

ENGLISH AS A SECOND LANGUAGE SPECIALIST CERTIFICATION

Program Description

Developed for those employed as full-time teachers, as well as aspiring new teachers, this program is designed to respond to the requirements set by the Pennsylvania Department of Education (Division of Teacher Education Bureau of Teacher Certification and preparation) for ESL certification. In addition to preparing ESL teachers, this certification also expands the skills of content teachers with English Learners in their classes. La Salle's program is unique, in that it prepares teachers to capitalize on the dual language skills of emergent bilinguals, so that they can help multilingual to draw on their complex dynamic linguistic repertoires to succeed academically.

18 credits

Alignments

- **English Usage and Linguistic Awareness** includes instruction on the process of first and second language acquisition, the development of literacy for second language learners, and strategies to assist English Language Learners (ELLs) to acquire a second language.
- **English as a Second Language (Instructional Materials and Development)** includes design and implementation of ESL programs to assist ELLs in the process of learning English and acquiring academic language skills. The student will be required to study methods, strategies, research findings and resources related to the educational need of ELLs in their learning process, including the use of computer technology.
- **Support Services for English Language Learners (ELLs)** provides an overview of the appropriate tools and practices for identifying levels of language proficiency, acquisition and content learning as well as the means to monitor student progress. Students will be required to learn about school support services and, the promotion of parental/family involvement in the educational needs of ELLs. They must also become familiar with educational programs and instructional activity adaptation for ELLs that require instruction in accordance with the Individuals with Disabilities Education Act.
- **Development of Cultural Awareness and Sensitivity** requires students be to become thoroughly informed of their behaviors, beliefs, and attitudes of multicultural learners and families. Classroom and research activities will include the incorporation of knowledge of current methods and techniques for teaching English as a Second Language within a culturally/linguistic diverse student/family environment. Further, students will become aware of techniques that may be employed to promote school administrator's understanding and sensitivity toward cultures and languages other than the dominant culture/language in the United States.

Student Learning Outcomes

At the completion of the program, the student will be able to:

Demonstrate knowledge of the nature of second-language learning, interpret current research as it applies to language teaching, and develop the capacity to apply principles of language-teaching in a variety of conte

critically examine and evaluate his own teaching as well as current language-teaching materials and practices.

Demonstrate his/her ability to think creatively about teaching English as a second language in order to provide leadership in the field of language teaching.

Critically assess issues around educational changes and cultural identity, as well as second language acquisition and use in multilingual societies and communities.

Academic Requirements

There are six (6) courses, three (3) credits each, and all are required, for a total of 18 credits. The minimum grade point average required for certification is 3.0, and the time limit for completion of all courses is four years. The recommended pace is one to two courses per semester/summer session so as to finish in four to six semesters/summer sessions, but the actual pace may be individually driven within the limits set.

Course Sequence

Code	Title	Credits
BLS 600	Dynamics of Cross-Cultural Communication	3
BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
BLS 605	Curriculum and Development of Bilingual Programs	3
BLS 606	Making Language Connections through Content in ESOL and Bilingual Classrooms	3
EDC 650	Language Assessment and Special Education of ESL Learners	3
TSOL 701	Practicum/Field Experience	3

Course Descriptions

BLS 600 Second Language Acquisition and The Dynamics of Effective Multicultural 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.

BLS 601 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.

BLS 605 Curriculum Development of Bilingual Programs

This course discusses the historical background of the bilingual movement, especially pertinent legislation, as well as the organization

of a bilingual program. Topics of lecture and discussion include needs assessment of pupils, staff, and community; various types of curriculum models of bilingual and school organizations; selection of instructional materials for training bilingual students; and proper evaluative procedures.

BLS 606 Making Language Connections Through Content in ESOL and Bilingual Classrooms

The major objective of this course is to provide mechanisms for second language content delivery utilizing the sheltered class model, SIOP, and "learning to learn" methods. The curriculum includes an analysis of academic language in content and texts and provides for a discussion of metacognitive processes and strategies that may be used in the classroom. Additionally, the role of learning styles and multiple intelligences is examined together with the rationale for and structure of thematic units for lesson planning purposes. The integration of language objectives and "what's difficult" for language learners is directed toward an authentic assessment of content and language.

EDC 650 Language Assessment and Special Education of ESL Learners

This course provides an overview of federal, state, and local mandates regarding the assessment of ESL learners. Placement testing, standardized assessment, performance assessment, rubrics, and portfolios will be addressed specifically. Issues in authentic assessment and assessment in the content areas will also be addressed. Helps students to understand the legislation that promotes individual rights for children and adults with disabilities, the special education classification and labeling process, and current trends in the education of children with disabilities. Students will analyze the impact that a handicapping condition has on the individual in learning and social environments.

BLS 701 The Practicum Semester: Fieldwork

In this practicum, the students apply what they have learned during their studies in a new setting such as a school or nonprofit organization. Students select the organization with the Director's approval and provide the Director with a supervisor who oversees the practicum at the organization. It is expected that students take advantage of the practicum not only as a way of putting to use what they have learned but also as a means to further understand the cultural dimensions of communication and nuances of language teaching and learning in a specific setting (the Field Experience).

This practicum is required by the Pennsylvania Department of Education for the ESL Specialist Certification Program.

Faculty

Full Professor: Ketz

Associate Professors: Biehl, Gomez, Ossa

Lecturers: Griffith, Shreiber, Zucker

Program Contact Information

Hayman Hall, room 128

hispanicinstitute@lasalle.edu

(215) 991-3592

Staff Contact Information

J. Manuel Gomez, Ph.D., Director

(215) 951-1209