

TESOL Programs Handbook
Department of Languages & Cultures
Department of English
West Chester University of Pennsylvania

TESOL and Related Faculty

Charles Grove (Director), Associate Professor, Department of Languages & Cultures

María José Cabrera, Assistant Professor, Department of Languages & Cultures

Cathryn Crosby, Assistant Professor, Department of Languages & Cultures

Dennis Godfrey, Associate Professor, Department of English

Garrett Molholt, Professor, Department of English

Fred Patton, Professor, Department of Languages & Cultures

Israel Sanz-Sánchez, Assistant Professor, Department of Languages & Cultures

Andrea Varricchio, Professor, Department of Languages & Cultures

Mission

The mission of TESOL programs at West Chester University is to educate and prepare candidates so that they are knowledgeable in the factors and issues which inform second language education, are highly capable instructors of English as a Second Language for a variety of learners in a variety of contexts, especially public schools PK-12, and have the skills necessary to function as effective language and literacy educators and community leaders among diverse populations both within the U.S. and abroad.

Program Descriptions & Admissions Requirements

The **Master of Arts in teaching English to Speakers of Other Languages** (MA TESOL) is an interdisciplinary graduate program administered by the departments of Languages and Cultures and English, and in collaboration with Literacy, Communicative Disorders, and various programs within the College of Education. The MA is primarily designed for those preparing to teach English to learners whose first language is not English, and for pre-certified teachers who wish to develop their field-related expertise in the area of second language teaching, curriculum design, assessment, language program development, and educational leadership and advocacy.

The **PDE ESL Program Specialist/Certification program** (PDEEPS) is designed to qualify pre-certified teachers to teach ESL in the public schools, in cases where a primary teaching certification is

already in place at the time of application to the program. Therefore, PDEEPS applicants should have previously student taught and earned formal (stand-alone) certification from the PDE in another area before entering this program. Applicants to PDEEPS are strongly advised to first earn Instructional I certification in an alternate subject area (e.g., K-12 Spanish or French, Secondary English, Social Studies) recognized by the PDE in order to obtain the necessary qualification for teaching ESL in the public schools.

In close consultation with an adviser and faculty mentors, the PDEEPS course sequence may also be geared to prepare graduates for EFL or ESL teaching outside of PK-12 public school contexts in the U.S. and abroad. As detailed below, all certification courses and experiences may be applied toward the MA TESOL when students decide to continue advanced coursework beyond the requirements of certification.

Students who complete PDEEPS requirements without first earning stand-alone instructional I certification from the PDE in another subject area **will not be qualified to teach in the public schools.** Instead, such program completers will be issued a letter to potential employers from the TESOL Programs Director, along with a university-generated certificate, that provides an explanation and description of the requirements that have been met and the professional qualifications of students who have completed the 18-credit program.

Admissions and Program Requirements

In addition to meeting the general requirements for admission to a graduate program at West Chester, applicants must document background in the following areas:

- (1) Applicants must have a baccalaureate degree from a college or university accredited in the United States or its equivalent from a school in another country. A minimum 2.80/4.0 undergraduate GPA is required. Provisional acceptance may be possible under some circumstances for applicants who do not meet this standard;
- (2) Prior "Introduction to Linguistics" coursework (subject to approval by a TESOL program adviser). Applicants who do not meet this criterion will be offered provisional admission to the program and be required to take LIN 501 during the fall semester in order to gain full admission status;
- (3) A broad liberal arts background with an emphasis on languages, linguistics and other social sciences is expected, e.g., background in a second language, English, linguistics, education, philosophy, communications, anthropology, sociology and/or psychology;
- (4) Proficiency in English. Applicants whose native language is not English must submit evidence of satisfactory performance on the Test of English as a Foreign Language (TOEFL) to the Office of Graduate Studies and Extended Education before application forms can be processed. A score of 580 is the minimum acceptable score (218 for the computer-based exam). Students must also pass an oral and written comprehensive examination in English before graduating. Information about the TOEFL test, including test dates and locations in international countries, can be obtained from the Educational Testing Service, Box 6151, Princeton, NJ 08541-6151, U.S.A. Registration forms must reach Princeton at least five weeks before the test is to be taken.

