Cook School of Intercultural Studies

MA TESOL

PROGRAM HANDBOOK

This Handbook supersedes and replaces all previous versions of the Cook School of Intercultural Studies Graduate Student Handbook. Each student, by enrolling at Biola University, is responsible for reviewing and adhering to all published University policies, procedures and standards. While the policies, procedures and standards outlined in this Handbook provide students an effective set of guidelines for conduct, the University retains the right to enact additional policies, procedures and standards, correct errors, or to modify existing policies, procedures and standards as it determines. New, updated, or modified policies, procedures and standards are effective immediately upon publication (including online publication) unless otherwise noted. In the event of any conflict or discrepancy between a PDF or other written version and the online version (at Student Handbooks and University Policies) the online version shall be considered authoritative and take precedence. For information about this Handbook, please contact the office of the Dean at 562-903-4844.
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Please see Biola Graduate Student Handbook

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COOK SCHOOL OF INTERCULTURAL STUDIES
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STATEMENT OF MISSION

The Cook School of Intercultural Studies (CSICS) exists to equip students to communicate, live, and work effectively in culturally diverse contexts to make disciples of all peoples and impact the world for the Lord Jesus Christ. Through the scholarly activities of its faculty and graduate students, the school endeavors to engage in continuing research, which will contribute to the knowledge bases of the disciplines, which support the program emphases of the school.

The key objective of CSICS is to provide educational opportunity at the graduate level for mature, experienced students to reflect upon their cross-cultural experience and develop further capability in cross-cultural ministry through exposure to missiological and educational theories, social science methodologies, language specialization and the refinement of ministry related research skills.

The Cook School of Intercultural Studies serves the mission of the university in two very distinct ways. Its graduates have a broad exposure to the ideas that have shaped human thinking, specifically in the theoretical contributions pertinent to our fields of knowledge. The school also supports the university's General Education curriculum at the undergraduate level by offering cultural anthropology as a part of the required social science requirement, physical anthropology for the science requirement and TESOL as an undergraduate minor.

In order to foster the university's emphasis on developing critical thinking and encouraging sound Biblical faith, all CSICS course offerings are highly integrative in nature. All students are challenged to critically evaluate and test various theoretical models and to subject them to theological and Biblical examination. The emphasis is on the integration and application of concepts for the purpose of service and ministry in the world.

HISTORY OF CSICS

From its inception in 1908, Biola has had an enduring commitment to the world, equipping students for effective cross-cultural careers in missions, medicine, education and other related areas. The birth of Biola University, then known as the Bible Institute of Los Angeles, took shape as an outgrowth of an evangelistic outreach known as the Fishermen's Club. In the early years, teams of students from the Bible Institute were frequently seen witnessing in downtown Los Angeles.

In 1916 Biola, through the efforts of Lyman and Milton Stewart who initiated a China project in 1909 expanded its outreach by opening the Hunan Bible Institute in South China. This school trained Chinese nationals for Christian service and continued to operate until it was forced to close its doors and transfer to Hong Kong in 1952.

Beginning in 1929, the Bible Institute began its annual Missionary Conference, which continues today. The Student Missionary Union is responsible for conducting the largest student-run missionary conference of its kind on the West Coast. Cook SICS faculty serve as advisors to SMU.

In 1945, the School of Missionary Medicine was opened. The School graduated 25 classes from 1945 to 1966 before it was phased out to make way for a baccalaureate Department of Nursing in response to requests from mission boards for certified RNs on the mission field. Eighty percent of the School of Missionary Medicine graduates served or are serving in cross-cultural ministries. The Nursing Department continues to graduate...
students in significant numbers who intend to become involved in cross-cultural service.

Beginning in 1968, the Missions Department was restructured to offer a Bachelor of Arts degree in Social Science/Missions. This was modified in 1978 to the present Bachelor of Arts in Intercultural Studies and in 2000 a B.A. in Anthropology became the second undergraduate degree. Graduate degrees in Missions were developed in Talbot School of Theology. These presently include a Master of Divinity with Missions Major, Master of Arts in Ministry with Missions Emphasis, and Master of Theology with a Missions Major.

In 1982, the University brought Dr. Marvin K. Mayer’s from a career with Wycliffe Bible Translators to lay the foundations for establishing a separate School of Intercultural Studies within the University, which would offer graduate degrees at the masters and doctoral levels in cross-cultural studies. The school was inaugurated in 1983 and began by offering the MA in Intercultural Studies and the Doctor of Missiology degrees. In 1988, the Ed.D. degree program, with an emphasis in intercultural educational studies, was added in cooperation with Talbot School of Theology’s faculty of Christian Education. A year later, the Cook SICS instituted the Field Course Program. This distance education program allows graduate students to take courses off-campus.

In 1991, William Carey International University’s Applied Linguistics and TESOL program under the leadership of Dr. Herbert Purnell moved to Biola and became the Applied Linguistics and TESOL department within Cook SICS. Further strengthening the school’s linguistics offerings, the Summer Institute of Linguistics began a cooperative program within Cook SICS, eventually joining the Department of Applied Linguistics and TESOL.

By 1997, the Ph.D. degree in Intercultural Education was approved and the Ed.D. degree discontinued. Today the school has over 16 full-time and part-time faculties, and several adjuncts, serving over 500 undergraduate and graduate students. Cook SICS offers the following degrees: BA in Intercultural Studies and Anthropology; Certificate in TESOL and Linguistics; MA in Intercultural Studies, Missions, Applied Linguistics, Linguistics & Biblical Languages, TESOL, and Anthropology; Doctor of Missiology; and Doctor of Philosophy in Intercultural Education, and Intercultural Studies.

Over the years, four deans have provided leadership to the school. In 1989, the founding dean, Dr. Mayers, returned to his work with Wycliffe, and Dr. Donald E. Douglas was installed as second Dean of Cook SICS. Dr. Douglas served abroad with SEND International, English Language Institute/China and World Vision International and taught in the Philippines, at Missionary Internship, and at the University of Michigan before coming to Biola University. Dr. F. Douglas Pennoyer was selected as the third dean of the school in 1998. Dr. Pennoyer was the Executive Director of the Small Tribes Organization of Western Washington (1978-1982), Seattle Pacific University's Director of the Intercultural Institute of Missions (1983-91), and the Senior Pastor of the Snohomish Free Methodist Church in Washington. Dr. Bulus Y. Galadima was selected as the fourth dean of the school in July 2014. Dr. Galadima served for many years as the provost/president of the largest evangelical graduate school in Nigeria, ECWA Theological Seminary, Jos.

ORGANIZATION STRUCTURE OF CSICS

The Cook School of Intercultural Studies consists of four departments: the Department of Anthropology; the Department of Undergraduate Intercultural Studies, the Department of Graduate Intercultural Studies, and the Department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT). The Department of Graduate Intercultural Studies has five graduate programs: the Master of Arts in Intercultural
Studies, the Master of Arts in Missions, the Doctor of Missiology, the Doctor of Philosophy in Intercultural Education and the Doctor of Philosophy in Intercultural Studies. The Department of Anthropology has one graduate degree, the MA in Anthropology. The ALT department has five graduate programs: the Certificates in TESOL and Applied Linguistics; the Master of Arts in TESOL; the Master of Arts in Linguistics and Biblical Languages, and the Master of Arts in Applied Linguistics. CSICS Undergraduate Programs include two undergraduate majors: the BA in Intercultural Studies and the BA in Anthropology. CSICS also offers the Master of Arts in Applied Linguistics, MA TESOL, COOK SCHOOL OF INTERCULTURAL STUDIES

PROGRAM OBJECTIVE

The program objectives of the Cook School of Intercultural Studies are to:

1. Sustain a core faculty to prepare students in the study of language, culture and cross-cultural communication as they impact the ministry of worldwide mission.
2. Maintain specializations in areas that represent the vanguard of contemporary mission strategy: social and cultural anthropology, cross-cultural communication, professional service, mission strategy, Bible translation and linguistics, urban research and ministry, church planting and development, teaching English as a second language and international development.
3. Maintain area orientations, such as Africa, Asia, Europe, Latin America, North America and the South Pacific.

CSICS OFFICE PROCEDURES

The office for the Cook School of Intercultural Studies is located in Marshburn Hall. Students with questions regarding appointments with faculty or with the Dean, or need information that is not available in the Handbook, are invited to inquire at reception in the Marshburn Hall lobby.

The Cook School of Intercultural Studies communicates with its graduate students primarily via email. Occasionally, Cook faculty or administration may need to call, text, or send something to a physical address. Accurate, updated information is essential in our ability to provide you with the best service possible. The student’s responsibility is to keep both the Biola Registrar’s Office and the Cook School of Intercultural Studies Office informed of all name, phone number, email and address changes.

EMAIL: Every Biola student receives a University email address. The default email address used for communicating with graduate students is the University email account. Students preferring an alternative address are encouraged to have their University email automatically forwarded to that address.

Please refer to the following sections for instructions on how to access your University email account.

BIOLA SPIRITUAL LIFE CONFERENCES

Each year Biola University offers special conferences to encourage personal spiritual growth and commitment to ministries of the church and school. During each semester there is one day that is set aside as a day of prayer and there are numerous activities scheduled during that day to encourage group and personal prayer.
In the fall semester each year, the Torrey (undergraduate) and Lyman Stewart (graduate) Bible Conferences are scheduled for a period of three days at approximately mid-semester. The University invites to campus gifted Bible teachers who present a special series of messages during the conferences. Classes are dismissed during the Torrey Conference, and students are encouraged to attend as many sessions as possible.

During the spring semester of each year, the University Student Missionary Union (SMU) schedules an annual Missions Conference, which runs for three days, during which classes are suspended. Special speakers are invited to campus as well as representatives from various mission agencies. The conference provides opportunities for CSICS graduate and undergraduate students to discuss career opportunities with representatives of various mission agencies. For those who are already field workers, it is a time to renew acquaintances and make new ones, as well as hear top speakers who update the campus on the current pulse of missions.

FINANCIAL AID & SCHOLARSHIP ASSISTANCE

Some scholarships are available to Cook graduate students. Students cannot be awarded more than their full tuition. Some scholarships may affect the amount received from other scholarships. U.S. students need to fill out a FAFSA form every year to be considered for financial aid.

A. All students

1. **CSICS scholarships/grants**: Limited funds are available through Cook School of Intercultural Studies, designed to assist graduate students to complete their programs in a timely manner. To be considered for scholarships/grants administered by the school, graduate students must complete an application form indicating the extent and duration of their need. Forms are made available from the CSICS office.

2. **Church Matching Scholarship**: Please see information online at: [Cook Scholarships](#)

3. **ALT Scholarship**: Up to $500 may be available from a small fund administered by the department.

4. **SIL Tuition Reduction**: Contact Dr. Rick Floyd for details about financial aid available to students pursuing Bible translation.

B. United States students

1. **Graduate Grant**: Please see information online at: [Cook Grants](#)

C. International Students

1. **International Student Aid Grant**

2. **International Leadership Grant**

Please see information pertaining to both online at: [Cook Financial Aid](#)

Further details of financial aid programs may be obtained from the Biola Financial Aid Office.

Teaching and research assistantships, which are ordinarily contracted for one term at a time, involve nomination by the faculty member with whom the student will work. Students should discuss the possibility of becoming a Teaching Assistant or Graduate Assistant with school faculty members prior to the term in which they wish to
become an assistant. Since TAs and GAs are considered employees of the university during the duration of their appointment, they must complete university employment forms. Stipends are paid bimonthly.

MAIL SERVICES

Mailboxes are available to all graduate students. The mailboxes are located in the Marshburn Hall lobby. Students desiring a mailbox may request one at Reception in the Marshburn Hall lobby. **Students leaving their CSICS program for any reason must return the key to Reception to avoid an $8.00 key replacement fee.**

This mailbox may be used to receive off-campus mail and packages when the following address is used:

Your Name  
Biola University  
Cook SICS Box # (your number)  
13800 Biola Ave.  
La Mirada, CA 90639

This system includes “Campus Mail” (in-house, internal mailings), and “Outside Mail” (USPS mail, delivery services such as UPS or FedEx).

Tampering with another person’s mail is a federal offense as well as a violation of University policy.

**Purpose and Use Restrictions**

Use of “Campus Mail” must be in accord with University policy and applicable law. Campus Mail will be accepted only from current and emeritus Biola employees and students, and from university departments and recognized student organizations.

Campus Mail service is restricted to those mailings directly related to (a) official university business or (b) personal communication between members of the Biola community. It is not available to outside agencies, organizations, and commercial firms for activities not directly sponsored or conducted by the university. Also, use of Mail Services for the personal and private business of university students, faculty, and staff members is subject to the discretion of the Mail Services office.

This policy is designed to ensure compliance with federal regulations and university guidelines relating to the use of U.S. and Biola Mail Services.
Once “Outside Mail” comes to Biola University from the USPS or other delivery service, Biola University is acting as an agent for the recipient (not as a “contract employee” of the USPS) and, as such, inspection and delivery by Biola University is subject to the following provisions.

Biola University reserves the right to inspect the contents of any item, whether Campus Mail or Outside Mail, and to withhold delivery of any inappropriate or suspicious items. While Biola Mail Services will not routinely open mail, items will be opened by authorized Mail Services supervisory personnel when:

- no other means can be used to determine recipient or, in the case of mail that must be returned, when the sender cannot be determined.
- material that is inappropriate or suspected to be inappropriate is found. Such material is subject to being opened. Mail Services personnel will withhold delivery of such material and notify the Office of the Dean of Cook School of Intercultural Studies if mail items contain substances, materials, or communication that violate the mission and policies of Biola University.
- suspicious mail items are found. Mail Services personnel will withhold delivery of such material; safety authorities may be called to investigate and these items may be opened to determine the contents.

Material is considered inappropriate or objectionable which (among other things) depicts, expresses or deals with matters of nudity, sexual activity, sex, drug misuse or addiction, crime, cruelty or violence in a manner that conflicts with the stated mission, standards, and policies of Biola University. Final determination of inappropriateness shall rest with the Dean of Students or his/her designee.

**GOOGLE APPS & CANVAS INSTRUCTIONS**

1. **What is Google Apps?**
   a. Google Apps is a package of online tools that makes communicating and collaborating easier and more efficient. The cornerstone of Google Apps is Gmail, Google’s web-based email program, which integrates with Google Calendar, for coordinating schedules, and Google Docs, for creating and sharing documents. All of these services are hosted online, so email, documents, and calendars are always accessible from any computer.

2. **How do I get access to Google Apps?**
   a. Before accessing Google Apps, you need to set your password using [http://login.biola.edu/first-time](http://login.biola.edu/first-time). Once you have done this you will find instructions for logging in to your Google Apps account on the Welcome page of login.biola.edu.
   b. Once you know your email address and password you can log in to Google Apps by going to [http://mail.biola.edu](http://mail.biola.edu). Use the first half of your email address, the part before @biola.edu, as your user name.
   c. **PLEASE CHECK YOUR EMAIL DAILY**, as faculty use email to communicate with you often. **NOTE:** You can access your University email address from anywhere in the world by going to
Canvas instructions
Please refer to the following link for instructions on how to navigate Canvas.

