

REQUIREMENTS AND PROCEDURES FOR THE M.A. IN MODERN LANGUAGES AND TESOL CERTIFICATE

TRANSFER OF CREDITS

Transfer of credits from another university toward the M.A. in Modern Languages is not permitted by the Department. Courses taken during a semester abroad as an M.A. student in Modern Languages will only count toward the degree with advance approval from the GPC.

THE M.A. DEGREE IN FRENCH, GERMAN, AND SPANISH

The degree requirements are slightly different for the emphases in French, German, and Spanish. The following guidelines apply to all three languages, but visit catalog.olemiss.edu for the details of your emphasis.

M.A. students in the first semester will take Fr/Germ/Span 601 (Professional Issues in Graduate Studies), Fr/Germ/Span 672 (Research & Practice in Classroom Second Language Acquisition), and two courses taught in the language of study.

Students take an Oral Proficiency Interview (OPIc) in the first semester of the program. In order to qualify as a Graduate Instructor, the student must score Advanced-Low. A student who scores below Advanced-Low should spend the second semester of the M.A. on a Departmentally-approved study abroad program and must re-take the OPIc while abroad or upon return in order to be considered for a Graduate Instructorship. Students who are funded as Graduate Assistants and are not native speakers of the language of study may use the assistantship to fund the semester abroad. A student who fails to score Advanced-Low on the second OPIc will only be allowed to teach at the discretion of the Director of Basic Language.

Depending on the emphasis, students have two options for completing the degree, both of which must total 36 hours. One option requires 36 hours of graduate-level course work, of which at least 24 credits must be in the emphasis, with an optional subfield. The other option requires at least 24 hours of graduate-level work in the emphasis and up to 12 hours of thesis credits.

Students must maintain a minimum B average in their course work or be subjected to probation and/or expulsion from the program.

Students must either pass a written comprehensive exam based on the M.A. reading list or submit and defend a thesis. Both the written exam and the thesis contain an oral component. In the oral component of the comprehensive exam, the student clarifies or amplifies answers on the written component. The oral component of the thesis involves a defense of the thesis and questions from the M.A. reading list; thesis writers must consult with members of the committee to discuss which items from the reading list will be discussed.

See your GPC or advisor for details on the comprehensive M.A. exam and the M.A. thesis. Fill out your degree requirement checklist in Appendix 1.

THE M.A. DEGREE IN LINGUISTICS

Three options for completing the degree are available. All options require 36 credit hours, including LIN 614; 6 credit hours of theoretical Linguistics courses, which are LIN 615, 616, 618, and 619; and 6 credit hours of language diversity courses, which are LIN 502, 511, 535, 547, 549, and 550. These three options are as follows: (1) 36 hours of graduate-level course work in LIN; (2) a minimum of 24 hours of graduate-level course work in LIN plus 6-12 hours of course work in a departmentally approved subfield; or (3) a minimum of 24 hours of graduate-level course work in LIN and 6-12 hours of thesis work. Students who wish to choose the thesis option are additionally required to take LIN 690 or 691.

Students must maintain a B average in their course work or be subjected to probation and/or expulsion from the program.

Students must either pass a written comprehensive exam based on the M.A. reading list or submit a thesis. Both the written exam and the thesis contain an oral component. In the oral component of the comprehensive exam, the student clarifies or amplifies answers on the written component. The oral component of the thesis involves a defense of the thesis.

See Appendices 6 and 8 or your GPC for details on the comprehensive M.A. exam or the thesis. Fill out your degree requirement checklist in Appendix 2.

THE M.A. DEGREE IN TESOL/APPLIED LINGUISTICS

Four options for completing the degree are available. All options require 36 credit hours and must include the following courses: LIN 561, 600, 603, 651, 687; and one of LIN 511, 552, 571 or 572.

The four options are as follows:

1. 36 hours of graduate-level coursework in LIN.
2. a minimum of 24 hours of graduate level coursework in LIN and 6-12 hours of coursework in a departmentally approved subfield.
3. a minimum of 24 hours of graduate-level coursework in LIN and 6=12 hours of thesis work.
4. 18 hours of graduate-level coursework in LIN and 18 hours of a supervised internship (LIN 688 and 689).

Students must maintain a minimum B average in their coursework or be subjected probation and/or expulsion from the program.

Students who elect to pursue the thesis option must first pass LIN 690 or LIN 691 with at least a B. All non-thesis students must submit a teaching portfolio with a reflection in their final semester.

