

MAEd in English as a Second Language: International Track

L I N G U I S T I C S	<p>EESL 610 <i>Second Language Acquisition</i> This course provides an in-depth look at major theories of second language acquisition. Students explore learning environments, programs, home language, culture, and other factors that influence second language acquisition.</p>
	<p>EESL 615 <i>Grammar for ESL Teachers</i> This course is a critical study of aspects of Modern English grammar important for the teaching of English as a Second Language (ESL) or Foreign Language (EFL). Students gain an understanding of major morphosyntactic, semantic and pragmatic phenomena important for teaching ESL/EFL, become familiar with practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in language learner writing, and develop classroom activities for teaching language through <i>grammaring</i>.</p>
	<p>EESL 625 <i>Phonology for ESL Teachers</i> This learner-centered course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.</p>
	<p>EESL 617 <i>Teaching English in a Global Context</i> This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.</p>
P E D A G O G Y	<p>EESL 627 <i>Teaching Adult Language Learners</i> This course introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults' second language development. After learning to recognize quality components in distinct program models, as outlined by TESOL <i>Standards for Adult Education ESL Programs</i>, students do a critical study of community-based programs and English for Specific Purposes.</p>
	<p>EESL 637 <i>Methods for Teaching English as an International Language</i> This course prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts. Engaged with approaches aligned with TESOL <i>Standards for ESL/ EFL Teachers of Adults</i>, students plan state-of-the-art curriculum, instruction and assessment for 5 program settings: adult/community, workplace, college/university, intensive English, & EFL.</p>
	<p>EESL 647 <i>Instruction and Assessment: Reading and Writing</i> This course addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments.</p>
	<p>EESL 657 <i>Instruction and Assessment: Listening and Speaking</i> This course examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking.</p>
A P P L I C A T I O N	<p>EHS 692 <i>Field Studies in Teaching/Learning ESL</i> or GRD 704 <i>Specialized Instruction</i> (elective) In this course, prospective ESL/EFL teachers shadow instructors of ESL classes or of graduate classes in Academic English and/or provide specialized one-on-one instruction to international scholars and students. To enhance their own professional growth, prospective teachers share reflections and newly-acquired competencies with course instructor.</p>
	<p>EESL 687 <i>Practicum Seminar in Adult English Language Teaching</i> This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of working in adult ESL and EFL environments. Students explore issues related to Intensive English Programs, Program Administration, English for Occupational Purposes and EIL. Students observe classes in regional IEPs, develop an EOP program, receive hands-on experience in administration, do an in-depth study of an EFL context, & apply research to various adult EIL teaching situations.</p>
	<p>EESL 697 <i>ESL Practicum: Adult ELLs</i> This standards-based course offers practical application of the knowledge and skills learned in other courses for teaching ESL to adult language learners. After doing structured observations of professional ESL educators and participating in the corresponding debriefings, novice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, evaluate learners and their language development, and conduct managerial tasks and other appropriate duties.</p>