

EDGTE 450

Methods of Teaching English as a Second Foreign Language to Adults and Children

3 Credit Hours

This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field hours. Offered fall.

EDGTE 470

Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children

3 Credit Hours

Pre/Corequisite: P (RQ) EDGTE-450

This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community centers, adult education, and after-school programs, both in the U.S. and abroad. 40 field hours. Offered spring.

EDGTE 479

Theoretical Foundations of Teaching ESL and Bilingual Education

3 Credit Hours

This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 480

Methods of Teaching English as a Second Language

3 Credit Hours

Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 481

Cross Cultural Studies in a Bilingual Program

3 Credit Hours

This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources is explored and a review of the professional literature is included.

0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 482

Methods and Materials of Teaching English in a Bilingual Program

3 Credit Hours

A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 483

Linguistics for Educators

3 Credit Hours

This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 484

Assessment of Bilingual Students

3 Credit Hours

This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed and the professional literature on assessment and bilingual education is reviewed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 485

Methods of Teaching Bilingual Education

3 Credit Hours

Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and assessing teaching and learning for emergent bilinguals are presented in this course. The course presents curricular development for students who are learning in a bilingual education setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. Successful completion of the Illinois State Language Proficiency Examination in target language or other certification approved by the Department. 0-25 Field

Hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 570

Program Orientation

0 Credit Hours

Candidates explore the Education Department's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms(Canvas and Live Text)that will be utilized throughout the program.

EDGTE 571

Program Reflection

0 Credit Hours

In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.