MY ACCOUNT

My Account is a key part of internal Biola communications. It serves as a primary source for campus announcements and news, group communication, and also private, password-protected data, like finances, grades, etc. Please be sure to register through My Account.
All currently registered students have access to the Biola library. The Biola ID serves as the library card and allows entrance into the library. The Net ID and password (given upon matriculation) are required to access all online databases. Students can set up and access a library account via the library website. Students may also borrow resources utilizing Link+ and the Interlibrary Loan service [ILL]. The Biola Library allows up to $100 per student to be used for any additional fees required to secure ILL resources. Also, the library covers all costs involved in securing resources for students working on their dissertation (i.e., there is no limit imposed on these fees). As well, the library will send articles anywhere, either by electronic format or two-day priority shipping. However, nonresidential students are encouraged to use their local libraries for borrowing books through interlibrary loan. For more information, consult the Biola Library website.
Overview

The Department of Applied Linguistics and TESOL began in 1981 as part of William Carey International University, founded by Dr. Ralph Winter, in Pasadena. Ralph Winter's vision included developing pilot programs for other schools to adopt and giving people professional skills that would enable them to enter and work in countries with limited access to traditional missionaries. The department offered graduate certificate and MA programs in TESOL and an MA in Applied Linguistics.

In 1991, the department faculty moved to Biola University and became part of the School of Intercultural Studies. In addition to the graduate certificate and MA degrees, we offer undergraduate certificates or minors in both Applied Linguistics and TESOL.

During the first five years at Biola, ALT was primarily a TESOL department with three faculty members. Although the MA in Applied Linguistics (AL) program was listed in the catalog, only one student had completed the program because faculty resources were too limited to offer the number and type of courses needed for a complete AL degree. At the same time, however, several courses in linguistics and applied linguistics were being offered elsewhere in the School of Intercultural Studies through a cooperative agreement between Biola and the Summer Institute of Linguistics (SIL).

In 1996, the courses taught by the SIL-related faculty were incorporated into the ALT department. As a result, all linguistics courses in Cook SICS were transferred to ALT; and the SIL-related faculty were attached to ALT. This move gave greater scope to the SIL faculty to be part of a regular department and to teach at both the graduate and undergraduate levels, and it enabled ALT to develop and implement not only the MA in Applied Linguistics degree in general but also to establish five concentrations within that degree program. ALT continues to serve the rest of Cook SICS and other areas of the University with its courses in linguistics and with a larger faculty and better-established programs.

The agreement between Biola and SIL whereby qualified SIL-related faculty plus several support staff would remain part of ALT was recently reviewed and extended.

The MA in Linguistics and Biblical Languages, taking advantage of the resources of Talbot School of Theology, was added in 2006. The MA TESOL Online was started in 2007, graduating its first students in 2012.

ALT MISSION STATEMENTS

The Department of Applied Linguistics and TESOL (ALT) focuses on addressing language-related problems and using language to solve a variety of human problems for the sake of God’s redeeming work among all peoples. We equip Christian professionals in language-related fields to serve with integrity. All ALT programs are premised on the values of professional preparation, contextual sensitivity, cultural appropriateness, and ethical service.

The MA TESOL educates students to be competent Christian professionals who provide instruction, implement
assessment, and engage in other educational endeavors for adults in all skill areas at all proficiency levels of English as a second or foreign language with contextual sensitivity and cultural appropriateness.

The MA Applied Linguistics educates students broadly in applied linguistics and its relationship with other disciplines, teaches students basic and advanced analytic skills in linguistics, and trains them in several specific subfields so that they can serve successfully as Christian professionals.

The MA in Linguistics & Biblical Languages educates students in Bible and linguistics to be skilled in exegesis and translation for Bible translation around the world.

PROGRAM LEARNING OUTCOMES

Upon completion of the Master of Arts in TESOL, students will be able to:

1. Identify concepts pertaining to the English language system and related theory and practice in language learning and teaching (ULO 1).
2. Analyze, evaluate, and apply research in English language teaching (ULO 1).
3. Examine and resolve real-life learning and teaching situations in light of best practices in TESOL (ULO 1).
4. Recognize the effects of various personal, linguistic, and sociocultural factors on learning processes and formulate pedagogical responses in accordance with biblical and ethical standards (ULO 2).
5. Devise a plan to be a life-long, global-minded Christian professional language educator (ULO 2).
6. Search for, select, and/or create lessons, materials, and tasks for effective learning (ULO 3).
7. Demonstrate the ability to adapt instruction to learner needs and cultural contexts (ULO 3).

FACULTY BIOGRAPHICAL SKETCHES

Dr. Steve Barber

My wife, Betsy, and I joined Wycliffe Bible Translators in 1980 as literacy specialists. We were assigned to the Slavey translation project, in Canada’s Northwest Territories. We discovered there that people in some cultures are just not very interested in reading their language – they really prefer their own language as an oral media, not a written one. We were shocked that even Christians shared this preference in regard to the Scriptures in their own language. Living and working with the Slavey, trying to understand their view of language, and trying to find ways to encourage their interaction with Scripture established my interest in the ways that culture, language, literacy, and Scripture use combine.

My wife, Betsy, also teaches at Biola University in the Institute for Spiritual Formation. We have three children, and six grandchildren. My recreational interests include cycling, mountain biking, backpacking, and bird watching. I won't try to explain the connections, but you're welcome to join me in any of them!

Dr. Rick Floyd

I became a Christian my senior year of high school, but vowed I would never be a missionary. So I went to North
Texas State University where I graduated with a degree in Fine Arts. During my time there I heard about Wycliffe Bible Translators and their goal to translate God's Word into minority languages around the world – I could think of no better way to serve God while scratching a long-standing linguistic itch of mine. Through a long series of events I became convinced that God was leading me into Bible translation, so I began to study linguistics. I joined Wycliffe Bible Translators in 1975, and found out much to my surprise that I'd become a missionary in the process. In 1979 I married Melanie, a teacher interested in ESL and literacy, and we went to Peru in 1981 to begin working on a translation of the Scriptures for the Wanca Quechua people, which we finished in 2006. In the process, I completed a Ph.D. in linguistics from UC San Diego in 1993, where I focused my studies on Wanca’s evidential system. We still serve with Wycliffe & SIL and now also at Biola. I’ve taught courses in general linguistics, phonetics, field methodology, language acquisition, translation, and seminars in linguistics and exegesis. In addition I do translation consulting, train mother-tongue-translators and have served on the board of SIL International. Likes? How about bike riding with friends, gardening, I Love Lucy and Fawlty Towers? And my idea of a perfect vacation is doing nothing so long as it’s at a beach. All three of our sons attended Biola: Erik graduated in painting and drawing; Ryan, in classical guitar; and Lucas in music composition.

Dr. Michael Lessard-Clouston

Since I’m from Toronto, Canada (U.N.-designated “world’s most multicultural city”), I can’t recall a time when the intercultural was not part of my pilgrimage. At York University’s bilingual Glendon College I studied French/English translation and minored in language and linguistics, and spent my third year at Université de Montréal. At an Urbana missions conference in my final year, I was called into missions, first for two wonderful years in EFL education and teacher training in China, through the English Language Institute/China (ELIC). Next, I enjoyed doing a Master’s in theology at Tyndale Seminary, during which I also completed a research fellowship on church-related community development in Ethiopia. Still set on Asia, however, I was pleased to meet my wife, go on to a Master’s in TESL at OISE/University of Toronto (OISE/UT), and return to China for two summers with ELIC – first by myself and later with Wendy after we were married.

While Wendy completed her MA, I taught ESL in Toronto and served on the InterServe Canada board, and we had our first son and considered where to serve overseas. Then, as I studied for my Ph.D. in second language education at OISE/UT, the Lord opened the door for us to become missionaries of the Presbyterian Church in Canada and enabled us to serve for 10½ years in Japan, between Kobe and Osaka. Our second son was born there and I worked as a missionary professor at Kwansei Gakuin University, first primarily teaching EFL. Later, though, I helped develop an M.A. program in linguistics, cultural studies, and language education, and enjoyed teaching various courses in applied linguistics and TESOL for five years. While our ministry was largely through relationships, it also involved weekly chapels and regular Bible studies. To be honest, life and work in Japan were challenging. Yet they were also fulfilling, and continued my experience of knowing God's faithfulness as I actively depended on Him.

In 2005 I completed my Ph.D., the Lord led me to Biola, and my family and I now enjoy life in California. I’m grateful for the opportunity to teach and learn from people in ALT and CSICS. Biola is a place where God is at work, and it’s great to be able to be part of what He is doing here. In 2010, I spent two wonderful months teaching EFL writing at Universitas Pelita Harapan outside Jakarta, Indonesia during its short summer semester. My research is mainly related to SLA, and vocabulary studies, but I am also working on a Christian theology of language (see downloadable copies of publications), and I am founding editor of the International Journal of Christianity and English Language Teaching, co-sponsored by ALT and the Christian English Language Educators Association. I love music, films, reading, and traveling, as well as spending time with my family.
Dr. John Liang

I began to be interested in teaching English as a foreign language when I was a college student. At that time, I did quite a lot of private tutoring as a student of English. Every tutoring job I had, I felt excited that I could help my tutees improve their English quickly. I began to have an ambitious dream. I thought I could perhaps make a fortune by running an English language school in the future. So, a year after I finished my undergraduate studies in English, I decided to come to America for further training in language skills and language teaching.

Like many of the international students here in the United States, I believed that I could find a way to riches and self-fulfillment. I did, but not the treasures on earth, or self-fulfillment because of fame and wealth! I found Jesus! With the Lord’s abundant blessings, I completed my Master’s studies in English at Indiana University of Pennsylvania in the summer of 1997; and three years later I obtained a Ph.D. in Foreign Language Education with a concentration in Teaching English as a Second Language from the University of Texas at Austin. As I was desperately looking for a job, the Lord blessed me with an opportunity at the University of California, Riverside (UCR), where I coordinated ESL programs in the University’s Learning Center. I did not realize that as an ESL Coordinator, I could do more than just teach English. A year later, together with my wife, Kaiyan, I set out to develop a student ministry targeting the Chinese graduate students at UCR. Every Friday night we got together in my little apartment for Bible studies. Ever since then, I have not ceased to see God’s amazing work in the students and in the fellowship group. In 2001, the Lord led me to Biola for a new teaching function as a teacher trainer. Although teaching and research can be overwhelming, I have not lived one day without His grace, His faithfulness, and His guidance. The Lord has also led me to serve in China, where once again I have not ceased to see His grace in the lives of many of the Chinese teachers and educators that God has led to me.

I married my wife, Kaiyan, in 1996, and we have three children, Jason, Merci, and Elise. We named our son Jason after the Jason in the Book of Acts, who protected Paul and Silas and courageously confronted the mobs and the city officials, hoping that our son Jason can grow to be a brave man for the Lord. We also gave Jason a Chinese name, Xueqian, which means “learning to be humble,” hoping that while being courageous for the Lord, he can also be humble before Him. Merci is our second child. We named her Merci in memory of God’s protection, grace, and mercy during the difficult pregnancy that my wife had. Her Chinese name also means mercy. Elise is our youngest child. She also has a Chinese name, Enci, which means “grace” in Chinese. So, I have two daughters, and have mercy and grace around me all the time.

Between work and family, I don’t seem to have a lot of free time. But when there is some spare time, I enjoy reading, watching movies, and playing with various computer programs and technology gadgets.

Dr. George Payton

My love for languages started my first year of life. I was born in Libya, where my military dad was stationed. I was exposed to English, Arabic, Italian and Berber during that time. Even though I was a baby when we left, the language part of my brain was forever impacted. We also lived in Germany for three years. God used those experiences of military life during my formative years to prepare me for my future as a missionary.

We eventually settled in Arizona after my father retired from the military. During my first year in college, I came to
I know Christ through the ministry of a Christian club on campus. After finishing there I transferred to Biola because I had a desire to serve in full time ministry. I also knew God was calling me to be a missionary, and the ICS major was a perfect fit for me. I felt the Lord leading me into a career with Wycliffe because of my interest in languages. I wanted to use the language abilities God gave me in ministry. I met my wife, Wendy, at Biola. We shared a common interest is serving with Wycliffe as Bible translators. We were married in 1981, and then joined Wycliffe after graduating from Biola.

We worked in Kenya for many years translating the Scriptures among an unreached people group. In 1993, I completed my MA in OT at Talbot Seminary. Later I became a translation consultant, while continuing with the translation. Part of my consultant duties included training fellow missionaries and national translators in different aspects of translation. Eventually I turned the translation work I had started over to colleagues so that I could devote all my time to translation consulting and training.

In 2010, God opened the door for me to teach with the SIL program here at Biola. It was like coming home to the place where I studied so many years ago. I teach various linguistics classes, in addition to other mission’s courses. I also teach Swahili in the Modern Languages department. I love teaching, and I feel honored that God is using me to prepare the next generation to take up the task of translating His Word into the remaining languages that don’t have it. On school breaks, I still return to Africa to work on translation projects so I can stay connected with Bible translation overseas. Recently, I completed my Doctor of Ministry degree in Bible Translation. My wife and I have five children. Four of them went to Biola and are now married, our youngest studies at a local community college. We also have six grandchildren, and counting!!

Professor Lloyd Peckham

I completed my B.A. in Anthropology at Cal State Fullerton, a Certificate from Multnomah School of the Bible, and my M.A. in Linguistics at the University of Texas Arlington. I’m affectionately known on campus as “Uncle Lloyd.”

My ancestors include French Huguenots who prayed that their descendants would be faithful in passing onward God’s Word. I did not realize this at age 7. But God nudged me to prepare for such a task. My wife, “Aunt Nancy,” and I met at University of Washington in Seattle in 1974 as we joined Wycliffe Bible Translators. We did Bible Translation in Indonesia and Philippines, training local Bible Translators. We moved around because I sampled most of the local diseases.

God gave us three sons three years apart three years after marriage: “Diligent Daniel Does His Daily Duty” and lives near Biola and is a computer specialist (Scuba.com) and photographer (Tracing Light). He and his wife Katie both attended Biola and have Naomi (2009) and Jacob (2012). “Jubilant Joseph Rejoices in Jesus.” He and his wife, Jessica, attended Biola. He is training as a pilot and teacher of autistic children. She is a Nurse Practitioner. They live in La Habra. They have Aaliyah (2013). “Athletic Andrew Asks God for Agility.” He is a Medical Doctor doing his Residency in Internal Medicine and Pediatrics at U. Rochester in New York. His wife, Jen, is a Cancer Researcher.

I commute by bicycle 18-21 miles to Biola, adding miles whenever possible. We also do hiking and rock-climbing. I usually teach Introduction to Language and Linguistics and Field Methods in Second Language and Culture Learning.

Dr. Kitty Purgason
The seeds were sown for my career and ministry in TESOL when I spent six of my growing up years as a missionary kid in north India, where my father was a doctor. After that it seemed natural to go overseas to work. My first experience as an EFL teacher was in Korea. Fresh out of Oberlin College, I went to Yonsei University for two years as part of an educational exchange program. I liked teaching EFL, but I decided I’d like it even more if I knew what I was doing; so I enrolled in graduate studies at the University of Pittsburgh, getting an MA in Linguistics and a Certificate in TESOL. I enjoyed teaching international students at the English Language Institute there. My next stop was China. In 1980, my small team and I (again, part of an educational exchange program) were the first Americans in Shanxi province since the revolution. I spent two years there teaching English and training teachers at an agricultural university.

Since 1982, I’ve been living in Pasadena/Monrovia, training teachers first at William Carey International University and then here at Biola. My association with Frontier Ventures (USCWM) has helped me move from being an MK simply interested in international adventure to someone convinced that at the core of God’s heart is the crossing of cultural boundaries to communicate the Good News. I got my Ph.D. in Applied Linguistics from UCLA in 1991. I gained more international experience as a Fulbright Fellow, training teachers in Turkey in 1986, and in Turkmenistan in 1996. Since 2008, I have been doing short-term trips to do teacher training around the world. I have visited former students or have been a U.S. State Department English Language Specialist in the following places: Mauritania, Indonesia, Kuwait, Oman, Tajikistan, China, Vietnam, and Spain. In spring 2017, I spent a sabbatical semester in Tajikistan as a Fulbright scholar.

