



# Program of Study: Master of Education (M.Ed.) Teaching English to Speakers of Other Languages (TESOL)

(Not Eligible for Credential)

## Program Description

The Master of Education in Teaching English to Speakers of Other Languages (TESOL) (Not Eligible for Credential) is a program designed for already certified teachers or administrators with an interest in teaching ESL students in the classroom or serving as a district ESL coordinator. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner, who is a certified teacher or administrator, and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in an unsupervised internship which guides students through observational and practice based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives districts must undertake in an ever increasing school climate of diversity.

Course Number	Course Title	Course Description	Credits
TSL 529	Foundations of Instruction for English Language Learners	This course provides the historical, sociological, political, and legal foundations of instructional programs for English Language Learners in the United States. This framework will serve as a basis for understanding, comparing, and evaluating current language models and prototypes. This course will also introduce students to primary theories of language learning and current methodologies and practices.	3
TSL 530	Methods of Teaching English to Speakers of Other Languages	In this course, students will be instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students will examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they will also develop, practice, and assess language lessons that align with state and national standards for teaching English Language Learners.	3
TSL 533	English Linguistics	This course will familiarize students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics, and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems will be used.	3
TSL 535	Teaching a Second Language in the Content Areas	The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students will examine ways to integrate language, literacy, and content area instruction in elementary, middle school and high school settings. They will create content-based language lessons that address a variety of learner proficiencies and cultural experiences.	3

TSL 542	Second Language Acquisition and Education	This course offers background understanding of how SLA research informs language teaching. It examines the interaction between SLA research findings and the teaching of listening comprehension, reading, vocabulary, writing and grammar, and shows how SLA research can help teachers appreciate individual learner differences and appropriately adapt their teaching styles. The course also examines the different roles that a second language plays in society, noting the political implications inherent in language education everywhere.	3
TSL 544	Teaching in a Pluralistic Society	To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history and understanding cultural and individual differences in teaching and learning.	3
TSL 570	Modern English Grammar	In this course, students are introduced to the linguistic analysis of English syntax, with attention given both to a descriptive approach that examines how sentences are constructed and how they relate to each other as well as to the traditional prescriptive grammar taught in most schools. Examples will be used that draw upon the latest linguistic and applied linguistic research and include discussions of problems that English Language Learners regularly encounter.	3
TSL 580	Reading Theories and Research Syllabus	The focus of the course is to prepare classroom teachers to critically read published research on the teaching of reading to speakers of other languages, to integrate those findings with personal experience in order to make reflective instructional decisions, and to participate in pedagogical research and theory building. Using knowledge acquired during the course, students will develop a study team to improve instructional practices based on research findings. The study team will implement strategies and provide feedback and data on the application of the research findings.	3
TSL 539	Curriculum Development and Assessment	Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare numerous syllabus types such as grammatical, text-based, and content-based. They also fully examine assessment for the purposes of identification, placement and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.	3
TSL 575	Child Language Acquisition	This course introduces the language educator to the current, central issues in the study of child language acquisition, or native language acquisition, including an examination of research on children's acquisition of phonology, pragmatics, morphology, syntax and the lexicon. It reviews the role of input in shaping the child's developing language system, including how language is acquired when the input is visual-gestural, as it is in sign language.	3
TSL 555	Internship in TESOL	Students have direct participation and experience with English Language Learners at their chosen level of instruction, whether children or adults. In a supervised classroom, they will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.	3

*Master of Education Teaching English to Speakers of Other Languages (Not Eligible for Credential) Credits: 33*