- (5) GRE scores *are not required* for application or admission to TESOL Programs at WCU.
- (6) Students who do not meet requirements upon application for admission may be admitted provisionally and, in consultation with their adviser, will select additional courses in order to satisfy these requirements by the time of degree candidacy (after 12-15 credits).

Program Descriptions and Course Requirements

The faculty of the Departments of Languages & Cultures and English at West Chester University collaborate to ensure that MA TESOL and ESL Program Specialist/Certification (PDEEPS) candidates meet the PDE guidelines, as well as the requirements set forth in the Professional Education Unit's NCATE Conceptual Framework.

ESL Program Specialist (PDEEPS) Certification:

ESL Program Specialist/Certification candidates are required to take 18 credit hours of graduate-level coursework to develop their knowledge bases in the area of second language (L2) teaching, assessment, ESL curriculum development, sociolinguistics and the structure of English. PDEEPS culminates with a supervised practicum, in which candidates are observed, mentored and critiqued by university faculty as they teach on-site in area ESL classrooms.

Applicants without a background in linguistics will be required to take LIN 501 (Introduction to Linguistics) as a program pre requisite in addition to the following six (6) courses in order to complete PDEEPS requirements:

LAN 500, LAN 503, LIN 540, ENG 575, ENG 576, ENG 587 [see advisement sheets for titles]

MA in Teaching English to Speakers of Other Languages (TESOL)

MA TESOL candidates take 24 core credits with 12 hours of elective credits, under advisement, which enables them to develop a field-related specialization aligned with their professional goals (e.g., adult ESL, EFL, subsequent doctoral work, advocacy, etc.). MA candidates earn the PDEEPS certificate en route to their degree. MA TESOL candidates also submit a culminating assessment portfolio and sit for a required 3-hour comprehensive examination upon completion of the required coursework.

Applicants without a background in linguistics will be required to take LIN 501 (Introduction to Linguistics) as a program pre requisite in addition to the following eight (8) courses in order to complete requirements of the MA degree:

LAN 500, LAN 503, LIN 540, LAN/ENG 583, ENG 575, ENG 576, ENG 581, ENG 587

TESOL Program Outcomes and PDE Standards

TESOL Program outcomes are based on Standards developed by the PA Department of Education (PDE) and include the following knowledge bases and skills:

I. English Usage and Developing Linguistic Awareness

1. Students will demonstrate knowledge of the structure of the English language/grammar and pronunciation, including lexical, morphological, syntax and phonological components.
2. Knowledge of the process of first and second language acquisition.
3. Knowledge of the process of literacy development for second language learners and strategies to assist ELLs in the different stages of second language acquisition.
4. Knowledge to assist ELLs to communicate using verbal and nonverbal language.

II. English as a Second Language-Instructional Materials/Development

1. Students will demonstrate knowledge to design and implement ESL program to assist ELLs in the process of acquiring English and cognitive academic language skills.
2. Knowledge of methods, strategies, research and resources that address the educational needs of ELLs in their learning process, including the use of computer technology.
3. Knowledge to select and design teaching resources for ELLs according to their language proficiency, native language development and literacy development.

III. English Language Learners (ELLs) Language & Support Services Knowledge

1. Students will demonstrate knowledge of effective assessment tools/practices to identify levels of language proficiency, acquisition and content learning as well as monitor student progress.
2. Knowledge of available all school support services that can assist the ELLs in language acquisition/content learning.