My husband Lee is a member of Frontier Ventures (USCWM). He previously directed the Perspectives Study Program and is now Director of Finance and Operations. We have two grown children, Cara and David. Between work and family, I don’t have too much free time, but things I enjoy doing include reading fiction, taking walks, and listening to classical music. (But guess what? My family likes sports and rock music! Every day I get to practice what I’ve learned about cross-cultural communication!)

**CHOOSING A PROGRAM IN ALT**

**SECTION 3.4**

With the varied offerings at Biola and Cook SICS, how do you know which program is best for you? Below are some general guidelines. Feel free to talk with your advisor or any faculty member regarding your specific goals and needs.

**Certificate or MA in TESOL**

You want to teach English to speakers of other languages. You are interested in working in the U.S. with college or university students or immigrants or refugee adults, or you are interested in working internationally with any age group. The certificate courses prepare you for basic teaching. The additional courses for the MA prepare you for additional teaching, teacher training, and program administration.
Students interested in working at the university level in the U.S. should do the MA TESOL.

Teaching Credential Program through School of Education

You want to teach ESL to K-12 students in the U.S.

MA in Applied Linguistics

You want to work with a mission agency or other organizations involved in Bible translation, language survey, literacy, or Scripture-in-use projects. Or you want to be prepared for a variety of language-related careers and ministries, including language planning, lexicography, literacy, orthography, and translation.

MA in Linguistics and Biblical Languages

You want to work specifically as a linguist-translator for an organization such as Wycliffe or are already working with, or in the process of applying to such organizations. The program focuses on analysis of the technicalities of linguistic structure, and language acquisition, with eventual application of biblical exegesis to real language projects.

MA in Applied Linguistics + Concentration/Certificate in TESOL

You prefer a broader applied linguistics perspective than the MA TESOL offers and want to be prepared both to teach ESL/EFL and to do other applied linguistics work.

MA in Intercultural Studies + Certificate in TESOL

You want a strong foundation in cultural and missiological principles, and you want to teach ESL/EFL.

Certificate in Biblical Studies (Talbot School of Theology) + Certificate or MA TESOL

You want a strong foundation in Bible, and you want to teach ESL/EFL.

GRADES IN THE ALT GRADUATE PROGRAMS  SECTION 3.5
Graduate students are expected to do “B” and “A” work. Depending on the course, “A-” or “B+” will be given for average graduate level work. An “A,” of course, is reserved for outstanding work. A “B” signifies passing work. Individual faculty members will determine the precise standards for what constitutes an “A”, “B”, etc. in their courses.

No ISTE/ISAL course with a grade less than “B” (3.0) will be counted for the Certificate or MA programs. If you get a grade lower than “B,” you will need to take the course over again. Lower grades are acceptable in other courses, e.g., Bible; but a student’s overall GPA must be 3.0 or above.

ADVISEMENT & REGISTRATION  
SECTION 3.6

Students will be assigned a faculty advisor. Students can of course contact any faculty member for advice other than academic advisement and course registration. In fact, all of the faculty members are available to the students to plan their academic study and career in order to achieve the most effective program possible for each student. It is our goal to give each student the best learning options possible at Biola for fulfilling his/her personal ministry objectives.

Registration for the first semester in residence occurs the term prior. The faculty will be available to advise students for their first semester registration. After meeting with students, advisors will give them a PIN to allow pre-registration.

A program tracking sheet advises the student of credit requirements remaining for completion of the degree sought. Departmental tracking sheets are also included in this handbook. The Department tracking sheet should be brought with you each time you come for academic advisement. The faculty advisor will then work with you to help you work out each semester's schedule and a total program plan.

REGISTRATION

During the initial registration and orientation at Biola University, students will meet with a faculty advisor from the department and plan their first semester schedule. During each semester of your enrollment here, you are required to pre-register for the following academic semester. To plan your registration for those semesters, you should contact your faculty advisor for an appointment prior to pre-registration. See section 2.11 to register.

GRADUATION REVIEW AND EVALUATION  
SECTION 3.7

Each MA student is required to have a graduation evaluation with one of the graduate graduation counselors. Usually this evaluation is scheduled prior to one's last semester at the University. Students are required to request an appointment with a graduation counselor before they register for their final semester. These appointments can be made by calling the Registrar’s Office at (562) 903-4720 and requesting an appointment for graduation review. If you fail to do this, you may find that you are unable to graduate as planned because you have failed to meet a
required course or lack the required number of units. Please know that a late fee of $100 will be assessed for late appointments. It is suggested that you do this well enough in advance so that any corrections that are necessary in your program can be made.

Instructions for Graduation Review

Please follow the steps below to complete your graduation review and evaluation.

Step 1: Meet with your ALT advisor to complete your coursework tracking sheet. Have it signed by the advisor and the department Chair.
Step 2: Make an appointment with a graduate graduation counselor by calling the Registrar’s Office at (562) 903-4720.
Step 3: Bring the signed coursework tracking sheet to the meeting with the graduation counselor.

Instructions for TESOL Certificate

Normally, students who are completing the MA in TESOL are not given a Certificate upon completion of the foundational courses and the basic core courses in TESOL. However, if this would be helpful to you because you are taking time off before completing the MA and/or because of job demands, ask your advisor about getting a departmental or university Certificate along the way. Departmental certificates can be issued after one or more courses. A university certificate is issued after completion of the units specified in the catalog.

BIBLE/THEOLOGY REQUIREMENT

All graduate students at Biola are expected to have at least six units of Bible/Theology in their programs as well as additional opportunities to integrate biblical knowledge and application with their specialties through their regular coursework. In the ALT graduate programs, three units are considered foundational, that is, they can be done before entering the program, and three are part of the program. Pre-program foundational units can be done at either the grad or undergrad level. Program units must be at the grad level. (If you have not met foundational requirements before entering the program, those units must be done at the grad level too.)

Foundational Course in Bible/Theology

Students who don’t have a background in Bible or theology are urged to choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics and Bible Study Methods</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis to Malachi</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew to Revelation</td>
</tr>
</tbody>
</table>
Elective Course in Bible/Theology

Students who have already taken these or similar courses may take any Talbot Bible or theology course from the “Biblical Exposition” (TTBE) or “Systematic Theology” (TTTH) sets of courses. For courses outside these areas, permission must be granted.

Talbot, in conjunction with the Education Department, offers a special three-unit section of TTBE 732 “Life of Christ” which is appropriate for TESOL students. Students interested in TTBE 732 Life of Christ as their elective Bible class should consult with their advisor since enrollment in this class requires permission of the School of Education and there may not be room in the course. Be sure to contact the department Chair before registering for the course. The ALT department will then forward your name to the School of Education to get the registration bar removed.

"Perspectives on the World Christian Movement," taken for credit at the graduate level, counts for either the foundational or program units. For more information on where and when this class is offered, see http://www.perspectives.org/

Transferring Your Bible/Theology Courses

You may also take your Bible/Theology courses at an accredited theological seminary and have the credits transferred to Biola University. (Do not take transfer courses your final semester because your transcripts may not get to Biola in time to graduate.) To get the courses transferred, be sure to have the transcript mailed to the Registrar’s Office. Also, submit a substitution request form to the department chair for approval. You may download the substitution request form at Biola Forms.

SUCCESS IN GRADUATE SCHOOL

- You are expected to do your own work. (See Section 1 on Academic Integrity.)

- You are expected to complete your work on time. Follow your instructor’s guidelines for due dates in the course syllabus. Expect that your grade will be lowered or your assignment will not be accepted if it is late.

- You are expected to come to class and expected to be on time. Class sessions are an important part of your learning and cannot be replaced by simply doing the reading or asking a classmate for notes. Arriving on time (even on days when assignments are due) shows respect for your instructor and classmates. Some instructors build class participation into their grading criteria.
• You are expected to communicate with your instructor in a timely way if you are having any trouble with the class. Call or email in advance if you must miss class. Consult with the instructor in advance if you don’t understand an assignment or are having difficulty with anything related to the class.

• You are expected to be proactive in getting help if you need it. Take the initiative to take care of yourself and do what you need to do to succeed in graduate school.

Writing Center x 4826-Library Middle Level
Receive help in the process of writing and organizing ideas (not proofreading).

Tutors or Proofreaders
If you would like to hire someone to give you individualized help in writing or to proofread a paper, ask an ALT faculty member.

Counseling Center x 4800-Biola Professional Building (Imperial & La Mirada)
Receive Biblically based psychological counseling at low cost to students. A wonderful resource!

Institute for Spiritual Formation x 3205
Looking for some spiritual mentoring? A place to focus on caring for your soul and growing in your relationship with God? ISF can help you find a spiritual director or relevant small group.

Learning Center x 4542-Library Upper Level, Office U-124
While this office exists to serve undergraduate, not graduate, students, they do offer workshops in such topics as time management, stress reduction, improving your memory, and so on. Contact the office for a schedule of workshops or for a list of recommended resources. Visit the Learning Center’s website at Learning Center for further information.

Disability Services x 4542
See Disability Services for detailed information.

Career Development x 4875-Student Services Building #28)
See Career Development for all the ways Biola’s Career Development can help you, including self-assessment, personal career counseling, and all things related to the job search.

ALT Faculty
Stop by during office hours or make an appointment. We’re eager to get to know you and talk about whatever is on your mind.

Churches and Small Groups
Biola services are not the only source of help. Call a friend and ask them to be an accountability partner for you. Get involved in a church small group. (If you are new to the area and want to know what churches are available, Student Ministries at Biola maintains a list: Find A Church.) Gather a group of your classmates to study together or do something fun.
Biola TESOL Connection on Facebook
The faculty and alumni of the TESOL programs have created a special group on Facebook, “Biola TESOL Connection.” Email Dr. Kitty Purgason to request membership.

GUIDELINES FOR COMPLETING WORK ON TIME

As a graduate student you have many responsibilities. These include job, church or other ministry, and family along with your studies. It can be easy to miss a deadline for an assignment. However, due dates should not be treated lightly. The ALT faculty urges you to complete your work on time. There are several reasons for this.

1. Deadlines are set for a reason. These include: (1) assignments build on each other for maximum pedagogical value, (2) your work is spread out over the semester in a reasonable way and you are not stuck doing everything at the end, (3) faculty can grade papers and give you feedback in a timely way. If you want to get the most out of your educational investment, you should keep to the deadlines.

2. Faculty have individual policies about late work. Some will not accept late work whatsoever. You will simply get a zero. Others will mark your grade down for late work. In either case, you can severely jeopardize your final grade by turning in assignments late. In some cases, you may not be able to get a grade that will count for your degree; this means you will have to take the class again, which is expensive and time-consuming.

3. You will probably be asking faculty for letters of recommendation when you finish the degree. We enjoy writing comments like, “Responsible and timely in all work” or “You can count on this person to be professional in all tasks.” However, when students have been late in turning in assignments, we cannot write that and we may be forced to write something like, “A good student, but one who habitually ignores deadlines and requires follow-up.” That will not get you a job, I can guarantee!

4. You are at Biola because you care not only about educating your mind but also developing your character. Scripture urges, “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.” Good work for a good master should include planning in advance, not taking on more than you can handle, seeking help early if facing challenges, being thoughtful of those around you (including faculty and classmates) and responsibly doing assignments on time and according to instructions.

We recognize both that human beings are fallible and that unexpected things happen. You may neglect to write a deadline on your calendar. You may get ill or have a car accident or experience a family emergency. It is the faculty members’ prerogative to stick to their late work policy no matter what. However, it may also be, especially if you have never missed a deadline before, that the faculty may give you an extension without penalty. If you receive the latter, consider it an undeserved blessing; if the former, you should not complain or hope for anything different.

It is inevitable that at some points in the semester, assignments for several classes may be due at the same time. This is not a reason to ask for an extension. You should put on your calendar all assignments for all classes and if there are several due at the same time, you need to get some done in advance.
If you have a major and unexpected emergency, such as a death in your immediate family, a debilitating car accident, or a severe illness which will prevent you from completing the semester’s work, a Report Delayed (= incomplete) form can be filed. This must be signed by both the faculty member and the dean of Cook SICS so you can’t wait until the last minute to decide you need it. You may also benefit from an appointment with Biola’s Office of Disability Services, which deals with short-term as well as long-term disabilities, by calling 562-906-4542 or visiting Biola Disability Services.

If late work is not a one-time occurrence but a pattern with you, this is a good opportunity to take steps to deal with the situation. This may mean you have to drop a class or, conversely, temporarily cut back on work or withdraw from a position of ministry responsibility for a season. It may mean that you have to act to solve a housing or transportation problem. It may mean counseling, if you find that procrastination is connected with personal issues. In any of these cases, we trust that God will be at work in your life on every level to prepare you for the next stages of work and ministry so that you can approach your teaching with confidence and professionalism, a good representative of the Lord Jesus.

To summarize the ALT Department policy:

1. The faculty will clearly communicate their deadlines and policy on late work in their course syllabi. In some cases, late assignments will not be accepted. In other cases, late work will be accepted with penalties. In rare cases the professor may decide to waive penalties. It is up to the individual faculty member, and students should not expect “grace.”

2. It is the student’s responsibility to weigh course load, work hours, ministry responsibilities, family tasks, and personal issues in such a way that assignments are turned in on time.

3. It is the student’s responsibility to be courteous and responsible. This means communicating clearly with their professor as soon as possible if they think they may be late or have been late in turning in an assignment. For example, you might email, “I am going to be out of town for my brother’s wedding on such and such dates and don’t think I can turn my next paper in on time. I plan to have it ready two days later. I understand that points will be taken off because it is late.” Or, you might leave a voicemail, “I missed class last night and didn’t turn my paper in because I came down with the flu. I hope to be well by next week and will give you my assignment on the ninth.” As noted in #1, even if you have what seems to be a good reason for being late, you should be willing to accept any penalty outlined in the course syllabus.

4. If the student is experiencing more serious workload issues, it is their responsibility to take action such as communicating with the faculty members, dropping a course in time to avoid academic penalty, contacting services at Biola which may provide help, and/or making an appointment with the dean for an RD. You can’t get help if you don’t ask for it.

**LETTERS OF REFERENCE**

Do you need a letter of reference from an ALT faculty member? Perhaps it’s for a job, or a scholarship of some type, or a Ph.D. program…
We are usually happy to write on your behalf. The first step is to talk to or email the professor and ask, “Would you mind writing a letter of recommendation for me?” Occasionally a faculty member might feel that he/she doesn’t know you well enough to write a good letter, or you might have done rather poor work in his/her class and he/she feels the letter won’t be strong; in this case, he/she might suggest that you find another reference. If the answer is, “yes,” here are the next steps you should take:

1. Let us know the basics of what the reference will consist of, e.g., an open letter, a sealed letter, an online form, etc. and what deadlines you are working with.

2. The best reference letters are specific to a certain job or application. Some instructors prefer to write one generic letter and just give you several copies in advance. Other instructors find it easier to write a strong letter with one job or program in mind. If you are applying to several different jobs, ask the instructor if he or she prefers to write one “to whom it may concern” letter or several specific letters. If the latter is the case: provide details about the job or program, e.g., the job description and information on the type of work you will be doing and the qualifications the employer or scholarship-granting-organization is looking for. Provide the employer’s name and address to which the letter should be addressed. A copy of the notice for the job or program you are applying to may be helpful.

