Teaching English to Speakers of Other Languages, M.A.

Degree Offered

- Master of Arts

Nature of the Program

The M.A. program in TESOL prepares teachers to teach English as a second language in an English-speaking setting as well as English as a foreign language in countries around the world. The program includes 30 hours of coursework focusing on language, linguistics, literature and culture in conjunction with different aspects of teaching English, while balancing both the theoretical and practical aspects of TESOL. The program may be completed either by taking comprehensive exams, or by writing and defending a Master's thesis. The program is intended for students who seek specialized knowledge in order to pursue an English as a second language teaching career, as well as for students who plan to prepare for doctoral studies in applied linguistics.

Available Financial Aid

Graduate teaching assistantships are available to students admitted to any of our three M.A. programs for teaching different languages, including Arabic, Chinese, French, German, English as a Second Language, Italian, Japanese, Russian, and Spanish. The assistantships carry full university tuition remission and a nine-month stipend (August–May); there are also limited opportunities to teach during the university’s summer session.

In addition to the graduate teaching assistantships, a limited number of meritorious tuition waiver awards are sometimes available from the Eberly College of Arts and Sciences through the department. These awards are based on academic performance and financial need.

Graduate Teaching Assistants

The department values the contributions made by our graduate assistants and strives to help them become effective teachers. Graduate assistants normally teach two courses (six class-hours per week). They work under the direct supervision of the course coordinator in the language area, but they are fully responsible for their courses (including evaluating their students’ work). The coordinator will conduct orientations and organizational meetings with graduate assistants and provide course materials (such as syllabi). In addition, the coordinator will periodically observe individual classes in order to assess the graduate assistants’ performance and to provide encouragement and assistance.

All graduate teaching assistants must register for one of our language teaching methods classes (LANG 421, LANG 521, or LANG 621, depending on the language they are teaching). In addition, graduate assistants must register for LANG 690 each semester of employment. Students who have already received an M.A. in World Languages, Literatures, and Linguistics from West Virginia University may be ineligible for an assistantship in this department.

Additional Points of Information

ADVISING

All graduate students will have a primary advisor (to be assigned by the chairperson). Students should consult with their advisor when they register for courses or add and/or drop courses. In addition, the Associate Chair of Graduate Studies is available to answer questions regarding the degree program, requirements, comprehensive examinations, graduation, etc. Students may consult with the chairperson regarding departmental matters.

STUDY ABROAD OPPORTUNITIES FOR GRADUATE STUDENTS

Qualified teaching assistants in French may compete for the Marguerite Eynard McBride Award, which funds an academic year in France. Year-long exchange programs for graduate students are also in place for France and Spain. The department also sponsors study abroad during the summers in Canada, China, France, Germany, Italy, Japan, Jordan, Mexico, Spain, and Taiwan that graduate students may participate in if they meet the program’s requirements. Grants are available on a competitive basis through the department and through the Office of International Programs to assist students who wish to study abroad.

FACULTY

CHAIR

- Amy S. Thompson - Ph.D. (Michigan State University)
  Applied Linguistics

ASSOCIATE CHAIRS

- Sandra Sjöpeanovich - Ph.D. (University of Connecticut)
  Graduate Studies, Linguistics, Syntax, Psycholinguistics, Semantics
Teaching English to Speakers of Other Languages, M.A.

• Pablo Garcia Loaeza - Ph.D. (Indiana University Bloomington)
  Undergraduate Studies, Spanish Language, Latin American Colonial Literature

PROFESSORS
• Daniel Ferreras - Ph.D. (Michigan State University)
  French and Spanish, Comparative Romance Literature, French/Spanish 19th and 20th Century Novel, Theory of the Fantastic
• Pablo Garcia Loaeza - Ph.D. (Indiana University Bloomington)
  Spanish Language, Latin American Colonial Literature
• Valérie Lastinger - Ph.D. (University of Georgia)
  French, 18th-century French Literature, French Women Writers
• Janice Spleth - Ph.D. (Rice University)
  French and Francophone Literature and Culture
• Amy S. Thompson - Ph.D. (Michigan State University)
  Applied Linguistics
• Ángel Tuninetti - Ph.D. (Washington University)
  Latin American Literature and Culture

