

Teaching English to Speakers of Other Languages

2.1 Objectives

The MEd specialization in TESOL focuses on practical and theoretical aspects of the field. The TESOL Master's specialization is classroom oriented and stresses understanding of the role and function of English language teaching as it relates to the political and social climate of today's world. A strong interest in intercultural communication and in the interaction of social behavior and language form a dynamic backdrop to innovative and fundamental aspects of teacher preparation.

Students take courses covering methods of teaching, evaluation, and materials development, as well as engage in fieldwork as tutors, interns, or practice teachers. Student teaching is supported by individual supervision and conferences designed to stimulate discussion of current issues in teaching methods and language learning. Students gain a thorough grounding in linguistics, which includes work in the structure and development of the English language, first and second language acquisition, and sociolinguistics. Courses are based on research into the nature of language learning and the needs of specific populations of language learners, as well as the application of teaching techniques. (Refer to the TESOL planning chart to help you plan your course of study.)

This concern for understanding language learning and social interaction as a means of understanding language teaching carries over into an ongoing commitment to research. Many TESOL courses offer opportunities for research and several require research projects in school, societal, and community settings. Faculty are actively engaged in such

work, and students are encouraged to work with them in joint endeavors. Faculty and students alike present the results of their work at local, national, and international conferences as well as circulate and publish articles in journals and books. Thus they are deeply involved not only in integrating the research findings of others into the course of study in TESOL, but in contributing to the understanding of language problems and language learning through basic research. TESOL students are encouraged to teach as much as possible, as part of coursework, service, and professional growth. At least one of these teaching experiences must include the teaching of English as a second language.

2.2 coursework

2.2.1 Three core courses

The three core courses listed below are required of all students in the program.

educ 527

Approaches to Teaching English and Other Modern Languages

This course presents an overview of approaches to teaching second and foreign languages, as it introduces fundamental professional concerns and integrates theory, research, and practice. Basic principles of curriculum design and materials development are addressed and applied to questions on classroom teaching and learning. A broad range of field-based observations and assignments offer participants the opportunity for guided teaching and tutoring and reflective analysis of classroom practice.

educ 537

Educational Linguistics

For students with little or no linguistics background. An introduction to the basic levels of language (phonetics and phonology, morphology and semantics, syntax, pragmatics) with special emphasis on the relevance of linguistic concepts for education.

educ 546

Sociolinguistics in Education

The educational consequences of linguistic and cultural diversity, focusing on the United States. Topics covered include language prestige, language change, regional and social dialect variation, multilingualism, speech communities, communicative competence, language socialization, language and gender, and language attitudes, as they relate to education.

2.2.2 One fieldwork course

Students may take only one fieldwork sections as part of their plan of study.

educ 525.003

Fieldwork in TESOL Observation:

Observation of classes and seminar participation at the English Language Programs.

or

educ 525.004

Fieldwork in TESOL Practice:

Supervised student teaching at a variety of locations around Philadelphia.

educ 525.927

Fieldwork in TESOL Practice: Supervised student teaching through an individualized, distance format. Available ONLY in Summer Session II.

2.3 Comprehensive Examination

Educ 563

Unlike other examinations at the Graduate School of Education, the comprehensive examination in TESOL is not a sit-down exam. The comprehensive examination consists of three components: (1) service, (2) scholarly reading and application to service, and (3) reflective writing on components (1) and (2). A weekly seminar is offered to guide students through the writing process.

2.3.1 The service component

Proposal due:

May 15th for fall semester comprehensive examination

October 20th for spring semester comprehensive examination

The service component should involve teaching, tutoring, conference planning, or a related activity, as approved by the instructor. Students are expected to provide at least 30 hours of active service (preparation or travel time are not counted as service). This service must extend beyond any previous or current coursework, fieldwork, or student teaching. Thus, for example, if you are not currently teaching ESOL, your service might consist of volunteering as a TESOL teacher or tutor in a non-profit organization such as International House, the Nationalities Services Center, or the Southeast Asian Mutual Assistance Associations Coalition (SEAMAAC). Or, if you are currently teaching at a school or English language program, your service must include outreach to students not normally enrolled there, or you might design and teach a unit that includes an emphasis on the community, or perform some other service in the program beyond your normal teaching. If your current position cannot accommodate a project of this kind, you need to use a different site for your service project. A list of potential project sites is available from the instructor.

