

# Linguistics

# Teaching English as a Second Language

## Master of Arts

## Handbook



<http://www.cas.usf.edu/languages/linguistics>

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## **The Academic Setting**

### *The University of South Florida*

The University of South Florida (USF) broke tradition when it was founded nearly four decades ago. The first major state university in America, planned and built entirely in the twentieth century, USF was Florida's first public metropolitan university - located purposely within commuting distance of one quarter of the State's population. The University was founded on December 18, 1956, and opened on September 26, 1960, when it welcomed its first students: 1,997 freshmen. Enrollment now exceeds 45,000, making it the second largest of Florida's ten state universities.

The University of South Florida was officially designated as a State University System Research I institution in 1998-99. This recognition was based on factors such as the University's research productivity, graduate enrollment, number of graduate degrees awarded, endowment, and overall size of the University's undergraduate population. USF students come from every state in the nation and more than 100 countries. They represent all ages, cultures, and ethnic backgrounds. Nearly one quarter of the student population is African American, Hispanic, Asian American or Native American.

*Colleges.* The University consists of nine colleges: Architecture and Community Design, Arts and Sciences, Business Administration, Education, Engineering, Marine Science, Medicine, Nursing and Public Health, and Visual and Performing Arts. Together, they offer degree programs in more than 100 academic areas, more than 70 of which are offered at the graduate level.

*Medical Center.* One of the outstanding medical complexes in America has emerged at the northwest corner of the campus. Adjacent to the USF Medical Center are the Veterans Administration Hospital, the University Community Hospital, and the Florida Mental Health Institute.

*Accreditation.* USF is fully accredited by the Southern Association of Colleges and Schools, the official accrediting agency for institutions in the South.

### *The Department of World Languages*

The Department of World Languages at the University of South Florida consists of a number of academically autonomous programs in modern languages, literature, and applied linguistics. It offers courses of study for both undergraduate and graduate degree programs within the liberal arts tradition. Functional foreign language study is available in a wide variety of languages. Bachelor's degree programs are available in French, German, Spanish, Italian, Russian or a combination of these. Minor programs are available in the foreign languages and in linguistics.

### *The M. A. Program in Linguistics*

Linguistics is primarily an upper-level and graduate discipline with strong interdisciplinary concerns. Students interested in graduate study in linguistics are urged to acquire a language background in their undergraduate programs, regardless of their major field of study. The Linguistics program offers a Master of Arts in Linguistics (Applied Linguistics, TESL, non-thesis). In addition to courses involving linguistic theory and practice, the program offers graduate coursework in ESL methodology, curriculum and testing, second language acquisition, cross-cultural issues, sociolinguistics, etc. Courses in anthropological linguistics are available in the Department of Anthropology, and courses in communication theory are offered by the Department of Communication. Additional related courses might include psychology of language taken through the Department of Psychology, and courses in instructional technology, through the College of Education.

Closely allied with the Linguistics program is the English Language Institute (ELI). The ELI enrolls over 300 foreign students annually who study English in an intensive English for Academic Purposes (EAP) program. Its classrooms and laboratory provide internship, teaching, and research opportunities for graduate students enrolled in the M. A. Linguistics Program, as well as the Ph.D. program in Second Language Acquisition and Instructional Technology (SLAIT).

## **Admission Requirements for Graduate Study in Linguistics**

Admission requirements for degree-seeking students shall include all University, College, and Program requirements. Candidates who meet these requirements will be admitted upon the action of the Chairperson of the Graduate Committee and the Dean of the College of Arts and Sciences.

The admission requirements are as follows:

1. A baccalaureate degree from an accredited college or university.
2. A 3.0 or "B" average or better in all work attempted during the last two years (junior & senior) of undergraduate work.
3. GRE scores at or above 430 Verbal and 4 Analytical Writing are generally considered acceptable. The GRE must have been taken within 5 years of the semester for which admission is sought. If the applicant holds another graduate degree, the faculty will consider the possibility of waiving this requirement.
4. Three letters of recommendation, written by instructors, supervisors, or colleagues of the applicant; letters from family or friends are not acceptable.
5. A two-page statement of purpose written by the applicant, wherein s/he addresses the interest in the field and reason for selecting this program; this statement serves as an introduction and a writing sample.