ASSOCIATE PROFESSORS
• Manal AlNatour - Ph.D. (University of Arkansas)
  Arabic Studies, Comparative Literature and Cultural Studies
• Susan Braidi - Ph.D. (University of Delaware)
  ESL/Linguistics, Applied Linguistics, Second Language Acquisition, Syntax
• Cynthia Chalupa - Ph.D. (Ohio State University)
  Fin de Siècle German and Austrian Literature, Poetry, Foreign Language Pedagogy
• Deborah Janson - Ph.D. (University of California)
  German, 18th-21st-century German Literature, Enlightenment, Romanticism, GDR and Post-Wende Literature, Ecofeminism
• Jonah Katz - Ph.D. (Massachusetts Institute of Technology)
  Phonetics, Phonology, Theoretocal and Experimental Linguistics, Music Cognition
• Twyla Meding - Ph.D. (University of Virginia)
  French, 16th and 17th-century French Literature, The Pastoral Novel
• Tania de Miguel Magro - Ph.D. (The State University of New York, Stony Brook)
  Spanish Literature and Culture, Spanish Language, Spanish Golden Age Literature
• Sergio Robles Puente - Ph.D. (University of Southern California)
  Spanish Phonetics, Phonology, and Sociolinguistics
• Sandra Stjepanović - Ph.D. (University of Connecticut)
  Linguistics, Syntax, Psycholinguistics, Semantics
• Ching-Hsuan Wu - Ph.D. (The Ohio State University)
  Chinese, Applied Linguistics

ASSISTANT PROFESSORS
• William Justin Morgan - Ph.D. (University of Alabama)
  Spanish, Applied Linguistics
• Nicole Tracy-Ventura - Ph.D. (Northern Arizona University)
  Applied Linguistics
• Sonia Zarco-Real - Ph.D. (University of Connecticut)
  Peninsular literature and Hispanic transatlantic studies

TEACHING PROFESSORS
• Lisa Di Bartolomeo - Ph.D. (University of North Carolina, Chapel Hill)
  Russian and Polish Language and Literature, Slavic Folklore, Culture and Cinema, Science Fiction, the Holocaust

TEACHING ASSOCIATE PROFESSORS
• Annastella Vester - Ph.D. (University of California, Los Angeles)
  Italian, Contemporary Italian Literature, 18th and 19th-century Italian

TEACHING ASSISTANT PROFESSORS
• Heiko ter Haseborg - Ph.D. (West Virginia University)
  Education, Applied Linguistics
• Yilin Liao-Carlson - Ph.D. (Purdue University)
  Chinese
• Rafael Osuna Montanez - Ph.D. (University of Connecticut)
  Spanish

PROFESSORS EMERITI
• María Amores - Ph.D. (Penn State University)
  Spanish, Foreign Language Acquisition
• Sandra Dixon - Ph.D. (Brown University)
  Spanish, Spanish American Literature, Brazilian Literature
• Ahmed Fakhri - Ph.D. (University of Michigan)
  ESL/Linguistics, Second Language Acquisition, Applied Linguistics, Discourse Analysis
• Pablo González - Ph.D. (University Complutense de Madrid)
  Spanish American Literature and Culture
• Michael Lastinger - Ph.D. (University of Georgia)
  French, 19th Century French Literature, Critical Theory
• Kathleen McNerney - Ph.D. (Universidad Nacional Autonoma de Mexico)
  Spanish, Catalan Language and Literature, Spanish Literature and Culture, Women Writers

VISITING INSTRUCTOR
• Hilary Woodrum - M.A. (West Virginia University)
  French

INSTRUCTORS
• Yumiko Adachi - M.A. (University of Wisconsin-Madison)
  Japanese Linguistics
• Karen Allen - M.A. (West Virginia University)
  ESL
• Livia Cascao - M.A. (West Virginia University)
  ESL
• Lindsey DeBolt - M.A. (West Virginia University)
  ESL
• Tracy Dingess - M.A. (West Virginia University)
  ESL
• Arelana Mago - M.A. (University of Pittsburgh)
  Spanish
• Beatrice Malvisi - M.A. (University of Pittsburgh)
  Italian
• Lindsei Pereira da Silva - M.A. (West Virginia University)
  ESL
• Jennifer Simpson - M.A. (West Virginia University)
  ESL
• Kristen Williams - M.A. (West Virginia University)
  ESL

