

MASTER of ARTS in TEACHING ENGLISH to SPEAKERS of OTHER LANGUAGES (MA in TESOL)

THE GOAL OF SIT'S MASTER OF ARTS IN TESOL (MA in TESOL) degree program is to help language teachers become more competent and effective both in their classrooms and as members of the profession. The Academic-Year MA in TESOL and the Summer MA in TESOL programs were designed with this goal in mind.

Students may pursue the MA in TESOL degree through a two-summer format, an academic-year format, or a combination of both, depending on their circumstances. All programs are based in Brattleboro, Vermont, and draw from a common faculty and a common commitment to excellence in teaching. SIT has structured the content, format, and process of the MA in TESOL programs to reflect and support our vision of teachers of English, our educational philosophy, and the competencies we believe teachers need to develop.

Vision

SIT views language teachers as thoughtful and informed practitioners who are grounded in the prevailing theories in the field, as well as the realities of their teaching contexts and the diverse needs and experiences of their students. They are skilled in learning through the experience of teaching and interacting with others in the profession, and they are committed to the ongoing development of their expertise as language teachers. They actively advocate for language learning and language learners and are committed to their own multiculturalism and multilingualism as well as that of their students. Above all, they are competent and responsive teachers who contribute to world peace by consciously acting on what happens in their classrooms, schools, and communities in order to promote understanding, communication, and collaboration among peoples of different languages and cultures.

Educational Philosophy

SIT teacher education programs lead students further into the field of language teaching by helping them master the knowledge, skills, attitudes, and awareness they need to succeed. Because awareness of one's own learning is fundamental to teaching, we teach students how to develop a reflective practice. We do this through the cultivation of an attitude of open inquiry as a way to promote lifelong professional growth. We encourage students to recognize that a willingness to examine and risk personal beliefs and habits is often necessary for learning to take place.

The educational practices in our programs are based on experiential learning, whole-person education, and learning through individual responsibility and community. Students are invited to see, describe, inquire into, and act on their own experiences and those of their learners. They are asked to use these practices to develop a personal approach to teaching that is guided by what is happening in the profession, in their classrooms, and in the communities in which they work. Our aim is not to have teachers reproduce current educational practices; rather, we expect them to construct their own educational philosophies within a framework that recognizes and values the different ways in which people participate in and contribute to classroom learning communities.

The Six Competencies

We have identified six competency areas that lie at the heart of skillful and effective language teaching: language and culture; learners and learning; teachers and teaching; self and other; and educational institutions, communities, and professional life. The MA in TESOL programs are designed to address these competencies. Graduate students in our programs are expected to develop their knowledge, skills, attitudes, and awareness in these competencies and to demonstrate this learning in their classroom teaching.

Language

Teachers are skilled at and fascinated by language. They are knowledgeable about the structure of language, including the sound and grammatical systems, as well as the content areas their students are studying. They are fluent in the target language, and use that language appropriately in a variety of contexts. They understand the cultural bases of language use and the connections between linguistic and cultural phenomena. They are skilled at explaining language structures and use in ways that are clear and meaningful for their learners.

Culture

Teachers have the skills and awareness to explore cultural phenomena and compare and contrast their culture with others they have experienced. They understand the nature of culture in general and the cultures associated with the target language(s) they teach in particular. They are able to explore their own cultural experiences with rigor and insight and help students do the same. They know how to integrate cultural and cross-cultural learnings into language courses.

Learners and Learning

Teachers are curious about people and how they learn. They are knowledgeable about learning theories and practices in general, and about language acquisition and learning theories and practices in particular. They are aware of the interrelated roles of language and culture in the acquisition process, and of their relationship to how one sees the world. They respect the learner as a whole person—mind, body, emotion, spirit—and the uniqueness of each individual's contribution to the learning experience. They recognize and accept individual learning styles. They are able to observe, describe, inquire into, and generate alternative explanations for learner language and behavior, drawing on theories of first-, second-, or multiple-language acquisition, as well as their own experiences as learners. Finally, they can accurately select the most valid hypotheses about learner language or behavior and identify and implement educational strategies to respond appropriately to each learner.

