

[<sub>NP</sub> TESOL [<sub>pp</sub> at [<sub>NP</sub> Central]]]

# TESOL @ Central

[tɪsɔl æt sɛntʃrəl]

**PROGRAMS in TESOL**

**Teaching English to Speakers of Other Languages**

**HANDBOOK**



Revised June 2017

<b><u>Table of Contents</u></b>	<b><u>Page</u></b>
Introduction	3
Application and Enrollment	3
Program Faculty	5
Goal Statement and Projected Competencies	6
Choice of Program	7
Overview of Courses	8
Programs in TESOL and Applied Linguistics	11
➤ Master of Science in TESOL	11
Capstone Options	11
Plan A: Thesis	11
Plan B: Comprehensive Exam	12
Curriculum	14
➤ Post-Baccalaureate K-12 TESOL Teacher Certification	15
Admission to the Professional Preparation Program	16
➤ Graduate-level Official Certificate Program in TESOL	17
➤ Undergraduate Minors in TESOL and Linguistics	18
English Proficiency Form (for use in applications to the M.S.)	19

*NOTE: Advising and program information provided in this handbook and on the program website is for general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion. Students should also be aware that additional licensure and certification requirements may be imposed by outside licensing or accrediting agencies even after a plan of study has been approved or after a student has entered a professional program. A plan of study may be subject to revision to reflect such additional requirements.*



## Introduction

The Teaching of English to Speakers of Other Languages (TESOL) is an independent discipline requiring specialized knowledge and skills. In addition to teaching skills and respect for cultural diversity, a TESOL professional must possess a curiosity about the underlying cognitive systems and social processes at work in the use of human language and be able to link these to current theories of language acquisition and to teaching practices.

Since 1972, Central Connecticut State University (CCSU) has offered programs and courses at both the graduate and undergraduate levels for professionals and pre-professionals who want formal training in or familiarity with TESOL, applied linguistics, and related fields. Graduates currently teach, or engage in related work, in many countries around the world, across numerous locations in the United States, and in a wide range of Connecticut elementary and secondary schools, as well as adult education programs, intensive language institutes, and community colleges.

As the program has grown, we have strengthened our focus on theoretically founded language teaching, our commitment to promoting multilingualism and cultural diversity in all, and our connections to related faculty in other departments. Our faculty, students, and alumni are active in a range of professional organizations, including the Connecticut Chapter of the TESOL organization (ConnTESOL), national TESOL, the American Association for Applied Linguistics (AAAL), and the International Association for Applied Linguistics (AILA), among others. The TESOL and applied linguistics programs at CCSU are designed to reflect and promote the professional standards espoused by these organizations.



## Application and Enrollment

Prospective students are encouraged to contact the Program Coordinator with any questions or requests for clarifications about the program, including recommended course sequences and course requirements. Formal application to the graduate program is made to the Office of Graduate Studies, Graduate Recruitment and Admissions Office, located in Barnard Hall, room 102 or on the graduate website: [www.ccsu.edu/grad/](http://www.ccsu.edu/grad/). The deadlines for fall and spring admission to the Master's, Initial Teacher Certification (post-bacc), or short Official Certificate Program (OCP) are normally June 1 and November 1, respectively.

Application to the Master's Program in TESOL includes special procedures and additional materials. To qualify for the Master of Science degree program in TESOL, an applicant must meet the following requirements: (1) have demonstrated an

advanced level of proficiency in standard academic English (by submitting a completed copy of our program's English Proficiency Form, [www.ccsu.edu/english/tesol](http://www.ccsu.edu/english/tesol)), (2) have completed at least three credits of study in a second language (non-native speakers of English may use English to satisfy this requirement), and (3) have a GPA of 3.00 on a four-point scale both in overall undergraduate and (if applicable) graduate course work.

An applicant who does not meet the 3.00 GPA requirement but has a cumulative GPA at or above 2.40 might be admitted conditionally (based on additional evidence of academic potential provided in the Letter of Application) at the discretion of the department.

Applicants must submit the following to the [Graduate Recruitment and Admissions Office](#):

- Graduate Application Form;
- Official TOEFL iBT score of 79 or higher, if required to do so based on the English Proficiency Form;
- Official undergraduate and (if applicable) graduate transcripts from every institution attended except CCSU; and
- Application fee.

