

Teaching English to Speakers of Other Languages

UAB offers an Educational Specialist degree in Teaching English to Speakers of Other Languages (TESOL). As a post-MA degree, this EdS-TESOL provides advanced training in the teaching and learning of English as a Second Language (ESL) and English as a Foreign Language (EFL). Targeted for educators who already hold a master's degree in TESOL or a related area, this program equips TESOL educators with state-of-the-art instructional strategies for meeting the evolving needs of linguistically and culturally diverse learners, with collaborative skills for serving as reflective practitioners to guide change, and with mentoring techniques for positively influencing student achievement and institutional improvement. This EdS-TESOL prepares educators to assume mentorship and leadership roles to guide other educators in meeting the English-learning needs of their students in P-12 and adult settings. To that end, it prepares educators to become dynamic leaders and effective change agents by developing their capacity to serve as lead teachers, division heads, instructional coaches, professional development facilitators, and program specialists.

The EdS-TESOL has two tracks. The certification track is for Alabama teachers who hold Class A certification in any teaching field from the Alabama State Department of Education (ALSDE) and who wish to earn Class AA certification in ESL. The professional track does not lead to K-12 certification from the ALSDE; it is for ESL teachers in other states and also for ESL teachers of adult learners.

At UAB, this EdS-TESOL degree is classified by the National Center for Education Statistics (NCES) with code 13.1401 *Teaching English as a Second or Foreign Language*. In the NCES Classification of Instructional Programs (CIP), this code defines programs that "focus on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs." Within this code, UAB's EdS-TESOL program is unique in how it offers two distinct tracks - the certification track and the non-certification track.

NOTE: For information about the ESL master's, please visit [English as a Second Language](#).

Education Specialist in Teaching English as a Second or Other Language (TESOL)

This degree leads to Class AA certification in ESOL issued by ALSDE for which students must earn a minimum GPA of 3.25.

Track 1 is for students who hold Class A in a teaching field other than ESL; they complete 33 hours which must include EESL 610, EESL 612, EESL 615, EESL 625, EESL 630, EESL 640, EESL 680, and EESL 690, as well as EDC 732, EPR 594, and EPR 596.

Track 2 is for students who hold Class A certification in ESOL; they complete 30 hours which must include EESL 617, EESL 647, EESL 657, EESL 680, EESL 687, EDC 732, EDU 717, EDU 718, EPR 594, and EPR 596.

Track 1 - For students with Class A certification in a teaching field other than ESL

Requirements	Hours	
Professional Studies		
EDC 732	Culturally and Linguistically Responsive Instruction	3
Methods Course		
EESL 630	Methods and Materials of Teaching ESL	3
Internship		
EESL 690	Internship in Second and Foreign Languages P-12 ¹	3
Survey of Special Education ²		0-3
ECY 600	Introduction to Exceptional Learner	
Research		
EPR 594	Introduction to Educational Research Design	3
EPR 596	Introduction to Qualitative Methods in Educational Research	3
Teaching Field Courses		
EESL 610	Second Language Acquisition	3
EESL 612	Curriculum, Programs, and Policies	3
EESL 615	Grammar and Linguistics for ESL Teachers	3
EESL 625	Phonology for Second Language Teachers	3
EESL 640	Teaching New Languages Through Reading and Writing ³	3
or EESL 647	Instruction and Assessment: Reading and Writing	
Total Hours		30-33

¹ The internship will be teaching English for Speakers of Other Languages and shall be divided between early childhood/elementary and middle/secondary education.

² Required if not previously completed.

³ EESL 647 required if EESL 640 was used toward an earlier degree.

Track 2 - For Students with Class A certification in ESOL

Requirements	Hours	
Professional Studies		
EDC 732	Culturally and Linguistically Responsive Instruction	3
EDU 717	Promoting Ethics & Wellness in P-12 Education	3
EDU 718	Student Support Systems in P-12 Education ¹	3
Teaching Field Courses		
EESL 617	Teaching English in a Global Context	3
EESL 647	Instruction and Assessment: Reading and Writing	3
EESL 657	Instruction and Assessment: Listening and Speaking	3
EESL 687	English for Specific Purposes	3
Survey of Special Education ²		0-3
ECY 600	Introduction to Exceptional Learner	
Research		
EPR 594	Introduction to Educational Research Design ³	3
EPR 596	Introduction to Qualitative Methods in Educational Research	3
Capstone		

EESL 680	Research in ESL	3
Total Hours		30-33

¹ May substitute two 600+ advisor-approved courses for EDU 717 or EDU 718.

² Required if not previously completed.

³ Replace with EPR 608 if EPR 594 was used towards an earlier degree.

