

# **M.A. TESOL PROGRAM GRADUATE HANDBOOK**

**Michigan State University  
Department of Linguistics and Germanic,  
Slavic, Asian, and African Languages**

**Revised April 13, 2018**



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## I. Program Overview

Administered through the Michigan State University Department of Linguistics and Germanic, Slavic, Asian, and African Languages (henceforth LGSAAL), the Master of Arts degree program in Teaching English to Speakers of Other Languages (M.A. TESOL) prepares individuals for professional careers in language teaching with an emphasis on the teaching of English. Through the program, students gain knowledge of and experience in general areas of language teaching, language learning, materials development, and assessment.

It is believed that professionals in the field of TESOL should have a combination of theory and practical experience. The M.A. TESOL program at Michigan State University seeks to maintain that balance by providing coursework that focuses on the link between theory and practice. In this way, students gain an understanding of the principles of the field as they prepare to develop their careers in the field of language learning and teaching.

Requirements for the degree stress many facets of language study. Students are given a strong foundation in the current theory and practice in the field and are given opportunities to put their knowledge to use. At the end of the program, students will be able to:

- understand the nature of second language learning
- understand and interpret current research as it applies to language teaching
- examine and evaluate current language teaching materials and practices
- think creatively about language teaching issues and challenges
- understand and apply principles of language teaching in a variety of contexts
- critically examine their own teaching
- develop a coherent statement of teaching philosophy
- provide leadership in their educational settings and to the field of language teaching.

For many students, the M.A. TESOL is a terminal degree; thus, the ability to do independent research is not a primary goal. However, students will have the opportunity to conduct independent research as part of class projects that they can expand into research to be disseminated at conferences or through refereed journals. For students who want to continue their studies in a Ph.D. program, independent research, including a thesis, is an option, and students will be given the guidance they need to complete an M.A. thesis if they show initiative in developing a research topic.

It is important to understand that being a TESOL professional means going beyond completing the required classes. Students are encouraged to take advantage of the many opportunities available at MSU. This includes, but is not limited to, attending lectures and workshops, presenting at local and national conferences, publishing newsletter articles and textbook reviews, developing language teaching materials, and for some, conducting research that will contribute to

the fields of language teaching and second language acquisition. A list of lectures, workshops, and conferences is maintained on the M.A. TESOL website, and students will be told of any publishing opportunities in their classes.

## **II. Program Components**

Section II (a) outlines the components of the M.A. TESOL program. Section II (b) outlines the components of the linked BA/MA program for students who have a B.A. degree with a major in linguistics from MSU.

### **a) M.A. TESOL Program:**

Students admitted to the M.A. TESOL program are required to complete 36 credits of coursework (37 for students who choose the thesis option described below). Up to nine graduate credits may be transferred from other accredited institutions toward the fulfillment of these credits with approval from the program director. Thus, the program requires that a minimum of 27 credits be completed in residency. Up to nine Lifelong Education credits may be transferred, but no more than a combined total of nine Lifelong Education credits and credits from another institution may transfer. See Section II (b) for a description of the linked BA/MA program.

Students may choose Plan A and complete an M.A. thesis or Plan B and complete a comprehensive exam, both of which are explained in detail in Section III. Students wanting to continue their studies toward a Ph.D. degree should consider the thesis option. A general timeline for the thesis option is given in Section III. The comprehensive exam for students entering the program in the Fall, 2017 or later is in the form of an electronic portfolio; students who entered the program prior to the Fall, 2017 will follow Format I. Both formats focus more on pedagogy than on research, and are described in Section III.

**Required Courses: Each of the courses below is three credits. The first two courses are taken in the first semester, and serve as a foundation for the remainder of the curriculum.**

LLT 822 Interlanguage Analysis

LLT 895 ESL Classroom Practices

### **Additional Required Courses:**

LLT 807 Language Teaching Methods

LLT 808 Assessment for Language Teaching and Research

LLT 809 Teaching Second-language Reading and Writing

- LLT 841 Special Topics in Second/Foreign Language Learning and Teaching (may be taken twice, once as an elective)
- LLT 846 English Structures and Functions
- LLT 860 Second Language Acquisition
- LLT 872 Research Methods for Language Teaching and Foreign/Second Language Learning
- LLT 896 Practicum in TESOL (may be taken twice, once as an elective)

### **Course on Language in Context**

This requirement can be fulfilled by successful completion of one of the following or another course, with the approval of the student's advisor.

- ANP 420 Language and Culture
- COM 828 Cross-cultural Communication
- LIN 471 Sociolinguistics
- LLT 855 Identity and Ideology in Multilingual Settings

### **Elective**

The remainder of the program can be completed with elective courses (LLT or LIN) from LGSAAL. It is possible to take LLT 841 (a different topic) and LLT 896 a second time for credit as an elective. Students who are writing a thesis will use thesis credits (LLT 899, 4 cr.) as their elective and complete a program of 37 credits. TAs should see Section X Work-related Policies and Financial Support for information on possible funding for the additional credit hour. All students should see Appendix A for a Checklist of Courses for Graduation.

### **Other requirements**

A minimum of 16 credits of the M.A. must be at the 800 level or above. If courses are waived due to similar content at other institutions, additional electives will be required to complete the 36 credit hours necessary for graduation. These additional electives must also be chosen from LGSAAL (LLT or LIN courses) unless a course outside of LGSAAL is warranted due to the nature of a student's research and is pre-approved by the student's advisor in writing. Any course waivers must be discussed with the program director. To request a waiver based on a course taken at another institution, students must provide the program director with the syllabus for that course when it was taken and an official report of the grade received.

The practicum, LLT 896, is a course in which M.A. students work in teams to prepare lessons and materials for, and then teach a six-week ESL program for adult ESL students from the MSU and Greater Lansing Area communities (see [EPIC: English Partners in Communication](#)). In order to waive LLT 896, students must have had two years of full-time *supervised* ESL teaching experience. To have this course waived, submit a request to the program director in writing along with documentation of the teaching experience. LLT 896 is required for students who are TAs unless they have the required experience noted above. All students, regardless of whether or not they are TAs, are required to complete 36 credits for graduation.

Students should [apply for graduation](#) on or before the end of the first week of the semester in which they plan to complete their degree requirements. The program director will then review the application and, if approved, the department will certify the graduation.

#### **b) Linked BA/MA Program:**

Undergraduate linguistics majors at MSU may qualify for the Linked BA/MA Program.

Admission requirements are the same as described above for the M.A. TESOL program.

Undergraduates should have a minimum GPA of 3.25. Students may count nine credits of 400-level coursework toward the completion of the M.A. TESOL degree. The relevant courses are LIN 471, and two from LIN 424/431/434/437. **Students must be admitted to the MA TESOL program before taking these courses if they are to be used for the Linked BA/MA.**

Therefore, students interested in this linked program should consult [Debra M. Hardison](#), Director of the M.A. TESOL Program, as early as possible. Once admitted, students will then complete the following graduate courses (each 3 credits).

LLT 895	ESL Classroom Practices
LLT 807	Language Teaching Methods
LLT 808	Assessment for Language Teaching and Research
LLT 809	Teaching Second-language Reading and Writing
LLT 846	English Structures and Functions
LLT 860	Second Language Acquisition
LLT 872	Research Methods for Language Teaching and Learning
LLT 896	Practicum in TESOL

There are several possibilities for the ninth course. Linked program students will be advised by the program director and should consult the director regarding course selection.

## Other Requirements

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Students may choose Plan A and complete an M.A. thesis or Plan B and complete a comprehensive exam, both of which are explained in detail below. A general timeline for the thesis option is given below, and is based on a full-time, four-semester sequence of courses; therefore, students in the linked program should discuss the feasibility of TA funding and/or the thesis option with the program director as early as possible.