Applicant must also submit to the [English Department](#) (Attn. TESOL Coordinator), at the same time that application materials are submitted to the Graduate Recruitment and Admissions Office:

- Letter of application detailing reasons for wishing to pursue graduate study in TESOL and career plans and goals in TESOL;
- A completed copy of the program's English Proficiency Form (available on the English Department website and at the end of this handbook).

No applications will be considered until all materials have been received. Applications will be evaluated by the department on an ongoing basis.

Before degree candidates register for course work they should read the program handbook and consult with their assigned advisors at the start of their programs. Additional information may be obtained from the advisor and in the university's academic catalog under [General Information](#).



## Program Faculty

### Full-time Faculty in the English Department:



**Dr. Matt Ciscel**, Professor, specializing in sociolinguistics, teaching methods, and historical linguistics, [ciscelm@ccsu.edu](mailto:ciscelm@ccsu.edu), TESOL Program Coordinator



**Dr. Leyla Zidani-Eroğlu**, Associate Professor, specializing in syntactic theory, Altaic languages, and language acquisition, [zidanil@ccsu.edu](mailto:zidanil@ccsu.edu)



**Dr. Helen Koulidobrova**, Associate Professor, specializing in teaching methods, language acquisition, multilingualism, and the syntax and semantics of sign languages, [elena.koulidobrova@ccsu.edu](mailto:elena.koulidobrova@ccsu.edu)



**Dr. Tatiana Luchkina**, Assistant Professor, specializing in phonetics and phonological theory, language acquisition, and multilingualism, [tatiana.luchkina@ccsu.edu](mailto:tatiana.luchkina@ccsu.edu)

### Affiliated Faculty in other departments:

Dr. Rocio Fuentes, Assistant Professor, Department of Modern Languages, specializes in Spanish applied linguistics, [rocio.fuentes@ccsu.edu](mailto:rocio.fuentes@ccsu.edu)

Dr. Julia Kara-Soteriou, Professor, Department of Literacy, Elementary, and Early Childhood Education, specializes in ELL literacy development, [karaious@ccsu.edu](mailto:karaious@ccsu.edu)

Dr. Anurag Rimzhim, Assistant Professor, Department of Psychological Science, specializes in linguistic psychology, [anurag.rimzhim@ccsu.edu](mailto:anurag.rimzhim@ccsu.edu)

For further information please contact the TESOL Program Coordinator in the English Department (CCSU, 1615 Stanley Street, New Britain, CT 06050, USA; 860-832-2740).

## Goal Statement and Projected Competencies

The over-arching goal of the programs in Teaching English to Speakers of Other Languages (TESOL) at CCSU is to prepare teachers to use a range of broadly recognized methods to meet the various instructional needs of students of English as a second or foreign language while encouraging such students to maintain their native language and cultural competence. Students who graduate from the Master's or certification program can expect to be prepared not only for first jobs teaching English, but for full and long-lasting careers in this profession. They receive a thorough grounding in both the content of language teaching (systems of language structure and use, as well as language acquisition theory) and the practical skills and methods of language teaching aimed at developing communicative competence and appropriate academic skills in emergent bilinguals. More specifically, graduates of the TESOL programs will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
  - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
  - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
  - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
  - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
  - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
  - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals
3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
  - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning
  - b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
  - c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment
  - d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons
  - e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners
  - f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners



## Choice of Program

While each student has her/his own professional goals and interests, the table below provides a rough template as to which of our three graduate programs generally would be a good fit for students with particular career goals. The three programs are the Master's degree (MS), the post-baccalaureate K-12 teacher certification program (Post-bacc), and the shorter official certificate program (OCP). For state teacher certification, students should also contact the CT State Department of Education (SDE) for information and/or an analysis of existing certifications in the case of cross-endorsement. Students should use this table as a general guide only and should also consult with their advisors.

