UNIVERSITY OF ALBERTA

Faculty of Education

TESL Masters Handbook

2023

THE TESL PROGRAM IN EDUCATIONAL PSYCHOLOGY

Welcome to the TESL program at the University of Alberta. This handbook describes the program and explains the procedures for successfully completing it. It is expected that all students and faculty in the program will keep this handbook as their major source of reference to the program. It is your responsibility to ensure that you have the most recent copy of the handbook.

The person ultimately responsible for making sure that you know all the requirements for completion of your degree is you. The purpose of this handbook is to provide current information concerning the steps you must take to fulfill those requirements.

This handbook attempts to alert graduate students to the requirements for successful completion of their studies. Nevertheless, regulations of the Faculty of Graduate Studies and Research (FGSR) are imposed by, interpreted by, and enforced by that Faculty, and our handbook is only a supplementary guide.

This handbook is only one of a number of documents with which students and faculty should be familiar. The contents of the following should be reviewed as well:

❏ **University of Alberta Calendar**

http://calendar.ualberta.ca/index.php

❏ **Funding of Graduate Students**

https://www.ualberta.ca/graduate-studies/awards-and-funding

❏ **Graduate Students' Association**
https://www.ualberta.ca/graduate-students-association/

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1. TESL PROGRAM MANDATE

The purpose of the program is to provide people interested in teaching English as a second language (ESL) with the appropriate theoretical background and practical experience to teach English in Canada and overseas. Our students include experienced teachers and individuals new to ESL.

2. PROGRAM DESCRIPTION

The TESL Program is designed to provide for the development of competent teachers who have solid academic and research orientations and who are able to adapt to changing and diversifying roles of ESL teachers.

Our program emphasizes the importance of an understanding of both instructional and research principles. We feel that teachers must be helped to continue with their own professional development, and the best way we can do that is to not only introduce them to current research and theoretical models, but also to help them understand how to ask questions about the behaviour they observe in their classrooms, and to explore the possible ways in which those questions might be addressed. The Faculty in the TESL program are active researchers who have ongoing contact within classrooms, and whose work is published in journals such as *Language Learning, Studies in Second Language Acquisition, Applied Linguistics, TESOL Quarterly, TESOL Journal, TESL Canada Journal,* and *Language Testing.*

COURSE LIST: Master's of Education in TESL Program
Entrance Requirements
- A four-year Bachelor's degree (or equivalent) with a minimum GPA of B (3.0)
- 3 academic letters of reference
- A statement of intent
- Experience teaching ESL in an established program (paid or volunteer; we recommend a minimum of 75 hours)
- Foundational knowledge courses

Foundational Knowledge Courses: Upon examination of applicants' previous coursework, additional courses for important enrichment may be recommended (e.g., LING 101. EDPY 416, 417, and/or 418). Additional fees will be assessed for these courses. When registering for these courses, students must request a message from their Advisor/Supervisor that confirms they have completed the prerequisites (or equivalents) for the class(es) they are requesting to be enrolled in and send their request to register to educ.info@ualberta.ca@ualberta.ca. Once they're registered, students must complete a Course Extra to Degree form – see https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-6-program-planning-and-registration/6-23-courses-extra-to-the-degree.html. Then the completed Course Extra to Degree form must be signed by the student's advisor, forwarded to edreggrd@ualberta.ca and signed by a faculty representative, who will submit the form to the FGSR for approval.

• LING 101: Introduction to Linguistic Analysis

An introduction to the central concepts of linguistics: linguistic categories and structure (phonetics, phonology, morphology, syntax, semantics).

• EDPY 416: Introduction to TESL

This course includes a synopsis of theories of second language learning, a historical overview of second language teaching, and an examination of cognitive and affective factors affecting learners' acquisition. Features of the learning context will also be

discussed. Foundational Knowledge Courses: Linguistics 101. LING 101 can be taken as at the same time in the fall or winter term.

