



AppLING @ Central

**PROGRAMS in Applied Linguistics and
Teaching English to Speakers of Other Languages (TESOL)**

HANDBOOK



Revised July 2021

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NOTE: Advising and program information provided in this handbook and on the university and program websites 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 field of Applied Linguistics covers any practical application of linguistic theory, but it is most often associated with theory-informed language teaching and with the study of governmental and institutional policies regarding language use. At Central, our Master of Arts in Applied Linguistics offers tracks in both English language teaching (TESOL) and language policy and planning (LPP), while other parallel programs focused on Connecticut State Teacher Certification, a shorter TESOL certificate, and undergraduate minor programs are also available.

The Teaching of English to Speakers of Other Languages (TESOL) is an independent discipline requiring specialized knowledge and skills. In addition to pedagogical 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 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 and applied linguistics. 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 our communities, 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 TESOL (ConnTESOL), the TESOL International Association (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 questions about the program, including requests for guidance on program selection. Formal application to the graduate program is made to the Graduate Recruitment and Admissions Office, located in Davidson Hall, room 116, or on the graduate website: www.ccsu.edu/grad/. The deadlines for fall and spring admission to the Master of Arts (MA), Initial Teacher Certification (post-bacc), or short Certificate (OCP) program are normally June 1 and November 1, respectively.

Application to the post-bacc and OCP programs requires only the normal Graduate Application process, but the MA Program requires special procedures and additional materials. To qualify for the MA Program, an applicant must demonstrate a high level of proficiency in academic English, write a Letter of Application explaining professional goals, and have a minimum cumulative 3.0/4 GPA from all previous studies. An applicant who does not meet the 3.0 GPA requirement but has a cumulative GPA at or above 2.4 might be admitted conditionally (based on additional evidence of academic potential provided in the Letter of Application) at the discretion of the department.

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

- Graduate Application form and fee;
- Official undergraduate and (if applicable) graduate transcripts from every institution attended except CCSU;
- Letter of Application detailing reasons for wishing to pursue graduate study in Applied Linguistics and career plans and goals in TESOL or LPP;
- A completed copy of the program's English Proficiency Form (available on the English Department website and at the end of this handbook); and
- Official TOEFL iBT score of 79 or higher, if required to do so based on the English Proficiency Form.

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 coursework they should read the program handbook and consult with their assigned advisor at the start of their program. 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. Helen Koulidobrova, Associate Professor and Program Coordinator, specializing in teaching methods, language acquisition, multilingualism, language policy, and the syntax and semantics of sign languages, elena.koulidobrova@ccsu.edu



Dr. Matt Ciscel, Professor, specializing in sociolinguistics, language policy, teaching methods, and historical linguistics, ciscelm@ccsu.edu

Dr. Leyla Zidani-Eroğlu, Associate Professor, specializing in syntactic theory, Altaic languages, and language acquisition, zidanil@ccsu.edu



Dr. Tatiana Luchkina, Assistant Professor, specializing in phonetics and phonological theory, language acquisition, and multilingualism, tatiana.luchkina@ccsu.edu

Affiliated Faculty in other departments:

- Dr. Rocio Fuentes, Associate Professor, Department of Modern Languages, specializes in Spanish applied linguistics, rocio.fuentes@ccsu.edu
- Dr. Julia Kara-Soteriou, Professor, Department of Literacy, Elementary, and Early Childhood Education, specializes in EL literacy development, karaiou@ccsu.edu
- Dr. Jacob Werblow, Associate Professor, Department of Educational Leadership, Policy & Instructional Technology, specializes in secondary education, with a research interest in bilingual education, werblowjac@ccsu.edu
- Dr. Anurag Rimzhim, Assistant Professor, Department of Psychological Science, specializes in linguistic psychology, anurag.rimzhim@ccsu.edu
- Dr. Felice Russell, Assistant Professor, Department of Educational Leadership, Policy & Instructional Technology, specializes in the education of culturally and linguistically diverse students, frussell@ccsu.edu

For further information please contact the AppLING 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 Applied Linguistics (AppLING) at CCSU is to prepare informed language teachers and policy specialists with a balance of theoretical and practical skills relevant to their chosen professions. TESOL teachers will learn 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. In the other track, language policy and planning (LPP) students will learn to negotiate balanced and contextually appropriate policies toward language use in all types of institutions, such that linguistic resources are respected, enhanced, and put to productive use.

