

# EESL-English as a Second Language

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## **EESL 510. Second Language Acquisition. 3 Hours.**

An in-depth look at major theories of second language acquisition. Exploration of learning environments, programs, home language, culture, and other factors that influence second language acquisition. This course entails 30 hours of field experiences. Required for the Alternative Master's.

## **EESL 512. Curriculum, Program, Policies. 3 Hours.**

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, instructional strategies, accommodations, assessments, and support networks and that are grounded in second language acquisition theory. This course entails 5 days of field experiences in an English learner summer program. Required for the Alternative Master's in ESL.

## **EESL 513. Teaching ESL in a Multicultural Society. 3 Hours.**

Designed to introduce students to the goals, principles, and practices of multicultural education and to sensitize students to cultural pluralism in the United States. Required for the Alternative Master's.

## **EESL 515. Grammar and Linguistics for ESL Teachers. 3 Hours.**

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in writing with actual ESL students, and develop and compile classroom activities for teaching points of grammar. Required for the Alternative Master's.

## **EESL 525. Phonology for Second Language Teachers. 3 Hours.**

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds. Required for the Alternative Master's.

## **EESL 530. Methods and Materials of Teaching ESL. 3 Hours.**

Examines traditional and current approaches for teaching English to speakers of other languages and curriculum materials, texts, and other resources. This course entails 30 hours of field experiences. Required for the Alternative Master's.

## **EESL 540. Teaching New Languages Through Reading and Writing. 3 Hours.**

Theory, research and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 30 hours of field experiences. Required for the Alternative Master's.

## **EESL 560. Effective Teaching and Learning. 3 Hours.**

This course prepares candidates to plan, teach, and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the Alternative Master's in ESL, French, and Spanish.

## **EESL 570. Engaging Families and Communities. 3 Hours.**

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

## **EESL 589. Internship Seminar in ESL. 1 Hour.**

Provides an opportunity to explore in-depth effective ways to deliver instruction during the internship experience.

## **EESL 590. Internship in Second and Foreign Languages, N-12. 6 Hours.**

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties.

## **EESL 600. TESOL Residency. 0 Hours.**

Students in the EdS program's non-certification track must enroll in EESL 008 during the summer term. During their two-week residency at UAB, they will participate in a TESOL institute on campus and also visit TESOL sites off-campus.

## **EESL 601L. Community English Teaching. 1 Hour.**

Students co-teach weekly Community English Classes.

## **EESL 610. Second Language Acquisition. 3 Hours.**

An in-depth look at major theories of second language acquisition. Exploration of learning environments, programs, home language, culture, and other factors that influence second language acquisition. This course entails 8 hours of field experiences at other schools plus 22 hours of working with English learners at one's own school.

## **EESL 612. Curriculum, Programs and Policies. 3 Hours.**

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, support networks, instructional strategies, assessments, and accommodations and that are grounded in second language acquisition theory. This course entails 3 days of field experiences in an English learner summer program.

## **EESL 613. Teaching ESL in a Multicultural Society. 3 Hours.**

Designed to introduce students to the goals, principles, and practices of multicultural education and to sensitize students to cultural pluralism in the United States.

## **EESL 615. Grammar and Linguistics for ESL Teachers. 3 Hours.**

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in writing with actual ESL students, and develop and compile classroom activities for teaching points of grammar.

## **EESL 617. Teaching English in a Global Context. 3 Hours.**

Provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

## **EESL 620. Special Topics in ESL. 3 Hours.**

Topics will vary from year to year.

**EESL 625. Phonology for Second Language Teachers. 3 Hours.**

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds.

**EESL 627. Teaching Adult Language Learners. 3 Hours.**

Introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults' second language development. After learning to recognize quality components in distinct program models, as outlined by TESOL Standards for Adult Education ESL Programs, students do a critical study of community-based programs and English for Specific Purposes.

**EESL 630. Methods and Materials of Teaching ESL. 3 Hours.**

Examines traditional and current approaches to teaching English to speakers of other languages and curriculum materials, texts, and other resources. This course entails 40 hours of field experience working with English learners in one's own school.

**EESL 637. Methods Teaching English as an International Language. 3 Hours.**

Prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts. Engaged with approaches aligned with TESOL Standards for ESL/EFL Teachers of Adults, students plan state-of-the-art curriculum, instruction and assessment for 5 program settings: adult/community, workplace, college/university, intensive English, and English as a Foreign Language.

**EESL 640. Teaching New Languages Through Reading and Writing. 3 Hours.**

Theory, research and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 8 hours of field experiences at another school and 32 hours working with English learners in one's own school.

**EESL 641. Teaching Emergent Bilingual Learners in the Early Childhood Setting. 3 Hours.**

This course prepares candidates to work effectively with emergent bilingual learners in the early childhood setting. Candidates will gain context knowledge needed to design curriculum, including literacy, appropriate for emergent bilingual learners and will learn how culture and home language impacts learning additional languages.