Teachers and Teaching

Teachers enjoy teaching, and they enjoy teaching language and culture. They are knowledgeable about theories, methods, and materials of language teaching. They are able to articulate and explain the principles underlying their personal approach to teaching. They can assess learners' linguistic and cultural needs and design appropriate curricula based on clearly defined learning objectives. They are able to create or select and adapt teaching techniques, materials, and other educational resources in ways that are appropriate for helping students acquire proficient linguistic skills—speaking, listening, reading, writing—and intercultural communication abili-

ties. They understand theories and practices of assessment and can accurately determine learner progress. They understand theories of classroom management and group learning, and they are able to identify and implement educationally appropriate group management practices. They can help students develop the skills and awareness they need for self-assessment and self-directed learning.

Self and Other

Teachers are self-aware. They are able to recognize their own feelings and opinions about interpersonal and group experiences and to distinguish them from the events of these shared experiences. They actively seek out other participants' understandings of these shared experiences. They can articulate their understandings of these experiences. Teachers are aware of how they relate to others, and they accept the importance of learning from human diversity. They recognize, value, and work with diverse perspectives in order to promote the development of the group, individuals within the group, and themselves. They are skilled at observing, reflecting on, and modifying their own behavior in the best interests of the group.

Educational Institutions, Communities, and Professional Life

Teachers are committed to developing a career in second-language education. They actively draw on their experiences living in other cultures, and they are committed to becoming increasingly multicultural and multilingual. They are able to evaluate their own work and to invite and act on evaluations by colleagues and learners. They are active and contributing members of professional organizations. They are aware of their status as teachers in the schools and communities where they work, and they are committed to using their influence in socially responsible ways. They are aware of themselves as members of the world community.

Guidelines for Working Within the Educational Philosophy of the MA in TESOL Programs

When students enter a MA in TESOL program, they enter a community of learners—a community that includes students and faculty. This learning community and our educational practices may well ask students to approach learning in new ways. Beliefs and practices will be challenged as well as affirmed. Our expectation is that learning in the MA in TESOL programs will effect positive change in students. To facilitate students' understanding of and adaptation to our expectations, we have specified key abilities and strategies that we ask students to use and/or develop during the program. They are based on the following assumptions about learners, learning, and particularly about learning in community:

- The learner is a whole person (physical, emotional, mental, spiritual) and has a unique contribution to make to the group.
- Learning is change: it includes both process and result. For learning to take place, there must be a willingness to examine and often risk one's beliefs and patterns of action and thought. Learning results in the acquisition of knowledge, skills, attitudes, and awareness through interaction with the subject matter, oneself, others, and the environment.
- Learning is enhanced 1) when the learner is personally invested in the subject matter, 2) in an atmosphere where each person's contribution is encouraged and respected, 3) when the learner is

asked to take responsibility for the direction, extent, and quality of his or her learning, 4) in an environment where personal, ethnic, and cultural diversity is valued, and 5) when it involves a variety of modes: introspection, experimentation, exploration of others' study and research, and reflection on concrete common experience in the community.

- Learning in a group is a dynamic interaction. Therefore, it is essential that each person take responsibility for his or her effect on others.

Key Abilities and Strategies

Experiential Learning/Whole-Person Learning is defined by the following characteristics:

- acceptance of the importance of one's experience as a source for learning and of personal reflection as a primary tool for learning from that experience;
- awareness of one's feelings, thoughts, and values, and acceptance of their importance in one's learning;
- ability to express one's feelings, thoughts, and values appropriately and in a timely manner;
- ability to distinguish one's own feelings, perceptions, and opinions of experiences from the events of those experiences;
- willingness to seek and consider alternative explanations for one's experiences;
- ability to weigh and evaluate alternative explanations from others;
- ability to devise appropriate strategies for entering new experiences; and
- ability to incorporate strategies offered by others.

Learning in Community:

- acceptance of the importance of learning from others;
- ability to recognize, value, and make use of human differences in ways that contribute to the development of the group, others, and oneself;
- ability to distinguish and express the difference between the actual behavior/intentions of others and one's own feelings and explanations of that behavior;
- ability to monitor one's own behavior and its impact on others;
- ability to modify one's behavior in the best interest of the group, others, and one's own learning and growth; and
- willingness to share one's own feelings, thoughts, experience, and expertise for the benefit of others' learning.