LECTURERS
• Lisa Dunn - M.A. (West Virginia University)
  Spanish
• Veronica Evans - M.A. (West Virginia University)
  Classics, Italian
• Michael Mackert - M.A. (University of Delaware)
  Linguistics
• Irina Manukova - M.S. (Georgian Politechnical University)
  Russian
• Patricia Patton - M.A. (West Virginia University)
Admissions

M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

In addition to the university requirements for admission (http://catalog.wvu.edu/graduate/graduateeducationatwestvirginiauniversity/#classificationtext), applicants to the master’s program must have a minimum undergraduate GPA of 3.0 (cumulative as well as within the major) and should possess an undergraduate degree in TESOL (or an acceptable related area). In the graduate application, applicants will be asked to supply a personal statement, an academic writing sample in English, a resume, and three letters of recommendation. The personal statement should be a 300 word response in which you discuss your academic background, your past accomplishments, why you want to study in our program and your future goals. The academic writing sample must be in English, and may be a paper that you have prepared for an academic course. In general, the writing sample should be 10-15 pages, although longer samples are also welcome. Letters of recommendation should be from professors who know and can comment on your academic work.

Admission to our M.A. program is competitive. The graduate admissions committee will examine your file and will make a decision based on your academic performance in undergraduate studies, letters of recommendation from your professors who know your academic work, your personal statement and your writing sample.

GRADUATE TEACHING ASSISTANTSHIPS

Students applying for fall admission may be for a teaching assistantship. Interested applicants should please fill out the WLLL TA Application (https://worldlanguages.wvu.edu/files/d/ff42445-0e06-43d1-9c73-b479347025ad/wlll-ta-application-with-personal-statement.pdf) and upload it as part of the personal statement in your graduate application. Please also submit the supporting documents indicated in TA application. You will first be considered for admission to the program. If admitted, you will be considered for an assistantship. Applicants who wish to be considered for an assistantship should submit a completed application by February 1st.

We normally do not award assistantships to start in a Spring semester. If you are admitted to one of our M.A. programs in Spring and would like to be considered for an assistantship to start the following Fall, you can fill out the WLLL TA application and email it to the Associate Chair of Graduate Studies by February 1st.

List of Admission Requirements:

• See the steps to apply for admissions and access the application here (https://graduateadmissions.wvu.edu/how-to-apply/)
• Transcripts from all institutions attended
• Three letters of recommendation from professional or academic references
• Resume
• Statement of purpose (personal statement)
• Writing Sample

International Applicants:

• See the steps to apply for admissions and access the application here (https://graduateadmissions.wvu.edu/how-to-apply/)
• International applications should view additional requirements here (http://catalog.wvu.edu/graduate/graduateeducationatwestvirginiauniversity/#internationaltext) and here (https://graduateadmissions.wvu.edu/how-to-apply/apply-for-2020-2021/international-graduate-applicant/); please note that for admission the TESOL program requires at least a 92 on the TOEFL, 6.5 on IELTS, or 115 on Duolingo, which is higher than the other stated requirements
• Language proficiency is required in order to hold a graduate teaching assistantship. See here (https://elli.wvu.edu/testing-resources/english-proficiency-gtas/).

Application Deadlines:

• For admission to the fall semester, completed applications must be received by February 1st
• For admission to the spring semester, completed applications must be received by October 1st

Certain application requirements may be waived based on a preliminary review of an application by the program.

