

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL 507: Teaching English as a Second Language (ESL) Methods and Applications (3 credits)

This course is an introduction to the foundations, methods, applications and instructional practices (e.g. WIDA, SIOP) on the teaching of the English language to culturally diverse learners (ELLs). Participants will examine a variety of topics which will include and not be limited to: identifying culturally diverse students, methodology, formal and informal assessment, bridging home and school, technology, advocacy, and research-based school practices within the complexity of language learning/teaching. This course will include an overview of the WIDA English Language Development Standards to learn how to develop language objectives for the ELL student. Additionally, students will conduct an in-depth examination of how learning is organized in culturally responsive classrooms and schools throughout the United States. 12 Hours of fieldwork experience required.

ESL 530: Topics in ESL and Bilingualism (3 credits)

This course will explore federal and state laws related to bilingualism and the fields surrounding English as a second language education. Participants will explore the theoretical, practical, historical, judicial, philosophical, social-cultural, socio-emotional, ethnic identity, regional, socioeconomic factors, political, and sociological context of programs for bilingual learners. Research-based models for developing listening, speaking, reading and writing for ELLs and bilingual proficiency will be examined. Additionally, the following areas will be explored: the nature and role of culture, community, families, schools, intercultural communication within the classroom and its intersection with teaching and learning.

ESL 531: Unique Populations of ESL Learners (3 credits)

This course will address both the assessment and instruction of ESL learners preK-12 with disabilities, and/or limited or interrupted formal schooling. Participants will examine the second language acquisitions process, literacy development in the second language, culture, alternative assessment measures, and appropriate instructional methodology for ESL learners with disabilities and/or ESL learners with limited or interrupted formal schooling. Participants will identify key issues in the assessment and instruction of ESL learners with disabilities and/or limited or interrupted formal schooling. Additionally, an examination of the use of alternative assessments for distinguishing between disability, literacy development, and developmental process of second language learning will be explored. 12 hours of fieldwork experience required.

ESL 532: English Language Testing, Assessment and Evaluation (3 credits)

This course is designed to explore the formal and informal language assessment practices and approaches necessary for evaluating content knowledge, literacy skills, and language proficiency in both English and the partner language for English learners at varying levels of proficiency, including possible differentiation from learning disabilities. Participants will understand and explore a variety of issues related to state and federal assessment of multilingual learners and will learn how to use assessments as a tool to design instruction appropriately as well as develop the knowledge and skills to design and implement assessments that reflect the complexities of biliteracy development in bilingual educational settings. The course emphasizes the use of holistic, valid, and reliable assessment measures that are inclusive of students' oral language, reading, and writing development in both languages. Additionally, the course will focus on culturally relevant teaching practices and materials, helping candidates identify and counteract culturally biased or racist content within the curriculum. Students will explore asset-based pedagogies that draw upon students' linguistic and cultural knowledge to enhance instruction. By the end of the course, candidates will have the skills to develop equitable curricula and assessments that reflect both academic rigor and sociocultural competence. 12 hours of fieldwork experience required.

ESL 533: Language Acquisitions and Literacy Development Part I (3 credits)

This course will explore the theory of research related to first and second language acquisition. Participants will conduct an in-depth examination of learning theories and practices for developing reading skills and comprehension in English as a first language at different education levels. This course will include: the relevance of linguistic difference between the first and second language for reading instruction in English, differences of reading instruction in English (e.g. phonemic awareness, and phonics) for students who may or may not be literate in their first language. 12 hours of fieldwork experience required.

ESL 534: Language Acquisitions and Literacy Development Part II (3 credits)

This course will explore the development of listening, speaking, reading, and writing vocabulary, approaches and practices for developing writing skills, the writing process and formal elements of writing, oral/aural fluency in English at various proficiency levels, social and academic English and academic language for content areas, and the development of metalinguistic skills appropriate to cognitive, academic, and language proficiency levels. 12 hours of fieldwork experience required.

Prerequisite: ESL 533

ESL 535: Biliteracy Instruction: Strategies Teaching Rd & Wrt in Bilingual class (3 credits)

This course focuses on the practices and approaches essential for teaching reading and writing in bilingual education settings, with an emphasis on the importance of oral language development as a foundation for literacy. Candidates pursuing the Bilingual Education Endorsement will explore methods that foster biliteracy by effectively teaching in both the partner language and English. Through evidence-based instruction, candidates will learn to apply a variety of grouping strategies to actively engage students and provide ample opportunities to practice reading, writing, speaking, and listening in both languages. The course also covers the pedagogical skills necessary for promoting grammatical, pragmatic, discourse, and metalinguistic competencies. Candidates will develop strategies for separating languages in instruction while identifying key opportunities for transliteracy and scaffolding across languages. Emphasis will be placed on the selection and use of culturally relevant and linguistically appropriate materials to enhance biliteracy development and ensure the transfer of language concepts between the partner language and English.

ESL 555: Pre-Practicum (0 credits)

The seminar is a competency-based course that is part of the Programs in English as a Second Language PreK-6 and English as a Second Language 5-12 leading to licensure in Massachusetts. The seminar is designed to ensure that Teacher Candidates understand the requirements of the practicum and is placed in an appropriate setting. During this course, teacher candidates complete: 80 hours of a pre-practicum field-based experience; complete their first observation; and conduct their first three-way meeting as aligned with the requirements of the Massachusetts Candidate Assessment of Performance (CAP). Attendance at bi-weekly seminars is required during the pre-practicum experience.

ESL 595: Field Based Experience and Seminar in Bilingual Education (3 credits)

Students will complete a 75 hour field based experience in a bilingual educational setting in order to further develop understanding and implementation of culturally relevant teaching materials and practices. In addition, during the seminar portion of this course, students will discuss and reflect upon their 75 hour field-based experience working with multilingual learners. Students will discuss appropriate curriculum, pedagogy, subject matter knowledge, and critical issues in supporting multilingual learners.

ESL 596: Practicum in English as a Second Language: PreK-6 with Seminar (6 credits)

For students seeking initial licensure in English as a Second Language levels PreK-6. This course involves full time supervised teaching responsibilities in a public classroom (PreK-6) or a Chapter 766 approved school with English Language Learners from September to June. It requires papers and attendance at bimonthly seminars and the completion of the Candidate Assessment of Performance (CAP) document. Practicum hours begin the last week of September/first week of October. Students must complete a CORI (Criminal Offense Records of Investigation) check and any other requirements as mandated by a school district.

Prerequisite: Eligibility for initial license in English as a Second Language (PreK-6), and successful completion of ESL 554 and ESL 555.

ESL 597: Practicum in English as a Second Language: Levels 5-12 with Seminar (6 credits)

For students seeking initial licensure in English as a Second Language levels PreK-6. This course involves full time supervised teaching responsibilities in a public classroom (PreK-6) or a Chapter 766 approved school with English Language Learners from September to June. It requires papers and attendance at bimonthly seminars and the completion of the Candidate Assessment of Performance (CAP) document. Practicum hours begin the last week of September/first week of October. Students must complete a CORI (Criminal Offense Records of Investigation) check and any other requirements as mandated by a school district.

Prerequisite: Eligibility for initial license in English as a Second Language (5-12), and successful completion of ESL 554 and ESL 555.