

APPLIED LINGUISTICS (MA)

BILINGUAL EDUCATION, ENGLISH AS A SECOND LANGUAGE, FOREIGN LANGUAGE PEDAGOGY

Faculty

Lilia I. Bartolome, PhD, *Stanford University*

- Language and Literacy Development
- Multicultural Education • Bilingual Education

Mary Cazabon, EdD, *University of Massachusetts Boston*

- Language Testing
- ESL Writing • Bilingual Policy (Part-time)

Corinne Etienne, PhD, *Indiana University*

- Language Contacts and Language
- Attitudes in Creole-Speaking Areas (in particular Haiti) • Second Language Acquisition

Panayota Gounari, PhD, *Pennsylvania State University*

- Cultural Studies in Education • Politics of Language
- Technology in Language Education

Pepi Leistyna, EdD, *Harvard University*

- Literacy • Curriculum Development
- Critical Pedagogy • Parent Education

Donaldo Macedo (Graduate Program Director), EdD, PhD, *Boston University*

- Applied Psycholinguistics • Sociolinguistics
- Psycholinguistics • Second Language Acquisition
- Pidgins and Creoles • Critical Literacy

Charles Meyer, PhD, *University of Wisconsin*

- Corpus Linguistics • Structure of Modern English
- English as an International Language

Candace Mitchell, PhD, *Boston University*

- Narrative Analysis • Literacy Theory
- Cross-Cultural Communication

Timothy Sieber (Anthropology Department), PhD, *New York University*

- Urban Anthropology • Social Class and Ethnicity • Cultural Issues in Urban Development • Schooling

George Smith (English Department), PhD, *University of Virginia*

- Stylistics • Linguistic Theory • Computational Linguistics • Technology in the Language Classroom

The MA in Applied Linguistics

This program is designed to provide pre-service training and in-service enrichment for teachers instructing limited-English-proficient students and students learning a foreign language at the elementary, secondary, or university level, or in adult education programs. Courses are offered in basic theoretical linguistics, applied linguistics of English and target languages, and the interdisciplinary areas of psycholinguistics and sociolinguistics. These courses will provide teachers in these areas of study with a thorough understanding of the theoretical underpinnings that govern language acquisition and development. There are also offerings in cross-cultural relationships and the process of acculturation, second- and foreign-language teaching methodology, and first-language maintenance. The program combines on-

campus classroom work with on-site experience in ESL (English as a Second Language), bilingual, and foreign language classrooms.

All courses in the Applied Linguistics M.A. program are offered in the evening and meet for 2.5 hours per week. The program can be completed in a minimum of two years; the program is open to students wishing to attend on a full-time or part-time basis.

The Program in Applied Linguistics offers concentrations in bilingual education, English as a second language (ESL), and foreign-language pedagogy.

Degree Requirements

The Applied Linguistics Graduate Program curriculum includes courses in basic theoretical and applied linguistics, together with ESL teaching methodologies, bilingual studies, foreign-language pedagogy, evaluation and assessment, the interdisciplinary areas of psycholinguistics and sociolinguistics, and cross-cultural education. The program combines on-campus classroom work with on-site experience in ESL, bilingual, and foreign classroom settings. The design is sequential, developmental, and comprehensive.

All candidates must complete 30 graduate credits (ten courses) together with a comprehensive examination (to be taken once all course work has been completed). In some cases, the program invites students with a strong academic record and well-developed writing and research skills to write a master's thesis in lieu of the comprehensive exam.

Course requirements include:

1. Core Requirements (12 credits)

- APLING 601 Linguistics
- APLING 603 Cross-Cultural Perspectives
- APLING 621 Psycholinguistics
- APLING 623 Sociolinguistics

2. A concentration of 12 credits, chosen from among the following three options:

ESL Concentration

- APLING 605 Theories and Principles of Language Teaching
- APLING 614 Foundations of Bilingual/Multicultural Education
- APLING 618 Teaching ESL: Methods and Approaches
- APLING 698 Practicum/Field Experience

Bilingual Studies

- APLING 605 Theories and Principles of Language Teaching
- APLING 615 Methods and Materials in Bilingual Education
- APLING 616 Curriculum Development in Bilingual Education
- APLING 698 Practicum/Field Experience

Foreign Language Pedagogy

- APLING 605 Theories and Principles of Language Teaching
- APLING 611 Methods and Materials in Foreign Language Instruction
- APLING 612 Integrating Culture into the Language Curriculum
- APLING 698 Practicum/Field Experience

- Electives (6 credits): Students have the option to take two courses as electives in related disciplines that complement their specialization in one of the three majors. The program offers more than two dozen elective courses to students in all three tracks. Students from one track may enroll in required courses from another track and count those credits toward their electives. With Program approval, students may also enroll in graduate courses from other UMass departments or transfer up to six credits from other universities. Please note that three courses are cross-listed with English Department offerings: APLING L669, L672, and L673.

