

TESL Course Descriptions

ENG-504/404. SECOND LANGUAGE ACQUISITION.

This course is an analysis of current issues in second language acquisition based on readings and research findings. Discussion of theories includes the Acculturation Model, the Nativization Model, Accommodation Theory, Discourse Theory, the Monitor Model, the Variable Competence Model, the Universal Hypothesis, Neuro-functional Theory and other models. Prerequisites: 12 semester hours of a foreign language. Credit, 3 hours.

ENG-518. METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE.

This course introduces students to basic concepts and methodologies for teaching second language learners. It is designed as a review of theories, programs, approaches, strategies, and techniques for effective second language teaching methods. Additionally, the course addresses theories of acquisition of a second language.

ENG-510. STRUCTURE OF MODERN ENGLISH.

Structure of Modern English is an advanced course in the grammar and structure of English. It is designed to give intensive study and practice in analyzing the structure of English sounds, words, phrases, and sentences; doing error analysis; recognizing and correcting errors; taking examinations; writing research papers and engaging in various pedagogically-oriented linguistic analysis projects.

ENG-512. SEMINAR ON THEORIES AND PRACTICE OF SECOND LANGUAGE LEARNING AND TESTING.

This seminar will focus on and put into practice relevant aspects of applied linguistics, second language acquisition (SLA), pedagogy and testing. Topics include interactive and non-interactive hypermedia technologies, computer-assisted language learning (CALL) and second language (L2) literacy, language testing and technology, distance learning, online chat discussions, software selection, and more. Course formats include readings, discussion, demonstrations, and hands-on sessions with technologies. As part of a teaching portfolio, students will create their own computer-based materials for teaching.

ENG-519. TEACHING THE MULTICULTURAL-MULTILINGUAL STUDENT.

This course introduces students to the theories, methods, techniques, educational perspectives and issues involved in teaching children from diverse cultural and linguistic backgrounds. This course includes a field experience.

ENG-520. FOUNDATIONS OF BILINGUAL EDUCATION.

This course is designed to equip bilingual and second language teachers with the tools, knowledge and philosophy for working with language minority students in the context of

bilingual/ESL programs. The course introduces candidates to the historical, political and legal foundations of bilingual education programs in the United States, in addition to exploring different models of bilingual programs and their psycholinguistic and sociolinguistic foundations upon which they rest.

EDU-557. EFFECTIVE TEACHING SKILLS AND CLASSROOM MANAGEMENT.

This course combines effective teaching skills and classroom management into one comprehensive course. It is designed to provide basic pedagogical tools and conceptual frames necessary for creating effective teaching and learning environments. Students will be introduced to the current research on best practices that inform teachers/practitioners. Students will be required to demonstrate through individual and small group experiential activities, the critical teaching skills that are embodied in the Delaware Teaching Standards, multiple assessment strategies, micro-teaching, mastery teaching, cooperative learning strategies and other instructional models. Additionally the student will have the opportunity to develop reflective teaching skills in the planning, delivery and evaluation of their cohort's teaching performances. In a convivial atmosphere, the instructor and peers will provide feedback on an individual's teaching related to performance-based objectives and learner outcomes.

This course incorporates current research on the most effective strategies for improving classroom discipline, motivation, interpersonal relationships and academic performance on all grade levels. Attention is given to aspects of diversity and/or cultural factors that influence perceptions about classroom management and also factor which may assist in facilitating mainstreaming efforts. 4 credits.

ENG-590. PRACTICUM.

This course provides students with the opportunity to supplement coursework with practical work experience related to their educational program. Students work under the immediate supervision of experienced personnel at the School District where they are assigned as well as with the direct guidance of their instructor.

EDU-601. CONTEMPORARY ISSUES IN AMERICAN EDUCATION.

This course analyzes current trends, problems and theories based upon examination of recent educational literature. Students critically explore topics related to the formulation of curriculum, instructional policy and methodology in education. 3 credits.

EDU-604. THEORIES AND METHODS OF INSTRUCTION.

This course is a study of educational theories as applied to curriculum and instruction with emphasis on current trends and the identification of the instructional process, organizing operations and skills for teaching. 3 credits.

EDU-608. DIAGNOSTIC TEACHING OF READING.

This course consists of a review of current research and opinion, evaluation of materials techniques and programs for assessment and prescription of reading techniques. A Practicum provides students the opportunity to implement and evaluate a diagnostic-prescriptive reading program. 3 credits.

EDU-611. THEORIES AND PRACTICES IN EXCEPTIONALITIES.

This course is designed to identify exceptional learners and provide an understanding of their educational needs. Specific teaching techniques will be explored, as well as principles and practices of program development. 3 credits.

EDU-614. HUMAN GROWTH AND DEVELOPMENT.

Educational implications of human development over the life-span are examined. Students will survey research with special attention to the applications to teaching and developmentally appropriate school programs. 3 credits.

EDU-625/688. INTRODUCTION TO STATISTICS AND RESEARCH/ACTION RESEARCH.

This course covers application of basic statistical techniques and research methodologies employed in qualitative and quantitative research in education. The focus of the course is primarily on action research and students will develop an action research plan as a course requirement. 3 credits.

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