Students who graduate from the Master of Arts or certification program can expect to be prepared not only for first jobs in applied linguistics, but for full and long-lasting careers in their profession. They receive a thorough grounding in both linguistic theory (systems of language structure and use, as well as language acquisition theory) and the practical skills and methods of language teaching or policy making that help people and communities develop communicative competence and academic proficiency in relevant languages, including English. More specifically, graduates of the AppLING 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 use, diversity, status, and policy norms of English and other languages
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
 - a. Use cognitive theories relevant to second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
 - b. Use social theories relevant to SLA to gain substantial insights into the language development of all social actors in a diverse range of contexts
3. Produce effective materials relevant to the practice of applied linguistics, including lesson plans for language learning and clearly articulated policy position papers.

In addition, students in the TESOL track will be able to:

4. 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



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 specific career goals. The three programs are the Master of Arts degree (MA; with tracks in TESOL and LPP), 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>MA TESOL</i>	<i>MA LPP</i>	<i>Post- bacc</i>	<i>OCP</i>	<i>see SDE</i>
Teach ESL in public K-12 schools in CT (<i>without</i> current teacher certification in another subject area)	*		**		*
Teach ESL in public K-12 schools in CT (<i>with</i> current teacher certification in another subject area)	*			*	**
Teach ESL in CT public adult education programs	*			*	**
Teach ESL in community colleges and universities	**				
Teach ESL in private language institutes in the USA	**			*	
Teach English abroad (all types)	**			*	
Work in a governmental office or agency on language related issues		**			
Administer multilingual processes in an international non-profit organization		**			
Manage multilingual resources for an international corporation or venture		**			

* = *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 and to work out a planned program. Failure to submit an approved plan of study may result in additional coursework and delay of graduation. 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.



The Linguistics Lab in the newly renovated Willard/Diloreto Hall



Overview of Courses

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

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

LING 500 Advanced Linguistic Analysis (for UG, see LING 400)

Intensive analysis (syntactic, morphological, phonological) of selected data from English and other languages, with particular emphasis on analytical skills and dominant theories. Fall and Spring.

LING 506 Methods in TESOL I (for UG, see LING 406)

Principles, methods, and materials for teaching English as an additional language at all levels, including basic skills in lesson planning and implementation. Students will plan and implement mini-lessons, integrating pedagogical and linguistic principles, assessment strategies, and concepts of intercultural communication in the TESOL classroom. Fall and Spring.

LING 507 Second Language Acquisition Theory (for UG, see LING 407)

Major theories of language acquisition and their potential application to language learning, with an emphasis on additional language acquisition in adolescence and adulthood. Students explore foundational theories of psychology, cognitive linguistics, and sociolinguistics that underlie second language instruction. Fall and Spring.

LING 512 Syntactic Theory (for UG, see LING 412)

Concepts and formalisms in grammar. Problem solving in English syntax. Contemporary developments in syntactic theory. Pre-requisite: LING 500. Fall semesters only.

LING 513 Phonological Theory (for UG, see LING 413)

Characteristics of the sound systems of human languages. Special attention to the sound system of English and how it fits into universal patterns. Generative and post-generative phonologies. Pre-requisite: LING 500. Spring semesters only.

LING 514 Variation and Discourse Theory (for UG, see LING 414)

Examination of the interlocking nature of language and society, with particular emphasis on linguistic variation (dialectology) and the analysis of linguistic interaction (discourse). Students explore variation at all levels of linguistic structure and produce analyses of conversations that they record and transcribe. Pre-requisite: LING 500. Irregular.

LING 515 Language Policy and Planning Theory (for UG, see LING 415)

The theories and processes of language policy and planning, with particular emphasis on language education in diverse contexts. Students explore corpus and status planning and produce a research paper on a selected policy position. Spring semesters only.

LING 530 Advanced Topics in Applied Linguistics (for UG, see LING 430)

Selected topics in applied and theoretical linguistics. Students may take this course under different topics for a maximum of 6 credits, including topics taken under LING 430. Irregular.

