TESL - Teaching English as a Second Language | Grad

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Course Descriptions

TESL 5030 Linguistics for Language Learning and Teaching (3)

This course provides an overview of the field of linguistics and many of its subfields, including phonetics and phonology, morphology, syntax, pragmatics, historical linguistics, corpus linguistics and conversation/discourse analysis. More attention will be paid to applied linguistics (in contrast to descriptive linguistics) with a focus on linguistic knowledge that supports language learning and instruction. Students will prepare instructional materials based on linguistic concepts.

TESL 5040 Practicum in English Language Classrooms (1-3)

The practicum is a culminating experience that provides students an opportunity to demonstrate proficiency in prior TESL coursework through classroom experience and development of instructional materials. Students submit a unit portfolio of annotated lesson plans that demonstrate skills in lesson plan development, selection of strategies and materials and language assessment practices that can meet the needs of diverse learners in today's classrooms. May be taken for 1 to 3 credit hours near the end of the program. The Practicum requirement for the program (a total of 90 hours) may be completed with 3 credit hours of TESL 5040 or in combination with TESL 5041 and TESL 5042 for a total of 3 credits. **Prerequisite**: Candidacy.

TESL 5041 Tutoring of English (1)

Tutoring of English may be taken to fulfill 30 hours (1 credit) toward the 90-hour (3 credit) program requirement for Practicum. This option is designed to be taken earlier in the program concurrent with one or more TESL courses. Students will log a total of 30 hours of tutoring (in person or virtual), write a two-to-three page reflection, and prepare at least three annotated tutoring worksheets or activities (original or modified). In order to fulfill the program requirement in Practicum, students who take TESL 5041 must complete another 2 credits through completion of 2 credits in TESL 5040 or 1 credit in TESL 5042 and 1 credit in TESL 5040.

TESL 5042 Initial Practicum in English Language Classrooms (1)

Initial Practicum in English Classrooms may be taken to fulfill 30 hours (1 credit) toward the 90-hour (3 credit) program requirement for Practicum. This option is designed to be taken in the middle of the program concurrent with one or more TESL courses. Students will log a total of 30 hours observing an English language or ELL-designated classroom, write a two-to-three page reflection, and prepare at least one annotated "shadow" lesson plan. In order to fulfill the program requirement in Practicum, students who take TESL 5042 must complete another 2 credits through completion of 2 credits in TESL 5040 or 1 credit in TESL 5041 and 1 credit in TESL 5040.

TESL 5139 Instructional Methods for Language Classrooms (3)

This course provides an overview of instructional methods for more effective language classrooms with a focus on the "four skills" of reading, writing, listening and speaking, the use of authentic materials and the integration of technology. Students will explore a wide range of methods and approaches of language teaching (e.g., Grammar-Translation Method, Audio-Lingual Method, Communicative Language Teaching). Students will develop a set of activities that are informed by these methods and approaches for the purposes of integrating different language skills into their instructional materials.

TESL 5220 Lesson Planning and Curriculum Development for Language Classrooms (3)

This course explores the literature on lesson plan development, curriculum development and syllabus design, including the alignment of instruction to standards and objectives. Students will focus on lesson plan development and ways to differentiate instruction for diverse learners in the same classroom. Course assessments will focus on conducting a needs assessment, developing content and language objectives, and preparing an annotated lesson plan to make explicit their instructional planning decisions.

TESL 5230 Theories of Foreign and Second Language Acquisition (3)

This course explores theories and perspectives of foreign and second language acquisition. Students will analyze and compare first and second language learning and acquisition along with recent theories on multilingual learners and translanguaging. Students will examine the identities of individual and groups of learners to explore how identity impacts language acquisition.

TESL 5311 Language Assessment (3)

This course explores a range of language assessment practices, theories and constructs. Assessment techniques, practices and procedures are discussed in terms of test validity and reliability, in addition to formative and summative assessment practices. Students will become familiar with various existing assessments and frameworks (e.g., CEFR, IELTS, TOEFL, WIDA) and ways to develop in-house instruments that assess language skills and competencies. Special attention will be paid to assessing specific language skills, developing rubrics, and aligning assessments to language objectives.

TESL 5350 Sociolinguistics (3)

This course explores various factors of language variation (location, culture, gender, race, ethnicity, sexual orientation, gender identity, social class, etc.) and how the attitudes of language speakers lead to concepts such as "standard" and "non-standard." This course will also examine individual and societal multilingualism (such as diglossia, codeswitching, and translanguaging). The Sociolinguistics course serves as the reading- and writing-intensive course in the TESOL program, with a stronger focus on graduate-level academic writing.

TESL 5710 Teaching English Grammar (3)

This course will focus on using published materials to explore English grammar topics and develop original instructional materials. Students will explore various English grammar structures and develop their own materials to meet the needs

TESL - Teaching English as a Second Language | Grad

of English learners. Course topics will include the distinction between meaning-focused and form-focused instruction, explicit and implicit grammar instruction, and methods to promote noticing of grammar structures.

TESL 5730 Materials Development for Language Classrooms (3)

This course focuses on the instructional materials used in language classrooms. Students will evaluate and modify existing materials (e.g., textbook activities) and develop their own original materials following recommendations from published sources on materials development. Materials development will include traditional worksheets, innovative uses of technology, and the use of authentic texts. Students will prepare a portfolio that shows a range of skills in materials development and the ability to address specific language skills.

TESL 5740 Teaching English for Academic Purposes (3)

This course explores important aspects of academic English —the English that teachers need to model and will often be expected to teach. Students will focus on plagiarism prevention, summary writing, APA citation style and integrating sources into academic writing. Through activities and assessments, students will develop materials that they can use in English classrooms that will explain features of academic writing and promote noticing of these features.

TESL 5750 Special Institute in TESOL (3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the teaching English to speakers of other languages. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs.

TESL 5760 Teaching English for Specific Purposes (3)

In order to prepare teacher candidates to meet the needs of English learners in varied contexts (content classrooms, business English, scientific writing and research, high-stakes testing preparation, etc.), this course in Teaching English for Specific Purposes (ESP) is designed to prepare teacher candidates to conduct needs analysis, develop innovative lessons and courses, design needs-focused materials and respond dynamically to meet the needs of varied ESP learners.

TESL 6250 Thesis (3)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited at the Webster University library. All teaching English to speakers of other languages theses must follow both university guidelines and the additional specific guidelines for teaching English to speakers of other languages. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 12 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). **Prerequisite**: Permission from the director of the TESOL program is required. **Co-requisite**: TESL 6900.

TESL 6900 University Thesis Requirement (0)

Required of all MA students completing a thesis project. All theses must follow university and departmental guidelines and be deposited in the Webster University library. Recognizes successful completion of all the thesis requirements. **Prerequisite**: Permission from the director of the TESOL program. **Co-requisite**: TESL 6250.