

# Tchng Engl Second Lang (TESL)

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## Courses

### **TESL-109A. First Year Experience: Chicago Speaks: Helping Immigrants Communicate. 3 Hours.**

In this course, the four foundations (Future Planning, Academics, Self-Discovery and Transitions) of the First-Year Experience are interwoven with the field specific concepts and terminology of teaching English as a second language (TESL). This course introduces the structure of the English language and methods of teaching it to speakers of other languages. This involves investigating the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.

### **TESL-301. The English Language For Teachers. 3 Hours.**

All language teachers must understand how the English language works and must be able to describe how it works. This course is designed for future teachers of the English language. It covers the structure of sounds, words, phrases, and sentences; language use; and the structure of meaning of the English language, with applications of each topic to the teaching of the English language and English language arts. The history of the English language will also be included, as background to English word and sentence structure.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-310. English Grammar: Description & Instruction. 3 Hours.**

All teachers of English as a second or foreign language must have a good descriptive knowledge of English grammar as well as an arsenal of techniques for instructing their students. This course is intended to help future ESL/EFL teachers develop an understanding of the structure of English sentences and the problems that non-native students face when learning English grammar. This course will also investigate ways of teaching grammar to English language learners.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320A. Language & Culture: General. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320D. Language & Culture: Japan. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320G. Language & Culture: Southeast Asia. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320H. Language & Culture: Thailand. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320K. Language & Culture: Latin America. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320N. Language & Culture: Native American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320O. Language & Culture: Afro-American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320P. Language & Culture: The Deaf. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320Q. Language & Culture: Maya. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-321. 1st & 2nd Language Acquisition. 3 Hours.**

Survey of recent theories and research on children's acquisition of phonological, morphological, syntactic, semantic and pragmatic systems of their first language. Survey of recent theories and research on second language acquisition.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-330. Language, Society, And Education. 3 Hours.**

Researchers who study the relationship between language and society or culture are in a unique position to provide insight into language- and culture-related social problems. This course is based on the notion that many educational problems are related to differences between students' home language or dialect and the "official" school variety. It examines the relationship between language, society, and culture with particular attention to how factors such as class, gender, race, and ethnicity impact student performance in the classroom. Issues of identity, bilingualism, and language prejudice will also be addressed.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-340. Practices & Procedures. 3 Hours.**

Practices and techniques related to the teaching of English as a second language, in ESL or bilingual education programs; meant for those students who are not yet teaching in the field.

**Prerequisite:** ENGL-101 with a minimum grade of C and (TESL-321 with a minimum grade of C or TESL-341 with a minimum grade of C).

**TESL-341. Principles Of Language Teaching. 3 Hours.**

Theories and principles underlying the teaching of English as a second language to limited-English speaking children and adults. Survey of various methodologies in second language teaching and bilingual education. Reviews relationships between language and culture and discusses the major problems in language education.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-343. Introduction To Language Assessment. 3 Hours.**

This is an introductory language assessment course that offers an opportunity to gain knowledge in the basic concepts in language assessment. It covers basic principles and procedures of assessment, with an emphasis on the second language context. In addition to theoretical foundations, students will gain practical experience in how to construct test items with considerations of reliability and validity, use alternative assessment, analyze test results, and communicate test results with diverse audiences.

**Prerequisite:** TESL-340 with a minimum grade of C or TESL-341 with a minimum grade of C.

**TESL-345. Linguistics & Reading. 3 Hours.**

Relationship between language structure and the reading process with emphasis on the practical problems such as the variety of dialectally different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

**Prerequisite:** TESL-301 with a minimum grade of C.

**TESL-399. Clinical Experience In TESL. 1 Hour.**

This course is designed to provide on-site experience in teaching English to non-native speakers in grades K-12. Students will observe and work with a master teacher and be supervised by a TESL/TEFL professor. Student will engage in classroom discussion and various projects based on their classroom work.

