English Language/Linguistics Program

MA in English as a Second Language

Student Handbook

Fall 2015
A. Welcome to graduate study in the University of Arizona English Language / Linguistics Program. The faculty and staff of our program are committed to helping you prepare for a career in the fields of Applied Linguistics and Teaching English as a Second or Foreign Language. Whether you want to continue on to do PhD work in the field and conduct research, to teach adults at the college or community level, or to work abroad, we will do our best to provide you the support and resources you need to complete your degree and reach your professional goals.

This handbook is designed to outline the MA ESL degree requirements and program expectations for MA students. It mirrors the program website at http://english.arizona.edu/lp/language-and-linguistics, to which you should refer for up-to-date information.
B. People

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C. MA in ESL Degree Requirements

1. Linguistics Pre-requisite. Students should have taken an Introduction to Linguistics course at the undergraduate or graduate level before enrolling in program coursework. If an entering student has not taken any course in linguistics, an introductory course in linguistics or the equivalent must be taken in the first or second semester of the program.

2. Language Requirement. If students are native speakers of English, they should show evidence of intermediate proficiency in another language (e.g. 4 years high school, 4 semesters college, or other experience). Non-native speakers of English are not required to show proficiency in a third language. Note that any coursework done to fulfill this requirement cannot count towards the 30 units required for the degree, as work done at the 400-level or lower cannot count towards graduate study.

3. Coursework. Students should complete the following coursework with a grade of B or better. Students may transfer up to 6 graduate credit hours (12 from UA), with approval by the Graduate Advisor or Program Director.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Normally fulfilled by:</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL Methods</td>
<td>ENGL 555: Introduction to Teaching English to Speakers of Other Languages</td>
<td>3</td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>ENGL 596o: Introduction to Applied Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Materials &amp; Curriculum Development and Assessment</td>
<td>ENGL 613: Advanced TESOL Methods</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>ENGL 596j: Second Language Acquisition Research</td>
<td>3</td>
</tr>
<tr>
<td>SLA Theory</td>
<td>ENGL 615: Second Language Acquisition Theory</td>
<td>3</td>
</tr>
<tr>
<td>Pedagogical Grammar</td>
<td>ENGL 612: Grammatical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>One CTW course (L2 Pedagogy and Culture, Technology, or Writing)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Two electives*</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>ENGL 693a: TESL Practicum OR ENGL 599: Independent Study</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>30</strong></td>
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</table>

* Elective courses must be approved by the Program Director. They may be CTW courses not taken for CTW requirement. ENGL 591, the writing program preceptorship for GATs, may count as an elective.
4. Program Level Assessments:

a. Qualifying Paper. Students must complete a qualifying paper and receive a grade of B or better on it as part of Introduction to Applied Linguistics in their first semester; all program faculty will assess the paper as well.

b. Program Portfolio. Students must complete a program portfolio over the course of the program, submitting it to the Program Director by one month before the end of their final semester. The portfolio must contain at least 1) a teaching philosophy, 2) a curriculum vitae (CV), and 3) a sample lesson plan. These items will normally be completed as part of coursework in 555, 613, and 693a; if a student chooses to complete degree requirements with a non-regular course, they must complete the item on their own. Students must receive a grade of B or better on these assignments from the course instructor; all program faculty will assess the items as well.

c. Capstone Poster. Students should complete a capstone project and present it in a program poster session near the end of their final semester. The project may be started in 596j or another course in the third semester and then completed independently or as part of 599 in the fourth semester. Alternatively, a student may present a project from 693A as a poster. All program faculty will assess the posters.
D. Coursework Descriptions

The following coursework is required, and is usually completed in the first year of the program:

A. APPLIED LINGUISTICS (3 CH). Engl 596o is recommended to meet this requirement.

   English 596o*: Introduction to Applied Linguistics: Applied linguistics is the main research base for TESOL and foreign language teaching. It is also an interdisciplinary field with strong influences from psychology, sociology, anthropology, education, and cognitive science. In this course, we will get a wide-ranging view of applied linguistics, from its primary theoretical assumptions to its primary research methods to its primary applications.

B. TESOL METHODS (3 CH). Engl 555 is recommended to meet this requirement.

   English 555: Introduction to TESOL: The course will provide a general overview of the TESL profession covering prominent theories, methodologies, and issues in the field. Coursework will cover the major methods, including Grammar-Translation, the Direct Method, Audiolingualism, and Communicative Language Teaching. In addition, issues of learner variables, motivation, and contexts of teaching and learning will also be addressed. Students will participate in mock lessons, tutoring sessions, and observations.

