Teaching English as a Second Language

College of Arts & Sciences

The Department of Modern and Classical Languages, Literatures and Cultures offers a graduate program leading to the M.A. degree in Teaching English as a Second Language – MATESL (36 cr.). The general goal of graduate work in the program is to provide students with a quality teacher education program that will prepare candidates for a satisfying career in language teaching.

Admission Requirements
Applicants for admission must first be approved by the Graduate School. They are then reviewed by the Director of the program in the department of Modern and Classical Languages, Literatures and Cultures, who consults with the MATESL Program Faculty Committee before returning recommendations to the Graduate School.

An applicant may be provisionally admitted without meeting all of the minimum standards if other factors, including letters of recommendation, the writing samples, and the oral interviews, indicate an ability to perform satisfactorily in graduate-level work. Presentation of a minimum Graduate Record Examination score (GRE) and a minimum Grade Point Average (GPA) does not, however, automatically guarantee admission to the program, as the final decision depends on an evaluation of all materials submitted and the Program Faculty's assessment of the applicant's potential for successful graduate study.

Other Specific Requirements
In addition to assuring that the applicant has met the admission requirements of the Graduate School, the director and the program faculty Committee carefully evaluates the following material:
* a minimum 2.75 overall undergraduate GPA, a minimum 3.0 GPA in the language-specific field, and a minimum 3.0 GPA in any previous graduate work;
* three letters of recommendation;
* personal statement of interest in language teaching
* an interview by the appropriate program faculty;
* demonstrated basic skills
Graduate school applications must be returned to the Graduate School Office.

Degree Requirements
All candidates are required to meet the following set of learning outcomes. Candidates must:

I. Language & Learning
1. demonstrate professional level knowledge of the English language, including English as a linguistic system and as a tool for social and cognitive functioning;
2. demonstrate knowledge of research in second language acquisition processes;
3. demonstrate knowledge of learning differences among students, including learning disabilities;
4. demonstrate the ability to inform teaching practices through the study of social learning and cognitive research and theories and the use of inquiry into specific teaching contexts.

II. Culture
1. demonstrate knowledge of the major research and theories related to the nature and role of culture in instruction and learning;
2. demonstrate knowledge of a specific cultural context for ESL/EFL teaching;
3. demonstrate skill in inquiring into cultural groups, processes, and identities to support language

development.

III. Planning, Implementing and Managing Instruction
1. demonstrate the ability to create lesson plans and effectively implement them according to current educational research, concepts and "best practices;"
2. demonstrate an understanding that teaching involves relationship building with learners;
3. demonstrate knowledge of curriculum design, standards-based curricula and materials and strategies and techniques for classroom implementation;
4. demonstrate the ability to use technology as an effective resource in the classroom;
5. demonstrate the ability to differentiate instruction for the diverse learning needs of ESL/EFL students;

IV. Assessment
1. demonstrate knowledge of various assessment instruments and issues as they affect ELLs;
2. demonstrate the ability to use standards-based assessment instruments to show language growth and inform instruction;
3. demonstrate the ability to inquire into students' personal histories and linguistic, cultural and educational backgrounds in order to adapt instruction to learner needs.

V. Professionalism
1. demonstrate knowledge of the history, research, public policy and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning;
2. demonstrate the characteristics of a "reflective practioner," through questioning and inquiry into their own teaching practices and using professional development opportunities;
3. demonstrate the ability to build partnerships with colleagues and students' families, serve as a community resource, and advocate for ELLs;
4. demonstrate the ability to adhere to ethical standards for Kentucky educators

For further information concerning the MATESL program, consult the Program Director.

The Portfolio
The successful submission of the TESL Professional Portfolio is the culminating requirement of the program. The portfolio has three core functions: 1) reflective tool for professional development; 2) advance an argument that you are a competent language teacher and have met the program TESL Standards; 3) document that you have met the requirements for the TESL MA Program.

TESL Knowledge Areas & Graduate Courses

TESL Knowledge Areas	TESL Curriculum
Language (12 cr.)	MCL 575: Introduction to Linguistics for Teachers (3cr.)
	TSL 560: Literacy Development in the ESL Classroom (3 cr.)
	MCL 665: Second Language Curriculum & Assessment (3 cr.)
	TSL 675: English Grammar: Analysis & Pedagogy (3 cr.)
Learning (9 cr.)	MCL 517/LIN 517: Second Language Acquisition (3cr.)
	MCL 690: Culture, Cognition and L2 Language Learning (3 cr.)
	500/600 level course from Education (3 cr.)

Pedagogy (15 cr.)   MCL 510: L2 Teaching Methods: Young & Beg. Level Learners (3cr.)
                           MCL 610: Second Language Teaching Methods: 9-12, Adult &
                           Advanced Students
                           TSL 697: ESL Teaching Internship (9 cr.)