

## MA in TESOL Course Descriptions

### EDLG5112

#### Approaches to Teaching Second Languages 3 credits

Students will further develop a personal approach to teaching through examination and integration of past and present learning and teaching experiences in a variety of contexts. Study of teaching/learning processes and various approaches to language teaching will be explored.

### EDLG5117

#### Group Dynamics 1 credit

During the fall semester, students will learn how to systematically reflect on their experience as a participant/observer in the learning community of the MA in TESOL program. Each student will investigate group dynamics within the program and consider their own and others' participation, roles, and behaviors. Readings and discussions will give students a theoretical framework for understanding their experience in the MA in TESOL community and will provide an introduction to and practice in giving and receiving feedback, dialogue, and group work.

### EDLG5180

#### Independent Study 1–2 credits

The Independent Study allows students to explore more deeply a program topic for which they already possess basic skills or knowledge and/or study a topic not included in the regular program course offerings.

### EDLG5190

#### Internship 6 credits

During the supervised teaching internship students put into practice what they have learned in the program. Students will develop the skills of teaching reflectively: seeing, describing, inquiring into, and making hypotheses about student learning and the teaching context and taking intelligent, appropriate action based on this process.

### EDLG5212

#### Teaching the Four Skills 3 credits

Students will further develop their personal approach to teaching in relationship to integration of the four skills: reading, writing, listening, and speaking. Students will design course units that develop and integrate learning in the four skills. This course is required for students not seeking ESL certification.

### EDLG5213

#### Sandanona Conference Presentation 1 credit

The Sandanona Conference is the culmination of the on-campus phase of the AYMAT program. Patterned after major language conferences, it occurs in the final week of the program. Students plan and present a professional presentation that explores in depth a chosen area in the field of second-language teaching/learning.

### EDLG5700

#### Second-Language Acquisition 3 credits

Students will explore language acquisition and learning processes and implications for their approach to teaching and learning second/foreign languages. The course covers processes, stages, strategies, and styles of language development and looks at significant personal, psychological, sociocultural, biological, and linguistic factors that influence language development. Students will examine degrees and types of bilingualism and differences between naturalistic and classroom language learning.

### EDLG5710

#### Language Analysis for Lesson Planning 3 credits

Students will analyze basic concepts and patterns of language in areas of phonology, lexicon, morphology, and syntax. Students will develop lesson plans and explore pedagogical implications that affect implementation.

### EDLG5715

#### English Applied Linguistics 3 credits

Students will analyze patterns of language for the dual purposes of developing greater comprehension of how languages work and for developing skills of linguistic analysis for use in their own teaching. Course areas include morphology, syntax, and lexicon. Students will examine learner data collected from a variety of sources for the purposes of comparing and contrasting linguistic systems and identifying the challenges learners face in the target language.  
*Prerequisite: EDLG5710*

### EDLG5730

#### Curriculum Design and Assessment 3 credits

Students will examine theories and dilemmas of language curriculum design and assessment. They will explore a variety of curriculum frameworks and assessment tools appropriate for different language learning contexts. They will learn to design assessment plans (including needs assessment), articulate goals and objectives, develop a scope and sequence, and develop materials and assessment activities for a curricular unit. They will apply their understanding of curriculum and assessment by engaging in a curriculum and assessment planning process for a specific context.

### EDLG5795

#### Master of Arts in Teaching Portfolio 3 credits

The teaching portfolio is the final program requirement. Students may petition for permission to complete the Academic-Year Individual Thesis (EDLG5799) instead.

**EDLG5799****Academic-Year Individual Thesis****3 credits**

The Academic-Year Individual Thesis satisfies the requirement for the culmination of the academic year program. Students must petition to replace the portfolio requirement with the thesis option, and it is granted only in cases where the portfolio is not recognized as a viable culminating project in the student's professional context or if the student is participating in the Master's International Program with the US Peace Corps. The thesis entails 3 credits of independent work and takes the form of one of the following:

- 1) a professional paper of publishable quality,
- 2) a materials development project,
- 3) a classroom research project.

A letter from a sponsor or Ministry of Education must accompany a petition to substitute the thesis for the portfolio.

**ICHR5700****Intercultural Communication  
for Language Teachers****3 credits**

Students will develop intercultural competence and explore implications and applications for the teaching and learning of languages. Students will examine the theoretical aspects of language, culture, and worldview; communicative competence, intercultural competence, and intercultural contact; issues of diversity and commonalities among human beings; and implications and applications for the classroom situation and for oneself as a language teacher.

**TECH5700****Computer-Assisted Language Learning****1 credit**

Students will develop knowledge and skills in educational technology, including the evaluation and use of online materials, development of online materials, and skills in online research. The course will allow students to assess their own needs and skills and concentrate in areas of relevance to their work.

**Beginning Language Study****1 undergraduate credit**

This course develops the fundamental ability to communicate in a target language. Emphasis is on oral proficiency and listening skills. Program faculty will assign the language of study to each student. The purpose of this course is to allow students to have the experience of being a beginning language learner and to focus on their own learning. This course is required for all MA in TESOL students.

**Beginning, Intermediate, or Advanced  
Language Study****2 undergraduate credits (optional)**

This course develops the fundamental ability to communicate in a target language. Emphasis is on oral proficiency and listening skills.

*Note: Students whose first language is not English and who have not previously studied in an English medium are required to take Advanced English for Nonnative Speakers.*