LING 531 English Historical Linguistics (for UG, see LING 431)

Linguistic and sociolinguistic features of the English language across its recorded history, with an emphasis on theories of language change and temporal variability. Fall semesters only.

LING 533 Second Language Composition (no UG equivalent)
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 500 and LING 507. Irregular.

LING 535 Second Language Assessment (for UG, see LING 435)
Linguistic and academic assessment of non-native speakers of any language, with an emphasis on English. Determination of language dominance and proficiency of bilinguals. Preparation of language tests. Pre-requisite: LING 500 and LING 507. Spring semesters only.

LING 537 Advanced Issues in Multilingualism (for UG, see LING 437)
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. Fall semesters only.

LING 538 Methods in Second Language Content Instruction (for UG, see LING 438)
Practical strategies for teaching language learners (including English learners) of varying ages and backgrounds in a wide range of content (i.e. non-language-specific) areas. Pre-requisite: LING 506. Irregular.

LING 550 Internship (for UG, see LING 450)
Students will teach or work in an environment directly related to TESOL or applied linguistics, under supervision of an Applied Linguistics faculty member. Pre-requisite: Permission of the program coordinator. On demand.

LING 596 Methods in TESOL II (no UG equivalent)
Advanced theories, methods, and materials for teaching English to non-native-speaking students at all levels. Students will also apply this knowledge in practical teaching experiences as part of the course. Pre-requisite: LING 506. Fall semesters only.

LING 598 Research in TESOL (no UG equivalent)
Covers research topics and methods in applied linguistics and TESOL. Students produce a research proposal with detailed introduction and methodology. Pre-requisite: LING 500, LING 506, and LING 507. Fall semesters only.



Course Load

The Department of English stipulates a maximum of twelve hours of graduate-level coursework 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 (www.ccsu.edu/grad).

Scheduling of Courses

Graduate-level AppLING 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 short winter session, but one elective course is normally offered during one of the intensive summer terms. In addition, it is usually possible for students to take education courses and other electives during summer or winter sessions, if desired.

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. These courses most commonly can transfer as elective courses only. See the Graduate Catalog for full details on transfer policies.

Course Sequencing

The introductory LING courses (500 and 507, plus 506 for TESOL and 515 for LPP) are required for all graduate Applied Linguistics programs and should be taken early in one's program of study. Several of the upper-level courses have one or more of these courses as pre-requisites. Exceptions to these are generally not possible. Contact the program coordinator or your advisor with any questions.

Advice on Choosing Electives

Among the TESOL electives, LING 533 (Second Language Composition), LING 535 (Second Language Assessment), LING 537 (Multilingualism), LING 538 (Content Instruction), and LLA 515 (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. LING 538 is a particularly good choice for students who plan to teach in public schools, especially at the elementary level, or in any context in which language and content are taught concurrently.
5. LLA 515 (sometimes offered as LLA504+506) 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. Electives in the LPP track can be drawn from linguistics, educational policy studies (EPS), political science, or international studies, among others.

Courses used as general electives must carry graduate credit—that is, they must be at the 500-level or be labelled 400-level graduate courses. 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 Arts in Applied Linguistics (with tracks in TESOL and LPP)

The Master of Arts degree in Applied Linguistics offers two tracks. One is in the Teaching of English to Speakers of Other Languages (TESOL), which prepares classroom teachers of English as an additional language at all levels, from children to adults and here in Connecticut or anywhere in the world. The second track is in Language Policy and Planning (LPP), which prepares specialists in social and educational policy related to language for the public, non-profit, and private sectors.

The TESOL Track (36 credits) prepares teachers to use effective methods to meet the varying instructional needs of students of English as an additional language while encouraging such students to maintain their native languages and cultural competencies. Students receive a thorough grounding in practical skills and methods of language teaching to develop communicative competence and appropriate academic skills in English and to become professionally competent on issues involving the nature of language and language acquisition and the role of language in society.

The LPP Track (30 credits) prepares policy specialists with a thorough foundation in cognitive and social aspects of language that can inform a career guiding educational and institutional policies on language use, pedagogy, linguistic diversity, and multilingualism. Students also develop skills in the tailoring and critique of language policies (including language education policy) that can be implemented in a broad range of contexts.