Attendance and Performance Policies

Attendance Policy

Due to the intensive nature of the program, and the importance of student and teacher contributions in each and every class session, attendance at all classes is required. Criteria for evaluation of student performance for each course always include attendance.

Satisfactory Academic Performance

Satisfactory academic performance is based on a student's ability to meet the requirements of each individual course and on the student's ability to function within the program as a whole. The Statement on Competencies and the Guidelines for Working Within the Educational Philosophy of the MA in TESOL Program serve as criteria for personal, interpersonal, and professional assessment.

Academic-Year Master of Arts in TESOL

SIT's Academic Year Master of Arts in TESOL program allows students to complete the MA in TESOL degree through a combination of on-campus coursework and hands-on classroom experience.

Overview of the Program

Please note that program offerings are subject to change.

Fall Semester Coursework

The program begins with an intensive orientation and language learning experience. This is followed by coursework, workshops, and presentations through which students explore the language learning process from the learner's point of view. Using traditional and innovative approaches, students reflect on and analyze their learning, applying it in peer teaching sessions, group projects, and reflective papers. Students develop and articulate their own approach to language teaching, which they will apply and experiment with in the winter term.

Winter Internship

Students are off campus from January to March (six to eight weeks) for an internship which entails supervised student teaching. The internship is an opportunity to put into practice theories and approaches explored during classes on campus. It is intended to help students strengthen their ability to determine what is appropriate in any given context and to assess their strengths and weaknesses. Faculty, or selected adjunct faculty, supervise students in order to provide substantive and critical feedback for students' further development.

Internship Standards: Supervisors use these standards as guidelines for their assessment of the intern's development over the course of the internship period. Supervisors and interns should feel free to refer to the internship standards directly in their discussions of the interns' strengths and areas for further development and exploration.

- Teachers and Teaching:** Intern is able to plan and implement a series of purposefully linked lessons with objectives that meet the diverse (e.g. cultural, linguistic, learning) needs of the learners.
- Teachers and Teaching:** Intern is able to organize a productive learning environment.
- Learners and Learning:** Intern is able to assess the competence and needs of learners and use that assessment to inform teaching.
- Language:** Intern can create and facilitate meaningful communicative language learning experiences drawing on a rich understanding of the form, meaning, and use of the English language.
- Culture:** Intern is able to integrate the study of culture and language with the goal of promoting cultural knowledge and awareness.
- Professionalism:** Intern conducts him or herself professionally according to the requirements of the host school, the host country, and SIT.
- Self and Other:** Intern draws upon awareness of self and actively seeks a genuine connection with others.
- Reflective Practice:** Intern is able to use reflection and self-assessment in professional growth.

Spring Semester Coursework

In the post-internship phase of the program, students reflect on their experience, synthesize their learning, and refine their approaches to teaching. The culmination of the academic year is the weeklong

Sandanona conference in which students give presentations to the SIT community, focusing on an aspect of their professional learning or a new approach to teaching.

Summer Options

Students may choose to participate in SIT's short-term programs during the summer after their coursework, or at any time in the future. SIT offers many options for advanced and specialized work in key areas such as teacher training, educational program management, and peace education. For details, see the following webpage: www.sit.edu/sit-prof-dev.htm.

Portfolio

At the end of the program, each student will compile a professional portfolio that consists of a collection of documents and written reflections. The portfolio will demonstrate that the student has achieved the professional competencies as set forth by the MA in TESOL program.

The portfolio must meet program requirements based on the specified competencies. Students have the option of petitioning to do an MA in TESOL Individual Thesis (EDLG5799) instead of a portfolio. The thesis option is only granted in situations where the portfolio is not recognized as a culminating project in the student's professional work context or as part of the SIT Master's International Program with the US Peace Corps (for Peace Corps details, go to www.sit.edu/graduate/19468.htm).

