CENTRAL CONNECTICUT STATE UNIVERSITY

PRE-PROFESSIONAL AND IN-SERVICE PROGRAMS

IN

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

(TESOL)

Revised Fall 2009
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The Teaching of English to Speakers of Other Languages (TESOL) is an independent discipline requiring specialized knowledge and skills. A background in Linguistics, Sociology, Anthropology, Modern Languages and TESOL Methodology can facilitate the work of teachers and other professionals who function on a regular basis in multicultural contexts.

The TESOL Program subscribes to TESOL’s Statement of Core Standards for Language and Professional Preparation Programs.

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, Linguistics, and related fields. Graduates currently teach in many countries around the world and in Connecticut schools as well as adult education programs, intensive language institutes, and community colleges in Connecticut and other States in the USA.

Prospective students are encouraged to contact the Program in TESOL c/o the English Department at CCSU for information on 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 102 or at the graduate website: www.ccsu.edu/grad.

For further information please contact the TESOL Programs Director, English Department, Central Connecticut State University, 1615 Stanley Street, New Britain, CT 06050, USA; via phone (860) 832-2740. Contact information for all faculty in the program:

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Advising and program information provided in this brochure 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 be further 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.
GOAL STATEMENT AND PROJECTED COMPETENCIES

The goal of TESOL programs at CCSU is to prepare teachers to use modern methods to meet the varying instructional needs of students of English as a second or foreign language while encouraging such students to maintain their native language and cultural competency. 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 field. They receive a thorough grounding in practical skills and methods of language reaching to develop communicative competence and appropriate academic skills in English, and become familiar with issues involving the nature of language, language acquisition, and the role of language in society. More specifically, it is expected that all students leaving the programs will have the following competencies:

1. Ability to use different methods of instruction in the teaching of English and development of relevant communicative and academic skills for speakers of other languages, and to evaluate these methods in light of what is known about processes of language acquisition and educational development;

2. Ability to understand linguistic theory and to sue this understanding to gain substantial insights into the structure of English and other languages so that students’ language acquisition can be understood and pedagogical problems can be dealt with;

3. Ability to diagnose individual student problems and design appropriate programs of remediation in accordance with individual student goals;

4. Ability to empathize with language learning problems of students as a result of having had the personal experience of learning a second language;

5. Ability to understand the rules of language use and change in society, the importance of idiom and usage, and the nature of dialect differences and their social value;

6. Ability to interpret American culture meaningfully to students as a result of familiarity with cultures of other lands and with processes of socialization and acculturation;

7. Ability to communicate effectively in English and to develop this ability in students;

8. Ability to function as an educational innovator to introduce modern methods into diverse classrooms successfully;

9. Ability to function as an effective advocate for language minority students in the schools and for the rights and needs of second language students generally.
SCHEDULING OF COURSES

Graduate level TESOL courses are scheduled starting 4 pm, 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 electives during those sessions.

THE PLANNED PROGRAM

A copy of a completed and signed planned program, in consultation with and approval of the academic advisor, are filed with the Graduate School for official approval. It is the student’s responsibility to communicate with the advisor as soon as possible 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 the graduate advisor may consider a student’s course selections to be insufficient. Advisors are available during the school year when classes are in session. If the advisor is unavailable, the student should consult with the chairperson of the English Department or the TESOL Programs Director.

COURSE LOAD

The Department of English Graduate Committee stipulates a maximum of twelve hours of course work in a semester but strongly recommends a maximum load of no more than nine.
PROGRAMS IN TESOL AT CENTRAL CONNECTICUT STATE UNIVERSITY

(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 Graduate catalogue 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.

