

TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, MINOR- K-12

(Code 550-411)

Advisor: (Department of Education for Equity and Justice).

This minor is designed:

1. to impart the special knowledge and the competencies needed to teach English to speakers of other languages in a U.S. public school; and
2. to develop an understanding of the cultural and social needs of students who speak other languages amid an English-speaking majority.

Code	Title	Credits
Twenty-five semester credits, including:		
ANTH 315	Language in Culture and Society	3
ES 405	Teaching English to Speakers of Other Languages	3
ES 408	Methods of Teaching Content-Based EL	4
ENGL 221	Introductory English Linguistics	3
CSD 262	Phonetics: Theory and Application	3
FLG 378	Second Language Acquisition Theory	3
Two courses from:		6
ENGL 321	Topics in the Structure of English	
ENGL 325	Topics in Language in Society	
CSD 257	Normal Communication Development	
FLG 365	Special Topics in Teaching English to Speakers of Other Languages	

This minor is restricted to students in the College of Education and Human Sciences: The Department of Education for Equity and Justice: Option C, and leads to licensure in TESOL in grades K-12.

NOTE 1: As a requirement for the TESOL Minor, all students must complete the University Writing Requirement. Oral proficiency in English will be determined by an interview and/or a SPEAK Test, a test of oral proficiency for non-native speakers of English. Students not passing the oral proficiency test will be required, before retesting, to take CJ 202 and/or an English composition class. The student will select classes in consultation with the TESOL advisor.

NOTE 2: One year of university-level foreign language study is a prerequisite for ES 405.

Program Learning Outcomes

Students completing this program will be expected to meet the following learning outcomes:

- Have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English language, and recognize the processes through which languages are acquired in both formal and informal contexts.
- Address the developmental, social, political, and cultural contexts of their students' lives, communities, and educational experiences. They comprehend how these relate to classroom performance and educational practice.

- Employ effective curriculum, instruction, and assessment practices for English language learners and possess knowledge of the content taught in schools.
- Recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.
- Continually engage in ongoing professional development, networking, research, and motivation.