MA in Teaching English to Speakers of Other Languages (TESOL) (On Campus)

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (https://www.apu.edu/clas/programs/tesol-masters/) offers prospective and experienced teachers of English as a second or foreign language a 33-unit master's degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication, sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, and program design.

For more information: tesol@apu.edu | (626) 815-3844

Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, 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 department offers an 18-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in Teaching English as a Foreign Language (TEFL), and a 33-unit master's degree in TESOL—all 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.

Requirements

Code	Title	Units
Required Courses		
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 545	Second-language Pedagogy I [1]	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching [1]	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3
Select at least one of the following (if both selected, one counts as an elective):		3
TESL 530	Intercultural Communication and Language Teaching	
TESL 535	Sociolinguistics and Language Teaching	
Select one of the following:		3
TESL 580	TESOL Portfolio	
TESL 589	Research Methods in TESOL [2]	
Elective Courses		
Select one of the following:		3
TESL 501	Language Learning through Technology	
TESL 509	Special Topics in TESOL	
TESL 537	Critical Perspectives on Christianity and English Language Teaching	
TESL 548	Teaching EFL with Children	
TESL 590	Thesis Preparation [3]	
TESL 599	Readings in TESOL	
Total Units		**33**

1 Required for the TEFL certificate.

2 TESL 589 is required if the thesis option is chosen; if the portfolio option is chosen, TESL 589 can be taken as an elective.

3 TESL 590 may be repeated for credit.

Thesis or Portfolio

To complete the program, students choose either to create a professional portfolio or write a thesis. Students who choose the portfolio must enroll in TESL 580 and develop a portfolio that demonstrates competence in each of the TESOL program learning outcomes. Students who elect to write a thesis must enroll in TESL 589 or a comparable course in research methods. Most students who elect to write a thesis will also enroll in TESL 590 as their elective. After completing the thesis, students must provide an oral defense.

Program 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 APU's English Proficiency Requirements (http://catalog.apu.edu/admissions/graduate-policies/english-proficiency-requirements/). In addition, the following scores on the internet-based TOEFL, or equivalent proof of proficiency, 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**
   Prior to completion of the master's degree, students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching.

Time Requirements

Students may begin TESOL studies in summer, fall, or spring.

The program is offered in an 8-week session format: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2. A Summer 2 elective is offered online. Full-time students typically enroll in two courses per 8-week session and can complete the entire program of 11 courses (33 units) in approximately six sessions (as little as 16 months). Part-time students taking one course each term can complete the program in about three years. Students may move between full-time and part-time study as needed. The time limit for completing all degree requirements, including coursework and corequisites, is eight years.

Cross-Program Enrollment

Students in the TESOL master's degree programs may take up to four courses in a different format—on campus or online. The program director's approval is required prior to enrollment.

Accreditation

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

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admissions Information (http://catalog.apu.edu/admissions/)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

Program Learning Outcomes

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
2. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
3. Interact with Christian views of language learners, language teaching, and the nature of language.
4. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.

5. Evaluate and use technology in teaching English.
6. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
7. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
8. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
9. Identify and discuss ethical issues entailed in English language teaching.
10. Articulate how one’s worldview/faith, identity, and teaching philosophy impact one’s pedagogy and professional activities.
11. 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.
12. Reflect upon and apply the experience of learning a foreign language to one’s teaching of English.