All students are required to take the GRE, including those students whose native language is a language other than English. All students whose native language is other than English will be required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 600 (250 on computer-based test) is required for admission. However, effective Summer 2004, the TOEFL is not required of applicants who earned their bachelor's degree in an English-medium university in Belize, Ghana, Jamaica, etc. A complete list of countries can be found at: <http://web.usf.edu/iac/admissions/countries.html>.

In all cases, the Graduate Committee will be the sole arbiter in matters of admissibility. In the case of provisional admission, the Graduate Committee may specify additional requirements such as minimum GRE scores, trial programs, minimum grade point averages, etc. In the case of transfers, no more than twelve (12) semester hours may be transferred from another institution. All transfer work must have been completed within the past seven years with a grade of "B" or better and must be approved by the Graduate Committee. The determination of USF course equivalencies for transfer work is solely the responsibility of the Graduate Committee. Students who attend or have attended Linguistics Institutes of the Linguistic Society of America or TESOL Institutes may petition for transfer of credits earned at Institutes above the eight-hour maximum. The Graduate Committee will review each case and determine whether or not to support the petition to the Graduate School on a case-by-case basis.

### **Financial Assistance**

Financial assistance is available from several sources at the University of South Florida; however, only the Graduate Teaching Assistantship (discussed below) is directly administered by the Program. Students interested in such programs as the College Work Study Program (for low income students) or student loan programs should write directly to the Office of Student Financial Aid, University of South Florida, Tampa, FL 33620. The competitively awarded University Fellowships are administered by the Graduate School and are outlined below.

Students who intend to apply for a Graduate Teaching Assistantship are advised that admission to the graduate program of the department is a prerequisite for consideration for a teaching assistantship in one of the foreign language programs in the department. The application for assistantship should be a brief letter requesting consideration for assistance, outlining the student's background, goal, and relevant experience, if any, addressed to the Director of Graduate Studies in Linguistics. A minimum of two letters of recommendation supporting the candidate's request for consideration should be solicited by the candidate from persons well qualified to speak on behalf of the candidate's academic qualifications for graduate study and for a teaching

assistantship. The name and addresses of these references should be included in the candidate's own letter of request so that we can notify the candidate if they have been received. Once the candidate has been admitted to graduate study, and her/his recommendations have been received, the Graduate Committee of the department will rank him/her together with other qualified candidates in its recommendations to the Director. When the departmental budget is received and the number of assistantships available for the coming academic year has been determined, the candidate will be notified of this status either as an assistantship recipient or as an alternate. Notification is generally given in the summer. If any assistantships initially offered are not accepted within two weeks, the offers will be withdrawn and awarded to those who have been named as alternates.

Prospective assistantship applicants must realize, of course, that it may not be possible to support graduate students in the department in their first semester of attendance.

### **Graduate School Requirements**

The Graduate School imposes certain general requirements upon all graduate programs at USF. These are outlined more completely in the USF Graduate Catalog. Whereas the Linguistics Program provides each student an advisor and assistance in the form of this handbook, the ultimate responsibility for the satisfaction of requirements and compliance with all policies and regulations rests solely with the individual student.

Among the requirements imposed by the Graduate School are the following:

1. Minimum enrollment for students who hold graduate assistantships is nine semester hours.
2. Students must be enrolled for a minimum of two semester hours during their final semester. If all other coursework has been completed, students may enroll for two semester hours of Independent Study under LIN 6908.

### **Linguistics Program Policies and Requirements**

*Overview of Degree Requirements for the M.A. in Linguistics (TESL).*

Coursework (Courses are 3 credit hours unless otherwise stipulated.)

