



BIOLA
UNIVERSITY

Cook School of Intercultural Studies

MA TESOL (Online)

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 [Biola University Graduate Handbooks and 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](tel:562-903-4844).

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

UNIVERSITY GUIDELINES

Please see [Biola University Graduate Student Handbook](#)

COOK SCHOOL OF INTERCULTURAL STUDIES GUIDELINES

Statement of Mission	Section 2.1
History of CSICS	Section 2.2
Organization Structure of CSICS	Section 2.3
Program Objective	Section 2.4
CSICS Office Procedures	Section 2.5
Financial Aid & Scholarship Assistance	Section 2.6
Google Apps & Canvas Instructions	Section 2.7
My Account	Section 2.8
Biola Library.....	Section 2.9

MA TESOL (Online) PROGRAM GUIDELINES

History of Applied Linguistics and TESOL	Section 3.1
ALT Mission Statement & Program Learning Outcomes	Section 3.2
Faculty Biographical Sketches	Section 3.3
Grades in the ALT Graduate Program	Section 3.4
Advisement & Registration	Section 3.5
Graduation Review and Evaluation.....	Section 3.6
Bible/Theology Requirement	Section 3.7
Success in Online Education	Section 3.8
Guidelines for Completing Work on Time	Section 3.9
Letters of Reference.....	Section 3.10
ALT Department Style Manual	Section 3.11
Periodicals In Applied Linguistics & TESOL.....	Section 3.12
Gift Policy.....	Section 3.13

MA TESOL (Online) PROGRAM

Non-native English Speakers.....	Section 4.1
MA TESOL Program Curriculum Chart	Section 4.2
Graduate TESOL Certificate Coursework Tracking	Section 4.3
Scheduling Online TESOL Program.....	Section 4.4
Intercultural Communication for Teachers.....	Section 4.5
TESOL Practicum.....	Section 4.6

MA TESOL PORTFOLIO GUIDELINES.....Section 5

MA TESOL BEYOND BIOLA

TESOL Conferences.....	Section 6.1
ALT Department Help in Locating a Job	Section 6.2
Job and Ministry Resources.....	Section 6.3

STATEMENT OF MISSION

SECTION 2.1

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

SECTION 2.2

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

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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

SECTION 2.3

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 undergraduate minors in anthropology, archaeology, social justice, human rights and conflict transformation, international development, Islamic studies, missions, applied linguistics, and an undergraduate Certificate in TESOL.

PROGRAM OBJECTIVE

SECTION 2.4

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

SECTION 2.5

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. Student 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.

Students accepted into the online MA TESOL receive a 1/3 reduction in their tuition for TESOL classes. This does not apply to courses outside Cook SICS, such as Bible and Theology courses. This scholarship is applied by hand by Cook SICS staff; given the timing of when you register, it may not show up in your bill. If you have questions about it, please ask Jodi at jodi.sheveland@biola.edu. The sooner you register for classes, the sooner you will see the correct amount on your bill.

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 Grad International Grant Information](#)

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.

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>. 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>. 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 [your mail link](#).

Canvas instructions

Please refer to the following link for instructions on how to navigate Canvas:

[Canvas Instructions](#)

MY ACCOUNT

SECTION 2.8

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](#).

BIOLA LIBRARY

SECTION 2.9

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](#).

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 three 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

SECTION 3.2

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** and **MA TESOL Online** educate 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

SECTION 3.3

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

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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 Kwansai 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 [A Christian Theology of Language](#) for 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, nor 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

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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 on 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 teaching 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 any one day without His grace, His faithfulness, and His guidance. The Lord has also led me to new work of service in China, where once again I have not ceased to see the Lord's 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, Mercy, 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 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 in serving with Wycliffe as Bible translators. We were married in 1981, 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 I studied at so many years ago. I teach various linguistics classes, in addition to other

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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 Peckam

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 (tracinglight.com). 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) as 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,

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

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 the 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!)

GRADES IN THE ALT GRADUATE PROGRAMS

SECTION 3.4

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 3.5

Advisement

All students will receive initial advice from Chair of the department after they have been accepted by Biola and the faculty member who supervises the online Orientation. The faculty member will advise students for their first semester registration. He or she will also work out a tentative plan for students' program of study. (Refer to the MA TESOL Online Curriculum Chart in Section 5.5 for details.) When school begins, all students will be assigned a faculty advisor, who will work with them throughout their graduate studies online.

Students can of course contact any faculty member for advice other than academic advisement and course registration. 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

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 and receive a PIN which enables you to register.

Course registration

Please be sure to register through [My Account](#).

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

If you have any trouble registering for courses online, contact our Graduate Administrative Assistant, Patti Colombo at <mailto:csicsgrad@biola.edu>. Be sure to provide your name, ID number, the course title, course number, and the CRN of the course.

GRADUATION REVIEW AND EVALUATION

SECTION 3.6

Each MA student is required to have a graduation evaluation with one of University's Admissions graduation counselors. Usually this evaluation is scheduled prior to one's last semester at the University. You are required to contact Indra Ragoonanan at indra.ragoonanan@biola.edu before you register for their final semester. 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. It is suggested that you do this well enough in advance so that any corrections that are necessary in your program can be made

Please follow the steps below to schedule an appointment with a graduate graduation counselor:

Step 1: Email your completed MA TESOL Online Curriculum Chart to your faculty advisor for his or her review, who will then forward the reviewed chart to the department Chair for final approval.

Step 2: Following the review, the department Chair will then forward the approved curriculum chart to the graduate graduation counselor for her review. You can then email the graduation counselor to schedule an online meeting to go over your final graduation requirements.

Certificate in TESOL

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

SECTION 3.7

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 graduate or undergrad level. Program units must be at the graduate level.

Foundational Course in Bible/Theology

The Department of Biblical and Theological Studies at Biola University is now offering an increasing number of graduate courses online, such as TTBE 517 Hermeneutics & Bible Study Methods, TTBE 519

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

Old Testament Survey, and TTBE 520 New Testament Survey. Consult the schedule of the graduate Bible and Theology courses for classes with the TTBE or TTTH prefix.

Elective Course in Bible/Theology

Another popular graduate Bible class is TTBE 732 or 770, The Life of Christ. The 732 version has been designed for the School of Education and requires special permission to enroll. Contact your advisor or department chair. It may be easier to get into 770.

"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 [Perspectives Course](#).

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. 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 Registrar Forms](#). Because of potential delays in getting transcripts, taking a transfer class during the last semester before graduation is not allowed.

SUCCESS IN ONLINE EDUCATION

SECTION 3.8

GENERAL ACADEMIC EXPECTATIONS IN GRADUATE SCHOOL

- You are expected to do your own work. (See Section 2.9 on Academic Integrity.)
- You are expected to actively participate in any form of online learning activities as stipulated in the syllabus, whether it is asynchronous online discussion, instant text messaging, video conferencing, or any other forms of interaction online.
- You are expected to spend 3 additional hours for each credit unit of class for which you register in order to get the most out of the class you are taking. In other words, it is normal to spend 10-12 hours on a course per week.
- 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 communicate with your instructor in a timely way if you are having any trouble with the 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.

GENERAL TIPS FOR SUCCESSFUL ONLINE LEARNING

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

In an online class it is vitally important that you start your study and preparation on the first day of the term. If you lag behind in your daily work it is very difficult to catch up. The following information will assist with successful completion of the class.

Order your Required Texts:

Most courses require texts except for the very last course, Portfolio. Be sure to order your books so you can have the required texts in hand before the course begins. Please consult the [Biola Bookstore Textbook website](#).

Get to know the Course Layout and Function:

Familiarize yourself with where things are in the course and where you are to go to complete your work or submit papers. The Biola online class is designed to be as user friendly as possible, to make your online learning experience dynamic and collaborative/interactive.

Introductions:

Once you have read about the professor, read the syllabus, and viewed the daily class schedule, introduce yourself to your classmates. In some classes there will be a button for Introductions. In most class, the introductions will take place in the regular Discussion Board. PLEASE do this by the first day of class as it helps build a learning community. We learn from each other in these classes and this can only be accomplished as we get to know each other.

Discussion Board:

Depending on the class and what the instructor has set up, you will be discussing some things in small groups and some things as the whole class. Look for buttons that say "Discussion Board" for the whole class discussion board or "Groups" for discussion that occurs in your assigned small groups.

GENERAL BIOLA GUIDELINES FOR ONLINE DISCUSSIONS

1. Remember, there's a real person out there

In online communication, it is easy to forget that you are dealing with a real person who has real feelings. The lack of face-to-face contact between members of the class can allow us to forget that we are communicating with people. A good rule before sending any communication is to ask,

"Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process if necessary.

2. Respect one another

Part of the richness of Biola University is having the opportunity of meeting and engaging with persons who come from church traditions and cultures other than your own. Inevitably, this means that you will interact with people who have very different perspectives and beliefs from yours. As the body of Christ, we are called to treat each other with love and respect. Find ways to express your opinion in such a way that you respect and honor your fellow classmates.

3. Choose your words well

When communicating electronically, you do not have the advantage of tone of voice, facial expressions or gestures to help to communicate your message. When participating in an online discussion group, it is easy to misinterpret the meaning of what has been said. So be careful in your choice of words -- and also be prepared to clarify what you have said if it becomes apparent that you have been misunderstood.

4. Do not "flame"

"Flaming" is a violent verbal expression of disagreement and disapproval. This rule does not mean that you cannot or should not respond to something that you disagree with, but take time to think through the most appropriate, loving and respectful way to enter into dialogue with a person with whom you disagree. "Flaming" rarely achieves the goal of showing a person why you disagree with them, and generally results in an end to any dialogue. "Flaming" is inappropriate and may result in your removal from a discussion group. Learn to deal with your anger and frustration in constructive ways.

5. Be prepared to apologize

In the online environment, disagreements and misunderstandings inevitably arise. Be prepared to not only clarify what you have said but also to apologize when you have unintentionally wounded someone. Think of this as a spiritual discipline!

6. Try to resolve conflicts within the group

If conflicts arise, try to abide by the Matthew 18 principle of talking directly to the person concerned. This can be done either by dialoguing with them in a threaded discussion in a thoughtful way and allowing the group to process the situation OR by privately emailing the person concerned. Only if you are unable to resolve the issue should you contact the course professor or teaching assistant.

7. Respond promptly and appropriately

Check discussions on a regular basis and respond promptly and appropriately, preferably within 48 hours to ensure that your comments remain relevant to the discussion. When you contribute to the discussion, use descriptive and specific subject titles so that people can see at a glance the subject matter of your comment.

8. Remain focused

When responding, ensure that you focus on one subject per message. If you are responding to a particular aspect of another person's post, copy into your message only the part that you are responding to so that everyone is aware of what you are referring to. Do not write long rambling posts - respect that others have time constraints and need you to get to the point.

9. Do not forward messages without permission

It is generally considered rude to forward someone's message to you without gaining permission to do so.

10. Keep capitalization to a minimum

Capitalizing your message makes it difficult to read. On the Internet, capitalizing words is generally understood as SHOUTING. So be circumspect in how and when you capitalize. Typically, capitalization is only used for particular emphasis or for titles. If you want to emphasize a word (and your program doesn't have italics or bold) you can emphasize words with *asterisks* around it.

11. Use humor carefully

It is difficult to convey humor effectively, so be careful in your use of it in your communications. In particular, be wary of using satire. It is often difficult to tell the difference between serious statements and satire or sarcasm. It is hard to write humorously and even more difficult to write satirically. The absence of facial cues can cause humor to be misinterpreted as "flaming" or criticism. Try to be extra clear. Emoticons like :-) [smile] or :-([sad] or :-o [surprise] can help a bit.

12. Limit the use of acronyms

While acronyms can be helpful when spending a lot of time communicating online, keep them to a minimum. If the acronym is necessary or especially useful, be sure to spell it out the first time you use it (e.g., "English for specific purposes (ESP)").

13. Punctuation and spelling

Chat times and emails can be quite informal in tone. Don't feel that you have to always be grammatically correct or spell perfectly to participate in online discussions.

GUIDELINES FOR COMPLETING WORK ON TIME

SECTION 3.9

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 urge 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 mark 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!

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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 connecting with Biola’s Office of Disability Services, which deals with short-term as well as long-term disabilities.

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

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

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 10th;" 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 dean for an RD. You can't get help if you don't ask for it.

NOTE:

Students desiring accommodations on the basis of physical, learning, or psychological disability for this course are to contact Disability Services by calling 562-906-4542 or visiting <http://www.biola.edu/offices/disability/>.

LETTERS OF REFERENCE

SECTION 3.10

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 her class and she feels her 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 resume; 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

SECTION 3.11

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 student; 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, *Times, Times New Roman, or Cambria 12 pt.* is required. Also, your paper 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.

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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....

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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.

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

The following are examples for your reference.

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

Gruneberg, M. M. (1987a). *The Link Word language system: French*. London, England: Corgi.

Gruneberg, M. M. (1987b). *The Link Word language system: German*. London, England: Corgi.

Clandinin, D., & Connelly, F. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.

Gibbs, R. (2005). *Embodiment and cognitive science*. Cambridge, England: Cambridge University Press.

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

Kamhi-Stein, L. (Ed.). (2004). *Learning and teaching from experience: Perspectives on non-native English-speaking professionals*. Ann Arbor, MI: University of Michigan Press.

Scarcella, R. C., Andersen, E. S., & Krashen, S. D. (Eds.). (1990). *Developing communicative competence in a second language*. New York, NY: Newbury House.

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

De Knop, S., & Dirven, R. (2008). Motion and location events in German, French and English: A typological, contrastive and pedagogical approach. In S. De Knop & T. De Rycker (Eds.), *Cognitive approaches to pedagogical grammar* (pp. 295-324). Berlin, Germany: Mouton de Gruyter.

Gee, J. (2004). Learning language as a matter of learning social language within discourses. In M. Hawkins (Ed.), *Language learning and teacher education: A sociocultural approach* (pp. 13-32). Clevedon, England: Multilingual Matters.

Hawkins, M., & Norton, B. (2009). Critical language teacher education. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 30-39). New York, NY: Cambridge University Press.

D. If the item is an article in a periodical

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

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.

Lindstromberg, S., & Boers, F. (2005). From movement to metaphor with manner-of-movement verbs. *Applied Linguistics*, 26, 241-261.
doi:10.1093/applin/ami002

E. If the item is a book review

Varadi, T. (1992). [Review of the books *Communication strategies: A psychological analysis of second-language use* and *The use of compensatory strategies by Dutch learners of English*.] *Applied Linguistics*, 13, 434-440.

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

Purgason, K. B. (1990, March). *Distance education for TESOL: Designing an individualized methods course*. Paper presented at the 24th Annual TESOL Convention, San Francisco.

G. If the item is an unpublished work

Himmele, B. (2001). *A qualitative study of the benefits for teachers enrolled in CLAD courses*. Unpublished doctoral dissertation. Biola University, La Mirada, CA.

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.

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

Purnell, H. C. (2005, March). *Models of second language acquisition*. Handout given in class ISTE 614 Second Language Acquisition, 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:

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Caffeine linked to mental illness. (1991, July 13). *New York Times*, pp. B13, B15.

...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:

Jacobson, J. (2003, November 7). Foreign-student enrollment stagnates: New security measures lead to declines among Muslim countries. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com>

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

Ministry of Education, Republic of China (2003). *1st-9th grades curriculum alignment*. Retrieved from <http://teach.eje.edu.tw/9CC/fields/2003/language05-source.php>

M. If the item is a website:

Educational Services International. (2004). *Serve in China*. Retrieved April 24, 2004, from <http://www.teachoverseas.org/places/china/index.html>

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

Constantinou, A. (1993). Intelligibility of Mandarin speakers of English: Correlation of acoustic and perceptual measures. (Masters thesis,

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

California State University, Long Beach). *ProQuest Dissertation Abstracts*, AAC 1351387.

O. If the item is an ERIC document

Give the author's name (if given), date, title of the document, and any other information you think would be relevant (e.g., paper given at . . .), and the ERIC reference data.

Roberts, L., & Kitas, S. Kathleen (1987). *Language diversity, education and development: Case studies of the Philippines, India and Nigeria*. (ERIC Identifier: ED 285 386)

Guntermann, G. (1992). *Developing tomorrow's teachers of world languages*. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. (ERIC Identifier: ED350880)

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

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

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.
2. Stevick (1971), Guntermann and Phillips (1982), and Johnson (1982) all address the problem of making language lessons communicative.
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 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

SECTION 3.12

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

GIFT POLICY

SECTION 3.13

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.

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 in our online program; 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. If you reside in the U.S., if possible, you may want to take courses at a community college near you that may offer some useful courses, such as "Pronunciation Improvement," "Advanced Writing for the Non-Native Speaker," and "Business Communication."
3. A private tutor might be the best use of the time and money you have available for language proficiency development.

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

Future employment may also be an issue on your mind. You may wonder if it is possible for you as a nonnative speaker to get a job in the U.S. If you are returning home or going to another country where English is a foreign language, 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 unfortunately 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

The following are only a few bibliographic resources recommended for your initial reading.

Selected Books

Braine, G. (Ed). (1999). *Non-Native Educators in English Language Teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.

Davies, A. (1991). *The Native Speaker in Applied Linguistics*. Edinburgh, England: Edinburgh University Press.

Kamhi-Stein, L. D. (Ed.). (2004). *Learning and teaching from experience: Perspectives on Nonnative English-speaking professionals*. Ann Arbor, MI: University of Michigan Press.

Llurda, E. (Ed.). (2005) *Non-native language teachers: Perceptions, challenges, and contributions to the profession*. New York, NY: Springer.

Mahboob, A. (2010). *The NNEST Lens: Non Native English speakers in TESOL*. Newcastle, England: Cambridge Scholars Press.

Medgyes, P. (1994). *The Non-Native Teacher*. London, England: MacMillan.

Selected Book Chapters

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

- Liang, J. (2009). The courage to teach as a nonnative English teacher: The confession of a Christian teacher. In M. Wong & S. Canagarajah (Eds.), *Christian and critical English language educators in dialogue* (pp. 163-172). New York, NY: Routledge.
- Liang, J., & Rice, S. (2004). Forging new identities: A journey of collaboration between native and nonnative English-speaking educators. In N. G. Barron, N. Grimm, & S. Gruber (Eds.), *Social change in diverse teaching contexts: Touchy subjects and routine practices* (pp. 161-181). New York, NY: Peter Lang Publishing.
- Park, G. (2008). Lived pedagogies: Becoming a multicompetent ESOL teacher". In J. Carmona (Ed.), *Perspectives on Community College ESL Vol. III: Faculty, Administration, and the Working Environment* (pp. 17-29). Alexandria, VA: TESOL Publications.
- Wu, A., Liang, J., & Csepelyi, T. (2010). Toward a taxonomy of coping strategies for NNES teachers' development. In A. Mahboob (Ed.), *The NNEST Lens: Non-Native English speakers in TESOL* (pp. 202-221). Newcastle, England: Cambridge Scholars Press.

Journal Articles

- Arva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System*, 28, 355-372.
- Barratt, L., & Kontra, E. (2000). Native-English-speaking teachers in cultures other than their own. *TESOL Journal*, 9, 19-23.
- Carrier, A. K. (2003). NNS teacher trainees in Western-based TESOL programs. *ELT Journal*, 57, 242-250.
- Flowerdew, J. (1999). TESOL Quarterly and non-native speaker-writers: An interview with Sandra McKay. *Asian Journal of English Language Teaching*, 9, 99-103.
- Flynn, K., & Gulikers, G. (2001). Issues in hiring NNES professionals to teach ESL. *CATESOL Journal*, 13, 151-160.
- Frazier, S., & Scott, P. (2012). How TESOL educators teach nonnative English-Speaking teacher. *CATESOL Journal*, 23, 155-181.
- Higgins, C. (2003). "Ownership" of English in the Outer Circle: An alternative to the NS-NNS dichotomy. *TESOL Quarterly*, 37, 615-644.
- Llurda, E., & Hugueta, A. (2003). Self-awareness in NNS EFL primary and secondary school teachers. *Language Awareness*, 12, 220-235.
- Ma, L. P. F. (2012). Advantages and disadvantages of native- and nonnative-English-speaking teachers: Student perceptions in Hong Kong. *TESOL Quarterly*, 46, 280-305.
- Nemtchinova, K. (2005). Host teachers' evaluations of non-native English speaking teacher trainees. *TESOL Quarterly*, 39: 235-263.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31, 409-429.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

Pavlenko, A. (2003). "I never knew I was bilingual": Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education*, 2, 251-268.

Reves, T., & Medgyes, P. (1994). The non-native English speaking ESL/EFL teacher's self-image: An international survey. *System*, 22, 353-367.

Tsui, A. B. M. (2007). Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher. *TESOL Quarterly*, 41, 657-680.

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28, 377-389.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

Cook School of Intercultural Studies

MA TESOL PROGRAM CURRICULUM CHART

SECTION 4.2

Student Name _____

I.D. _____

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.

Course	Credits	Term Completed
Foundational Courses (3 Credits) May be taken concurrently with program courses		
Bible/Theology Course (e.g. NT/OT, Perspectives, Hermeneutics, etc.)		
_____	3	_____
Program Credits (24 Credits)		
ISTE 509 Structure of English	3	_____
ISTE 525 Introduction to TESOL-Adult	3	_____
ISTE 527 Materials Evaluation and Preparation	3	_____
ISTE 530 Ethics, Values, & Intercultural Communication	3	_____
ISTE 614 Second Language Acquisition	3	_____
ISTE 692 Practicum in TESOL II	3	_____
ISTE 627 Vocabulary Learning & Teaching	3	_____
ISTE 632 Language Testing and Assessment	3	_____
Bible, Theology or Perspective Elective (3 Credits)		
_____	3	_____
ALT Electives (6 Credits) ISTE or ISAL Electives. Regular electives include Course Design in TESOL, Teaching Second Language Reading and Writing, & Technology for Language Learning and Teaching		
_____	_____	_____
_____	_____	_____
_____	_____	_____
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.		
ISTE 693 Portfolio	0	_____

Faculty Advisor Approval: _____

Date: _____

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

GRADUATE TESOL CERTIFICATE COURSEWORK TRACKING SECTION 4.3

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

Course	Credits	Term Completed
Foundational Courses (3 Credits) May be taken concurrently with program courses		
Choose 1 Bible/Theology Course (e.g. NT/OT, Perspectives, Hermeneutics, etc.)		
_____	3	_____

Program Credits (18 Credits)

ISTE 509	Structure of English	3	_____
ISTE 525	Introduction to TESOL-Adult	3	_____
ISTE 527	Materials Evaluation and Preparation	3	_____
ISTE 530	Ethics, Values, & Intercultural Communication	3	_____
ISTE 627	Vocabulary Learning & Teaching	3	_____
ISTE 692	Practicum in TESOL II	3	_____

Faculty Advisor Approval: _____ Date: _____

SCHEDULING ONLINE TESOL PROGRAMS

SECTION 4.4

Online classes are scheduled as follows. Elective courses are noted in italics.

Fall

ISTE 525, ISTE 509, ISTE 627, ISTE 632, *ISTE 665*

Spring

ISTE 525, ISTE 527, ISTE 692, ISTE 641, *ISTE 648*

Summer

ISTE 530, *ISTE 635*

CHALLENGING COURSES

SECTION 4.5

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.

TESOL PRACTICUM

SECTION 4.6

Online MA TESOL students are experienced and are usually engaged in teaching while they are studying. Nevertheless, a practicum course involving 50 hours of teaching is required to accomplish the following goals. Students will be able to:

- Consolidate and make personally useful the theory, methodological insights, and teaching techniques gained in other classes
- Expand their teaching experience to a new context or group of students
- Get feedback on teaching from the Biola instructor, peers (and possibly a local master teacher)
- Learn how to do reflective teaching and engage in practices that will result in ongoing development as a teacher

Online students who have signed up for ISTE 692 will usually hear from their instructor a few months before their class begins in order to start the process of planning. Students who are currently teaching will usually do ISTE 692 in their own class. Students who are not teaching must find a suitable master teacher and class in which to work as an apprentice.

The following are relevant policies:

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

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 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. Again, even the most experienced teachers who have actually done the Practicum class have told us that it was extremely valuable and that they are thankful they didn't challenge the course.

3. Unusual circumstances. Online students may be in situations in which the policies set out here cannot be completely followed. The student and the Practicum instructor are to work out individual arrangements which ensure that course objectives can be met while dealing with practical constraints.

MA TESOL PORTFOLIO GUIDELINES

SECTION 5

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.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

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.

PLO = program learning outcome

Class	Assignment	PLO	Portfolio Section	Notes and how to name files
Intro to TESOL, Structure of English Vocabulary Materials, EVICC, R&W, Course Design	Lesson plan assignment	6, 7	Teaching Products	Two lesson plans from two different courses. 1A_lessonplan(1)_marked 1A_lessonplan(1)_final 1A_lessonplan(2)_marked 1A_lessonplan(2)_final
Structure of English	Grammar analysis assignment	1	Teaching Products	If you challenge Structure, this is the second half of the test. 1B_grammaranalysis_marked

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

				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

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

				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

Class	Assignment	PLO	Portfolio Section	Notes and how to name files
Intro to TESOL	Short paper on teaching and teachers	4	Teaching Philosophy	~750 words, with references. If you challenge Intro you must do this on your own. 2A_Phil_Teaching_marked 2A_Phil_Teaching_final
Materials	Short paper on the role of materials in language learning and teaching	4	Teaching Philosophy	~750 words, with references 2B_Phil_Materials_marked 2B_Phil_Materials_final
SLA	Short paper on learning and learners	4	Teaching Philosophy	~750 words, with references 2C_Phil_Learning_marked

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

				2C_Phil_Learning_final
EVICC	Short paper on context, communities and culture	4	Teaching Philosophy	~750 words, with references 2D_Phil_Culture_marked 2D_Phil_Culture_final
EVICC	Short paper on profession and ministry	4	Teaching Philosophy	~750 words, with references 2E_Phil_ProfMin_marked 2E_Phil_ProfMin_final
Practicum	692: Teacher Beliefs R&R. Depending on when you take the course, draft ideas and/or revise any of the other papers in this section of the portfolio already submitted	4	Teaching Philosophy	If you challenge practicum you must get instructions from the instructor and do this 2F_Philosophy_marked 2F_Philosophy_final

Class	Assignment	PLO	Portfolio Section	Notes and how to name files

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

Practicum	(1) Link to video of at least ten minutes of your teaching (2) Stop-start-continue reflection	3	Teaching Process	If you challenge practicum you must get instructions from the instructor and do this 3_TeachingVideoReflection_marked 3_TeachingVideoReflection_final
------------------	--	---	-------------------------	---

Class	Assignment	PLO	Portfolio Section	Notes and how to name files
Intro to TESOL	Conference attendance for an Observation assignment or a plan to attend a conference later on	5	Professional Development	If you challenge Intro you must do this on your own. 4_Conference1_marked 4_Conference1_final
Practicum	Conference attendance for the Goals Paper assignment or a plan to attend a conference later on	5	Professional Development	If you challenge practicum you must get instructions from the instructor and do this 4_Conference2_marked 4_Conference2_final
When you are ready for graduation, your Portfolio must have evidence that you have attended two conferences.				

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

Materials, Reading & Writing, Technology	Conference proposal assignment	5	Professional Development	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
---	--------------------------------------	---	-------------------------------------	---

Class	Assignment	PLO	Portfolio Section	Notes and how to name files
Practicum	Jobs R&R	5	Resume	If you challenge practicum you must get the handouts from the instructor and do this 5_Resume- marked 5_Resume-final

Class	Assignment	PLO	Portfolio Section	Notes and how to name files

SLA, Vocabulary Reading & Writing	Research paper assignments	2	Research Paper	Include at least one paper of ~10-12 pages (~4000 words), with ~ 10 references. 6_researchpaper_marked 6_researchpaper_final
--	-------------------------------	---	-----------------------	---

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 materials and insert them as images in your Word documents. If you would like, you can save these documents in PDF.)

Save your documents using the name conventions noted in the chart above.

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 of what 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
 - 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.
 - Publish a book review or other article in a professional publication (paper or online) and submit a copy of the publication.
 - 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

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Instructions 5%	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.	You followed instructions for the assignment for the most part, except for something minor.	You followed instructions for the assignment fairly well, with a few things off.	You didn't follow instructions in several areas.
Content 70% [More details are included for each assignment]	Your content is outstanding, indicating a thoughtful, in-depth approach to the topic, and ideas that clearly reflect course and program learning outcomes.	Your content is good, indicating a thoughtful approach to the topic, and ideas that reflect course and program learning outcomes.	Your content is adequate, but may be shallow in some places or reveal gaps in understanding in others.	Your content reveals lack of understanding of pertinent course and program concepts
Language use 20%	Writing is clear, concise, and well organized, following academic conventions. There are no errors in grammar, word choice, spelling, or mechanics.	There may be a few areas where the writing is not academic enough, clear enough, or well-organized enough for top marks. There are no more than five errors in grammar, word choice, spelling,	Some disorganization or lack of clarity requires reader effort to follow. Writing does not always follow academic conventions. Language errors indicate that the paper should have been more	Writing is unclear, disorganized, or non-academic. There are numerous errors in grammar, word choice, spelling, or mechanics that cause the reader to be distracted from the content.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

		or mechanics.	carefully proofread.	
APA style for citations and reference list (when relevant) 5%	There is no more than one minor APA error.	There are two to three APA errors.	There are four to six APA errors.	There are more than six APA errors.

Content details for individual assignments

Lesson plan

Criteria	Excellent	Adequate	Marginal	Unacceptable
Plan components and write-up	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.	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 receiving top marks.	The plan may be missing some minor components or be written up in a way that could confuse the reader.	The plan may be missing some components or be written up in a way that is confusing to the reader.
Teaching point and objectives	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	Objectives (and teaching point if relevant) demonstrate a clear understanding of the English language and good language teaching methodology. Most objectives are expressed in	Objectives (and teaching point if relevant) may demonstrate some minor misunderstanding of the English language or some weakness in language teaching methodology. Objectives may	Objectives (and teaching point if relevant) may demonstrate misunderstanding of the English language or weaknesses in language teaching methodology. Objectives may be expressed in terms of what the teacher

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	terms of what learners will do as a result of the class.	terms of what learners will do as a result of the class.	be expressed in terms of what the teacher will do in the class or have some other fault.	will do in the class or have other faults.
Activities	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.	The activities are fine, but just not as stellar as those in plans receiving top marks.	There are some minor problems with the activities.	There are several problems of various types with the activities.
Materials	All necessary 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).	The materials are fine, but just not as stellar as those in plans receiving top marks.	There are some minor problems with the materials.	There are several problems of various types with the materials.

Grammar analysis project

Criteria	Excellent	Adequate	Marginal	Unacceptable
Classification	All or almost all	90% of the errors	80% of the errors	Fewer than 80% of

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

of Errors	of the errors are correctly identified, classified, and labeled.	are correctly identified, classified, and labeled.	are correctly identified and classified.	the errors are correctly identified, classified, and labeled.
Explanations of Errors	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 examples given are clear, and they effectively support the explanations of the rules.	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 examples provided are mostly clear, and they well support the explanations of the rules.	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 reference books other than the textbooks. Some of the explanations are not accompanied with effective examples.	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 few examples are provided to support the explanations of the rules.

Media activity

Criteria	Excellent	Adequate	Marginal	Unacceptable
Description of Instructional Activities	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,	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	The activities are satisfactorily developed, though somewhat marginal. Though at times not so clear, the description defines the target skill, indicates the intended proficiency	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

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	describing the instructional procedures, and acknowledging the sources (if any).	acknowledging the sources (if any).	level, states the objectives, describes the instructional procedures, and acknowledges the sources (if any).	acknowledging the sources (if any).
Instructional Materials	The instructional materials (i.e. activity sheets) are evidently communicative. They are very well developed and easy for students to follow.	The instructional materials (i.e. activity sheets) engage students in communicative language practice. They are well developed, and are easy for students to follow.	The instructional materials (i.e. activity sheets) engage students in communicative language practice only to some extent. At times, the materials are not easy for students to follow.	The instructional materials (i.e. activity sheets) are poorly developed. They do not engage students in communicative language practice. The materials are confusing and difficult for students to follow.

Course design project summary

Criteria	Excellent	Adequate	Marginal	Unacceptable
Sections	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.	Your summary is clear and includes the necessary sections.	Your summary may be missing a few things that convey the idea of your course.	Your summary does not give a clear picture of the course.
Course content	Your course content is outstanding. It is based on needs assessment, relevant published	Your course content is quite strong, but may be lacking in a few minor areas such as support from published	Your course content is adequate, but is lacking in some areas such as support from published	Your course content has problems in some of the areas mentioned as characteristic of good course

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	literature, and best practices in TESOL. Your goals and objectives are reasonable and clearly state what students will be able to do as a result of the course.	literature, the best methodology, or well-written goals and objectives.	literature, the best methodology, or well-written goals and objectives.	design.
--	---	---	---	---------

Annotated bibliography

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Collection of Resources	Sources cited are considered reliable and trustworthy.	Most sources cited are considered reliable and trustworthy.	Some sources cited are considered reliable and trustworthy.	Few sources cited are considered reliable and trustworthy.
Annotations	All annotations are thoughtful, complete, and well-written. They clearly summarize the content of the resources and explicitly identify the usefulness of the resources.	Most annotations are thoughtful, complete, and well-written. They well summarize the content of the resources and identify the usefulness of the resources.	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.	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.

Textbook evaluation

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Description of the Teaching Context	The class setting is clearly defined, the students' background is	The class setting is well defined, the students' background is generally well	The class setting is defined, the students' background is described, and the	The class setting is poorly defined, the students' background is

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	thoroughly described, and the objectives are effectively defined.	described, and the objectives are generally well stated.	objectives are defined, though at times not so clearly.	poorly described, and the objectives are poorly 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.	The preliminary evaluation provides some thoughtful explanatory comments that well justify the selection of the primary core text for in-depth evaluation.	The preliminary evaluation provides some good explanatory comments, though at times not so clear, that justify the selection of the primary core text for in-depth evaluation.	The preliminary evaluation provides poor or scanty comments that poorly 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.	The in-depth evaluation provides thoughtful comments that reflect a good understanding of the principles of materials preparation and development.	The in-depth evaluation provides some good comments that reflect some understanding of the principles of materials preparation and development.	The in-depth evaluation provides incoherent and irrelevant comments that do not reflect a good understanding of the principles of materials preparation and development.

Textbook recommendation

Criteria	Excellent	Adequate	Marginal	Unacceptable
Description of the Teaching Context	The class setting is clearly defined with the students' learning needs thoroughly described.	The class setting is defined with the students' background well identified and described.	The class setting is defined, but the students' needs are not so clearly identified and described.	The class setting is poorly defined, and with the students' background poorly described.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

Recommendation	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.	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.	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.	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.
-----------------------	--	--	---	---

Test or assessment instrument

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Construct Definition	The range of the skills assessed is clearly stated with specifics well identified. Also, the skills identified are evidently appropriate to the teaching context described.	The range of the skills assessed is clearly stated with some specifics identified. Also, the skills identified are generally appropriate to the teaching context described.	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 to the teaching context described.	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.
Test techniques apply testing concepts: practicality, validity, reliability, authenticity, &	The content of the assessment and the assessment techniques exemplify all qualities to high degree.	The content of the assessment and the assessment techniques adequately exemplify all	The content of the assessment and the assessment techniques exemplify all qualities to high degree, though	The content of the assessment and the assessment techniques employed may demonstrate weakness in one or

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

washback effects		qualities.	sometimes marginally so.	two qualities.
------------------	--	------------	--------------------------	----------------

Teaching philosophy papers

Criteria	Excellent	Adequate	Marginal	Unacceptable
Content	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.	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.	Your paper may be have problems with word limits, verbose writing, or shallow ideas.	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.
References	Your paper is appropriately supported by references from at least three different sources.	Your paper is appropriately supported by references from at least two different sources.	Your references are limited in number. The references may not be a great fit for the writing.	You have no references or they are poorly integrated into the paper.

Teaching process paper

Criteria	Excellent	Adequate	Marginal	Unacceptable
Video	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.	Your video clip of 8-10 minutes is accessible. It shows you teaching a real class.	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	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.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

			link.	
Content	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 up to the point of submission.	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.	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.	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.

Conference attendance documentation

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Conference attendance	You attended <u>more than two</u> professional conferences.	You attended two professional conferences.	You attended two professional conferences, but seemed to be squeaking by with last minute options.	Your conference attendance wasn't enough or wasn't the right type of conference.
Conference write-up	For each conference you completed a write-up as assigned (of at least two pages describing sessions attended and personal	For each conference you completed a write-up as assigned. Your reflection indicated good learning.	Your write-up might be shallow.	Your write-up is bare bones.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	professional growth). Your reflection indicated excellent learning for the stage you were in your MA when you attended.			
--	---	--	--	--

Conference proposal

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Match to conference and its proposal criteria	The proposal is an excellent match for the conference and adheres 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.	The proposal is a good match for the conference and adheres fairly well to all conference-specific proposal criteria.	The proposal may be good match for the conference. There may be some conference-specific proposal criteria that aren't exactly met.	The proposal is not a good match for the conference or some conference-specific proposal criteria aren't met well at all.
Content	The content will be viewed very positively by the conference planners. Positive traits will vary depending on the conference but could include <i>practical, cutting edge, good blend of theory and practice, what teachers need, interesting</i>	The content may be viewed positively by the conference planners.	The content may have some positive traits but may not be exactly what conference planners are looking for.	The content is unlikely to appeal to the conference planners.

COOK SCHOOL OF INTERCULTURAL STUDIES
MA TESOL (Online) PROGRAM HANDBOOK

	<i>research, and so on.</i>			
--	-----------------------------	--	--	--

Résumé

Criteria	EXCELLENT	ADEQUATE	MARGINAL	UNACCEPTABLE
Résumé	Clearly laid out and meticulously written. Education, teaching jobs, and other employment are easy to see—along with relevant skills. No more than two pages.	Well laid out and carefully written. Education, teaching jobs, and other employment are easy to see—along with relevant skills. No more than two pages.	There may be some minor problems with format or a few typos. Your qualifications may not stand out to a potential employer.	Confusing format or several typos or missing sections.

Research paper

Criteria	Excellent	Adequate	Marginal	Unacceptable
Content	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.	Your content shows good understanding of the published literature. You have woven ideas together fairly well, according to academic conventions.	Your content may reveal a few gaps in your understanding. The handling of the ideas in your writing may be clumsy.	Your content may reveal gaps in your understanding. The handling of the ideas in your writing is not up to academic standards.
References	Your paper is appropriately supported by more than ten strong, academic references.	Your paper is appropriately supported by at least ten good references.	You have one or two problems in terms of the number of references, the strength of the sources, or the fit	You have three or more problems in terms of the number of references, the strength of the sources, or the fit of references to the

			of references to the writing.	writing.
--	--	--	-------------------------------	----------

TESOL CONFERENCES

SECTION 6.1

Your training and professional development in TESOL will not just take place in Biola classes 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.

Conferences can be four-day events at the international or national levels, weekend events at the regional or state level, or one-day events at the local level. For example, teachers living in California might attend the annual TESOL convention, the annual state CATESOL conference, or the regional Los Angeles CATESOL conference. Teachers living in the Mideast might attend conferences put on by IATEFL, TESOL Arabia, or Egypt TESOL.

In the Orientation, students explore professional associations and conferences in their areas. Doing this early in your program and getting a list of conference locations and dates for the next three years will help you plan and budget. The Portfolio requires documentation of attendance at least two professional conferences.

Some good websites to help you do this are:

- Find state affiliates for TESOL-associated groups in the U.S.:
[TESOL Affiliates](#)
- Find IATEFL associates around the world:
[IATEFL](#)
- Another list of international associations:
[Multilingual Books](#)

Biola TESOL faculty, students, and alumni usually attend the national TESOL convention. It can be a good time for you to see in person people you usually communicate with only virtually. Click on the Convention tab at [TESOL](#) to find out more about specific dates (March/April) and locations (North America).

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.

Other organizations and conferences you might wish to explore include:

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

- Association Internationale De Linguistique Appliquee, or International Association of Applied Linguistics (AILA)
[AILA](#)
- American Association for Applied Linguistics (AAAL)
[AAAL](#)
- Conference on College Composition and Communication (CCCC)
[CCCC](#)
- American Council on the Teaching of Foreign Languages (ACTFL)
[ACTFL](#)

ALT DEPARTMENT HELP IN LOCATING A JOB

SECTION 6.2

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 Education Department 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 TESOL and Intercultural Studies. (At the same time, you want to make sure that the job potential is real before taking on more educational debt.)

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.

JOB AND MINISTRY RESOURCES

SECTION 6.3

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

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

[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](#)

COOK SCHOOL OF INTERCULTURAL STUDIES

MA TESOL (Online) PROGRAM HANDBOOK

- 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, Pioneers, Christar, SIM). Many mission agencies, in addition to the regular missionary category, have special associate status for members working primarily in a secular job.
- There are some schools with a Christian foundation or Christian recruiters that hire directly, for example: [Academics in Asia website](#).

If you do your own internet search, remember to try various terms: ESL, EFL, TESL, TEFL, TESOL, English teaching.

Practicum in TESOL is the class in which students explore this topic in more detail.