

Master of Arts in Education for Teaching English to Speakers of Other Languages

We welcome international students to our Master of Arts in Education for Teaching English to Speakers of other Languages. UAB's MA-TESOL prepares graduate students for teaching English as a Second Language (ESL) or English as a Foreign Language (EFL) to adult language learners. Its first purpose is to guide future ESL/EFL teachers in meeting the evolving needs of language learners within the changing societies of today's world. Its second purpose is to provide cutting-edge instruction through a standards-based, inquiry-focused approach that prepares ESL/EFL teachers for using state-of-the-art instructional strategies. This program implements course instruction through a variety of delivery formats: weekly evening classes, and blended (face-to-face instruction alternating with online), and online. This MA-TESOL program is identified by the United States' national Classification of Instructional Programs with code 13.1401, Teaching English as a Second or Foreign Language. This code classifies degree 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.*

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Overview of the MA-TESOL Program

Students may start in January (spring semester) or in August (fall semester).

They take 13 courses (39 credit hours) during 5 semesters and can usually finish in 20 months.

<u>Courses</u>	<u>Schedule</u>	<u>Pre-Requisites</u>
<i>Unless specified, each course is worth 3 semester credit hours.</i>	<i>subject to change</i>	<i>and/or Co-Requisites</i>
EESL 007 Community English Program (CEP) Teaching* (4-7 terms)	Fall, Spring, Summer	
EESL 610 Second Language Acquisition	Fall and Spring	<i>None</i>
EESL 613 Teaching ESL in a Multicultural Society	Summer	<i>None</i>
EESL 615 Grammar and Linguistics for ESL Teachers	Fall and Summer	<i>EESL 610 (preferred)</i>
EESL 617 Teaching English in a Global Context	Spring	<i>4 EESL courses</i>
EESL 625 Phonology for Second Language Teachers	Fall and Spring	<i>EESL 610 (preferred)</i>
EESL 627 Teaching Adult Language Learners	Summer <i>(from May to August)</i>	<i>none</i>
EESL 637 Methods Teaching English as International Language	Fall	<i>none</i>
EESL 647 Instruction and Assessment: Reading & Writing	Summer, as of 2022 <i>(from May to August)</i>	<i>EESL 610 EESL 637 (preferred)</i>
EESL 657 Instruction and Assessment: Listening & Speaking	Spring	<i>EESL 610 EESL 637 (preferred)</i>
EEC 660 Reading, Teaching, and Learning	Spring	<i>None</i>
EESL 677 Field Studies: Teaching CEP* (2 credit hours)	Fall, Spring, Summer	<i>Pre-approved by advisor/director</i>
EESL 687 English for Specific Purposes	Summer (until 2021); Fall, as of 2022	<i>4 EESL courses & 2 CEP terms</i>
EESL 697 ESL Practicum: Shadowing* (1 credit hour)	Fall, Spring, Summer	<i>6 EESL courses & 3 CEP terms</i>
EESL 698 Teaching Apprenticeship*	Fall, Spring, Summer	<i>all of the above</i>

* See page 4 for detailed explanation of CEP teaching (Community English Program), ESL shadowing, and apprenticeship teaching.

Admission Requirements for International Students

This information is for international students whose first language is not English. English is the language of instruction for all courses in this master's degree program.

Step 1 Graduation from a recognized college/university with a 4-year degree (GPA of 3.0 over 4.0)

Step 2 Passing score on an English language proficiency exam

80+ on the TOEFL-iBT with a minimum of 20 on each of the 4 subscores

OR

6.5+ on IELTS with a minimum of 6.0 on each of the 4 subscores

Step 3 Graduate Record Exam: GRE

Step 4 If you meet all three requirements listed above (Steps 1, 2, and 3), you will skip Step 4 and go to Step 5, which is for Direct Admission to your targeted graduate program in the School of Education's Department of Curriculum and Instruction. However, if you meet the first requirement (Step 1) but do not meet the second and third requirements (Steps 2 and 3), you must do Step 4, both 4a and 4b. *If you need to do Step 4, you will not be doing Step 5.*

4a) Submit an application to INTO UAB at <https://uab.apply.intoglobal.com/login>. Complete sections 1 and 2 on this application and all other sections (except Section 3). Prospective students must pay the fee for this application and submit all documents required by INTO UAB. Depending on your TOEFL or IELTS scores, you will be considered for INTO UAB's Academic English (AE) program or for admission to INTO UAB's graduate pathway program for the MA-TESOL.