Students should [apply for graduation](#) on or before the end of the first week of the semester in which they plan to complete their degree requirements. The program director will then review the application and, if approved, the department will certify the graduation.

### III. Degree Requirements: Master's Thesis (PLAN A) and Comprehensive Exam (Plan B)

#### Master's Thesis (PLAN A)

Students who choose to write a thesis (Plan A) must enroll in LLT 899 (master's thesis research) for four credits after the M.A. thesis proposal has been approved (usually by the fall of the final year). Writing a thesis requires a commitment to working independently to find a topic of interest and following the procedures noted below upon the completion of the first year of study. Students should consult the thesis director on how to adapt the dates below for their individual circumstances, including, for example, the collection of data beyond MSU during the summer between the first and second years of study. The dates below are intended as guidelines and assume thesis completion at the end of the spring semester of the final year.

August 15: Students should select a professor from one of the core M.A. TESOL faculty (see Section XIV) whose research interests most closely match the proposed topic, and give her or him a five-page (double-spaced) summary that includes the statement of the research question(s), a possible method of data collection, and timeline for conducting the research. This summary need not include a comprehensive literature review, but it must include the rationale for wanting to conduct the research. If the first professor approves the project and will serve as the thesis director, approval must be obtained from a second professor from LGSAAL, or with approval

from the thesis director, a professor from outside the department. The Thesis Committee form (Appendix B) should then be completed. As indicated on the bottom of the form, a copy should be given to the program director. Committee members may also wish to keep a copy.

October 1: Students should submit to both professors a comprehensive proposal that includes the literature review and complete research methodology including all instruments and potential participants. As soon as both professors approve the project, the student must request approval from the MSU [Institutional Review Board](#) (IRB), if applicable. The thesis director will be the responsible project investigator. Data collection involving human subjects must not begin until IRB approval has been received.

April 1: Students should submit to both professors a draft of the thesis, conforming to the current edition of the *Publication Manual of the American Psychological Association* (APA). Allow at least two weeks for a review of the thesis before the defense is scheduled. Note that revisions may be needed before a defense can take place.

April 15: A defense of the thesis is scheduled with both professors. This defense is a meeting in which students present their results and answer questions from the committee. Although attendees are permitted at the defense, it does not have to be a public defense. The form shown in Appendix C will be completed by the thesis director at the defense. A copy should be given to the program director and one to the graduate secretary for your file. Students must be enrolled at MSU for at least one credit at the time of the defense.

Revisions may be necessary before the thesis can be accepted. Students who wish to graduate at the end of the semester in which the thesis was defended should take note of the deadline dates for final approval of the electronic thesis by the Graduate School and submit the revised version to the thesis director (or committee) well in advance of that time.

Early May: The thesis is submitted electronically to MSU.

The thesis, a formal research project undertaken by the candidate, is generally at least 50-75 pages in length. The thesis may, with the approval of the thesis director, be a substantive expansion of a paper written for a course. It should emphasize the student's ability to do independent work involving original research that is directly related to the academic content of the M.A. TESOL program.

It is the student's responsibility to work with the thesis director to obtain permission from the MSU Institutional Review Board (IRB). Information can be obtained from the [IRB website](#). The thesis director will be regarded by the IRB as the Responsible Project Investigator on the project. (See Section IX of this handbook on Responsible Conduct of Research and Scholarship.)



The Graduate School accepts only electronic submission of theses and dissertations submitted via ProQuest. See the [instructions for formatting](#) an electronic submission, deadline dates, and copyright information, etc.

**NOTE:** If you intend to graduate in the current semester, your document must be accepted and delivered to the publisher, ProQuest, by 5:00 p.m. on the deadline date. This means that your document has been submitted via the ProQuest website, has been reviewed by a Graduate School ETD Administrator for formatting, has been deemed to be formatted correctly, and all necessary paperwork has been turned in to the Graduate School prior to the deadline date and time. **The deadline date is not simply the last date to submit your document to the Graduate School via the ProQuest website. Make sure you are aware of the deadline dates.** The review process is interactive and final approval can take from a few hours to weeks, depending upon the extent of the necessary revisions. Be sure to read the information carefully on the website.

The publishing agreement for theses/dissertations with ProQuest provides an “Open Access Publishing PLUS” option as an alternative to the traditional publishing option available to students. The Open Access option gives ProQuest the authorization to make the electronic version of the document accessible to all via the internet, including the selling of the document by commercial retailers and accessibility to the work via search engines. A student selecting the Open Access option will not be eligible to receive royalties. In addition, there is a fee for this option. The pros and cons of selecting this option differ significantly across disciplines. For more information, visit [ProQuest Publishing](#), [Open Access Publishing](#), and [Why Copyright?](#)

In addition to the main body of a thesis, the Graduate School permits the submission of supplementary materials to ProQuest. These materials will not be reviewed by the Graduate School for formatting requirements, but must be acceptable by ProQuest and comply with ProQuest’s criteria and storage limits. All supplementary materials need the written approval of the thesis director.

A public or lay audience abstract to precede the conventional disciplinary/technical one is strongly recommended. The formatting requirements for this additional abstract are identical to those for the conventional one. If a student chooses an open defense, this abstract may be distributed to the TESOL program’s faculty and students, and posted on the program’s website.

**Master's Comprehensive Examination (PLAN B): Students who entered the program prior to the Fall, 2017 will follow Format I.**

**FORMAT I** (for students who entered the program prior to Fall, 2017):

The purpose of the comprehensive exam is to demonstrate the student’s ability to synthesize information from courses in the graduate program. Students may submit the completed exam two times a year, in October and March. Most students write the exam in the final semester of their

studies. Although it is possible to write it earlier, it is important to note that information from all of the courses in the program contributes to the knowledge base each student brings to the task of writing this exam so it may not be advantageous to write it earlier. Minimally, students must have completed LLT 807, 860, and 895 before writing the exam. Completion of LLT 846 prior to submitting the exam may also be beneficial. **Students must notify the program director in advance of the beginning of the semester in which they wish to write the exam.** If the exam is written in a semester after the student has completed all coursework, the student must enroll in one credit of LLT 898.

The components of the exam include:

- A review of an ESL textbook that describes the book and evaluates it with reference to theory and practice (no more than 1,500 words, excluding references). This must be a new review (not one previously written for a course). Students must choose a book that has been published recently in the US, Canada, or the United Kingdom.
- Lesson Plan I: One two-hour lesson plan with a focus on integrating the four major language skills (listening, speaking, reading, writing) and content materials. Details pertaining to this component of the exam will be distributed by the TESOL program director approximately two months before the due date of the exam. These details will include the content materials to be used in the lesson plan (e.g., a reading passage and related video file) and information about the learner population. Students should keep additional materials to be used in the lesson to a minimum. These include content materials (e.g., additional reading) as well as handouts, PowerPoint slides, websites, etc. Include only those materials that are necessary to teach the lesson effectively. If you take materials from another source, be sure that they are compatible with the variety of English appropriate for the learner population described in the lesson plan materials.
- Lesson Plan II: One lesson plan with a focus on teaching grammar in a communicative context for a class one hour in length. Details pertaining to this component of the exam will be distributed by the TESOL program director approximately two months before the due date of the exam. These details will include the grammar materials to be used in the lesson plan and information about the learner population. Students should keep additional materials to be used in the lesson to a minimum. These include content materials as well as handouts, PowerPoint slides, websites, etc. Include only those materials that are necessary to teach the lesson effectively. If you take materials from another source, be sure that they are compatible with the variety of English appropriate for the learner population described in the lesson plan materials.
- Two rationale statements, one for each of the above lesson plans (no more than 1,250 words each, excluding references). This statement should be a discussion of how the student's beliefs about language learning and teaching are reflected in the lesson plan and why it was constructed in a particular way. Each rationale must be based on current theory with appropriate citations of research articles. Although primary sources are strongly encouraged, secondary sources from the courses in the program may also be used.