<i>If you plan to...</i>	<i>MS</i>	<i>Post-bacc</i>	<i>OCP</i>	<i>see SDE</i>
Teach in public K-12 schools in CT (w/o current certification in another subject area)	*	**		*
Teach in public K-12 schools in CT (w/ current certification in another subject area)	*		*	**
Teach in CT public adult education programs	*		*	**
Teach in community colleges and universities	**			
Teach in private language institutes in the USA	**		*	
Teach English abroad (all types)	**		*	

*\* = recommended/helpful    \*\* = strongly recommended/required*

## Advising and the Planned Program

A copy of a signed planned program form, completed in consultation with and approval of the academic advisor, is filed with the Graduate School for official approval. It is the student's responsibility once matriculated to communicate with the advisor to work out a planned program. Failure to submit an approved plan of study may result in additional course work and delay of graduation, since a student's course selections without advising may prove insufficient. Advising and pre-registration for any semester normally occur about midway through the preceding semester. Advisors are available during the school year when classes are in session. If the advisor is unavailable, the student should consult with the TESOL Program Coordinator or with the Chair of the English Department.



## Overview of Courses

### Descriptions of graduate-level TESOL courses (all are 3 credits/s.h.)

See the [Course Catalog](#) for the most up-to-date descriptions of these and other courses.

#### LING 400 Linguistic Analysis

Intensive analyses (syntactic, morphological, phonological) of selected data from English and other languages. Particular emphasis on developing analytical skills. Fall and Spring.

#### LING 496 TESOL Methods

Principles, methods, and materials for teaching English to non-English speaking students at all levels. Acquisition and practice of basic language teaching skills. Intercultural communication in the ESOL classroom. Fall and Spring

#### LING 497 Second Language Acquisition

Major theories of language acquisition and their potential application to language teaching. The theoretical bases of second language learning. Fall and Spring.

#### LING 512 Modern Syntax

Concepts and formalisms in grammar. Problem solving in English syntax. Contemporary developments in syntactic theory. Pre-requisite: LING 400. Fall semesters only.

#### LING 513 Modern Phonology

Characteristics and organization of sound systems of languages. Special attention to sound system of English and how it fits into universal patterns. Generative and post-generative phonologies. Pre-requisite: LING 400. Spring semesters only.

#### LING 515 An Introduction to Sociolinguistics

An examination of the interlocking nature of language and society, with particular emphasis on sociolinguistics theory and fieldwork. Spring semesters only.

#### LING 530 Topics in Linguistics

Topics are directly related to linguistics and/or TESOL, including bilingualism. Irregular.

#### LING 533 Second Language Composition

The psycholinguistics of writing in a second language. Principles, methods, and materials for teaching writing to students of English as a second or foreign language. The second language writing curriculum. Pre-requisite: LING 400 and LING 497. Spring semesters only.

### LING 535 Second Language Testing

Linguistic and academic assessment of non-native speakers of English. Determination of language dominance and proficiency of bilinguals. Preparation of language tests. Pre-requisite: LING 400 and LING 497. Spring semesters only.

### LING 537 Advanced Issues in Multilingualism

Advanced exploration of what it means to speak more than one language from both theoretical and applied perspectives, focusing on how multiple languages share the space in one brain. Students will examine contributions from linguistics and psychology, as well as the implications of these contributions to education. A research project will be required as part of the course. Irregular.

### LING 596 Advanced Methods in TESOL

Advanced theories, methods, and materials for teaching English to non-English speaking students at all levels. Students will also apply this knowledge in practical teaching experiences as part of the course. Pre-requisite: LING 496. Fall semester only.

### LING 598 Research in TESOL

Research topics and methods in TESOL and Applied Linguistics. Pre-requisite: LING 400, LING 496, and LING 497. Fall semesters only.



### Courseload

The Department of English Graduate Committee stipulates a maximum of twelve hours of course work in a semester (four courses) but recommends a normal full-time load of nine credits (three courses). Enrollment below nine credits is considered part-time. Changing between full-time and part-time status is possible by contacting the Office of Graduate Studies (Barnard Hall, room 102).

### Scheduling of Courses

Graduate-level TESOL courses are usually scheduled starting no earlier than 4:30pm Mondays through Thursdays, and meet either once a week or twice a week. TESOL specialization courses are ordinarily not offered during the summer or winter session. However, it is usually possible for students to take education courses and other electives during those sessions.

### Transfer Credit for Courses Taken Elsewhere

Up to nine semester hours (s.h.) of graduate credit (usually 3 courses) may be transferred from another program if they are approved by the student's academic advisor and the Dean of the Graduate School. See the Graduate Catalog for full details on transfer policies.

### Course Sequencing

The three 400-level LING courses are required for all graduate TESOL programs and should be taken early in one's program of study. Several of the 500-level courses have one or more of the 400-level courses as pre-requisites. Exceptions to these are generally not possible. Contact the program coordinator or your advisor with concerns.