4b) After you arrive in Alabama, you will take the English language placement test administered on campus during the INTO UAB orientation. As determined by your scores on UAB's language placement test (and not by your scores on the TOEFL or IELTS), you will be placed in AE classes or placed in a Pathway program or be considered for Direct Admission.

-If you are placed in AE, you will continue taking AE classes each semester until completing all of the AE classes for Level 4. After that, you will progress to the Standard Pathway for the MA-TESOL program.

-If you are placed in Pathways, you will take the corresponding Pathway courses for two semesters (Standard Pathway) or one semester (Accelerated Pathway). After you finish your Pathway program, you will progress to being a full-time student in UAB's Graduate School.

-If you pass all parts of the English language placement test, your projected admission for the Pathway program changes to full admission for the MA-TESOL program (regardless of your TOEFL or IELTS score). You will start at UAB as a full time graduate student.

Step 5 Degree-seeking Application to UAB's Graduate School

Submit a degree-seeking application to your selected graduate program at this website:

https://uabirmingham.force.com/graduate/TX_SiteLogin?startURL=

Be sure to read these websites!

UAB Graduate School <http://www.uab.edu/graduate/>

School of Education www.uab.edu/education/ci

International Student and Scholar Services

<http://www.uab.edu/global/international-students-and-scholars>

Tuition and Fees for graduate non-resident students during targeted academic year

<https://www.uab.edu/students/paying-for-college/detailed-tuition-and-fees>

NOTE: Depending on their academic performance and their oral and written proficiency in the English language, students may be required to receive tutoring on a regular basis at the INTO UAB Learning Resource Center.

CURRICULUM for the MA-TESOL program

L I N G U I S T I C S	EESL 610 <i>Second Language Acquisition</i> This course provides an in-depth look at major theories of second language acquisition. Students explore learning environments, programs, home language, culture, and other factors that influence second language acquisition.
	EESL 615 <i>Grammar and Linguistics for ESL Teachers</i> This is a critical study of aspects of Modern English grammar important for teaching of English as a Second/Foreign Language (ESL/EFL). Students gain an understanding of major morphosyntactic, semantic and pragmatic phenomena important for teaching ESL/EFL, become familiar with practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in language learner writing, and develop classroom activities for teaching language through <i>grammaring</i> .
	EESL 617 <i>English in a Global Context</i> 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 toward domination of English.
	EESL 625 <i>Phonology for Second Language Teachers</i> This learner-centered course is an introduction to phonology and its application to the teaching of English as 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 English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.
P E D A G O G Y	EESL 613 <i>Teaching ESL in a Multicultural Society</i> This course is designed to introduce students to the goals, principles, and practices of multicultural education and to sensitize future teachers to cultural pluralism in classroom, school, and community settings.
	EESL 627 <i>Teaching Adult Language Learners</i> This course introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults' second language development. After learning to recognize quality components in distinct program models, as outlined by <i>TESOL Standards for Adult Education ESL Programs</i> , students do a critical study of community-based programs and English for Specific Purposes.
	EESL 637 <i>Methods for Teaching English as an International Language</i> This course 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. Engaged with approaches aligned with <i>TESOL Standards for ESL/EFL Teachers of Adults</i> , students plan state-of-the-art curriculum, instruction and assessment for 5 program settings: adult/community, workplace, college/university, intensive English, and EFL.
	EESL 647 <i>Instruction and Assessment: Reading and Writing</i> This course 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.
	EESL 657 <i>Instruction and Assessment: Listening and Speaking</i> This course 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 & speaking
	EESL 687 <i>English for Specific Purposes</i> This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of teaching English for Specific Purposes. Students explore issues related to Intensive English Programs, Program Administration, English for Occupational Purposes and EIL. Students develop an EOP program, do an in-depth study of an EFL context, & apply research to adult EIL teaching contexts.
A P P L I C A T I O N	EEC 660 <i>Reading, Teaching and Learning</i> This course assists in locating, analyzing, and synthesizing current research in education and producing research-based assignments.
	EESL 007 <i>Community English Teaching: from 4 to 7 semesters</i> (0 credit hours) Students teach weekly ESL classes in the Community English Program (CEP) in UAB's School of Education. With each successive semester, MA-TESOL students assume greater responsibility to meet higher expectations in teaching practices.
	EESL 677 <i>Field Studies/Teaching CEP</i> [2 credit hours] With this clinically-focused course, MA-TESOL students culminate their teaching experience in the Community English Program (CEP). They reflect on their growth as ESL teachers and focus on implementing into their teaching of CEP classes what they observe while shadowing a professional ESL teacher during their companion EESL 697 course.
	EESL 697 <i>Practicum/Shadowing</i> Prospective ESL/EFL teachers shadow instructors of ESL classes or of graduate classes in Academic English and/or provide specialized one-on-one instruction to international scholars and students. To enhance their own professional growth, prospective teachers share reflections and newly-acquired competencies with course instructor.
	EESL 698 <i>Teaching Apprenticeship</i> This standards-based course offers practical application of the knowledge and skills learned in other courses for teaching ESL to adult learners. After doing structured observations of professional ESL educators and participating in the corresponding debriefings, apprentice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, evaluate learners and their language development, and conduct managerial tasks and other appropriate duties.