Education Specialist (EdS) in TESOL (Professional Track)

The Professional Track consists of 30-36 credit hours. This track does **not** lead to Class AA certification in ESOL issued by the ALSDE.

Requirements	Hours
Prerequisite	0-3
EESL 610 Second Language Acquisition	
Teaching Field Courses	12
EESL 612 Curriculum, Programs, and Policies	
EESL 615 Grammar and Linguistics for ESL Teachers	
EESL 617 Teaching English in a Global Context	
EESL 625 Phonology for Second Language Teachers	
EESL 630 Methods and Materials of Teaching ESL	
EESL 637 Methods Teaching English as an International Language	
EESL 640 Teaching New Languages Through Reading and Writing	
EESL 647 Instruction and Assessment: Reading and Writing	
EESL 657 Instruction and Assessment: Listening and Speaking	
EESL 670 Engaging Families and Communities	
EESL 677 Field Studies	
EESL 687 English for Specific Purposes	
Advisor-approved ESL 600+ level course	
Research	
EPR 594 Introduction to Educational Research Design	3
EPR 596 Introduction to Qualitative Methods in Educational Research	3
Additional Coursework	9
EDC 732 Culturally and Linguistically Responsive Instruction	
EDU 717 Promoting Ethics & Wellness in P-12 Education	
EDU 718 Student Support Systems in P-12 Education	
EDU 719 Action Research for Educational Improvement	
EPR 608 Introduction to Statistical Methods in Educational Research	
Advisor-approved education course at 600+ level	
Capstone	
EESL 680 Research in ESL	3
Practicum	0-3
EESL 697 ESL Practicum	
Total Hours	30-36

Graduate Certificate in Teaching English as an Additional Language

This graduate certificate focuses on teaching English as an additional language, with a focus on adolescent and adult learners. Required courses include: EESL 625, EESL 637, EESL 687, and EESL 677, as well as either EESL 647 or EESL 657.

Requirements	Hours
EESL 625 Phonology for Second Language Teachers	3
EESL 637 Methods Teaching English as an International Language	3
EESL 647 Instruction and Assessment: Reading and Writing	3
EESL 657 Instruction and Assessment: Listening and Speaking	
EESL 687 English for Specific Purposes	3
EESL 677 Field Studies ¹	3
EESL 007 Community English Teaching ²	0
Total Hours	15

¹ With advisor approval, another course can be selected.

² Required of graduate students who are teaching adult learners.

Graduate Certificate in Teaching Multilingual Learners

This graduate certificate requires either EESL 510 or EESL 610, in addition to advisor approved electives that total 12 graduate credit hours with a focus on the instruction of multilingual learners in the K-12 setting.

Requirements	Hours
EESL 510 Second Language Acquisition	3
or EESL 610 Second Language Acquisition	
Advisor Approved Electives	12
Select 12 credits of the electives listed below	
EESL 512 Curriculum, Program, Policies	
EESL 515 Grammar and Linguistics for ESL Teachers	
EESL 525 Phonology for Second Language Teachers	
EESL 530 Methods and Materials of Teaching ESL	
EESL 540 Teaching New Languages Through Reading and Writing	
EESL 560 Effective Teaching and Learning	
EESL 570 Engaging Families and Communities	
EESL 589 Internship Seminar in ESL	
EESL 590 Internship in Second and Foreign Languages P-12	
EESL 600 TESOL Residency	
EESL 601L Community English Teaching	
EESL 610 Second Language Acquisition	
EESL 612 Curriculum, Programs, and Policies	
EESL 615 Grammar and Linguistics for ESL Teachers	
EESL 617 Teaching English in a Global Context	
EESL 620 Special Topics in ESL	
EESL 625 Phonology for Second Language Teachers	
EESL 630 Methods and Materials of Teaching ESL	
EESL 637 Methods Teaching English as an International Language	
EESL 640 Teaching New Languages Through Reading and Writing	
EESL 641 Teaching Emergent Bilingual Learners in the Early Childhood Setting	
EESL 647 Instruction and Assessment: Reading and Writing	
EESL 650 Strategies for Teaching Math and Science to ELLs	
EESL 657 Instruction and Assessment: Listening and Speaking	
EESL 660 Effective Teaching and Learning	
EESL 670 Engaging Families and Communities	
EESL 677 Field Studies	
EESL 680 Research in ESL	

EESL 687	English for Specific Purposes
EESL 690	Internship in Second and Foreign Languages P-12
EESL 697	ESL Practicum

Total Hours 15

Courses

EESL 510. Second Language Acquisition. 3 Hours.

An in-depth look at major theories of second language acquisition. Exploration of learning environments, programs, home language, culture, and other factors that influence second language acquisition. This course entails 30 hours of field experiences. Required for the Alternative Master's.