3. Some employers prefer to have open letters of reference included with the initial cover letter and resume. Other (the majority of?) employers prefer a reference letter submitted in a sealed envelope. Faculty members generally prefer to write confidential letters as well. Inform your instructor as to whether you are gathering such letters and mailing them together with your application or whether it’s better for the instructor to mail the letter directly. If the former, tell your instructor how to get the sealed reference letter to you; if the latter, it’s a courtesy to provide an addressed envelope if possible.

4. You can help us write a strong letter by reminding us of certain things: when you started the program and when you graduated, what classes you took with us, the topics of any special papers or projects you wrote, where you did your practicum, any related extracurricular activities you were involved in here, and anything else that will give us specific things to write about without making us rack our brains too hard or thumb through old paperwork.

5. It’s also helpful for you to include in your request a current résumé; a brief statement of your recent personal, professional, or ministry experiences; and a brief statement of your goals. This is especially important if it’s been a while since you’ve been in touch with the faculty member.

ALT DEPARTMENT STYLE MANUAL

Writing Papers for ALT

Even though each term paper will be unique in content to the course for which it is required, there are certain common stylistic features for all term papers. The Department of Applied Linguistics and TESOL uses the Publication Manual of the American Psychological Association, 6th edition, as its guide for writing style. You may find samples and detailed descriptions of APA citations in the following ALT Department APA Style Manual.

There are several reasons why you should carefully follow the stylistic requirements set down by the various departments and/or schools at Biola:
1. The faculty grade term papers not only on the basis of content, but also on the basis of correct form and organization of your ideas. For example, if the content of your paper is “A” material but the form is not correct, you may get a grade of “A-” or even lower.

2. The format for typing the text, the reference citations, and the reference list is the same for all papers that you will write for ALT, including final research papers.

For these reasons, you are advised to check with each professor to ensure that you will follow the appropriate citation format for each discipline. In general, courses taken at Talbot or other courses in the School of Intercultural Studies follow their own citation format. The citation format subscribed to by the Department of Applied Linguistics and TESOL follows in the next few pages.

The Biola Writing Center offers a variety of services to students. Contact extension 4826 for more information.

General Format Information

General Appearance

Papers should be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides in an easily readable font. For ALT papers, *Cambria, Times or Times New Roman, 12 pt.* is required. Papers longer than a few pages should have a title page, which contains the title of the paper, your name, and the institutional affiliation. In addition, be sure to include a page header (also known as the “running head”), the shortened version of your paper’s title, at the top of every page. Finally, single space entries in the references list but double-space between them.

Double Spacing

Term papers should be double-spaced. Single spacing is used, however, in block quotations and the reference list.

Margins

There should be a one-inch margin on all sides.

Page Numbers

The page number should be placed at the top right of the page. Every page of the text will be numbered including the title page.

Title Page of Term Papers

For major term papers, center the title in full caps about one-third of the way down the page. At the bottom right put your name, the course number and name, the instructor’s name, and the date. Summary-response papers or other small course papers do not need a title page, but your name, the course name, and the date should be placed at the top right of the first page.

Reference Citations in the Text
See the “The ALT Citation Method” below.

Appended Materials

If you want to add anything that is not an integral part of your paper, such as a questionnaire, a picture, a printed article, or other raw data, append it after the reference list.

Numbers and Measurements

Choosing whether to express numeric concepts with numbers, i.e. 15, or with words, i.e. fifteen, is a very tricky formatting issue. Here are the basic principles to follow. The examples are underlined.

Principle 1: Use the numeric form if the number is part of an item’s identification, i.e. Chapter 5, page 5, participant 5, pp. 170-189, para. 5-8 etc.

Principle 2: Use the word form for numbers zero through nine and use numbers for 10 and above, i.e. nine participants, 15 students, etc.

Principle 3: Use the word form when the number is the first word in a sentence, title, or heading, i.e. Fifteen participants completed the survey.

Principle 4: Keep the form consistent within a phrase or series. See the examples below:

The participants included 350 students, 20 teachers, and 8 administrators….

Five out of thirteen participants declined to complete the survey….

Principle 5: Use the numeric form to describe sample, time, measurements, statistics, or arithmetical expressions, e.g., I interviewed 30 teachers over a period of 5 months.

The ALT Citation Method

In this section, two specific areas of the citation method adopted by ALT will be addressed: (1) references cited and (2) citations within the paper. The reference list at the end of your paper provides the full bibliographical information on each work you cite in the paper. All (and only) citations in the paper must be included in the reference list. A reference list differs from a bibliography in that the latter can include materials consulted but not directly cited in the text. The format for a reference list and a bibliography is exactly the same. The citation format within the paper provides the bare minimum of information needed to locate and identify a particular citation in the reference list.

I. REFERENCES

The reference section lists all of the references and only the references actually cited in the text. The purpose of the reference list is two-fold: (1) to provide full bibliographic detail necessary to find the item cited in a library, and (2) to provide a unique author and date for each item listed.
The following are general reminders regarding the listing of the names of authors, punctuation, capitalization, and publication information.

Listing the names of authors

- Single or multiple authors are always listed (a) last name followed by (b) first and other initials except when they are cited as author(s) of an edited volume which is the location of a particular chapter.
- Items are arranged alphabetically by the author's last name.
- Items under each author are listed in chronological order of publication, with the earliest first.
- If there are two or more items by the same author published in the same year, they are alphabetized by title and labeled "a," "b," "c," etc.

Punctuation

- Include a comma between the initials (or name) and Jr.
- When listing authors in a reference entry, always use an ampersand (&) for and.
- An ampersand is always necessary before the final name in a multiple-author entry.
- Always put a comma between the initial (or name) and the ampersand.
- An initial should always be followed by a period.
- Always write out page numbers in full (e.g., 267-276).
- The date should always be in parentheses.
- Always end the element with a period.

Capitalization

- Always capitalize the first letter of the first word of a title and a subtitle. Subsequent words should be capitalized only if they are proper nouns.
- The abbreviation for editor (Ed.) should always be capitalized and enclosed in parentheses.

The following are examples for your reference.

A. If the item is a single-author book or a joint-author non-edited book


B. If the item is a single-author or joint-author edited book


C. If the item is a chapter in a book

General reminder

In citing a chapter in a book, give the page numbers as: (pp. 123-456).

Examples


D. If the item is an article in a periodical

General reminders

- The volume number is always italicized.
- The journal title and volume number should be separated by a comma.
- The title, volume & issue numbers, and page numbers should all be separated by commas rather than periods.
- An issue number is only provided if the particular journal starts pagination over at page 1 at the beginning of each issue. If pagination does not start over for every issue, issue numbers are redundant.
- The journal title and volume number should be italicized. The issue number, if needed, should not be italicized.
- Journal and magazine article titles should not be italicized.
- The year should precede the month and day.
- Be sure to provide the doi if available. Also, do not end it with a period unless the doi ends in a period.

Examples

Andersen, R. W. (1989). *La adquisicion de la morfologia verbal* [The acquisition of
verb morphology]. Linguistica, 1, 90-142.


E. If the item is a book review


F. If the item is a conference paper (see also O. on ERIC documents)


G. If the item is an unpublished work


H. If the item is from unpublished course notes

Purgason, K. B. (2004). Real world problems in teaching ESL/EFL. Course notes for ISTE 525 Introduction to TESOL, Biola University, La Mirada, CA.


I. If the item is from a secondary source

Occasionally you will read something quoted by someone else that you want to quote. You should make every effort to read the original source, but if you can’t your citation should be as follows:

Boaz (1889, cited in Richards, 1974, p. 3) writes about...

Or In Lin’s research (1990, as cited in Lai, 2002), she studied...

...and your reference list should include only the source you actually read (that is, Richards, or Lai).

J. If the item has no author or editor named

Use titles:

...Your in-text citation will use a brief version of the title, with capital letters: ("Caffeine Linked," 1991).

K. If the item is a print journal or newspaper article retrieved online:


L. If the item is a document retrieved from online:


M. If the item is a website:


N. If the item is a thesis or dissertation abstract retrieved from a database:


O. If the item is an ERIC document


II. TEXTUAL CITATION

Footnotes or endnotes should be used sparingly; incorporate the material into the text whenever possible. Occasionally, however, you may need to explain a term or concept or make an aside, which interrupts the flow of the text. To do this, use the standard style for footnotes or endnotes. All citations in either noting method must also be given in the References list.

For examples of footnotes, see articles in TESOL Quarterly. For examples of endnotes (called “Notes”), see articles
in either *Studies in Second Language Acquisition*, which follows the ALT-approved APA format, or *Applied Linguistics*, which is slightly different but which also uses endnotes. ALT prefers that students use endnotes rather than footnotes because they are easier to format. See the section “Endnotes” below.

The basic textual citation consists of the author's last name and the date of the item cited. When citing quoted material, also include the page on which the citation is found. All citations are enclosed in parentheses:

A. **For single citations**

Note: The examples are highlighted.

*Laufer and Hill (2000)* were initially interested in how online lookup affects word retention. Seventy-two university students from Israel and Hong Kong were asked to read a 120-word text with 12 target words on the screen for a reading comprehension test....

Last but not least, the present study adds to paper-based research regarding the existing gloss studies given that *Jacobs et al. (1994)* conducted the only paper-based experiment among the three previous studies.

B. **For several references cited at the same point, arrange them in alphabetical order**

...Thus, making learners notice the target form is important. The richer the input in the learners’ environment, the better the potential for learners to convert the input into intake (*Schmidt, 1990, 1993; Wong, 2005*). For input to be more usable, it must be processed as intake. One requirement to convert input into intake is learner attention (*Alcón, 1998; Jourdenais, Ota, Stauffer, Boyson, & Doughty, 1995; Wong, 2005*). In this respect, glossing is one way of manipulating target vocabulary to be more salient in order to help learners convert input into intake.

C. **For a citation by an author who has published more than one item in the same year, all of which will be cited in some place in your paper (and hence found in the References list)**

(Oxford, 1985b)

D. **For more than one author with the same last name, use first initials to distinguish them**

(B. Kachru, 1993)

(Y. Kachru, 1989)

E. **For short direct quotations, give the author’s name and date before the quote and the page number after the quote**

These strategies are defined by Oxford (1990) as “actions taken by second and foreign language learners to control and improve their own learning” (p. ix).

F. **For direct quotes four lines or more in length, use the block format:**
Block format. Single space and indent 1/2 inch at the left for every line of the quotation, but do not indent the right margin. Also, do not use quotation marks. If a paragraph break occurs within the material quoted, indent the first line of the second paragraph another five spaces. The citation is placed at the end as in the following two examples:

When the reference is cited in the sentence immediately preceding the block quote, put only the page number at the end of the block:

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

When the reference is cited several sentences before the quote begins, include the author’s name and date along with the page number at the end of the block:

None of the learning differences ...

(several lines of text)

... within any biographical subgroup. (Willing, 1988, pp. 150-151)

III. Additional Comments and Examples

A. Comments

In your paper, do not indicate reference sources by using superscript numbers and putting the reference in footnotes or endnotes; instead, as mentioned above, place the reference citations directly in the text, giving the author's name and date in parentheses (see examples 1-4 below). When several authors agree on the same topic, multiple citations can be used (see example 2).

When using a short quotation, the date and page number will be included (see examples 5 & 6). For long quotations, see the section on “block format” above. Note the position of the author’s name and date as well as the punctuation used in both types of quoted material.

Information gained through personal communication is cited in the text but not in the reference list. Provide as accurate a date as possible (see example 7).

Secondary sources should rarely be used, but if you do not have access to the original source, or if the original article is reprinted in an anthology, you may use a secondary source. For historical perspective, give the original date (if possible) as well as the date of the secondary source which you consulted (see examples 8 and 9).

B. Examples of text citation, including citations with quoted material
1. Stevick (1971) presents three qualities by which to evaluate language materials.


3. Materials can be evaluated according to three qualities: strength, lightness, and transparency (Stevick, 1971).

4. Notional-functional syllabi are concerned with the functions that are performed by language, such things as inviting, accepting an invitation, refusing an invitation, etc. (van Ek & Alexander, 1975; Johnson, 1982).

5. "Transparency is primarily a cognitive problem" (Stevick, 1971, p. 48).

6. Stevick (1971) says that "transparency is primarily a cognitive problem" (p. 48).

7. Since 1980, there has been a great deal of emphasis placed on intercultural understanding in TESOL training programs and at conventions (B. Chastain, Personal communication, May 24, 1993).

8. Boaz (1889, cited in Richards, 1974, p. 3) writes about the difficulties that nineteenth century linguists had in perceiving sounds of new languages.

9. "This hypothesis states that a human infant is born with an innate predisposition to acquire language" (Corder, 1967, repr. in Richards, 1974, p. 21).

IV. ENDNOTES

Endnotes are used for additional information that might be interesting to the reader but which is not essential to the coherence of your paper.¹ Number your notes consecutively throughout the text.² Prepare a note page with the title NOTES in capital letters at the top. Four lines down from the title, list the notes consecutively by number.³ This page comes directly after the text of your paper and before your list of references. The following example of endnotes on a “Notes” page is based on the superscript numbers in this paragraph.

Notes
1. If putting such information in the text would disrupt your line of development and might lead your reader off on a tangent, then put that information in an endnote.
2. In the text, the number is written as a superscript. You can use a smaller font for it. A 12-point font has been used for this text and a 9-point font for the superscript numbers.
3. The numbers on the "Notes" page are standard size. They are not raised above the line or reduced in size.

V. OTHER

Charts, tables, and appendices may also be part of your paper. See APA guidelines for how to do these.

PERIODICALS IN APPLIED LINGUISTICS & TESOL

The following is a list of professional journals that students and faculty of Applied Linguistics and TESOL often read in their studies. Students can access these journals online either on campus or at home via Biola library’s website at http://library.biola.edu/. From the Research tab, choose Journals A-Z.

- Annual Review of Applied Linguistics
- Applied Linguistics
- Canadian Modern Language Review
- CATESOL Journal
- Computer Assisted Language Learning
- ELT Journal
- English Teaching Forum
- International Journal of Applied Linguistics
- International Journal of Corpus Linguistics
- International Journal of Lexicography
- International Review of Applied Linguistics in Language Teaching (IRAL)
- Journal of Linguistics
- Journal of Second Language Writing
- Language
- Language Assessment Quarterly
- Language in Society
- Language Learning
- Language Learning and Technology
- Language Policy
- Language Testing
- Language Teaching Research
- Modern Language Journal (MLJ)
- ReCALL Journal
- Reading in a Foreign Language
- RELC Journal
- Second Language Research
- Studies in Second Language Acquisition
- System
- TESL-EJ
- TESOL Quarterly
- The Internet TESL Journal
Students in Cook SICS come from many different cultural backgrounds. We recognize that each culture has its own tradition and customs related to gift giving and that one of the ways in which faculty and students may experience cultural clashes is in this area. For that reason, we’ve included in the handbook this section on gifts in the American academic context.

First of all, faculty members do not expect gifts. Most students go through their entire academic programs without giving any gifts to their professors.

Secondly, there are some situations in which gifts are considered to be inappropriate and would make a faculty person feel very awkward. In general, we suggest that you do NOT:

- give expensive gifts. A small, inexpensive token of appreciation can be accepted gratefully, but an expensive gift will make an American professor very uncomfortable.
- give any gift before asking a faculty member a favor or before you undergo something like an exam or dissertation defense. Gifts at such times have the appearance of bribes. Faculty members cannot respond to your request or change their evaluation of your work based on gifts. Even if there is no intent to change the outcome, the appearance is of a bribe rather than a gift.