### Advice on Choosing Electives

Among the TESOL electives, LING 533 (Second Language Composition), LING 535 (Second Language Testing), LING 537 (Multilingualism), and RDG 581 (Literacy Instruction of English Learners) are recommended options:

1. LING 533 is a particularly good choice for students who plan to teach at the community college level, in an intensive English program, or in public schools.
2. LING 535 is a particularly good choice for students who plan to teach in the public schools or in private language schools.
3. LING 537 is a particularly good choice for students who plan to teach in bilingual or dual immersion programs.
4. RDG 581 is a particularly good choice for students who plan to teach in elementary or secondary schools.

General electives should be courses in language or culture, in accordance with the guidelines set by the TESOL professional organization, or additional TESOL or Education electives. Courses used as general electives must carry graduate credit—that is, they must be at the 500-level, and involve 3 or more credits. Additionally, they require approval of the academic advisor. General elective courses can be in any of the following fields: Geography, Anthropology, Philosophy, History (e.g. HIST 540, 545, 560, 570), International Studies (e.g., IS 570, 571), Modern Languages (e.g., ITAL 588, FR 588, Span 588), Education, or other relevant fields.





## Programs in TESOL and Applied Linguistics

### (A) Master of Science in TESOL

For admission to the M.S. program, 3 semester hours of study of a second language is required. Students lacking this background may be admitted provisionally, but will be required to complete the 3 semester hours of second language study before graduation from the program. Non-native speakers of English may use English to satisfy this requirement. Please see the [CCSU Undergraduate and Graduate Catalog](#) and the website of the [Graduate Studies Office](#) for complete details on admissions, financial aid, and other information not listed below.

It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty will recommend various remedies for any candidate deemed deficient in this area.

Students have six years (from start to finish) to complete all the requirements for the Master's degree. Applications for an extension to this limit by up to two years can be filed with the Dean of the Graduate School. For Teacher Certification, the State Department of Education policies do not currently enforce time limits on course work.

### Capstone Options: PLAN A and PLAN B

This program offers **two options** both of which require 36 semester hours (s.h.) but differ with respect to capstone requirements:

1. **Plan A:** student opts to write a thesis (3 s.h.), if approved by faculty in the program, and completes 33 s.h. of course work. During the final semester of study, the student registers for LING 599 Thesis (see the thesis handbook from the [Graduate Studies Office](#) for further details and policies)
2. **Plan B:** student opts to take the Comprehensive Exam and completes 36 s.h. of course work, i.e. student registers for one general elective and takes the Comprehensive Exam (see the comprehensive exam handbook from the [Graduate Studies Office](#))

#### THE PLAN "A" THESIS OPTION

The following University requirements apply to any student who, with the approval of his or her advisor, is planning to write a thesis: (1) whenever possible, the student's graduate advisor will serve as the thesis advisor (if the student and the advisor deem it appropriate, another faculty member may serve as thesis advisor); (2) the thesis must be

prepared in a style and format appropriate to the discipline (usually APA style for TESOL) and approved by the Dean of Graduate Studies; (3) students expecting to graduate in May should submit a printed final draft to their advisors no later than March 15; and (4) two copies of the approved thesis and three additional copies of the thesis abstract (not to exceed 500 words) must be submitted to the Graduate Dean by April 15 of the year in which the student plans to graduate; an additional copy of each must be submitted to the TESOL Coordinator by the same date. Students are advised to refer to the Thesis Handbook, referenced above.

Students who wish to write a thesis are advised that they should possess a special ability to write critical analysis and a personal commitment to the topic selected; any student writing a thesis will be expected to choose a topic which is within one of the areas of interest and specialization of the TESOL faculty. Although the department does not necessarily expect an original contribution to the already existing body of secondary material on the subject, it does require a well written, incisive, and documented study of a clearly defined and focused topic. The principal advisor (first reader) and a second reader must approve the finished thesis, a work of approximately fifty to one hundred word-processed and properly formatted pages.

