

# International Track of the MAEd/ESL

## Master of Arts in Education: English as a Second Language

with a focus on teaching ESL/EFL to adult language learners

**Prerequisite:** Undergraduate degree

| <u>Number</u>  | <u>Course Title</u>  | <u>Schedule (subject to change)</u>   | <u>Pre-Requisites</u>                             |
|--|--|---|---|
| <i>Each course is worth 3 semester credit hours.</i>     |  |   |   |
| <i>Fall/Spring classes (M/Tu/W/Th) are 5:00-7:30 pm.</i> |  |   |   |
| <b>EESL 610</b>  | Second Language Acquisition  | <b>Fall &amp; Spring:</b> Mondays*  | none  |
| <b>EESL 615</b>  | Grammar for ESL Teachers   | <b>Fall:</b> Wednesdays<br><b>Summer:</b> 2012 M-F June 10-14 & W July 24 (8:30-4:30)           | EESL 610  |
| <b>EESL 617</b>  | Teaching English within a Global Society   | <b>Fall:</b> Online   | EESL 610  |
| <b>EESL 625</b>  | Phonology for Second Language Teachers   | <b>Fall:</b> Tuesdays<br><b>Spring:</b> 2014 Sat. 1/11, 1/18, 2/1, 2/15, 2/22, 4/19 (8:00-5:00) | EESL 610  |
| <b>EESL 627</b>  | Teaching Adult Language Learners   | <b>Summer:</b> online   | none  |
| <b>EESL 637</b>  | Methods for Teaching English as an International Language  | <b>Spring:</b> Tuesdays   | EESL 610  |
| <b>EESL 647</b>  | Instruction and Assessment: Reading and Writing  | <b>Fall:</b> blended: Thurs or Sat  | EESL 610  |
| <b>EESL 657</b>  | Instruction and Assessment: Listening and Speaking   | <b>Spring:</b> blended: Thurs or Sat  | EESL 610  |
| <b>EESL 687</b>  | Practicum Seminar: Adult English Language Teaching   | <b>Summer: 2013</b><br>2 Saturday seminars (8:30-4:30)  | 6 EESL courses<br>& 100 hours of<br>pre-practicum |
| <b>EESL 697</b>  | ESL Practicum: Adult ELLs (observing & teaching)   | <b>Fall, Spring, Summer</b>   | all of the above                                  |
| <b>either</b>  | <b>GRD 704</b> Specialized Instruction (shadowing an instructor) <b>OR</b><br><b>EHS 692</b> Field Studies in the Teaching and Learning of ESL | <b>Fall, Spring, Summer</b>   | 4 EESL courses                                    |

\***Professional Learning Communities (PLCs):** Monthly class sessions and weekly PLCs sessions with on-line support from instructor. Each PLC meets at a time and place determined by its members. Students access and submit assignments via *Blackboard* to the instructor.

*NOTE: All courses must have been taken during the 5-year period prior to graduation.*

**Program Completion: 33 semester credit hours**

**Comprehensive Exam (Comps): Spring/Summer/Fall of 20\_\_**

**Graduation: Spring/Summer/Fall of 20\_\_**

**NOTE**

- 1) If recommended by a course instructor, students must take and pass GRD 727 Academic Writing in order to continue this program.
- 2) Non-native speakers of English must demonstrate a Level 3 Oral and Level 4 Writing on UAB Graduate School Language Assessments. It is recommended that non-native speakers of English follow a specially designed MAE/EFL program: [http://www.ed.uab.edu/esl/mae\\_efl\\_flyer.pdf](http://www.ed.uab.edu/esl/mae_efl_flyer.pdf)

**MAEd/ESL: International Track**

*Approximate deadlines*  
**Fall Spring Sum**

1. Learn about ESL program: [www.ed.uab.edu/esl](http://www.ed.uab.edu/esl)  
Meet with Program Coordinator, Dr. Spezzini, 934-8357

Where  
**EB 120**

When

|  |               |                              |                            |                            |
|--|---------------|------------------------------|----------------------------|----------------------------|
| <p><b>2. Apply as degree-seeking student: Education-ESL International/Adult (MAE) 934-8227</b><br/><a href="http://www.ed.uab.edu/esl">www.ed.uab.edu/esl</a> Click <u>ADMISSIONS</u>, click <u>Degree-Seeking</u>, and follow instructions.<br/>Miller Analogies Test (35 raw=388) <a href="http://main.uab.edu/show.asp?durki=10510">http://main.uab.edu/show.asp?durki=10510</a> or GRE (850)<br/>Internationals: TOEFL 4 writing &amp; 600 paper or 100 internet-based. <a href="http://www.uab.edu/graduate/apply/acrobat/intlsupt.pdf">http://www.uab.edu/graduate/apply/acrobat/intlsupt.pdf</a><br/>Specially designed MAE/EFL— <a href="http://www.ed.uab.edu/esl/mae_efl_flyer.pdf">http://www.ed.uab.edu/esl/mae_efl_flyer.pdf</a><br/>Degree-seeking application &amp; \$45 (Int'l \$60) <a href="https://app.applyyourself.com/?id=uab-grad">https://app.applyyourself.com/?id=uab-grad</a> (Education-ESL-International/Adult)<br/>1 set of official transcripts (snoblitt@uab.edu): Graduate School, UAB-HUC 511, 1720 2<sup>nd</sup> Ave. So., Birmingham AL 35294-1150<br/><i>NOTE: International transcripts should be hand-carried to HUC 511 (The Graduate School will make an official copy).</i><br/>3 recommendations/evaluations (provide names and email addresses on degree-seeking applications – forms will be sent)</p> | <i>before</i> | <b>July 1<sup>st</sup></b>   | <b>Nov. 1<sup>st</sup></b> | <b>Apr. 1<sup>st</sup></b> |
|  |               | <i>4<sup>th</sup> course</i> |                            |                            |

3. *Students may first submit a Non-degree Seeking Application (\$40) to the Graduate School.* **on-line** 2 weeks before term starts

4. Non-native speakers of English—Level 3 Oral & Level 4 Writing on Graduate School Language Assessments.  
International students should follow specially designed MAE/EFL— [http://www.ed.uab.edu/esl/mae\\_efl\\_flyer.pdf](http://www.ed.uab.edu/esl/mae_efl_flyer.pdf)

5. Admission Interview with Dr. Susan Spezzini (candidates will be called)

6. Obtain BlazerID by going to website [www.uab.edu/blazerid](http://www.uab.edu/blazerid)

7. Provide proof of negative tuberculosis test and immunization against measles/mumps/rubella and tetanus/ diphtheria/pertussis (Fax the student's medical history with SSN or evidence of actual shots from the physician or County Health Dept.)

**One Stop Shop**

[submitmyshots@uab.edu](mailto:submitmyshots@uab.edu)  
*Before registering for the second semester*

8. Start accumulating 100 pre-practicum hours working with adult ELLs

**EB 120**

*Suggestion: Be a volunteer teacher for the English Conversation Classes*

9. Register for courses and pay for tuition & fees upon receipt of bill  
<http://main.uab.edu/Sites/students/services/registration/classes/>  
Calendar: <https://studentaffairs.sass.uab.edu/calendar/search.asp?id=2>  
Registrar 934-8222 (Hill University Center: HUC 207)  
Cashier 934-3570 (HUC 322); Financial Aid 934-8223 (HUC 317)

*before each term starts*

*Apr-Aug Oct-Dec Apr-May*

10. If interested in teaching English overseas, consider applying to Peace Corps and participating in their Master's International Program. That way, upon receiving your master's degree, you will have already taught English overseas for two years. For more information, ask Dr. Spezzini or Dr. Seay [sueseay@uab.edu](mailto:sueseay@uab.edu)

11. If recommended by an instructor, take GRD 727 Academic Writing.

|  |               |
|--|---------------|
| <p>12. Attend annual Advising Meeting for the International Track of the MAEd/ESL in June 2014, and if needed, also meet with faculty advisor to monitor progress towards degree, especially with respect to pre-practicum and practicum requirements.</p> | <b>EB 120</b> |
|--|---------------|

13. Submit Practicum Application to faculty advisor or program coordinator for intent to take EESL 687 seminars in summer

**EB 120**

*January*

|   |               |   |             |             |            |
|---|---------------|---|-------------|-------------|------------|
| <p><b>14. Submit Application for Degree to ESL advisor 934-8357</b><br/><a href="http://www.uab.edu/graduate/apply/acrobat/app-for-degree.pdf">http://www.uab.edu/graduate/apply/acrobat/app-for-degree.pdf</a><br/>Complete online, print, SIGN, make copy for self, and submit: in person, as email attachment, or by fax (Spezzini 934-4792)<br/>Read bottom of webpage: <a href="http://www.ed.uab.edu/esl/forms.htm">http://www.ed.uab.edu/esl/forms.htm</a></p> | <b>EB 120</b> | <i>7 months prior to projected graduation</i>                                 |             |             |            |
|   |               | Failure to follow these instructions may result in not graduating as planned. | <i>June</i> | <i>Sept</i> | <i>Feb</i> |

15. Pay degree fee (\$50) to Student Accounting: Cashier 934-3570

**Billed**

*2<sup>nd</sup> week of final term*

*Aug Jan May*

16. Take "comps" Friday 9:00-12:00 am (*Make-up is last month of final term*)

**EB 120**

*2<sup>nd</sup> month of final term*

*Oct Feb June*

## MAEd in English as a Second Language: International/Adult Track

|   |   |
|---|---|
| L<br>I<br>N<br>G<br>I<br>S<br>T<br>I<br>C<br>S      | <p><b>EESL 610 <i>Second Language Acquisition</i></b><br/>                     This course provides an in-depth look at major theories of second language acquisition. Students explore learning environments, programs, home language, culture, and other factors that influence second language acquisition.</p>  |
|   | <p><b>EESL 615 <i>Grammar for ESL Teachers</i></b><br/>                     This course is a critical study of aspects of Modern English grammar important for the teaching of English as a Second Language (ESL) or Foreign Language (EFL). Students gain an understanding of major morphosyntactic, semantic and pragmatic phenomena important for teaching ESL/EFL, become familiar with practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in language learner writing, and develop classroom activities for teaching language through <i>grammaring</i>.</p>   |
|   | <p><b>EESL 625 <i>Phonology for ESL Teachers</i></b><br/>                     This learner-centered course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.</p>   |
|   | <p><b>EESL 617 <i>Teaching English in a Global Context</i></b><br/>                     This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.</p>  |
| P<br>E<br>D<br>A<br>G<br>O<br>G<br>Y                | <p><b>EESL 627 <i>Teaching Adult Language Learners</i></b><br/>                     This course introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults' second language development. After learning to recognize quality components in distinct program models, as outlined by TESOL <i>Standards for Adult Education ESL Programs</i>, students do a critical study of community-based programs and English for Specific Purposes.</p>  |
|   | <p><b>EESL 637 <i>Methods for Teaching English as an International Language</i></b><br/>                     This course prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts. Engaged with approaches aligned with TESOL <i>Standards for ESL/EFL Teachers of Adults</i>, students plan state-of-the-art curriculum, instruction and assessment for 5 program settings: adult/community, workplace, college/university, intensive English, &amp; EFL.</p>  |
|   | <p><b>EESL 647 <i>Instruction and Assessment: Reading and Writing</i></b><br/>                     This course addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments.</p> |
|   | <p><b>EESL 657 <i>Instruction and Assessment: Listening and Speaking</i></b><br/>                     This course examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking.</p>  |
| A<br>P<br>P<br>L<br>I<br>C<br>A<br>T<br>I<br>O<br>N | <p><b>EHS 692 <i>Field Studies in Teaching/Learning ESL</i> or GRD 704 <i>Specialized Instruction</i></b> (elective)<br/>                     In this course, prospective ESL/EFL teachers shadow instructors of ESL classes or of graduate classes in Academic English and/or provide specialized one-on-one instruction to international scholars and students. To enhance their own professional growth, prospective teachers share reflections and newly-acquired competencies with course instructor.</p>  |
|   | <p><b>EESL 687 <i>Practicum Seminar in Adult English Language Teaching</i></b><br/>                     This inquiry-focused course guides emerging teachers in experiencing the differentiated facets of working in adult ESL and EFL environments. Students explore issues related to Intensive English Programs, Program Administration, English for Occupational Purposes and EIL. Students observe classes in regional IEPs, develop an EOP program, receive hands-on experience in administration, do an in-depth study of an EFL context, &amp; apply research to various adult EIL teaching situations.</p>   |
|   | <p><b>EESL 697 <i>ESL Practicum: Adult ELLs</i></b><br/>                     This standards-based course offers practical application of the knowledge and skills learned in other courses for teaching ESL to adult learners. After doing structured observations of professional ESL educators and participating in the corresponding debriefings, apprentice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, evaluate learners and their language development, and conduct managerial tasks and other appropriate duties.</p>   |

## Practical Experiences in Adult English Language Teaching

While pursuing the International Track of the Master of Arts in Education (MAEd), which focuses on teaching ESL/EFL to adult language learners, UAB students will proceed through the following four stages of practical experiences: Pre-Practicum (100 clock hours), EHS 692/GRD 704 Shadowing, EESL 687 Practicum Seminar (100 hours), and EESL 697 Practicum (100 hours). The purpose of these experiences is to provide a variety of opportunities for students to explore and experience multiple facets of adult English language teaching (ELT).

### **Pre-Practicum (100 clock hours in ELT classrooms)**

Students are expected to do 100 pre-practicum hours through a combination of activities: co-teaching English in UAB's English Conversation Classes (EB 123), observing ESL teaching in a variety of community programs, tutoring adult ELLs in an institutional setting (e.g., UAB), teaching as a volunteer in a community ESL program for adult learners, and/or teaching as a paid instructor in an adult ESL program. Students begin accumulating their pre-practicum hours as early as possible in their MAEd program. Of these 100 pre-practicum hours, students should spend at least 60 hours teaching or tutoring. Students record the hours of each experience on a timesheet that is available at: [http://www.ed.uab.edu/esl/recording\\_prepracitcum.pdf](http://www.ed.uab.edu/esl/recording_prepracitcum.pdf). They should also ask someone at the host institution to sign the timesheet upon completion. After finishing all 100 pre-practicum hours and after completing most of their courses, students are eligible to enroll in EESL 687.

### **GRD 704 Specialized Instruction OR EHS 692 Field Studies in Teaching/Learning ESL**

For this course, students will shadow an instructor for 30+ consecutive teaching hours during an ESL course, usually at UAB's English Language Institute (ELI). In addition to assisting the instructor that they are shadowing, students are expected to keep daily logs, submit weekly reflections to their graduate course instructor, and meet regularly with this instructor. Students are encouraged to take this shadowing course as soon as possible upon completing their fourth course in the master's program or simultaneously while taking their fourth course. *NOTE: Since this shadowing experience is part of a credit-bearing course, the corresponding hours are in addition to the pre-practicum hours.*

### **EESL 687 ESL Practicum Seminar (100 clock hours in classrooms, at ELT institutions, and in research)**

Students start this course by attending two all-day Saturday seminars. These seminars usually take place in June. In these seminars, students discuss selected research from areas of TESOL relevant to the different specialties in adult English Language Teaching (ELT). After the completion of these seminars, the instructor guides each student in scheduling the activities listed below. Some students may need two semesters (summer and fall) to complete all four components:

|  |  |
|--|--|
| <u>Component #1:</u> Intensive English Programs (IEP)        | <b>15 hours</b> observing IEP classes & interviewing teachers    |
| <u>Component #2:</u> Program Administration                  | <b>30 hours</b> assisting with ELI projects                      |
| <u>Component #3:</u> English as a Foreign Language (EFL)     | <b>30 hours</b> research project or teaching EFL abroad thru UAB |
| <u>Component #4:</u> English for Occupational Purposes (EOP) | <b>25 hours</b> doing related ELT assignments                    |

### **EESL 697 ESL Practicum: Adult ELLs (100 clock hours)**

Students do 14+ observations, teach a semester-long course, participate in debriefings, participate in Discussion Boards, and maintain weekly communication (email/phone) with the instructor/supervisor. The instructor serves as a liaison to arrange teaching and observing. At the teaching placement, each student is supervised by the course instructor (or assigned supervisor) and by the host institution. (If this placement is outside of the Birmingham area, the student must reimburse the instructor/supervisor for mileage at the current rate.) Some students may need two semesters to complete all five components:

|  |  |
|--|--|
| <u>Component #5:</u> English for Academic Purposes (EAP)   | <b>20 hours</b> observing 6 EAP classes and debriefing         |
| <u>Component #6:</u> English for General Purposes (EGP)    | <b>20 hours</b> observing 6 EGP classes and debriefing         |
| <u>Component #7:</u> Peer Observations (5 at 2 hours each) | <b>10 hours</b> observing 3 other EESL 697 students teaching   |
| <u>Component #8:</u> Teaching (and being observed)         | <b>25 hours</b> teaching (with observations by the instructor) |
| <u>Component #9:</u> EESL 697 classes and online sessions  | <b>25 hours</b> interacting and reflecting with others         |



Jan. 15, 2013

# International Track of the MAEd/ESL

with a focus on teaching adult language learners

Name \_\_\_\_\_ Preferred Name/Nickname \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell \_\_\_\_\_ Work Phone \_\_\_\_\_

Home E-mail \_\_\_\_\_ Work E-mail \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ AL zip \_\_\_\_\_

Current Place of Employment \_\_\_\_\_

Undergraduate Degree: college \_\_\_\_\_ year \_\_\_\_\_ major \_\_\_\_\_ minor \_\_\_\_\_

Graduate Degree: college \_\_\_\_\_ year \_\_\_\_\_ major \_\_\_\_\_ minor \_\_\_\_\_

Other Degrees/Studies: \_\_\_\_\_

Other Languages: \_\_\_\_\_ Other cultures: \_\_\_\_\_

Reasons for pursuing MAEd/ESL: \_\_\_\_\_

**Prerequisites:** Minimum GPA of 2.5 in all undergraduate coursework

*Non-native speakers of English: Level 3 Oral & Level 4 Writing on UAB Graduate School Language Assessments  
Depending on language level, non-English speakers should pursue MAEd/EFL*

## International Track of the Masters of Arts in Education (MAE): English as a Second Language (ESL)

EESL 610 Second Language Acquisition (*Fall/Spring*)

EESL 615 Grammar for ESL Teachers (*Fall/Summer*)

EESL 617 Teaching English within a Global Context (*Fall-online*)

EESL 625 Phonology for Second Language Teachers (*Fall/Spring*)

EESL 627 Teaching Adult Language Learners (*Summer: online*)

EESL 637 Methods: Teaching English as an International Language (*Spring*)

EESL 647 Instruction and Assessment: Reading and Writing (*Fall*)

EESL 657 Instruction and Assessment: Listening and Speaking (*Spring*)

***Pre-Practicum (100 clock hours as described in the advising packet)***

EESL 687 ESL Practicum Seminar (*100 clock hours as described in the advising packet*)

EESL 697 ESL Practicum: Adult ELLs (*100 clock hours as described in advising packet*)

Elective: GRD 704 Specialized Instruction or EHS 692 Field Studies in Teaching/Learning ESL

*I understand that I must take all of the above courses and follow all stipulated procedures in order to obtain a Masters of Arts degree in Education/ESL through this International Track.*

*I know that I must read and follow the program plan, the course map, the advising sheet, and the procedures for doing practical experiences in order to complete the International Track of UAB's MAEd/ESL.*

*I know that, if recommended by an instructor, I must take and pass GRD 727 Academic Writing.*

*I realize that I must confer with my faculty advisor and/or program coordinator whenever I have questions concerning my program. I realize that advisors give advice, but that they are not responsible for my program or my degree.*

*I know that I must submit an Application for Degree to my faculty advisor about 7 months prior to graduation.*

*I am aware that this International Track is a non-certification option and does not provide K-12 certification in Alabama.*

*I am aware that should I want to pursue K-12 certification, I must first apply to UAB's alternative masters program (AMP) and meet all prerequisites for becoming unconditionally admitted to SOE's Alternative Teacher Education Program.*

Candidate's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Location: Education Building 120 • 901 13<sup>th</sup> Street South  
School of Education • The University of Alabama at Birmingham (UAB)  
Mailing Address: 1720 2<sup>nd</sup> Avenue South - EB 120 • UAB • Birmingham, Alabama 35294-1250  
[spezzi@uab.edu](mailto:spezzi@uab.edu) TEL (205) 934-8357 • FAX (205) 934-4792 • [www.uab.edu/esl](http://www.uab.edu/esl)