There are some occasions on which a small gift is acceptable, though not required. They include:

- a faculty member has done something extra for you which required time and effort on their part, e.g., writing a large number of letters of reference on short notice, or helping you apply for scholarships. A small thank you gift after such a favor has been done would be appropriate (though not required). Usually faculty feel that such activities are part of their job and don’t require special thanks, but occasionally you will sense that a faculty member has gone “above and beyond” for you and you would like to thank them.
- you have especially enjoyed your interaction with a particular faculty member during a course or during your studies. A small thank you gift after you finish the course or at the time of your graduation would be appropriate (though not required). If you think that other students in the class are also interested in expressing appreciation to a professor, a group thank-you is possible. Remember that faculty are just as pleased to receive a memento of the class such as a card or a group photograph than to receive something more expensive.

The field of TESOL is broad enough that the Department of ALT welcomes students from any academic major. Varied backgrounds provide fresh perspectives that enrich classroom teaching.

The CERTIFICATE in TESOL is an 18-unit program designed to enable post-baccalaureate students to develop both a solid academic foundation in second language pedagogy and practical skills in teaching English in cross-cultural situations. Full-time students can complete the program in one academic year; part-time students may take up to three years to
complete it. The Certificate can be a stand-alone program or a component of the MA in Intercultural Studies, MA in Missions, or MA in Applied Linguistics.

The MA in TESOL builds on the Certificate with 18 additional units. It blends theory, practice, and teaching experience within broader academic training. MA graduates, in addition to teaching, are also prepared for responsibilities in teacher supervision, testing, curriculum development, and materials design. The MA usually requires two years to complete. Since the first year of the MA program is identical to the Certificate program, some students choose to gain teaching experience after getting the Certificate and then return to complete the full degree later. Some students start teaching in a local ESL program while continuing with the program on a part-time status. Still others go overseas while continuing their program by taking the remaining TESOL courses online.

The MA program requirements may be reduced for students with a background in TESOL, linguistics, or English; but the minimum number of graduate units required for either MA is 33, of which 24 must be taken through Biola. A minimum of 12 units must be taken on campus. A special program is in place for students who have majored in TESOL as an undergraduate. Ask your advisor for information about the 4+1 program.

Students should check with their advisor if they think they have met the foundational requirements or if they think their background warrants a reduction in requirements. It is helpful to have course outlines detailing textbooks used and course content in order to evaluate equivalency.

**If your primary interest is in teaching English as a second or foreign language**, you should do the MA TESOL, not the MA Applied Linguistics. By doing the MA AL, you only have time to do the certificate level courses in TESOL. This means you do not get a course in testing, or any electives such as course design, technology, or academic writing. Some students may be under the impression that an MA AL is more prestigious for potential employers than an MA TESOL. This is not the case. Future employers will consider the specific education and training you’ve received, not the name of your degree. If you have any questions about which degree is best for you, please see your advisor or any of the departmental faculty.

In order to facilitate students who are combining work or ministry with study, the ALT department may offer the second-year courses online. These courses may include Language Testing & Assessment, Vocabulary Learning and Teaching, and the various regular and non-regular electives. Students may also complete the portfolio requirement off campus and online.

**NON-NATIVE ENGLISH SPEAKERS IN THE TESOL PROGRAMS**

First, we would like to extend a special word of welcome to those of you who are not native speakers of English. You represent the majority of English language teachers in the world; you provide motivating role models to your students; and you bring advantages to the classroom such as empathy and an awareness of learner difficulties (Medgyes 1996; Samimy & Brutt-Griffler, 1999; Tang 1997). But, in addition to these strengths, it is our experience that nonnative ESL teachers in our program have three main concerns: relevance, language proficiency, and future employment.

Let’s address the issue of relevance first. The TESOL program objectives in the catalog note that we prepare teachers for “a variety of settings.” We do not prescribe a single method for teaching English but rather provide students with the knowledge and skills which will enable them to choose appropriate methodology in whatever teaching or learning situation they find themselves. We are committed to preparing excellent teachers, whether they end up in Anaheim or Ankara, whether they have a small class of motivated adults in a well-equipped private language institute, or whether they are teaching a group of 60 young people with nothing but national exams on their mind.

At the same time, we live with some limitations. We usually choose just one or two textbooks per class, and although faculty
as a whole has a wide range of experience, we have not been in every kind of class. Thus, there may be times when you feel that what you read in a textbook or hear in class is not exactly relevant to your future teaching situation. If this is the case, we encourage you to talk to your advisor or any other faculty member. We can help direct your reading and assignments to be maximally useful for your future. Please don’t hesitate to come to talk with any of the faculty.

Regarding language proficiency, we believe that both native and nonnative teachers alike must commit to on-going language development. We regret that we do not offer a full-range of opportunities for you to improve your English on Biola’s campus; we do give the following suggestions:

1. Set annual priorities. While you are in graduate school, you may decide to work on your reading and writing skills. After you finish, you may choose to work on pronunciation. Another year your priority might be vocabulary development, and so on. If you need help in discerning which area of English would be most strategic for you to work on, ask a faculty member. Faculty can also help with diagnostic assessment or direct you to a qualified person who can do the assessment.

2. A community college near you may offer some useful courses, for example, “Pronunciation Improvement” or “Business Communication.”

3. A private tutor might be the best use of the time and money you have available for language proficiency development. The TESOL faculty can help you find a tutor who can ensure that you get what you need as a graduate student and as a future English teacher. Be prepared to tell your tutor exactly what you want: help in writing academic papers, pronunciation coaching, etc. Costs can vary widely, e.g., from $10 to $50 an hour. You might also be able to exchange skills (e.g., Korean language tutoring for English language tutoring).

Again, if you have concerns about language proficiency, feel free to talk with any of the faculty.

**Future Employment as A Nonnative Speaker**

Regardless of where you are hoping to work, you may wonder about meeting discrimination from employers who are blatant about their preference for native speakers or even for teachers who are Caucasian. We decry such prejudice and believe that teachers should be assessed by their teaching ability, not their status as native or nonnative or by their race (see Amin, 1997). Although we may not be able to change the unfortunate reality of discrimination in the workplace, we would be happy to talk with you about it and offer any assistance we can in directing you to employers who would welcome your skills.

In addition, you are strongly encouraged to join local, state, national, and international teacher associations, such as CATESOL and TESOL, and participate in their annual professional conferences so that you can network with other nonnative language teachers and teacher-trainees in the TESOL field. For instance, you can want to consider joining an interest group in CATESOL called Non-Native Language Educators’ Issues (NNLEI) at NNLEI, or TESOL’s called Nonnative English Speakers in TESOL (NNEST) Interest Section at NNEST. Finally, some of our graduates have gone on to teach their native languages such as Chinese or Korean. You might want to talk to the faculty about this possibility, too.

**Books and Bibliographic Resources Recommended for Further Reading**

You may find an extensive bibliography on NNESTs on TESOL’s NNEST Interest Section at NNEST. The following
are only a few bibliographic resources recommended for your initial reading.

**Selected Books**


**Chapters**


**Selected Journal Articles**


RESOURCES FOR TESOL STUDENTS

TESOL Curriculum Library

The basement of the Biola library includes an extensive collection of ESL textbooks for students. You’ll be using these books as resources for assignments involving lesson plans, book reviews, and course design. You can also use them as resources for tutoring or teaching you may be doing. They are shelved by category such as “Core Texts,” “Reading,” “Grammar,” etc.

Biola Career Services: Biola TESOL Connection

In the Student Services building (across from the gym, below the bookstore) is the office of Career Services. They offer help in finding local and international jobs as well as writing a resume and other job-related issues.

The ALT department will also post TESOL job and ministry announcements on the bulletin boards in Marshburn and make announcements in class as they become available and post on the Biola TESOL connection Facebook page.
Feel free to ask your advisor if you need help in finding the right job or ministry opportunity. (See also Section 7)

**TESOL-Related Journals and Databases**

From the Biola library homepage, choose the Research tab, Articles and Databases section. Biola’s library has a good collection of journals relevant to TESOL, including *TESOL Quarterly, TESOL Journal, English Language Teaching Journal,* and many others. The library has a list of journals according to department.

The main database used to access TESOL-related material is ERIC. Use the advanced search option. Use “English second language” as your *major descriptor* and add *key words* as needed.

Putting ESL, EFL, TESOL, etc. into a general search engine such as Google will pull up less academic and more practical links.
PROGRAM DESCRIPTION: The TESOL graduate programs require 3 credits of foundational work in Bible. Beyond the foundational credits, the Master of Arts in TESOL requires 33 credits of prescribed coursework. A portfolio is required as a culmination for the Master of Arts in TESOL.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Term Completed</th>
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<tbody>
<tr>
<td>Bible/Theology Course (e.g. NT/OT, Perspectives, Hermeneutics, etc.)</td>
<td>3</td>
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<tr>
<td>Program Credits (24 Credits)</td>
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<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
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<tr>
<td>ISTE 525 Introduction to TESOL-Adult</td>
<td>3</td>
<td></td>
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<tr>
<td>ISTE 527 Materials Evaluation and Preparation</td>
<td>3</td>
<td></td>
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<tr>
<td>ISTE 530 Ethics, Values, &amp; Intercultural Communication</td>
<td>3</td>
<td></td>
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<tr>
<td>ISTE 614 Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>ISTE 692 Practicum in TESOL II</td>
<td>3</td>
<td></td>
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<tr>
<td>ISTE 627 Vocabulary Learning &amp; Teaching</td>
<td>3</td>
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<tr>
<td>ISTE 632 Language Testing and Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bible, Theology or Perspective Elective (3 Credits)</td>
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<td></td>
<td>3</td>
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<tr>
<td>ALT Electives (6 Credits) ISTE or ISAL Electives. Regular electives include Course Design in TESOL, Teaching Second Language Reading and Writing, &amp; Technology for Language Learning and Teaching</td>
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<tr>
<td>Portfolio Requirement (0 Credit) Students will be adding to their portfolio revised versions of set assignments after several required courses. See the Handbook for details.</td>
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<tr>
<td>ISTE 693 Portfolio</td>
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Faculty Advisor Approval: ____________________________ Date: ____________________
GRADUATE TESOL CERTIFICATE COURSEWORK TRACKING

SECTION 4.5

Student Name ___________________________________________ I.D. ________________________

PROGRAM DESCRIPTION: The TESOL graduate programs require 3 credits of foundational work in Bible. Beyond the foundational credits, the Graduate Certificate in TESOL requires 18 credits of prescribed course work

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Term Completed</th>
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</thead>
<tbody>
<tr>
<td>Foundational Courses (3 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1 Bible/Theology Course (e.g. NT/OT, Perspectives, Hermeneutics, etc.)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program Credits (18 Credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
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<tr>
<td>ISTE 525 Introduction to TESOL-Adult</td>
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<tr>
<td>ISTE 527 Materials Evaluation and Preparation</td>
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<tr>
<td>ISTE 530 Ethics, Values, &amp; Intercultural Communication</td>
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<td>ISTE 627 Vocabulary Learning &amp; Teaching</td>
<td>3</td>
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<tr>
<td>ISTE 692 Practicum in TESOL II</td>
<td>3</td>
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</tbody>
</table>

Faculty Advisor Approval:_________________________ Date:_____________________
Overview of MA TESOL Online Courses

**Foundational Courses (9 Units)**

A total of three foundational courses are required: Introduction to Language & Linguistics, Intercultural Communication for Teachers, and Bible (e.g., N.T. Survey, O.T. Survey, Hermeneutics). Students who have not done these classes can do them concurrently with their MA, but will need to add them to their schedule. Students who have taken a course in intercultural communication may get 2 units waived and take a 1-unit arranged course to complete the requirement on cross-cultural issues in the language classroom. Students should contact an advisor if they have questions about how to meet these requirements.

The following is the course description of the Intercultural Communication for Teachers course.

**ISTE 541 Intercultural Communication for Teachers (3 units)**

This course enables you to examine the cultural contexts of English as an international language, culture in the language class, and intercultural communication, with the goal of increasing your intercultural understanding and teaching effectiveness.

**Bible/Theology Elective (3 Units)**

Biola requires that all graduate degrees include an additional Bible or theology component. A three-unit graduate level course is part of the MA TESOL. See previous section.

**Basic Core Courses**

Students who complete basic core courses can request a Graduate Certificate in TESOL. This may help students secure their working visa in a given country. Students may also use the certificate to petition for a salary increase. Students may also request a departmental certificate when they complete a few basic core courses. Consult Dr. Kitty Purgason for details.

**ISTE 509 Structure of English (3 units)**

This course familiarizes ESL/EFL teachers with the grammatical structures of English, heightens their awareness of the common language difficulties of ESL/EFL learners, equips them with the knowledge and skill to explain grammar, and enables them to teach grammar effectively.

**ISTE 525 Introduction to TESOL (3 units)**

In this core methodology course, you will explore how to teach English to speakers of other languages, with a focus on the adult learner. The course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, reading, writing, and integrated skills; lesson planning; and classroom management.
**ISTE 527 Materials Evaluation and Preparation for TESOL (3 units)**

This course will equip you to evaluate and adapt published materials, as well as prepare your own materials to serve the needs of your students. You will explore principles of ESL/EFL materials design. You will also learn how to use various instructional media, both traditional and digital, to make your classroom teaching more effective.

**ISTE 530 Ethics, Values, and Intercultural Communication for TESOL Professions (EVICC)**

This class allows Christian teachers of ESL/EFL to develop as professionals in two ways. The first is to ethically integrate their faith and their profession and explore ways of raising issues of values and core spiritual truths with students while maintaining professionalism. The second is to address the study of cultural contexts of English as an international language, the role of culture in the language class, and teachers’ and students’ skills in intercultural communication, with the goal of increasing cultural intelligence and understanding, as well as English teaching effectiveness. EVICC is considered to be a departmental integration seminar.

**ISTE 614 Second Language Acquisition (3 units)**

In this class you will explore the various factors, especially individual, sociological, and psychological, which affect the process of acquiring a second language. In examining what we know about how people learn a second or foreign language, we will consider research evidence, the learner, the learning program, and the wider learning context, along with applications to language teaching methods.

**ISTE 692 Practicum in TESOL (3 units)**

This class allows you to gain experience with a master teacher in a local ESL class. Assignments include writing a statement of teaching philosophy, reviewing video recordings of oneself and a peer’s teaching, and doing reflective papers about classroom issues such as teacher talk, feedback, and decision-making.

**Additional Core Courses**

**ISTE 627 Vocabulary Learning & Teaching (2 units)**

Study of English vocabulary, how it is learned, and best taught to non-native speakers. Research and theory inform learning issues and teaching practices. Examination of relevant materials and resources further supports vocabulary learning and teaching. Prerequisite: ISTE 525.

**ISTE 632 Language Testing and Assessment (3 units)**

You will learn how to assess your students, using both formal tests and alternative forms of language assessment, for different language skills in various classroom settings. As you examine the theory and practice of language assessment, you will also learn about standardized tests and how to help students succeed in them.