In your proposal, it must be clearly described how this project provides an important service to the community. In order to ensure that a suitable form of service is chosen, complete the form, "TESOL Comps Project: Proposal and Background Information," and submit it to the instructor at least two weeks prior to the beginning date of the proposed service project and no later than the due date. All students are responsible for making arrangements for their service, and must do so before they submit their plan. If a student needs to make a change in the site of the service project, a new proposal must be submitted before the new project is begun.

The 30 hours of service should be completed at least two weeks prior to the date the reflective writing component is due.

2.3.2 The scholarly reading and application component

Annotated reading list due:

October 3 for fall semester comprehensive examination
January 30 for spring semester comprehensive examination

The scholarly reading and application component consists of a typewritten list of 16-20 readings that provide a theoretical basis for the paper. Students are not limited to these 16-20 readings for the paper. While at least ten references from the paper are expected to come from this reading list, students may draw from as many sources as necessary beyond those ten chosen from the list.

The readings should be organized under the following headings: TESOL Methods and Pedagogy, Second Language Acquisition / Bilingualism, Sociolinguistics, Structure of English.

At least four readings from each of the four areas should be used for the reading list. Up to four additional readings in those areas may be included anywhere on the list. A reading can consist of an entire book, a chapter from an edited volume, or a journal article (i.e., two or more chapters from a single author text would only count as one reading). The syllabi from the various TESOL courses are good resources for building your reading list (Sociolinguistics, Educational Linguistics, TESOL Methods, SLA, Structure of English, etc.).

After the complete APA reference for each reading, students must provide a rationale of about four sentences. This should include about two sentences summarizing the main point(s) of the reading, and about two sentences explaining how the reading might apply SPECIFICALLY to the student's work in the service component. The format of the reading list must follow APA guidelines.

Some readings may apply to more than one area, in which case the student needs to decide which area it should be applied to. It should be clear from the rationale why this reading belongs in the area that it has been placed under.

2.3.3 The reflective writing component

Reflective essay due:
November 28 for fall semester comprehensive examination
April 3 for spring semester comprehensive examination

After reflection upon their service project experience and knowledge gained in the TESOL program through scholarly readings and classwork, students will write a reflective paper. The paper will draw upon the connections between theory and practice. Students should organize their writing around two to four themes which collectively draw

from all four areas in their writing. These themes should be explicitly stated somewhere in the introduction of the paper.

The essay should conform to APA format and be 2500-3000 words in length, typewritten and double-spaced. A bibliography of references cited (minimum of ten readings, divided evenly among the four areas) and an appendix consisting of one example of a classroom activity must also be included. The classroom activity does not have to be original, but it must relate to at least one of the themes and be explained somewhere in the body of the paper.

The paper should be organized in a way that fits the individual style of and the approach taken by the student. Nevertheless, it is not a research paper; therefore, the theory should not be separated from the practice in a “literature review” section. A suggested structure for the paper is provided below:

- Introduction
- Setting/participants of your service project (a brief description)
- Theme 1
- Theme 2
- Theme 3 (if applicable)
- Conclusion
- References
- Appendices.

2.3.4 Important dates

For fall semester comprehensive examination:

May 15	final date to submit the service component proposal (The proposal must be submitted at least two weeks prior to the date you wish to begin your proposed service project.)
October 3	annotated reading list due
October 15	thirty hours of service completed
November 28	reflective writing component due

For spring semester comprehensive examination:

October 20	final date to submit the service component proposal (The proposal must be submitted at least two weeks prior to the date you wish to begin your proposed service project.)
January 30	annotated reading list due
February 18	thirty hours of service completed
April 3	reflective writing component due

2.3.5 Registration

Students must be enrolled in Education 563 (Internship, Seminar and Thesis: TESOL) the semester they wish to take the comprehensive examination and/or graduate. In addition, students must register for graduation through the Student Records Office. Students who fail one or more components of the comprehensive examination have the opportunity to

retake the examination in the following fall or spring semester. Each examination component may be resubmitted only once. Students must comply with GSE Student Handbook comprehensive examination requirements for further details, as relevant. All three components are to be completed and submitted as indicated above.