- **EDPY 417: Grammar of English for Teachers of Adults ESL**

    This course will cover the basic components of English grammar including basic sentence patterns, noun phrases, verb phrases, adverbials, and simple and complex sentences. Student will examine grammar using the form-meaning-use framework developed by Larsen-Freeman. In addition to going over the key grammatical distinctions in English and learning the metalinguistic vocabulary, they will have many opportunities to examine and evaluate commercially produced pedagogical materials. Foundational Knowledge Courses: LING 101, EDPY 416 can be taken at the same time

- **EDPY 418: Methodology in Teaching English as a Second Language to Adults**

    This course is designed to provide students with a clear understanding of how to assess the needs of learners and to help them develop skills in fulfilling those needs. Students will gain experience in module and lesson planning using the Canadian Language Benchmarks. Foundational Knowledge Course: EDPY 416.

Required courses (a minimum of 27 credits)

Either: EDPY 500 or EDPY 503
- EDPY 500: Introduction to Data Analysis in Educational Research (or equivalent)

    This course introduces students to data exploration, statistical analysis and interpretation. Students will also be introduced to the use of the computer for conducting statistical analyses. This course is intended to help students critically assess research in TESL and SLA.

- EDPY 503: Qualitative Methods of Education Research (or equivalent)

    An introduction to the theoretical perspectives, principles, processes, and methods of qualitative research. Prerequisite: EDPY 501 or equivalent.

- EDPY 501: Introduction to Methods of Educational Research

    This course will introduce students to the fundamental concepts, principles, and techniques employed in educational and psychological research. The course also provides partial fulfillment of graduate ethics requirements.

- EDPY 575: TESL Supervised Practicum

    This course requires a minimum of 25 hours of participation, including 10 hours of full classroom responsibility at a local adult ESL institution.

- EDPY 903: TESL Research Project

    The objective of this course is to conduct practical research that will be of interest to the wider ESL teaching community. The students will demonstrate the ability to conduct independent research, synthesize information from different sources, and present it in a clear, user-friendly manner. Prerequisites: EDPY 501, and EDPY 500 or EDPY 503.

- FGSR: Graduate Ethics Training

    All MEd students are required to complete eight hours of study on the subject of ethics. The FGSR Graduate Ethics Training is available at: https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics. It is a student's own responsibility to ensure that this requirement is completed and

results submitted to the graduate student services administrator at
edpygrad@ualberta.ca. Completion of EDPY 501 will also be documented.

AND at least 5 TESL 500 (i.e., graduate-level) courses from the following*:

• EDPY 573: Computer-Assisted Language Learning (CALL)
   This course acquaints students with a wide variety of CALL opportunities available for the
   ESL classroom; presents guidelines for evaluating CALL resources; and provides a
   framework for the effective integration of CALL into the ESL curricula. Foundational
   Knowledge Course: EDPY 418.

• EDPY 578: Teaching English for Academic Purposes (EAP)
   This course will provide students with an overview of the theoretical principles, issues,
   and research related to teaching English for Academic Purposes, along with their
   implications for the adult, advanced proficiency EAP classroom. Foundational
   Knowledge Course: EDPY 418.

• EDPY 581: Psychological Aspects of Bilingualism and Bilingual Education
   This course is an introduction to the study of bilingualism. Topics to be covered include:
   definitions of bilingualism; early childhood bilingualism; effectiveness of bilingual
   education; diglossia; and language loss. Foundational Knowledge Course: LING 101.

• EDPY 585: Teaching and Learning Grammar in Second Language Education
   The objective of this course is to explore how a focus on grammar can be integrated
   into the communicative approach to language teaching.
   Foundational Knowledge Courses: EDPY 416, EDPY 417 & EDPY 418.