Practicum/Field Experience: A supervised, on-site experience in the teaching of bilingual education, ESL, or foreign language. Students must meet with their academic advisor to discuss available practicum options. Students interested in a certification practicum must meet with the certification specialist to discuss options.

Capstone: All students who are degree candidates must either successfully pass a four-hour written comprehensive exam or write a thesis as part of their capstone project.

Teacher Certification

The Applied Linguistics Program offers courses, a pre-practicum, and advising towards Massachusetts Teacher Licensure in English Language Learners. Handouts detailing the licensure process are available outside the Applied Linguistics Office. Licensure is a complex process; therefore, students interested in working toward it while completing their MA, should meet with the department's licensure specialist as soon as possible.

Bilingual Special Education

Students interested in bilingual special education should matriculate into the Special Education Program, where they can incorporate several applied linguistics courses into that degree program and into a bilingual special education practicum. Further information may be obtained from the graduate program director of the Special Education Program in the Graduate College of Education.

Applied Linguistics

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication.

Please see also the description of admission requirements listed under "Professional Preparation Programs for Education" in the "Regulations, Procedures, and Degree Requirements" section of this publication.

Additional Requirements:

1. Candidates must have at least a 3.0 undergraduate grade point average, preferably in a relevant field of study such as anthropology, English, foreign language, history, linguistics, political science, psychology, or sociology.
2. Non-native speakers of English must submit a minimum TOEFL score of 575 on the paper-based test or 230 on the computer-based test.
3. Candidates for the Bilingual and Foreign Language Concentrations must indicate native or near-native proficiency in the language they expect to teach in.
4. Candidates for the ESL Concentration must indicate proficiency in a language other than English at a level equivalent to two years of successful college study.
5. Applicants should use the 1200-word statement accompanying the application to directly address any areas of academic weakness in the application. A discussion of the applicant's experiences in language study, language teaching/tutoring, travel, or living in other cultural settings is appropriate, as is a discussion of the candidate's career goals. The statement should also specify the applicant's interest in the ESL, bilingual, or foreign language pedagogy concentration.
6. GREs are not required but may be submitted to strengthen the application.

Courses

APLING 601 Linguistics

This course examines the nature and origin of language, the history of linguistics, and new theoretical developments in the field. Principles of language analysis—phonology, morphology, syntax, and semantics—are discussed. The course systematically compares the structure of English with a variety of other languages.

3 Lect Hrs, 3 Credits

APLING 603 Cross-Cultural Perspectives

This course is designed to help students develop perceptions of cultural similarities and differences from knowledge of concepts and meanings of culture. Special emphasis will be given to issues of linguistic and cultural discontinuities, the acculturation process, minority education, and inter-ethnic communication. Discussions and research will be directed toward developing multicultural educational programs and activities.

3 Lect Hrs, 3 Credits

APLING 605 Theories and Principles of Language Teaching

This course is designed to present students with a theoretical background in the principles and methods of teaching English as a second language. It presents concepts from the fields of linguistics, sociology, anthropology, psychology, and education as they relate to language teaching theory. In addition to these influences on the field of ESL, the course will include a survey of major methodological approaches to ESL teaching in order to evaluate how well theory has been applied to practice.

3 Lect Hrs, 3 Credits

APLING 611 Methods and Materials in Foreign Language Instruction

This course seeks (1) to relate methods of teaching a foreign language to current Second Language Acquisition (SLA), research and theory and evaluate these methods; (2) to discuss classroom problems in light of current SLA theory; and (3) to look critically at textbooks and create new, specific course material to be tested and shared among all class participants. The course's hands-on approach bridges the gap between theoreticians and classroom practitioners: Students are encouraged—through reading, discussion, teaching demonstrations, and classroom observations—to explore and define the language teacher's role and to question their experience as language learners and teachers.