Specific information regarding the lesson plans will be distributed by the TESOL program director approximately two months before the due date to the students who have notified the director of their intention to write the exam. The ESL textbook review can be done before that information is distributed.

The Examination Committee will be composed of the core faculty of the M.A. TESOL program. The M.A. TESOL Director will convene and chair the Examination Committee. Each component of the candidate's exam will be evaluated by two members of the Examination Committee. The same two members will not evaluate every component of an individual student's exam. The results of the exam will be reported to the Graduate Chairperson and the candidate within **three weeks** after the exam is submitted. The grades used are as follows: High Pass, Pass, Fail. Students who fail no more than two sections may rewrite the failed section(s) during the semester in which the exam was taken. For the purposes of this evaluation, a lesson plan and its associated rationale statement constitute one section. If a student does not pass the rewrite based on the judgment of two readers, she or he must retake the entire exam the following semester. A candidate who fails the certifying exam may retake it once during the following semester. If a student fails the exam a second time, she or he is dismissed from the program. Detailed grading guidelines for Format I of the exam are given in Appendix D.

**FORMAT II** (required Plan B format for students starting the program in Fall, 2017 or later):

Format II of the M.A. comprehensive exam is in the form of an electronic portfolio. The purpose of the comprehensive exam is to demonstrate the student's ability to synthesize information from courses in the graduate program and present themselves to future employers. Most students will submit the exam on the Monday after spring break of their second year.

Each portfolio will be randomly assigned to two TESOL faculty members for evaluation and graded within two weeks. The grades used are as follows: HIGH PASS, PASS, REVISE, FAIL. Students who receive a grade of REVISE will have two weeks to revise and resubmit their portfolio. A candidate who fails the exam may retake it once during the following semester. If a student fails the exam a second time, she or he is dismissed from the program.

The portfolio must be created in the form of a website. It may be either public or password protected (but see the discussion below of the video of a teaching demonstration).

Components:

- Required elements include:
  - An introduction or "about" page
  - A CV
  - A video of a teaching demonstration of a 20-minute segment from a class with an accompanying lesson plan from LLT 895, 896, or another setting. If a video is

used from LLT 896, the site must be password protected. This may also apply to a video from another setting in which people are identifiable unless signed media releases are obtained.

- Speaking/listening lesson plan from LLT 895
- Reading/writing lesson plan from LLT 895
- Textbook review from LLT 807
- Teaching philosophy from LLT 807
- Genre analysis from LLT 809
- Teaching activity from LLT 809
- Optional elements include:
  - Assessments from LLT 808
  - Research papers (e.g., from LLT 872)
  - PPT slides from conference presentations
  - Grammar lesson plan from LLT 846
- Offline element
  - A written reflection of no more than 1,500 words, excluding references, on how the various components of the portfolio reflect what you learned during the M.A. program (double spaced, Times 11 or 12 pt.; this is about 5 pages in Times 11 pt.).

Procedure (based on a full-time four-semester schedule beginning in a fall semester):

- September/October of the first year
  - A mandatory workshop on creating an online portfolio will be held.
- December of the first year
  - Students will have completed a template for their portfolios that includes elements from LLT 895 and 807 (generally taken in the first fall semester).
- January of first year
  - A mandatory peer review workshop will be held to help students assess the format and layout of their portfolios.
- End of second and third semesters
  - Students will continue to add and revise components.
- January of second year
  - A mandatory peer review workshop will be held to help students assess the format and layout of their portfolios.
- The Monday after spring break during the fourth semester
  - Students will complete portfolios for evaluation.

See the Portfolio Evaluation Guidelines for Students in Appendix E.

### **Important Notes:**

- a) The above timeline will be adjusted as needed for linked program and part-time students. These students should keep in touch with the program director concerning an appropriate schedule.
- b) Students who decide to follow Plan A (thesis) by the fall of the second year and have an accepted thesis proposal may use the online portfolio components that were assembled in the first year for professional development purposes, but do not need to continue the workshops, prepare the offline element (i.e., the written reflection on the portfolio), or submit the portfolio for evaluation.

**Review Process for Portfolios:** Each online portfolio and required offline component will be evaluated by two members of the TESOL faculty. The grade will be communicated to the Graduate Chairperson and the student within three weeks of the submission of the portfolio. The grades used are as follows: High Pass, Pass, Fail. A high pass will be granted when the portfolio contents (online and offline) are complete, and exceed the minimum requirements of being well designed and presented, and are submitted by the deadline. A pass represents satisfactory completion of the required components. A fail would indicate that the portfolio was incomplete or not submitted by the deadline. Students who receive a failing grade may revise the portfolio based on faculty feedback one time during the semester in which it was originally submitted. If a student still does not earn a passing grade, the portfolio must be resubmitted the following semester. If a student fails a second time, she or he is dismissed from the program.

**Exit Survey:** A short online exit survey was introduced at MSU in May of 2011 for students graduating with a Plan A or Plan B master's degree or a doctoral degree. Only students who have applied for graduation will have access to the online survey. It asks questions about the students' educational experiences in MSU graduate programs and immediate professional plans. The Graduate School uses the data from this survey when reviewing graduate programs, and to guide decisions about services and initiatives for graduate students. The identity of all respondents will be kept confidential. Only group data will be made available to faculty and administrators. Students who are eligible to take the survey will receive an email message from the Graduate School with a link to the survey; however, students may take the online survey earlier after they apply for graduation. It takes about 5-10 minutes to complete. If you have difficulty, contact [Exit Survey](#).

**Commencement:** The Graduate Advanced Degree Ceremonies are held on Friday of final exam week at 3:30 p.m. at the Breslin Center.

### **IV. Selection of Advisor and Thesis Committee**

The advising process in the M.A. TESOL program is designed to assist graduate students in completing their programs in a timely manner. However, while the faculty will assist in this

process, it is the responsibility of each student to be aware of and understand University regulations as published (See [MSU Graduate Rights and Responsibilities](#) section 2.3).

All new students will be assigned an academic advisor from among the core faculty associated with the M.A. TESOL program. This information is provided to students following the orientation meeting, which is usually held during the week prior to the first week of classes. The M.A. TESOL Director advises all incoming students regarding the courses to take in the first semester. After orientation, each student should email the assigned advisor to make an appointment to work out a tentative schedule for the two years of coursework. For students in the linked BA/MA program, the TESOL program director will continue as the advisor unless the thesis option is chosen as described below.

For a student choosing Plan B, the faculty member who is assigned as the advisor will generally remain the advisor during the student's time in the TESOL program. Students wishing to change advisors should contact the M.A. TESOL Director. If the advisor leaves MSU, the student will be assigned a new one. Students choosing Plan A should begin to talk with the advisor as early as possible about this option to determine who should supervise the M.A. thesis. This person, if she or he agrees, will become the advisor. The thesis supervisor must be one of the core M.A. TESOL faculty from LGSAAL, but the second member may be from any department. The procedure for changing advisors is the same as under Plan B.

## **V. Academic Performance**

The M.A. TESOL Director will review first-year students' progress after two semesters. This review will include an evaluation of both academic performance and professional conduct. Students will be notified by electronic mail as to whether or not they are making satisfactory progress at the end of the first year. All written materials regarding a student's academic performance will be kept in a file in the department office. Students wishing access to their files should contact the TESOL program graduate secretary. Those who wish to challenge the accuracy of the files should write a letter to the chair of LGSAAL, who will then review the statements. The letter will be put in the file. Note that these files are separate from any personnel files that a student might have as a TA or RA. Student evaluations are based on the following standards.