LIN 6081 Introduction to Graduate Studies in Linguistics	TSL 5372 ESL Curriculum and Instruction
LIN 5700 Applied Linguistics	TSL 5525 Cross Cultural Issues in ESL
TSL 5371 Methods of TESL	TSL 5471 Language Testing
LIN 6675 Grammatical Structure of American English	LIN 6720 Second Language Acquisition
	LIN 6748 Contrastive Analysis

Other

1. Foreign/second language proficiency
2. Six hours of approved electives at the graduate level (these may be inside or outside the program).
3. A passing performance on the Linguistic Analysis
4. Six hours of successful internship through enrollment in TSL 6945
5. Completion of a final portfolio
6. A passing performance on the Treatment Plan

The Master of Arts in Linguistics requires 39 semester hours total. The 39-credit-hour requirement applies to all students, even those qualified students who might be exempt from certain course because of content-area expertise. A student pursuing the degree on a full-time basis is expected to enroll in 9 credit hours, or 3 classes. A student who wishes to study on a part-time must still enroll in a minimum of 6 credit hours, or 2 classes.

The Linguistics Program seeks to embrace the study of all major aspects of human communication. It is anticipated, therefore, that students may come to graduate study in Linguistics from a variety of backgrounds, and therefore, may feel unprepared for graduate level work in one or more of the core areas. To assist students in remedying this problem, the program offers LIN 5700, Applied Linguistics, as an intensive, accelerated course in Linguistics. LIN 5700, Applied Linguistics is a required course for all students in the program. Students must enroll in LIN 5700 the first term it is available to them. LIN 6081, Introduction to Graduate Study in Linguistics, must be taken during the student's first term of enrollment as a graduate student, or during the first term it is available, if not offered during the first term the student is enrolled. Drops are not permitted from either LIN 5700 or from LIN 6081, except under extenuating circumstances where the student is forced to withdraw from all work attempted in the term. In such a case, the student must contact the program advisor or director and inform him/her of the decision to withdraw.

There is a foreign language proficiency requirement (consult the section under this heading for information on satisfying the requirement).

A Linguistic Analysis and a Treatment Plan are required in the program (consult the section under these headings for further information on these requirements).

*Descriptions of Core Courses (each bearing 3 credit hours, unless otherwise stipulated)*

- LIN 6081 Introduction to Graduate Studies in Linguistics [generally offered in Fall] Prerequisite: none. An introduction to the aims and methodologies of applied linguistics as a graduate discipline: the field of linguistics, its subdisciplines, and its relationship to adjacent arts and sciences; bibliographical resources; methods of research and research writing; and a brief survey of the historical development of applied linguistics and current issues in the field.
- LIN 5700 Applied Linguistics [generally offered in Fall] Prerequisite: none. Analysis of the phonological, morphophonological, and syntactic features of English as a basis for linguistic application to problems of English language acquisition by non-native speakers. [This is a State of Florida ESOL Endorsement course.]
- LIN 6675 Grammatical Structure of American English [generally offered in Spring] Prerequisite: none. Analysis and description of major morphological and syntactic structures of American English, with emphasis upon applied linguistics.
- LIN 6720 Second Language Acquisition [generally offered in Spring] Prerequisites: TSL 5371 and LIN 5700. An overview of major theories of Second Language Acquisition (i.e., Universal Grammar, cognitive, social interactionist, sociocultural), emphasizing seminal and current research studies.
- LIN 6748 Contrastive Analysis [generally offered in Fall] Prerequisite: LIN 5700. Analysis of cross-cultural spoken and written discourse, with an emphasis on pragmatics and sociolinguistics.
- TSL 5371 Methods of TESL [generally offered in Fall] Prerequisite: none. Analysis of the methods of teaching English pronunciation, structure, reading, and writing with attention to L2 culture and pragmatics. [This is a State of Florida ESOL Endorsement course.]
- TSL 5372 ESOL Curriculum and Instruction [generally offered in Spring] Prerequisite: TSL 5371. Analysis of the methods of creating, modifying, sequencing, and assessing second/foreign language instructional programs. [This is a State of Florida ESOL Endorsement course.]
- TSL 5471 Language Testing [generally offered in Fall] Prerequisite: TSL 5372. Course on the theory and practice of second language testing for achievement, proficiency, placement, and diagnostic purposes. [This is a State of Florida ESOL Endorsement course.]

