

PAGE: ENGLISH LANGUAGE LEARNING (X.ELL)

X.ELL-403 Research in Teaching English Language Learners

Credits: 3

This course introduces teacher candidates to the sociocultural context of schooling and examines current research in the field of ELL teaching and learning. The course will support teacher candidates in developing an orientation toward teaching as inquiry, as well as the ability to read and conduct classroom research. Critical qualitative methods (e.g., ethnography, case study, action research) will be considered and teacher research in the ELL classroom will be emphasized. Teacher candidates will develop and complete a qualitative inquiry project that investigates an aspect of language teaching or learning of interest to them.

Applies to requirement(s): Meets No Distribution Requirement

A. Lopez

X.ELL-406 Introduction to Teaching English Language Learners

Not Scheduled for This Year. Credits: 2

This introductory course examines theories and issues related to multilingual education and teaching English language learners in the United States today. Specifically, students will be introduced to approaches and pedagogies that support teaching linguistically and culturally diverse learners in the PK-12 setting and the places where second language acquisition theory and practice intersect. In addition, this course will prepare participants to sit for the Massachusetts ESL Test for Educator Licensure (MTEL).

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is offered for graduate students only.

X.ELL-416 Language Assessment and Classroom Practice

Fall and Spring. Credits: 3

This course provides an introduction to theory and practice in assessing multilingual students' academic English proficiency and content knowledge. Students will learn about purposes of and types of language and content assessments for multilingual students (e.g., large-scale standardized tests like WIDA ACCESS, alternative assessments like portfolios, formative assessments) and practice designing assessment tasks and using rubrics to evaluate student writing. Students will learn to distinguish between assessing content knowledge and language proficiency and how to apply assessment findings to their teaching practice.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

X.ELL-418 Second Language Acquisition and Classroom Practice

Credits: 2

This course will a) introduce students to theories of second language acquisition (cognitive, social, and linguistic influences) and how these inform teaching practices, and b) introduce teaching methods and approaches to teaching ELLs so students can begin to make informed context-sensitive decisions about language teaching methods, techniques, lesson planning, materials, classroom management, etc.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

X.ELL-421 Linguistics for Teachers

Fall. Credits: 2

This course provides teacher candidates with an in-depth analysis of the structural and functional components of language: syntax, phonetics, phonology, morphology, semantics, register, and genre. Teacher candidates will apply concepts to language teaching and learning. The course will also include an in-depth look at functional linguistics and critical genre theory, focusing on how language functions in academic speech and writing.

Applies to requirement(s): Meets No Distribution Requirement

H. Graham

Restrictions: This course is offered for graduate students only.

X.ELL-422 Practicum Seminar in Teaching and Learning: Elementary ELL Education

Spring. Credits: 4

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

X.ELL-423 Student Teaching English Language Learners in Elementary Schools

Spring. Credits: 10

Teacher candidates participate in full-time supervised student teaching of grades PK-6 ELLs from for 15 weeks. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premised based on satisfactory submission of the CAP requirements for licensure preparation.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only

Advisory: Students may only register for X.ELL-423 if concurrently taking X.ELL-422.

Notes: This course is graded on a credit/no credit basis.

X.ELL-426 Methods in Teaching English Language Learners (ELL Methods)*Fall. Credits: 4*

This course focuses on applying theories, principles, and evidence-based methods of second language acquisition to the development of materials, lessons, and curricula for teaching disciplinary English to K-12 speakers of other languages. Teacher candidates will cultivate skills in the design and delivery of contextualized lesson plans, develop expertise in the selection and evaluation of materials such as textbooks, computer-assisted materials, and realia, and demonstrate their understanding of critical issues in teaching ELLs. Teacher candidates must simultaneously be participating in pre-practicum observations.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Advisory: X.ELL-403 and X.ELL-418 advised but not required.**Notes: Requires a field experience in an educational setting.***X.ELL-431 Student Teaching English Language Learners in Secondary Schools***Spring. Credits: 10*

Teacher candidates participate in full-time supervised student teaching of grades 5-12 ELLs for 15 weeks. Teacher candidates will hone classroom management skills, implement extended curricular units designed to support students' development of disciplinary literacies, deliver lessons to support disciplinary English development in all content areas, and develop a wide range of assessment skills. Evaluation of performance is determined by on-site visits and written assignments. Successful completion of the course is premissed based on satisfactory submission of the CAP requirements for licensure preparation.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.ELL-431 if concurrently taking X.ELL-433.**Notes: This course is graded on a credit/no credit basis.***X.ELL-433 Practicum Seminar in Teaching and Learning: Secondary ELL Education***Spring. Credits: 4*

This licensure-level weekly seminar provides teacher candidates with opportunities to examine curriculum development models, develop curricular units utilizing state and national content area standards, review research-based models of classroom management, and engage in dialogue with practicing teachers regarding various aspects of teaching and learning. Additional topics covered will include: implementing translanguaging pedagogy, developing productive partnerships between ELL and content area teachers, legal obligations of teachers, and home-school communication.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.***X.ELL-451 English Language Development Standards and Assessment Framework***Spring. Credits: 1*

This course introduces teacher candidates to the WIDA English language development standards and assessment framework, with a particular focus on understanding the large-scale standardized assessment of English language learners (e.g., WIDA ACCESS 2.0). This course will prepare teacher candidates to understand test design, prepare to participate in administrator training, and interpret score reports in ways that support their ability to use assessment to inform instruction and communicate with students and families about students' English language development needs and progress.

*Applies to requirement(s): Meets No Distribution Requirement**D. Yousofi**Restrictions: This course is limited to Mount Holyoke MAT students only***X.ELL-463 Teaching English Language Learners: Sheltered English Immersion Endorsement Standalone***Fall and Spring. Credits: 4*

This course is offered for teachers seeking SEI endorsement. It serves as the ReTELL course that provides an overview of pragmatic pedagogical strategies for including English Language Learners in content area classroom instruction. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**H. Graham**Restrictions: This course is offered for graduate students only.**Advisory: This course is offered for licensed Massachusetts teachers and teacher candidates seeking SEI endorsement*