C. PEDAGOGICAL ENGLISH GRAMMAR (3 CH). Engl 612 is recommended to meet this requirement.

   English/SLAT 612: Grammatical Analysis: The goal of this course is to present essential components necessary to an understanding of English grammar. We will overview a variety of English language structures. We will develop a basic knowledge of ESL/EFL pedagogical grammar, becoming familiar with major grammatical structures, patterns, and categories as well as grammatical terminology.

D. RESEARCH METHODS (3 CH). The following course is recommended to meet this requirement:

   English/SLAT 596j: Second Language Acquisition Research: This course is designed to explore the nature of research in SLA and to help situate students theoretically and methodologically in this research domain. The focus is on classroom-oriented research in various educational settings, which investigates both qualitative and quantitative approaches to research and processes of conducting research, from identifying problems, formulating research questions, collecting, analyzing, and interpreting data, to writing up research for presentation and publication.

* Note that 596o is ‘Special Topics’, and so does not appear in the University system with its actual content. While we are working to get permanent numbers for these courses, always be sure to register for the correct section number.
E. SECOND LANGUAGE ACQUISITION (3 CH). The following course is recommended to meet this requirement:

**English/SLAT 615: Second Language Acquisition Theory:** This course is designed to present an overview of the field of second language acquisition—the study of how second and foreign languages are learned after a first language has already been acquired. SLA is a broad subfield of applied linguistics with many interesting and exciting areas of research.

F. MATERIALS/CURRICULUM DEVELOPMENT AND ASSESSMENT (3 CH). A regularly taught course that meets this requirement includes:

**English/SLAT 613: Methods of TESOL (Advanced):** The first half of this course will cover the basics of developing materials for English language teaching and issues related to curriculum design and development. The second half of the course will focus on ESL/EFL assessment and related issues like standards and testing.

G. CTW: Either CULTURE, TECHNOLOGY, or WRITING AND L2 PEDAGOGY (3 CH). Regularly taught courses that meet this requirement include:

**English/SLAT 589: Internet Technologies in L2 Teaching and Learning:** This course explores theory, practice, and pedagogical application of the latest Internet and computer technologies in second/foreign language education, including synchronous and asynchronous chat, blog, wiki/collaborative docs, audio (podcasting), video, virtual world/digital gaming, mobile/handheld computing, and social networking technologies.

**English 596o: Second Language Writing:** Second language writing is a growing area of interdisciplinary study that draws on insights from applied linguistics, second language studies, and writing studies. This course will provide an overview of the theory and practice of second language writing. We will explore topics such as L2 writing processes and development, L2 texts, biliteracy, pedagogical approaches and strategies, culture, and identity.

**English 596o: Sociolinguistics and World Englishes:** This course considers the concept of world or global Englishes from a sociolinguistic perspective, and discusses topics including standardization, social and regional variation, globalization, and how a global(ized) view of English might or should impact contemporary language instruction.

H. CAPSTONE EXPERIENCE (3 CH): Either 693a or 599

**English 693a: Applied ESL:** This course incorporates observation, reflection, and practicum experiences in local intensive English, refugee, and community literacy programs with discussion of classroom teaching and management techniques.

**English 599: Independent Study:** Students who have a full research project ready to begin by the end of their third semester may complete an independent study instead of 693a. Students must complete an empirical research project with IRB, and write a 40-page paper under direction of a program faculty. While this is not officially a Master’s Thesis, it may serve informally as one.
E. Frequently Asked Questions

1. Is additional financial support available?

If you were offered financial support, you should check your support letter or GAT contract for what is promised to you, and for how many semesters. Additional financial support is sometimes available in a student’s second, third, and fourth semesters, and is awarded based on seniority, need, and GPA. No support is ever available for summer courses.

2. Can I finish the degree in three semesters?

If you do not have GAT-ship funding, it may be possible to complete the MA degree in three semesters, or three plus one course, by transferring courses or taking 3 or 4 courses a semester. Please note, however, that some required courses are only offered in Fall or Spring, not both (see no. 4 below).

3. Can I transfer coursework?

According to UA graduate school rules, you may transfer up to 6 credit hours from another accredited program, or 12 credit hours from the UA, if those courses did not count towards fulfillment of another degree. Usually, transferred hours from another program count as electives, and are registered as independent studies with the Program Director.

