The TEFL Minor and Certificate programs have slightly varying coursework and consequently differing learning outcomes.

**TEFL Minor (24 credits)**
- ANTH 315 Language in Culture and Society GE-IIIA (3 crs)
- CSD 262 Phonetics: Theory and Application (2 crs)
- FLG 365 Spec. Topic in TESOL: Ped. Grammar (3 crs) or ENGL 221 The English Language GE-I A (3 crs)
- FLG 365 Special Topics in TESOL: Psycholinguistics (3 crs)
- FLG 378 Second Language Acquisition (3 crs)
- ES 409 TEFL Methods for Non-Licensure* (3 crs)
- FLG 400 Assessment of English Language Learners (2 crs)
- FLG 375 Internship Experience/TEFL Practicum overseas (3-6 credits)
- Electives (4 crs)

**TEFL Minor Program Learning Outcomes**
Upon completion of the TEFL Program, learners will be able to…

- demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy.
- understand and apply theories and research in second language acquisition and development to support their ELLs’ English language and literacy learning.
- know, understand, and employ major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.
- know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from homogeneous or diverse cultural and linguistic backgrounds using standards-based EFL or English for Specific Purposes.
- know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing with grammar, vocabulary and pronunciation instruction.
- evaluate and choose appropriate proficiency-standards-based materials, resources, and technologies, and choose, adapt, and use them in effective EFL and specific purposes teaching.
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January 9, 2013

- demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, language proficiency, and accommodations in formal testing situations.
- know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of English language learners.
- know , can employ and develop a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.
- remain current with new instructional techniques, research results, advances in the EFL field, and education policy issues and demonstrate knowledge of the history of EFL teaching. They use such information to reflect on and improve their instruction and assessment practices.
- demonstrate knowledge of history, research, educational public policy, and current practice in the field of EFL teaching as it applies to their particular location and apply this knowledge to inform teaching and learning.
- engage in professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.
TESOL International Association/NCATE P-12 Teacher Education Program Standards

Learning Outcomes

Domain 1. Language
Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners’ (ELLs’) develop language and literacy and achieve in the content areas.

Standard 1.a. Language as a System
Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development
Candidates understand and apply theories and research in language acquisition and development to support their ELLs’ English language and literacy learning and content-area achievement.

Domain 2. Culture
Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
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Standard 2. Culture as It Affects Student Learning
Candidates know, understand, and use major theories and research related to the nature
and role of culture in their instruction. They demonstrate understanding of how cultural
groups and individual cultural identities affect language learning and school
achievement.

Domain 3. Planning, Implementing, and Managing Instruction
Candidates know, understand, and use evidence-based practices and strategies related to
planning, implementing, and managing standards-based ESL and content instruction.
Candidates are knowledgeable about program models and skilled in teaching strategies for
developing and integrating language skills. They integrate technology as well as choose and
adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction
Candidates know, understand, and apply concepts, research, and best practices to
plan classroom instruction in a supportive learning environment for ELLs. They plan
for multilevel classrooms with learners from diverse backgrounds using standards-
based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content
Instruction
Candidates know, manage, and implement a variety of standards-based teaching
strategies and techniques for developing and integrating English listening, speaking,
reading, and writing. Candidates support ELLs’ access to the core curriculum by
teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content
Instruction
Candidates are familiar with a wide range of standards-based materials,
resources, and technologies, and choose, adapt, and use them in effective ESL
and content teaching.

Domain 4. Assessment
Candidates demonstrate understanding of issues and concepts of assessment and use
standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners
Candidates demonstrate understanding of various assessment issues as they affect ELLs,
such as accountability, bias, special education testing, language proficiency, and
accommodations in formal testing situations.
Standard 4.b. Language Proficiency Assessment
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism
Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy
Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students’ families, serve as community resources, and advocate for ELLs.
COURSE OBJECTIVES

ANTH 315: Language and Society

CSD 262: English Phonetics

Course Goals:

☐ Translate and transcribe the International Phonetic Alphabet (IPA) accurately, emphasizing the phonemes of American English, but including those other languages and allophonic variations across American and foreign dialects. In so doing, you will need to perceive, produce and record various sounds (phones, phonemes and allophones).
☐ Explain and apply phonetic concepts, terms, findings, theories and skills to a variety of interests, such as Communication Sciences and Disorders (CSD), Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (ESL) and Linguistics.