For admission to the MA program, 3 credits of study of a second language is required at the post-secondary level. Students lacking this background may be admitted provisionally but required to complete the 3 credits 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 in the application section above or here 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 AppLING 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 MA 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 coursework.

Capstone Options: PLAN A or PLAN B

This program offers *only Plan A for the LPP Track*, but in the **TESOL Track** there are **two options**:

1. **Plan A:** the student gets approval from AppLING faculty to write a thesis (3 credits) and completes either 33 credits of coursework for the TESOL Track or 27 credits for the LPP Track. A topic should be identified during a core course and then developed during LING 598 before a thesis proposal can be approved. 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 (for TESOL Track only):** the student opts to take the Comprehensive Exam and completes 36 credits of coursework, including an additional general elective, then 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 academic year in which the student plans to graduate; an additional copy of each must be submitted to the AppLING 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 AppLING 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 Chair will require that the student have an advisor in the Applied Linguistics 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 Applied Linguistics 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 relevant 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 small continuation fee at the Bursar’s Office 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 Language Policy. The Saturday session will include questions on Phonology and Syntax. On some questions, a choice of topics may be offered, so for all questions students should be sure to follow the instructions.

Students are advised that coursework 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 Course Reserves website or the Applied Linguistics Lab Team (Microsoft) under Files in the section about exam preparation.

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

responses are graded on a point system, whereby each of the five responses is graded blindly 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 not 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 coursework 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 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 CREG fee.



Curriculum for the MASTER of ARTS Degree

Required Applied Linguistics Core (15 credits; required for either track)

- LING 500 Linguistic Analysis (formerly LING 400)
- LING 507 Second Language Acquisition Theory (formerly LING 497)
- LING 512 Syntactic Theory
- LING 513 Phonological Theory
- LING 515 Language Policy and Planning (formerly Intro to Sociolinguistics)

TESOL Track (the AppLING Core, plus 18 credits as below and a capstone)

- LING 506 Methods in TESOL I (formerly LING 496)
- LING 535 Second Language Assessment
- LING 596 Methods in TESOL II
- LING 598 Research in Applied Linguistics
- One TESOL Elective, from the following (3 credits):
 - LING 514 Variation and Discourse Theory
 - LING 530 Advanced Topics in Applied Linguistics
 - LING 531 English Historical Linguistics
 - LING 533 Second Language Composition
 - LING 537 Advanced Issues in Multilingualism
 - LING 538 Methods in Second Language Content Instruction
 - LING 550 Internship

LLA 515 Literacy Instruction for English Learners (or equivalent LLA 504+506)
One Education Elective (3 credits; any 500-level EPS course, or an approved substitute)

LPP Track (the AppLING Core, plus 12 credits as below and a thesis capstone)

LING 598 Research in Applied Linguistics

Two LPP Electives, from the following (6 credits):

LING 506 Methods in TESOL I (formerly LING 496)

LING 514 Variation and Discourse Theory

LING 530 Advanced Topics in Applied Linguistics

LING 531 English Historical Linguistics

LING 537 Advanced Issues in Multilingualism

LING 550 Internship

One General Policy Elective, from the following (3 credits):

EPS 525 History of American Education

EPS 528 Comparative and International Education

EPS 538 The Politics of Education

EPS 583 Sociological Foundations of Education

PS 501 Advanced Studies in International Law

Capstone and General Elective (3 credits)

Either LING 599 (Thesis) or ONE additional elective at the 500-level (plus comprehensive exams), depending on the chosen capstone experience (see capstone descriptions above)



(B) Post-Baccalaureate K-12 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 of Arts 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 schoolteacher normally requires at least three years of full-time study in a post-bacc program. In contrast, candidates seeking cross-endorsement on an existing teacher certificate or those seeking adult-education teacher certification should contact the CT State Department of Education directly. Once a list of requirements is obtained, the AppLING Program Coordinator can assist you in identifying the courses that will satisfy the State’s requirements.