3 Lect Hrs, 3 Credits

APLING 612 Integrating Culture into the Language Curriculum

This course takes a hands-on approach and bridges the gap between theoreticians and classroom practitioners. Participants can tie in their critical understanding of cross-cultural perspectives into numerous aspects of the language curriculum. They explore how culture has been taught traditionally and how cultural values are embodied in authentic documents. They gain awareness of potential cultural conflicts between their own culture and the culture they teach or their students' culture. Discussion and research are directed towards developing instructional units based on a large variety of authentic documents that reflect multicultural diversity and help students discover and resolve cultural conflicts.

Prerequisite: APLING 603.

3 Lect Hrs, 3 Credits

APLING 614 Foundations of Bilingual/Multicultural Education

This course will examine the rationale for bilingual education and its typology through a survey of some successful Massachusetts programs. Special consideration will be given to the provisions of Title VII and the Massachusetts Transitional Bilingual Education Law.

3 Lect Hrs, 3 Credits

APLING 615 Methods and Materials in Bilingual Education

This course will examine major contemporary theories of learning in bilingual education. The course will focus on instructional improvement strategies and objectives and procedures of evaluation as they relate to the developmental needs of elementary and secondary bilingual students. Course participants will acquire an understanding of the process of developing culturally embedded teaching materials in the areas of art, music, social sciences, and language arts.

3 Lect Hrs, 3 Credits

APLING 616 Curriculum Development in Bilingual Education

This course will offer an analysis of the major components of curriculum study, including practices, innovations, positions and theories as applied to bilingual education.

3 Lect Hrs, 3 Credits

Applied Linguistics

APLING 618

Teaching ESL: Methods and Approaches

This course will familiarize students with methods of language teaching, such as audiolingualism, cognitive-code and notional-functionalism, and the more specific methodological models that represent extensions and adaptations of these differing perspectives. In addition, approaches to teaching English language skills and techniques that transcend skill areas will be studied and evaluated.

3 Lect Hrs, 3 Credits

APLING 621

Psycholinguistics

Contemporary issues in the fields of first and second language development and bilingualism will be addressed within the framework of the psychological development of the individual, from early childhood through adolescence. Theories of learning will also be addressed, particularly as they have been used to explain language development, including behaviorism, cognitive psychology, Piagetian constructivist theory, Soviet activity theory, and Freirean critical consciousness and praxis.

3 Lect Hrs, 3 Credits

APLING 623

Sociolinguistics

This course will focus on the study of language variation and its social, political and cultural significance. Students will evaluate current sociolinguistic theory and research and will conduct mini-projects of their own. Topics of study will include language attitudes, language identity and the relationship of language and power.

3 Lect Hrs, 3 Credits

APLING 624

Language and the Media: Semiotics, Representations, and Discursive Formation

This course is designed to introduce the student to the history and current research in the study of symbols, signs and images (visual language) that function in the various media of popular culture as a formative means of communication. The course will explore the production and exchange of meanings and circulating signifying systems by introducing the student to important schools of thought in this area of analysis. We will analyze the language/symbolic orders used in news media, comedy, television advertising, children's cartoons, music video, situation comedies, soap operas, magazine photos, music lyrics, museum exhibits and history as text. In exploring how formative systems of representation set the rules, norms, and conventions by which social life is ordered and governed, this course will offer curricular insights for the language/multicultural classroom by presenting a cultural studies approach to formal pedagogy.

3 Lect Hrs, 3 Credits

APLING 625

Second Language Acquisition

Exploring the acquisition of representative language forms or language functions by second language speakers, this course draws on contrastive linguistics for patterns of systematic variation among languages or continua along which languages vary; it also draws on empirical second language research for regularities in learners' performance that reveal how their individual, internal representations of the target language systematically change with meaningful exposure to that language.

3 Lect Hrs, 3 Credits

APLING 626

Structured English Instruction

This course is designed to equip teachers and prospective teachers with the theoretical and practical knowledge and skills to organize and implement language and literacy instruction for English language learners (ELLs) effectively. It will explore the pedagogical and legislative history of linguistic minority education and ESL education in the United States. However, the focus will be on instructional approaches utilized in Structured Sheltered English Immersion classroom settings. Students will be challenged to develop instructional plans that simultaneously teach ESL, content area knowledge, and metacognitive learning strategies to ELLs. The course content will be taught/learned through the kinds of experiential, participatory, and process-oriented strategies that are used in successful English language development classrooms.