**Grade Point Average:** Courses counted for the GPA are those recognized by the department and the university as applicable to the graduate degree. Credit is awarded for a minimum course grade of 2.0. A minimum GPA of 3.0 is required for graduation. Anyone falling below this standard during the degree program will be advised by letter and given two semesters to remedy the deficiency before dismissal from the program. In addition, a student may not accumulate more than six graduate credits taken to satisfy degree requirements with lower than a 3.0 grade even though the cumulative grade-point average may be 3.0 or above. A student who fails to

meet these standards will not be permitted to continue to enroll in the degree program, and appropriate action will be taken.

**Deferred Grades (DF):** Grades should not be deferred without the strong justification of factors such as extended illness of student or instructor. If a DF is given, the required work must be completed and a grade reported within six months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis work. Unless there is a reasonable explanation, as determined by the M.A. TESOL faculty, two deferred grades for longer than twelve months will result in dismissal from the program.

**Program Completion Progress:** The M.A. TESOL program is generally a two-year program of full-time study, but can be extended for students attending part time. International students must maintain nine credits per semester with the exception of the under-enrollment provisions allowed by the Office of International Students and Scholars. The maximum time allowed for completion of the M.A. is six years from the time the first course is taken that will be counted toward the degree. Failure to complete the M.A. requirements, including the exam or thesis within that time, will result in dismissal from the program.

**English Language Requirement:** The M.A. TESOL program requires that all international students have a minimum TOEFL score of 100 (internet-based test) with no subscore below 22. This overall score is equivalent to 250 on the computer-based test, and 600 on the paper-based test. The minimum overall IELTS score for admission is 7.0 with no subscore below 6.5. On the MSU test, the minimum score is 85, with no subscore below 83, and requires approval of the English Language Center. The minimum test scores to satisfy the English language requirement must be met before being admitted to the program as there is no provisional/conditional admission.

**Special Recognition:** Students should notify the director of the program of any significant achievements including, but not limited to awards, conference presentations, and publications. These achievements are not required, but contribute to the evaluation of overall performance.

**Reports of Academic Misconduct:** See Sections VI and IX below.

**VI. Professional Conduct:** Graduate students are expected to demonstrate academic professionalism and honesty, and to maintain the highest standards of integrity. Included among these standards are the fundamental values of honesty, trust, fairness, respect, and personal accountability. This code is embodied within the [Graduate Student Rights and Responsibilities](#).

## VII. Student Conflict Resolution

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. In case of a conflict with a faculty member, a student should first try to resolve the issue with the faculty member. If that is not possible, the student may consult with the Associate Chair for Graduate Studies, who may meet with one or both of the individuals involved. Any conflict of interest problem should also be addressed to the Associate Chair. Following that, the Department Chair should be consulted, if necessary. See the department's [Academic Grievance Hearing Procedures](#). Conflicts that cannot be resolved at the department level should be reported to the Associate Dean for Graduate Studies. Students may also file a formal grievance. More information can be found under [Article 5, Graduate Student Rights and Responsibilities](#). If internal resources for resolving the issue have been exhausted, students may contact the [Office of the University Ombudsperson](#).

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving university-related concerns. Such concerns include: student-faculty conflicts, communication problems, concerns about the university climate, and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the university; that is, it does not speak or hear for the university.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information: Room 129 N. Kedzie Hall, (517) 353-8830, [ombud@msu.edu](mailto:ombud@msu.edu),

**VIII. Campus Resources:** There are several confidential counseling and victim advocacy services available on campus such as the [MSU Counseling & Psychiatric Services \(CAPS\) Center](#) in the Olin Health Center Building. Within CAPS, there is an [International Student & Scholar Support Program](#).

## IX. Responsible Conduct of Research and Scholarship

Students are expected to conduct themselves in a professional manner following the principles of scholarly integrity. The university maintains [Guidelines for Integrity in Research and Creative Activities](#). Students should be particularly aware of issues related to data falsification, plagiarism, and the protection of human participants in research.



Two notable kinds of academic dishonesty are falsification of data and plagiarism. Falsification of data is changing or making up data and presenting these data as though they were the result of an experiment, questionnaire, or fieldwork collection project. Plagiarism is the use of another's work, ideas, or writings (including information found on the internet) without proper attribution. If students are in doubt as to when they need to cite a source, and the form the citation should take, they should consult their advisor, or check the [Harvard Guide to Using Sources](#). MSU now offers an [anti-plagiarism software](#) called *iThenticate* available to faculty, staff, and graduate students through MSU libraries as part of the *Turn-It-In* package. This software is designed so that faculty, postdocs, and graduate students can check their manuscripts before submitting them.

In addition, submitting the same paper for more than one class is prohibited. Unless authorized by their instructors, students are expected to do their own original work on each assignment in each class. A student who recycles her or his coursework from one class to another may face an allegation of academic dishonesty.

An instructor who believes a student has committed an act of academic dishonesty should take appropriate action, which includes the issuing of a “penalty grade”. A penalty grade is defined by [Article 8.1.18](#) of the Graduate Student Rights and Responsibilities as “a grade assigned to a student by a faculty member based on a charge of academic misconduct.” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course. If an instructor gives a student a penalty grade, the instructor is required to file an electronic Academic Dishonesty Report. The student’s academic dean will add the form to the student’s electronic folder, where it will remain unless the student successfully contests the allegation. See [MSU Policies, Regulations, and Ordinances Regarding Academic Honesty and Integrity](#). You can find more information about academic dishonesty, cheating, and plagiarism, including official MSU policies at the Office of the Ombudsperson.

A graduate student in the M.A. TESOL program at MSU who is discovered to have plagiarized or falsified data for a course assignment may be given a 0.0 for the course. A second occurrence of such dishonesty will result in dismissal from the program. Plagiarism or the falsification of data on an M.A. thesis may result in dismissal from the program depending on the severity of the infraction as determined by the M.A. TESOL faculty. Academic dishonesty involving the comprehensive examination will result in a failing grade on the exam. This includes seeking or receiving assistance on the initial exam or any subsequent revisions.

Students entering the program in the Fall, 2016 and later need to complete training in the Responsible Conduct of Research regardless of whether they are following Plan A (thesis) or Plan B (comprehensive exam); however, the requirements differ between plans. In their first year, all students (i.e., Plans A and B) must complete the following [online CITI training modules](#): Introduction to the Responsible Conduct of Research, Authorship, Plagiarism, and Research Misconduct. Students will complete discussion-based training within the LLT 872 and

LLT 809 courses in the fall of the second year. Plan A students then need to complete an additional three online training modules, including [Human Research Protection/IRB Certification](#). The other two modules may be chosen from CITI Collaborative Research, Conflicts of Interest, Data Management, Financial Responsibility, Mentoring, and Peer Review. Students should consult their thesis director for guidance in selecting the most appropriate ones. It is recommended that students print out a copy of any available document verifying the completion of each online training module.

Students conducting research for an M.A. thesis or public presentation of research findings, and those associated with a research project involving human participants must be certified by the MSU [Human Research Protection Program \(HRPP\)](#). Projects need approval from the MSU Social Science Institutional Review Board (IRB). Data collection **must not** begin until the project has received approval. For additional details, consult the Human Research Protection Program's information on [training required for certification](#).

After consulting with the instructor and the associate chair, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing from the associate chair, who will then convene the departmental hearing board. When appropriate, the associate chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.) Two other sites are relevant in the discussion of research integrity: [MSU's Institutional Data Policy](#): Standards for the use of technology resources, systems, and data for all members of the MSU community; and [Publication Practices and Responsible Authorship](#): from the American Psychological Association.

