

Graduate Certificate in Teaching ELL Language Learners

Program Learning Goals

Graduate students gain the theoretical and practical knowledge needed to teach English as a second/other language. They learn and practice professional genres of writing, including the journal article, conference abstract and presentation essay, literature review and curriculum plans. Through their own writing and intellectual development, they become aware of themselves as thinking, creative members of a profession. They familiarize themselves with scholarly resources and professional opportunities. Students recognize ethical protocols concomitant with their professional responsibilities.

Whereas the categories of assessment remain the same for undergraduate and graduate level courses, their criteria differ. The research essay/final project provides the standard for evaluation. Split level courses differ from their graduate from undergraduate assignments in requiring research and writing at a professional standard. Graduate level course requirements usually include a demonstration of teaching.

1. **Reading and Analysis:** Students practice close reading and analysis of concrete linguistic situations. Through classroom discussions and written assignments, students practice rigorous and sustained close readings of texts, sharpening their attention to the challenges faced by English Language Learners. Students are attentive to words, meaning, nuance, and contradictions in texts that allow them to contribute to scholarly conversations.
2. **Critical Inquiry and Context:** Relying on their area of specialization, students engage with current scholarship in order to locate their arguments in specific and relevant contexts, identifying the sociolinguistic influences that shape meaning and implications. Students learn to think of texts and individuals as being enmeshed in particular histories, cultures, and critical conversations.
3. **Written Communication:** Students write persuasively and analytically across genres and modes. Presenting their arguments clearly and succinctly, they identify and distinguish among disciplinary conventions, evaluate sources using discipline-specific theories and methods. They utilize critical reading skills to evaluate, apply, and synthesize evidence and/or sources in support of a claim, analyzing assumptions and bias. Students reach conclusions based on research, revise and edit their work to meet scholarly standards. Students also learn to develop research-based curricula.
4. **Content:** Students acquire knowledge of major theories of language and awareness of current scholarship in second language acquisition. Students demonstrate appropriate nomenclature in analytical/ theoretical analyses. They learn to apply scholarly protocols of methodology and evaluate sources in their research.