3 Lect Hrs, 3 Credits

APLING 627

Phonetics and Phonemics

This course will cover the sound system of English and the principles of phonetics and phonemics as well as provide an introduction to phonology. Students will practice using this knowledge to do error analysis and to teach aural/oral skills.

3 Lect Hrs, 3 Credits

APLING 629

The Structure of the English Language

This course covers ways of describing the structure of English, starting with traditional methods used in many textbooks and finishing with alternative methods. It will discuss teaching methodologies and sociolinguistic considerations and provide opportunities for practice in applying these theories and techniques.

3 Lect Hrs, 3 Credits

Applied Linguistics

APLING 633

Discourse Analysis in ESL

This course will deal with approaches to discourse analysis, which will be defined as a set of procedures for interpreting utterances in context. The course will examine different descriptive models from the disciplines of linguistics, sociology, and anthropology and apply them to a variety of texts and contexts. It will concentrate on face-to-face oral interaction, but some aspects of written or "planned" texts will also be discussed. The models of discourse analysis will be applied to the areas of everyday conversation, classroom interaction, and (native/non-native) interaction in interviews, classrooms, and everyday conversation.

3 Lect Hrs, 3 Credits

APLING 635

Literacy & Culture

The course will take a sociolinguistic and anthropological approach to the analysis of discourse and, in so doing, seek to clarify the distinction between "oral style" strategies and "literate style" strategies in communication. It will look at so-called "oral cultures" and cultures influenced by writing, as well as at cross-cultural differences in orientation toward spoken communication and language and literacy socialization practices. A great deal of emphasis in class will be placed on the analysis of "non-literary" texts: e.g., interactions between teachers and young children as the children tell stories during "Show and Tell," interactions between writing instructor and student writers during writing conferences, narratives told by adolescents who speak Black English Vernacular, written texts produced by student writers from various non-mainstream backgrounds.

3 Lect Hrs, 3 Credits

APLING 637

Ethnography of Language, Culture, and Learning

This course addresses the how and why of ethnographic inquiry. It introduces students to ethnographic approaches, research methodologies, and, most importantly, to the kinds of questions demographers ask. Participants read and critically assess a wide variety of ethnographic research which addresses issues in language, learning, and the enculturation process. They also implement ethnographic approaches and insights in developing and conducting their own qualitative research. As a final project, students are required to write a project proposal for ethnographic research.

3 Lect Hrs, 3 Credits

APLING L669 (ENGL L669)

Writing Theories in Second Language Instruction

This course will consider the key issues in writing theory, research, and pedagogy as they are specifically related to writing in a second language. It will introduce students to the existing research and developing theories on the composing process and examine, critique, and evaluate current and traditional theories and practices by exploring the ways in which theory and research can be translated into instruction.

3 Lect Hrs, 3 Credits

APLING 670

Testing in the Bilingual/ESL Classroom

Students will become familiar with language proficiency and language dominance testing and with other measurement and evaluative procedures needed in the administration and instruction of limited English proficient students in ESL and bilingual programs.

3 Lect Hrs, 3 Credits

APLING 671

The Bilingual Child with Special Needs

Students in this course will become familiar with the various types of testing needed for bilingual special needs children. The course will survey existing tests in intelligence, academic achievement, and language development, as well as post-test remediation and therapy.

3 Lect Hrs, 3 Credits

APLING L672 (ENGL L672)

Theory and Practice in Adult ESL

This course is designed for those currently teaching or planning to teach in adult ESL programs. Participants will begin by examining adult learning theory and second language acquisition, then contrast several approaches to curriculum development, including survival, competency-based and participatory models. Implications for practice in adult literacy, vocational and workplace literacy, and family literacy will be examined in light of these models. Issues arising from participants' classroom practice will be incorporated throughout, and projects may involve classroom-based curriculum development, materials design, and research.

3 Lect Hrs, 3 Credits

APLING L673 (ENGL L673)

Teaching Reading in the Bilingual/ESL Classroom

Current reading theories are analyzed in reference to bilingual and ESL reading practices. Specific reading methodologies, materials, and strategies are explored.