## **X. Work-Related Policies and Financial Support**

**Teaching Assistantships:** A limited number of teaching assistantships is available through the English Language Center (ELC). A stipend plus nine credits of tuition per semester are provided. This application process is separate from the admission process. All applications are due February 1st for assistantships beginning in the fall semester. Because support is not guaranteed, candidates for admission are encouraged to seek outside funding for their graduate studies. ELC assistantships are awarded on a year-by-year basis. The maximum funding allowed for M.A. candidates is two years. Students who are employed by the ELC should contact the Associate Director of the ELC for information on work-related policies.

ELC assistantships are not administered through the Department of LGSAAL; therefore, questions about assistantships should be directed to the Director or Associate Director of the ELC. Information, including requirements for international students, and a link to the application

form is available on the [ELC website](#). Note that the English language proficiency requirements are different from those for admission to the M.A. TESOL program.

**Extra TA Tuition Credits:** Students who are appointed as teaching assistants (TAs) at MSU may apply for additional funds to cover tuition beyond the nine credit hours per fall and spring semester. Students who choose the thesis option will encounter the need to cover an additional credit hour because LLT 899 (thesis credits) involves 4 credit hours compared to 3 hours for other courses in the program; therefore, the student who chooses this option completes a total of 37 (vs. 36) credits. Additional credit hours for the degree may also occur if the student writing a thesis wishes to take a regular course as the elective but still must enroll in LLT 899. The pool of funds for these extra tuition credits is known as the TA Tuition Pool and is negotiated by the [MSU/Graduate Employees Union \(GEU\)](#). Applications are made per semester. A notice will be sent by email from the program director to eligible students when applications can be submitted.

### **Other Possible Forms of Support:**

CeLTA (the Center for Language Teaching Advancement) at MSU may also have available a graduate assistantship for a student to work on various projects related to language teaching and technology. CeLTA coordinates and assists with language-related activities at MSU and in the community, with the ultimate goal of improving the instructional environment for all languages. If such a position is available, the information will be distributed to TESOL students.

**Eligibility:** Regardless of the source of a student's support (e.g., the ELC or another unit), students pursuing a single master's degree may generally receive no more than four semesters of an assistantship (excluding summer semesters). A student who has exhausted his or her eligibility may be given an assistantship if any are available after assistantships have been given to all other qualified candidates who are eligible according to the above guideline. If a student is appointed for more than six semesters (including summers) and already has an M.A. or its equivalent, the student must be appointed at level 3, according to the 2015-2019 [GEU contract](#). A student who is not making satisfactory progress toward the degree is not eligible for an assistantship. Satisfactory progress is defined as the completion of at least six credits per semester, a GPA of at least 3.25, and no more than six credits below 3.0. Note that any student enrolled in a dual M.A. program may be allowed to receive six semesters of support. College units that assign GAships to students in programs administered by other units will appoint only those who are eligible according to the rules above and will ask them to confirm their eligibility status at the time they apply for the position.

**Thesis Research and Conference Travel Support:** Limited funds in the form of Graduate Office Fellowships (GOF) may be available from the TESOL program to support some of the costs involved in conducting thesis research and presenting papers at conferences. The program director will send out an email inviting applications for these funds. Limited funds may also be

available through the [Graduate School](#) and through the [Council of Graduate Students](#) (COGS). In addition, the English Language Center offers limited travel assistance to ELC teaching assistants to present papers or posters at conferences. For this type of funding, please contact the Director of the ELC.

If you travel abroad, check with the [MSU Travel Clinic](#) for information on any health risks or immunizations. Check the [International Studies and Programs](#) website for issues related to safety around the world.

## **XI. Michigan State University Resources**

English Language Center (ELC): The [ELC](#) provides English language instruction to international students. The ELC offers teaching assistantships (see above) to qualified students in the M.A. program. In addition, it sponsors a number of brown-bag discussions, in-service sessions, and lectures. These are open to everyone. Topics and dates are announced on the [TESOL website](#).

Center for Language Education and Research: In 1996, Michigan State University, with funds from the Department of Education, became host to [CLEAR](#) (Center for Language Education and Research), a National Foreign Language Resource Center. The goal of this center is to build bridges in research, materials development, and teacher training across foreign languages. CLEAR has two Co-Directors from the Department of LGSAAL, Professors Susan Gass and Charlene Polio.

Center for Language Teaching Advancement (CeLTA): Among its varied activities, [CeLTA](#) hosts a series of workshops each semester in support of language teaching. A link to these is posted on the [TESOL](#) website homepage under Upcoming Events.

## **XII. Communications**

**E-mail**: The most efficient way of communicating with faculty and with fellow students is through electronic mail. All graduate students are expected to obtain an MSU e-mail address as soon as possible. They should check the MSU account regularly or have MSU mail forwarded to an account that is dependable and will be checked regularly. Instructors will often send out class emails and these will go to a student's MSU account.

## **XIII. Conferences and Organizations**

Several TESOL and applied linguistics conferences are held throughout the year at various locations. Even if students are not presenting a paper, they are encouraged to attend these conferences, particularly if the location is nearby. Information on conferences is available on the [TESOL](#) website homepage under Upcoming Events.

The MSU Linguistics Student Organization has a weekly [colloquium](#) on Thursdays from 4:30-5:30 p.m.

[SOSLAP](#) (Student Organization of Second Language Acquisition and Pedagogy) fosters communication among students who are enrolled in the TESOL and SLS programs at MSU. Several academic and social activities are scheduled each year.

Chittenden Hall is the home of the Graduate School. The building also houses the Council of Graduate Students ([COGS](#)).

#### **XIV. Faculty**

##### Core Faculty

**Peter De Costa** (Assistant Professor; B.A. National University of Singapore, 1995; M.Ed. Harvard University, 2002; M.A. Nanyang Technological University, Singapore, 2004; Ph.D. University of Wisconsin-Madison, 2011) conducts research in the areas of identity and ideology in second language acquisition, English as a lingua franca, and ethics in applied linguistics. He is the author of *The power of identity and ideology in language learning: Designer immigrants learning English in Singapore* (Springer, 2016). He also recently edited *Ethics in Applied Linguistics: Language Researcher Narratives* (Routledge, 2016), and guest edited (with Suresh Canagarajah) a special issue of *Linguistics and Education* that focused on scalar approaches to language learning and teaching. His work has appeared in *Applied Linguistics Review*, *Critical Inquiry in Language Studies*, *Current Issues in Language Planning*, *International Journal of Applied Linguistics*, *Journal of Asia Pacific Communication*, *Language Learning*, *Language Policy*, *Language Teaching*, *Linguistics and Education*, *Research in the Teaching of English*, *System*, *The Asia-Pacific Education Researcher*, *TESOL Journal*, and *TESOL Quarterly*.