**EESL 643. Promoting Global Peace through TESOL. 3 Hours.**

This course guides graduate students in understanding and facilitating the promotion of global peace within and out of the TESOL classroom through listening, speaking, reading and writing. The goal of this course is for educators to learn to use the tools of negotiation, arbitration, and mediation with an overarching focus on peacekeeping, peacemaking, and peacebuilding.

**EESL 647. Instruction and Assessment: Reading and Writing. 3 Hours.**

Addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments.

**EESL 650. Strategies for Teaching Math and Science to ELLs. 3 Hours.**

Provides knowledge and strategies for making math and science accessible to ELLs at all grade levels, K-12. Classroom teachers will learn to make accommodations for teaching ELLs within a sheltered instruction framework.

**EESL 657. Instruction and Assessment: Listening and Speaking. 3 Hours.**

Examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking.

**EESL 660. Effective Teaching and Learning. 3 Hours.**

This course prepares candidates to plan teach and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the traditional Master's in ESL.

**EESL 670. Engaging Families and Communities. 3 Hours.**

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time ( in school years) and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

**EESL 677. Field Studies. 1-3 Hour.**

Students participate in field studies related to the teaching of English as a second or foreign language.

**EESL 680. Research in ESL. 3 Hours.**

Primary types of research conducted in second language teaching and learning and how these methods can be used to inform teaching. Introduction to classroom-based second language research approaches.

**EESL 681. National Boards in English as a New Language. 3 Hours.**

This course prepares experienced teachers for National Board Candidacy in English as a New Language (ENL). Students enrolled in this course may be either pre-candidates or candidates for National Board Certification.

**EESL 687. English for Specific Purposes. 3 Hours.**

This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of working in adult ESL and EFL environments. Students explore English for Specific Purposes and related issues in Intensive English Programs, English for Occupational Purposes, Program Administration, and English as an International Language. Students observe classes in regional IEPs, develop an EOP program, receive hands-on experience in administration, apply research to various adult EIL teaching situations, and do an in-depth study of an EFL context.

**EESL 689. Seminar in ESL. 1 Hour.**

Provides an opportunity to explore in-depth effective ways to deliver instruction during the internship experience. Must be taken concurrently with EESL 690.

**Prerequisites:** EESL 610 [Min Grade: C]

**EESL 690. Internship in Second and Foreign Languages, P-12. 3 Hours.**

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties. This course entails 2 weeks of internship in an English learner summer program. Approval of internship application for the traditional master's.

**EESL 697. ESL Practicum. 1-3 Hour.**

In this practicum course, prospective ESL/EFL teachers shadow a professional ESL teacher when teaching an Academic English class. As needed, they also provide specialized support for the ESL students in that class. To enhance their professional growth, these prospective teachers share their reflections and newly-acquired competencies with the EESL 697 course instructor.

**EESL 698. Teaching Apprenticeship. 2-3 Hours.**

This required teaching apprenticeship is housed in a standards-based course that offers practical application of the knowledge and skills learned in other courses for teaching ESL. After having completed one semester of structured observations of professional ESL educators and participated in corresponding debriefings, novice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, assess learners and their language development, and conduct managerial tasks and other appropriate duties.

**Prerequisites:** EESL 697 [Min Grade: C]

**EESL 717. Teaching English in Global Context. 3 Hours.**

This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

**EESL 737. Teaching English as an International Language. 3 Hours.**

The primary purpose of this course is to guide educators in exploring the teaching of English as a second, new, or foreign language to English learners of all ages. With the goal of expanding an educator's repertoire for teaching speakers of languages other than English, this course considers the relevance of historical approaches and methods used in language teaching during the past century and reviews language methods and approaches used in today's ESL and EFL classrooms. Educators analyze selected methods and approaches in differing contexts that include English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an International Language (EIL) or English as Lingua Franca (ELF).

**EESL 743. Promoting Global Peace through TESOL. 3 Hours.**

This course guides doctoral students in understanding and facilitating the promotion of global peace within their classroom and educational setting as well as in other settings, both locally and globally.

**EESL 747. Instruction and Assessment: Reading and Writing. 3 Hours.**

This course explores the linguistic, sociocultural, psychological, and educational factors that affect literacy development in English as a second or foreign language (ESL/EFL). Educators will analyze literacy-learning needs of English learners (ELs) in diverse contexts and multiple age groups and will participate in effective and engaging ways to meet those needs.

**EESL 757. Instruction and Assessment: Listening and Speaking. 3 Hours.**

Based on linguistic perspectives and language acquisition research from earlier in their careers, educators will use research, experience, and reflection to further inform their own teaching practice in TESOL. To that end, they will explore the complexities of linguistic, sociocultural, psychological, and educational factors that affect ELLs' aural and oral development.

**EESL 763. Facilitating Intercultural Communicative Competence. 3 Hours.**

This course guides doctoral students in understanding and facilitating their students' intercultural communicative competence within and out of the classroom.

**EESL 780. Research in ESL/EFL. 3 Hours.**

Exploration of research methods conducted in second and foreign language teaching and applications of these methods to inform teaching in the ESL and/or EFL contexts.