**GESL 508 - Culturally & Linguistically Diverse Learners**

This course is designed to provide you with the outlook, knowledge, skills and dispositions needed to work effectively in K-12 ESL or mainstream settings. It integrates theory and research with practical classroom applications to address ESL specialists’ needs to work effectively with culturally and linguistically diverse learners. More specifically, this course will address how ESL learners’ gender, age, race, ethnicity, religion, socio-cultural backgrounds and so forth, as well as their power relations, identities, motivations, attitudes, anxieties, aptitudes, learning styles/strategies, beliefs, and their L2 socialization affects or relate to their success in both ELL and content areas. By doing this, it aims to enable ESL specialists to facilitate learning among students from various linguistic and cultural backgrounds. It is also designed to encourage you to acknowledge, respect, appreciate and incorporate diversity in your work as educators. In addition to other class assignments, this class requires frequent reflections on linguistically and culturally diverse ESL learners in specific classrooms and case studies and exploration of current cutting-edge research incorporating theory and learner-centered practice in SLA. Students are expected to engage in extensive reading, research, in-class discussion and self-evaluation as well as individual and/or group projects and on-line asynchronous discussions.

3.000 Credit hours
3.000 Lecture hours

Levels: Graduate, Pittsburgh Council on HE, Undergraduate

Schedule Types: Lecture

Education Department

Course Attributes:
Offered fall and summer

**GESL 510 - Theories & Practice Second Language Learning**

This course will include nine major components that encompass all aspects of SLA from theory to practice: 1- a comparison of first and second language acquisition processes; 2- second language development models such as First Language, Attention, Experience, and Social Theories as well as CPH/Maturation, Ecological Theory, Chaos Theory, and Inter-language 3-language teaching settings, and learner variables including cognitive styles, motivation, identity, attitudinal orientations, language socialization, learning strategies; 4- integrating academic language, culture and literacy skills in content classes; 5- approaches and methods in language teaching - from Grammar Translation to current trends including Content-Based, Learner-Centered, and Task-Based Approaches; 6- planning and teaching receptive skills (listening, reading), productive skills (speaking and writing), and complementary skills (vocabulary, grammar, pronunciation); 7- ESL materials evaluation, selection, design, and development; 8-CALL and ESL instruction; and 9- readings on current developments in ESL teacher education (to be determined by students and instructor).

3.000 Credit hours
3.000 Lecture hours

Levels: Graduate, Pittsburgh Council on HE, Undergraduate
Schedule Types: Lecture

Education Department

Course Attributes:
Offered fall only

GESL 512 - ESL Curriculum & Assessment
GESL 512 provides a general overview of curriculum and assessment in ESL education. More specifically, the first half of the course focuses on theoretical and practical issues related to the ESL curriculum, including the origins of language curriculum development, students’ needs analysis, learning situation and setting analysis, planning goals and learning outcomes, ESL course planning and syllabus design, instructional materials selection, adaptation and development, and approaches to language program evaluation. The second half of the course, on the other hand, sheds light on the processes of language testing, including teaching and testing, kinds of language tests, validity, reliability and backwash effect in L2 testing, stages of test development, common test techniques, testing productive, receptive and complementary language skills. It also touches upon currently debated assessment and evaluation issues such as testing overall L2 proficiency, age and L2 testing, standardized tests, and process-oriented assessment: dynamic, authentic and portfolio assessment. In this course, students will also get a working knowledge of the application of fundamental L2 curriculum development and testing principles to particular L2 settings and language skills with actual data sets and exercises in several class sessions.
3.000 Credit hours
3.000 Lecture hours

Levels: Graduate, Pittsburgh Council on HE, Undergraduate

Schedule Types: Lecture

Education Department

Course Attributes:
Offered spring only

GESL 515 - Sociolinguistics & the ESL Classroom
This course addresses the relationship between language use and the social world. It provides an overview of the main topics of sociolinguistics and an introduction to the most important methods used in sociolinguistic research and analysis. The lectures will be built around a discussion of topics and notions, such as the speech community, dialect, code-switching, language variation, pidgins and Creoles, bilingualism, multilingualism, diglossia, address systems, language and gender, language planning, language maintenance, and language shift. The course also covers an introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts to education. Students will explore the relationships between language and society as well as between sociolinguistics and education by assigned readings, classroom discussions, written assignments, oral presentation, and final examination.
GESL 518 - Integrated Literacy in the Content Areas
Since the purpose of this course is to integrate ESL teaching strategies into content-area instruction, it provides opportunities for participants to tailor content-area instruction and to design appropriate curriculum to meet the needs of ESL students. Participants in this course, thus, will explore theories, experience the research, and integrate literacy in the content areas teaching to help ESL learners. To prepare ESL students to cope with the academic mainstream, ESL teachers must help the learners acquire not only the language skills, but also the critical thinking and study skills required in content-area classes. This course explores strategies and approaches using to help ESL learners so that ESL students can benefit from inclusive classes. They will also develop ability to communicate their understanding of integrating literacy in the content area to students, parents, content area teachers, and administrators. Content area language instruction will cover ESL teaching in several areas including Reading, Writing, Speaking, Listening and Science, Mathematics, Social studies, and Physics.

GESL 520 - Advanced Grammar & Applied Linguistics
This course aims to support current and prospective graduate students in expanding their knowledge and skills in three main areas within TESOL (Teaching English to Speakers of Other Languages): 1. Advanced English Grammar, which explores the associated metalanguage of grammar and pedagogical principles for teaching grammar to L2 users as a tool for communication; 2. Key Applied Linguistics concepts and areas, such as the NS/NNS dichotomy, the role of identity in language acquisition and use, critical Applied Linguistics, and alternative approaches to language acquisition; and 3. Qualitative and quantitative inquiries and paradigms in Applied Linguistics.
GESL 521 - TESOL Methods
This course provides instruction on TESOL (Teaching English to Speakers of Other Languages) methods, focusing on receptive and productive skills: listening, reading, speaking and writing. Additional attention will be given to vocabulary. Class sessions will focus on practice related to these five important skills. Educational philosophy behind the suggested methods will be discussed.
3.000 Credit hours
3.000 Lecture hours