K-12 TESOL Teacher Certification

(See the university catalog for descriptions of non-AppLING courses)

1. General Education: 39 credits

At least 3 credits 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 136) and one survey course in American History (such as Hist 161 or 162)

2. Bilingualism, Foreign Language, or Literacy Development:

9 credits 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 (LLA515, LLA 521, or equivalent)

3. TESOL Specialization: 30 credits

A. English Syntax and Composition: 3-12 credits

Possible courses include the structure of English as a human language (LING 512 and 513), history of the English language (LING 531), some topics courses in linguistics (LING 430/530), advanced composition (ENG 401), and surveys of literature.

B. Language Theory: 6-9 credits

Required courses under this category are LING 500 (Linguistic Analysis) and LING 507 (SLA). Possible additional courses include LING 512, 513, 514, 515, 537, and 598.

C. Culture and intergroup relations: 3-9 credits

Possible courses include LING 515 (Language Policy and Planning), EPS 528 (Comparative International Education), and EPS 583 (Sociology of Education).

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

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

E. Curriculum and methods of teaching: 6-9 credits

Required courses include LING 506 (TESOL Methods I) and LING 596 (TESOL Methods II). Possible additional courses include LING 533, LING 538, LING 430/530 on a relevant topic, and LLA 515.

4. Professional Education: 26 credits

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

A. Foundations of Education: 3 credits, EPS 500 or 516

B. Educational Technology: 1 credit, EDT 315

C. Special Education: 3 credits, SPED 501 or equivalent

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

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

F. Student Teaching: 12 credits, 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 506. Application instructions 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 (CSDE) requires passing scores on two standardized tests for initial licensure as a TESOL teacher. In addition, the School of Education and Professional Studies requires a third, the Praxis Core, which is required before applying to the Professional Preparation Program (a waiver is also possible based on a high SAT score). The first State-mandated test, the Praxis II in ESOL, is required before applying for student teaching (usually early in the semester before one plans to student teach). The second test is the edTPA portfolio, which is created and submitted as part of the student teaching experience. The policies and requirements of the CSDE for certification are subject to change and are not within the control of CCSU or our program.

(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 of Arts 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 credits:

Required Course Work (12 credits)

LING 500 Linguistic Analysis
LING 506 Methods in TESOL I
LING 507 Second Language Acquisition Theory
LING 596 Methods in TESOL II

Two Electives (6 credits from the following)

LING 512 Syntactic Theory
LING 513 Phonological Theory
LING 515 Language Policy and Planning
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
LLA 515 Literacy Instruction for English Learners
Or an approved substitute elective

(D) Undergraduate Minors in TESOL and Linguistics

TESOL Minor: 18 credits

The minor in TESOL provides students with a practical foundation in the skills needed to teach English to speakers of other languages. The four required courses focus on the structure and systems of English and of human language in general (LING 200 and 230), classroom methods for language teaching (LING 406), and the psychological and linguistic processes involved in acquiring an additional language (LING 407). The minor is ideal for majors in education, English, world languages, psychology, and virtually any other major. The practical teaching skills developed in this minor can be used almost anywhere in the world.

Required Courses (12 credits):

LING 200, LING 230, LING 406, and LING 407

Directed Electives (6 credits):

LING 400, LING 412, LING 413, LING 415, LING 430, LING 431, LING 435, LING 437, among others

Descriptive Linguistics Minor: 18 credits

The minor in Descriptive Linguistics provides students with a foundation in the core cognitive and social theories of human language. The four required courses focus on the structure and systems of English and other human languages (LING 200 and LING 230), the psychological and linguistic processes involved in language acquisition (LING 300), and the theoretical models of sounds (phonology), word building (morphology), and sentence structure (syntax) that dominate the field of linguistics. The minor is ideal for majors in psychology, computer science, education, English, world languages, anthropology, and the social sciences.

Required Courses (12 credits):

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

Directed Electives (6 credits):

LING 407, LING 412, LING 413, LING 414, LING 430, LING 431, and LING 437

English Proficiency Form

Master's in Applied Linguistics Program, English Department, CCSU

To the Applicant: This form is required by the faculty in the Applied Linguistics program at CCSU for admission to the Master of Arts in Applied Linguistics program. It will help you provide evidence that your English proficiency level is sufficient to enter this program. Your responses will be used only by the AppLING 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 relevant instructions.

- 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:

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- 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.