4. What courses are offered when?

We produce a list of available program courses when registration for an upcoming semester opens. Usually, the list of Spring courses is available starting in November, and the list of Fall courses is available starting in May. We can guarantee that the required courses or equivalents will be offered according to the recommended coursework schedule.

5. What electives can I take?

We will provide a list of suggested electives when registration for an upcoming semester opens. Usually, these courses are in English or related disciplines, such as the foreign languages, education, linguistics, anthropology, or psychology. You should make sure you have program approval for all electives that you choose.

6. What Practicum experiences are there?

Everyone can gain practicum experience in 693a at CESL and community ESL centers. In addition, if you are a GAT, we have developed a system for you to complete the 20-seat-hour CESL Practicum in the summer on your own. There will also be a full, 3 CH CESL Practicum course available as an elective, but note that it will involve fees.
F. Recommended Coursework Schedules

The following tables outline the recommended coursework schedule for regular students and graduate assistant teachers. Students should consult with the Program Director to finalize selections and choose electives. See the courses pages (Section D above) for course descriptions. Note that 30 credit hours of coursework must be graduate level (500- or 600-level) to count toward the degree.

Regular students

<table>
<thead>
<tr>
<th>Fall year 1</th>
<th>Spring year 1</th>
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</thead>
<tbody>
<tr>
<td>• Engl 555 Intro to TESL</td>
<td>• Engl 615 SLA</td>
</tr>
<tr>
<td>• Engl 596o Intro to App Ling</td>
<td>• Engl 613 Adv Methods</td>
</tr>
<tr>
<td>• (1) elective</td>
<td>• elective (CTW or other)</td>
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<table>
<thead>
<tr>
<th>Fall year 2</th>
<th>Spring year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 596j Research</td>
<td>• 693a Applied ESL or 599</td>
</tr>
<tr>
<td>• 506 Ped Grammar</td>
<td>• elective (CTW or other)</td>
</tr>
<tr>
<td>• elective (CTW or other)</td>
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</tr>
</tbody>
</table>

(1) International students only must enroll for at least 9 credit hours every semester, until they have less than 9 (the final semester), because of US student visa requirements.

Graduate Assistant Teachers

GATs must complete a preceptorship, which may count as a single (3 credit unit) elective.

<table>
<thead>
<tr>
<th>Fall year 1</th>
<th>Spring year 1</th>
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</thead>
<tbody>
<tr>
<td>• Engl 555 Intro to TESL</td>
<td>• Engl 615 SLA</td>
</tr>
<tr>
<td>• Engl 596o Intro to App Ling</td>
<td>• Engl 613 Adv Methods</td>
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<tr>
<td>• Engl 591 Preceptorship</td>
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</table>

<table>
<thead>
<tr>
<th>Fall year 2</th>
<th>Spring year 2</th>
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G. Graduate Student Resources

The **EL/L Student Association (ELLSA)**, of which all EL/L students are members, welcomes incoming students, sponsors professional development workshops and activities (e.g. CESL tutoring), conducts social programs, does peer advising/mentoring, and maintains a website of student activities. They have also raised funds for travel to professional conferences. ELLSA pairs each first-year student with a second-year student to serve as a mentor and guide through the first year of the program.

The **English Graduate Union (EGU)** at: [http://english.arizona.edu/index_site.php?id=563](http://english.arizona.edu/index_site.php?id=563) represents all graduate students within the English Department. Each spring two students from each of the English Department’s four graduate programs are elected as representatives to the EGU. The main function of the EGU is to create a liaison between the English Department administration, its faculty, and its graduate students. The EGU also provides financial support for travel to professional conferences.

The **Graduate and Professional Student Council (GPSC)** at: [http://www.gpsc.arizona.edu/](http://www.gpsc.arizona.edu/) is a campus-wide organization. Its goal is to assist graduate students academically, economically, and socially, and to establish communication among all graduate and professional students at the University. In addition to lobbying for graduate student issues, the GPSC provides financial support for travel to professional conferences and sponsors social events for graduate students. Representatives are elected annually from each of the colleges.

International students have the added benefit of the programs offered through the **Office of International Student Programs at:** [http://internationalstudents.arizona.edu/home](http://internationalstudents.arizona.edu/home), including a required orientation program, cross-cultural workshops and forums, and a host family program.

