

TEACHING ENG SECOND LANGUAGE (TSOL)

TSOL 608 Research Methods in TESOL

This course explores research design methods and writing conventions in the field of TESOL. It provides experience in using research materials and constructing logically coherent and professionally documented research in the discipline. The course connects sociolinguistics and language teaching by researching and reflecting on the social, historical, legal, and cultural issues influencing language learning in the context of cultural and linguistic diversity. The course also explores micro and macro levels of context in a variety of sites for learning a second and foreign language (U.S., international, university-based, community-based, public school-based) and with a variety of types of learners (varying age, ethno linguistic background, educational experiences, socioeconomic class, etc).

TSOL 609 Language Study for Educators

This course serves as a practical foundation in linguistics and its sub-branches for teachers who want to apply basic linguistic knowledge and research findings to their practice. The course begins with an overview of phonology and sounds and moves gradually through to morphology, syntax, semantics, and pragmatics and gives special focus to first and second language acquisition research. Attention is given to developmental sequences of language acquisition and implications from research findings in first and second language acquisition literature as well as interlanguage research for designing lessons for the English Language Learner (ELL). During each unit, comparisons are made between languages from around the world with English, with special attention given to Spanish.

TSOL 610 Teaching Second Language Writing in TESOL

The purpose of this course is to provide teachers with a wide range of strategies for teaching ELLs (English language Learners) the art of writing for different audiences, while examining English grammar as it applies to curriculum and instruction. Methods used in current approaches to teaching grammar are examined and appraised.

TSOL 611 Multimedia Approaches to TESOL

The purpose of this course is to study the application of multimedia technology in the second language acquisition process. The course considers the effect of the use of technology-based centers to the development of listening, viewing, talking, reading, and writing skills in English within the context of Content-Based Instruction (CBI). Students taking this course explore the use of cassette/CD players, movies and shows, computers and the Internet, video cameras, cassette recorders, newspapers, and magazines to develop the second language acquisition continuum at a faster pace. Prerequisite(s): BLS 609 - Language Studies for Educators

TSOL 612 Sociolinguistics for Educators

This course delves deep into the social, cultural, historical, and very personal arenas within sociolinguistics. Students engage in readings and projects around such issues as language identity, language variation and education, bilingualism, multilingualism, the impact of language planning and policy on education, codes switching, dialects, standard and non-standard languages, language contact, diglossia, language maintenance, and language loss. The purpose of the course is to move beyond viewing language as an isolated subject so that one can take into account the many factors that make communication in multilingual societies so complex. Examples from multilingual environments from all over the world will be used as a basis for discussion of such topics, although special attention is given to the impact of these factors on language instruction and interaction in the classroom. Prerequisite(s): BLS 609: Language Studies for Educators

TSOL 613 Special Projects in English Education

This course focuses on current issues of second language acquisition and can be taken as an independent study.

TSOL 701 Practicum/Field Experience

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. Prerequisite(s): Successful completion of all Core and Elective courses, M.A. in TESOL Program and ESL Specialist Certification Program.

TSOL 751 M.A. TESOL Master's Project/Thesis

Students must complete a master's project/thesis as a capstone project that reflects their practicum, student teaching, and/or teaching practice as a culminating experience. It should provide the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate studies. Students should consult their faculty adviser for a description of options and guidelines to meet the requirements of the M.A. in TESOL program. Students should register for the capstone master's thesis in the semester in which they plan to complete the project. Students must successfully complete ALL required and elective courses (including the practicum) before they would be allowed to register for TSOL 751. Research that involves human subjects will be reviewed by the University's Institutional Review Board (IRB) and may not proceed until approval is granted by the IRB.