Major Code: 14D8

Degree Requirements

• Credit Hours: Students are required to complete a minimum of 30 credit hours at the graduate level. No more than 12 hours of coursework done at the 400 level will be counted toward the degree.
• Grade Point Average: Students must earn a minimum overall GPA of 2.75, and a GPA of 3.00 in coursework applied to their graduate program.
• Graduation Requirement: In addition to completing 30 hours of coursework, students must pass comprehensive examinations or successfully defend a thesis.
  • Comprehensive Examinations: The comprehensive examinations are intended to evaluate students’ knowledge, including the ability to synthesize and evaluate ideas in their area of emphasis. The examinations are based on standardized reading lists and coursework.
• Thesis: A student may request to write a thesis and prepare an oral defense. For more information about this option, see the document "Thesis Guidelines (https://worldlanguages.wvu.edu/files/d/433511fa-1ec2-448a-8e79-2980e865ed8a/thesis_guidelines-rev10-17.pdf)."

• Benchmarks:
  • All students should complete a plan of study by the end of their first semester.
  • Students will be evaluated in writing at the end of the Spring term on a yearly basis. If adequate progress is not made, students may be placed on probation or dismissed from the program.
  • Students who choose the thesis option should typically defend their thesis topic by the midterm of their second semester, have the thesis proposal approved by the end of the second semester, and submit and defend their thesis during the semester in which they intend to graduate. The student’s thesis committee may revise these deadlines.
  • Students who choose the examination option should complete the examinations during the semester in which they intend to graduate.

• Additional Requirements:
  • No more than three hours of independent study will apply to the degree (unless approved by the departmental chairperson).
  • Students must satisfy the foreign language requirement by the time they graduate:
    • Students in the major in TESOL who are native speakers of English must demonstrate proficiency in a second language prior to graduation by completing one language course of level 204 or above, with a grade of B or better, or by taking the departmental placement examination in one language and placing above the 204-level.
    • International students whose native language is not English are considered to have satisfied this requirement by virtue of their TOEFL or IELTS score.

• Learning Outcomes:
  • Demonstrate knowledge of the major theories of second language acquisition and ability to apply them in pedagogical practices and evaluate their usefulness.
  • Demonstrate understanding of assessment concepts and ability to design and develop assessments, analyze and interpret assessment results.
  • Demonstrate knowledge of quantitative and qualitative research methods and ability to read and synthesize research publications and propose research projects.
  • Design and implement English language classes for a variety of contexts.
  • Demonstrate knowledge of English grammar and ability to explain, use, and evaluate for pedagogical purposes.
  • Demonstrate knowledge of the sound system of English and ability to explain, use, and evaluate for pedagogical purposes.

M.A. Major in Teaching English to Speakers of Other Languages (TESOL) Curriculum

CORE COURSES: 24

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>LANG 521</td>
<td>English as a Second Language Methods</td>
</tr>
<tr>
<td>LANG 610</td>
<td>Methods of Research</td>
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<tr>
<td>LANG 622</td>
<td>English as a Second Language Theory</td>
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<td>LANG 625</td>
<td>Language Assessment</td>
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<tr>
<td>LING 511</td>
<td>English as a Second Language Linguistics</td>
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<tr>
<td>LING 613</td>
<td>English as a Second Language Phonetics</td>
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Select 2 courses from the following list:

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ESL 630</td>
<td>American Culture</td>
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<tr>
<td>LANG 422</td>
<td>Second Language Reading</td>
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<td>LANG 522</td>
<td>Computer Assisted Language Learning</td>
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<td>LANG 624</td>
<td>Second Language Writing</td>
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<td>LANG 626</td>
<td>Literacy in a Second Language</td>
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<tr>
<td>LING 512</td>
<td>Applied Linguistics</td>
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ELECTIVES 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>LANG 421</td>
<td>The Teaching of Foreign Languages</td>
</tr>
<tr>
<td>LANG 621</td>
<td>Teaching Foreign Language in College</td>
</tr>
<tr>
<td>LANG 697</td>
<td>Research (up to 6 credits)</td>
</tr>
<tr>
<td>LING 402</td>
<td>Structure of Modern French</td>
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<tr>
<td>LING 411</td>
<td>Phonology</td>
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<tr>
<td>LING 412</td>
<td>Syntax</td>
</tr>
<tr>
<td>LING 501</td>
<td>Structure of Spanish</td>
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</tbody>
</table>
LING 514  Sociolinguistics
LING 516  Discourse Analysis
LING 611  Advanced Phonology
LING 612  Advanced Syntax
LING 614  Psycholinguistics
LING 616  Language Typology
LING 620  Spanish Prosody

Total Hours 30

* No more than 6 research credits (697/698) can be applied to the degree.

