Department of Global Studies, Sociology, and TESOL

Accreditation

• Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).

Learn more (http://www.apu.edu/clas/globalstudies) about the Department of Global Studies, Sociology, and TESOL.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university)).

View (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) program-specific application requirements.

International students have a separate application procedure (except for online TESOL programs). Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Master’s Degrees in:

Teaching English to Speakers of Other Languages (TESOL)

• On Campus (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-certificate-tesol-oncampus-ma)
• Online (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-online)
• Field-based (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-field-based)
• Christ’s College Cooperative Program (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/christs-college-cooperative-tesol-ma)

Certificates in:

Teaching English to Speakers of Other Languages (TESOL)

• On Campus (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-oncampus-certificate)
• Online (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tesol-oncampus-certificate)
• Field-based (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/field-based-tesol-certificate)

Teaching English as a Foreign Language (TEFL)

• On Campus (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tefl-online)
• Online (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tefl-online)
• Field-based (http://catalog.apu.edu/graduateprofessional/liberal-arts-sciences/global-studies-sociology-tesol/tefl-online)

Master of Arts in TESOL, Certificate in TESOL, and Certificate in TEFL

Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) offers prospective and experienced teachers of English as a second or foreign language a 36-unit master’s degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication and sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, program design, and classroom research.

The 6-unit Certificate in Teaching English as a Foreign Language (TEFL) is designed for students who seek minimal qualifications to teach English abroad. The 18-unit Certificate in TESOL program is designed for post-baccalaureate students who desire more specialized skills in TESOL but do not wish to pursue the entire graduate degree.

Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, both international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end,
the program offers a 21-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in TEFL, and a 36-unit master’s degree in TESOL taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

Corequisites

1. Language Proficiency
   a. For the master’s degree, prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.
   b. All students graduating from non-English speaking institutions must satisfy the English Proficiency Requirements (http://catalog.apu.edu/graduateprofessional/admission-policies/english-proficiency-requirements). In addition, the following scores on the Internet-based TOEFL are required for admission to the online or field-based TESOL programs.
      i. Reading: 25
      ii. Speaking: 25
      iii. Writing: 25
      iv. Listening: 25

2. Professional Development
   Students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching prior to completion of the master’s degree.

Cross-program Enrollment

Students in the TESOL master’s degree programs may take up to three courses in a different format—on campus, online, or field-based. The program director’s approval is required prior to enrollment.

TESL 500, English for Internationals, 3 Units
The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose. Offered only in on-campus program.

TESL 501, Language Learning through Technology, 3 Units
Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

TESL 503, Language and Culture Learning, 3 Units
Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

TESL 505, Second-language Acquisition, 3 Units
This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 505A, Second-language Acquisition: Part I, 1 Unit
This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit
This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

Prerequisite: TESL 505A
TESL 505C, Second-language Acquisition: Part III, 1 Unit
This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
Prerequisite: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units
A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

TESL 515, Teaching English Grammar, 3 Units
This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 515A, Teaching English Grammar: Part I, 1 Unit
This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit
This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit
This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
Prerequisite: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units
The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit
The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit
The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.
Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit
The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.
Prerequisite: TESL 525A, TESL 525B
TESL 530, Intercultural Communication and Language Teaching, 3 Units
This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit
This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.
Prerequisite: TESL 530A

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit
This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.
Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit
This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.
Prerequisite: TESL 530A, TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units
This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit
This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit
This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A
TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit
This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A, TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units
This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit
This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
Prerequisite: TESL 537A

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit
This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit
This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
Prerequisite: TESL 537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units
An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit
An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit
An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit
An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
Prerequisite: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units
This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.
TESL 550, Second-language Pedagogy II, 3 Units
This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 550A, Second-language Pedagogy II: Part I, 1 Unit
This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit
This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit
This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
Prerequisite: TESL 550A, TESL 550B

TESL 557, Reflective Teaching, 3 Units
Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

TESL 557A, Reflective Teaching: Part I, 1 Unit
Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit
Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit
Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
Prerequisite: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan.

TESL 560A, Language Program Design: Part I, 1 Unit
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
Prerequisite: TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit
Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
Prerequisite: TESL 560A, TESL 560B
TESL 570, Second-language Assessment, 3 Units
Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

TESL 570A, Second-language Assessment: Part I, 1 Unit
Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

TESL 570B, Second-language Assessment: Part II, 1 Unit
Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
Prerequisite: TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit
Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
Prerequisite: TESL 570A, TESL 570B

TESL 580, TESOL Portfolio, 3 Units
This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

TESL 589, Research Methods in TESOL, 3 Units
This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

TESL 590, Thesis Preparation, 3 Units
Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair.
Prerequisite: TESL 589

TESL 595A, Action Research Project, 2 Units
This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. Offered only in field-based program.

TESL 595B, Action Research Project, 1 Unit
This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.)
Prerequisite: TESL 595A

TESL 597A, Action Research: Part I, 1 Unit
This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit
This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
Prerequisite: TESL 597A
TESL 597C, Action Research: Part III, 1 Unit
This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

Prerequisite: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units
This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

Faculty
Department Chair
Richard Robison (http://www.apu.edu/clas/faculty/robinson), Ph.D.

Professors
Richard Robison (http://www.apu.edu/clas/faculty/robinson), Ph.D., On-campus TESOL Director
Mary Wong (http://www.apu.edu/clas/faculty/mwong), Ph.D., Field-based TESOL Director

Associate Professor
Tasha Bleistein (http://www.apu.edu/clas/faculty/tbleistein), Ph.D., Online TESOL Director

Adjunct Faculty
Nancy Ackles, Ph.D., TESOL
Denzil Barnett (http://www.apu.edu/clas/faculty/dbarnett), M.Ed., TESOL
Gena Bennett (http://www.apu.edu/clas/faculty/gbennett), Ph.D., TESOL
Dana Aliel Cunningham, Ph.D., TESOL
Rita Van Dyke-Kao (http://www.apu.edu/clas/faculty/rkao), M.A., TESOL
Abigail Kleier (http://www.apu.edu/clas/faculty/akleier), M.A., TESOL
Manar Metry, M.A., TESOL
Jerry Ruth (http://www.apu.edu/clas/faculty/jruth), Ph.D., TESOL
Erin Thorp (http://www.apu.edu/clas/faculty/ethorp), M.A., TESOL
Kimberly Todd (http://www.apu.edu/clas/faculty/todd), M.A., TESOL
Merari Weber (http://www.apu.edu/clas/faculty/mlweber), Ed.D., TESOL