EESL 512. Curriculum, Program, Policies. 3 Hours.

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, instructional strategies, accommodations, assessments, and support networks and that are grounded in second language acquisition theory. This course entails 5 days of field experiences in an English learner summer program. Required for the Alternative Master's in ESL.

EESL 515. Grammar and Linguistics for ESL Teachers. 3 Hours.

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises, and develop instructional activities that embed grammar skills into content-driven lessons. Required for the Alternative Master's.

EESL 525. Phonology for Second Language Teachers. 3 Hours.

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds. Required for the Alternative Master's.

EESL 530. Methods and Materials of Teaching ESL. 3 Hours.

Examines traditional and current approaches for teaching English to speakers of other languages and curriculum materials, texts, and other resources. This course entails 30 hours of field experiences. Required for the Alternative Master's.

EESL 540. Teaching New Languages Through Reading and Writing. 3 Hours.

Theory, research and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 30 hours of field experiences. Required for the Alternative Master's.

EESL 560. Effective Teaching and Learning. 3 Hours.

This course prepares candidates to plan, teach, and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the Alternative Master's in ESL, French, and Spanish.

EESL 570. Engaging Families and Communities. 3 Hours.

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

EESL 589. Internship Seminar in ESL. 1 Hour.

Provides an opportunity to explore in-depth effective ways to deliver instruction during the internship experience.

EESL 590. Internship in Second and Foreign Languages P-12. 6 Hours.

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties.

EESL 600. TESOL Residency. 0 Hours.

Students in the EdS program's non-certification track must enroll in EESL 008 during the summer term. During their two-week residency at UAB, they will participate in a TESOL institute on campus and also visit TESOL sites off-campus.

EESL 601L. Community English Teaching. 0-1 Hours.

Students co-teach weekly Community English Classes.

EESL 610. Second Language Acquisition. 3 Hours.

An in-depth look at major theories of second language acquisition. Exploration of learning environments, home language, culture, and other factors that influence second language acquisition. This course entails 30 hours of working with English learners in one's own educational context.

EESL 612. Curriculum, Programs, and Policies. 3 Hours.

Introduction to the curriculum, programs, policies, and laws that support new language learners with respect to legal issues, support networks, instructional strategies, assessments, and accommodations and that are grounded in second language acquisition theory. This course entails 3 days of field experiences in an English learner summer program.

EESL 615. Grammar and Linguistics for ESL Teachers. 3 Hours.

A critical study of aspects of Modern English grammar and linguistics that are important for the teaching of English as a Second or Foreign Language. Students will gain an understanding of the major syntactic and semantic phenomena important for teaching ESL/EFL, become familiar with the practical and theoretical literature on teaching English grammar, participate in practical exercises, and develop instructional activities that embed grammar skills into content-driven lessons.

EESL 617. Teaching English in a Global Context. 3 Hours.

Provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

EESL 620. Special Topics in ESL. 3 Hours.

Topics will vary from year to year.

EESL 625. Phonology for Second Language Teachers. 3 Hours.

An introduction to phonology and its application to the teaching of a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by language learners from different first languages, and identify instructional strategies for assisting language learners to perceive and produce challenging sounds.

EESL 630. Methods and Materials of Teaching ESL. 3 Hours.

Examines traditional and current approaches to teaching English to speakers of other languages and curriculum materials, texts, and other resources, specifically within PK-12 settings. This course entails 40 hours of field experience working with English learners in one's own school.

EESL 637. Methods Teaching English as an International Language. 3 Hours.

Prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts both for in-person and online instruction. Engaged with approaches aligned with TESOL Standards for ESL/EFL Teachers of Adults, students review language learning needs for 5 program settings: adult/community, workplace, college/university, intensive English, and English as a Foreign Language. During the semester, students design and implement a curriculum for instruction and assessment of language learning outcomes. This course entails 30 hours of field experiences.

EESL 640. Teaching New Languages Through Reading and Writing. 3 Hours.

Theory, research, and practice in reading and writing for second language learners. Implications for teaching reading and writing skills that allow second language learners to participate in the full range of academic situations. This course entails 32 hours working with English learners in one's own school and 8 hours of field experiences at another school.

EESL 641. Teaching Emergent Bilingual Learners in the Early Childhood Setting. 3 Hours.

This course prepares candidates to work effectively with emergent bilingual learners in the early childhood setting. Candidates will gain context knowledge needed to design curriculum, including literacy, appropriate for emergent bilingual learners and will learn how culture and home language impacts learning additional languages.

EESL 647. Instruction and Assessment: Reading and Writing. 3 Hours.

Addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments. This course entails 30 hours of field experiences.

EESL 650. Strategies for Teaching Math and Science to ELLs. 3 Hours.

Provides knowledge and strategies for making math and science accessible to ELLs at all grade levels, K-12. Classroom teachers will learn to make accommodations for teaching ELLs within a sheltered instruction framework.

EESL 657. Instruction and Assessment: Listening and Speaking. 3 Hours.

Examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking. This course entails 30 hours of field experiences.

EESL 660. Effective Teaching and Learning. 3 Hours.

This course prepares candidates to plan teach and assess second and foreign languages in school settings: making informed decisions about context, learners, learner differences, teaching strategies, methodologies, curricula, and assessment. This course entails 30 hours of field experience. Required for the traditional Master's in ESL.

EESL 670. Engaging Families and Communities. 3 Hours.

This course prepares professional educators to engage families and communities with the overarching idea of shared responsibility for the English learner's academic success. In this course, UAB candidates will determine what family engagement could look like over time (in school years) and through multiple levels, starting with individual engagement, the engagement of a school, and of a school system.

EESL 677. Field Studies. 1-3 Hour.

Students participate in field studies related to the teaching of English as a second or foreign language.

EESL 680. Research in ESL. 3 Hours.

Primary types of research conducted in second language teaching and learning and how these methods can be used to inform teaching. Introduction to classroom-based second language research approaches.

EESL 687. English for Specific Purposes. 3 Hours.

This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of working in adult ESL and EFL environments. Students explore English for Specific Purposes and related issues in Intensive English Programs, English for Occupational Purposes, Program Administration, and English as an International Language. Students observe classes in regional IEPs, develop an EOP program, receive hands-on experience in administration, apply research to various adult EIL teaching situations, and do an in-depth study of an EFL context.

EESL 690. Internship in Second and Foreign Languages P-12. 3 Hours.

Meets the internship requirements of the state code. Interns are engaged in the full scope of teaching activities including planning and delivering lessons, evaluating students, and conducting managerial tasks and other appropriate duties. This course entails 2 weeks of internship in an English learner summer program. Approval of internship application for the traditional master's.

EESL 697. ESL Practicum. 1-3 Hour.

In this practicum course, prospective ESL/EFL teachers shadow a professional ESL teacher when teaching an Academic English class. As needed, they also provide specialized support for the ESL students in that class. To enhance their professional growth, these prospective teachers share their reflections and newly-acquired competencies with the EESL 697 course instructor.

EESL 698. Teaching Apprenticeship. 2-3 Hours.

This required teaching apprenticeship is housed in a standards-based course that offers practical application of the knowledge and skills learned in other courses for teaching ESL. After having completed one semester of structured observations of professional ESL educators and participated in corresponding debriefings, novice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, assess learners and their language development, and conduct managerial tasks and other appropriate duties.

Prerequisites: EESL 697 [Min Grade: C]

EESL 717. Teaching English in Global Context. 3 Hours.

This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.

EESL 737. Teaching English as an International Language. 3 Hours.

The primary purpose of this course is to guide educators in exploring the teaching of English as a second, new, or foreign language to English learners of all ages. With the goal of expanding an educator's repertoire for teaching speakers of languages other than English, this course considers the relevance of historical approaches and methods used in language teaching during the past century and reviews language methods and approaches used in today's ESL and EFL classrooms. Educators analyze selected methods and approaches in differing contexts that include English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an International Language (EIL) or English as Lingua Franca (ELF).

EESL 743. Promoting Global Peace through TESOL. 3 Hours.

This course guides doctoral students in understanding and facilitating the promotion of global peace within their classroom and educational setting as well as in other settings, both locally and globally.

EESL 747. Instruction and Assessment: Reading and Writing. 3 Hours.

This course explores the linguistic, sociocultural, psychological, and educational factors that affect literacy development in English as a second or foreign language (ESL/EFL). Educators will analyze literacy-learning needs of English learners (ELs) in diverse contexts and multiple age groups and will participate in effective and engaging ways to meet those needs.

EESL 757. Instruction and Assessment: Listening and Speaking. 3 Hours.

Based on linguistic perspectives and language acquisition research from earlier in their careers, educators will use research, experience, and reflection to further inform their own teaching practice in TESOL. To that end, they will explore the complexities of linguistic, sociocultural, psychological, and educational factors that affect ELLs' aural and oral development.

EESL 763. Facilitating Intercultural Communicative Competence. 3 Hours.

This course guides doctoral students in understanding and facilitating their students' intercultural communicative competence within and out of the classroom.

EESL 780. Research in ESL/EFL. 3 Hours.

Exploration of research methods conducted in second and foreign language teaching and applications of these methods to inform teaching in the ESL and/or EFL contexts.