**ISTE 693 Portfolio (0 units)**
This culmination of the MA documents how you have developed in the areas of teaching, research, and professionalism. Areas to cover include teaching philosophy, the process of teaching, teaching products, professional contributions, your resume, a statement on how you have met your goals, and your best academic paper. You will be reminded of various sections in classes along the way, and encouraged to finish in your final semester.
Elective Courses in TESOL (6 Units)

**ISTE 635 Technology for Language Learning & Teaching (2 units)**

Exploration through reading, discussion, and hands-on experience of how technology can be creatively exploited as a teaching, learning and assessment tool to support language learning. Prerequisite(s): ISTE 525.

**ISTE 648 Teaching Second Language Reading and Writing (3 units)**

This course investigates the nature of second language reading/writing, investigates the characteristics of second language readers/writers, and explores a synthesis of pedagogical approaches to the teaching of reading/writing in the ESL and EFL context from the beginning level through the advanced level. Prerequisite(s): ISTE 525.

**ISTE 665 Course Design in TESOL (2 units)**

How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues. Prerequisite(s): ISTE 525.
Your advisor is available to discuss your schedule with you personally, taking into account your individual background, goals, and constraints. Some possible schedules can be found on our website here: MA TESOL Sample Schedule. You may use it for preliminary planning, but please check your final schedule with your advisor. The sample class schedules are for your reference. They are subject to change. Although these are full-time schedules, many people study part time. Please consult your advisor. Classes are scheduled as follows. Elective courses are noted in italics.

First year fall on campus:
ISTE 525, ISTE 509

First year spring on campus:
ISTE 527, ISTE 530, ISTE 692

First year summer online:
ISTE 635

Second year fall online:
ISTE 627, ISTE 632, ISTE 665

Second year spring online:
ISTE 641, ISTE 648

CHALLENGING CLASSES

Intro to TESOL

Students who have done coursework equivalent to Intro to TESOL may ask the chair for permission to challenge ISTE 525. Students taking the challenge exam (ISTE 528) will pay the nominal exam fee, will be given study materials, and will take the test. If they pass with at least an 85% they will be granted three units of graduate credit. If they do not pass, they will have to take ISTE 525. Students doing the challenge should note that Portfolio requirements associated with ISTE 525 will need to be done separately.

Structure of English

Students who have done coursework equivalent to Structure of English may ask the chair for permission to challenge ISTE 509. Students taking the challenge exam (ISTE 511) will pay the nominal exam fee, will be given study materials, and will take the test/do the tasks. If they pass with at least an 85% they will be granted three units of graduate credit. If they do not pass, they will have to take ISTE 509. Students doing the challenge should note that Portfolio requirements associated with ISTE 509 will need to be done separately.

Practicum in TESOL - See the next section.
There is considerable value in having a hands-on apprentice experience in TESOL in order to consolidate and make personally useful the theory, methodological insights, and teaching techniques gained in formal classroom situations. The course, ISTE 692 “Practicum in TESOL II,” is specifically designed to provide teacher trainees with the opportunity to work with and gain experience under a “master teacher” in the field. The following points are listed here to clarify matters relating to the Practicum.

1. **Transfer Credit.** Official transfer credit will be granted only if a comparable course has been taken for graduate credit at an acceptable institution and has been recorded on the student’s transcript. Transfer credit, if granted, covers both the course requirement and the three units it carries.

2. **Challenge for Credit.** A student may petition to challenge the Practicum requirement for credit in accordance with the procedures set forth in the University catalog, if the following conditions have been met:
   a. at least 50 hours were spent in ESL/EFL teaching;
   b. the teaching experience took place not more than two years before the date of challenge;
   c. the teaching situation was structured and supervised;
   d. the supervisor visited the class at least three times and gave the teacher substantial constructive feedback; and
   e. the quality of the student teaching was satisfactory in the opinion of the supervisor as expressed in a written evaluation.

   In addition to these conditions, the student petitioning for challenge credit must submit to the department a written report covering (a) a detailed description of the teaching situation, including the materials and lesson plans used and techniques employed; and (b) a self-evaluation of the experience, especially in light of what the student learned in ISTE 525 “Introduction to TESOL.” Should the ALT department approve the challenge, the student will not have to take the course and will not have to take an alternative course to make up the equivalent number of units.

3. **Reduction of Practicum Requirements.** Normally, no reduction of teaching hours required for the Practicum will be made. While recognizing that some students will already have had some experience in teaching—whether ESL/EFL or regular elementary, secondary, or adult education—the department believes that there is significant value in a supervised apprentice relationship during the course of our program. This should not be interpreted that prior experience or concurrent non-apprentice situations are unsatisfactory, unimportant, or unnecessary. The Department strongly recommends that students gain as much experience as possible in a variety of situations. In certain cases, however, a limited reduction of teaching hours has been approved after a review and evaluation of a petition filed with the department.

4. **Remuneration for Teaching during the Practicum.** In most cases, host institutions do not pay students for their apprentice services. Should some remuneration (whether wage or honorarium) be offered, however, students are free to accept it. This would be strictly a personal matter.

5. **Time and Location of Practicum.** Normally a student gets classroom experience during the spring semester (or whenever ISTE 692 is scheduled) at a local site arranged by the Practicum instructor. These sites include intensive ESL programs, local adult schools, and community colleges. They are chosen in consultation with the student so the teaching experience gained can complement the student’s previous experience and career goals. Time and transportation constraints are taken into consideration.
We encourage students to do their Practicum as normally scheduled. However, an alternative Practicum may be arranged in special situations. (1) Occasionally, special overseas Practicum opportunities will become available, usually during the summer. Students will be informed of these opportunities. (2) In some places (for example, Japan and Indonesia) there are Biola graduates who have agreed to be a master teacher, and a Practicum can be arranged there. (3) Students may make their own arrangements in consultation with the Practicum instructor. The master teacher must be qualified and willing to provide observation and evaluation. The teaching situation must allow for at least 50 hours in the classroom.

A student who does an arranged course Practicum will have special assignments to do to take the place of the work done during the regular class sessions of ISTE 692 or will be required to attend the class sessions. Specific arrangements must be worked out in advance with the course instructor. The procedure is usually as follows:

a. Fall semester: students discuss plans with instructor

b. Spring semester: students sit in on ISTE 692 to gain that content

c. Summer: student does teaching and accompanying assignments

d. Fall semester: student registers for an “arranged course” ISTE 692 and turns in all assignments to be graded

**Master Teacher/Mentor.** Ordinarily Practicum students teach in their master teacher’s class. Occasionally, however, a situation comes up where the Practicum student is in his or her own class. In this case, arrangements must be made for an outside evaluator to come in and observe/give feedback. This person should have an MA TESOL or the equivalent. An honorarium goes to this person, but if more money is necessary to compensate them (e.g., for transportation), it must be paid by the student. The mentor must observe at least five hours, ideally spread out over the course of the 50 teaching hours.
The portfolio is the culminating assessment for your M.A. It is a collection of assignments that you have done in various M.A. courses and revised in order to demonstrate a combination of academic, pedagogical, and personal professional skills and also to illustrate your development over time. We also hope it will be useful as you prepare for interviews with employers or volunteer agencies.

You will be submitting the pieces of your Portfolio to a Canvas site at the end of specified courses. All submissions must include both an original version with the professor’s comments and a revised version. The pieces will be checked by the course instructor. The final portfolio will be checked by your advisor when you do your graduation check. Since some requirements of the Portfolio may be fulfilled by assignments from different classes, you may have a piece submitted that you wish to exchange for a later one (e.g., substituting a lesson plan from Intro to TESOL for one from EVICC) for the sake of having your best work in the final Portfolio.

The Portfolio has 6 sections: (1) Teaching Products, (2) Teaching Philosophy, (3) Teaching Process, (4) Professional Development, (5) Resume, and (6) Research Paper.

Teaching Products include lesson plans, grammar analysis, media/materials/course design, annotated bibliography, textbook evaluation, and test or assessment.

Teaching Philosophy includes short papers from five different classes.

Teaching Process consists of a link to a video of you teaching with a reflection paper (from the Practicum class).

Professional Development consists of documented attendance at two conferences and a proposal to present at a conference (part of Intro to TESOL, Practicum, and several other course options). The resume is an assignment from Practicum. The Research Paper can be one done for several different courses.

The charts below describe the pieces of the Portfolio by section.

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
<th>PLO</th>
<th>Portfolio Section</th>
<th>Notes and how to name files</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to TESOL, Structure of English, Vocabulary Materials</td>
<td>Lesson plan assignment</td>
<td>6, 7</td>
<td>Teaching Products</td>
<td>Two lesson plans from two different courses. 1A_lessonplan(1)_marked 1A_lessonplan(1)_final</td>
</tr>
</tbody>
</table>
| Course Design: EVICC, R&W, Structure of English | Grammar analysis assignment | 1 | Teaching Products | If you challenge Structure, this is the second half of the test.  
1B_grammaranalysis_marked  
1B_grammaranalysis_final |
|---|---|---|---|---|
| Materials, Technology, Course Design | 527: Media activity assignment (three samples)  
635: Digital media activity assignment (three samples)  
665: Course design project summary (introduction, content, goals, organization sections) | 6, 7 | Teaching Products | Choose one.  
1C_mediaactivity_marked  
1C_mediaactivity_final  
or  
1C_digitalmedia_marked  
1C_digitalmedia_final  
or  
1C_coursedesign_marked  
1C_coursedesign_final |
| Vocabulary or other course | 627: Annotated bibliography assignment | 6, 7 | Teaching Products | An annotated bibliography from another course may also be used.  
1D_annotatedbiblio_marked  
1D_annotatedbiblio_final |
| Materials, Vocabulary | 527: Textbook recommendation assignment  
627: Textbook evaluation | 6, 7 | Teaching Products | Choose one.  
1E_textbookrec_marked  
1E_textbookrec_final  
or  
1E_textbookeval_marked  
1E_textbookeval_final |
| Testing & Assessment | A test or assessment instrument assignment | 6, 7 | Teaching Products | Choose one.  
1F_test_marked  
1F_test_final |
<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
<th>PLO</th>
<th>Portfolio Section</th>
<th>Notes and how to name files</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to TESOL</strong></td>
<td>Short paper on teaching and teachers</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>~750 words, with references. If you challenge Intro you must do this on your own.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2A_Phil_Teaching_marked 2A_Phil_Teaching_final</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Short paper on the role of materials in language learning and teaching</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>~750 words, with references</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2B_Phil_Materials_marked 2B_Phil_Materials_final</td>
</tr>
<tr>
<td><strong>SLA</strong></td>
<td>Short paper on learning and learners</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>~750 words, with references</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2C_Phil_Learning_marked 2C_Phil_Learning_final</td>
</tr>
<tr>
<td><strong>EVICC</strong></td>
<td>Short paper on context, communities and culture</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>~750 words, with references</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2D_Phil_Culture_marked 2D_Phil_Culture_final</td>
</tr>
<tr>
<td><strong>EVICC</strong></td>
<td>Short paper on profession and ministry</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>~750 words, with references</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2E_Phil_ProfMin_marked 2E_Phil_ProfMin_final</td>
</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>692: Teacher Beliefs R&amp;R. Depending on when you take the course, draft</td>
<td>4</td>
<td>Teaching Philosophy</td>
<td>If you challenge practicum you must get instructions from the instructor and do this</td>
</tr>
<tr>
<td></td>
<td>ideas and/or revise any of the other papers in this section of the portfolio already submitted</td>
<td></td>
<td></td>
<td>2F_Philosophy_marked 2F_Philosophy_final</td>
</tr>
<tr>
<td>Class</td>
<td>Assignment</td>
<td>PLO</td>
<td>Portfolio Section</td>
<td>Notes and how to name files</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>(1) Link to video of at least ten minutes of your teaching (2) Stop-start-continue reflection</td>
<td>3</td>
<td>Teaching Process</td>
<td>If you challenge practicum you must get instructions from the instructor and do this 3_TeachingVideoReflection_marked 3_TeachingVideoReflection_final</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
<th>PLO</th>
<th>Portfolio Section</th>
<th>Notes and how to name files</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro to TESOL</strong></td>
<td>Conference attendance for an Observation assignment or a plan to attend a conference later on</td>
<td>5</td>
<td>Professional Development</td>
<td>If you challenge Intro you must do this on your own. 4_Conference1_marked 4_Conference1_final</td>
</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>Conference attendance for the Goals Paper assignment or a plan to attend a conference later on</td>
<td>5</td>
<td>Professional Development</td>
<td>If you challenge practicum you must get instructions from the instructor and do this 4_Conference2_marked 4_Conference2_final</td>
</tr>
</tbody>
</table>

When you are ready for graduation, your Portfolio must have evidence that you have attended two conferences.

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignment</th>
<th>PLO</th>
<th>Portfolio Section</th>
<th>Notes and how to name files</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials, Reading &amp; Writing, Technology</strong></td>
<td>Conference proposal assignment</td>
<td>5</td>
<td>Professional Development</td>
<td>Put at least one proposal into the Portfolio. Add a write-up if the proposal was accepted and the presentation was done. 4_ConfProposal_marked 4_ConfProposal_final</td>
</tr>
<tr>
<td>Class</td>
<td>Assignment</td>
<td>PLO</td>
<td>Portfolio Section</td>
<td>Notes and how to name files</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------</td>
<td>-----</td>
<td>-------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Practicum</td>
<td>Jobs R&amp;R</td>
<td>5</td>
<td>Resume</td>
<td>If you challenge practicum you must get the handouts from the instructor and do this 5.Resume-marked 5.Resume-final</td>
</tr>
<tr>
<td>SLA, Vocabulary</td>
<td>Research paper assignments</td>
<td>2</td>
<td>Research Paper</td>
<td>Include at least one paper of ~10-12 pages (~4000 words), with ~ 10 references. 6_researchpaper_marked 6_researchpaper_final</td>
</tr>
</tbody>
</table>

**Preparing for Online Submissions**

Make sure your name appears on each page of the documents.

Save each file in **Word** (.doc or .docx) or in **Rich Text Format (RTF)** if you do not have Microsoft Word on your computer. **Do not save your documents in PDF** unless they are published articles, samples of your class handouts, worksheets, digital graphics, etc. (For your teaching products, if you have any pictures or authentic materials you are using for your lesson plans, take photos of these
Details about the Teaching Philosophy section

Regarding teaching philosophy or beliefs, in four of your classes you will be submitting five short papers on five different topics and in one class you'll write a longer paper. The purpose is to have documentation that you can use in the future if you are required to include a statement of your teaching philosophy or beliefs along with a job application. The topics are:

1. **Teaching and teachers** - What role(s) should a teacher play? What characteristics does a good teacher have?

2. **Learning and learners**: How does learning occur? What makes a good language learner? What exactly should students learn?

3. **Materials in language learning and teaching**: what is the role of textbooks, media, authentic materials, and so on in language learning and teaching? How do you choose materials? You may also choose to talk about program-wide materials in this section, perhaps referring to terms like communicative, learner-centered, integrated skills, intensive, immersion, content-based, tasks, lexical approach, critical pedagogy, etc. (These are not required terms, only examples)

4. **Context, communities, and culture**: How should we be aware of the context in which we’re teaching? What are ways that institutions support or detract from the teacher’s or students’ roles? What role does community play in enhancing language acquisition? How do you as a teacher want to relate to the institution or community in which you teach? What role does culture play in your teaching? Are you a learner or teacher of culture?

5. **Profession and ministry**: What does it mean to be a “professional” ESL/EFL teacher? How does teaching fit into what you see your purpose as a Christian is?

In 692 Practicum in TESOL, you will be writing a longer paper (about 1500 words) on your beliefs. If you take Practicum before the other courses, you will already have a draft of what you might include in the short, topic-specific papers. If you take Practicum after the other courses, you can revise what you have already written and include it in your longer paper.