3 Lect Hrs, 3 Credits

APLING 674

ESL Materials Development

This course surveys major methodological trends in curriculum and syllabus design and provides an overview of ESL materials and an analysis of ESL texts. While engaged in extensive review of existing materials, students explore possibilities for adaptation, supplementation, and development of original materials for specific ESL populations.

3 Lect Hrs, 3 Credits

APLING 678

Technology in Language Education

This course has two primary goals: (1) to survey the various kinds of technological resources available for use in the ESL classroom; and (2) to evaluate critically the use of technology in the ESL classroom and the extent to which it is compatible with current theories of language acquisition.

3 Lect Hrs, 3 Credits

APLING 680

The Computer in the Bilingual/ESL Classroom

This course will cover various applications of personal computers in the bilingual or ESL classroom and develop a Conversational Statistical Package for analyzing problems of the limited English proficient student.

3 Lect Hrs, 3 Credits

APLING 681

Computer Assessment in the Bilingual/ESL Classroom

This course will equip students with the necessary computer skills to construct instruments to evaluate bilingual/ESL student competencies, design measures for placement, and construct exit tests in both the native language and English.

3 Lect Hrs, 3 Credits

Applied Linguistics

APLING 682

Bilingual/ESL Computer-Assisted Instruction

This course will train students to develop programs for the bilingual or ESL student in computer-aided instruction, both in the native language and in English as a second language. An analysis of learning difficulties and appropriate computer instruction activities will be covered.

Prerequisite: APLING 680.

3 Lect Hrs, 3 Credits

APLING 683

Bilingual/ESL Computer Curriculum Development

Students will learn the role of computer processing in curriculum development and evaluating materials used in Bilingual/ESL programs. Using a microcomputer, students will develop and program appropriate teaching strategies at the elementary or secondary level for their bilingual or ESL curricula.

3 Lect Hrs, 3 Credits

APLING 684

Bilingual/ESL Computer Research Methods

This course will examine the role of microcomputers in quantitative educational research. Topics include conceptualization of research problems, development of hypotheses, definition and measurement of the important variables, design of research strategies, analysis of data, interpretation and inference, and writing and implementing a research proposal in Bilingual or ESL education.

Prerequisites: APLING 680 and APLING 681.

3 Lect Hrs, 3 Credits

APLING 685

Internet in the Bilingual/ESL Classroom

This course is designed to address the need for the integration of the Internet in the language classroom, whether in the form of Web-enhanced or Web-based lessons. Special focus is given to the ways the Internet can be used to enrich, enhance, and deliver lesson plans that successfully address language goals and the needs of second language learners. Students taking this course will gain competency in effectively browsing the Web, integrating Web resources for educational resources, and thoughtfully using technology and the Internet to plan classroom activities. In addition, issues such as the Digital Divide, Acceptable Use Policies, Copyright, Quality Assurance and Content Validity will be addressed with the aim of developing a theoretical framework and thinking about the Internet critically.

3 Lect Hrs, 3 Credits

APLING 691

Research Seminar

Experimental research seminars on special topics.

APLING 696

Independent Study

This course will provide opportunities for students to work independently in one of the following areas: Applied Linguistics, Psycholinguistics, Sociolinguistics, Second Language and Bilingual Methodology, and Cross-Cultural Studies. Students who wish to do an independent study should submit a study plan, including: a brief description of their area of interest and an outline of the topic they plan to research in terms of content, time, and the structure of their project. To be eligible to take an independent study course students should be at the end of the course work for the MA and have at least a 3.5 GPA. All research plans for an independent study should be approved by their advisor and the Graduate Program Director.

APLING 697

Special Topics in Applied Linguistics

An advanced course, offering intensive study of selected topics in bilingual/ESL/foreign language pedagogy studies. Course content varies according to the topic and will be announced prior to registration.

3 Lect Hrs, 3 Credits

APLING 698

Practicum/Field Experience

A supervised, on-site experience in the teaching of bilingual education, ESL, or foreign language pedagogy in a school or in a social or educational agency serving limited English proficient students. Students must meet with their academic advisor to discuss available practicum options.

Students interested in a licensure practicum must meet with the licensure specialist to discuss options.

3 Lect Hrs, 3 Credits