Before giving permission for a student to register for LING 599 'Thesis', the English Department chairperson will require that the student have an advisor in the TESOL program who is willing to supervise the proposed thesis project; registration must be completed during the regular registration period but no later than the add/drop period of the semester during which the writing of the thesis will begin. Additionally, the student must have completed 18 credits and have a GPA of 3.00 or higher. The student must submit a prospectus (formal proposal), signed by the thesis advisor and the second reader, to the TESOL/LING Graduate Committee for its approval. The prospectus is a three- to ten-page summary of the proposed project. It should include:

1. a clear statement of topic or purpose of the thesis,
2. a brief account of the current state of knowledge of the subject, including references to some of the most important sources,
3. a description of the methods and procedures to be used,
4. an organizational outline of the study as the student envisions it.

The thesis must be completed within the six-year time limit for the degree. Should it be necessary and where extenuating circumstances warrant, the student may request an extension by submitting a petition to the Dean of the Graduate School. Even with an extension, courses older than eight years usually must be repeated. For each semester with a grade of Incomplete in LING 599, when the student is not registered in any other courses, the student must pay a \$40 continuation fee or withdraw from the program.

#### THE PLAN "B" COMPREHENSIVE EXAMINATION OPTION

The comprehensive examination is given once each semester; it is not given during the summer. Students should consult the Graduate Catalog and the Graduate Studies Office

concerning general requirements and the application procedure. The usual deadlines for applying are October 1 for the Fall examination and February 15 for the Spring examination. Adequate notification of the time and place of the examination will then be sent by the TESOL Coordinator to each applicant. Ordinarily, the Fall examination will be given the first Friday and Saturday in November and the Spring examination will be given the last Friday and Saturday in March. The Friday session will include questions on TESOL Theory/Second Language Acquisition, TESOL Practice, and Sociolinguistics. The Saturday session will include questions on Phonology and Syntax. On some questions, a choice of topics may be offered, in which case students should be sure to select only one or as directed in the instructions.

Students are advised that course work alone may not fully prepare them for the examination and that not all course offerings relate directly to the examination. By way of preparation, a candidate may consult copies of past examinations accessible from the Burritt Library's Reserve Room website at:

<http://www.consuls.org/search~S16?/rtesol+shelf/rtesol+shelf/1.1.1.B/frameset~2511633&FF=rtesol+shelf&1,1>

Graduate School requirements for admission to the examination are 24 semester hours of course work completed or in progress, including the LING 598 research course, and a 3.00 GPA.

As of Spring Semester 2016, exam responses are graded on a point system, whereby each of the five responses is graded by two faculty, who give up to 10 points per response. A total of 100 points is possible under this system. In order to pass the entire exam, a student must earn at least 80 points. A total score of less than 80 is a failing grade. It is no longer possible to retake only one question.

Students who fail the examination (earning less than 80 points) may be allowed a second opportunity to pass the entire exam during the next semester's scheduled examination times. If, after a second attempt at passing the examination, a candidate has not passed, the department may require that additional course work be undertaken before any further retakes may be approved. According to Graduate School policy, students are allowed only three attempts. Failure to pass the exam on all of the three attempts results in dismissal and a marking of Fail on the transcript.

Failure to show up for an exam for which you have registered counts as a failed attempt, so students who wish to withdraw from taking the exams should do so formally, in writing (or e-mail), no less than 24 hours before the beginning of the exam. Students should consult the graduate catalog for more information on examination policy. Students enrolled in Plan "B" who fail the comprehensive exam are not permitted to change to Plan "A". Students who have completed all coursework but are planning to take the examination and are not registered in any other courses during the semester of the exam are required to pay a \$40 continuation (CREG) fee.



## Curriculum for the MASTER'S DEGREE

### **Required Course Work** (24 s.h.)

LING 400	Linguistic Analysis
LING 496	TESOL Methods
LING 497	Second Language Acquisition
LING 512	Modern Syntax
LING 513	Modern Phonology
LING 515	Introduction to Sociolinguistics
LING 596	Advanced TESOL Methods
LING 598	Research in TESOL and Applied Linguistics

### **Two Electives** (at least TWO from the following, 6 s.h.)

LING 530	Topics in Linguistics
LING 533	Second Language Composition
LING 535	Second Language Testing
LING 537	Advanced Issues in Multilingualism
RDG 581	Literacy Instruction for English Learners

### **Education Elective** (3 s.h.)

One education elective from among the following:

EPS 500	Contemporary Educational Problems
EPS 516	School and Society
EPS 524	Foundations of Contemporary Theories of Curriculum
EPS 525	History of American Education
EPS 528	Comparative and International Education
EPS 538	Politics of Education
EPS 583	Sociological Foundations of Education

### **Capstone and General Electives** (3 s.h.)

Either LING 599 (thesis) or ONE general elective at the 500-level, depending on the chosen capstone experience (see capstone descriptions above)



## **(B) Post-Baccalaureate K12 Teacher Certification in TESOL (non-degree)**

This program leads to initial (first-time) teacher certification by the State of Connecticut. As is apparent in the following checklist of courses required for this non-degree post-baccalaureate program, there are many requirements, some of which overlap substantially with the Master's degree courses. While CCSU allows students to be enrolled in only ONE program at a time, courses can count toward both programs, if a student enrolls in both sequentially. Initial certification as a school teacher normally requires at least three years of full-time study in a post-bacc program. In contrast, candidates seeking cross-endorsement of an existing teacher certificate or adult-education teacher certification should contact the CT State Department of Education directly. Once a list of requirements is obtained, the TESOL Program Coordinator can assist you in identifying the courses that will satisfy the State's requirements.

### **Pre-K-12 TESOL Teacher Certification**

(See the university catalog for descriptions on non-TESOL courses)

#### **1. General Education: 39 s.h.**

At least 3 s.h. each in 5 of the following 6 areas:

English _____	Natural Sciences _____
Mathematics _____	Social Studies _____
World Languages _____	Fine Arts _____

Included in these must be a course in developmental psychology (such as Psych 236) and one survey course in American History (such as Hist 161 or 162)

#### **2. Bilingualism, Foreign Language, or Literacy Development:**

9 s.h. chosen from among the following options:

- Courses in a second or foreign language (Spanish, French, German, Arabic, etc.)
- Courses in Bilingualism and Bilingual Education (LING 437/537)
- Courses in Literacy Development (RDG 581, RDG 506, RDG 440, or equivalent)

#### **3. TESOL Specialization: 30 s.h.**

A. English Syntax and Composition: 3-12 s.h.

Possible courses include the structure of English as a human language (LING 512 and 513), history of the English language (LING 431), some topics courses in linguistics (LING 430/530), advanced composition (ENG 401), and surveys of literature.

B. Language Theory: 6-9 s.h.

Required courses under this category are LING 400 (Linguistic Analysis) and LING 497 (SLA). Possible additional courses include LING 512, 513, 515, 537, and 598.

C. Culture and intergroup relations: 3-9 s.h.

Possible courses include LING 515 (Introduction to Sociolinguistics), EPS 528 (Comparative International Education), and EPS 583 (Sociology of Education).

D. Linguistic and academic assessment of limited-English-proficient students: 3 s.h.

The required course in this area is LING 535 (Second Language Testing)

E. Curriculum and methods of teaching: 6-9 s.h.

Required courses include LING 496 (TESOL Methods) and LING 596 (Advanced TESOL Methods). Possible additional courses include LING 533, LING 430/530 on a relevant topic, and RDG 581.

4. Professional Education: 26 s.h.

Admission to the Professional Preparation Program as a Teacher Candidate is required prior to taking these courses.

A. Foundations of education: 3 s.h., EPS 500 or 516

B. Educational Technology: 1 s.h., EDT 315

C. Special Education: 3 s.h., SPED 501 or equivalent

D. Educational Psychology: 4 s.h., EDTE 316 (*pre-requisite for EDSC 425*)

E. Curriculum and methods of teaching: 3 s.h., EDSC 425 (*taken after EDTE 316*)

F. Student Teaching: 12 s.h., EDSC 412 (Student Teaching, TESOL K-12)

### **Admission to the Professional Preparation Program**

Post-baccalaureate teacher certification students are eligible to apply for admission to the Professional Preparation Program when they have completed or during the current semester are going to complete 15 s.h. of specifically TESOL content courses, including Linguistics 496. Application packets may be obtained from the School of Education. Because a two-semester sequence of professional education courses (EDTE 316 and EDSC 425) is required before the full semester of student teaching, you must apply for candidacy in the professional program no later than three semesters before your planned student teaching semester. Ask your advisor if you are unsure about these requirements and sequencing.

