SCHOOL OF EDUCATION

MASTER OF EDUCATION: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

OVERVIEW

OBJECTIVES

The School of Education offers a master's degree with a specialization in TESOL. The objectives of this program of study are to maintain a balance between theory and practice, and to fulfill a threefold purpose:

1. To train practitioners to enter the ESL classroom as professionals,
2. To provide a theoretical base which would enrich the formation of ESL classroom teachers and enable those who wish to further their studies at the doctoral level, and
3. To serve as a resource for other teachers to function as ESL trainers.

PROGRAM LEARNING OUTCOMES (TESOL STANDARDS)

1. **Language**

   a. Language as a System. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

   b. Language Acquisition and Development. Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.

2. **Culture**

   a. Culture as it Affects Student Learning. Candidates know, understand and use major theories and research related to the nature and role of culture in their institution. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. **Instruction**

   a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

   b. Implementing and Managing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

   c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content instruction.

4. **Assessment**

   a. Issues of Assessment for English Language Learners. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

   b. Language Proficiency Assessment. Candidates know and use a variety of standards-based

language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

5. **Professionalism**

a. ESL Research and History. Candidates demonstrate knowledge of history, research, and educational public policy, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

b. Professional Development, Partnerships and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

IMPORTANT NOTICE: The M.Ed. TESOL degree does not lead to initial certification to teach in the Guam (or other U.S.) school system. Endorsement to teach ESL in the Guam school system will only be granted to teachers currently certified. Non-certified candidates are welcomed to apply to the M.Ed. TESOL program if they are not seeking endorsement or certification.

DEGREE REQUIREMENTS

SPECIFIC PREREQUISITES

In order to be admitted to this specialization, prospective student must have the prerequisites as currently stated in the catalog plus:

1. Native speaker of English or a score of 550 on the TOEFL.
2. A Bachelor's Degree with a major in English, Education, a foreign language, or a related field.
3. A teaching certificate for those wishing to teach at the elementary or secondary levels.

COURSE REQUIREMENTS (39 CREDIT HOURS)

Core Courses (30 credit hours)

> A Finakpo' (May to August) practicum is required and is part of the coursework.

Course	Course Title	Credits	Term Offered
ED582	FOUNDATIONS OF TESOL	3	FALL ONLY/ ALL YEARS
ED583	MATERIALS DESIGN AND EVALUATION	3	FALL ONLY/ ALL YEARS
ED584	PHONETICS AND PHONOLOGY	3	FALL ONLY/ ALL YEARS
ED585	ENGLISH GRAMMAR	3	FALL ONLY/ ALL YEARS
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS
ED660	APPLIED LINGUISTICS	3	FALL ONLY/ ALL YEARS
ED661	SECOND LANGUAGE CURRICULUM THEORY AND DEVELOPMENT	3	FALL ONLY/ ALL YEARS
ED662	SECOND LANGUAGE TESTING AND EVALUATION	3	SPRING ONLY/ ALL YEARS

Thesis (3 credit hours)

Course	Course Title	Credits	Term Offered
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

A capstone Portfolio and PRAXIS II English to Speakers of Other Languages (ESOL) examination with a passing score approved for licensure on Guam is required for candidates seeking endorsement in ESL. Current requirements (May 11, 2010) may be found at the Guam Commission for Educator Certification website http://www.gcec.guam.gov (required for all students). In lieu of the PRAXIS II ESOL examination, candidates not seeking endorsement to teach ESL in the Guam school system will be required to take a written comprehensive examination at the end of their studies.

FACULTY

ACTING PROGRAM CHAIR

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