

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, MASTER OF EDUCATION (M.ED)

Teaching English to Speakers of Other Languages (TESOL) M.Ed.—This program is designed to provide advanced opportunities for those seeking to work with emergent bilinguals, dual language learners, and multi-lingual persons through the Teaching English to Speakers of Other Languages (TESOL) in a variety of settings.

These settings include but are not limited to programs that provide services for teaching English like adult basic skills programs, those in refugee settings, programs in other countries, and school settings. It is anticipated that students will come from a variety of backgrounds. A certificate is offered in TESOL.

For more information about this program visit our website (<https://inside.ewu.edu/educgrad/apresources/>). For information about internships for this program, visit our internship website (<https://inside.ewu.edu/educgrad/internships/>). Please contact the program advisor, Tara Haskins.

This is an online accelerated program with 6-week academic sessions.

Admissions Requirements

- Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
- Have earned a GPA ≥ 3.0 on a 4–point-scale during the final 90 quarter credits (or 60 semester credits) of enrolled coursework.

Required Core

EDUC 505	CURRENT ISSUES IN EDUCATION	4
EDUC 507	PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL	4
EDUC 520	METHODS OF EDUCATIONAL RESEARCH	4
EDUC 522	TRANSFORMATION OF LEARNING AND TEACHING	4

Area Specialization

EDUC 518	TESOL/ELL APPLIED LINGUISTICS	4
EDUC 519	SECOND LANGUAGE ACQUISITION	4
EDUC 523	TESOL/ELL TEACHING METHODS AND MATERIALS	4
EDUC 524	PEDAGOGICAL ENGLISH GRAMMAR	4
EDUC 554	CURRICULAR DESIGN AND EVALUATION	4
EDUC 590	CRITICAL AND SOCIAL LITERACIES	4

Internship

EDUC 616	TESOL/ELL INTERNSHIP I	2
EDUC 617	TESOL/ELL INTERNSHIP II	2

Portfolio and Comprehensive Exam

EDUC 618	TESOL/ELL PORTFOLIO	2
EDUC 619	TESOL/ELL COMPREHENSIVE EXAM	3

Total Credits 49

Student Learning Outcomes

To achieve these program goals/outcomes, throughout the program students will:

- employ research methods, conduct original research, determine the value of a wide variety of sources (including computer databases and computer-mediated texts);
- write and edit major papers [and/or projects] in English;
- engage in reflective practice in conjunction with academic writing and/or teaching.

TESOL Option 2021 Statement of Goals and Objectives—This Class Focuses on Goals 2, 3, and Some of 4.

- Goal (General Program Goals and Objectives)—To prepare pre-service and in-service teachers of English as a Second or Foreign Language.
 - Objective—Students will be able to teach the six language arts: listening, speaking, reading, writing (including grammar); viewing, and visually representing.
 - Objective—Students will be able to explain key components of the English language: syntax, phonology, morphology, semantics, pragmatics.
 - Objective—Students will be able to teach at a variety of levels—acquiring strategies for teaching both children and adults who are pre-literate, illiterate, or literate in the first language.
 - Objective—Students will be able to teach in a variety of settings: language institutes, adult learning centers, public schools, correctional facilities, two-year colleges, private companies which offer EFL to employees.
- Goal—To prepare pre-service and in-service teachers for cross-cultural communication.
 - Objective—Students will be able to relate to a variety of world views.
 - Objective—Students will be able to articulate their own world view and locate themselves within the global community.
 - Objective—Students will recognize similarities and differences in their values and those of their students through cross-cultural readings, films, guest speakers, and discussion.
 - Objective—Students will acquire strategies for discussing sensitive issues with students such as religious beliefs and customs which impact their performance in class.
- Goal—To provide various theoretical perspectives of second language acquisition.
 - Objective—Students will be able to identify and explain similarities and differences in first and second language acquisition.
 - Objective—Students will be able to identify and explain similarities and differences in child and adult second language acquisition.
 - Objective—Students will demonstrate an understanding of basic psycholinguistic theory, particularly the role of the brain, memory, and language universals in language acquisition.
 - Objective—Students will demonstrate an understanding of both the cognitive and affective domains and how they impact performance, motivation, and learning in the ESL classroom.
- Goal—To encourage learning a 2nd(L2)/foreign language (FL) & culture.

- 4.1. Objective—Students will demonstrate command of one or more foreign languages: listening, speaking, reading, writing.
- 4.2. Objective—Students will empathize with learners of English as a second or foreign language as a result of their own study of 2nd language.
- 4.3. Objective—Students will understand how adults learn a L2/FL by learning one or more themselves. 580 students are expected to learn about other languages in this class. They are to actually learn and retain this material.
- 4.4. Objective—Students will be sensitive to the needs of illiterates, both Americans & non-natives, as a result of their own illiteracy in a L2/FL.
- 4.5. Objective—Students will experience a different culture through studying the language of that culture (often one within the multicultural U.S.). Instructor and peers will give examples and teach briefly on a particular aspect of a language they know from birth or have learned. This is extremely important, so students need to try their best to grasp nuances and major differences.