

Information Packet for International Applicants

Master of Arts in Education (MAEd)

Teaching English as a Second/Foreign Language (ESL/EFL)

Welcome to the Master of Arts in Education (MAEd) program for teaching English as a second/foreign language (ESL/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/ESL program 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.

This information packet contains the following information:

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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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Master of Arts in Education

Teaching English as a Second/Foreign Language (International Track)

*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) 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: 90 on the IBT TOEFL (or approximately 7.0 on the IELTS)
- 4) Application to the ELI (www.uab.edu/eli) and completion of Level 5 IEP classes

Admission Process

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

UAB Graduate School

<http://main.uab.edu/Sites/gradschool/>

International Recruitment and Student Services

<http://main.uab.edu/Sites/students/32678/>

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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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 |

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 Second/Foreign Language (International Track)

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|---|---|
| L I N G U I S T I C S | 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 PENDING RECOMMENDATION FOR CONTINGENT ADMISSION

After all admission materials have been received from an international applicant applying for admission to the MAEd/EFL program, his/her application will be considered. The admission application will be reviewed in the UAB Graduate School and the School of Education's Department of Curriculum and Instruction. If, as a result of this admission review process, the international applicant is identified as eligible for admission, he/she will receive a letter similar to the one below.

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Date

Name of Applicant

Street address

City and State/Province

Country

Dear International Applicant,

After a thorough review of your file, the Department of Curriculum and Instruction at the University of Alabama at Birmingham (UAB) would like to recommend you for Contingent Admission to the Master of Arts in Education (MAEd) program for teaching English as a Second/Foreign Language (ESL/EFL). This pending recommendation is for starting in the fall semester. Based on this contingent admission status, you will be eligible to apply for a student visa.

In our department, contingent admission is a routine process for international students. The admission contingency is based on completing Level 5 in the Intensive English Program (IEP) at UAB's English Language Institute (ELI). To meet this contingency, international students must first take a placement test at UAB's ELI and then perhaps also enroll in English classes. In order to take this placement test, students must submit an application to the ELI as part of the admission process.

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 status is lifted, and they may immediately take a full load of degree program courses. 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 |

I hope that you accept this contingency status of your admission to our MAEd/EFL program. If so, please do the following:

- Respond to my email indicating your intent to submit an application to the ELI.
- Submit an application to the ELI (www.uab.edu/eli).

6/02/13

- 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 finalizing your admission based on 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 before August 20th.

Attached is an information packet about UAB’s MAEd/EFL program for international students. The first page is a semester-by-semester timeline with the courses that you will be taking after having passed Level 5 at UAB’s ELI/IEP. It also provides contact information and links to important websites. The second page provides descriptions of your master’s courses.

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/ESL 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/ESL 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 becoming an ESL/EFL teacher. 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