- TSL 5525 Cross-Cultural Issues in ESL [generally offered in Spring] Prerequisite: none. Exploration of issues related to culture and cultures, strategies for teaching and testing cultural knowledge and skills, development of cross-cultural awareness. [This is a State of Florida ESOL Endorsement course.]
- TSL 6945 Internship [every semester] Prerequisite: TSL 5371 and TSL 5372. Required of all candidates for the M.A. degree in TESL. Supervised teaching of English as a second language to non-native speakers at appropriate levels and settings. (Non-native speakers of English must meet TOEFL and SPEAK criteria before interning.)

### *Grades and Grading*

- Graduate students must attain an overall average of 3.0 ("B") in all courses. No grade below 2.0 ("C") will be acceptable toward a graduate degree, but all grades will be counted in computing the overall grade point ratio (GPR).
- S/U grades are generally not acceptable in the graduate program in Linguistics, except when courses are graded on a satisfactory or unsatisfactory basis (e.g. internship or directed study).
- Incomplete ("I" grades) may be used for an authorized failure to meet the requirements of the course. Until removed, the "I" is not computed in the GPA. "I" grades are given only if an emergency has prevented or will prevent a student from completing the work for the course, and when all other coursework has been successfully completed. The professor will submit a World Languages "Incomplete Grade Report" form whenever an "I" grade is given.
- Directed Study/Individual research courses (LIN 6909 and LIN 6110) require the authorization of the Director of Graduate Studies before the student may register for such a course to be applied toward M.A. degree requirements. In general, the purpose of independent study courses is to permit the student to explore topics or areas in the field for which no regular graduate courses may be available.

In rare circumstances, such courses may also be used to cover the subject matter of existing graduate courses for a student whose graduation would demonstrably be delayed by one or more semesters because of the requirements. (In no instance, therefore, will a student be permitted to substitute more than one independent study course for a regular course requirement). Independent studies are taken on by faculty members over and above their normal teaching assignments, and the decision to offer such studies is entirely at the discretion of the faculty member. Therefore, the department cannot guarantee the availability of independent study options, regardless of merit, in any given semester. A Directed Study Contract must be submitted, and approval must be processed before the student will be permitted to register for the course. Contract forms are available in the World Languages office.

### *Advising*

Academic advising and scheduling will be done in coordination with the student's advisor. It is the student's responsibility, while in residence, to meet with his/her advisor regularly, but at least once each semester during the regular registration period to schedule his/her courses for the following semester. Each student is reminded of University Policy Statement 415:

*"Although the University provides advising services to assist students with academic planning, the responsibility for seeing that all requirements are met rests with the student."*

### *Foreign Language Proficiency Requirement*

To ensure that students have some firsthand appreciation of the second language acquisition process, the program has a foreign language proficiency requirement in at least one modern foreign language (classical and ancient languages cannot be used).

*Native Speakers of English:*

The student must demonstrate the following level based on the ACTFL Proficiency Guidelines: Novice-High This is roughly equivalent to three semesters of college-level study at USF. Students who may have met this criterion upon admission include:

- Students who have earned undergraduate or graduate degrees in foreign languages.
- Students who can document minors in foreign languages on their transcripts, completed during the past five years.
- Students whose majors or minors in foreign languages are more than five years old, but who have resided in a country in which the language is spoken for at least one year during the past five years.
- Note: Students without majors or minors in foreign languages may ask to have prior documented coursework (**of at least three semesters**) considered provided that it meets the following requirements:
  1. No course and/or sequence is more than five years old at the time the student is admitted.
  2. There is no grade less than a "B" in any course and/or sequence.
  3. The most recent course and/or sequence can be determined to be at the Novice-High level.

Students who need to satisfy the foreign language proficiency requirement can satisfy this requirement in any one of the following ways:

- Place at the 4th level on the placement examination for the language.
- Complete coursework through the third semester of the language at USF (or equivalent at another institution) with no grade below a "B." Study abroad credits are acceptable and encouraged.
- Submit an equivalent score or better score on any standardized national competency examination (e.g. ETS), subject to approval.
- Provide ACTFL Oral Proficiency Interview (OPI) examination scores for a language at the level indicated at the beginning of this section.

*Non-native Speakers of English:*

Students whose first language is other than English and who have submitted TOEFL and TSE scores of 600 (250 computer-based) and 55 respectively to satisfy, admission requirements will have been deemed to have satisfied the foreign language proficiency requirement by the virtue of their admission.

*Internship*

Most students in the M.A. program in Applied Linguistics serve their required two-semester internship at the English Language Institute (ELI). After having completed one semester of their internship at the ELI, students may be allowed to serve their second semester of internship off-campus, provided there is sufficient supervision of the intern and the assignment of roughly the same number of teaching hours as in the ELI. Students who serve an internship register for 3 credits of TSL 6945 (TESL Internship). The two required internships may not be served simultaneously.

Internship pre-requisites:

1. Be in good academic standing
2. Obtain a score of at least 55 on the SPEAK / TSE
3. Obtain a minimum TOEFL score of 600
4. Provide a transcript of USF graduate courses
5. Be in the final semesters of the MA program
6. Successfully complete TSL 5372 (Curriculum and Instruction) and TSL 5371 (Methods of Teaching English as a Second Language)

A teaching position in the ELI is not guaranteed as the institute’s ability to assign faculty is based on the size of the ELI enrollment and the need for faculty. Once appointed, ELI interns may be eligible for a partial tuition waiver. However, the tuition waiver is also not guaranteed. ELI interns receive a stipend and course credit for their service to the ELI. As ELI interns they are required to teach one course, attend regular faculty and level meetings, assist with the proctoring of placement and achievement tests such as CELT and TOEFL, and accompany students on institute-wide field trips.

All interns, whether on- or off-campus, are assigned a mentor from the ELI who works closely with the intern to observe classes, provide assistance with lesson planning, offer advice on pedagogical matters, and act as resource and support for related teaching activities. Both mentor and mentee sign a contract outlining their respective responsibilities at the outset of the internship. In addition to their ELI activity, interns also meet on a regular basis with the Supervisor of Interns (instructor of record for TSL 6945) to complete assignments.

*Exit Assessment*

As a part of the M.A. program requirements, students must successfully complete the Exit Assessment. The Exit Assessment consists of three parts: the Linguistic Analysis, the Treatment Plan, and the Portfolio.

*Description of the Linguistic Analysis*

The Linguistic Analysis paper provides students with the opportunity to apply theoretical concepts to the analysis of authentic learner language. The project consists of analysis of language data (oral and written) collected through interviews and observations of an English language learner in an instructional setting. Based on the analysis, conclusions are drawn about the language learning processes, problems, and achievements of the learner.

The preparation of the Linguistic Analysis paper typically is completed during the same semester in which the student takes the Practicum (that is, Internship 1). The Linguistic Analysis is evaluated by a graduate faculty committee, using a standard rubric (see below). Following the evaluation, the student meets with the faculty committee for a feedback session. If the Linguistic Analysis is deemed unsatisfactory by the evaluation committee, the student will have one opportunity to make a revision.

*Rubric for Evaluating the Linguistic Analysis*

<b>Introduction</b>		
0	section not included	
1	does not adequately address questions to be included in introduction	frequently makes inaccurate statements
2	adequate presentation of questions to be included in introduction	makes accurate statements, with minor exceptions
3	addresses all questions to be included in introduction	makes accurate statements consistently

<b>Data Analysis of... phonological, morphological, syntactic, semantic, discourse /pragmatic features</b>				
0	section is not included			
1	provides inadequate description of features	very few examples are provided and most are incorrect	does not determine if problems are consistent or inconsistent	does not provide any comparison between spoken and written production

2	provides some description of features	examples are either incorrect or insufficient	in few cases, mentions if problems are consistent or inconsistent	provides a superficial (or inaccurate) comparison between spoken and written production
3	provides description of most features	gives appropriate examples for most features	most of time determines if problems are consistent or inconsistent	provides a mostly accurate comparison between spoken and written production
4	provides detailed and comprehensive description of features	appropriate examples for each feature	accurately determines if problems are consistent or inconsistent	provides totally accurate comparison between spoken and written production

<b>Conclusion</b>				
0	section is not included			
1	does not adequately summarize analysis	does not draw relevant conclusions based on the data	frequently makes inaccurate statements	
2	adequate summary of analysis	most of conclusions based on the data are relevant	makes accurate statements with minor exceptions	
3	appropriate summary of the analysis	conclusions based on the data are correct and insightful	makes accurate statements consistently	

<b>Writing and Style( Mechanics, Form, Register)</b>		
1	does not express ideas in a coherent, cohesive or logical order	numerous errors of mechanics, usage, or register
2	generally expresses ideas in a coherent, cohesive and logical order	few errors of mechanics, usage, or register
3	consistently expresses ideas in a coherent, cohesive and logical order	virtually no errors of mechanics, usage, or register

### **Appendices**

<b>Transcription</b>	
0	does not include transcript
1	includes complete transcript of 10-minute segment of recording
2	includes complete transcript of 10-minute segment of recording, which shows correct IPA annotation for phonological problems

<b>Writing Sample</b>	
0	does not include student writing sample
1	includes student writing sample

<b>Field Notes</b>	
0	does not include field notes from classroom observations
1	includes field notes from classroom observations

<b>Audio Recording</b>	
0	does not include audio recording from interview
1	includes audio recording from interview

### *Description of the Treatment Plan*

After completing the Linguistic Analysis, the student progresses to the Treatment Plan. The Treatment Plan allows the student to address pedagogically the linguistic issues that emerged in the Linguistic Analysis. The Treatment Plan is supported using relevant SLA theory and research; it consists of three components: (1) feedback, (2) assessment, and (3) rationale. The Treatment Plan paper typically is completed during the student's Teaching Internship (that is, Internship 2). The Treatment Plan is evaluated by a graduate faculty committee, using a standard rubric (see below). Following the evaluation, the student meets with the faculty committee for a feedback session. If the Treatment Plan is deemed unsatisfactory by the evaluation committee, the student will have one opportunity to make a revision.

### *Rubric for Evaluating the Treatment Plan*

FEEDBACK Techniques, Instructional Strategies, and Learning Activities

Phonology	0	1	2	3	4
Morphology	0	1	2	3	4
Syntax	0	1	2	3	4
Semantics	0	1	2	3	4
Pragmatics	0	1	2	3	4

0	Section is not included			
1	omits or slights one or more of the following components: feedback techniques, instructional strategies, learning activities	seldom proposes techniques, strategies, or activities that are compatible with the data from the linguistic analysis	seldom includes sufficient and appropriate examples	seldom reflects best practices
2	minimally addresses all of the following components: feedback techniques, instructional strategies, learning activities	inconsistently proposes techniques, strategies, or activities that are compatible with the data from the linguistic analysis	inconsistently includes sufficient and appropriate examples	inconsistently reflects best practices
3	sufficiently addresses all of the following components: feedback techniques, instructional strategies, learning activities	consistently proposes techniques, strategies, or activities that are compatible with the data from the linguistic analysis	consistently includes sufficient and appropriate examples	consistently reflects best practices

4	fully addresses all of the following components: feedback techniques, instructional strategies, learning activities	consistently proposes techniques, strategies, or activities that are clearly compatible with the data from the linguistic analysis	consistently includes ample and superior examples	consistently reflects best practices
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ASSESSMENT of Students' Response to Feedback Component Above

Phonology	0	1	2	3	4
Morphology	0	1	2	3	4
Syntax	0	1	2	3	4
Semantics	0	1	2	3	4
Pragmatics	0	1	2	3	4

0	Section is not included			
1	omits or slights discussion of either assessment procedures or instruments	seldom proposes assessment procedures or instruments that are compatible with feedback techniques, instructional strategies, and learning activities from Feedback component	seldom includes sufficient and appropriate examples	seldom reflects best practices
2	minimally addresses both assessment procedures and instruments	inconsistently proposes assessment procedures or instruments that are compatible with feedback techniques, instructional strategies, and learning activities from Feedback component	inconsistently includes sufficient and appropriate examples	inconsistently reflects best practices
3	sufficiently addresses both assessment procedures and instruments	consistently proposes assessment procedures or instruments that are compatible with feedback techniques, instructional strategies, and learning activities from Feedback component	consistently includes sufficient and appropriate examples	consistently reflects best practices
4	fully addresses both assessment procedures and instruments	consistently proposes assessment procedures or instruments that are clearly compatible with feedback techniques, instructional strategies, and learning activities from Feedback component	consistently includes ample and superior examples	consistently reflects best practices

## RATIONALE for Feedback and Assessment Components

0	section is not included			
1	omits all or part of explanation of pedagogical decisions	fails to reflect current and relevant SLA theory	fails to cite scholarly literature correctly and appropriately	fails to be specific and thorough
2	minimally explains pedagogical decisions	sometimes reflects current and relevant SLA theory	sometimes cites scholarly literature correctly and appropriately	sometimes is specific and thorough
3	sufficiently explains pedagogical decisions	usually reflects current and relevant SLA theory	usually cites scholarly literature correctly and appropriately	usually is specific and thorough
4	fully explains pedagogical decisions	always reflects current and relevant SLA theory	always cites scholarly literature correctly and appropriately	always is specific and thorough

### *Description of the Portfolio*

One of the final requirements of the M.A. program is the portfolio. Portfolios are assembled from materials generated throughout a student's entire graduate program and may include materials presented in individual courses and the internships (see detailed content description on the following page). The contents are placed in a 4- or 5-inch binder with dividers between sections and tabs to identify sections. Each item in the portfolio will be evaluated according to whether it is deemed *Outstanding*, *Satisfactory*, or *Unsatisfactory/Not Present*. Moreover, the same criteria are used to assess the overall appearance (neat, visually attractive), completeness, organization, and sum and substance (level of thought, interest, creativity, originality) of the portfolio.

Candidates who have not completed one or more of these course assignments (detailed below) prior to the portfolio due date should provide a written justification in its place explaining the circumstances.

### *Requirements for Portfolio Contents*

- Introduction: "How do the contents of this portfolio demonstrate that I have developed an understanding of SLA research and pedagogy?" (2-page typed double-spaced minimum)
- Table of Contents (*using traditional Roman numerals or a schematic approach*)
- Curriculum vitae
- Statement of teaching philosophy (TSL 6945) (2-page minimum)
- One substantial item (or two smaller items) of the student's choice representing excellence in categories not otherwise specified above (*e.g. conference papers, published articles, contributions to TESL-L or other electronic discussion lists, etc.*)
- Reflective summary addressing the following: (2-page minimum)
  1. How would I describe my understanding of the field prior to enrolling in this program?
  2. What have I gained from following this program? How have I changed?
  3. What philosophical, pedagogical orientation will I adopt as I begin or continue teaching?

- Action research report (TSL 6945)
- Assessment instruments (TSL 6945)
- Lesson plans (TSL 6945)
- Observation reports (from mentors during internships)
- Original teaching materials from internship (TSL 6945)
- Videotape of teaching (TSL 6945) (please place in a plastic 3-hole report cover)
- Student Evaluation Summaries of teaching, from courses taught during internship (list courses taught, your strengths/weaknesses from the students' perspective and a representative sample of students' written comments.)
- Microteaching report or research paper (TSL 5371)
- Curriculum project (TSL 5372)
- Assessment instruments (TSL 5471)
- Mini-Ethnography (TSL 5525)
- Research prospectus (LIN 6081)
- Error Analysis (LIN 6675)
- Theory to practice paper or assigned SLA project (LIN 6720)
- Phonetics/Phonology diagnosis (LIN 5700)
- Contrastive Analysis final paper (LIN 6748)

*Standards for Evaluating the Final Program Portfolio*

	Excellent	Satisfactory	Unsatisfactory
Overall appearance ( <i>neat, visually attractive</i> )			
Completeness/Organization ( <i>all items present, organized carefully</i> )			
Sum and substance ( <i>reflects careful thought, interest, creativity</i> )			
Introduction ( <i>minimum 2-page typed double-spaced; explanation on how contents demonstrate understanding of SLA research and pedagogy</i> )			
Table of Contents ( <i>Traditional Roman numerals or schematic approach</i> )			
Curriculum Vitae			
Additional item(s) of student's choice ( <i>Representing excellence in categories not otherwise specified, i.e., conference papers, published articles, contributions to TESOL, etc.</i> )			
Reflective Summary ( <i>1. Description of understanding of field prior to program; 2 Gains/changes from program; 3. Philosophical, pedagogical orientation to teaching</i> )			
	Present	Not Present	
Action Research Assignment	TSL 6945		
Assessment Instruments	TSL 6945		
Lesson Plans	TSL 6945		
Observation Reports from Mentors	TSL 6945		
Original Teaching Materials	TSL 6945		
Statement of Teaching Philosophy	TSL 6945		
Student Evaluation Summaries ( <i>List of courses taught, strengths/weaknesses from students' perspective, and sample of students' written comments</i> )	TSL 6945		
Videotape of Teachings	TSL 6945		
Phonetics/Phonology Diagnosis	LIN 5700		

