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

For more information: (626) 815-3844

In the online TESOL program, full-time students can complete coursework for the 33-unit M.A. in TESOL (https://www.apu.edu/clas/programs/tesol-masters/) degree in one and a half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which connects participants to a learning community with a rich diversity of experiences.

Requirements

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<th>Code</th>
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| TESL 501 | Language Learning through Technology
         or TESL 537 Critical Perspectives on Christianity and English Language Teaching | 3     |
| TESL 505 | Second-language Acquisition                     | 3     |
| TESL 515 | Teaching English Grammar                        | 3     |
| TESL 525 | Teaching English Pronunciation                  | 3     |
| TESL 530 | Intercultural Communication and Language Teaching
         or TESL 535 Sociolinguistics and Language Teaching | 3     |
| TESL 545 | Second-language Pedagogy I
         or TESL 535 Sociolinguistics and Language Teaching | 3     |
| TESL 550 | Second-language Pedagogy II                    | 3     |
| TESL 557 | Reflective Teaching
         or TESL 535 Sociolinguistics and Language Teaching | 3     |
| TESL 560 | Language Program Design                        | 3     |
| TESL 570 | Second-language Assessment                     | 3     |
| TESL 580 | TESOL Portfolio                                | 3     |
| **Total Units** |                                           | **33** |

Students may select between TESL 501 and TESL 537 to fulfill the elective requirement for the program.

TESL 535 is not offered online; students opting for TESL 535 must take this course on campus.

3 Required for the TEFL certificate.

Time Requirements

Students may begin TESOL studies in Summer II (June/July), Fall I (August/September) or Spring I (January).

The program is offered in a five-session format: Fall I, Fall II, Spring I, Spring II, and Summer II. Full-time students typically enroll in two courses per session and can complete the entire program in approximately six sessions (one and a half years). Part-time students taking one course each term can complete the program in less than three years.

Other Requirements

Students must have a computer and reliable online access. Prior to graduation, students must complete an online portfolio that displays selected student work and provides evidence that the student has met and reflected upon the TESOL program learning outcomes. Students start their portfolios in a course dedicated to creating a portfolio and then submit them for review at the end of their coursework. Three faculty members evaluate each portfolio and either suggest specific revisions or approve the portfolio. In addition to the portfolio, students must also complete foreign language and conference corequisites in order to be eligible for graduation.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/)). Program-specific application requirements are available online (https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/).
International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions/) for application procedures.

**Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.