

Teaching English to Speakers of Other Languages (TSL) - Courses

Courses

TSL 250 Cr.3

Educating Multilingual Learners

In this course students develop their understanding of and sensitivity to the multilingualism and cultural diversity of the United States through the study of multilingual English learners (ELs) in public schools. Course topics include exploration of who ELs are, educational and linguistic rights, special challenges ELs may face in classrooms and schools, and how to overcome those challenges. Students engage in inquiry-based learning as they justify answers to essential questions about cultural and linguistic diversity in the U.S., education, and best practices for educating a multilingual society. Students learn to evaluate school environments for ELs and practice skills needed for equitable education for ELs. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

TSL 340 Cr.3

The Study of Language

This course offers an introduction to the study and nature of human language. Students investigate the structure of languages in general. They apply that structure to English and compare it to other languages. Prerequisite: ENG 110 or ENG 112; MLG 204 or a foreign language at the 102 level or higher. Students cannot earn credit in both ENG 331 and TSL 340. Offered Fall.

TSL 345 Cr.3

Intercultural Interactions

In this course, students learn about cultural influences in education and develop their ability to successfully navigate intercultural interactions while working with diverse populations within the United States or internationally. Course topics include definitions of culture, its deep structure and surface level expressions, relationships between culture and language and individual identity, how culture is expressed and transmitted in education, culturally-responsive teaching, and intercultural competence. Students compare their own cultural values across diverse groups and learn to apply culturally responsive pedagogy to diverse teaching contexts where they are likely to work in the future. Depending on individual focus, students create a case study or a unit plan focused on teaching culture and improving intercultural interactions. Students leave this course with greater cultural awareness, an understanding of how cultures are learned and taught, especially in educational settings, and the intercultural competence to live and work with those from cultures distinct from their own. Prerequisite: one of the following: AP foreign language score of 3 or higher; placement into 201-level or higher foreign language course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign language course taken at UWL (taught in foreign language). Offered Spring.

TSL 400/500 Cr.3

Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models

This course provides an overview of the teaching of English to speakers of other languages (ESOL) in the United States. Topics include the history of bilingual and ESOL educational policies and practices in the U.S., historical and current program models for teaching English learners (ELs), and content-based instruction. Students learn how to plan for EL instruction in general education and ESOL classes. In addition, students develop skills to advocate for ELs in educational settings. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Spring.

TSL 420 Cr.1

TESOL Field Seminar

This course is designed to equip TESOL teacher candidates with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Teacher candidates learn about and practice the complex processes of planning instruction for ELs, engaging ELs in learning, and assessing EL learning. Candidates further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (edTPA). Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; must be taken concurrently with EDS 402 or EDS 446; admission to teacher education. Consent of department. Offered Fall, Spring.

TSL 425 Cr.3

Global Issues in TESOL

This course examines the study of global English, cross-cultural second language proficiency standards, and sociopolitical issues related to educational practices. Students explore relationships between teaching English to speakers of other languages (TESOL) and current events in three or more world regions. Prerequisite: admission to teacher education or completion of one course from the following: ANT 196, CST 332, ENG 331, ENG 332, ENG 334, PHL 311, PSY 282, PSY 436, TSL 340, or TSL 400. Offered Occasionally.

TSL 450/550 Cr.1-3

TESOL National/International Internship Program

Through the TESOL Internship, students gain practical experience tutoring or teaching non-native speakers of English in a variety of settings, including high school tutoring programs, adult literacy programs, after-school enrichment programs, university-level ESL programs, and EFL programs abroad. Undergraduates who are seeking ESL licensure must complete at least one credit in a high school (grades 9-12) setting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum three. Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; consent of TESOL director; junior standing. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

TSL 460 Cr.3

TESOL Field Experience

This course is designed to equip TESOL students with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Students learn about and practice the complex processes of planning instruction for multilingual learners (MLs), engaging MLs in learning, and assessing ML learning. Students further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (for example, the edTPA). This experience occurs in Puerto Rico. In their field placements, students plan and teach lessons within the designated content area and developmental range. A multi-day, consistent schedule in the field experience classroom is established by the course instructor in consultation with the cooperating teacher. Prerequisite: admission to teacher education, or declared TESOL minor and permission of instructor. Consent of department. Offered Winter.

TSL 463/563 Cr.3

Teaching English to Speakers of Other Languages (TESOL) Methods

This course increases students' understanding of techniques and methods to teach English as a second or foreign language (ESL/EFL). Students identify the historical development of approaches and methodologies for teaching ESL/EFL, understand foundational principles of teaching ESL/EFL, and explore individual English learner (EL) differences, including age/grade level and language proficiency level, and how to account for these in instruction. Students also further develop the skills to plan instruction, including lesson and unit plans, and master teaching techniques for each of the four skills, grammar, and vocabulary. Additionally, students explore materials and technology available for teaching ESL/EFL. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Fall.

TSL 498 Cr.1-3

Independent Study

Field work, research, individual projects in a specific area related to teaching English to speakers of other languages. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.