Capstone Options: PLAN A and PLAN B

This program offers **two options** both of which total 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. Student registers for one general elective and for LING 599 Thesis (Graduate thesis guidelines are available at the Office of Graduate Studies, and at [www.ccsu.edu/grad](http://www.ccsu.edu/grad))

2. **Plan B**: student opts to take the Comprehensive Exam and completes 36 s.h. of course work, i.e., student registers for two general electives and takes the Comprehensive Exam (Comprehensive Exam guidelines are available at the Office of Graduate Studies)

**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 (usually APA style for TESOL) appropriate to the discipline and approved by the Dean of Graduate Studies. (3) Students expecting to graduate in May should submit a typed final draft to their advisors no later than March 15. (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 English Department by the same date. Students are advised to check out the handbook on thesis available on the graduate website.
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 sixty to one hundred typed 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 3.00 or higher. The student must submit a prospectus, signed by the thesis advisor and the second reader, to the English Department Graduate Committee for its approval. The prospectus is a one- to three-page summary of the proposed project. It should include a clear statement of what the student intends to establish; a brief account of the current state of knowledge of the subject, including references to some of the most important sources; a description of the methods and procedures to be used; and an indication of the organization 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 thesis advisor may request an extension by submitting a petition through the department Graduate Committee to the department chairperson, who will then forward the request to the Dean of the Graduate School for consideration. For each semester with a grade of an Incomplete when the student is not registered in any other courses, the student must pay $40 confirming continuation in the program 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 School 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 Department of English 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 question a choice of topics may be offered; in that case students should be sure to select only one.

As far as scheduling is concerned, students who are answering only one question will have the first 90 minutes of the scheduled exam session to finish. They will write questions offered to other candidates on Friday at the Friday session and questions offered to other candidates on Saturday at the Saturday session.

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 at: www.consuls.org/webloc or

http://www.consuls.org/search/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.

Students who fail the examination may be allowed a second opportunity to pass it during the regular examination times. An application for a second attempt at the examination requires the signatures of the student’s advisor and the chairperson of the English Department. A student who fails only one question may be allowed to repeat that question only; a student who fails more than one question must repeat the entire examination. If, after a second attempt at passing the examination, a candidate has not passed at least four questions, the department may require that additional course work be undertaken before any further retakes may be approved. In any case, a third attempt requires the signatures of the student’s advisor, the chairperson of the English Department, and the Dean of the Graduate School.

According to Graduate School policy students are allowed only three attempts. Failure on to pass the exam on any of the three attempts results in dismissal and a marking of Fail on the transcript. Students should consult the graduate catalog.

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 await to take the examination and are not registered in any other courses must pay $40 confirming continuation in the program.
COURSES

TESOL SPECIALIZATION and RESEARCH

**Required Course work**  (21 s.h.)
LING 400  Linguistics Analysis  
LING 496  TESOL Methods  
LING 497  Second Language Acquisition  
LING 512  Modern Syntax  
LING 513  Modern Phonology  
LING 515  An Introduction to Sociolinguistics  
LING 598  Research in TESOL

**Electives**  (at least one from the following)
LING 530  Topics in Linguistics  
LING 533  Second Language Composition  
LING 535  Second Language Testing  
LING 596  TESOL Practicum

**Professional Education**  (6 s.h.)
One education elective from among the following:
EDF 500  Contemporary Educational Problems  
EDF 516  School of Society  
EDF 524  Foundation of Contemporary Theories of Curriculum  
EDF 525  History of American Education  
EDF 538  Politics of Education  
EDF 583  Sociological Foundations of Education

And One education elective from among the following (or other 500-level education course approved by advisor):
ED 511  Principles of Curriculum Development  
EDF 528  Comparative and International Education  
EDSC 556  Instructional Theory and Practice  
RDG 503  Developmental Reading in Primary Grades  
RDG 504  Middle School Level Literacy Development  
RDG 505  Developmental Reading in Secondary Schools  
SPED 501  Education of the Exceptional Learner  
SPED 506  Foundations of Language for the Exceptional Child

**General Electives**  (6 s.h.)
One or two general electives at the 500-level, depending on the chosen capstone experience:
Description of required and elective TESOL course
(See Graduate Catalogue for descriptions of 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.

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.

LING 497 Second Language Acquisition
Major theories of language acquisition and their potential application to language teaching. The theoretical bases of second language learning.