Details about the Teaching Process section
Either as part of your Practicum Video assignment or on your own, do the following:

Video yourself teaching a class. Write a reflection after watching the video that includes things you want to stop doing, start doing, and continue doing. Write a paper that begins with a description of the class (context, students, curriculum) and the lesson (materials, goals), and then includes your stop-start-continue commentary. If you have notes from a classmate, instructor, or mentor who watched the class or video, include what you learned from them. Select or edit so you have a video of eight to ten minutes which is uploaded on youtube or another accessible site—include a link to that in your paper.

The goal is not to show perfect teaching, but to demonstrate that you can reflect on your teaching in light what of you’re learning in the TESOL program for the sake of ongoing growth.

Details about the Professional Development section

- Attend at least two professional conferences. Examples include TESOL, IATEFL, CELT, CATESOL, and other regional conferences. Write a two-page reflection paper about which sessions you attended and what you learned. (Receipts or other documentation are not needed.) Assignments in Intro to TESOL and Practicum include options for conference attendance. If it is not practical for you to attend at the time you’re taking those courses, you must schedule conference attendance when convenient and submit the papers to your Portfolio on your own. If in-person conference attendance is not possible during any of the years you are in the MA TESOL program, ask the faculty about electronic or online conferences. This should be done in advance, not during your last semester.

- Submit a proposal for a professional conference. There are several classes in which conference proposals are a required assignment. Follow conference guidelines exactly and write your abstract and proposal exactly as you would for a particular conference. Whether or not it was actually accepted will not affect faculty evaluation of a quality proposal, but you are encouraged to actually present if your proposal was accepted. If you do, photographs or other documentation of your poster or presentation can be included in this section of the Portfolio.

- Additional optional elements to this section of the Portfolio

  o Serve a professional association in some other way, e.g., as publicity chairperson, and write a brief reflection paper on what you did and what you learned.
  o Publish a book review or other article in a professional publication (paper or online) and submit a copy of the publication.
  o Conduct teacher training in the form of an in-service for your institution or agency, or for a Biola group, and submit a brief description of what you did, including feedback from the group, if available.
Details about the Research Paper section

This section of the portfolio represents the best academic work you have done and demonstrates your ability to read the professional literature and write about it. Students do research papers in SLA and several electives, so you have a choice of which paper to submit.

The guidelines for ~10 pages or 4000 words and ~ 10 references are approximate guidelines simply to give you an idea of the length and depth we are looking for.

Reminders

- Consult the ALT Handbook, Style Manual section (or current APA guidelines) for how to do in-text citations and references.

- Allow time for careful proofreading and revision of everything, taking into account not only the comments on original drafts by the faculty but additional improvements you want to make. If you are a non-native speaker or a native speaker who is not strong in writing, you may want to make arrangements for someone to look over some of your submissions.

- Use Evaluation Rubrics to ensure that you are meeting expectations.
General criteria for all assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions 5%</td>
<td>You followed instructions for the assignment perfectly, including length, document naming, submission timing, inclusion of marked and revised versions, good revisions, and any other specific instructions.</td>
<td>You followed instructions for the assignment for the most part, except for something minor.</td>
<td>You followed instructions for the assignment fairly well, with a few things off.</td>
<td>You didn’t follow instructions in several areas.</td>
</tr>
<tr>
<td>Content 70%</td>
<td>Your content is outstanding, indicating a thoughtful, in-depth approach to the topic, and ideas that clearly reflect course and program learning outcomes.</td>
<td>Your content is good, indicating a thoughtful approach to the topic, and ideas that reflect course and program learning outcomes.</td>
<td>Your content is adequate, but may be shallow in some places or reveal gaps in understanding in others.</td>
<td>Your content reveals lack of understanding of pertinent course and program concepts</td>
</tr>
<tr>
<td>Language use 20%</td>
<td>Writing is clear, concise, and well organized, following academic conventions.</td>
<td>There may be a few areas where the writing is not academic enough, clear.</td>
<td>Some disorganization or lack of clarity requires reader effort to follow. Writing does not</td>
<td>Writing is unclear, disorganized, or non-academic. There are numerous errors</td>
</tr>
</tbody>
</table>
Content details for individual assignments

Lesson plan

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan components and write-up</td>
<td>The plan contains relevant components (e.g. clear description of the teaching context and target students, recent work, overall objectives, procedures, materials, etc) and is written up in a clear format so that any teacher can use it.</td>
<td>The plan contains relevant components (e.g. clear description of the teaching context and target students, recent work, overall objectives, procedures, materials, etc) and is written up in a clear format so that any teacher can use it but may not be as thorough or clear as plans.</td>
<td>The plan may be missing some minor components or be written up in a way that could confuse the reader.</td>
<td>The plan may be missing some components or be written up in a way that is confusing to the reader.</td>
</tr>
<tr>
<td><strong>Teaching point and objectives</strong></td>
<td>Objectives (and teaching point if relevant) demonstrate a very clear understanding of the English language and excellent language teaching methodology. All objectives are expressed in terms of what learners will do as a result of the class.</td>
<td>Objectives (and teaching point if relevant) demonstrate a clear understanding of the English language and good language teaching methodology. Most objectives are expressed in terms of what learners will do as a result of the class.</td>
<td>Objectives (and teaching point if relevant) may demonstrate some minor misunderstanding of the English language or some weakness in language teaching methodology. Objectives may be expressed in terms of what the teacher will do in the class or have some other faults.</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Activities overall and individually are aligned with objectives. They reflect best practices in language teaching. There are enough of them to accomplish the objectives with the specified time. They are well sequenced. They are timed well and varied. They engage students in active learning.</td>
<td>The activities are fine, but just not as stellar as those in plans receiving top marks.</td>
<td>There are some minor problems with the activities.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>All necessary</td>
<td>The materials</td>
<td>There are some</td>
<td>There are several problems of various types with the activities.</td>
</tr>
</tbody>
</table>
materials are included. Sources of published materials are clearly given in APA format. Materials are a good match for the lesson goals as well as for who the students are and what they need (including culture and proficiency level).

are fine, but just not as stellar as those in plans receiving top marks. minor problems with the materials. problems of various types with the materials.

### Grammar analysis project

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classification of Errors</strong></td>
<td>All or almost all of the errors are correctly identified, classified, and labeled.</td>
<td>90% of the errors are correctly identified, classified, and labeled.</td>
<td>80% of the errors are correctly identified and classified.</td>
<td>Fewer than 80% of the errors are correctly identified, classified, and labeled.</td>
</tr>
<tr>
<td><strong>Explanations of Errors</strong></td>
<td>The explanations of the errors are concise and yet accurate. They reflect a good grasp of the content materials and an effective use of grammar reference books other than the textbooks. The</td>
<td>Most of the explanations of the errors are concise and yet accurate. They reflect an adequate grasp of the content materials and a good use of grammar reference books other than the textbooks. The</td>
<td>Some of the explanations of the errors are wordy and inaccurate. Though at times marginally so, they reflect an occasional misunderstanding of the content materials and ineffective use of grammar</td>
<td>Many of the explanations of the errors are wordy and inaccurate. They reflect a poor understanding of the content materials and poor use of grammar reference books other than the textbooks. Very</td>
</tr>
</tbody>
</table>
Media activity

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Instructional Activities</strong></td>
<td>The activities are evidently engaging, inspiring, and effective. The description is clear in defining the target skill, indicating the intended proficiency level, stating the objectives, describing the instructional procedures, and acknowledging the sources (if any).</td>
<td>The activities are well developed. The description is clear in defining the target skill, indicating the intended proficiency level, stating the objectives, describing the instructional procedures, and acknowledging the sources (if any).</td>
<td>The activities are satisfactorily developed, though somewhat marginal. Though at times not so clear, the description defines the target skill, indicates the intended proficiency level, states the objectives, describes the instructional procedures, and acknowledges the sources (if any).</td>
<td>The activities are poorly developed. The description is not clear in defining the target skill, indicating the intended proficiency level, stating the objectives, describing the instructional procedures, and acknowledging the sources (if any).</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>The instructional materials (i.e. activity sheets) engage students in</td>
<td>The instructional materials (i.e. activity sheets) engage students in</td>
<td>The instructional materials (i.e. activity sheets) engage students in</td>
<td>The instructional materials (i.e. activity sheets) are poorly developed. They</td>
</tr>
<tr>
<td>Communicative</td>
<td>Communicative</td>
<td>In communicative</td>
<td>Do not engage</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>They are very well developed and easy for students to follow.</td>
<td>They are well developed, and are easy for students to follow.</td>
<td>Practice only to some extent. At times, the materials are not easy for students to follow.</td>
<td>Students in communicative language practice. The materials are confusing and difficult for students to follow.</td>
<td></td>
</tr>
</tbody>
</table>

## Course design project summary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sections</strong></td>
<td>Your summary includes an introduction, a description of the course content and how it is organized, along with goals and objectives, written so that your audience gets a clear picture of the course.</td>
<td>Your summary is clear and includes the necessary sections.</td>
<td>Your summary may be missing a few things that convey the idea of your course.</td>
<td>Your summary does not give a clear picture of the course.</td>
</tr>
<tr>
<td><strong>Course content</strong></td>
<td>Your course content is outstanding. It is based on needs assessment, relevant published literature, and best practices in TESOL. Your goals and objectives are reasonable and clearly state.</td>
<td>Your course content is quite strong, but may be lacking in a few minor areas such as support from published literature, the best methodology, or well-written goals and objectives.</td>
<td>Your course content is adequate, but is lacking in some areas such as support from published literature, the best methodology, or well-written goals and objectives.</td>
<td>Your course content has problems in some of the areas mentioned as characteristic of good course design.</td>
</tr>
</tbody>
</table>
what students will be able to do as a result of the course.

### Annotated bibliography

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection of Resources</strong></td>
<td>Sources cited are considered reliable and trustworthy.</td>
<td>Most sources cited are considered reliable and trustworthy.</td>
<td>Some sources cited are considered reliable and trustworthy.</td>
<td>Few sources cited are considered reliable and trustworthy.</td>
</tr>
<tr>
<td><strong>Annotation</strong></td>
<td>All annotations are thoughtful, complete, and well-written. They clearly summarize the content of the resources and explicitly identify the usefulness of the resources.</td>
<td>Most annotations are thoughtful, complete, and well-written. They well summarize the content of the resources and identify the usefulness of the resources.</td>
<td>Some annotations are well written, but some are lacking in thought or quality. They summarize the content of the resources, but the usefulness of the resources is at times not clear to the reader.</td>
<td>Most annotations are poorly written and lacking in thought or quality. The annotations are often irrelevant or do not mention the usefulness of the resources.</td>
</tr>
</tbody>
</table>

### Textbook evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the Teaching Context</strong></td>
<td>The class setting is clearly defined, the students' background is thoroughly</td>
<td>The class setting is well defined, the students' background is generally well</td>
<td>The class setting is defined, the students' background is described, and the objectives are ill-defined.</td>
<td>The class setting is poorly defined, the students' background is poorly</td>
</tr>
</tbody>
</table>
described, and the objectives are effectively defined.  

Preliminary Evaluation  
The preliminary evaluation provides critical and insightful explanatory comments that clearly justify the selection of the primary core text for in-depth evaluation.  

In-Depth Evaluation  
The in-depth evaluation provides detailed, critical, and insightful comments that clearly reflect a solid understanding of the principles of materials preparation and development.

<table>
<thead>
<tr>
<th>Textbook recommendation</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Teaching Context</td>
<td>The class setting is clearly defined with the students’ learning needs</td>
<td>The class setting is defined with the students’ background</td>
<td>The class setting is defined, but the students’ needs are not so clearly identified and</td>
<td>The class setting is poorly defined, and with the students’</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Thoroughly described.</td>
<td>Well identified and described.</td>
<td>Described.</td>
<td>Background poorly described.</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>The commentary is critical and insightful. It clearly identifies the pedagogical features of the textbooks and effectively explains how the textbooks match the class setting and the needs of the students.</td>
<td>The commentary provides a thoughtful explanation of some of the important pedagogical features of the textbooks and well explains how the textbooks match the class setting and the needs of the students.</td>
<td>The commentary provides a good explanation of some of the pedagogical features of the textbooks, but may not clearly explain how the textbooks match the class setting and the needs of the students.</td>
<td>The commentary provides a poor explanation of the pedagogical features of the textbooks. It does not explain how the textbooks match the class setting and the needs of the students.</td>
<td></td>
</tr>
</tbody>
</table>

**Test or assessment instrument**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct Definition</td>
<td>The range of the skills assessed is clearly stated with specifics well identified. Also, the skills identified are evidently appropriate to the teaching context</td>
<td>The range of the skills assessed is clearly stated with some specifics identified. Also, the skills identified are generally appropriate to</td>
<td>The range of the skills assessed is clearly stated with specifics identified, though at times marginally so, and the skills identified are at times irrelevant</td>
<td>The range of the skills assessed is poorly stated with no or few specifics identified. The skills listed are irrelevant to the teaching context described.</td>
</tr>
<tr>
<td><strong>Test techniques</strong> apply testing concepts: practicality, validity, reliability, authenticity, &amp; washback effects</td>
<td>The content of the assessment and the assessment techniques exemplify all qualities to high degree.</td>
<td>The content of the assessment and the assessment techniques adequately exemplify all qualities.</td>
<td>The content of the assessment and the assessment techniques exemplify all qualities to high degree, though sometimes marginally so.</td>
<td>The content of the assessment and the assessment techniques employed may demonstrate weakness in one or two qualities.</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>

### Teaching philosophy papers

<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Adequate</strong></th>
<th><strong>Marginal</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Within the word limits you have written cogently with both breadth and depth on the topic. You’ve demonstrated excellent understanding of the reading you’ve done up to the point of submission as well as practical application.</td>
<td>Within the word limits you have written well about the topic. You’ve demonstrated understanding of the reading you’ve done up to the point of submission as well as some practical application.</td>
<td>Your paper may have problems with word limits, verbose writing, or shallow ideas.</td>
<td>You may not have kept to the word limit or your writing may be so rambling that you can’t fit enough ideas in given the word limit. Your understanding of the topic may be shallow.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Your paper is appropriately supported by references from at least three different sources.</td>
<td>Your paper is appropriately supported by references from at least two different sources.</td>
<td>Your references are limited in number. The references may not be a great fit for the writing.</td>
<td>You have no references or they are poorly integrated into the paper.</td>
</tr>
</tbody>
</table>
## Teaching process paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>Your video clip of 8-10 minutes is accessible. It clearly shows you teaching a real class. You have selected a portion(s) of your teaching that allows you to reflect on significant teaching issues.</td>
<td>Your video clip of 8-10 minutes is accessible. It shows you teaching a real class.</td>
<td>There may be a slight issue with your video in terms of volume, camera angle, or choice of teaching segments that means it is not ideal for assessment. There may be a problem with the link.</td>
<td>There may be several issues with your video in terms of volume, camera angle, or choice of teaching segments that means it is not ideal for assessment. There may be problems with the link.</td>
</tr>
<tr>
<td>Content</td>
<td>You have included all the required elements: description of the class, description of the lesson, and commentary. Your commentary on things you want to stop, start, and continue gives evidence of very thoughtful reflection as well as the breadth and depth of what you have learned in the MA program.</td>
<td>You have included all the required elements. Your commentary on things you want to stop, start, and continue shows that you are a reflective teacher and reveals something of what you have learned in the MA program.</td>
<td>You have included all the required elements but the write-up may be skimpy. The reflection in your commentary on things you want to stop, start, and continue may be a bit shallow.</td>
<td>You may be missing an element in your write-up. Your reflection may be shallow or may not show what we expect of someone in the MA TESOL program at the time you submit.</td>
</tr>
</tbody>
</table>
Conference attendance documentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference attendance</td>
<td>You attended more than two professional conferences.</td>
<td>You attended two professional conferences.</td>
<td>You attended two professional conferences, but seemed to be squeaking by with last minute options.</td>
<td>Your conference attendance wasn't enough or wasn't the right type of conference.</td>
</tr>
<tr>
<td>Conference write-up</td>
<td>For each conference you completed a write-up as assigned (of at least two pages describing sessions attended and personal professional growth). Your reflection indicated excellent learning for the stage you were in your MA when you attended.</td>
<td>For each conference you completed a write-up as assigned. Your reflection indicated good learning.</td>
<td>Your write-up might be shallow.</td>
<td>Your write-up is bare bones.</td>
</tr>
</tbody>
</table>