Microteaching Report/Research Paper	TSL 5371		
Curriculum Project	TSL 5372		
Assessment Instrument(s)	TSL 5471		
Mini-Ethnography	TSL 5525		
Research Prospectus	LIN 6081		
Error Analysis	LIN 6675		
Theory-Practice Poster or Paper	LIN 6720		
Contrastive Analysis	LIN 6748		

*Application for Graduation*

The Application for Graduation must be filed with the Registrar's Office within six weeks into the term in which the student wishes to graduate. The Registrar's application deadline must be strictly adhered to, and appeals to waive that deadline are not granted. The responsibility for meeting applicable deadlines is entirely that of the student.

## Faculty

### *Linguistics Faculty*

- Jacob C. Caflisch, Sr., Ph.D. (Indiana University). Professor of Linguistics (retired). *Linguistic Theory, History of Linguistic Thinking, Model Theory, Polish and Russian Linguistics*.
- Roger W. Cole, Ph.D. (Auburn University). Professor of Linguistics (retired). *Linguistic Theory, Psycholinguistics*.
- Jeffra J. Flaitz, Ph.D. (SUNY Buffalo). Associate Professor of Linguistics. *Second Language Acquisition, Sociolinguistics, Teacher Preparation*.
- Camilla Vásquez, Ph.D. (Northern Arizona University), Assistant Professor of Linguistics. *Discourse Analysis, Pragmatics, Language Teacher Training*.
- Wei Zhu, Ph.D. (Northern Arizona University), Associate Professor of Linguistics. *Literacy, Second Language Writing, Applied Linguistics*.
- Iona Sarieva, (ABD) (University of South Florida), Visiting Assistant Professor of Linguistics. *Second Language Writing, Computer Assisted Language Learning, Applied Linguistics*.

### *Associated Faculty*

- Linda Evans, Ph.D. (University of South Florida), Assistant Professor of Foreign Language Education/ESOL. *Bilingual Education, ESOL, Literacy*.
- Marcela Van Olphen, Ph.D. (Purdue University), Assistant Professor of Foreign Language Education/ESOL. *Foreign Language Teacher Education, Heritage Learners, International Education, Bilingual Education*.
- Deoksoon Kim, Ph.D. (University of New Mexico), Assistant Professor of Foreign Language Education/ESOL. *Reading and Literacy Education, ESL and Bilingual Education, Multicultural Pedagogy, and Qualitative Research*.
- Phil Smith, Ph.D. (University of South Florida), Instructor of Foreign Language Education/ESOL. *Pre-service Education, Student-teacher Attitudes*

### *Linguistics and TESL/TEFL advising*

- Website: <http://www.cas.usf.edu/languages/linguistics>

- Camilla Vásquez, Ph.D.

office: Cooper Hall 438

phone: 813-974-7378

email: [cvasquez@cas.usf.edu](mailto:cvasquez@cas.usf.edu)

University of South Florida

4202 East Fowler Avenue, CPR 107

Tampa, FL 33620

### **Texts Recommended for Prospective and New Students**

- Brown, H. D. (2000) Principles of language learning and teaching (4th ed.). Upper Saddle River, NJ: Pearson Education.
- Johnson, K. & Johnson, H. (Eds.) (1998). Encyclopedic dictionary of applied linguistics: A handbook for language teaching. Malden, Massachusetts: Blackwell.
- Lightbown, P., & Spada, N. (1999). How languages are learned (2nd ed.). Oxford: Oxford University Press.
- Richards, J. C. & Schmidt, R. W. (Eds.). (2003). Longman dictionary of language teaching and applied linguistics. Upper Saddle River, NJ: Longman Publishing Group