Education-Eng Speakers other Lang (EESL)

Courses

EESL 500. Introduction to Teaching English to Speakers of Other Languages. 4 Units.
Practices in teaching English to second-language learners, including strategies for teaching speaking, listening, reading, writing, and grammar; survey of second-language acquisition theory and English-language-development programs.

EESL 501. Foundations of TESOL. 4 Units.
Broad survey of fundamental principles underlying classroom practice across diverse settings. Extensive examination of educational practices for English learners from a global perspective, with a focus on the knowledge, skills, and dispositions to teach both English-language development (ELD) in US contexts and English as a foreign language (EFL) abroad.

EESL 505. Differentiated Curriculum in TESOL. 4 Units.
Simulation and classroom-based practice in teaching methods and materials for students across a broad range of learning styles and academic levels. Emphasis will be placed on developing a balanced approach to reading, writing, speaking, listening, and critical thinking skills. Strategies and implications for English learners at a variety of second-language-acquisition stages.

EESL 521. Technology-Enhanced Language Learning. 4 Units.
Survey of theory and practice in teaching English to speakers of other languages by means of technology, including computer software, mobile applications, web-based tools, and multimedia. Three hours lecture and two hours activity.

EESL 524. Supervised Observation/Participation in Teaching English to Speakers of Other Languages. 2 Units.
Observation/participation opportunities for candidates in English-as-a-second-language and English-as-a-foreign-language classrooms.

EESL 525. Tutoring Methods in Teaching English to Speakers of Other Languages. 2 Units.
Tutoring and small-group teaching of English to second-language learners, including strategies for tutoring in speaking, listening, reading, writing, and grammar.

EESL 533. TESOL Crosscultural Teaching Practicum. 2 Units.
Practicum in cultural practices in teaching English in English-as-a-foreign-language (EFL) settings. EESL 536. Crosscultural Teaching. 4 Units.
Methods and teaching techniques for teaching in multicultural and crosscultural settings in both ESL and EFL contexts. Developing cultural awareness of teachers to assist them in relating to and motivating culturally diverse students. May be offered through distance learning. Formerly EELB 536.

EESL 540. Teaching Adult English Learners. 4 Units.
Simulation and classroom-based practice in teaching and tutoring adult second-language learners, including strategies for English-for-special-purpose domains such as business and scientific English, as well as adult primary-language non-literate.

EESL 542D. Special Topics in ESL:. 4 Units.
Intensive study of selected topics in education. May be repeated for credit as topics change.

EESL 543. Listening and Speaking Methods in TESOL. 4 Units.
Survey of contemporary pedagogy for listening and speaking in English-as-a-second-language (ESL) and English-as-a-foreign-language (EFL) classrooms. In-depth analyses of purposes, audiences, and strategies for oral expression; including methods for pronunciation improvement and accent reduction in second-language acquisition. Formerly a topic under EESL 542.

EESL 544. Reading Methods for TESOL. 4 Units.
Reading methods for English language learners, featuring literacy transfer from the first language, explicit instructions in phonetics, and emergent literacy for adults.

EESL 545. Writing Methods in TESOL. 4 Units.
Survey of contemporary approaches to writing, contrasting styles and formats appropriate for creative writing and personal essays with writing intended for purposes of textual analysis and social or cultural expression. Various computer technologies will be used to assist in idea generation, text processing, editing, and desktop publishing. Class will include peer-collaborative tutoring techniques.

EESL 578. Classroom Discourse and Interaction in TESOL. 4 Units.
Discourse analysis of instructional language use by students and teachers in English-as-a-second-language and English-as-a-foreign-language classrooms, with a focus on contemporary research and praxis. Formerly EESL 678.

EESL 613. Cognition and Language Acquisition. 4 Units.
An analysis of the language acquisition process as it emerges from the early grammars of the child and develops into the complex grammatical structures and patterns of the mature individual.

EESL 650. Program Administration for TESOL. 4 Units.
Survey of existing public and private educational institutions for teaching English to speakers of other languages; overview of curriculum and instruction, program management, and staff supervision.
EESL 655. Mentoring and Evaluating TESOL Educators. 4 Units.
Prerequisites: consent of instructor
Fieldwork in supervision and mentoring for administration of programs for Teaching English to Speakers of Other Languages (TESOL), including theory and practice in leadership and faculty/staff in English-language-teaching schools and programs in the United States and abroad.

EESL 660. Second Language Acquisition Classroom Research. 4 Units.
Survey of historical and contemporary theories and methodologies for acquiring a second language, both in English-as-a-second-language (ESL) and English-as-a-foreign-language (EFL) classroom settings. Formerly EESL 515.

EESL 665. Creative Teaching in TESOL. 4 Units.
Survey of creative teaching methods to enhance classroom second-language learning, including use of poetry, drama, art, and audio-video computer-assisted language-learning techniques.

EESL 670. Principles and Practice in TESOL. 4 Units.
Second language acquisition theory, methods for teaching English as a second language (ESL), development and evaluation of materials for ESL instruction. Formerly EELB 607 and EESL 607.

EESL 671. Survey of Methods in Teaching English as a Foreign Language. 4 Units.
Overview of programs, curricula, and resources for the education of English learners in countries where English is taught using foreign-language-acquisition methodologies. Strategies for English language development with an emphasis on vocabulary acquisition, communicative language teaching, and awareness of sociocultural implications of target-culture immersion.

EESL 675. Curriculum Design in TESOL. 4 Units.
Overview of school curriculum and programs in the field of teaching English to speakers of other languages including development and evaluation of materials for ESL/EFL instruction. Formerly EESL 614 and EESL 514.

EESL 679. Fieldwork: Teaching English to Speakers of Other Languages. 4 Units.
Prerequisites: consent of instructor
Supervised field work in selected teaching methods and materials development.

EESL 680. Practicum in Teaching English to Speakers of Other Languages (TESOL). 4 Units.
Prerequisites: consent of instructor
Simulation and classroom-based practice in teaching methods and materials to include planning, teaching performance, classroom organization, student management, and evaluation competencies. Students will use microteaching, structured reports of classroom visitations and observations, and commercially available videotaped case studies to examine and discuss classroom management, lesson design, and instructional delivery.

EESL 685. Research in TESOL. 4 Units.
Offers a perspective on current research principles and investigation across a wide spectrum of topics in teaching English to speakers of other languages, including communicative competence, transfer, modalities of language use, learning styles and strategies, and language acquisition. Formerly EESL 615.

EESL 686. Advanced Research Methods in TESOL. 4 Units.
Analysis of research in English-language development in the classroom, including sociocultural, cognitive, and behavioral approaches to instructional discourses and mediational techniques. Formerly EESL 664.

EESL 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.