ENGL 221: The English Language

FLG 365: Pedagogical Grammar

Course Objectives

At the conclusion of this course, students will be able to:

1. analyze, discuss and explain the parts of speech; verb forms and tenses; sentence patterns, variants and components (i.e., ellipsis, discourse markers, etc.); word order; and complex sentence constructions with clauses.
2. identify the grammatical components of situated discourse.
3. choose appropriate and implement a wide variety of grammatical learning exercises and tasks, both open- and close-ended, in English as a second/foreign language lessons.
4. envision how grammar should be taught in varying academic contexts and for varying proficiency levels.

Wisconsin DPI, PI 34 TESL Standards

**Standard 1. Language Competence**

Teachers 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.

**Standard 2. Developmental, Social, Political, and Cultural Contexts**

Teachers of English Language Learners attend to the developmental, social, political, and cultural contexts of students’ lives and educational experiences. They understand how these relate to classroom performance/educational practice.

**Standard 3. Curriculum, Instruction, and Assessment**

Teachers employ effective curriculum, instruction and assessment practices for English language learners and possess knowledge of the content taught in schools.

**Standard 4. The School Environment**
Teachers recognize the importance of situating support programs for English language learners within the context of the school and community to ensure their academic success.

**Standard 5. Professional Development**
Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (see Standard 9 Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.

*This syllabus complies with the State of Wisconsin Department of Public Instruction, code PI 34, and exceeds expectations of TESL Standards.*

**FLG 378/778: Theories of Second Language Acquisition and Learning**

**Course Objectives**
Upon completion of this course students will be able to:

1. outline and describe research-based theories of 1) human learning and 2) the acquisition of 1st, 2nd languages as well as bilingual language acquisition.
2. articulate the relationship between language and culture.
3. analyze and describe factors (e.g., individual, cultural/social, psychological, economic, L1, and educational variables) influencing the development of second language proficiency and communicative competence(ies).
4. analyze and describe influential comprehensive theories of 1st and 2nd language acquisition.
5. discuss the complexity of second language acquisition (e.g., the rates, the routes, age, variation, performance/competency, time, etc.).
6. identify respected theoreticians in the field.
7. explain the importance of interaction in second language acquisition and learning.
8. gauge and evaluate their learners’ progress/second language development via engaging in action research using appropriate research methods.
9. evaluate and interpret new theories in the fields as they are presented.
10. engage in professional development, networking to gather resources and continue learning about second language acquisition.

**SECTION 2 Wisconsin DPI, PI 34 TESL Standards**

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**FLG 400/600: Assessment of English Language Learners**

**Course Objectives**

At the conclusion of this course, students will be able to:

1. describe the importance of reliability and validity in testing;
2. design and administer tests, which assess ESL reading, writing, speaking, listening, vocabulary, and grammar skills;
3. design and administer tests that assess particular language functions;
4. describe and employ alternative, authentic forms of assessment for ESL students;
5. administer home language surveys and conduct initial intake assessments;
6. identify and use various established standards and develop rubrics for measuring language competencies;
7. select and evaluate standardized language tests for their appropriate use;
8. interpret assessment results and recommend academic placement for English language learners in case studies;
9. identify language or other assessment constructs (academic language, atypical formats, culturally-bound or incongruent language, visuals, concepts, etc.) that would prevent learners from being fully able to perform to his/her utmost.

**Wisconsin DPI, PI 34 TESL Standards**

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ES 409: TEFL Methods

Course Objectives

Wisconsin DPI, PI 34 TESL Standards

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2. Standard 2. Developmental, Social, Political, and Cultural Contexts
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FLG 375: International Internship/TEFL Practicum

Course Objectives

Upon completion of this course, students will be able to
1. plan effective lessons targeted toward the learners’ areas of need.
2. engage in best instructional practice in order to provide effective teaching.
3. explain orally or in written form how and when to implement various methods.
4. analyze and evaluate effective teaching, materials, assessment and curricula employed in EFL environments.
5. discuss and describe the instruction of the four skills + grammar, pronunciation, and vocabulary teaching, as well as integrated approaches in addition to other necessary teaching skills.
6. design and conduct needs assessments, placement measures, and proficiency tests as necessary.
7. engage in reflective practice in order to improve continually in his/her professional development.

SECTION 2 Wisconsin DPI, PI 34 TESL Standards

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