Conference proposal

<table>
<thead>
<tr>
<th>Criteria</th>
<th>EXCELLENT</th>
<th>ADEQUATE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match to conference and its proposal</td>
<td>The proposal is an excellent match for the conference and adheres</td>
<td>The proposal is a good match for the conference and adheres</td>
<td>The proposal may be good match for the conference.</td>
<td>The proposal is not a good match for the conference or some</td>
</tr>
<tr>
<td><strong>criteria</strong></td>
<td>exactly to all conference-specific proposal criteria (e.g., number of words in title, abstract, and description). The session type (e.g., poster, demonstration, paper) is well chosen for the topic.</td>
<td>fairly well to all conference-specific proposal criteria.</td>
<td>There may be some conference-specific proposal criteria that aren't exactly met.</td>
<td>conference-specific proposal criteria aren't met well at all.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content will be viewed very positively by the conference planners. Positive traits will vary depending on the conference but could include practical, cutting edge, good blend of theory and practice, what teachers need, interesting research, and so on.</td>
<td>The content may be viewed positively by the conference planners.</td>
<td>The content may have some positive traits but may not be exactly what conference planners are looking for.</td>
<td>The content is unlikely to appeal to the conference planners.</td>
</tr>
</tbody>
</table>

**Résumé**

<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>EXCELLENT</strong></th>
<th><strong>ADEQUATE</strong></th>
<th><strong>MARGINAL</strong></th>
<th><strong>UNACCEPTABLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Résumé</strong></td>
<td>Clearly laid out and meticulously written. Education,</td>
<td>Well laid out and carefully written. Education,</td>
<td>There may be some minor problems with format or a few</td>
<td>Confusing format or several typos or missing sections.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Excellent</td>
<td>Adequate</td>
<td>Marginal</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Your content shows excellent understanding of the published literature. You have woven ideas together very well, according to academic conventions. Your final paper is insightful.</td>
<td>Your content shows good understanding of the published literature. You have woven ideas together fairly well, according to academic conventions.</td>
<td>Your content may reveal a few gaps in your understanding. The handling of the ideas in your writing may be clumsy.</td>
<td>Your content may reveal gaps in your understanding. The handling of the ideas in your writing is not up to academic standards.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Your paper is appropriately supported by more than ten strong, academic references.</td>
<td>Your paper is appropriately supported by at least ten good references.</td>
<td>You have one or two problems in terms of the number of references, the strength of the sources, or the fit of references to the writing.</td>
<td>You have three or problems in terms of the number of references, the strength of the sources, or the fit of references to the writing.</td>
</tr>
</tbody>
</table>
Your training and professional development in TESOL will not just take place at Biola, and it will not end when you graduate. It will also occur by means of professional conferences. We strongly encourage all students to participate in at least one professional conference each year. At these conferences you will meet others who care about growing as teachers; you will learn new things from presenters (and also realize how much you’re learning and how you too will be presenting in the future); and you will see the latest materials at the publishers’ exhibits.

**CATESOL Annual Conference**

Each fall is the annual conference for CATESOL. CATESOL is one of the larger of the local affiliates of TESOL, and the conference will have a good combination of theoretical and practical presentations and will include some internationally focused presentations as well as those featuring issues relevant to California. Visit CATESOL’s website at CATESOL for details on the annual conferences.

**CATESOL Los Angeles Regional Conference**

Each spring there is a CATESOL Los Angeles Regional conference. This small conference is a good way to start out since it’s inexpensive, one day only, and you won’t be overwhelmed by a huge number of presentations.

**CATESOL Orange County Chapter Workshops**

You may also be interested in the Orange County Chapter workshops, which differs from the conference in that they have one featured speaker. The workshops run twice a year, one in the fall semester and the other in the spring semester.

**International TESOL Convention**

You may be interested in the annual convention for TESOL, also taking place in the spring. This large convention with 4000-8000 attendees (depending on the location) attracts people from around the world. You’ll hear from the professionals who’ve written the textbooks you’ve studied from as well as dozens of other dedicated teachers. See TESOL International Association for details on the national conference.

**Christians in ELT conferences**

See Christian English Language Educators Association for information on CELT conferences. They are often held the day before the international TESOL convention. They have also been held every couple of years in an international location such as Chiang Mai, Hong Kong, Taipei, or Seoul.

The ALT department will encourage conference attendance in a number of ways. Faculty may let you substitute conference attendance for a certain assignment in some courses. There may be some departmental funds available to help cover some costs of conference registration for students. Housing and carpooling, if the conference is at a distance, may also be coordinated through the department.
What Help Does ALT Offer Students and Graduates in Finding a Job in the TESOL Field?

1. Information and training are built into the coursework.
   - In “Intro to TESOL” you will be introduced to opportunities for work and ministry in local and international settings. In “Materials Evaluation and Preparation” you will explore websites which include ones useful for job-seekers. In “Practicum in TESOL” you will have assignments involving resume creation and a job interview skills.

2. Current information is presented in a variety of ways.
   - The department website and handbook includes pages with frequently asked questions about jobs and ministry opportunities.
   - Announcements about current opportunities are often made in class and posted on Marshburn Hall bulletin boards. Notices are also posted on the Biola TESOL Connection Facebook page.
   - The Biola Career Services office (Student Services building, across from gym) offers a variety of services.
   - Faculty are available for individual counseling. We welcome students who want to talk about ministry and employment dreams in general and specific issues.

How Can You Plan Your Studies to Best Prepare You for Ministry/Job in the Future?

Although ALT has designed the Certificate and MA programs to be maximally useful and to prepare students for a variety of teaching situations, the field is too broad to include in the required courses everything that every graduate will need for the future. So, it is up to you to make wise choices about the electives you take, the assignments you do, and the way you spend your out-of-class time in order to make sure you are best prepared for your future.

Choose electives wisely. For example, if you want to be prepared to teach academic ESL in a U.S. intensive English program or community college, take electives in the teaching of reading and writing. Be sure to talk with your advisor about your plans or hopes for the future so you can be directed to helpful courses. If an elective you want is not offered at the right time, ask if you can do it as a directed study course. If an area you want preparation in is not covered in a standard course, ask if you can do an independent study.

Consider adding to your education. For example, if you want to be able to teach ESL in U.S. K-12 schools, you will need a teaching credential. Find out from the School of Education and your advisor how you can do that in addition to your work in TESOL. Your ministry may be enhanced if you take additional Bible and theology courses, or if you do a double MA in both
Make your course assignments count for your future. Lesson plans, observations, textbook evaluations, test design, papers, and classroom research—every assignment you do can help you get ready for the future. Of course, if you don't know what kind of teaching you want to do, use your assignments to explore a wide range of possibilities.

Build relevant experience into your study program. Experience-based assignments include the observations you do in “Intro to TESOL” and “Practicum.” If you know the kind of teaching you want to do in the future, focus on that during those assignments. Students sometimes find that they end up getting a job in a place where they did their Practicum and/or where they did observations. If you don't know what you'll be doing in the future, try for variety in those assignments so you can find out more what kind of teaching may be a good match for you. In addition, part-time work while you are studying is not just a source of income but also a source of relevant experience. For example, academic ESL jobs in a U.S. university often require candidates to have done several years of college-level ESL teaching. It's good if you have a head start on this experience by the time you graduate. At the same time that you want to have some focused experience, you also want to have broad experience. So, for example, if you've already taught a lot of writing classes, you might want to add some oral skills classes to your resume, or, if you've always taught advanced students, it would be helpful to get experience in teaching beginners.

LOCAL JOBS & RESOURCES  

Note: As you use this resource section, if you come across phone numbers, names of people to contact, etc., that have changed, please let Dr. Purgason and/or the CSICS ALT graduate assistant know. We do our best to keep this resource updated; we gladly welcome your help with this task.

Adult Schools

Major characteristics of adult ESL programs:

☐ Usually requires a California adult ESL credential  
☐ Usually part-time  
☐ Pay ranges from $30 to $50/hour

Norwalk La Mirada Adult School

562/868-9858; Two main campuses, 4000+ students. For ESL openings, contact Ms. Mary Kay Stevens Assistant Director. Send her an application and resume and schedule an interview; best to have a preliminary credential (at least) in hand. Information about NLM adult schools is available at http://www.nlmusd.net/domain/2841

El Rancho Adult School (Pico Rivera, west of Whittier)

562/801-5009

Garden Grove Unified School District, Continuing and Alternative Education  
Lincoln Education Center (Adult Education Program)

714/663-6291
North Orange County Community College District Continuing Education
714/808-4679; Pati Mendia-Pena Contact: Anaheim campus.
Classes taught at Cypress College, Wilshire Center Fullerton, etc.

Rancho Santiago College Continuing Education Division
714/628-5900 Human Resources; Sites in Santa Ana, Orange, Anaheim Hills, and Garden Grove.
Minimum requirement: BA plus a year of ESL related teaching experience or BA w/ undergrad TESOL Certificate. Two centers: Centennial Education Center, Santa Ana 714/241-5700 (has 15,000 ESL students!); Orange Continuing Education Center, Orange 714/628-5900

Mt. San Antonio College (Walnut: between La Mirada and Pomona)
909/274-5235; Non-credit & Contract Education. ESL Coordinator, Lourdes Granda. Contact ESL Office Assistant, Brenda Ramos x. 5244.

Whittier Adult School
562/698-8121 x1300

Downey Adult School
562/940-6209

Bellflower USD Adult School
562/461-2218

Community College ESL (credit)

Major characteristics of community college ESL programs:
□ Usually requires an MA
□ Start part-time, a few possibilities of full-time tenure track jobs
□ Pay ranges from $35 -$55/hour
□ Register at California Community College Job Opportunities for an updated listing of all California job openings

Cypress College & Fullerton College
Job hotline: 714/808-4811

Cerritos Community College (Norwalk)

Rancho Santiago College

Intensive English Programs (associated with a university)

Major characteristics of intensive ESL programs:
COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL PROGRAM HANDBOOK

□ Requires Certificate or MA; experience also important
□ Start part-time, some full-time jobs available
□ Often have special summer programs needing additional teachers
□ Pay for part-time teachers ranges from $26 to $30 /hour

**Intensive English Program at California Baptist University**

American Language Program at Cal State Fullerton
Closed for the time being.

**English Language Center at Cal State Los Angeles**

**USC Language Academy (at University of Southern California, Los Angeles)**
213/740-0080

**Institute for International Studies – Hope International University**
Contact the Director of International Student Programs, Judy Kim 714-879-3901 x 1411 jekim@hiu.edu.
2500 E. Nutwood Avenue, Fullerton, CA, 92831

**Private Language Institutes (for profit)**

Requirements and pay vary widely, usually stating at $15-19/hour. They often advertise on craigslist.

- Kaplan International-Whittier
- FLS-Citrus College
- Cal State Fullerton University (summers also)
- Geos-Costa Mesa
- Language Systems International-Fullerton
- California University of Management and Sciences ESL Center, Anaheim
- ESL Bridge-Azusa
- Embassy English-Long Beach
- Poly Languages Institute-Pasadena, Irvine, Los Angeles

**JOB AND MINISTRY RESOURCES**

The ALT department often posts TESOL job and ministry announcements on Facebook in the “Biola MA TESOL Connection” group.

California jobs (usually for those with an MA) can be found at

[California Community Colleges Registry](#)

Entry-level jobs may also be posted on Craigslist.
National and international jobs (usually for those with an MA) can be found at:

- TESOL Career Center
- Chronicle Vitae Job Search
- Language Magazine (JobShop)

Opportunities for U.S. citizens can be found at:

- Exchange Programs
- Peace Corps

International jobs can be found at:

- Profs Abroad (subscription, for those who want a university job and don’t want to wade through other jobs)
- ESL Employment
- ESL Cafe
- TEFL.com
- ESL Jobs
- TEFL Jobs
- World of TEFL

International K-12 jobs can be found at:

- Association of Christian Schools International
- Network of International Christian Schools
- Online Directory of English Schools

Christian organizations

- These include agencies which specialize in English language teaching
  - English Language Institute China
  - Educational Resources and References China
  - Educational Services Exchange with China
  - Intercollegiate Summer English Camps
  - Resource Exchange International Vietnam
  - Teach Beyond

- Also consider traditional denominational (e.g., International Mission Board of the Southern Baptists, Presbyterian Church USA) and non-denominational mission agencies (e.g., Frontiers, OMF, OMS,
Do you want to get an Adult ESL Teaching Credential?

To teach ESL in a California adult school, you need a Designated Subjects Adult Education Teaching Credential.

This credential can either be Part-Time or Full-Time. You first get a Preliminary Credential valid for five years, then Professional Clear Credential. Here’s what you do for the full-time credential:

1. Take the California Basic Educational Skills Test (CBEST). It’s offered several times a year and information is available in the School of Education.

2. Make sure you have the following:

   “A bachelor’s degree or higher completed at a regionally accredited college or university to include a degree major, certificate, or completion of 20 semester units or 10 upper division semester units in one or any combination of the following: Teaching English as a Second Language (TESL), Teaching English to Speakers of Other Languages (TESOL), Language other than English, Linguistics, Bilingual/Bicultural studies, Second Language Acquisition.”

   This means that if you have taken at least 4 courses in our department, you have met this requirement, regardless of your undergraduate training.

3. Go through a CTC-approved program sponsor who will recommend you to the California Teaching Commission in Sacramento. One is the Orange County Department of Education and the other is the LA Office of Education.

Expect to pay fees, including for LiveScan fingerprinting (which are worth it because of the higher pay you will get). At this point, you can get a three-year preliminary credential.

To Get the Professional Clear Credential
COOK SCHOOL OF INTERCULTURAL STUDIES  
MA TESOL PROGRAM HANDBOOK

1. Have at least two years successful teaching of Adult ESL (= at least one course in each of four terms during the three-year period of the preliminary credential).

2. Complete a “personalized preparation program.” Classes typically include Classroom Management, Curriculum, Teaching Adult Learners, and a Teaching Portfolio. It might be possible for ALT courses to meet this requirement through Intro to TESOL, Materials, and Practicum, etc. However, the sponsor evaluates your transcripts on a case-by-case basis.

3. Complete a U.S. Constitution requirement (by course or exam).

4. Complete a requirement in health education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco. (This requirement must also include training in cardiopulmonary resuscitation [CPR] that covers infant, child, and adult CPR skills.)

This information is based on the ALT department’s interpretation (as of July 2015) of material from the Commission on Teacher Credentialing. It is accurate to the best of our ability, but is not guaranteed. For more information, check out the Commission on Teacher Credentialing website.