**Sandra C. Deshors** (Assistant Professor; B.A. Université Paris IV-Sorbonne, France, 1998; M.A. Université Paris IV-Sorbonne, France, 2000; PGCE (Post Graduate Certificate in Education) Oxford Brookes University, UK, 2001; Ph.D. University of Sussex, UK, 2012) specializes in quantitative corpus-based approaches to learner language. In her research, she contrasts English as a Foreign Language (EFL), English as a Second Language (ESL) and World Englishes at large. In that regard, she has primarily focused on investigating linguistic co-occurrence patterns that set non-native Englishes apart as well as identifying the cognitive factors that cause those patterns to emerge. In addition, in the last few years, Professor Deshors has become interested in issues relating to linguistic innovations in learner English and the theoretical modeling of World Englishes. Theoretically, Professor Deshors' research is anchored in the usage-based theoretical framework and recognizes a correlation between speakers' mental knowledge of linguistic items and their uses in grammatical contexts. Methodologically, she has applied and (co-)developed multifactorial statistical approaches to grammatical patterns

characteristic of learner English(es). She is the author of a research monograph on *Multidimensional perspectives on interlanguage: Exploring 'may' and 'can' across learner corpora*, published by Presses Universitaires de Louvain. She has published in a variety of international journals (the *International Journal of Learner Corpus Research*, the *International Journal of Corpus Linguistics*, *Corpora*, *Corpus Linguistics and Linguistic Theory*, *English Text Construction*, the *Journal of English Linguistics*, *English World-Wide*) as well as different edited volumes. Professor Deshors also serves on the editorial board of the *International Journal of Learner Corpus Research* and is a member of the national selection committee for the Fulbright U.S. Student Program.

**Susan Gass** (University Distinguished Professor; B.A. University of California, Berkeley, 1966; M.A. UCLA, 1974; Ph.D., Indiana University, 1979) specializes in second language acquisition. She serves as Director of the English Language Center, Director of the Second Language Studies Ph.D. program, Co-Director of the Center for Language Teaching Advancement, and Co-Director of the National Foreign Language Resource Center. Her research in the area of second language acquisition has dealt with language transfer, language universals, and input and interaction. She has had visiting lectureships in Egypt, Japan, Finland, Norway, and the U.S. She is the co-author of *Second Language Acquisition: An Introductory Course* and *Second Language Research: Methodology and Design*. She is the winner of the MSU Golden Key Outstanding Research Award, the Smuckler Award, and the Distinguished Faculty Award. In 1966, she was the winner of the Paul Pimsleur Award for Outstanding Research, ACTFL (American Council for the Teaching of Foreign Languages). In 2012, she was the winner (with Luke Plonsky) of the *Language Learning* outstanding article of the year. In the same year, she and Luke Plonsky won the ACTFL-MLJ Paul Pimsleur Award for research in foreign language education. She is also the winner (with Alison Mackey) of the Kenneth W. Mildener award for *The Routledge Handbook of Second Language Acquisition*. She is the past president of the *American Association for Applied Linguistics* and the *International Association of Applied Linguistics*, and is currently the Co-Editor of *Studies in Second Language Acquisition*.

**Aline Godfroid** (Associate Professor; B.A. University of Namur, Belgium, 2001; M.A. University of Antwerp, Belgium, 2003; Ph.D. University of Brussels, Belgium, 2010) specializes in cognitive processes in second language acquisition, L2 vocabulary learning and teaching, and the use of eye-movement recordings in second language acquisition research. She has conducted several studies on the role of attention and awareness ('noticing') in early L2 learning, incidental vocabulary acquisition during reading, implicit and explicit learning and knowledge, and the automatization of linguistic knowledge at advanced stages of L2 learning. Professor Godfroid was one of the guest editors of a thematic issue of *Studies in Second Language Acquisition* on eye-movement registration in second language research and is currently working on a book about eye-tracking methodology. She has published in *Applied Psycholinguistics*, *Bilingualism: Language and Cognition*, *Cognition and Emotion*, *Studies in Second Language Acquisition*, *Language Learning*, different edited volumes, and an encyclopedia. Professor Godfroid teaches

courses on second language acquisition, L2 psycholinguistics, vocabulary acquisition, eye tracking, advanced research, and statistics. She also serves on the editorial boards of *Studies in Second Language Acquisition*, the *EuroSLA Yearbook*, and *IRAL*.

**Debra M. Hardison** (Associate Professor; B.A. The University of Toledo, 1987; M.A. Indiana University, 1989; Ph.D., Indiana University, 1998) specializes in auditory-visual integration in spoken language processing by native and nonnative speakers, second-language (L2) speech production, co-speech gesture, and the applications of technology in perception and production training. An invited talk at the *International Roundtable on The Role of Technology in Second-language Pronunciation Research and Teaching* in Calgary, Canada in August, 2016 produced a collaborative paper on current issues in technology in L2 speech, and a paper involving applications of technology in the study of co-speech gesture. These will appear in a special issue of the *Journal of Second Language Pronunciation* in 2018. Other publications appear in journals such as *Applied Psycholinguistics*, *Canadian Modern Language Review*, *Language Learning*, *Language Learning & Technology*, *Speech Communication*, and various edited volumes, including a recent chapter in *Saliency in Second Language Acquisition* (Routledge) and the *Routledge Handbook of Contemporary English Pronunciation*. She teaches courses in L2 phonetics and phonology, and research methods, and directs the community-based *EPIC* (English Partners in Communication) program, which also serves as the teaching practicum for undergraduate and graduate students. Current projects involve the relationships among learner variables, language use factors, and the components of oral interaction ability by ESL learners; changes in oral skills and the socio-affective profile of learners of Japanese following short-term study abroad; the relationship between learners' L2 oral communication strategies and their abilities; and an eye-tracking study on the effects of task difficulty in L2 auditory-visual perception. She is currently the Director of the M.A. TESOL Program and serves as a member of the editorial boards of *Language Learning & Technology*, and the *Journal of Second Language Pronunciation*.

**Shawn Loewen** (Professor; B.A. University of Illinois at Chicago, 1991; M.A. Temple University, 1996; Ph.D. University of Auckland, 2003) specializes in instructed second language acquisition, L2 classroom interaction, and L2 research methodology. He teaches introductory SLA classes at both the graduate and undergraduate level. He also teaches research methods classes, and special topics on instructed SLA. His recent research has investigated various instructional aspects of the L2 classroom, including corrective feedback, focus on form, and input enhancement. He has also conducted research on L2 interaction in computer-mediated communication. Most recently, he has co-edited *The Routledge Handbook of Instructed Second Language Acquisition* (2017, with Masatoshi Sato). Other works include *An Introduction to Instructed Second Language Acquisition* (2015) and *An A – Z of Applied Linguistics Research Methods* (2016, with Luke Plonsky).

**Charlene Polio** (Professor; B.A. University of Pennsylvania; 1983; M.S. University of

Pennsylvania; 1984; Ph.D. UCLA, 1992) specializes in the area of second language writing and research methodology. In addition, she has published studies on discourse patterns of preservice and experienced teachers. Professor Polio's publications appear in various journals including *Studies in Second Language Acquisition*, *The Modern Language Journal*, *TESOL Quarterly*, and *Journal of Second Language Writing* as well as several edited volumes. She has recently published two books, one on research methods for L2 writing, with Debra Friedman, and one on using authentic materials, with Eve Zyzik. She has served on the editorial boards of *TESOL Quarterly* and the *Journal of Second Language Writing*. She is the incoming co-editor of *TESOL Quarterly*. Professor Polio has also taught ESL for several years in academic programs both in the US and China, and has had much practical experience in the area of language assessment.

**Patti Spinner** (Associate Professor; B.A. Rutgers University, 1995; M.A. German, Ohio State University, 1999; M.A. Linguistics, University of Pittsburgh, 2003; Ph.D. Linguistics, University of Pittsburgh, 2007) investigates the second language acquisition of grammar from a formal linguistic perspective, particularly the acquisition of features such as grammatical gender, case, number, and tense. Currently she is investigating the acquisition of gender and number in Swahili, a language with at least six grammatical genders. She is also investigating the acquisition of Italian and Spanish gender and number using eye-tracking measures. Other research interests include measures of L2 development, such as Processability Theory. She has taught both English and German as a foreign language in the U.S. and abroad. She has also developed music-based lessons for ESL grammar instruction, including L-Pop and Betty Azar's English Grammar series. Her work has appeared in journals such as *Studies in Second Language Acquisition*, *Second Language Research*, *Language Learning*, and *Applied Linguistics*.

