

TSL: Teaching English As a Second Language Courses

Courses

TSL 4080 ESOL Principles and Practices
3 sh (may not be repeated for credit)

The course provides an overview of information and skills concerning the education of students who are English Language Learners (ELL). The course focuses on cross-cultural understanding and methods of teaching English to speakers of other languages, as well as curriculum and materials to support such work. It provides an introduction to linguistics and builds capacity with regard to working with families of students learning English. Offered concurrently with TSL 5085 and graduate students will complete additional higher-level work.

TSL 4081 Teaching English to ESOL Students
3 sh (may not be repeated for credit)
Prerequisite: TSL 4080

This is the second in a sequence of two courses designed to provide students with knowledge and skills related to the education of English Language Learners (ELLs). The course addresses cross-cultural communication and methods of Teaching English to Speakers of Other Languages (TESOL) with emphasis on second language acquisition theories, the role of applied linguistics in second language teaching and learning, and the assessment of ELL students.

TSL 4140 ESOL Curriculum and Materials Development
3 sh (may not be repeated for credit)
Prerequisite: TSL 4080

This course builds on knowledge and skills developed in the prerequisite course. It will extend understanding of various ways that language and culture affect second language learners' participation and learning in K-12 classrooms. This course covers the study of curriculum and materials development for English Language Learners (ELL), reviews the educational theories of language acquisition, learning and literacy, and provides class participants with knowledge of ESOL methodologies. This course will introduce ESOL program models and materials and will cover the integration of language and content. Instruction of second language learners and practical application of course material will be emphasized throughout the class. Offered concurrently with TSL 5142; graduate students will be assigned additional work.

TSL 4251 Applied Linguistics
3 sh (may not be repeated for credit)
Prerequisite: TSL 4080

This course aims to provide the basis linguistic knowledge of phonetics, semantics, pragmatics, syntax, and grammar considered necessary to teach English to English Language Learner (ELL). Students will study the evolution of language, its forms and stratification, and review the theories of first and second language acquisition. Students will participate in the process of applying the linguistics, psycholinguistics, and sociolinguistics to teaching English as a second language with emphasis on pronunciation, intonation, structural analysis, morphophonemic, and decoding from print to sound. In addition, students will apply the knowledge gained to perform contrastive analysis and will use error analysis on the interference problems found with the ESOL students. The course addresses cross cultural understanding and methods of teaching English to speakers of other languages but focuses on the role of applied linguistics in second language teaching and the assessment of ESOL students. Offered concurrently with TSL 5250; graduate students will be assigned additional work.

TSL 4340 Methods of Teaching ESOL
3 sh (may not be repeated for credit)
Prerequisite: TSL 4140

Based on the fundamentals acquired in the prerequisite course, students will learn the history of approaches in language learning and teaching, transitional methods and the most current methods and approaches in teaching English as an additional language. Students will also examine the approaches that are believed to be most effective in teaching English Language Learners (ELLs) with and emphasis on the four language modes as well as the development of vocabulary in L2. Offered concurrently with TSL 4345.

TSL 4441 Testing and Evaluation
3 sh (may not be repeated for credit)
Prerequisite: TSL 4080

Provides a general review of the various theories of testing, and knowledge of the nature of testing, its parameters and its pitfalls. Class participants will evaluate widely used language tests, construct and administer language tests, and examine how test scores are used in educational settings. The use of authentic assessment for English Language Learners and the unique role of language will be a focus. Offered concurrently with TSL 5440; graduate students will be assigned additional work.

TSL 4520 Cross Cultural Communication and Understanding
3 sh (may not be repeated for credit)
Prerequisite: TSL 4080

Develops awareness and understanding of the cultures represented by the different language minorities within Florida and the nation; provides an emphasis on research that will enable participants to plan and implement curriculum, instruction, and assessment activities to meet special needs of linguistically and culturally diverse students.

TSL 5085 ESOL Principles and Practices
3 sh (may not be repeated for credit)

Designed to provide students with information and skills concerning the education of students who are ELL (English Language Learners). Addresses the 25 ESOL standards. Focuses on methods of teaching ESOL, curriculum and materials, cross cultural understanding, applied linguistics, and testing and evaluation of ESOL students. Offered concurrently with TSL 4080; graduate students will be assigned additional work.

TSL 5142 ESOL Curriculum and Materials Development
3 sh (may not be repeated for credit)

The course is designed to prepare teachers of English language learners (ELLs) to recognize and meet the unique academic needs of ELLs in learning content knowledge and developing English as an additional language. Students learn theories and practices on teaching ELLs in the mainstream classroom; and create and adapt instructional materials in all four language skills (reading, writings, listening, and speaking) with specific focus on literacy. The course entails planning and evaluating instruction for K ? 12 classroom settings. The main objective of this course is to ensure that teachers of ELLs have the knowledge and skills needed to help culturally and linguistically diverse students achieve academic success in school. Offered concurrently with TSL 4140; graduate students will be assigned additional work.

TSL 5250 Applied Linguistics
3 sh (may not be repeated for credit)

This course focuses on preparing educators to work effectively with English Learners (ELLs) with specific focus on how knowledge of language can benefit them in their teaching of ELLs. This course covers the linguistic components of language including an overview of pragmatics, semantics, phonology, morphology, syntax, language variation, first-language acquisition, and second-language acquisition with analyses of how each component relates to social interaction, the linguistic development, and academic success of ELLs. Written language will also be examined and analyzed as it pertains to language teaching and learning. Offered concurrently with TSL 4251; graduate students will be assigned additional work.

TSL 5345 Methods of Teaching ESOL
3 sh (may not be repeated for credit)
Prerequisite: TSL 5142

This course offers an in-depth examination of approaches, methods, and techniques suitable for teaching English language learners (ELLs). The course provides a survey of the history of methods in the teaching of languages with a focus on current research-based instructional approaches and methods used in content instruction of culturally and linguistically diverse students to effectively teach content area subjects and increase academic success. The course introduces theories and theorists in the field of teaching English to speakers of other languages and examines their contribution to the education of ELLs. Offered concurrently with TSL 4340; graduate students will be assigned additional work.

TSL 5440 Testing and Evaluation
3 sh (may not be repeated for credit)

This course is designed to help prepare teachers of English language learners (ELLs) to evaluate instructional outcomes and appropriately identify role of culture and the effect of English language proficiency on testing and evaluation of ELLs. Issues related to bias in testing are discussed along with the effects of standardized testing on culturally and linguistically diverse students. Traditional and alternative methods of assessment for ELLs are addressed with a focus on their role in making informed decision related to instruction and placement. Adaptation of testing and evaluation materials for ELLs is also addressed and practiced. Offered concurrently with TSL 4441; graduate students will be assigned additional work.

TSL 5525 Cross Cultural Communication and Understanding
3 sh (may not be repeated for credit)

This course is designed to provide teachers of English language learners (ELLs) with the fundamentals of cultural issues that come into play in their professional lives as teachers of culturally and linguistically diverse learners. The complexity of the concept of ?culture? and common approaches related to intercultural communication and competence are addressed. Culture is analyzed and its role is examined in second language learning and teaching. Intercultural communication principles will be applied to working in diverse settings and strategies for fostering positive learning environments are evaluated. Students are encouraged to reflect on their personal cultures and their own views of other cultures as part of their analyses of cross-cultural communication and understanding in the teaching of languages. Offered concurrently with TSL 4520; graduate students will be assigned additional work.

TSL 5905 Directed Study
1-12 sh (may be repeated indefinitely for credit)