topics course in TESOL and Bilingual Education varies in content, as needed, in order to provide timely opportunity to explore time-sensitive, new and emerging topics and foci on a one-time basis, or to offer a pilot section of a new course in development.

**TSLA 6951 Sixth Year Certificate Advanced Research Practicum in TESOL/Bilingual Education 3 Credits**

Candidates solve a practical problem in classroom teaching, applying educational research to a specific ESL/bilingual school situation.

**TSLA 6990 Independent Study 1-3 Credits**

Candidates complete individual study with the written permission of the department chair, having submitted their proposals prior to registration.

**TSLA 6999A Capstone Seminar in Inclusive Language Teaching 3 Credits**

This course provides candidates in the TESOL and Bilingual Education MA programs with the opportunity to conduct an action research project in their classroom related to teaching English language learners. Through the course seminar and discussions, as well as individual conference sessions, students will deepen their understanding of the ways in which the learning environment, personal challenges, and educational needs of ESL and bilingual students from linguistically and culturally diverse backgrounds impact their academic progress. By conducting research in field settings, course participants will become familiar with the various issues and factors that influence the development and implementation of programs for second language learners and those who teach them. The research practicum will enable candidates to apply their understanding of prior bilingual and ESL coursework to the development and implementation of instructional support activities and/or a research project related to the education of ESL and bilingual K-12 students. Candidates must have completed 24 credits in their program of study before enrolling in this course.

**TSLA 6999B Comprehensive Examination in TESOL and Bilingual Education 0 Credits**

The comprehensive examination provides candidates with an opportunity to critically analyze ideas and practices studied in the TESOL or bilingual programs. Candidates will synthesize and apply the knowledge and understandings gained in the program to address a critical issue related to educating English learners and demonstrate their ability to advocate for ELs and provide leadership as TESOL and bilingual educators. Candidates are strongly encouraged to meet with their advisor before they register for the comprehensive examination.