**Paula Winke** (Associate Professor; B.A. University of Wisconsin-Madison, 1993; M.A. University of Minnesota, Minneapolis, 1998; Ph.D. Georgetown University, 2005) teaches language testing and language teaching methods. Her current research interests include second and foreign language assessment, aptitude for foreign language acquisition, and task-based language teaching and testing. She is the author of several book chapters and articles on language assessment and classroom-based language learning and testing methods. Research articles she has worked on appear in the journals *CALICO*, *Foreign Language Annals*, *Language Testing*, *Intercultural Pragmatics*, *Language Assessment Quarterly*, *Language Learning*, *Language Learning & Technology*, *TESOL Quarterly*, *SSLA*, and *System*.

#### Faculty in Other Programs and Departments

#### **Linguistics**

Alan Beretta, Neurolinguistics, Applications of Linguistic Theory

Yen-Hwei Lin, Chinese Language Teaching, Phonology

Marcin Morzycki, Semantics

Alan Munn, Syntax

Cristina Schmitt, Syntax, Child Language Acquisition



Suzanne Wagner, Sociolinguistics

**German**

Senta Goertler, German Language Teaching, Computer-assisted Language Learning

Tom Lovik, German Language Teaching

**Asian Languages**

Mutsuko Endo Hudson, Japanese Linguistics, Japanese Language Teaching

Xiaoshi Li, Chinese Language Teaching, Sociolinguistics

**Anthropology**

Mindy Morgan, Native American Languages

**Communication**

Mary Bresnahan, Language Attitudes, Intercultural Communication

**Spanish**

Gabriela Alfaraz, Spanish Sociolinguistics

**French**

Anne Violin-Wigent, French Linguistics and Language Teaching

**Psychology**

D. Zach Hambrick, Cognitive Psychology

## Appendix A: Checklist of Courses for Graduation

	Semester taken
LLT 822 Interlanguage Analysis (fall only) – taken in the first semester	_____
LLT 895 ESL Classroom Practices (fall only) – taken in the first semester	_____
LLT 807 Language Teaching Methods (fall only)	_____
LLT 808 Assessment for Language Teaching and Research (spring only)	_____
LLT 809 Teaching Second-language Reading and Writing (fall only)	_____
LLT 841 Special Topic (spring; topic varies)	_____
LLT 846 English Structures and Functions (spring only)	_____
LLT 860 Second Language Acquisition (fall and spring)	_____
LLT 872 Research Methods for Language Teaching and Learning (fall only)	_____
LLT 896 Practicum in TESOL (spring only)	_____

Course on language in context: Options:

- LLT 855 Identity and Ideology in Multilingual Settings (fall only)
- LIN 471 Sociolinguistics (fall and spring)
- ANP 420 Language and Culture (fall and spring; course fills quickly)
- COM 828 Cross-cultural Communication (spring only)

Elective: LLT 841 and 896 can be taken a second time as an elective. Other options include an approved LIN course, and ANP 420 or COM 828 if the course is not used to satisfy the requirement of a course on language in context. Students who are following Plan A (thesis) use LLT 899 (4 cr., thesis credits) as their elective. Enrollment in LLT 899 requires permission of the thesis director.

### POSSIBLE SCHEDULE: FULL-TIME STUDENT

Fall, Year 1	Fall, Year 2	Notes
LLT 822	LLT 809	<sup>a</sup> The topic of LLT 841 varies.
LLT 895	LLT 872	<sup>b</sup> Language-in-context course options
LLT 807	LLT 855/LIN 471/ANP 420 <sup>b</sup>	<sup>c</sup> If not taken in the first year
		<sup>d</sup> If not taken in the first year; can also be taken a second time for credit as an elective
<b>Spring, Year 1</b>	<b>Spring, Year 2</b>	<sup>e</sup> Can be taken a second time for credit as an elective
LLT 860	LLT 808/846 <sup>c</sup>	
LLT 896	LLT 841 <sup>d</sup>	<sup>f</sup> Language-in-context course options or possible electives
LLT 841 <sup>a</sup> /846/808	LLT 896 <sup>e</sup> OR COM 828/LIN 471/ANP 420 <sup>f</sup> OR LLT 899 (thesis credits)	



**Appendix C: Thesis Defense Report**

(December, 2010)

M.A. TESOL Program  
Department of Linguistics and Germanic, Slavic, Asian, and African Languages

Student's Name \_\_\_\_\_ PID \_\_\_\_\_

Thesis has been  accepted  rejected  accepted subject to revisions (beyond minor editorial changes required by the committee.)

Oral exam in defense of the thesis was conducted on \_\_\_\_\_  
(date)

The student  passed.  
 failed. Reason: \_\_\_\_\_  
\_\_\_\_\_

Revisions, if any, approved: \_\_\_\_\_  
(Chair of Committee)

**NOTE:** Other committee members may request to approve the revisions before final acceptance of the thesis.

**To the Committee Chair:** Please provide a copy of this completed form to the program director (Debra M. Hardison, B256 Wells Hall).

## **Appendix D: M.A. Comprehensive Exam Guidelines for Format I**

(December, 2012)

### **Guidelines for the Book Review**

These are some of the questions that will be considered when evaluating the book review.

#### **Audience**

- 1a) Does the author say who the audience for the text is? If so, who is it?
- 1b) Is the text appropriate for this population? Why or why not?
- 1c) Are there any other populations that you believe the text can be used for? If so, which one(s) and why?

#### **Objectives**

- 2a) Does the author say what the objectives of the text are? If so, what are they? If not, what do you think they are?
- 2b) If there are stated objectives by the author, are they met? Why or why not?

#### **Description of the text**

- 3a) What is the overall organization of the text?
- 3b) What are specific examples of activities and exercises?
- 3c) If there are listening or reading materials, describe them adequately with regard to authenticity, topics, length, and source.
- 3d) Are there appendices? What do they contain?
- 3e) How is the layout and/or visual appearance of the book?

#### **Approach/philosophy of text**

- 4a) Does the author explain his or her teaching approach or philosophy? If so, what is it?
- 4b) Are the exercises congruent with the author's stated approach?

#### **Evaluation**

- 5a) Evaluate the book with regard to each of the following: the organization, the activities and/or exercises, the listening or reading materials (authenticity, topics, length, sources), the overall approach.
- 5b) Would you use this text? Would it need to be supplemented with other materials?
- 5c) Are the activities and approach theoretically sound as determined by experts in the field or empirical research? Cite appropriate literature to support your evaluation.

#### **Format**

- 6a) Use APA format when citing the literature.
- 6b) Maximum of 1,500 words, excluding references, double spaced, 11 or 12 pt. Times font, 1-

inch margins.

**Guidelines for the Lesson Plans:** Do not include any rationale within the lesson plan itself. These are some of the questions that will be considered when evaluating the lesson plans.

### **Population**

1) Is the lesson suitable for the population?

### **Lesson objectives**

2a) Are the objectives stated in the format: Students will be able to...?

2b) Are the objectives specific enough to be covered in the allotted time?

2c) For Lesson Plan I, are all four major skills (listening, speaking, reading, writing) addressed?

2d) Do the objectives extend beyond the lesson and into the real world?

2e) Are general words like "know" and "practice" avoided?

### **Background**

3) Is any necessary background information included?

### **Materials**

4a) Are the assigned materials utilized effectively?

4b) Are any additional materials justified? These include, but are not limited to, additional content materials, handouts, PowerPoint slides, and websites for materials available online, etc. Is the variety of English in these materials appropriate for the learner population?

