

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM SPECIALIST CERTIFICATION

Program Description

Add ESL Certification. Expand Your Impact.

Prepare to meet the growing needs of multilingual learners—and expand your professional opportunities.

La Salle University's ESL Certification Program is designed for current teachers and aspiring educators who want to add ESL certification to their credentials and strengthen their ability to support English Learners across today's diverse classrooms.

Whether you want to teach ESL, take on new roles in your school, or become a more effective content-area teacher, La Salle's program provides practical, research-based strategies you can apply immediately. Our **asset-based approach to multilingual learners** recognizes students' home languages and cultures as strengths and prepares educators to build on those strengths to support academic and language development.

Why add ESL certification at La Salle?

- **Expand your credentials** with Pennsylvania ESL certification.
- **Broaden your career opportunities** and qualifications for working with multilingual learners.
- **Strengthen your classroom practice** with strategies that can be used across content areas and grade levels.
- **Learn through an asset-based approach** that values students' languages, cultures, and experiences.
- **Designed with working educators in mind**, allowing you to build your expertise while continuing your teaching career.

Add ESL to your credentials and be prepared to make a difference in the lives of multilingual learners.

Required for Program Completion

Credits required: 18

Courses required: 6

Course Sequence

Code	Title	Credits
EDC 638	Techniques of Teaching English to Speakers of Other Languages	3
EDC 640	Multicultural Literature for children and Adolescents Across the Curriculum	3
EDC 600	Dynamics of Cross-Cultural Communication	3
EDC 617	Reading in the Content Areas for Secondary Educators	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
EDC 678	Teaching English Learners Practicum	3

Course Descriptions

EDC 638 Techniques of Teaching English to Speakers of Other Languages
The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

EDC 640 Multicultural Literature for children and Adolescents Across the Curriculum

This course equips reading specialists with strategies for presenting literature to children and adolescents through a multicultural lens. Students will explore a wide range of children's literature, recognizing diverse authors and illustrators while developing critical analysis skills. The curriculum emphasizes evaluating and discussing literature that reflects varied cultural experiences and integrating trade books across subjects to foster inclusivity. Participants will learn how children's literature enhances literacy and cultivates a love for reading among diverse audiences, including those with limited reading abilities.
Prerequisites: EDC 617 or 618.

EDC 600 Dynamics of Cross-Cultural Communication

The major objectives of this course are to develop and understanding of the process of second language acquisition in school, and to develop an appreciation of diverse cultural backgrounds in multicultural classrooms, especially among Latinos and Anglos, and to develop awareness of the complexity of cross-cultural communication in schools and the community. The following areas are considered as they relate to the dynamics of cross-cultural communication: the communication process; group properties and communication; linguistic approaches; the nonverbal element of communication systems, especially related to Anglos and Latinos; language and culture; language as social behavior; and channels of communication.

EDC 617 Reading in the Content Areas for Secondary Educators

This course provides students with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instruction techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. Required of all certification candidates. Prerequisite(s): EDC 503

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 678 Teaching English Learners Practicum

This 3-credit practicum provides candidates for the ESL Program Specialist certification with supervised field experience focused on supporting English learners in PK–12 settings. Candidates will apply second language acquisition theory, culturally responsive practices, and effective instructional strategies in authentic classroom contexts. Emphasis is placed on observation, co-teaching, and the design of instruction that promotes equitable language development and academic achievement. Through guided reflection and documentation, candidates will demonstrate competency in meeting the linguistic and cultural needs of diverse learners. This practicum may be completed within existing professional assignments, provided all program requirements are met.

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