In addition, the **Associated Students of the University of Arizona (ASUA)** at: [http://asua.arizona.edu/ASUASite/ASUA.html](http://asua.arizona.edu/ASUASite/ASUA.html) hosts a number of clubs and organizations for students. These cover a number of different interests – professional, cultural, political, religious, social and athletic, among others.
H. Employment Information

Every Spring, ELLSA hosts a workshop on job hunting, CV preparation, and writing a teaching philosophy. The workshop is especially useful for second semester students, who must turn in a CV and teaching philosophy statement at the beginning of their second year as their Mid-Program Portfolio. The information below was distributed at an earlier workshop.

Resources for the Job Search:

TESOL International has an online career center with a place to post your resume and search for jobs. On 5/1/14 for example, there were 80 jobs listed in 9 categories: Adult Ed, Corporate, ESP, Higher Ed, IEPs, PreK-12, Program Admin, Teacher training, and Other. Two-thirds of these jobs were in the US, and one-third in 8 other countries. The website also has useful tips for job searching, a TESOL Placement E-Bulletin you can subscribe to, and information on the annual job fair at the TESOL convention. Admission to the annual job fair (“Job MarketPlace”) is included in the cost of the TESOL convention. http://careers.tesol.org/

Inside Higher Education has listings from universities and community colleges around the US. On 5/1/14 there were 54 results for ‘ESL’, although some required PhDs. http://www.insidehighered.com

Dave’s ESL Café has job boards for International TEFL jobs (78 posted in the week ending 5/1/14), Korea TEFL jobs, and China TEFL jobs. http://www.eslcafe.com

The International Educator has listings for EFL and international school employment all over the world. Subscription to their listings costs $39/year. http://www.tieonline.com/

Tefl.com also has listings for EFL and international school employment all over the world. There are currently 539 jobs posted, 73 in the week ending 5/1/14. http://www.tefl.com/

A few sites list mostly doctoral level positions, but some master’s level positions are mixed in:

- The Linguist List: http://linguistlist.org/jobs/

Job search tips:

When searching, use as search terms all the acronyms, both abbreviated and spelled out: TEFL, TESL, TESOL, EFL, ESL, ESP, English as a second language, applied linguistics, etc.

If you want to target a specific geographical area in the US, consider sending a cover letter and resume to all the Intensive English Programs in that area. Intensive English Programs (IEPs) will often need instructors at the last minute and may hire part-time on the spot. It may be a good
idea to send the IEP director an e-mail asking if they are accepting resumes and what their projected employment needs are.

American Association of Intensive English Programs: http://www.aaiep.org/

Intensive English USA: http://www.intensiveenglishusa.com

When to search:
Most universities conduct a fall-winter search for positions starting the following August, although many instructor searches occur in the spring. IEPs and universities overseas may have different calendars; for example, the Japanese academic year starts April 1.

What to include:
A job application contains at least 2 vital elements: the cover letter and the resumé or CV, and one optional element, the teaching portfolio. Do not send these via e-mail unless the ad specifies them.

The Cover Letter:
Read the job ad very carefully and make sure that your cover letter briefly addresses all of the ‘required’ elements and clearly addresses all of the ‘desired’ parts if possible. Talk about how qualified you are, how much you want to work with them, and how you fit their needs, based on your understanding of what their needs are (which you have learned via the job ad and a web visit). In other words, tailor each cover letter to the needs of that institution. Cover letters are usually limited to one page.

The CV:
An academic CV should follow a set formula, and does not need to be as brief as a business resumé. Typically, it includes sections for: Education, Teaching Experience, Skills and Qualifications, Presentations/Publications, Grants and Fellowships, Awards and Honors, and Service. For TESL/TEFL jobs, a brief Objective statement may also be included.

Teaching Portfolio:
It is also a good idea to have a portfolio prepared.
Elements of Teaching Portfolio:
• A 1-2 page teaching philosophy
• A set of sample teaching materials/lesson plans
• A few generic letters of recommendation from professors or previous employers
• (Possibly) student evaluations
• A video of your teaching.

Having these elements online with a link to them in the cover letter, or including your portfolio on a CD, might be even better. A teaching philosophy is a vital and possibly job-winning document, especially for positions that are teaching-focused. It should be about 1-2 pages single-spaced. A good website for help on writing an L2 teaching philosophy is: http://nflrc.hawaii.edu/tipps/

Tip: Look at many sample cover letters, CVs, and teaching portfolios to decide which format you want to follow and be consistent with format throughout your application materials. Before sending out your materials, proofreading them carefully and repetitively and ask others to proofread them as well.