### **Procedure**

5a) Is the procedure clear enough that most people can follow it?

5b) Will the students be engaged throughout the lesson?

5c) Are the activities structured enough?

5d) If necessary, are the activities modeled?

5e) Are the students actually taught something or simply asked to use what they already know?

5f) Will students be pushed to comprehend or produce language beyond their current level?

5g) Are the authentic materials made comprehensible through classroom activities?

5h) Is there opportunity for interaction and negotiation?

5i) Are the activities interesting and creative?

5j) For the lesson involving reading and listening, are there schema-building activities?

5k) Is there meaningful use of language with implicit or explicit form-focused instruction?

5l) If applicable, do the activities make it necessary for the students to comprehend or use the intended structure(s)?

5m) Is the sequencing of activities appropriate? Do they build on one another?

5n) Is an appropriate approximate time frame given for each of the activities?

### **Homework/follow up**

- 6a) If there is homework, is it compatible with the lesson?
- 6b) Are the students adequately prepared for the assignment?
- 6c) Are the instructions for the assignment clear?

### **Guidelines for the Rationale Statements**

You will not necessarily address all of these questions in your rationale statement for each lesson. However, at a minimum, you should be able to (a) explain the connection between your lesson activities, your objectives, and your students' needs, and (b) ground your choices in theories of language acquisition and/or language teaching methodology. We want to see that you can take what you have learned about language learning theory and research and apply it to teaching. Thus, the rationale statements should explain why you chose to construct the lesson plans in the way that you did. For example, if you chose to teach vocabulary in a certain way, you should explain why you chose that particular technique. You must cite *current* theory and research articles, but secondary sources from your courses may also be used. You do not need to do additional reading beyond what you read for your classes, but you are welcome to include *current* sources not used in any of your classes. Do not describe the lesson in your rationale.

### **Objectives**

- 1a) How did you choose your objectives for this lesson?
- 1b) How did your objectives reflect your students' needs?
- 1c) In addition to language learning objectives, were there any other objectives that influenced your choice of activities (e.g., increasing students' motivation, helping students with culture shock)?

### **Organization**

- 2) Why did you organize your lesson in the way you did? For example, you may have chosen to pre-teach some vocabulary and then have students do a reading activity that includes that vocabulary, or you may have chosen to do the reading first and then ask students to identify any vocabulary they did not know. What was the reason that you chose to use one order instead of the other?

### **Materials**

- 3a) If applicable, how did you choose the materials you included other than those that were assigned, and why were they included?

### **Activities**

- 4a) What motivated your choice of activities?
- 4b) What did you want students to learn from doing these activities?
- 4c) How did these activities help you to meet your lesson objectives?

**Student Interaction**

- 5a) How did you decide on the way you grouped students for these activities?
- 5b) Why did you group them that way?

**Assessment**

- 6) How can the person implementing the lesson assess student learning?

**Theoretical Foundation**

7) How did your knowledge about language learning and teaching influence your choices? In answering this question, you will need to cite specific references from the literature on language learning and teaching. You should draw upon materials that you studied in previous LLT courses or other materials that you are familiar with. If you wish, you may also note how your prior experience as a language teacher or language learner influenced your choices; however, personal experience should not be the only rationale for your lesson plan choices.

**Format**

- 8a) Use APA format when citing the literature.
- 8b) Maximum 1,250 words for each statement, excluding references, double spaced, 11 or 12 pt. Times font, 1-inch margins.



## Appendix E: M.A. Portfolio Evaluation Guidelines for Exam Format II

### A. Overall Considerations for Evaluating the Portfolio:

1. Clarity of presentation of content, including the organization of the site and language use
2. Ease of reading: Make sure the text can be read easily in terms of font size and color, and be cautious in the selection of background color/pattern and the amount of information per page.
3. Ease of navigation.

### B. Special Guidelines per Component:

1. An Introduction or “About” Page: You have some freedom in how to design this component; however, keep in mind that the goal of this page is to present yourself as an ESL/EFL professional. This presentation should be succinct and serve as an advance organizer to aid readers in interpreting the portfolio’s components.
2. CV: Even if access to the CV is password protected, be cautious about disclosing information such as your home address. Follow the guidelines on content and format that are provided in the workshop held every fall semester for a CV that is appropriate for the US and Canadian contexts. If you are going to use your portfolio for job search purposes in another country which follows a different style, you may want to consider preparing a second CV appropriate for that audience.
3. Teaching video segment(s):
  - The video segment(s) you select should demonstrate your competence in teaching some aspect of ESL. In EPIC, a 15-20 minute segment is videorecorded in each class at each meeting and placed on D2L for the purpose of reflection by members of that teaching team. If one of these segments is not sufficient for your use, you may include more than one. You may also use recorded segments from different teaching experiences. An audio introduction can be added to each video segment, but this is not required. Videos from EPIC must be password protected in the portfolio. You may upload a video from EPIC to YouTube and provide a link to it in your portfolio **if** you have a signed media release from all participants in the recording. This requirement holds even if the setting is ‘unlisted’. The EPIC program coordinator will provide you with the release forms. A copy of the signed media releases should be provided to that coordinator for safekeeping. This requirement of a signed media release may also apply to other contexts in which people are identifiable.
  - Include a page in the portfolio explaining the context in which each video was recorded and **how it demonstrates your understanding of teaching methodology**. Consider the following features in describing the teaching context; not all of these features may apply to every context and you may need to add other relevant information:
    - Program/course to which the recorded segment belongs (e.g., EPIC). In the case of EPIC, include information about how you and your colleagues implemented the team-teaching approach in your level in EPIC.

- General type/focus of the class or teaching context (e.g., oral communication skills in the case of EPIC).
- Audience/Learner population: number in the class, L1(s), general proficiency information (e.g., beginning level (100) in EPIC in SS18), and any other relevant background (e.g., the diversity of the population).
- Point in the course when your teaching segment was recorded (e.g., in the third week of a six-week program such as EPIC).
- Specific learning objectives for the individual class in which your segment was recorded. Objectives may be related to language, culture, and/or communication skills.
- Topic/theme of the lesson in which your segment was recorded and whether it was chosen to address a specific request from the learners.
- Material covered in the lesson prior to your video segment that could affect its interpretation. You might also include mention of the content of the lesson that followed your segment.
- A lesson plan related to your primary video segment can be included.

4. Required Components: The following required components in your portfolio are based on content developed in specific LLT courses; however, these should be reviewed and revised before final submission of the portfolio to take into account, for example, the feedback you received on the assignment.

a) Lesson Plans (from LLT 895): Make sure that all necessary information is included in the lesson plans to make them informative for a general audience of language teachers. You may want to consider choosing lesson plans that address a variety of language skills.

b) Textbook Review (from LLT 807):

c) Teaching Philosophy (from LLT 807): This philosophy of language teaching starts in LLT 807 but should be revised throughout your master's program to reflect further changes in your beliefs and practices. Like a CV, this philosophy may change with time and experience.

d) Genre Analysis (from LLT 809)

e) Teaching Activity (from LLT 809)

5. Optional Components: The following are optional components and all may be revised before including them in the portfolio. They should be chosen on the basis of how they represent your professional identity and goals, and should relate well to the Introduction or 'About' page of your portfolio.

a) Assessments (from LLT 808)

b) Research proposals/papers (e.g., from LLT 872, LLT 841)

c) PPT slides from conference presentations

d) Grammar lesson plan (from LLT 846): The final project in LLT 846 is a good example. This is a one-hour lesson plan on a topic assigned by the instructor, plus a rationale.

6. Required Offline Component: This is a written reflection of no more than 1,500 words, excluding references, on how the various components of the portfolio reflect what you learned about language learning and teaching during the M.A. program.