Department of English

Handbook for Graduate Students in TESL and Applied Linguistics Programs

Section A	M.A. in Teaching English as a Second Language (MA-TESL)
Section B	Ph.D. in Applied Linguistics (PhD in AL)
Section C	Teaching English as a Second Language Certificate (TESL Certificate)
Section D	Additional information for students in all programs

Section A
M.A. in Teaching English as a Second Language (MA-TESL) at NAU

Northern Arizona University's (NAU) English Department offers a 37-unit Master of Arts degree in Teaching English as a Second Language (MA-TESL). This degree combines a strong theoretical foundation in applied linguistics with practical training in the teaching of English to speakers of other languages. The principal goals of the program are to provide the linguistic theory necessary for ESL teachers, to equip teachers with practical language-teaching skills, and to prepare students for further study in English language teaching and applied linguistics.

General Requirements for the MA-TESL Program

A1. How many credits are required for the MA-TESL? Are there any program requirements in addition to the course work?

Completion of the MA-TESL program requires twelve courses (37 semester hours of graduate credit). The MA-TESL program provides students with three options for their program of study; a teaching emphasis, an applied linguistics emphasis, and an emphasis for certified teachers. The *teaching emphasis* includes 9 required courses (for a total of 28 credits) and allows for 3 elective courses (9 credits). Two of the electives must be graduate TESL/Applied Linguistics courses. The *applied linguistics emphasis* includes 9 required courses (for a total of 25 hours) and allows for 4 elective courses (12 credits). Three of the electives must be graduate TESL/Applied Linguistics courses. The *emphasis for practicing teachers* includes 10 required courses, including a capstone experience (for a total of 28 credit hours) and 3 elective courses (9 credits).

For students in the teaching emphasis, 4 credit hours of TESL Practicum are required. Students in the teaching emphasis can accrue the 4 Practicum credit hours in two ways: (1) by combining ENG 601 (3 credit hours) and ENG 688 (one credit hour) or (2) by enrolling in ENG 688 (one credit hour per semester, for a total of four credit hours). MA-TESL students in the applied linguistics track are required to take 1 credit hour of TESL Practicum (ENG 688).

MA-TESL students also enroll in 2 Professional Development Seminars (ENG 587 and 687, in

their first and third semesters, respectively). These one-credit hour courses do not count toward the 37-credit-hour graduation requirement.

In addition to completing the required amount of graduate course work and maintaining the necessary grade point average (3.0 or above), all MA-TESL graduate students must satisfy the *MA Writing Requirement* based on a course paper submitted during the first year of study.

MA-TESL students (in the teaching emphasis and the applied linguistics emphasis) must pass the *MA-TESL Comprehensive Exam*, which requires students to synthesize core course work. Students in the practicing-teacher emphasis conduct a classroom-oriented research project (3 credit hours) as the capstone for the degree in place of the MA-TESL Comprehensive Exam.

See Questions A15 and A16 for more information on the Writing Requirement and Questions A17–A20 for more information on the Comprehensive Exam.

A2. How long does it take to complete the MA-TESL program?

The MA-TESL program generally takes two academic years to complete. Students who are employed as graduate teaching assistants or have other campus employment definitely need the full two academic years. In some cases, with careful planning, the MA-TESL program can be completed in 1.5 years.

A3. What is a typical program of study for an MA-TESL student?

A typical 2-year program of study for the *teaching emphasis* is as follows:

Semester I (Fall)
ENG 528 – Grammatical Foundations
ENG 548 – Fundamentals of Second Language Teaching
ENG 688 – TESL Practicum (1 credit hour, if not a teaching assistant) OR
ENG 601 – Teaching Assistant Practicum for composition teaching assistants (3 credit hours)
ENG 587 – Professional Development Seminar (1 credit hour)

One elective (3 credit hours), for students who are not enrolled in ENG 601. Example elective courses are listed below

ENG 538–Cross-cultural Aspects of Language Teaching

ENG 678—Topics in ESL (variable emphases, e.g., Introduction to Corpus Methods and Tools)

ENG 506–Academic Language Skills for Graduate School Success [specifically for international students]

Semester II (Spring)
ENG 504 – Introduction to Language and Linguistics
ENG 518 – Sociolinguistics
ENG 558 – ESL Methods and Materials: Listening and Speaking
ENG 688 – TESL Practicum (1 credit hour, if needed to accrue 4 credit hours of Practicum)

Semester III (Fall)
ENG 559 – ESL Methods and Materials: Reading & Writing
ENG 638 – Assessment for Second Language Skills
ENG 688 – TESL Practicum (1 credit hour, if needed to accrue 4 credit hours of Practicum)
ENG 687 – Professional Development Seminar (1 credit hour)

One elective (3 credit hours)

Semester IV (Spring)
ENG 578 – ESL Curriculum and Program Administration
ENG 688 – TESL Practicum (1 credit hour, if needed to accrue four credit hours of Practicum)
Two electives (6 credit hours)

A typical 2-year program for the *applied linguistics emphasis* is as follows. NOTE that students in the applied linguistics emphasis are required to take one ESL Methods class, either ENG 558 or ENG 559. The other Methods class can be taken as an elective. Students pursuing the Applied Linguistics emphasis are required to take one credit hour of TESL Practicum (ENG 688). ENG 688 should not be taken the same semester as ENG 601, if one is enrolling in ENG 601 as a teaching assistant. ENG 601, for applied linguistics emphasis students, counts as an elective.

Semester I (Fall)
ENG 528 – Grammatical Foundations
ENG 548 – Fundamentals of Second Language Teaching
ENG 688 – TESL Practicum (1 credit hour, if not a teaching assistant)
OR
ENG 601 – Teaching Assistant Practicum, composition (3 credit hours, taken only by those with teaching assistantships.)
ENG 587 – Professional Development Seminar (1 credit hour)

One elective (3 credit hours), for students who are not enrolled in ENG 601. Example elective courses are listed below

ENG 538–Cross-cultural Aspects of Language Teaching

ENG 678—Topics in ESL (variable emphases; e.g., Introduction to Corpus Methods and Tools)

ENG 506–Academic Language Skills for Graduate School Success [specifically for international students]

Semester II (Spring)
ENG 504 – Introduction to Language and Linguistics
ENG 518 – Sociolinguistics
ENG 668 – Research Methods in Applied Linguistics

Semester III (Fall)
ENG 638 – Assessment for Second Language Skills
ENG 658 – Second Language Acquisition
ENG 687 – Professional Development Seminar (1 credit hour)

One elective (3 hours), which could be ENG 559 – ESL Methods and Materials: Reading & Writing

Semester IV (Spring)
One elective (3 credit hours), which could be ENG 558 – ESL Methods and Materials: Listening & Speaking
Two electives (6 credit hours)

Practicing K-12 teachers enrolled in the *practicing teacher emphasis* should contact an MA-TESL advisor for advising.

A4. What elective course options are there?

Depending on the MA-TESL students' chosen emphasis, they take 9–12 hours of elective graduate course work. MA students in the *teaching emphasis* must take 3 electives (9 credit hours), two of which must be graduate TESL/Applied Linguistics courses. Students in the *applied linguistics emphasis* must take 4 electives (12 credit hours), three of which must be graduate TESL/applied linguistics courses. MA students in the *practicing teacher emphasis* must take 3 electives (9 credit hours). Electives should be chosen in consultation with an MA-TESL advisor. Before registering for any elective class, students should consult the instructor and/or their advisor to determine if the course content will suit their goals.

TESL/Applied Linguistics courses that can be taken as electives, if not already required for one's emphasis, include the following:

ENG 420C – Seminar in Language
ENG 538 – Cross-cultural Aspects of Language Teaching
ENG 568 – Computer Applications in Linguistics
ENG 578 – ESL Curriculum and Program Administration
ENG 612 – Pragmatics
ENG 618 – Discourse Analysis ENG 628 – Recent Grammars
ENG 648 – Psycholinguistics
ENG 658 – Second Language Acquisition
ENG 678 – Topics in ESL (variable emphases)

4

ENG 70X – PhD-level seminars (open to second-year MA-TESL students who have taken the appropriate prerequisite courses and secured instructor approval)

Course Selection and Registration

A5.   How do I initially plan my course of study?

Read the section on typical course sequences (A4 above) and review the email correspondence sent to you by the English office (which you will receive well before Fall semester begins). Register for suggested classes at your earliest convenience, before you get to campus (see A6).

After you have been assigned an advisor, during the week before classes at the pre-semester Fall orientation, meet with your advisor to review the classes that you have registered for (and consider alternatives, when appropriate). The English Department office can provide advisors' office locations and email addresses.

A6. How do I register for classes each semester?

After you have been admitted to NAU, you will be given a personal electronic account that allows you to conduct NAU business online. First, set up your NAU email account password. Then, first-semester students should follow course-enrollment suggestions provided in email correspondence to all incoming students. Changes can be made after consulting with your MA-TESL advisor. After one's first semester of study, consult with your advisor to finalize your course plans each semester. To find classes, consult LOUIE http://www4.nau.edu/louie/ for the semester in which you want to register. Then, follow the steps outlined in LOUIE online to complete your enrollment.

A7. Is there any advising prior to and during registration?

MA-TESL advisors, who provide advice on regular program requirements, and TESL faculty, who provide comments on their specialized courses and discuss exceptional cases, are available for consultation at posted times during the week prior to classes, during registration week, and during pre-registration periods. All advisors also keep regular office hours during the academic year; check with English Department Office or individual faculty members for times.

A8. Is it possible to waive courses?

For required courses, waivers or substitutions are not usually allowed. However, depending on the individual student's background, some substitutions may be approved by the advisor. If you have questions about a specific course, talk to an M.A. advisor and/or course instructor. If you wish to request credit for a course or courses that you have already taken elsewhere, you will be expected to provide the syllabus, reading list, projects, and exams that you have completed.

In general, the TESL Practicum (ENG 688) is not waived. Any requests for a waiver of Practicum credits hours must be made in writing to the advisor, who will, in turn, consult with

the Applied Linguistics Area Committee for a decision.

If any required course is waived, an elective course must be substituted.

A9. Should MA-TESL students have a background in a second language?

It is very helpful for a person in the field of TESL to have second language learning experience. The program assumes that TESL students have had a relevant second language learning experience, but we do not test this knowledge base.

A10. Can I take a foreign language course as an elective?

A course offered by NAU's Department of Global Languages and Cultures can only be taken as an elective if the course (a) is at the 400 level or above and (b) centers on issues related to language teaching and/or language learning. Approval by an MA-TESL advisor is required. No more than one Global Languages and Cultures course at the 400 level or above (3 credit hours) can be allowed toward the MA-TESL degree.

A11. Are independent studies available in the MA-TESL program?

Yes, but only under special circumstances. Students interested in a particular topic, which cannot be explored in regular course offerings, can pursue an independent study with appropriate faculty supervision. In order to do an independent study course, students must first locate a faculty sponsor and then fill out the Request for Independent Study (ENG 697), available in the English Department Office. The form requires a description of the project to be done and a preliminary reading list.

Note that this request must be approved prior to the semester in which a student wishes to begin the independent study so that the Registrar's Office can assign a sequence number to the course. Thus, advance planning is essential.

A12. What is the usual course load?

Graduate students who are not teaching assistants may take 12 hours of course work per semester, but students are generally encouraged to take 10-11 hours (3 courses, one unit of Practicum, and one unit of Professional Development). For MA-TESL students who are TAs in the English Department Composition program, the usual course load is 9 or 10 credit hours per semester. Teaching assistants are generally discouraged from taking a 12-hour load.

For international students in their first semester of study, the usual course load is also 11 semester hours (including one credit hour of Professional Development Seminar, ENG 587); ENG 506 is recommended for international students during the first semester of graduate study.

A13. Is there a required GPA (grade point average) for graduate study?

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In planning their courses of study, students should realize that a B average (3.00) or higher is essential to remain in good standing and make regular progress towards the M.A. degree. Graduate assistants and teaching assistants must maintain a 3.00 average and can receive no grades of C or below. Other students may receive a maximum of two Cs in required courses; these Cs must be offset by As in other courses in order to maintain the required grade point average for graduation. If a student receives a C in a required course, the course may be repeated for credit, but both grades remain on the transcript. Any grade lower than a C cannot receive graduate credit by university policy.

A14. I am interested in pursuing further work in applied linguistics. Can I go directly from the MA-TESL program into the Ph.D. in Applied Linguistics program at NAU?

The Ph.D. in Applied Linguistics program is a separate degree program with a separate admissions procedure and a separate application fee. Interested MA TESL students must go through the complete Ph.D. application procedure if they wish to be considered for Ph.D. admission. For further information, consult the Ph.D. program website and Ph.D. in Applied Linguistics advisors.

Other Requirements for the M.A.: The M.A. Writing Requirement and the M.A. Comprehensive Exam

A15. What is the M.A. Writing Requirement and when can it be completed?

The M.A. Writing Requirement is satisfied by submitting a paper written for an MA TESL course. The paper should be a revised version of a synthesis or research paper written for a first-year MA TESL course. To have your paper considered for meeting this requirement, submit the following to the instructor for whom you wrote the paper:

- Two copies of the revised paper
- Two filled in copies of the "Intent to Complete the MA-TESL Writing Requirement" form, found in the General Information Section of the MA TESL webpage (accessed initially from the English Department web page or from the following link): https://nau.edu/english/wp-content/uploads/sites/111/matesl-writing-requirement-form.pdf

The instructor either passes the paper and turns it in to the department or returns the paper to the student as not yet acceptable. Students who meet the requirement will receive back one copy of the paper and one copy of the signed Intent form. Students should keep the paper and signed form as evidence of having met the requirement. When filling out graduation paperwork, your advisor may ask to see the paper and signed form.

A16. What happens if I do not pass the M.A. Writing Requirement?

Students who do not pass the M.A. Writing Requirement should meet with their advisor to consider various options for improving their writing abilities.

A17. When is the M.A. Comprehensive Exam given and what does it entail?

The M.A. Comprehensive Exam is a four-hour and 15-minute written examination that is given twice each year. This examination is a 'closed-book' exam. Students may not use any reference materials while answering questions. Students may write the examination by hand or using a computer. The only supplies that students need to bring to the exam are pens or pencils. Paper and USB Flash Drives are supplied.

The M.A. Comprehensive Exam is typically scheduled on Monday or Tuesday before classes begin for Spring semester (in early January) and Fall semester (in mid or late August). The exact dates change each year. Consult the English Department Office for the particular date for a specific examination.

The M.A. Comprehensive Exam tests a candidate's ability to synthesize and apply information from the core courses in the M.A. program. It consists of two questions in each of five sections:

1. ESL Foundations and Methodology (based on ENG 548, 558 and/or 559)
2. ESL Curriculum and Program Administration (based on ENG 578)
3. Grammatical Foundations (based on ENG 528)
4. Sociolinguistics (based on ENG 518)
5. Second Language Acquisition (based on ENG 658, with some issues introduced in ENG 548)

All students must answer the questions in THREE sections out of the five. All MA students, from both the *teaching* and *applied linguistics* emphases, must take the section on ESL Foundations and Methodology. MA students will choose two additional sections from the other four sections.

Students have four hours and fifteen minutes to complete this exam, including breaks as needed. Students should plan to spend approximately 1 hour and 20 minutes on each of the three sections that they choose to answer. Because there are two questions in each section, students should plan to spend approximately 40 minutes per question.

To pass the exam, a student must meet three conditions:
1. Submit answers for three sections of the exam, and achieve a minimum score of at least 1.0 on each of the three sections;
2. Achieve a passing score (1.50 or above) on at least two of the sections;
3. Achieve an overall passing score; that is, an average score for all three sections of 1.5 or above.

Copies of past exams and scoring criteria are available on the English Department website, in the MA TESL program's General Information section. Consulting past exams is a good strategy for preparing for the exam.

A18. What is the best way to study for the Comprehensive Exam?

Students may want to form study groups with others who will take the exam. In any case, they should remember that the exam is, as the name implies, a comprehensive test of their ability to (a) synthesize and apply knowledge from core courses and (b) provide specific citations of related research, so they need to begin studying well in advance of the exam date. It may be helpful to outline course materials while still enrolled in the relevant courses.

A19. What happens if I do not pass the Comprehensive Exam?

The Comprehensive Exam is graded on a three-point scale: 3.0 = High Pass with Distinction; 2.5 = High Pass; 2.0 = Pass; 1.5 = Pass Minus; 1.0 = Poor; 0.5 = Poor Minus; 0 = Fail. (See Section A17 for the conditions required to pass.)

If you do not pass the Comprehensive Exam, you may take it a second time. If your average score for all three sections was below 1.50, but you "passed" two sections and did not "pass" only one section, then you need to retake only one section (any of the three sections that you have not yet passed). If your average score for all three sections was below 1.50, and you did not "pass" two or more sections, then you need to retake the entire examination.

For additional details, refer to the "MA-TESL Comprehensive Exam: Information Sheet," found in the General Information Section of the MA-TESL program webpage (accessed from English Department website).

A20. What happens if I move away from Flagstaff to begin a new job and am not able to be in Flagstaff to write the Comprehensive Exam?

If it is impossible for a student to be in Flagstaff to write or rewrite the Comprehensive Exam, a student may make a written request to his/her MA-TESL advisor to take the examination in another city or country on the same day as the scheduled examination. To have a request approved, the student must state the conditions that make return to Flagstaff a significant hardship. We generally only approve requests for students who have permanently moved more than a day's drive from Flagstaff in order to begin a job for which they have a contract. Being away from Flagstaff for a short period, such as a vacation, does not constitute a hardship condition. In the formal petition letter, the student must provide evidence that the examination will be administered under secure and supervised conditions (such as at an Embassy or university), providing the name and contact information of an official who has agreed to proctor the examination. The proctor must have reliable access to a email. This request must be received in writing by November 15th for January examinations and April 30th for August examinations.

If a distance examination is approved, the student must agree to maintain contact with the proctor to verify the exact time and location of the examination. The examination must be held on the same day, preferably the same hour, as the examination at NAU. The student must also agree to accept that the examination may not occur if there are unforeseen difficulties in the long-distance transmission of the examination (e.g., the proctor's email server does not function properly and

9

the exam questions are not received on time): In such a case, the student would not be able to complete the examination until the next offering in either the following January or August.

A21. What procedures do I need to follow when I am ready to graduate?

When you have completed all program requirements, print an unofficial transcript from LOUIE (the NAU on-line information resource), check the transcript to be sure it is accurate, then fill out the official Program of Study (POS) form (https://nau.edu/graduate-college/programs-of-study/). Have an MA-TESL Advisor check the form and then sign it. Turn in the forms to the English Department Office, where the Associate Chair will sign the form. You will receive a PDF of the form, which you will upload on LOUIE.

Time Limits, Incompletes, Transfer Credit, and Second Degrees

A22. What is the time limit for completing the MA-TESL program?

All courses and requirements, including transfer credit, must be completed within a six-year period. See NAU Graduate Catalog http://catalog.nau.edu/ for additional information on time limits for degree work.

A23. What happens if I take an incomplete in a course?

See https://www5.nau.edu/policies/Client/Details/29 for university policy on incomplete grades and the procedures that you must follow (a) to petition for an incomplete grade and (b) to formalize a written agreement with your instructor. NAU and the MA-TESL program strongly discourages the giving of grades of incomplete in any but emergency circumstances. To be considered for an "incomplete," the student must be passing the course and must have completed a majority of the course. Non-attendance, poor performance, or intentions to repeat the course do not justify issuance of an "I" grade. A consistent record of incompletes shows lack of academic progress and may be cause for dropping a student from the graduate program. Whatever the reason for an "I" grade, you are expected to make up the incomplete within the semester following the time you received it. An incomplete must be completed within one year from the end of the semester in which you were enrolled in the course.

A24. What happens if an instructor from whom I have an incomplete is no longer at NAU?

Whether your instructor is on campus or not, you are responsible for contacting the instructor and fulfilling the conditions set forth in the written agreement you worked out with your instructor. All work can generally be handled by email, but students are responsible for meeting the relevant deadlines. Students should also realize that it may be difficult to contact instructors who are no longer at NAU, so it is best to avoid accruing incomplete grades.

A25. May I transfer credits taken at other universities?

See NAU conditions governing transfer credit at https://www5.nau.edu/policies/Client/Details/550. For the MA-TESL program, a maximum of 6 graduate-level credits completed at another appropriately accredited institution within the relevant six-year period with a grade of A or B may be transferred toward the MA-TESL with advisor approval. (If a person has graduate credits from another Arizona public institution, namely Arizona State University or University of Arizona, then up to 9 graduate credits can be transferred.) Granting of transfer credit towards the MA-TESL at NAU is relatively exceptional and cannot be guaranteed in advance. Three levels of approvals (advisor, department, and Graduate College) are necessary, and, therefore, the request may be denied at any of the three levels.

A26. How do I go about transferring credits?

To apply for transfer credit, you must fill out the Graduate College Petition for Transfer Credit, available in electronic form from the Graduate College website, https://nau.edu/graduate-college/forms/ (scroll down to "Transfer credit" and sign in with your NAU ID and password). Provide all the information requested on the form. You should discuss your petition with your MA-TESL advisor before submitting it to be sure that you have included all essential information.

A27. Can I get a second master's degree while I am completing the MA-TESL?

Yes, in some cases. See https://www5.nau.edu/policies/Client/Details/35 for regulations governing second master's degrees. Nine hours of previous course work from the first M.A. may be applied to a second master's degree with permission from a faculty committee in the area of the second M.A. Permission of the MA-TESL program is also required. Note that students must re-apply for admission to the Graduate College before beginning work on a second master's degree.

A28. I am now enrolled in another M.A. program at NAU, but I would like to switch to the MA-TESL. What must I do?

You should contact the Admissions office at the Graduate College to determine what steps are needed to facilitate this change. As a rule, students who switch graduate programs need to reapply to the new program. Your request will be considered as a new admission to the MA-TESL Program, and your qualifications will be judged according to the criteria used to admit all M.A. applicants.

A29. What do I do if I cannot continue with graduate study in successive semesters as I had planned?

You may miss one semester and then continue with your graduate program with no penalty. If you miss two or more semesters, you must reapply for admission to the Graduate College. If you are readmitted, you will be admitted under the admissions policies which govern graduate admission in the English Department at the time of your reapplication.

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The Ph.D. program in applied linguistics is an advanced degree program designed to prepare researchers, scholars, and teacher trainers who will be able to work independently and in leadership positions with the learning and teaching of second languages, the analysis of language, and the design of language-related research. The program is open to qualified students with appropriate M.A.-level preparation in linguistics, applied linguistics, TESL, or a related field. Admission is highly competitive.

B1. What is required for the successful completion of the Ph.D. in Applied Linguistics?

Completion of the Ph.D. requires excellent performance in (a) coursework, (b) a variety of assessment measures, and (c) a dissertation.

a. Course work: The Ph.D. program requires completion of a minimum of 81 semester hours. 36 of these 81 semester-hours are generally granted upon entry to the program based on previous MA-level course work. The remaining 45 credits are determined in coordination with an advisor and should be tailored to the student's needs and interests as long as the following course requirements are met.

1. The following two "core" courses (6 credits)
- ENG 528: English Grammar
- ENG 658: Second Language Acquisition

The requirement to take one or both of these courses (but not the credits toward the total of 81) can be waived if the student can demonstrate that they have covered the material sufficiently during their M.A.

2. Three courses in quantitative (or mixed: quantitative + qualitative) research methods and statistics (9 credits)

This requirement generally involves taking both ENG 668 and ENG 689 (Multivariate Statistics for Applied Linguistics). The third course is then covered by taking a seminar in quantitative research methods (e.g., meta-analysis, Item-Response Theory) or one of the following:
- EPS 625, EPS 725, or an approved equivalent

3. Three doctoral (700-level) seminars in applied linguistics (9 credits)

Note: Seminars taken to meet requirement #2 (three courses in quantitative research methods) cannot be counted toward this requirement as well.

4. At least two additional advanced (graduate-level) courses in applied linguistics and/or other

departments which further the student's knowledge of the specialization chosen and prepare him or her to do a dissertation (6 credits). These courses should be approved by the Ph.D. advisors(s).

This requirement is often met by two or more of the following:
- ENG 518: Sociolinguistics
- ENG 638: Assessment for Second Language Skills
- ENG 648: Psycholinguistics
- ENG 612: Pragmatics
- ENG 678: Topics in ESL

5. 15 semester hours of dissertation research credit (English 799). These hours can be taken any time during or after the semester in which the student undertakes the Ph.D. Qualifying Exam (15 credits)

6. Any additional courses required by the dissertation committee as a basis for dissertation research.

b. Other requirements:
1. Successful completion of the Empirical Research requirement. This requirement is satisfied by submitting either two empirical papers or one empirical paper and a proposal for an empirical study (Literature Review, RQs, Methods) (see B5).

2. The Ph.D. language requirement (see Question B9)

3. Fulfilling the Ph.D. Screening Process (see B4, B6-B8)

4. Preparation of Ph.D. Qualifying Exam based on questions provided by the student's dissertation committee members (see Questions B13)

5. Preparation and oral defense of a dissertation proposal (see Questions B14, B15)

6. Presentation of a public lecture based on the dissertation

7. Preparation and oral defense of a dissertation (candidate and committee only)

B2. What areas of specialization are offered in the Ph.D. program in applied linguistics?

We define the field of applied linguistics broadly and allow a high degree of flexibility in programs of study. Students may pursue a diverse range of issues, including:

- computer-assisted language learning (CALL)
- corpus linguistics
- grammar and discourse

13

- language testing and program evaluation
- language variation
- psycholinguistics
- register analysis
- research methodology
- second language acquisition
- second-language skill development
- second language teaching and learning
- speech perception and production
- teacher training

B3. How do I plan my program?

Contact the Ph.D. advisors. You should discuss the Ph.D. Screening Process (see below) with your assigned advisor(s) when you arrive and each semester until the screening process is completed.

After screening in, you should select a dissertation committee chair according to your area of interest. Your chair will work with you to narrow and/or refine your dissertation topic and help you decide which courses will be most helpful. Note that you need not have defined a specific dissertation topic to select a chair, but you should have identified your general area of specialization. You should feel free to select a new chair if your topic or area of interest changes.

B4. What is the Ph.D. Screening Process?

The Ph.D. Screening Process consists of the following 3–4 considerations: 1) performance in coursework (it is expected that a student will have received the grade of A in all graduate courses taken at NAU); 2) performance on the two papers submitted to fulfill the Empirical Research requirement (see the empirical process stages in B5); and 3) a petition for screening-in, which must be submitted to the faculty no later than March 15 in a student's second year in the Ph.D. program. To screen in during the fall of year two (the student's third semester in the program), the deadline for petitions is November 15; 4) If applicable, performance in a teaching or research assistantship is also taken into consideration. After all Screening Process materials have been submitted, the Applied Linguistics faculty weighs all pieces of evidence and votes to determine whether a student may continue in the Ph.D. program. Failure to screen in to the Ph.D. program means that the student will not be allowed to continue in the Ph.D. in Applied Linguistics program. Students are encouraged to submit their screening in materials as soon as they are ready so that they can move on to the dissertation proposal-writing process.

See sections B6-B8 for more details on the Screening Process.

B5. What is the Empirical Research requirement?

The purpose of the empirical research paper requirement is to determine whether or not a student demonstrates the analytical abilities suitable for Ph.D. work. This requirement is fulfilled by submitting either two empirical research papers or one empirical research paper and one research

14

proposal (Literature Review, RQs, and Method including all instruments/materials needed to conduct the study). These papers are submitted in two stages:

- The first paper should be submitted by August 15 (i.e., in the summer immediately after year one in the program). After this paper has been evaluated, you will receive a letter with a rating for the paper (see below).
- The second paper should be submitted by January 10 of the second year of Ph.D. study. You will receive another letter with a rating of the paper (see below). After you receive a second (passing) letter, you may write the petition to screen in to the next phase of your Ph.D. work

The research studies carried out in Ph.D. seminars are ideal opportunities for a student to produce papers that can meet this requirement. Normally, a student will take seminars in each of the first four semesters, and will submit a revised term paper from two of those courses to fulfill the empirical research paper requirement. The student should also identify a journal in which he or she would like to publish the empirical paper and format the paper according to the style manual of the journal. Papers submitted to fulfill this requirement cannot be based on research carried out at a previous institution (e.g., an M.A. thesis).

Empirical research papers should be a length appropriate to the target journal (approximately 8,000-10,000 words, not including supplementary materials/appendices). Students should submit their papers to all Applied Linguistics faculty members via email. A brief cover letter should identify the journal that the student has targeted for future submission. Research Proposals should be approximately 5,000-7,000 words excluding materials/appendices.

The paper will be evaluated by members of the Applied Linguistics faculty to determine whether it demonstrates the ability to carry out empirical doctoral research successfully and independently. Specific criteria considered in the evaluation include:

- The theoretical and/or practical issues of interest are clearly identified and motivated, and the relevance of the study to those issues is made clear;
- The design and data collection procedures are sound and clearly explained in the paper;
- The quantitative and/or qualitative analytical techniques are sound and clearly explained in the paper;
- The discussion of findings (if relevant) is reasonable and appropriate;
- Implications and future directions for research are clearly discussed (if relevant);
- The general writing and format are appropriate for doctoral work, conforming to a professional style sheet

Papers will be graded using the following rubric:

High Pass. The paper demonstrates the ability to carry out empirical doctoral research successfully and independently. The study deals with an important topic, the research questions are well motivated, the design of the study is appropriate for addressing those research questions, and the paper clearly describes the analysis of the data, the explanation of results (if relevant), and the

discussion of implications (if relevant). Submission to an academic research journal is encouraged.

Pass. The paper demonstrates the ability to conduct empirical research at the doctoral level.

Fail. The paper fails to demonstrate the ability to conduct empirical doctoral research and/or write it up in a manner appropriate for a PhD dissertation. Serious flaws exist with respect to one or more of the following: motivating the importance of the topic and specific research questions, designing the study, answering the research questions, describing the analysis of the data, explaining results, and/or discussing implications.

A student will receive an evaluation of their paper and will then be required to meet with specified faculty members, who will provide more detailed comments. Any major issues identified in these comments should be addressed in the petition for screening-in (see Question B6)

B6. What is the petition for screening-in?

The petition (no longer than 5 double-spaced pages) should describe:
- your reasons for seeking a Ph.D.;
- the proposed general topic or area of research for your dissertation;
- the faculty members who you would be interested in working with;
- your career goals.

The petition should also address the strengths and weaknesses of your performance to date in relation to those career goals, including:
- performance in coursework at NAU;
- performance on the Empirical Research requirement;
- performance, if applicable, as a teaching assistant or research assistant.

A current copy of your CV should be submitted with the petition.

B7. How long do I have to complete the Ph.D. Screening Process?

You must complete the entire Ph.D. Screening Process within four semesters of entering the program. You will not begin to accrue Ph.D. residency status (see Question B20) until after you have successfully completed the screening process.

B8. I have an M.A. in TESL from another university. Must I still complete all parts of the Ph.D. screening process?

Yes. All entrants to the Ph.D. program, regardless of where or when they received the M.A., are held to the same program requirements.

B9. What is the Ph.D. language requirement?

The Ph.D. language requirement represents a demonstration of your ability to use a natural language or a programming language to do research. Students cannot advance to candidacy until they have fulfilled the language requirement. This requirement can be satisfied in one of three ways:

1. Native speakers of English who choose to satisfy the natural language requirement

This requires, at a minimum, good reading knowledge of a language that will give you access to scholarly information in applied linguistics published in that language. One way to demonstrate such knowledge is to complete the second-year (200)-level) sequence in that language at NAU (grammar and reading) with a grade of B or better (e.g. German 201, 202). To satisfy this requirement, a student who has already taken a second language sequence (at NAU or elsewhere) must have completed the language within three years prior to admission to the doctoral program.

Another procedure by which students can satisfy this requirement is to take and pass the Ph.D. Language Examination administered by the Global Languages and Cultures Department according to the following process as provided by the GLC:

1. The student and his/her advisor will select a set of journal articles or scholarly works of more than 75, but less than 150 pages from which a selection may be made for the student's examination. The department chair or graduate coordinator will review the selection for appropriateness and will forward the material to the chair of the Department of Global Languages and Cultures. The student will have ample time to study and read the works.

2. A representative of the Department of Global Languages and Cultures will select a passage of 400 to 600 words from the works submitted, which the student will be expected to translate. The student may use a dictionary and/or glossary. Two (2) hours will be allowed for the test. The test will be administered by the Department of Global Languages and Cultures. Students should make arrangements for the exam well in advance.

3. The Department of Global Languages and Cultures will make a professional judgment regarding the proficiency shown by the student. Passing is defined as proficiency at the 2nd year (undergraduate) level. The Dept of Global Languages and Cultures will consider a passing grade to be 60 out of a possible 100 points unless the Ph.D.-granting department sets a higher passing grade.

Faculty in Global Languages believe that the important areas for grading Ph.D. exams are grammar, meaning, and vocabulary.

Grammar. Serious grammar mistakes, like those in verb tenses, negation or noun agreement, will be penalized 3 points; smaller errors that have little effect on comprehension will be penalized 1 or 2 points. (If grammar mistakes distort the entire sentence, they will be counted as a 10 point penalty on Meaning.)

Meaning. Failure to get the basic meaning of a sentence will result in a 10 point penalty. Minor misunderstandings will be penalized less.

Vocabulary. An incorrect word will be penalized 1 or 2 points depending on its importance in the text.

4. The Dept of Global Languages and Cultures will report the results of the exam to the Graduate College, to the student, and to the student's doctoral program advisor.

5. There is no limit on the number of times a student may take the language exam.

Procedure:

Language exams for all languages will be administered by faculty from the Department of Global Languages and Cultures when requested.

Students must register their intent to take a specific language exam by submitting an email to the Administrative Associate of the department with their NAU ID number and the language they request. The language must be one offered by NAU unless other arrangements are made. The Administrative Associate at the time of this writing is Alexandria McConocha.

2. Non-native speakers of English with university degrees from a country where English is not the medium of instruction need not fulfill the language requirement in any language other than English. For such students, the TOEFL score submitted as part of the application process, along with their ability to perform quality academic work in English, is accepted as evidence of ability to use a non-native language, English, for scholarly purposes.

3. All PhD students: The Ph.D. language requirement can also be satisfied by demonstrating proficiency in a programming language used for linguistic research. This demonstration normally takes the form of completion of a course in computer programming for linguistic analysis, and submission of a research project reporting on linguistic findings resulting from the application of a computer program developed by the student. The computer program code should also be submitted together with the research paper documenting the methods and findings. Generally, the Applied Linguistics faculty member teaching the programming course will certify that the level of competence demonstrated by coursework and the research project satisfies this requirement.

B10. How long do I have to choose a doctoral committee?

No later than 6 weeks after screening in, you should (a) select a dissertation chair (or co-chairs) with whom you feel comfortable working and (b) form a dissertation committee, in consultation with your dissertation chair. Note that committee chairs must be NAU Applied Linguistics faculty in the English Department.

B11. How do I form a dissertation committee?

After you have identified a committee chair who has agreed to work with you, and you have identified a tentative dissertation topic, you should consult with your chair to identify other potential committee members. Committees typically have 4–5 members, three of which must be from the Applied Linguistics faculty, including your chair(s). Other committee members can be chosen from within the English Department or from any other department or university. One member must come from outside the English Department. All members of a dissertation committee must have a doctoral degree or equivalent terminal degree.

You should give a short, written overview of your proposed dissertation research to prospective committee members and discuss it with them in person before making a formal request that they serve on your committee. After all members have agreed to serve, your dissertation chair(s) will complete the required Graduate College Dissertation Committee Formation Form (found on the Graduate College website) to formalize the committee.

B12. How do I begin the formal process of preparation of a dissertation?

During your program of study, you should begin pilot research relating to your proposed dissertation topic with the guidance of your doctoral committee chair. You should also begin to develop the proposal for your dissertation research.

The pilot study for your dissertation is intended to provide you with the experience in designing a study, collecting and analyzing relevant data, and using the results of this work to refine your dissertation proposal. Thus, it is important that the pilot study be similar to the dissertation proposal in population sampled, type of data collected, and methods of data analysis. Depending on the type of dissertation proposed, students may need to do more than one pilot study to determine the feasibility of a research question or test out a particular method of data collection and analysis. In designing and conducting any pilot study, students should consult closely with their dissertation chairs and committee members to be sure that their pilot work will indeed provide a sound basis for the dissertation.

The combination of a paper presenting your pilot study (the equivalent of a term paper in scope) together with a draft of your dissertation proposal will be considered in choosing the questions to be addressed in your Qualifying Examination.

B13. What is the Ph.D. Qualifying Process, and when does it occur?

The Ph.D. Qualifying Process comprises an exam and a set of revisions to the proposal, both of which are intended to ensure that students have the background required to begin work on their dissertation. The process is intended to launch students into their dissertation research and should be seen as the initial stage of the process of successful completion of the dissertation (rather than just another hoop to jump through).

The qualifying process is based on completion of a relevant pilot study, the dissertation proposal, the Ph.D. Qualifying Exam, and successful defense of the proposal at a meeting of the full committee.

19

The timeline for the qualifying process is as follows:

1. The student submits the pilot study and dissertation proposal to all committee members

[Up to 2 weeks for committee members to read pilot study and initial proposal]

2. The dissertation committee meets with the student to discuss the pilot study and proposal. The committee drafts the qualifying examination questions and gives them to the student.

[3 weeks for student to complete questions]

3. The student submits qualifying exam papers to all committee members. The student begins work on revising the dissertation proposal.

[2 weeks for student to revise proposal]

4. The student submits the revised dissertation proposal to all committee members.

[Up to 2 weeks for committee members to read qualifying exam responses and revised proposal]

The dissertation committee meets with the student for the final proposal defense.

When a student has completed pilot research relating directly to the dissertation project and a draft of the dissertation proposal, the student's doctoral committee will meet with the student to formulate one or two qualifying examination questions. These questions are designed to allow students to become immersed in their dissertation topic and are expected to provide a stronger foundation for the student's dissertation work.

The questions will be of the take-home variety, to be answered in the form of one to three extended responses. Three weeks will be allowed for the completion of the qualifying examination questions. Copies of the exam papers should be submitted to all committee members.

After completing the written exam, the student has two additional weeks to submit the final revised draft of the dissertation proposal, incorporating advice from committee members as well as whatever was learned from completing the qualifying exam. Up to two weeks after submitting the final proposal, the full committee will meet for the final proposal defense.

B14. What should be included in a dissertation proposal?

The dissertation proposal is a document that sets out the general aim, scope, rationale, and methodology which the student expects to use in the dissertation. The dissertation proposal is very similar in scope and purpose to a grant proposal. The proposal length and format

should be determined in consultation with your committee chair.

The proposal should set out the background and importance of the study, the research questions, specific analytical goals, and anticipated contributions. It will present a literature review, including only the most relevant publications and showing how the proposed research project will fill existing gaps. It should present a fairly detailed work plan, including overall design, data collection, methods of analysis, and timeline with identification of specific tasks. (The proposal should also include permission to use human subjects if applicable. Note that students should have the appropriate permission of the IRB in hand before data collection begins.)

B15. How are the Dissertation Proposal and Qualifying Examinations evaluated?

A student's successful completion of the qualifying process will depend on the student's performance on both the written and oral aspects of the exams. At the oral exam, the student will present the proposed dissertation project and address any issues relating to either the written exam papers or the dissertation proposal. If the committee feels that a student should revise research goals, take additional coursework, or undertake additional pilot research, the requisite recommendations will be made.

B16. When do students advance to Ph.D. candidacy?

As soon as students have satisfied the Ph.D. language requirement, completed all the courses required for their doctoral program, and successfully completed the qualifying process, they will advance to doctoral candidacy. Students must formally apply for admission to candidacy; forms are available from the Graduate College.

B17. When should I sign up for dissertation units?

You may register for dissertation units (ENG 799) any time during or after the semester in which you complete the Ph.D. Qualifying Process. (Prior to that, you may sign up for Independent Study, ENG 697, or Graduate Research, ENG 685.) You may register for 1–12 dissertation units in any one semester; the number of units for which you register in any one semester will be determined by you and your dissertation chair, who together should estimate the amount of time required. Fifteen semester units of dissertation credit are required as part of the Ph.D. program.

Note: after you register for 799 credits once, you must continue to register for at least one dissertation unit in every subsequent semester until you graduate.

B18. How long do I have to complete the Ph.D.?

See conditions governing time to degree in the NAU Graduate Catalog. Your final dissertation defense must occur within four years of passing the Qualifying Examination process.

B19. How many years of funding support will I receive from the English Department during my PhD program?

Many PhD students receive funding support from the English Department (e.g., a GTA teaching freshman composition or teaching in the PIE, or a research assistantship working on a grant project). However, some PhD students do not receive funding support from the English Department.

Students who enter the program with financial support from the English Department in the form of a teaching/research assistantship can expect four years of funding (contingent upon satisfactory performance in the PhD program and in teaching).

B20. What is the Ph.D. residency requirement?

See the NAU Graduate Catalog. The Ph.D. residency requirement is an academic requirement, related to your residence on campus for degree purposes. It is thus different from the Arizona residency requirement, which is a legal requirement related to determining the persons who qualify as state residents for the purpose of paying in- or out-of-state tuition.

The Ph.D. residency requirement is intended to provide time to concentrate on advanced study, participate in seminars, and interact with faculty members. Residency for the Ph.D. degree is defined as carrying a minimum load of 9 semester hours during two consecutive semesters. Note that you can meet the Ph.D. residency requirement only after you have been admitted to the degree program with regular (non-provisional) status; for applied linguistics students, this means that Ph.D. residency requirements can be fulfilled only after the Ph.D. Screening Process has been completed.

B21. Can I teach elsewhere while I am completing the dissertation?

Yes, so long as you have fulfilled the Ph.D. residency requirement at NAU and register for dissertation units.

B22. Can Ph.D. coursework be taken during the summer?

No. Most doctoral courses and seminars are offered only during the academic year.

B23. It is possible to enroll in an independent study with a faculty member in lieu of a regularly offered course?

Students who have screened in are eligible to pursue an independent study with appropriate faculty supervision. Students must first locate a faculty sponsor and then fill out the Request for Independent Study (ENG 697), available in the English Department Office. If anyone wants to start an independent study before the screening-in decision, he/she must submit a petition to the Applied Linguistics faculty for approval.

Section C

Teaching English as a Second Language (TESL) Graduate Certificate at NAU

The TESL Certificate provides foundational coursework and a coherent educational experience for people wishing to teach in a range of settings with ESL or EFL students. The 18 credit hours earned for the TESL Certificate can be applied toward an MA-TESL degree. Certificate students wishing to enroll in the MA-TESL program must, however, submit an application for the MA program.

For further information on the TESL Certificate, please visit the English Department website.

Section D
Other Information of Potential Interest to TESL and Applied Linguistics Students

Academic Matters

D1. Where can I go to get help with my courses?

Students are encouraged to form their own study groups to address particular needs, such as work on a certain course or preparation for the comprehensive exam.

The Student Learning Center helps students strengthen study skills and may set up study groups for particular courses if there is a need. The SLC is geared more toward the needs of undergraduate students, but students who feel a need for assistance should not hesitate to make use of the SLC service. Their website address is:
http://www7.nau.edu/academiccatalog/2011/introduction/Support_Services/LearnAssistCenters.htm

The University Writing Commons provides tutors to work with students on developing better English composition skills. The Center can also provide tutors with specific preparation in TESL to assist second language students. Their website address is:
https://nau.edu/english/resources/university-writing-commons/

Of course, it goes without saying that you should visit your professors during their office hours (typically noted on their course syllabi and posted on their office doors) to seek assistance as well.

D2. Can I be asked to leave the TESL Certificate, MATESL, or Ph.D. programs?

Yes. If your academic advisor thinks that you are not making adequate academic progress, you will be asked to withdraw from your degree program. The Graduate College (and, if you are an international student, the Center for International Education) will be notified that your status as a degree-seeking student will be terminated.

Academic Style Manuals for Graduate Course Papers

D3. Are there style manuals that show the formats required in papers for graduate courses?

Yes. Professors may ask you to follow a standard academic style manual, such as the *Publication Manual of the American Psychological Association* (*APA Manual* for short). *The Chicago Manual of Style* is another standard reference. Style manuals, such as these, can be found in Cline Library. See a Librarian at the Research/Help Desk for assistance and/or go to the Cline Library website for links to style guide information (start at the Research Resources webpage). If you are unsure which style your professor prefers, do not hesitate to ask.

Conference Attendance During the School Year

D4. Can students miss class to attend and/or present at a professional conference?

MA TESL, TESL Certificate, and Ph.D. in Applied Linguistics students are encouraged to attend and present at relevant professional conferences (e.g., AAAL, TESOL, LTRC, SLRF, AACL, SLAT, AZ-TESOL, RMR-TESOL). Students who miss classes to attend a professional conference are responsible for all coursework covered during their absence, including class assignments that are due while students are out of town. Students should confer with their instructors well before the conference to make arrangements for missed work and classes. For students with graduate teaching assistantships, it is expected that arrangements will be made for class coverage (e.g., substitute teachers) and that their direct supervisor will be notified.

Students are encouraged to seek travel support by applying for AZTESOL, TESOL, and AAAL travel fund awards. Depending on the year, there may be funds available through NAU as well.

University Library (Cline)

D5. How do I get a library card? For how many days can graduate students borrow books at Cline Library? What other materials and services does the library have?

Your student ID serves as your library card. Graduate students can borrow books from Cline Library for 90 days. Note that after 28 days, any book that is checked out can be recalled, regardless of due date. The University's main library, Cline Library, has many professional reference books and digital and/or hard-copy access to current journals in the fields of ESL, linguistics, and applied linguistics.

Cline Library has a good video and DVD collection that can be used for ESL teaching and some course projects. Librarians at the Main Desk can assist you with finding these resources.

Cline Library has numerous databases that can be used to find relevant and current articles for course projects, course papers, and dissertation research. For assistance, see Librarians at the Research/Help Desk or use the Cline Library Website to connect with librarians via Chat Live.

It may be possible to apply for and receive a study carrel at Cline Library if space is available. Contact the Library Administration to ask about availability. For individual or small group study rooms for limited periods of time, contact the Library.

The Cline Library website can be found at: https://nau.edu/library/

Computer Services

D6. Where can I get information about academic and non-academic events on campus?

The campus communication network, consisting of the campus newspaper (The Lumberback) and the campus radio station (KNAU – KNAU.org) provides information about special academic and cultural events as they happen. The Student Activities Office also maintains a calendar of activities on campus, including movies, concerts, and athletic events.

The Office of Student Activities, located at the Information Desk in the Student Union, can provide information about events on campus.

Organizations

D7. Are there graduate student organizations for students in the TESL and AL programs?

All TESL and Applied Linguistics students are automatically members of the Graduate Student Association for Applied Linguistics (GSAAL), an active organization that seeks "to promote graduate student involvement in the Applied Linguistics community, and to provide valuable educational and professional development opportunities." For more information, see the GSAAL website: http://www.cal.nau.edu/gsaal/.

Every semester GSAAL organizes several professional and social activities and supports other endeavors, including the following:

- Brown Bag events (during which faculty members and guest speakers showcase their research and/or experiences)
- Journal Club (during which graduate students present and discuss interesting journal articles)
- Liaison between students and faculty
- Cooperation with NAU's Graduate Student Government (GSG)
- GSAAL Newsletter
- Social activities including hiking, bowling, & other gatherings

Details regarding GSAAL events are sent out through NAU email.

In addition to GSAAL, the English graduate student organization (GEO) is an active and

representative voice for all graduate students studying in NAU's English Department. GEO's cooperative design is successful in uniting the various graduate areas in English (e.g., TESL; Applied Linguistics; Literature; Literacy, Technology, and Professional Writing; Creative Writing; General English). Furthermore, GEO works to foster professional relationships between graduate students and faculty. Membership in GEO is open to all graduate students in the Department of English.

In addition to organizing the annual Peaks Interdisciplinary Conference (open to graduate students of any discipline at NAU or other universities), the GEO seeks to bring the various sub-disciplines within the department together socially, academically, and professionally.

GEO makes numerous opportunities, including those below, available to its members:
- Leadership positions in the organization
- Opportunity to get to know and work closely with English faculty
- Opportunity to be an instrumental member of the Peaks Conference planning committee
- Opportunity to promote cooperation among the various English graduate organizations (including Thin Air Literary Magazine and GSAAL) to achieve common goals.
- Opportunity to be an active member of the university community
- Opportunity to maintain and manage the GEO website

D8. What professional organizations can I join?

Many professional organizations in fields related to language, linguistics, and education offer student memberships at reduced rates. The benefits of such memberships include advance information and reduced rates at professional conferences, reduced rates on subscriptions to scholarly newsletters and journals, and access to employment networks.

Some organizations that may be of interest to TESL and Applied Linguistics graduate students are TESOL (Teachers of English to Speakers of Other Languages); AZTESOL (the Arizona affiliate of TESOL); AAAL (American Association for Applied Linguistics); AAACL (American Association of Applied Corpus Linguistics); LASSO (Linguistic Association of the Southwest); LSA (Linguistic Society of America); NCTE (National Council of Teachers of English); ACTFL (American Council on the Teaching of Foreign Languages); NABE (National Association for Bilingual Education); AERA (American Educational Resource Association); and NCME (National Council on Measurement in Education). Membership information and current rates appear in the journals, newsletters, and websites of each association.

Careers in the Field of ESL/Applied Linguistics

D9. Where can I find out about career opportunities in ESL and applied linguistics?

The kind of job that you want will determine where you look.

For **teaching jobs overseas**, refer to TESOL's job listings on a regular basis (www.tesol.org);

expect last-minute job advertisements just before the TESOL convention. Also refer to the Soros Foundation, the U.S. Peace Corps, the Fulbright Commission, the US Department of Defense, and the English Teaching Fellows Program (sponsored by US State Department). Internet sources for TESL/TEFL job listings include TESL-L, Dave's ESL Café, The International Educator (http://www.tieonline.com/), which has postings from international schools (some require teaching certifications and others do not), and academickeys.com. Many overseas jobs are advertised at national and international conventions (like TESOL); interviewers from schools worldwide come to interview teachers at these conferences. Early in the job-search process, especially if planning to interview at the TESOL Job Marketplace, it is worth consulting the TESOL website for suggestions on when to send in resumes to the TESOL Job Marketplace. Also talk to NAU TESL/AL faculty about contacts that they might have in regions of the world of interest to you.

On-campus interviews with overseas employers, from, for example, the JET and Westgate programs in Japan, are sometimes conducted on campus. Short-term teaching assignments and internships for students with ESL training are sometimes available through NAU's Center for International Education (CIE). This same office maintains current information and applications for Fulbright positions overseas.

For **college and university level jobs**, check the weekly *Chronicle of Higher Education* and the *Community College Weekly*. Many of these jobs are not widely advertised. Therefore, if you think you would like to work in a particular geographical area, use library resources to find out which colleges and universities are in that region, and check the Internet pages maintained by those institutions. Many of those websites have "positions available" and "job openings" listings. Do the same for intensive English programs around the country. Consulting the AAIEP (American Association of Intensive English Programs) and UCIEP (University and College Intensive English Programs) websites might be worthwhile for IEP job announcements.

For a **public schools teaching position in ESL,** you are advised to check with the Arizona (or other state) Department of Education. Inquire about ESL teacher and ESL resource teacher positions at the grade level you are qualified for. Be aware that you need to have a valid teaching credential (more than an MA in TESL) to qualify for most public school jobs. Charter schools (which are public schools) and private schools are not bound by the same regulations as the generic public school administration is in hiring teachers. Note also that in Arizona and in other states where there are large Native American reservations, emergency teaching certificates are sometimes granted for teachers without teaching credentials who otherwise qualify to teach. In spring or summer of most years, there is an "education fair" at which teachers looking for jobs and school administrators searching for teachers can meet. The state department of education should be able to tell you when and where and what to take to the fair.

[If interested in a K-12 position, it is worth looking into different paths to certification. The MA in English Education from NAU is one possibility (see Dr. Angela Hansen for information). Emergency certification programs are available online. Some have said that Florida has the most user-friendly online programs, though they appear to be a significant commitment in terms of time and money. Some US employers are willing to help teachers get certified through emergency cert programs (e.g., Prince George's County in MD).]

Revised 08-21-2019

For **jobs outside of schools and/or academia,** please feel free to contact your advisors who can point you in helpful directions.

NAU Career Services

D10. Where can I get career counseling at NAU? What about letters of recommendation?

TESL and Applied Linguistics students receive discipline-specific information about CVs and job search processes in the Professional Development Seminars offered for TESL students (ENG 578 and ENG 678) and for PhD students (ENG 787). Students are also advised to speak with their advisors about job-search strategies.

Additional information, though not geared specifically to the fields of TESL and AL, is provided by the NAU Gateway Student Success Center and its Career Services.

When requesting letters of recommendation from TESL/AL faculty, be sure to supply a current resume, the complete job ad, and the specific address (or email address) to which the recommendation is to be sent. Individual faculty may ask for additional information. Do not wait until the last minute to request letters of recommendation. Be sure to give faculty plenty of time to write your letters.

MA-TESL/Ph.D. Alumni

D11. Do the TESL/AL graduate programs maintain contact with alumni?

So far, contact with graduates, who often serve as good sources of job referrals, has been informal. We hope to build a database of alumni contacts so graduates can contact alumni working in areas of interest. For more information, or to contact particular alumni, you might consider contacting the current GSAAL Alumni officer.

Certification to Teach in Arizona

D12. Does the MA-TESL degree allow me to be certified to teach in the Arizona public schools?

The MA-TESL degree by itself does not constitute teacher certification. However, if students complete the M.A. in TESL, they will have completed most of the requirements for the 18-21 unit ESL Endorsement required to teach ESL in K-12 public schools in Arizona. (Note that the ESL Endorsement is an endorsement which must be added to an Elementary or Secondary credential, so students need to have a current credential to apply for the ESL endorsement.) The course that is not required for the MA but is required for ESL Endorsement is ENG 538, an MA elective that satisfies the requirement for a course in parent and community involvement in the multicultural-multilingual setting. The difference between the 18- and 21-unit requirement is the TESL practicum. MA students in the teaching track will have satisfied this requirement for the

endorsement.

With completion of one additional course, CC 580, The Community College, offered by the College of Education at NAU, students who hold an MA-TESL degree can apply for certification to teach in Arizona's community colleges. For more information on these opportunities, contact the College of Education at NAU.

To teach ESL in public adult basic education programs in Arizona, you need an adult basic education certificate. You can fulfill requirements in one of three ways: (a) by having a regular elementary, secondary, or special education certificate; OR (b) by having a community college certificate; OR (c) by having a B.A., five years' experience teaching ESL, and letters from your prospective employer attesting to your suitability as an adult ESL instructor.

MA-TESL vs. BME (Bilingual/ Multicultural Education)

D13. What is the difference between the MA-TESL program and the BME program?

The MA–TESL program prepares teachers for work specifically in English as a second or foreign language. NAU's BME program, which offers both undergraduate and graduate degrees, is oriented primarily to public school instruction in Arizona. It includes preparation in ESL along with use of the native language in K-12 instructional programs. The BME program prepares teachers to address the challenges of the classroom population that shares a common first language and is learning English. ESL teachers, on the other hand, are trained to focus on English instruction with learners from any language background. For Bilingual Education degrees, proficiency in a second language is required. (Note that the second language is interpreted as Spanish or Native American language in Arizona—languages like German, French, Nepali, and Tagalog do not count).

D14. Can I obtain BME endorsement while studying for the MA-TESL?

Endorsement depends on your previous experience and training as well as current requirements. Check the website for the Arizona Department of Education for current requirements. The BME Endorsement, like the ESL Endorsement, requires a specific set of courses and is meant to be added to an existing elementary, secondary, or special education certificate.

Financial Aid for TESL/Applied Linguistics Graduate Students

D15. What types of financial aid are available and how do I apply?

Financial aid for graduate students is available from three main sources at NAU: (a) the English Department, (b) the Graduate College, and (c) the NAU Financial Aid Office. Each of these sources has separate application forms and procedures.

The English Department offers teaching assistantships, which involve teaching composition classes and working as a tutor in the Writing Center. There are also teaching assistantships that involve

teaching international students in the [Program in Intensive English](#) (PIE), and some graduate assistantships that involve assisting faculty instructing large-section undergraduate classes in linguistics, the latter only for Ph.D. students. Provided that teaching evaluations are good and that adequate progress to the degree is being made, teaching assistantships can cover up to two years of study for MA students and up to four years of study for Ph.D. students. Professors may also hire research assistants if they have funding from research projects.

All graduate assistantships automatically include a tuition waiver, health insurance, and stipend. Students may apply for composition TAships by submitting an Application for Teaching Assistantship. The awards are competitive, and are made each spring for the following fall semester. Deliberations for teaching assistantships typically start in January of each year.

The Graduate College can award waivers of out-of-state tuition and, in proven hardship cases, a waiver of in-state tuition. Applications for these tuition waivers are available on the English Department website. Applications are previewed by the English Department's Graduate Studies Committee for the Graduate College.

The NAU Financial Aid Office has information and applications for a variety of grants, student loans, and scholarships. Students should obtain applications and discuss their needs with counselors from that office to determine their eligibility. It is important to note that many of these programs have cutoff dates which govern applications for aid. You should contact this office as soon as possible to be sure you meet application deadlines.

Additional Teaching Opportunities

D16. Are there teaching opportunities available in other campus departments?

Depending on your background and qualifications, other teaching or tutoring opportunities may be available on campus. The Global Languages and Cultures Department sometimes needs instructors for various languages (e.g., Japanese, Spanish, French, Arabic); contact the Global Languages and Cultures Department for current information. NAU's Student Learning Center (SLC) (2nd floor of Student Union) sometimes needs tutors for writing and study skills. Prospective tutors need the approval of their departments and can apply directly to the SLC.

D17. Are there any ESL adult programs in the community where I can obtain employment?

Very few. If interested in teaching adult ESL classes, graduate students need to contact the ESL and/or adult education coordinator in the Flagstaff Unified School District to find out about opportunities available. The Literacy Center (TLC), mentioned below, uses volunteers to teach adult ESL classes.

D18. Are there programs where I can volunteer to get experience in tutoring or teaching ESL students?

Yes. Volunteer experience with ESL students is available both on campus and off. Volunteer tutors are sometimes needed in the Writing Center (Student Union 254, talk to the Coordinator of the Writing Center to determine current possibilities) and the Program in Intensive English (South Beaver School, talk to the PIE Director). Some off-campus programs (like Literacy Volunteers of Coconino County/The Literacy Center) may need volunteers; you need to contact the director or coordinator of the program in which you would like to volunteer to find out about opportunities. The TESL Practicum (ENG 688), required of MA TESL students, offers tutoring and teaching opportunities in many of these venues.

NAU Student Services

D19. What kinds of services are available to TESL and AL students on campus?

NAU offers a full complement of student services to ensure that students can meet academic demands successfully. Students are encouraged to use these services as needed to help them meet their academic goals.

The online NAU Student Handbook has details about many of these areas. The Handbook has links to important campus policies, including those related to academic dishonesty, campus code of conduct, support services, rules and responsibilities, and sexual harassment. The web address for the handbook is: https://nau.edu/student-life/student-handbook/

Housing

D20. Where can I get information about housing?

Contact the Office of Residence Life for information about on-campus housing. The web address for Residence Life is: https://nau.edu/reslife/

Parking

D21. What can I do about parking on campus?

To park on campus, you will need a campus parking permit, issued annually by University Transit Services (located on Dupont, Box 5603). To get a campus parking permit, you will need to show your vehicle registration and pay a fee. The Parking Services office can also give you a campus map showing available parking areas around the campus.

The Parking Services and Shuttle Website provides additional information, including maps, about shuttle services (a) across and around campus and (b) to parts of the Flagstaff community. The web address for University Transit Services is: https://in.nau.edu/university-transit-services/

Student ID Cards

D22. Where can I get a student ID card?

Student ID cards are issued by the Jacks Card Office, in the Student Union, room 115. This office can also issue ID cards for spouses. To get a spouse ID card, the enrolled student and spouse must go to the NAU Card Office with the student's current and validated I.D. The web address for the Jacks Card is: https://nau.edu/jackscard/

Meal Plans

D23. Are there student meal plans available?

Yes. NAU offers a variety of meal plans. The Campus Dining and Meal Planning Office, in the University Student Union (building # 30), has information on the types of service and prices for all plans. The Dining Service website is: https://nau.edu/dining/meal-plans/

Health Care

D24. Is health care available to students on campus?

Yes. Campus Health Services, Medical Services (located on the north end of campus, in the Health and Learning Center) is staffed by physicians, nurses, technicians and pharmacists who provide a complete range of health care services to registered NAU students. If you do not purchase NAU student insurance, you will be charged a fee for each visit to Medical Services. The Campus Health Services website has links to information on counseling services (see below) and disability services. The Campus Health Center website is: https://nau.edu/campus-health-services/

Counseling

D25. Are counseling services available to students on campus?

Yes. The Counseling Services (located in the Health and Learning Center) provides professional psychologists who can assist with personal difficulties that might affect a student's academic work.

This office can also provide information about various tests (for example, the Graduate Record Exam or the Pre-Professional Skills Tests) which students may need to take to help meet their academic or occupational goals. The Counseling Services website is: https://nau.edu/campus-health-services/nau-counseling-services/

Post Office

D26. What postal services are available on campus?
The NAU Post Office, located under the Bookstore, offers a full range of national and international postal services. The Postal Services website is: https://in.nau.edu/postal-services/

International Student Concerns

D27. Is there a campus office to provide assistance to international students?

Yes. The Center for International Education (CIE) located in Blome building, can assist international students with visa concerns and other questions that affect their academic well-being on campus.

The International Student Club also provides an active network for social and academic support for NAU's international students and their families. The CIE website is: https://nau.edu/cie/

Child Care

D28.   Is child care available on campus?

At present, there is no child care available on campus. However, you can contact the Office of Student Life to get referrals to child care programs in the Flagstaff community. Students with children can apply for a child care voucher, to be used towards a referred child care center in town.

Recreation

D29. What kinds of recreational facilities are available on campus, and how can I use them?

NAU offers many recreational opportunities for students. Facilities include an Olympic-size pool at the Wall Aquatic Center (located at the north end of campus) and a Recreation Center (located in the Health and Learning Center) with courts for racquetball, squash, and basketball and various exercise classes. NAU's Recreation Center also rents equipment for skiing and camping.

You can use these facilities by showing your ID cards and, in some cases, by paying a small fee. Opportunities to participate in intramural sports are also available. The Recreation Center website is: https://nau.edu/campusrecreation/recreation-center/

Veteran's Benefits

D30. Where can I find out about educational benefits available to veterans of the U.S. armed forces?

The Military and Veteran Student Center, Box 6028, can provide information. The Veterans and Military Service website is: https://nau.edu/veteran-and-military-services/

Flagstaff Community Information

D31. Where can I get more information about the Flagstaff community?

The Flagstaff Chamber of Commerce, located four blocks north of campus on Beaver and Route 66, can provide a wealth of information about local organizations, cultural groups, religious

groups, clubs, and current events in and around Flagstaff.