Integrated Practicum Experiences: MA-TESOL

MA-TESOL students complete four stages of integrated practicum experiences

Stage 1 Community English Program (CEP)— from 4 to 7 semesters/terms (0 credit hours, P/F)

MA-TESOL students complete from 4 to 7 semesters/terms teaching ESL in the SOE's Community English Program (CEP). The CEP's ESL classes take place Thursday evenings (7:30-9:00 pm) and Friday mornings (9:30-11:00 am). During each successive semester teaching CEP classes, MA-TESOL students assume greater responsibility and meet higher expectations. They create a portfolio of their lesson plans, which they continually update across all terms of CEP teaching. This portfolio will be the focus of EESL 677, which takes place during their final semester of CEP teaching. Students continue teaching CEP classes and are enrolled in EESL 007 until they have completed all other courses and are taking EESL 677/697.

Semester	Expectations with CEP	Required MA-TESOL courses	Credit hours	Grade
1 st semester/term (fall)	Teach CEP classes	EESL 007 <i>Community English Teaching</i>	zero (0)	pass or fail
2 nd semester (spring)	Teach CEP classes	EESL 007 <i>Community English Teaching</i>	zero (0)	pass or fail
3 rd semester (summer)	Teach CEP classes	EESL 007 <i>Community English Teaching</i>	zero (0)	pass or fail
4 th semester (fall)	Teach CEP classes	EESL 007 <i>Community English Teaching</i>	zero (0)	pass or fail
5 th – 7 th semesters	Teach CEP classes	EESL 007 <i>Community English Teaching</i>	zero (0)	pass or fail

After having successfully completed from 4 to 7 terms of CEP teaching (as demonstrated by having passed EESL 007 during each term) and after having completed 6+ graduate courses, MA-TESOL students are eligible for EESL 677 and EESL 697.

Stage 2 EESL 677 Field Studies (2 credit hours)

In EESL 677, MA-TESOL students culminate from 4 to 7 semesters teaching CEP classes as documented by having enrolled each time in EESL 007 and earned passing grades. During this EESL 677 course, students analyze their CEP teaching portfolio and reflect on their growth as teachers across several semesters. They also implement techniques and strategies into their CEP teaching that they observe during their EESL 697 shadowing, which they take concurrently with EESL 677.

Stage 3 EESL 697 Practicum/Shadowing (1 credit hour)

During the same semester in which they enroll in EESL 677, MA-TESOL students also enroll in EESL 697. For their EESL 697 course, MA-TESOL students “shadow” an ESL teacher who has an ESL master's degree and 3+ years of experience with teaching ESL in an academic setting. During an entire semester, the MA-TESOL student will attend all class sessions (e.g., Reading 2 class, MW 12:00-1:30). The MA-TESOL student will observe the cooperating ESL teacher teaching his/her ESL course, support instruction when invited to do so by the cooperating teacher, and possibly teach a limited number of mini-lessons. Whenever possible, this shadowing experience will take place in the INTO UAB English Language Programs. In addition to assisting the instructor being shadowed, MA-TESOL students are expected to keep daily logs, submit weekly reflections to their EESL 697 instructor, and submit an end-of-course portfolio. If possible, MA-TESOL do the “shadowing” at a level and subject to prepare for teaching a similar ESL class as their apprenticeship placement the following semester.

Stage 4 EESL 698 Teaching Apprenticeship (3 credit hours)

Students teach a semester-long ESL course, participate in debriefings on a regular basis, maintain weekly communication with their mentor/supervisor (face-to-face, email and/or phone), and observe EESL 698 peers teaching an ESL class. The EESL 698 instructor serves as a liaison to arrange teaching and observing. At the teaching apprenticeship placement, each student is mentored and supervised by a mentor/supervisor who is assigned by the host institution.