

Information Packet for International Applicants

Master of Arts in Education (MAEd)

Teaching English as a Foreign Language (EFL)

Welcome to the Master of Arts in Education (MAEd) program for teaching English as a foreign language (EFL) at the University of Alabama at Birmingham (UAB). In this master's program, most courses combine online support from Blackboard with one of the following delivery formats: weekly classes in the evening, monthly classes on Saturdays, or professional learning communities. Three of the courses are delivered totally online.

The first purpose of UAB's MAEd program for teaching EFL is to guide prospective teachers in meeting the evolving needs of English language learners within today's rapidly changing society. Its second purpose is to deliver cutting-edge instruction through a standards-based, inquiry-focused approach. Based on constructivism, this approach prepares educators for using state-of-the-art instructional strategies such as interactive peer-to-peer oral techniques. This program's third purpose is to ensure that international students continue to develop their own command of academic English and that they reach high academic proficiency in both oral and written English.

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Additional information is provided on our website at www.uab.edu/esl. If you have any questions, please be sure to send us an email. We look forward to hearing from you.

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October 30, 2013

Master of Arts in Education

Teaching English as a Foreign Language (EFL)

*This program flyer is primarily for students whose first language is not English.
English is the language of instruction for all courses in this master's degree program.*

Admission Prerequisites

- 1) Graduate Record Exam—GRE (combined score of 290) or Miller Analogies Test (score of 388)
- 2) Graduation with a degree from a recognized college/university (GPA: 2.5 over 4.0)
- 3) English Proficiency Test before applying: the IBT TOEFL or the IELTS
- 4) Application to the English Language Institute—ELI (www.uab.edu/eli)
- 5) Passing score on the language placement test upon arrival or successful completion of Level 5 courses in the Intensive English Program

Admission Process

www.uab.edu/esl (click on Admission)

UAB Graduate School

<http://www.uab.edu/graduate/>

International Recruitment and Student Services

<https://www.uab.edu/students/international>

Tuition and Fees

<https://www.uab.edu/students/current/paying-for-college/detailed-tuition-and-fees>

ADDITIONAL INFORMATION: www.uab.edu/esl

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Timeline for Starting in August

Semester	Courses in the MAEd/EFL Program		Credit hours = 48
1st Fall	EESL 610	Second Language Acquisition	3
	EESL 617	Teaching English in a Global Context	3
	EESL 647	Instruction and Assessment: Reading and Writing	3
	GRD 726	¹ Introduction to Research Writing	3
1st Spring	EESL 627	Teaching Adult Language Learners (<i>finishes in summer</i>)	3
	EESL 637	Methods: Teaching English as an International Lang.	3
	EESL 657	Instruction and Assessment: Listening and Speaking	3
	GRD 727	¹ Writing and Reviewing Research	3
Summer	<i>Attend two Saturday seminars in early summer Complete an online course that started in spring</i>		
2nd Fall	EESL 615	Grammar for ESL/EFL Teachers	3
	EESL 687	Practicum Seminar	3
	GRD 704	Specialized Instruction	3
	GRD 721	² Academic Interactions	3
2nd Spring	EESL 625	Phonology for ESL/EFL Teachers	3
	EESL 697	ESL Practicum	3
	GRD 701	Presentation and Discussion Skills	3
	GRD 724	² Speaking Clearly	3

Timeline for Starting in January

Semester	Courses in the MAEd/EFL Program		Credit hours = 48
1st Spring	EESL 610	Second Language Acquisition	3
	EESL 627	Methods: Teaching English as an International Lang.	3
	EESL 637	Teaching Adult Language Learners	3
	GRD 726	¹ Introduction to Research Writing	3
1st Summer	<i>Maintain online communication with a professor</i>		
1st Fall	EESL 615	Grammar for ESL/EFL Teachers	3
	EESL 617	Teaching English in a Global Context	3
	EESL 647	Instruction and Assessment: Reading and Writing	3
	GRD 727	¹ Writing and Reviewing Research	3
2nd Spring	EESL 625	Phonology for ESL/EFL Teachers	3
	EESL 657	Instruction and Assessment: Listening and Speaking	3
	GRD 704	Specialized Instruction	3
	GRD 720	² Academic Interactions	3
2nd Summer	<i>Attend two Saturday seminars in early summer</i>		
2nd Fall	EESL 687	Practicum Seminar	3
	EESL 697	ESL Practicum	3
	GRD 701	Presentation and Discussion Skills	3
	GRD 721	² Speaking Clearly	3

¹After scoring 4.0 or higher on the UAB Graduate School Academic English writing assessment, students may substitute this course with one the following: GRD 716 *Developing a Teaching Portfolio*, GRD 728 *Professional Writing and Publishing*, or an advisor-approved course in Education or English.

²After scoring 3.7 or higher on the UAB Graduate School Academic English oral assessment, students may substitute this course with one of the following: GRD 725 *Speaking Clearly in Academic Settings*, GRD 730 *Developing your Professional Image*, or an advisor-approved course in Education or English.

Course Descriptions for the Master of Arts in Education Teaching English as a Foreign Language (EFL)

L I N G I S T	EESL 610 Second Language Acquisition 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.
	EESL 615 Grammar for ESL Teachers 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> .
	EESL 617 Teaching English in a Global Context This course provides a sociolinguistic perspective on the globalization of English and 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.
	EESL 625 Phonology for ESL Teachers This learner-centered course is an introduction to phonology and its application to teaching 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 E D A G O G Y	EESL 627 Teaching Adult Language Learners 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 <i>TESOL Standards for Adult Education ESL Programs</i> , students do a critical study of community-based programs and English for Specific Purposes.
	EESL 637 Methods for Teaching English as an International Language 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 <i>TESOL 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, and EFL.
	EESL 647 Instruction and Assessment: Reading and Writing 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.
	EESL 657 Instruction and Assessment: Listening and Speaking 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 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.
A P P L I C A T I O N	GRD 704 Specialized Instruction Prospective ESL/EFL teachers shadow instructors of graduate classes in Academic English and provide specialized one-on-one instruction to international scholars and students. To enhance their own professional growth, these prospective teachers share reflections and discuss newly-acquired competencies with the GRD 704 supervisor.
	EESL 687 Practicum Seminar in English Language Teaching 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, & apply research to various EIL teaching situations.
	EESL 697 ESL Practicum This standards-based course offers practical application of the knowledge and skills learned in other courses for teaching ESL to adult language 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.

MODEL LETTER OF POTENTIAL ELIGIBILITY FOR CONTINGENT ADMISSION

International applicants should submit their application and all other admission materials to UAB's Graduate School several weeks in advance of the official deadline, which is November 1st for spring admission and July 1st for fall admission. After all admission materials have been received, their admission application is reviewed by the UAB Graduate School and the School of Education's Department of Curriculum and Instruction. If an international applicant is identified as potentially eligible for contingent admission, this applicant will receive a letter similar to the one below.

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Date

Name of Student

Street address

City and State/Province

Country

Dear Student Applicant,

The Graduate School at the University of Alabama at Birmingham (UAB) has identified you as a potential candidate for Contingent Admission to the Master of Arts in Education (MAEd) program for teaching English as a Foreign Language (EFL). This MAEd/EFL program is located within the Department of Curriculum and Instruction which is part of UAB's School of Education (SOE).

In order to obtain contingent admission, you must now submit an application to UAB's English Language Institute (ELI). After you submit an application to the ELI, you will be recommended for contingent admission. With contingent admission status, you will be eligible to apply for a student visa.

Contingent admission is a routine process for all international students who apply to the SOE's Department of Curriculum and Instruction. This contingency requires that international students take an English language placement test upon arrival at UAB. The contingency of this admission status is lifted after international students pass Level 5 on the ELI's placement test or after they have successfully completed Level 5 in the ELI's Intensive English Program (IEP).

The ELI's placement test measures international students' oral and written proficiency in academic English. When incoming students score at a high academic level in all four skills (speaking, listening, reading, and writing), the contingency of their admission is automatically lifted, and they may immediately take the courses listed on the timeline for their MAEd/EFL degree. In all other cases, international students must first study English full time at UAB's ELI by starting at the level indicated on their placement test. The placement levels and corresponding time of English study are as follows:

<u>Outcome on Placement Test</u>	<u>Full-time study at UAB's ELI</u>
Level 5	1 semester of English classes
Level 4	2 semesters of English classes
Level 3	3 semesters of English classes
Level 2	4 semesters of English classes
Level 1	5 semesters of English classes

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To be admitted to UAB with this language contingency, you must do the following:

- a) Respond to this email indicating your intent to submit an application to the ELI.
- b) Submit an application to the ELI (www.uab.edu/eli).
- c) Use your UAB student number on all written communication with UAB. Your student number is B99999999, which is the letter “B” followed by eight digits.
- d) Process your Blazer ID and UAB email account at <https://idm.blazernet.uab.edu/bid/reg> as soon as you receive a letter from the Graduate School congratulating you on having been admitted with the contingency of passing Level 5 at UAB’s ELI/IEP.
- e) Comply with all other expectations required of international students especially as related to your visa application. These requirements will be sent to you by UAB’s Office of International Recruitment and Student Services.
- f) Make plans to arrive in Birmingham at least one full week before the first day of classes for the semester to which you have applied. (Example: For the Fall 2013 semester, the first day of class is August 26th. Therefore, all international students must arrive by August 20th.).

Included with this letter is an information packet about UAB’s MAEd/EFL program for international students. It includes a semester-by-semester timeline with the courses that you will be taking after having passed Level 5 at UAB’s ELI/IEP (either by passing the placement test upon arrival or by successfully completing one semester of Level 5 ELI courses). International students may start their master’s degree program in August (fall semester) or in January (spring semester). This information packet also provides course descriptions as well as contact information and links to important websites.

I will be your faculty advisor. My email and office telephone are as follows: spezzini@uab.edu and 205-934-8357. Please make an appointment to meet with me as soon as you arrive in Birmingham. You are responsible for meeting with me each semester to identify which courses to take and also to arrange for completing other MAEd/EFL requirements such as the pre-practicum. You should also make an appointment to meet with me whenever you have any questions or concerns related to your academic program.

I would also like to point out that admission to the MAEd/EFL program is subject to ongoing review with respect to academic progress and professional dispositions. Candidates may be dropped from the program for failure to maintain satisfactory academic performance and professional behavior as set forth by UAB and the School of Education (SOE).

Our faculty members wish you success as you continue your path toward obtaining your master’s degree for teaching EFL. If you have any questions, please be sure to ask.

Sincerely,

Susan Spezzini, Ph.D.

Program Director and Associate Professor

SOE Department of Curriculum & Instruction

CC: Dr. Lynn Kirkland, Chair of the Department of Curriculum and Instruction

Ms. Stacye Fraser, Office of International Recruitment and Student Services

Ms. Melissa Hawkins, Program Manager of the ELI’s Intensive English Program