2.2.3 One distribution course

Candidates for the MEd degree must demonstrate knowledge of the field of education beyond the area of specialization. Read the GSE Student Handbook for criteria on selecting distribution courses, and consult the University's Course Register and your advisor for suggested courses.

2.2.4 Six elective courses

Five of the six elective courses must be chosen from among the offerings in the Language and Literacy in Education Division.

International students in the TESOL program are expected to take educ 679, Language for Specific Purposes, as one of their six led electives. Language for Specific Purposes is designed to meet the professional goals and academic needs of international students enrolled in the Intercultural Communication, TESOL, and Educational Linguistics programs; it is available to international students only.

educ 679

Language for Specific Purposes

Language for Specific Purposes offers international students a hands-on introduction to the practices which constitute academic language use at GSE. Through small-projects, reading, and discussions, students will investigate how academic English is actually used in GSE classes and for various assignments in the TESOL/ICC program. In particular, students will focus on developing skills and strategies that will strengthen their existing expertise in the following areas: locating, reading and critiquing academic articles; producing graduate-level written work across a variety of genres (reaction papers, discussion questions, definitions, syntheses); and leading and participating in oral activities.

2.4 Teacher Certification options

Students who expect to teach English as a Second Language and/or to work in bilingual programs in the public schools need state certification in secondary or elementary education. Although Pennsylvania does not offer certification in TESOL or Bilingual Education, the TESOL specialization at GSE offers several options that prepare students to teach ESL and/or work in bilingual programs in the public schools. For students who already have certification in elementary or secondary education, the Master's degree in the TESOL specialization fulfills the State of Pennsylvania and School District of Philadelphia requirements for teaching ESL (see section 2.4.1 below for additional details). Students who are interested in reading specialist certification should consult with faculty in the Reading/Writing/Literacy program (see section 2.4.2 below). Students interested in TESOL/Bilingual Education certification in other states should consult with

their advisor and the appropriate state certification department to ensure that their program meets certification requirements.

2.4.1 School District of Philadelphia ESL Teaching

To qualify for a position teaching ESL in the School District of Philadelphia, prospective ESL teachers must complete a three part process:

- 1 They must hold Commonwealth of Pennsylvania certification to teach English, Social Studies, Foreign Language, or the Elementary Education curriculum.
- 2 They must have completed 6 courses that cover the fields of linguistics, second language acquisition, assessment, approaches to language teaching, sociolinguistics, and linguistic and cultural diversity.
- 3 They must sit for and pass the TESOL entrance examination administered by the School District of Philadelphia.

Upon completion of this process, candidates are eligible to apply for ESL teaching positions within Philadelphia. Applicants who are interested in becoming ESL teachers in the School District of Philadelphia but do not have Commonwealth of Pennsylvania certification are strongly encouraged to apply to the Teacher Education program at the Graduate School of Education. Those applicants can register for five of the required TESOL courses in addition to their Master's degree program in Teacher Education in order to meet the School District of Philadelphia's requirements. If a teacher already has Elementary or Secondary Specialist certification in the Commonwealth of Pennsylvania, he or she may enroll as a General Admissions student at gse and complete the following courses, which meet the requirements for step two above:

Edce 515 The Study of Second Language Acquisition

Edce 525 Instructional Approaches and Materials for English Language Learners

Edce 554 Educational Sociolinguistics

Edce 561 Linguistic and Cultural Diversity in Education

Edce 563 Educational Linguistic for Language Educators

Edce 581 Assessment and Support in Language Education

All of the courses reflect the philosophy that an understanding and appreciation of students' linguistic and cultural backgrounds is central to meeting the educational needs of linguistically and culturally diverse student populations. These courses are part of the Graduate School of Education's regular course offerings and carry degree credit in the Graduate School of Education. Teachers who might enter the master's or doctoral programs can apply the courses to these degrees.