Portfolio Submission Dates

SUBMISSION DEADLINE	READING PERIOD	DEGREE CONFERRAL
July 1 <i>By petition only</i> <i>Petitions are due before current students leave campus</i>	July 2–31	September 2
September 1	September 2–30	December 15
November 1	November 2–30	December 15
March 1	March 2–31	Late May– Early June

Summer Independent Professional Project (IPP) and Academic-Year Individual Thesis Approval Dates

APPROVAL DEADLINE	DEGREE CONFERRAL
August 1	September 2
September 1	December 15
November 1	December 15
April 1	Late May– Early June

Language Study Requirement

All academic year students will enroll in a one-credit beginning language class in the fall semester as a part of their fall curriculum. The program will determine the language of study and placement.

In addition to taking the beginning language class, nonnative speakers of English who have not had previous academic experience in an English medium are required to take Advanced English through SIT's Language and Culture Department.

Beyond the required courses, all MA in TESOL students are encouraged to participate in second-language learning throughout the year in courses offered by the Center for Intercultural Programs. There are no additional fees for these classes.

Time Limits for Completion of the Degree

The academic-year degree student has five years from the date of matriculation to complete all requirements for the degree, including the portfolio or thesis requirement. Any student who does not complete the degree within three years of matriculation will be assessed an extension fee.

Additional Information

Internship Evaluation

In addition to the procedures outlined under Academic Policies, the following apply to MA in TESOL internships:

If the internship performance is deemed unsatisfactory by the supervisor, there are two possible results:

- The student receives an Incomplete. Additional teaching, supervised by MA in TESOL program faculty, must be accomplished according to conditions set by the supervisor. This additional teaching must take place by the end of the fall of the following year.
- The student receives a Fail. The faculty of the MA in TESOL program, considering the student's performance in all aspects of the program, including the internship, decides whether the student should remain in the program. If the student remains in the program, the entire internship must be repeated, with supervision provided by MA in TESOL faculty, according to conditions set by the supervisor. The repeat internship must be completed by the end of the fall semester of the following year.

Please note: The MA in TESOL program internship supervisor, whether a faculty member or a designated adjunct faculty, has complete authority for evaluating student performance and determining whether credit for the internship is awarded.

If a student fails the internship or withdraws from the internship for any reason other than a medical leave of absence, the MA in TESOL program will have no obligation to place the student in another internship without a full review of the reasons for the withdrawal or failure. If the student is granted another internship, the student will be billed at the per-credit rate upon registration for the new internship.

COURSE OF STUDY

Fall

Required Courses

	Credits
<i>Core courses:</i>	
EDLG5112 Approaches to Teaching Second Languages	3
EDLG5710 Language Analysis for Lesson Planning	3
EDLG5700 Second-Language Acquisition	3
EDLG5212 Teaching the Four Skills	3
EDLG5117 Group Dynamics	1
Beginning Language Study	(1 undergraduate)
Advanced English for Nonnative Speakers	(1 undergraduate)

Optional:

Language study of choice	(2 undergraduate)
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Spring

Core courses:

EDLG5190 Internship	6
ICHR5700 Intercultural Communication for Language Teachers	3
EDLG5715 English Applied Linguistics	3
EDLG5730 Curriculum Design and Assessment	3
EDLG5213 Sandanona Conference Presentation	1

Electives:

TECH5701 Computer-Assisted Language Learning	1
Other electives to be announced*	1

Optional:

Language study of choice	(2 undergraduate)
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Summer

Core course:

EDLG5795 Master of Arts in Teaching Portfolio	3
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Minimum credits for graduation in this course of study: 33

Maximum credits beyond which a per-credit fee is applied: 34

* Students may take no more than 2 credits of electives.

Taking Additional Courses

Students must complete all of the core courses for their course of study. Students who choose to take more than the allowed elective credits will be charged on a per-credit basis.

Students whose first language is not English and who have not previously studied in an English medium are required to take Advanced English for Nonnative Speakers. These courses are offered at no additional charge, and the undergraduate credits earned are not counted in the total graduate degree credits listed above, nor are they counted as elective credits.

Other SIT course offerings are available only at the discretion of the course instructor, the student's faculty advisor, and the associate dean. In such cases, an approved course of study document will serve as a description of the alternative track and will be kept on file at the registrar's office.