### **Standardized Tests**

The Connecticut State Department of Education requires passing scores on two standardized tests for initial licensure as a TESOL teacher. The first, the Praxis Core, is required before applying to the Professional Preparation Program (a waiver is also possible based on a high SAT score). The second, the Praxis II in ESOL, is required before certification. The policies and requirements of the CT SDE for certification are subject to change and are not within the control of CCSU or our program. A portfolio following the standardized format of edTPA is also required as part of the student teaching experience.

### **(C) Graduate-level Official Certificate Program in TESOL (the OCP)**

This non-degree program is at the graduate level and provides interested candidates with an opportunity for further professional development. The program also affords candidates who are interested in establishing a foundation in TESOL without going through a rigorous Master's program an opportunity to do so. This program does not grant State of Connecticut Teaching Certification in TESOL and does not grant a Master's degree. However, the courses provide a basic framework in TESOL theories and methods, which could be particularly useful to experienced teachers in other fields and to inexperienced teachers who wish to teach abroad or to do some volunteer tutoring.

The program requires a total of 18 s.h.:

#### **Required Course Work (12 s.h.)**

LING 400 Linguistic Analysis

LING 496 TESOL Methods

LING 497 Second Language Acquisition

LING 596 Advanced TESOL Methods

#### **Two Electives** (6 s.h. from the following)

LING 512 Modern Syntax

LING 513 Modern Phonology

LING 515 Introduction to Sociolinguistics

LING 533 Second Language Composition

LING 535 Second Language Testing

LING 537 Advanced Issues in Multilingualism

LING 598 Research Methods in TESOL and Applied Linguistics

RDG 581 Literacy Instruction for English Learners

Or an approved substitute elective

## **(D) Undergraduate Minors in TESOL and Linguistics**

### **TESOL Minor: 18 s.h.**

Required Courses (12 s.h.):

LING 200, LING 230, LING 496, and LING 497

Directed Electives (6 s.h.):

LING 312, LING 313, LING 400, LING 430, LING 437, LING 431, SOC 322/LTN 322, ANTH 170, and ANTH 352

### **Descriptive Linguistics Minor: 18 s.h.**

Required Courses (12 s.h.):

LING 200, LING 230, LING 300, and LING 400

Directed Electives (6 s.h.):

LING 312, LING 313, LING 430, LING 431, LING 437, and LING 497

# English Proficiency Form

*Master's in TESOL Program, English Department, Central Connecticut State University*

To the Applicant: This form is required by the faculty in the TESOL/Linguistics program at CCSU for admission to the Master's in TESOL program. It will help you provide evidence that your English proficiency level is sufficient to enter this English teacher training (TESOL) program. Your responses will be used only by the TESOL faculty at CCSU and only to help determine your proficiency in Standard English and will not be used or published in any other way. Based on our policy and this form, you may be required to take and pass with a score of at least 79 the TOEFL iBT Exam, even if the broader university admissions policy does not require this.

Name: \_\_\_\_\_ Semester Applying for Admission: \_\_\_\_\_

Starting with question 1, CIRCLE either YES or NO and follow the instructions for your response.

- 1) Was English the primary language of instruction and of the daily functioning of the university or college where you completed your Bachelor's degree (or equivalent) or where you completed a subsequent graduate degree (Master's, etc.)?
  - If YES, then do not move on to question 2. The TESOL Program does not require you to take the TOEFL iBT. Please write the name of the English-medium institution here: \_\_\_\_\_
  - If NO, then move on to question 2...
- 2) Was English the primary language of instruction and of the daily functioning of the secondary school (high school, lyceum, etc) that you graduated from?
  - If YES, then do not move on to question 3. The TESOL Program does not require you to take the TOEFL iBT. Please write the name and location of the high school from which you graduated: \_\_\_\_\_
  - If NO, then move on to questions 3...
- 3) Do you consider English to be your dominant native language, the main language you have used since your early childhood?
  - If YES, then you might still be required to take the TOEFL iBT. Please provide here a brief explanation of how you have developed your academic skills in English despite not completing high school or college in English:

- 
- If NO, then you need to submit an official report with a score of 79 or higher on the TOEFL iBT. This exam is given regularly throughout the world and evaluates all four skills (reading, listening, speaking, and writing). Substitution of other tests, such as regular TOEFL or IELTS, is not possible. Official test results must be sent to the Graduate Recruitment and Admissions Office at CCSU from ETS, which administers the TOEFL iBT.