

Endorsement: Teaching English as a Second Language (28 s.h.)

EDU 5150 Human Development and Schooling 2 - 3 s.h.

Study of normal growth and development, birth through late adolescence with attention to the impact of physical, emotional, social, cultural, intellectual, and environmental factors on learning, language development, and literacy.

ENG 5410 Issues in Psycholinguistics and Sociolinguistics 3 s.h.

Prerequisite: Graduate standing. A survey of issues focused on language: its systematic nature, acquisition, and functioning. Current theories and research findings pertinent to biological, cognitive, sociocultural, and political aspects of language acquisition and language functioning are reviewed. Knowledge of sociolinguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism are analyzed. Practical applications of psycholinguistic and sociolinguistic knowledge are addressed.

ENG 5420 General Linguistics 3 s.h.

Prerequisite: Graduate standing. An in-depth survey of language systems: phonology, morphology, syntax, semantics, pragmatics, and discourse. The dynamic nature of the systems is emphasized. The main schools of thought in theoretical linguistics and various methods of analysis are discussed. Students have an opportunity to engage in the systematic analysis of linguistic data on the basis of the structure, historical development, and dialects of the English language and other languages.

TSL 5120 Issues in TESOL: K-12 Education 1 s.h.

Prerequisite: graduate standing. An overview of practical considerations of concern to teachers of English as a second language in K-12 settings. Past and current second language teaching methodologies are surveyed. The standards and benchmarks of the Michigan English Language Proficiency Standards, Michigan Curriculum Framework, and ESL Standards for Pre-K-12 Students are discussed and their applications to curricular planning, instruction, and assessment are analyzed. Student advocacy is discussed in the context of building partnership with students' families and communities. Students observe ESL classrooms and evaluate their experiences based on the criteria drawn from the course material.

TSL 5140 Applications of Language Assessment to Instruction 2 s.h.

An in-depth survey of the applications of language testing methods to second or foreign language instruction. Focus is on the ongoing nature of assessment and multiple ways to assess that are age and level appropriate. Various assessment techniques are analyzed and applied to an array of instructional settings representing diverse pedagogical, cultural, and political contexts.

TSL 5190 Second Language Acquisition 3 s.h.

A survey of prominent theories and current research findings in the field of second language acquisition. Emphasis is given to the ways these theories and research shape pedagogical practices in English as a second language classrooms. Major theoretical concepts and methods of analysis in the field are discussed. Biological, cognitive, personality, and socio-cultural factors influencing second language acquisition are investigated.

TSL 5210 Teaching of Speaking/Listening to ESL Students 3 s.h.

A survey of contemporary methods of teaching speaking and listening skills to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. Several methods, along with their strengths and limitations, are addressed in detail. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring oral skills are presented. Students have an opportunity to conduct various oral language teaching activities.

TSL 5220 Teaching of Reading/Vocabulary to ESL Students 3 s.h.

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A survey of methods of developing literacy skills in learners of English as a second or foreign language, based on the knowledge of linguistic systems. Current research findings in the field are analyzed and evaluated. Various instructional methods are presented; their theoretical underpinnings and rationales for their use are examined. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring reading skills are presented. An integrated approach is emphasized. Students have an opportunity to conduct an array of teaching activities pertinent to reading and vocabulary instruction.

TSL 5240 Teaching of Writing to ESL Students 3 s.h.

Prerequisite: Graduate standing. A survey of methods of teaching writing to learners of English as a second or foreign language. Current research findings in the field are analyzed and evaluated. The systematic features of the English spelling are addressed. The stages of a writing process are investigated. Students have an opportunity to engage in individual and group writing in various genres. The influence of culture on writing styles is addressed. The criteria for selecting appropriate instructional materials are discussed. Different classroom assessment techniques measuring progress in acquiring writing skills are presented.

TSL 6200 Language and Culture 2 s.h.

Prerequisite: Graduate standing. A study of interface between language and culture. Various aspects and purposes of culture are analyzed in reference to language. Focus is on cross-cultural communication and acquisition of a foreign culture. The main premises of the American culture are contrasted with the premises of other cultures to exemplify issues in cross-cultural communication.

TSL 6300 Practicum 2 s.h.

Prerequisite: prior completion of or simultaneous enrollment in TSL 5210, TSL 5220, TSL 5240, and TSL 5250. An instructor-supervised classroom practicum during which students implement various methods of teaching and assessing learners of English as a second or foreign language. Emphasis is given to guided reflections on teaching skills of students.