LING 512 Modern Syntax
Concepts and formalisms in grammar. Problem solving in English syntax. Contemporary developments in syntactic theory.

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.

LING 515 An Introduction to Sociolinguistics
An examination of the interlocking nature of language and society, with particular emphasis on sociolinguistics theory and fieldwork.

LING 530 Topics in Linguistics
Topics are directly related to linguistics and/or TESOL, including bilingualism.

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.

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.

LING 596 TESOL Practicum
Student will teach ESOL under supervision.

LING 598 Research in TESOL
Research topics and methods in TESOL and Applied Linguistics.
TRANSFER CREDIT

Up to nine s.h. of graduate credit 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 Catalogue for full details on transfer policies.

TIME LIMIT

Students have six years to complete their requirements for the Master’s degree. Applications for an extension of this limit by up to two years can be filed with the Dean of the Graduate School.

COURSE SEQUENCING

LING 496 is the prerequisite to LING 596. There are no other formal prerequisites in the TESOL degree program. However, it is recommended that LING 400 be taken before LING 512 and LING 513. It is also recommended that LING 496 and 497 be taken before LING 598.

ADVICE ON CHOOSING TESOL ELECTIVES

1. Among the TESOL electives, LING533, Second Language Composition, and LING 535, Second Language Testing, and LING 530, Topics in Linguistics, and LING 596 TESOL Practicum, are recommended alternatives.

   a. LING 533 is a particularly good choice for students who plan to teach at the community college level or in college preparation program.
   b. LING 535 is a particularly good choice for students who plan to teach in English language institutes or in private language schools.
   c. LING 596, TESOL Practicum, is a particularly good choice for students with no teaching experience who plan to teach adults.

2. General electives should be courses in language or culture, in accordance with the guidelines set by the TESOL professional organization, or additional TESOL electives. Courses used as general electives must carry graduate credit—that is, they must be at the 500-level, and be 3 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
(B) TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Post-Baccalaureate Non-Degree Program
Courses leading to adult-level certification in TESOL are available at Central. Courses leading to pre-K-12 certification in TESOL are also available. See the checklist of courses required for this non-degree post-baccalaureate program in this brochure. Candidates seeking adult-level certification and cross-endorsement should contact the State Department of Education directly, or access their official website.

Pre-k-12 ESL Certification

1. General Education: 39 s.h.
   a. HIST 161 or 162
   and
   b. At least 3 s.h. each in 5 of the following areas:
      English______________ Natural Sciences______________
      Mathematics_________ Social Studies______________
      World Languages____ Fine Arts______________
      Psychology 236____

2. Bilingualism, Foreign Language, or Literacy Development: 9 s.h. chosen from among the following options:
   LING 530 Topics in Linguistics____
   RDG 440 _______
   Languages: American Sign Language______, Chinese______, French______,
   Vietnamese,______ Other_______, Specific courses______.

3. TESOL: 36 s.h.
   A. English Language: 9 s.h.
      LING 430_____  LING 431_____ LING 512____
      LING 513_____  Eng 206____
   B. Language Theory: 9 s.h.
      LING 400 (required)______ LING 497 (required)______
      LING 598 _______
   C. Culture and intergroup relations: 9 s.h.
      EDF 583_________ EDF 528_________
      LING 515 (required)______
D. Linguistic and academic assessment of limited-English-proficient students: 3 s.h.
LING 535

E. Curriculum and methods of teaching: 6 s.h.
LING 496______ LING 533

4. Professional Education: 25 s.h.
(See catalogue for descriptions on non-TESOL courses)

A. Foundations of education 3 s.h.
EDF 415

B. Educational Psychology: 3 s.h.
EDTE 316

C. Curriculum and methods of teaching: 3 s.h.
EDSC 425____

D. Student Teaching: 12 s.h.
EDSC 412, Student Teaching, TESOL K-12_______

E. Special Education: 3 s.h.
SPED 315 ________

F. Educational Technology: 1 s.h.
EDT 315____

Admission to the Professional Preparation Program

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.