**Prerequisite:** TESL-340 with a minimum grade of C.

**TESL-402. Principles Of Linguistics For Teachers. 3 Hours.**

This course examines the components of the science of language and how these relate to teaching English as a second/foreign language. Although the emphasis is on the linguistic components of English, a comparison with other languages and implications for teaching a second/foreign language will be integral to the course. Among other topics, it will cover English phonetics, phonology, morphology, syntax, and semantics and offer classroom-oriented applications of linguistic principles for effective instruction of English as a second or foreign language.

**TESL-406. Adult Needs, Design And Assessment. 3 Hours.**

Adult English language learners represent a wide variety of linguistic backgrounds, cultural experiences and personal needs. They may learn English for survival/life skills, job improvement or academic preparation. This course provides instructors with an appreciation for cross-cultural learners and their communication skills. In addition, this course looks at adult program options and their relationship to curriculum design. Principles of assessment, and varied assessment tools used in the adult education setting will also be addressed. Website tools aiding course management, assessment and self-study will be utilized.

**Prerequisite:** TESL-410 with a minimum grade of B.

**TESL-409. Research Design & Methods. 3 Hours.**

Survey course, reviewing the major trends and methodologies used in linguistics, language acquisition, and language teaching. Exploration of quantitative approaches used in language-specific inquiry through the examination of a variety of studies from the literature, their questions, their underlying assumptions, and their design. Prior knowledge of statistics is not required.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-410. Techniques Of Teaching English As A Second Language. 3 Hours.**

Survey of techniques specifically relevant to the teaching of English as a second language. Questions relating to the design and sequencing of ESL courses, to procedures for evaluation of ESL students and to criteria for choosing, adapting and creating teaching materials.

**Prerequisite:** TESL-414 with a minimum grade of C and TESL-402 with a minimum grade of C.

**TESL-414. Theories Of Teaching English As A Second Language. 3 Hours.**

Survey of theories of the teaching and learning of English as a second or foreign language. A look at the historical growth and development of second language methodologies from grammar-translation and the direct method, through the audio-lingual method and its offspring, and up to the current natural and eclectic period.

**TESL-420. Structure Of Modern English. 3 Hours.**

Description and analysis of the major grammatical structures of spoken and written English in light of traditional and descriptivist theories. This course covers practical issues and procedures involved in teaching grammar to ESL/EFL learners.

**TESL-426. Advanced Linguistic Analysis. 3 Hours.**

Advanced analysis of the structure of language, including phonology, morphology, syntax and semantics. Each topic will be explored through detailed analysis and comparison of data from a variety of languages in addition to English.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-427. Teaching Pronunciation. 3 Hours.**

This course covers practices and procedures involved in helping English Language Learners (ELLs) improve their intelligibility and increase their speech perception. Through an applied approach, students will develop a deeper understanding of English phonetics and phonology at both the segmental and prosodic levels. They will learn how to apply this knowledge to teaching pronunciation to English language learners (ELLs) of all ages. The course will also cover societal attitudes about accent through an investigation of current research.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-414 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-430B. Structure Of Language: Latin. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430C. Structure Of Language: Lakhota. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430D. Structure Of Language: Rotuman. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430E. Structure Of Language: Thai. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430F. Structure Of Language: Tai, Kirundi, Tun, Arabic. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-433. Lexicography. 3 Hours.**

Review of the problems and trends of word study in the past, especially the notions surrounding the concepts of authority and usage of language: scrutiny of the various types and sources of English vocabulary; recent linguistic insights considered in the light of their value for various kinds of handbooks.

**TESL-440. Language & Literacy. 3 Hours.**

Differences between spoken and written languages; the functions of writing in a literate society; writing systems with particular reference to English orthography; current psycholinguistic research on the acquisition of written language skill; pedagogical implications of linguistic views on literacy.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-442. Using Technology With Second Language Learners. 3 Hours.**

In this class, students will explore the interface between current approaches to second language pedagogy, theories of language learning, and technology. They will examine questions of the development and current status of computer applied language learning; the digital divide and language minority students; appropriate and inappropriate uses of technology for language learning; use of technology to support student instruction in listening, speaking, reading, writing, culture, pronunciation, vocabulary and grammar; technology and learner variation; and issues of technology and assessment.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-445. Language Variation. 3 Hours.**

All languages vary- across time, distance, social class, gender, situation, and ethnicity. This course examines the societal and cultural influences on both the forms and uses of different varieties of English as well as other languages, and demonstrates how one's language and language variety affect one's identity, school achievement, etc. Topics include language attitudes and stereotypes, ideology, intercultural and interethnic communication, and the spread of English. Special emphasis will be placed on how these notions of language varieties apply to the teaching and learning of second and foreign languages.

**TESL-447. Pragmatics. 3 Hours.**

Study of the interface between language and meaning at the level of discourse. Focuses on communication as dialogic interaction and the nexus of word meanings and speaker intentions in language use. Considers the multiple layers of context as factors that affect the interpretation of speaker role and appropriateness of use. Additionally, examines intercultural pragmatics as it pertains to the acquisition of second language culture and the communicative differences between cultures.

**Prerequisite:** TESL-445 with a minimum grade of C.

**TESL-451. Lexically-Based Instruction. 3 Hours.**

This course is built on the notion that the optimal second-foreign language syllabus is a lexically-based one. The course covers vocabulary knowledge and acquisition from the perspectives of both the second language learner and the teacher. Topics covered include what it means to "know a word", memory, dictionaries and other tools, learner strategies, vocabulary assessment, selection criteria, and teaching techniques.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-452. Content-Based Instruction. 3 Hours.**

Exploration of content-based instruction as an approach to teaching English language learners. Functioning as both a method in the English as a second or foreign language classroom and as a technique for meeting the needs of English language learners in the content area classroom, its theory and practice are examined through the various models and the standard-based curriculum. Additionally, practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources are addressed.

**Prerequisite:** TESL-414 with a minimum grade of C.

**TESL-460. Second Language Acquisition. 3 Hours.**

Survey of recent theories and research on second language acquisition and bilingualism especially in relation to the process of second language learning; rationales of various language teaching methodologies and techniques as well as the concepts of transfer and interference, contrastive analysis and error analysis.

**Prerequisite:** TESL-410 with a minimum grade of C and TESL-420 with a minimum grade of C.

**TESL-465. Experiential Preparation For Teaching English As A Second Language. 3 Hours.**

Emphasis on the preparation of materials and the development of teaching strategies for specific ESL classroom uses. Students examine and evaluate commercially prepared and teacher made materials and lesson plans and devise a limited set of materials of their own. Students will either demonstrate these materials or observe their use in an actual classroom or tutoring situation.

**Prerequisite:** TESL-402 with a minimum grade of B and TESL-410 with a minimum grade of B and TESL-414 with a minimum grade of B.

**TESL-468. Principles Of Language Assessment. 3 Hours.**

The purpose of the course is to familiarize students with the fundamental concepts and principles of second language (L2) assessment. The students will gain hands-on experience in designing and administering language assessments in the areas of L2 reading, writing, listening, speaking, including vocabulary and grammar. In addition, this course is intended to train teachers how to evaluate popular standardized tests (e.g., iBT TOEFL, ACCESS for ELLs, IELTS) and help them interpret and write clearly about test results.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-471. Evolution Of Laws & Policies In Language Instruction. 3 Hours.**

Survey of the historical and current ideologies, the laws which they informed, and the policies and practices which resulted regarding language use in the educational system. Use will be explored in terms of language as a medium of communication, language as a medium of instruction, and language as a content area. Comparisons will be drawn between the US and international contexts. After extensive readings in the literature and in class preparation, students will be expected to design a grant proposal and make a presentation on a topic directly related to an area of their choice.

**TESL-490A. Seminar In TESL: Materials Preparation. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490C. Seminar In TESL: Special Education. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490E. Seminar In TESL: Current Research. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490F. Seminar In TESL: Language & Culture. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490J. Seminar In TESL: Vocabulary. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490K. Seminar In TESL: 1st & 2nd Language Acquisition. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in TESL/TEFL. This course requires approval of the instructor, Department Chair and the appropriate College Dean(s).

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5902. Thesis Hours. 2 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5903. Thesis Hours. 3 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.