IV. Developing Cultural Awareness/Sensitivity

1. Students will acquire and exhibit understanding of behaviors, beliefs, and attitudes of multicultural and multilingual learners and families.
2. Knowledge of current methods and techniques, based on recognized principles of teaching English as a Second Language (ESL), in working with culturally and linguistically diverse students/families.
3. Knowledge of how to facilitate the English Language Learners (ELLs) and their families, in understanding and collaborating with ESL and other school staff.

Diverse Field Experiences

Supervised field experiences are an important component of both the MA TESOL and Program Specialist/Certification (PDEEPS). Fieldwork is a formal requirement of LAN 503 (techniques), ENG 576 (curriculum and materials) and ENG 587 (practicum). In each of these courses, candidates' knowledge, skills, and dispositions are assessed through critical field observation/analysis papers. ENG 587 practicum sites vary according to the placement preferences and current teaching positions of candidates. K-12 ESL sites include rural, suburban and urban districts stretching from Oxford Area School District in southern Chester County to Norristown, and the School District of Philadelphia to the east. Governmental (Delaware Valley Literacy Council), non-profit/volunteer (e.g., Comunidad Hispana), university (Drexel), and community college ESL programs in the region also collaborate with students as they complete fieldwork in situations where students' career goals do not involve instruction PK-12. Candidates are required to implement educational principles and theories into practice in the practicum. Upon completing on-site assignments, candidates are subsequently required to engage in reflection via written assignments, discussions, and presentations regarding their clinical experiences. This practical training is a strong point of WCU's TESOL programs.

Advisement Sheets

Students are advised through consultation with the program director and via several advisement tools (e.g., FAQ sheets, advisement sheets, WCU Graduate Catalog). Candidates meet each semester with a faculty adviser in order to select courses for the following term and to ensure that professional goals are aligned with course choices and field experiences. Program advisement sheets are attached below for student and faculty reference.

MA TESOL Advising Sheet (36 credit hours)

Name _____ Date _____

Pre-requisite course: Introduction to Linguistics (fall):

*LIN 501 [intro to linguistics] (pre req, does not count toward required 36 credits):

*LAN 500 [research] (fall) _____

*LAN 503 [techniques] (fall, spring) _____

*ENG 575 [structure] (spring) _____

*ENG/LAN 582 or LIN 540 [socio] (fall) _____

ENG 581 [reading/writing] (spring) _____

ENG/LAN 583 [SLA] (spring) _____

*ENG 587 [ESL practicum] (fall, spring) (**advanced) _____

*ENG 576 [curriculum] (fall) (**advanced) _____

*[*Denotes TESL/PDE Certification Requirement, 18 credits, plus LIN 501 pre requisite]*

*[**Denotes advanced course, to be taken during the final two semesters of enrollment]*

Electives (12 credits) may be drawn from the following areas and are subject to adviser approval: ENG, SPA, LIN, LAN, EDR, EDM, EDT, EDF, other (by approval):

Elective 1 (3): _____

Elective 2 (3): _____

Elective 3 (3): _____

Elective 4 (3): _____

ESL Program Specialist/certification

Advisement Sheet (18 credit hours)

Student _____ Date _____ Pre-certification Area _____

The ESL Program Specialist/certification plus a valid Pennsylvania Instructional I or II Certificate are required for ESL instructors in Pennsylvania public schools effective at the start of the 2004-05 academic year.

Curriculum:

Pre-requisite course: Introduction to Linguistics (fall):

_____ *LIN 501 [intro to linguistics] (pre req, does not count toward required 18 credits):

Required Courses

_____ LAN 500 (fall) [Materials & Methods of Research in Second Language Education]

_____ LAN 503 (fall, spring, some summers) [Techniques of Second Language Teaching]

_____ ENG 575 (spring) [Structure of Modern English]

_____ ENG/LAN 582 or LIN 540 (fall) [Sociolinguistic Issues in Second Language Education]

_____ ENG 576 (fall) [Curriculum & Materials for TESL][advanced]

_____ ENG 587 (enrollment dependent, fall, spring) [TESL practicum] [advanced]

Notes: