

## Handbook for Graduate Students in TESL and Applied Linguistics Programs

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

<p><b>Section A</b> <b>M.A. in Teaching English as a Second Language (MA-TESL) at NAU</b></p>
---

Northern Arizona University's (NAU) English Department offers a 37-unit Master of Arts degree in the Teaching of 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 nine required courses (for a total of 28 credits) and allows for three elective courses (9 credits). One of the electives must be a graduate TESL/applied linguistics course. The applied linguistics emphasis includes 9 required courses (for a total of 25 hours) and allows for 4 elective courses (12 credits). Two 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 three elective courses (9 credits).

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.

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](#).

For the teaching emphasis, courses that prepare a student for the comprehensive examination are ENG 504, 518, 528, 548, 558, 559, and 578. For the applied linguistics emphasis, course requirements that prepare a student for the comprehensive examination are ENG 504, 518, 528, 548, 558 or 559, and 658. (See Questions A15 and A16 for more information on the Writing Exam and Questions A17–A20 for more information on the Comprehensive Exam.) The Comprehensive Exam should be taken as soon as a student has completed the core courses.

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

The MA-TESL program generally takes two academic years to complete if students are employed as teaching assistants or have other campus employment. In some cases, with careful planning, it can be completed in a year and a half.

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

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

#### **Semester I (Fall)**

ENG 528 – Grammatical Foundations

ENG 548 – Foundations of ESL and Language Learning

\*ENG 688 – TESL Practicum (1 credit hour, if not a teaching assistant)

OR

\*ENG 601 – Teaching Assistant Practicum, composition or PIE section (3 credit hours, if a teaching assistant)

ENG 587 – Professional Development Seminar (1 credit hour)

3 elective credit hours (e.g., ENG 538–Cross-cultural Aspects of Language Teaching, ENG 506–Introduction to American Language and Thought [specifically for international students], or ENG 601–Teaching Assistantship Practicum)

\*NOTE: Four credit hours of Practicum are required of MA-TESL students in the teaching emphasis. Students can accrue the four 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).

**Semester II (Spring)**

ENG 504 – Introduction to Language and Linguistics

ENG 518 – Sociolinguistics

ENG 558 – ESL Methodology: Listening and Speaking

ENG 688 – TESL Practicum (1 credit hour, if needed to accrue four credit hours of Practicum)

**Semester III (Fall)**

ENG 559 – ESL Methodology: Reading and Writing

ENG 638 – Language Assessment and Research

ENG 688 – TESL Practicum (1 credit hour, if needed to accrue four credit hours of Practicum)

ENG 687 – Professional Development Seminar (1 credit hour)

3 elective credit hours

**Semester IV (Spring)**

ENG 578 – ESL Curriculum Development and Program Administration

ENG 688 – TESL Practicum (1 credit hour, if needed to accrue four credit hours of Practicum)

6 elective 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 students, counts as an elective.

**Semester I (Fall)**

ENG 528 – Grammatical Foundations

ENG 548 – Foundations of ESL and Language Learning

ENG 688 – TESL Practicum (1 credit hour, if not a teaching assistant)

OR

ENG 601 – Teaching Assistant Practicum, composition or PIE section (3 credit hours, taken only by those with teaching assistantships.)

ENG 587 – Professional Development Seminar (1 credit hour)

3 elective credit hours (e.g., ENG 538 –Cross-cultural Aspects of Language Teaching, ENG 506 –Introduction to American Language and Thought [specifically for international students], or ENG 601 –Teaching Assistantship Practicum)

**Semester II (Spring)**

ENG 504 – Introduction to Language and Linguistics

ENG 518 – Sociolinguistics

ENG 668 – Research in Applied Linguistics

**Semester III (Fall)**

ENG 638 – Language Assessment and Research

ENG 658 – Second Language Acquisition

ENG 687 – Professional Development Seminar (1 credit hour)

3 elective credit hours or ENG 559 – ESL Methodology: Reading and Writing

**Semester IV (Spring)**

3 elective credit hours or ENG 558 – ESL Methodology: Listening and Speaking

6 elective 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, from among classes offered in English, Bilingual and Multicultural Education (BME), or related fields. MA students in the **teaching** emphasis must take 3 electives (9 credit hours), one of which must be a graduate TESL/applied linguistics course. Students in the **applied linguistics** emphasis must take 4 electives (12 credit hours), two of which must be graduate TESL/applied linguistics courses. MA students in the emphasis for **practicing teachers** must take 3 electives (9 credit hours), which may be courses in BME, English, or related fields. MA-TESL students can choose graduate-level electives from a variety of MATESL courses as well as other fields including English, Education, Anthropology, Global Languages and Cultures. 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.

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

ENG 421 – History of English (with advisor's approval)

ENG 422 – Stylistics (with advisor's approval)

ENG 420 – World Englishes (with advisor's approval)

ENG 538 – Cross-cultural Aspects of Language Teaching

ENG 568 – Computer Applications in Applied Linguistics

ENG 578 – 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

ENG 700-level seminars are open to second-year MA-TESL students who have taken the appropriate prerequisite courses and secured instructor approval.

Within the English Department, good choices for other electives (depending on a student's specific background and interests) are as follows:

ENG 506 – Introduction to American Language and Thought (may be required or recommended for international graduate students; not designed for native speakers of English)

ENG 511 – Composition Theory

ENG 521 – Bibliographic Methods in Rhetoric

ENG 560 – Literary Criticism

ENG 611 – Classical Rhetoric

ENG 621 – History of Composition Studies

ENG 625 – Literature of English-speaking Peoples

ENG 631 – Modern Rhetorical Theory

ENG 660 – Literary Theory

### **Course Selection and Registration**

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

Read the section on typical course sequences (A4 above), read the email correspondence sent to you by the English office before you begin the program, register for suggested classes (see A6), and meet with an MA-TESL advisor when you get to campus. It is during this early advising meeting that you can confirm the relevance of the classes suggested and/or consider alternatives. Advisors are assigned at the pre-semester orientation meeting in the Fall. The English Department office can provide the advisors' office locations, phone numbers, and email addresses.

#### **A6. How do I register for classes each semester?**

After you have been admitted to NAU, you will have a personal electronic account that allows you to conduct 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 for times.

**A8. Is it possible to waive courses?**

For required courses, no waivers or substitutions are usually allowed. However, depending on the individual student's background, some substitutions may be approved by the advisor. For example, if a student has an undergraduate major or minor in linguistics, the requirement of ENG 504 (Introduction to Language and Linguistics) may be waived. 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 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 ESL 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?**

Only if the course is at the 400 level or above. Such courses, if approved, constitute electives for the M.A. program. Thus no more than two language courses at the 400 level or above (six credits) can be allowed toward the M.A. degree.

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

Yes. Students interested in a particular topic 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 (English 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 graduate students who are TAs in the English Department or in the PIE, the usual course load is 10 semester hours. 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); ENG506 is recommended for international students during the first semester of graduate study.

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

In planning their courses of study, students should realize that a B average (3.00) 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 C's in required courses; these C's must be offset by A's 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?**

No. The Ph.D. in Applied Linguistics program is a separate degree program with a separate admissions procedure and a separate application fee. All students must go through the complete Ph.D. application procedure if they wish to be considered for Ph.D. admission. Applications will be considered until the end of April for the following fall semester. However, first priority is given to applicants submitting their application materials by February 1 for the following fall semester. For further information, talk to the Ph.D. program advisors in the English Department.

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

**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 a course. The paper should be a revised version of a synthesis or research paper written for a first-year 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 at the bottom of this webpage: <http://nau.edu/CAL/English/Student-Resources/Department-Forms/>).

The instructor either passes the paper and turns it in to the department or returns the paper 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 Exam?**

Students who do not pass the M.A. Writing Exam 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 use a computer (a PC) with word processing software. The only supplies that students need to bring to the exam are pens or pencils: Paper and USB Flash Drives are supplied.

The Comprehensive Examination is typically scheduled on the Monday 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 examination 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. [PhD students: See section B8 below.]

Students have four hours and fifteen minutes to complete this test, 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 (1.5 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 in the English Department. Consulting past exams is one 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 synthesize and apply knowledge from core courses and 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 examination 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. To pass a student must have met two conditions: (1) the average score for all three sections must be passing (that is, 1.50 and above); and (2) the student must not fail two sections.

If you do not pass the Comprehensive Examination, 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. Refer to the "MA TESL Comprehensive Exam: Information Sheet" for additional information.

#### **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 Examination?**

If it is impossible for a student to be in Flagstaff to write or rewrite the MA-TESL Comprehensive Examination, 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 will 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 a U.S. 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 fax machine and e-mail. 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 fax machine or e-mail server does not function properly and the exam questions are not received on time): In such a case, the student would not be able to write 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, you should first get the list of Exit Interview documents from the English Department Office. Submit the graduation check transcript request to the Registrar's Office. For the immediate purposes of filing graduation papers, you may include an official transcript from LOUIE (the NAU on-line information resource). Check the transcript to be sure it is accurate, then fill out the Application for Graduation form. Have an MA-TESL Advisor check the forms and then sign them. Turn in the forms to the English Department Office, and arrange your exit interview with the Chair of the English Department.

### **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 the NAU Graduate Catalog <http://catalog.nau.edu/> 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. The MA-TESL program strongly discourages the giving of grades of incomplete in any but emergency circumstances. A consistent record of incompletes shows lack of academic progress, and may be cause for dropping a students 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. Technically, 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 mail, 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 conditions governing transfer credit in the NAU Graduate Catalog <http://catalog.nau.edu/> . 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. Final decisions regarding transfer credit are made by the NAU Graduate College.

**A26. How do I go about transferring credits?**

To apply for transfer credit, you must fill out the Graduate College Petition for Transfer Credit (Master's Programs), available in the English Department Office. Provide all the information requested on that 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 the NAU Graduate Catalog <http://catalog.nau.edu/>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. 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 need to file a Request for Change of Graduate Program (available in the Graduate College) and provide all necessary information. 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 new admissions policies which govern graduate admission in the English Department at the time of your reapplication.

<p><b>Section B</b> <b>Ph.D. in Applied Linguistics at NAU</b></p>
--

The Ph.D. program in applied linguistics is an advanced degree program 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 related fields. Admission is competitive; each year five to eight new students are admitted.

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

Completion of the Ph.D. requires (a) advanced course work; (b) excellent performance on a variety of assessment measures, and (c) evidence of ability to carry out independent dissertation research.

a) Advanced course work: The Ph.D. program requires completion of a minimum of 81 semester hours. In general, this means 36 semester hours of M.A. level work plus a minimum of 45 additional semester hours of further advanced study, distributed in this way:

1. Taking 36 semester hours of M.A. level work in TESL, applied linguistics,

linguistics, or related fields.

2. Taking 9 semester hours of statistics (ENG 668, Ed. Psych. 625, and Ed. Psych. 725 or equivalents);
3. Taking at least 21 semester hours of additional graduate course work, to include
  - i. at least three applied linguistics seminars (normally taking a seminar each semester for the first four semesters of study);
  - ii. four other advanced courses in English and/or other departments which further the student's knowledge of the specialization chosen and prepare him or her to do a dissertation; and
  - iii. any additional courses required by the dissertation committee as a basis for dissertation research.
5. Taking 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 (see Question B17).

b) Other requirements:

1. Fulfilling the Ph.D. Screening Process demands, among other requirements, completion of the NAU MA-TESL Comprehensive Examination and completion of an original empirical research paper within three semesters of provisional admission. Passing the Screening Process requires an overall assessment of high pass on the Comprehensive Exam (see Question B8) and Empirical Research Paper (see Question B9). See sections B7–B12 for more complete information on the screening process.
2. Satisfying the Ph.D. language requirement (see Question B13).
3. Preparation of Ph.D. Qualifying Exam Papers based on questions provided by the student's dissertation committee members (see Questions B17 and B19).
4. Preparation and oral defense of a dissertation proposal (see Questions

B18, B19).

5. Preparation and oral defense of a dissertation.
6. Presentation of a public lecture based on the dissertation, preferably immediately preceding the oral defense.

## **B2. What areas of specialization are offered in the Ph.D.?**

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 the following:

- Bilingualism
- Corpus linguistics
- Computer-assisted language learning (CALL)
- Discourse analysis
- Historical linguistics/language change
- Language planning and policy
- Language testing and program evaluation
- Linguistic and cognitive approaches to second language acquisition
- Literacy
- Register analysis
- Second language teaching and learning
- Sociolinguistics
- Stylistics
- Teacher education and program administration

It is possible to combine elective course sequences with advanced seminars to create a flexible and specialized program of study. The various specializations require completion of the relevant Ph.D. seminars, listed here.

ENG 701	Seminar in Language Variation and Change (Prerequisite: ENG 528 or equivalent)
ENG 702	Seminar in Language Assessment (Prerequisites vary; see instructor)
ENG 703	Seminar in Approaches to Second Language Acquisition (Prerequisite: ENG 658)
ENG 704	Seminar in Classroom Research (Prerequisite: ENG 668)

- ENG 705 Seminar in Research Issues in English Language Teaching  
(Prerequisites vary; see instructor)
- ENG 706 Seminar in the Applied Sociolinguistics of Literacy  
(Prerequisite: ENG 518)
- ENG 707 Seminar in the Linguistic Analysis of Style and Discourse  
(Prerequisites vary; see instructor)
- ENG 708 Seminar in Language Policy and Planning  
(Prerequisite: ENG 518)
- ENG 709 Seminar in Corpus Linguistics  
(Prerequisite: ENG 568 with programming emphasis; see instructor for more information)

Some 700-level may be repeated for credit if the content differs. Check with the instructor to see if this will apply.

### **Ph.D. Application and Admissions Procedures**

#### **B3. How do I apply for the Ph.D. program?**

Application materials are available online <http://nau.edu/CAL/English/Degrees-Programs/Graduate/PhD-Applied-Linguistics/>. All application materials (see below) must be received at NAU by February 1 in order for an applicant to be considered for the following fall semester. Applications are considered once a year in February for admission the following fall. Thus, even if your file is complete by, for example, October, the admission decision will not be made until February. There are no mid-year (Spring Semester) admissions to the Ph.D. program.

The application procedure requires submission of the following materials:

- 1) a current curriculum vitae;
- 2) official transcripts of all previous undergraduate and graduate work;
- 3) a completed Statement of Purpose Form;
- 4) a hard copy (paper) and electronic copy of a sample publication or manuscript (a paper written, in English, for a graduate course at NAU or elsewhere is acceptable; a translation of any work from another language into English is not acceptable);
- 5) GRE scores on the general test, taken within the last 5 years;
- 6) three letters of recommendation from professors or others who can comment on a candidate's ability to do scholarly work in applied linguistics;

- 7) an NAU Application for Graduate Admission, submitted to the Graduate College along with payment of the application fee; and
- 8) (for non-native English speakers) official scores on the TOEFL iBT or IELTS test, taken with the last 2 years.

Students who wish to be considered for departmental financial aid in the form of teaching assistantships must also submit:

- 10) an application for a teaching assistantship. (For non-native speakers of English, the minimum score on TOEFL iBT is 104 and on IELTS is 7.5 to be eligible for consideration.)

Students who are offered a teaching assistantship are guaranteed a teaching assistantship for four years, if teaching evaluations are good and if adequate progress toward the doctoral degree is being made.

Students who do not receive teaching assistantships in the English Department can also apply for assistantships in student services, jobs in other departments, or financial aid in the form of out-of-state tuition waivers. Waivers are available on a competitive basis and require a separate application form submitted directly to the English Department.

**B4. I want to apply for the Ph.D. program. When will I be notified of the admission decision?**

Assuming all materials have been received by February 1, the Admissions Committee makes its decisions by early to mid-March. You will receive separate notification from NAU's Graduate College and from a member of the Admissions Committee. Note that the decision regarding admission is separate from the decision about financial aid, which is made later. Thus, you will probably be notified of the admissions decision before you find out about financial aid.

**B5. I am a non-native speaker of English with a degree from an English-speaking university. Must I still submit a TOEFL score to be considered for admission?**

Yes. In general, Ph.D. students are expected to have a total score on TOEFL iBT of 100 or above with the following minimum part scores: reading, 27; listening, 24; speaking, 22; writing, 27. If students submit IELTS scores, the following minimum scores are required: 7.5 total, 7.5 reading, 7 listening, 7 speaking, and 7.5 writing.

**Specific Requirements and Other Questions**

**B6. How do I plan my program?**

Contact the Ph.D. advisors. You will be asked to fill out a Ph.D. Program of Study form. You

should discuss the Ph.D. Screening Process (see below) with your advisor 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.

#### **B7. What is the Ph.D. Screening Process?**

The Ph.D. Screening Process consists of the following 4–5 considerations: 1) performance in coursework (it is expected that a student will have received the grade of A in most graduate courses taken at NAU); 2) performance on the MA-TESL Comprehensive Exam, which must be taken within 12 months of admission to the Ph.D. program; 3) performance on an empirical research paper, which must be submitted by January 30 of a student's second year in the Ph.D. program; and 4) a petition for screening-in, which must be submitted to the faculty by March 15 in a student's second year in the Ph.D. program. 5) If applicable, a student's performance in a teaching or research assistantship is also taken into consideration. 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.

See sections B8 –B12 for more details on the Screening Process.

#### **B8. What are the requirements for Ph.D. students on the MA-TESL Comprehensive Exam?**

The MA-TESL Comprehensive Exam tests a candidate's ability to synthesize and apply information from the core courses in the M.A. program. All Ph.D. students must answer the questions in three sections, chosen from the following options:

- 1) ESL Foundations and Methodology OR ESL Curriculum and Program Administration
- 2) Grammatical Foundations
- 3) Sociolinguistics
- 4) Second Language Acquisition

Each question on the Exam is graded on a 3-point scale. A score of 2 reflects adequate control of a subject area (our normal expectations for MA graduates), while a score of 3 reflects excellent control of a topic. We expect that Ph.D. students will achieve scores of 2.5 or above on all areas of the exam.

A score of less than 2.00 on any section is considered a failing grade for that section. PhD advisers will meet with the student to make a recommendation about how to address this deficiency.

An overall score below 2.00 is considered a failing grade for the entire exam. In this case, a PhD candidate must petition the AL faculty to continue in the program. (An alternative for students with a score between 1.50 to 2.00 is to apply graduate courses towards a terminal MA.)

### **B9. What is the empirical research paper?**

The purpose of the empirical research paper is to determine whether or not a student demonstrates the analytical abilities suitable for Ph.D. work. The research studies carried out in Ph.D. seminars are ideal opportunities for a student to gain practice in empirical research. Normally, a student will take seminars each of the first four semesters, and will submit a revised term paper from one of those courses to fulfill the empirical research paper requirement. The student should 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.

All Ph.D. students must complete and submit their empirical research paper within two semesters of taking the M.A. Comprehensive Exam (by January 30 of your second year in the Ph.D. program at the latest). The paper should be no longer than 25–30 double-spaced pages. Students should place a copy of their paper in each Applied Linguistics faculty member's Department mailbox. A cover sheet should identify the journal that the student has targeted for future submission.

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 research issues 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 is reasonable and appropriate
- Implications and future directions for research are clearly discussed
- 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, and the discussion of implications. Submission to an academic research journal is encouraged.

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

**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 the grade for their paper and a brief report evaluating the quality of the paper. The student 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 B10)

### **B10. What is the petition for screening-in?**

Faculty make Ph.D. screening-in decisions in late March. To be considered for screening-in, a student must have completed all requirements (see Questions B7 –B9) and submit a petition for screening-in to the faculty by March 15.

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 MA-TESL comprehensive exam;
- performance on the empirical research paper;
- performance, if applicable, as a teaching assistant or research assistant.

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

### **B11. 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 admission, by

March 15 of your second year in the Ph.D. program. You will not begin to accrue Ph.D. residency status (see Question B24) until after you have successfully completed the screening process.

**B12. 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. If you have completed an MA thesis as part of a previous degree program, you can base your empirical research paper on the major findings from that study (but you may not simply submit the thesis in lieu of such a paper).

**B13. 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. (Note that 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:**

Usually, this means, at a minimum, good reading knowledge of a language that will give you access to scholarly information in applied linguistics published in that language. The usual procedure for satisfying this requirement is taking and passing the Ph.D. Language Examination administered by the Global Languages and Cultures Department (formerly named the Modern Languages Department) at NAU with a score of 75 (out of 100) or higher. You can pick up a handout with further details on the exam from the Global Languages and Cultures Department Office, 108 Babbitt Academic Annex (BAA). This exam involves (a) first choosing 150 to 200 pages of professional reading matter in consultation with your Ph.D. advisor and then (b) giving the material to the appropriate faculty member in the Global Languages and Cultures Department, who will select the passages you are to translate. You will be allowed 2 hours to produce a written translation into English, and you may use a dictionary during the exam. The Global Languages and Cultures Department charges a moderate fee (\$25.00 at present) for this exam each time it is taken. Students are encouraged to take the Ph.D. Language Exam as soon as they feel their reading proficiency has reached the necessary level so that they can make smooth progress toward their degree. If you wish to satisfy the language requirement in a language for which there is no exam given by the NAU Global Languages and Cultures Department, you will need to (a) write a petition to do so; (b) make arrangements for an alternate form of testing acceptable to the Applied Linguistics faculty; and (c) take the alternative test and have the score or results reported to the Ph.D. program advisor at NAU. Note that students are responsible for all associated costs and application procedures required to fulfill the language requirement in this way.

**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 them, the TOEFL score submitted as part of the application process, along with their ability to do good academic work in English, is accepted as evidence of ability to use their 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. In the normal case, 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.

#### **B14. 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. (See B15 for more details.)

#### **B15. 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, including your chair(s). In addition to your chair(s), you need at a minimum one additional member from the applied linguistics faculty. Other committee members should be chosen from within the English Department or from any other department according to their expertise in the area in which you expect to specialize, conduct your research, and write your dissertation. 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 or co-chairs will complete the required Graduate College Dissertation Committee Formation Form (found on the Graduate College website) to formalize the committee.

#### **B16. 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 Papers.

### **B17. What is the Ph.D. Qualifying Process, and when does it occur?**

The Ph.D. Qualifying Process comprises a series of papers and exams intended to insure 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.

The timeline for the qualifying process is as follows:

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

[2 weeks]

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]

The student submits qualifying exam papers to all committee members

The student begins work on revising the dissertation proposal

[2 weeks]

The student submits the revised dissertation proposal to all committee members

[2-3 weeks]

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 foundation for dissertation work.

The questions will be of the take-home variety, to be answered in the form of two extended papers. 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 doing the qualifying exam. Between two and three weeks after submitting the final proposal, the full committee will meet for the proposal defense.

#### **B18. 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 brief 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. Visit the website of NAU's Institutional Review Board [IRB] for more information. Note that students should have the appropriate permission of the IRB in hand before data collection begins.) Finally, the proposal should contain a Table of Contents and a Reference List.

#### **B19. 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 research goals, take additional coursework, or undertake additional pilot research, the requisite recommendations will be made.

**B20. 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.

**B21. 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.

**B22. 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.

**B23. 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 count on four years of funding (contingent upon satisfactory performance in the PhD program and in teaching). Students are permitted to petition for a fifth year of funding, which will normally be approved assuming that students are making satisfactory progress on their dissertations. English Department funding is not available beyond the fifth year of the PhD program.

**B24. 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.

**B25. 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. If you do this, you should remember that NAU faculty members adhere to the academic calendar at NAU. If you need advising and consultation as you complete your dissertation, you will need to make arrangements to consult them during the NAU academic year.

**B26. Can the Ph.D. program be completed during the summer?**

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

<p><b>Section C</b> <b>Teaching English as a Second Language (TESL) Certificate at NAU</b></p>
--

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, or wanting to work toward an Arizona ESL endorsement.

Credit hours earned for the TESL certificate can be applied to an MA-TESL degree. If you're a certificate student and decide to pursue an MA-TESL degree, you must submit an application for the MA-TESL degree, independently of the application for the TESL certificate.

