

# MASTER OF EDUCATION: CONCENTRATION IN ENGLISH AS A SECOND LANGUAGE

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## Admission Requirements for the Master of Education: Concentration in ESL

In addition to the general graduate program admission requirements, applicants for the Master of Education in English as a Second Language (ESL) must provide the following:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated.)
- Two current letters of recommendation
- Results of a language proficiency assessment, if applicable
- Copy of initial or professional license in English as a Second Language
- Graduate Record Exam (GRE) or Millers Analogies Test (MAT) scores, or passing of appropriate MTELEs

### OR

Applicants who are pursuing a Master of Education in ESL, but have not yet obtained initial licensure in ESL must provide:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated.)
- Two letters of recommendation
- Documentation of participation at an intermediate level in a language other than English from a college or university or foreign secondary school through the successful completion of foreign language courses deemed appropriate by the foreign language program in the World Languages and Literature Department or demonstrated ability as determined by a member of the Education Department faculty.
- Evidence of an existing bachelor's degree and passing of Communication and Literacy MTELEs

Students who meet the above requirements will be provisionally admitted into the program. Full admission into the program is based upon successful completion of a prerequisite course in human, child, or adolescent development at the undergraduate level resulting in a B+ or higher. Final admission is granted by the Department of Graduate and Continuing Education after departmental recommendation is provided.

Candidates who have obtained initial licensure in ESL from another program or by another route are required to take at least two other courses (e.g., SIFE or Global Perspectives, or a graduate course approved by the Graduate Coordinator e.g., History of the English Language or a reading course). Candidates who have not yet obtained initial licensure in ESL must take and pass the ESL MTEL before beginning practicum.

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply), essay explaining reason for pursuing this degree program, and application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Results of a language proficiency assessment, if applicable. (Students must have studied or must be fluent in a language other than English to be eligible for this program.)
- Copy of initial or professional license in English as a Second Language
- GREs are required, but are waived with passing scores on MTEL, possession of a Massachusetts initial or professional teaching license, or an earned master's degree

Full admission into the program is based upon successful completion of a prerequisite course in human, child, or adolescent development at the undergraduate level resulting in a B+ or higher.

### OR

Applicants who are pursuing a Master of Education in ESL, but have not obtained initial licensure in ESL must provide:

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- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Documentation of participation at an intermediate level in a language other than English from a college or university or foreign secondary school through the successful completion of foreign language courses deemed appropriate by the foreign language program in the World Languages and Literature Department of demonstrated ability as determined by a member of the Education Department faculty
- GREs are required, but are waived with passing scores on MTEL, possession of a Massachusetts initial or professional teaching license, or an earned master's degree

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by the Graduate Coordinator, e.g. History of the English Language or a reading course). Candidates who have not yet obtained initial licensure in ESL must take and pass the ESL MTEL before beginning practicum.

## Program of Study

Code	Title	Credits
<b>Required Courses</b>		<b>(10 credits)</b>
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ES-934	Esl Sem:Research in Language & Education	3
ES-935	ESL Portfolio Evaluation	1
<b>ESL Concentration</b>		<b>(24 credits)</b>
ES-924	Linguistics for Teachers of English Language Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3
ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ED-955	Assessing English Language Learners	3
ES-930	Sheltered Instruction and Assessment in the Immersion Classroom	3
<b>Total Credits</b>		<b>34</b>

## Electives (Optional)

Code	Title	Credits
ES-929	Assessing and Teaching English Language Learners With Disabilities	3
ES-932	Teaching Adult Esl and Sife	3
ES-933	Global Perspectives in Cultural Diversity	3

### 1. Language and Linguistics

- Language as a system: functions and registers of language
- The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions
- Language variation and change

### 2. Language acquisition and literacy development

- Theory and research in first and second language acquisition
- Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels
- Relevance of linguistic differences between the first and the second language for reading instruction in English
- Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy
- Formal and informal measures for assessing development in reading skills and their use with second language learners
- Development of listening, speaking, reading, and writing vocabulary
- Approaches and practices for developing writing skills and the use of writing tools

### h. Writing process and formal elements of writing

- Oral/Aural fluency in English at different proficiency levels
  - Social and academic English and academic language for the content areas
  - Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels
- Instructional approaches and best practices for teaching ESL
    - Foundations of ESL instruction
    - Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on
    - Research-based practices for English language development
    - Program models and teaching strategies for developing and integrating language skills
    - Planning and implementing standards-based ESL and content instruction
  - Socio-cultural and socio-emotional considerations in teaching ESL
    - Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism
    - The nature and role of culture and its intersection with teaching and learning
    - Cultural, racial, ethnic, and linguistic identity
    - Intercultural communication in the classroom
    - Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education
    - The role of the community, families, and schools in English language learner education

- Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities

- Federal and State laws pertaining to the education of English language learners

- Theoretical, political, and historical foundations of education for English language learners

- Instruction, assessments, resources, research, and advances in the field of ESL

- Strategies for school collaboration, family outreach, and community involvement for English language learners