Degree Progress

M.A. IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESOL)

- All students should complete a plan of study by the end of their first semester.
- Students will be evaluated in writing at the end of the Spring term on a yearly basis. If adequate progress is not made, students may be placed on probation or dismissed from the program.
- Students who choose the thesis option should typically defend their thesis topic by the midterm of their second semester, have their thesis proposal approved by the end of the second semester, and submit and defend their thesis during the semester in which they intend to graduate. The student’s thesis committee may revise these deadlines.
- Students who choose the examination option should complete the examinations during the semester in which they intend to graduate.

Major Learning Outcomes

TEACHING ENGLISH AS A SECOND LANGUAGE (TESOL)

Upon completion of M.A. in TESOL, students will be able to:

- Demonstrate knowledge of the major theories of second language acquisition and ability to apply them in pedagogical practices and evaluate their usefulness.
- Demonstrate understanding of assessment concepts and ability to design and develop assessments, analyze and interpret assessment results.
- Demonstrate knowledge of quantitative and qualitative research methods and ability to read and synthesize research publications and propose research projects.
- Design and implement English language classes for a variety of contexts.
- Demonstrate knowledge of English grammar and ability to explain, use, and evaluate for pedagogical purposes.
- Demonstrate knowledge of the sound system of English and ability to explain, use, and evaluate for pedagogical purposes.

ENGLISH AS A SECOND LANGUAGE COURSES

ESL 590. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of English as a Second Language. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on Assistantships to gain teaching experience. (Grading will be S/U.).

ESL 591. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

ESL 630. American Culture. 3 Hours.
Advanced readings concerning the diversity of American culture with a focus on critical inquiry.

ESL 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

ESL 697. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

LANGUAGE TEACHING METHODS COURSES

LANG 521. English as a Second Language Methods. 3 Hours.
Theory and practice of teaching English as a second language; techniques and approaches for teaching speaking, listening, reading, and writing skills.
LANG 522. Computer Assisted Language Learning. 3 Hours.
Examines CALL (Computer Assisted Language Learning) methodologies, introduces principles of CALL evaluation, explores current CALL practices in language teaching, develops web-based CALL materials, and reviews CALL research.

LANG 590. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of languages. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

LANG 591. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

LANG 592. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

LANG 593. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

LANG 594. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

LANG 595. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

LANG 610. Methods of Research. 3 Hours.
This class covers basic research skills and professional norms in the field of applied linguistics. Topics include: finding, reading, synthesizing, and evaluating primary research; research questions, research design, sampling strategies, data collection procedures, and data analysis in quantitative and qualitative methods; and proposing research projects.

LANG 621. Teaching Foreign Language in College. 3 Hours.
CONC: LANG 690. Methods and techniques of teaching a foreign language at the college level.

LANG 622. English as a Second Language Theory. 3 Hours.
PR: LING 101 or LING 311. Explores factors and processes involved in the acquisition of English as a second language and their implications for classroom instruction.

LANG 624. Second Language Writing. 3 Hours.
PR: LING 101 or equivalent. A study of how adults learn to write in a second language and how to help them improve their writing.

LANG 625. Language Assessment. 3 Hours.
Introduces fundamental principles of language testing and helps students develop skills in test development, item analysis, interpretation of test results.

LANG 626. Literacy in a Second Language. 3 Hours.
Reviews theoretical perspectives on reading and literacy development and explores research studies that cover different areas in second language reading and literacy (biliteracy).

LANG 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of languages. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading may be P/F.).

LANG 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

LANG 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

LANG 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

LANG 694. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

LANG 695. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

LANG 696. Graduate Seminar. 1-3 Hours.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

LANG 697. Research. 1-9 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).
LANG 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

LANG 699. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use of the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is P/F; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

LANG 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

LANG 930. Professional Development. 1-6 Hours.
Professional Development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology). These tuition-waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.