

# ENGLISH SECOND LANGUAGE (ESL)

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## **ESL 400. Foundations of English as a Second Language (ESL) Education. 3 Hours.**

The course is a study of the conceptual, linguistic, sociological, historical, political, and legal foundations of English as a Second Language (ESL) education. Course is designed for students who are interested in broadening their knowledge on the historical and legislative foundations of ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education for English Language Learners, including theory and research in ESL education, and effective strategies. In correlation with ESL 472 Instruction for English Language Learners, the course prepares students to pass the TExES 154 ESL Supplemental. This course is cross listed with BE 400.

## **ESL 457. Innovative Learner - Centered Strategies for Student Success. 3 Hours.**

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. It focuses on understanding theories and strategies that address the needs of a diverse population that compose today's classrooms in the public school systems: students with variance in readiness, interest, learning style, and language proficiency. Included in this course will be diversity issues, planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts. It emphasizes the application of sheltered strategies and linguistic scaffolds to meet the needs of linguistically diverse learners. A core principle of the course is the engagement of clinical teachers in skillful pedagogies that advances justice: creating an inclusive and equitable learning environments with a focus on challenging academic and cognitive achievement.

## **ESL 472. Instruction for Emergent Bilinguals. 3 Hours.**

ESL 472 addresses Texas State policies for identification of English Learners (ELs), provision of services, and assessment of English language proficiency. The course surveys the process of second language acquisition and the factors that impact development of biliteracy and biculturalism. It gives teacher candidates (TCs) tools for scaffolding instruction to promote English language proficiency and content achievement. The class recognizes the critical role of reading and writing in academic achievement; thus, it incorporates specific language and literacy instructional approaches to best support and assess emergent bilinguals. As a course designed for full inclusion of English learners in traditional school settings, it prepares TCs to advance justice through the application of ambitious core practices of teaching – High Leverage Practices (HLPs).

## **ESL 489. Independent Study. 1-3 Hours.**

This course provides individual instruction. Students may repeat the course when topics vary.

## **ESL 500. Foundations of ESL Education. 3 Hours.**

This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of ESL education. The course presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education, as well as theory and research supporting best teaching practices for English Language Learners (ELLs). It studies the impact of legislation, family involvement, and community support in the education of immigrant children and, in particular, of ELLs. This course is aligned with the standards for ESL educators and prepares students for TExES 154 ESL Supplemental.

## **ESL 572. Instruction for Emergent Bilinguals. 3 Hours.**

ESL 572 surveys the process of second language acquisition and the factors that affect the development of academic English for Emergent Bilinguals at different proficiency levels. It addresses Texas State policies for identification of English Learners (ELs), provision of services, and assessment of English language proficiency. The course gives teachers tools for scaffolding instruction to promote English language proficiency and cognitive/academic achievement. It provides thorough exposure to scholarly research and theory in the field of second language teaching and learning, focusing on learner characteristics, native language, and learning environments, and their effects on second language acquisition.

## **ESL 575. United States Hispanic Culture and Civilization. 3 Hours.**

This course explores the many facets of the Latina/o experience in the U.S. and the specific histories and cultures that mark the trajectories of individual Hispanic sub-ethnic groups and their representation including the history of the most representative Hispanic communities, including those that constitute the greatest part of the category "Latina/o." Chicano/Mexican Americans, Puerto Ricans/Nuyoricans, and Cuban Americans. Course is taught in English.

## **ESL 582. Second Language Acquisition in Adults. 3 Hours.**

This course studies the conditions for developing English as a second language (ESL) and effective teaching strategies for ESL acquisition by adult learners. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition. The course analyzes the factors that affect second language development. It provides students with the materials and knowledge needed to participate in project based learning activities through the implementation of a plan to develop a community-based program for adult ESL learners. Course is concurrent with ESL 572.

## **ESL 589. Independent Study. 1-3 Hours.**

## **ESL 593. United States Ethnic Minority Studies. 3 Hours.**

This course examines the diverse cultural, artistic, economic, historical, political, and social aspects of US ethnic minority communities. Course surveys the historical, psychological, social and economic factors influencing ethnic minorities' life in the United States. The course is an in-depth cross-cultural study of the major US ethnic minority groups in the US, with an emphasis on the study of minority groups in Northeast Texas and surrounding areas. The course opens awareness of diversity, tolerance, and of the values of the minority ethnic cultures and their contributions to the makeup of the general American culture. It also deals with implications for teaching adult learners and learners in school settings that uses an approach to multicultural education. We will explore these issues through readings, discussions, lectures, films, short stories, field trips, and observation.