• EDPY 587: Teaching and Researching ESL Learning Strategies
   This course provides students with the knowledge and skills to increase second language
   learners' metacognitive awareness and their knowledge and use of language learning
   strategies. Topics covered include helping learners plan, monitor and evaluate their
   language learning; and teaching listening, speaking, reading, writing, vocabulary,
   grammar, retrieval, rehearsal, communication, translation, and test-taking strategies.
   Issues related to researching and assessing second language learning and use strategies
   are also explored.
   Foundational Knowledge Course: EDPY 416.

• EDPY 588: Teaching English as an International Language
   In order to decide what to teach and how to teach English in a foreign language setting,
   the teacher must have a clear understanding of the socio-cultural, political, and
   educational factors that influence pedagogical decisions. In this course relevant
   concepts from language planning, sociolinguistics and classroom research are explored.
   Foundational Knowledge Course: LING 101.

• EDPY 590: Classroom Research Issues in Second Language Learning
   This course provides deeper coverage of some of the theoretical issues in second
   language acquisition that are introduced in other courses. Topics include: different
   approaches to research in the language classroom, the effectiveness of form-focused
   instruction and of strategy training, and the impact of learner characteristics.
   Foundational Knowledge Course: EDPY 416.

• EDPY 591: Teaching Literacy and Reading to ESL Learners
   This course is an introduction to selected theories and factors that affect the teaching of

reading to ESL learners, both those who are limited in their L1 literacy and highly educated individuals. Practical approaches to reading instruction will be a focus of the course. Foundational Knowledge Courses: LING 101 & EDPY 416.

- EDPY 593: ESL Assessment and Evaluation
    This course deals with the basic principles of assessment of ESL students' language development. Students will learn the basics of test design, in addition to learning about standardized tests such as the TOEFL. They will also gain an understanding of the Canadian Language Benchmarks. Foundational Knowledge Course: LING 101.

- EDPY 594: Teaching Pronunciation to ESL Learners
    In this course the students will become acquainted with the main research associated with second language pronunciation acquisition and instruction and the sociolinguistic features of accent. Foundational Knowledge Courses: LING 101 & EDPY 416.
- EDPY 595: Settlement/Adjustment Issues for ESL Immigrants to Canada
    In this course students will examine the factors external to the ESL classroom that affect both ESL students and teachers. Immigration policy, federal and provincial funding policies, curriculum issues, and cultural influences will be explored.

- EDPY 596: Program Development in the Teaching of ESL
    Students will gain an understanding of needs analysis, syllabus design, program implementation, classroom implementation, and evaluation in second language programs. Foundational Knowledge Courses: LING 101, EDPY 416 & EDPY 418.
- EDPY 597: Selected Topics in Teaching English as a Second Language
    This course provides study in greater depth of a variety of issues related to second language acquisition, among them second language learning and teaching, learner language, and individual differences.

*Notes:
1.   Not all of these courses are available every year; they are offered in rotation. Other courses not listed here may also be offered from time to time.
2.   Options from outside the TESL program will be available only with the written approval of the student's TESL advisor.

3. EDPY 575 PRACTICUM GUIDELINES

The minimum number of hours in the practicum is 25, with no fewer than 10 hours of full responsibility for teaching an adult ESL class. Students are encouraged to spend more time in their placement, if possible. Note that students' practicum placements are determined by the TESL program practicum facilitator. Students should be aware that many hours of preparation are necessary in addition to the actual class contact time. They should take this into account in planning their term schedules.

Students are encouraged to keep clear at least three consecutive mornings per week to accommodate their practicum. The timing of the practicum will vary, depending on the individual placement. Details will be provided at the first practicum meeting. Note that the practicum course (EDPY 575) includes

course assignments in addition to the field experience.

- Effective September 2017 - TESL Canada certification requires a 50 hour practicum (30 hours of classroom observation + 20 hours of supervised individual practice teaching). Therefore, those students who wish to apply for TESL Canada certification will need to enroll in an additional practicum course - EDPY 599.