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

<b>Section D</b> <b>Other Information of Potential Interest to TESL and Applied Linguistics Students</b>
---

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 (offered in August and January of every year).

The Student Learning Center (SLC, located on the 2nd floor of the University Student Union) 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.

The Writing Center in the Student Union (located in Room 254) 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.

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*, 6th edition. (*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, AAACL, 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 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.

## Computer Services

### **D6. Can I use the university computer system?**

Yes. See <http://www.nau.edu/its/services/HomedriveS/> for information.

If you have any questions about computer services or labs available on campus, contact any of the labs on campus directly or the Student Technology Center Help Line.

### Campus Communication Services

#### **D7. Where can I get information about academic and non-academic events on campus?**

The campus communication network, consisting of the campus newspaper ([The Lumberjack](#)) 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. See <http://events.nau.edu/cal/main/showMain.rdo>

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

### Organizations

#### **D8. 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 Organization (GSO)
- GSAAL Newsletter
- Social activities including hiking, bowling, & social gathering

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

#### **D9. 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

#### **D10. 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](http://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](http://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).]

### NAU Career Services

#### **D11. 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

#### **D12. 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

#### **D13. 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)

#### **D14. 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).

#### **D15. 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

### **D16. 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; these TAs are open to MA TESL and PhD in Applied Linguistics students (and other graduate students in the English Department). There are also teaching assistantships that involve teaching international students in the Program in Intensive English (PIE) (open to PhD in Applied Linguistics students). Some graduate assistantships involve assisting faculty in large-section undergraduate classes in linguistics (open to Ph.D. in Applied Linguistics 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. The awards are competitive, and are made each spring for the following fall semester. Deliberations for teaching assistantships typically start in mid-February of each year. More information can be found [here](#).

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 Office of Scholarships and Financial Aid, located on the second floor of the Gammage Building ([Financial.Aid@nau.edu](mailto:Financial.Aid@nau.edu); PO Box 4108, NAU), has information and applications for a variety of grants, student loans, and scholarships. It has a satellite office in the Student Union. 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

### **D17. 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, Babbitt Academic Annex, next to Liberal Arts Building) 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.

### **D18. 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.

### **D19. 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

### **D20. What kinds of services are available to TESL and AL students on campus?**

NAU offers a full complement of student services to insure 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.

## Housing

### **D21. Where can I get information about housing?**

Contact the Office of Residence Life, located in the North Hall (building #5), Box 6100, for information about on-campus housing.

## Parking

### **D22. What can I do about parking on campus?**

To park on campus, you will need a campus parking permit, issued annually by Parking 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.

## Student ID Cards

### **D23. 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.

## Meal Plans

### **D24. 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.

## Health Care

### **D25. 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. To receive services for cost, you must have purchased student health insurance. If you do not purchase this

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.

### Counseling

#### **D26. 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.

### Post Office

#### **D27. 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.

### International Student Concerns

#### **D28. 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.

### Child Care

#### **D29. 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

**D30. 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.

Veteran's Benefits

**D31. 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.

Flagstaff Community Information

**D32. 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.

Useful Local Telephone Numbers

**D33. What local phone numbers should I keep on hand? [Area code 928]**

Campus Police 523-3611 - Emergencies/General 523-3000 or 911

Center for International Education 523-2409

Cline Library

- 523-2173 Library Services
- 523-6805 Reference Desk

Counseling Services 523-2261

English Department Office 523-4911

Financial Aid Office 523-4951

Graduate College 523-4348

Housing Office 523-3978

Medical Services (HLC) 523-8995

NAU Bookstore 523-4041

Parking Office 523-6623

Payroll Office - 523-2223

Photocopying Shops

- FedEx 779-5159 (1423 S. Plaza Way, near the west side Safeway)
- Cline Library has several copy stations
- University Printing Services is located at 120 W. Dupont Avenue on north campus (bldg. 57) [printing.services@nau.edu](mailto:printing.services@nau.edu) 523-1941
- LEADS Center, University Union 104

Program in Intensive English 523-7503

Student Learning Center 523-5524

Writing Center (Student Union) 523-5524