

ESOL Curriculum - Required courses (18 hours)

ED 4/504: School, Parent, & Community Relations

Candidates develop knowledge about diverse families' funds of knowledge and how to apply this knowledge to meet learners' educational needs and interests. Candidates acquire communication skills to effectively collaborate with diverse families. Candidates practice creating family engagement plans to enhance family and school partnerships.

ED 4/510: Linguistics

Candidates examine and apply the major concepts, theories, and research related to the acquisition of language as a system. This includes a focus on the components of language, including phonology, morphology, syntax, semantics, pragmatics, semiotics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Candidates practice integrating these components into lesson plans to boost the learning of content.

ED 4/581: Language, Literacy, & Culture

Candidates explore the basics of second language acquisition and cultural diversity relevant to P-12 classrooms. Candidates discuss theories and methods for reading and language instruction for improvement of academic content learning in diverse classrooms. Readings promote the development of empathy and respect for students with language and cultural differences. Candidates interview learners of English and connect findings to second language acquisition research.

ED 4/507: Dual Language Education

Candidates develop knowledge, skills, and dispositions for effectively teaching learners participating in dual language bilingual programs. Candidates study dual language bilingual research, advantages and challenges of different programs, planning, implementing, and improving programs, and instruction and assessment. Candidates prepare presentations in which they advocate for multilingualism.

ED 4/509: ESOL Methods

Candidates explore a variety of methods, approaches, and techniques for teaching English as an additional language, considering learners' language proficiency levels, cultural backgrounds, and interests. Candidates learn how to implement language proficiency assessments. Candidates create instructional materials and performance assessments based on English language proficiency standards.

ED 4/569: ESOL Practicum

Candidates participate in a supervised clinical experience that provides opportunities for them to work directly with English learners in a classroom setting. Candidates engage in a variety of tasks that reflect the state and national ESOL teacher preparation standards. Candidates create and implement a unit of instruction using a backwards design framework.