4. EDPY 903 TESL CAPPING PROJECT GUIDELINES

The objective of this course is to create a research-informed project that will be of interest to the wider ESL teaching community. The students will demonstrate the ability to conduct scholarly work, synthesize information from different sources, and present it in a clear, user-friendly manner. The final capping project in TESL should be a challenging piece of work that integrates the skills and concepts students have learned during their tenure in the Master's program. The goal of the project is for students to learn about an issue in substantial depth.

The student will demonstrate the ability to conduct independent research, synthesize information from different sources, and present it in a clear, user-friendly manner.
NOTE: Please ensure that you are going to be able to finish the project within your last two terms in the program. No extensions will be granted beyond April.

The projects will be approximately 25 pages in length. Examples are available from your advisors. The range of capping project topics undertaken by TESL students is very broad (see examples). Many students have presented their work at conferences and/or published reports of their research in TESL publications.

5. ON COMPLETION OF ALL COURSE WORK

At the completion of the program, students must apply online for graduation. Students must initiate the process by applying on Bear Tracks under the 'Academics' link. Students are responsible for checking deadline dates.

Note: All applications for convocation are subject to review and approval by the Faculty of Graduate Studies and Research. Applying to graduate on Bear Tracks does not guarantee convocation.

6. DISCIPLINE AND PROFESSIONAL CONDUCT

In addition to the Code of Student Behaviour https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour.html), the TESL Program endorses the ethical guidelines of the Alberta Teachers of English as a Second Language (ATESL). Students in the program should familiarize themselves with these standards. The ATESL documents are available at https://www.atesl.ca/resources/ethical-guidelines/.

The program encourages students to become student members of ATESL and other professional organizations (e.g., ESL-C [http://www.eslcata.com] of the Alberta Teachers' Association) as a way to learn more about current issues in the field.

Because of its support for the codes of ethics and guidelines documents of the university and professional associations, the TESL Program takes very seriously any allegations of unprofessional or unethical student conduct. Allegations will be investigated by the Program Coordinator and will be taken into account in decisions concerning a student's continuation in the program.

The TESL program involves working with ESL students. TESL graduate students who are found to be unsuitable for working with ESL students or do not meet the academic standards set by FGSR can be asked to withdraw from the program. Graduate students who fail the practicum must have the permission of the Program Coordinator to re-register in the TESL practicum.

7. BECOMING A TESL PROFESSIONAL

By entering a graduate program in TESL, you have taken the first step towards becoming a TESL professional. However, your required course work is only the first step. A true professional becomes an active participant in the teaching/researching community. The following is a list of activities in which you should be involved over the course of your time here at the University of Alberta:

- attendance at talks relevant to TESL/SLA in Linguistics, Psychology or Modern Languages & Cultural Studies
- membership in ATESL
- attendance at ATESL local meetings
- presentation at an ATESL local meeting
- attendance at the ATESL provincial conference and TESL Canada conferences
- volunteering at the ATESL conference
- presentation at an ATESL provincial conference or faculty colloquium
- attendance at a research conference (e.g., CAAL/ACLA, SLRF, AAAL, TESOL)
- participation in a research project
- submission of an article to a professional newsletter
- volunteering for ATESL at either the local or provincial level
- attendance at TESL Brown Bag seminars
- submission of an article to the *TESL Canada Journal* or other peer-reviewed journals
- applications for scholarships (full-time students only)

- participation in skill development that may assist you in your teaching (e.g., computer course, Toastmasters, etc.)
- serving on the TESL Student Group executive

Of course you are not expected to do everything on this list, but the more involved you become, the more likely you are to make connections that will be helpful to you in your teaching.

8. TESL CANADA PROFESSIONAL CERTIFICATION

- For information on TESL Canada professional certification contact: TESL Canada, 376 Churchill Avenue N., Suite 208, Ottawa, Ontario K1Z 5C3 Canada; Tel: 1-800-393-9199; email: info@tesl.ca; website: www.tesl.ca; Contact Form (https://www.tesl.ca/component/contact/contact/4-uncategorised/1?Itemid=101)