Students will complete the required course work for the ESL endorsement to a State of Mississippi public school teaching license while they pursue their M.A. in Modern

Languages with emphasis in Applied Linguistics/TESOL. (Note, however, that this is not a teaching license, only an endorsement to be added to a license earned elsewhere.) Once students have completed the required course work, they must contact Dr. Whitney Webb at whitdt@olemiss.edu to apply for the ESL endorsement.

See Appendices 7 or 8 or your GPC for details on the TESOL portfolio and the M.A. thesis. Fill out your degree requirement checklist in Appendix 3.

THE GRADUATE CERTIFICATE IN TESOL

The graduate certificate in TESOL requires 18 hours of graduate coursework including LIN 600, LIN 651, LIN 687; and 9 hours of LIN electives.

<http://catalog.olemiss.edu/liberal-arts/modern-languages/c-tesol>

A minimum GPA of 3.0 is required for courses counted toward the certificate. The time limit for completing the certificate program is four years.

Students will complete the required course work for the ESL endorsement to a State of Mississippi public school teaching license while they pursue the graduate Certificate in TESOL. (Note, however, that this is not a teaching license, only an endorsement to be added to a license earned elsewhere.) Once students have completed the required course work, they must contact Dr. Whitney Webb at whitdt@olemiss.edu to apply for the ESL endorsement.

COMPREHENSIVE M.A. EXAMINATIONS (FRENCH, GERMAN, SPANISH AND LINGUISTICS)

All M.A. students in French, German, and Spanish should obtain the M.A. comprehensive exam reading list during the first few weeks of the program. Begin reading works from this list right away. A good strategy is to take the 577-693 courses, which often cover some works from the list. M.A. students in Linguistics will work with their thesis committee to customize a list in their specializations.

Students who opt to take written comprehensive exams must select an examination committee of three professors in the area of emphasis; students pursuing the subfield option should have two professors in the area of emphasis and one professor representing the subfield. One professor from the area of emphasis will serve as the committee chair. This committee should be in place by the end of the student's third semester. In the third and fourth semesters, the student should meet with each committee member in order to clarify the sections of the reading list from which the committee member will pose questions.

Students will take the written exam on a Saturday in early March of the fourth semester. The exam is taken on a Departmental computer with no internet access and lasts 6 hours (with a one-hour break for lunch). Each committee member submits 2 hours' worth of questions. There will be an exam proctor who will collect the answers at the end of the exam period.

The committee will notify the student of the result of the examination. The committee can:

- accept the written examination, with no requirement of an oral examination, thus recommending that your M.A. degree be granted.
- require an oral examination.
- ask the student to re-take portions of the written examination.
- fail the student, in which case the student must wait until the following semester to re-take the exam.

In most cases, there will be an oral examination, to last approximately one hour. When that is the case, the student is responsible for finding a time period when all committee members are available. The student is also responsible for working with the Departmental secretary to reserve a room. This should be a two-hour time period, to allow time for the committee to deliberate and communicate the result of the oral exam to the student. This may take place at any time before the last day of classes (not during finals week), although it is inadvisable to schedule the exam in the last week of the semester. If the student does not pass the oral component, the committee may recommend that the student re-take the oral component or re-take the entire exam. A student who fails the exam twice will be dismissed from the program without conferral of the degree.

THE M.A. THESIS (ALL EMPHASES)

The M.A. thesis is a major project and should not be undertaken lightly. Each year, only a small number of M.A. students will write a thesis. A student should not seek to write a thesis without a focused research question, a clear and feasible methodology, and the dedication to complete the work at the highest standard.

A student who decides to write a thesis should follow this sequence:

1. Student will choose a research director from among the professorial faculty of the Department and will work with the director to develop the research question, methodology, and a timeline for completing the work.
2. Students in Linguistics or TESOL/Applied Linguistics must first pass LIN 690 or LIN 691 with a B before being allowed to proceed to the prospectus stage.
3. The student will work with the research director to develop the prospectus, form the thesis committee, etc. The committee should consist of the research director and two other professorial faculty from the Department; at least two committee members should be from the student's emphasis.
4. When the director feels that the prospectus is ready to defend, a defense date will be set sometime between the end of the second semester and October of the third semester.
5. Student will deliver a copy of the prospectus to each committee member 14 days before the defense.
6. Student defends the prospectus; the committee decides whether the student can continue.

The prospectus for a thesis will normally consist of statements:

1. A research question
2. A literature review

3. A methodology or approach, or both
4. A proposed outline and timeline for completion
5. A bibliography

Once a defense is scheduled, the thesis director will notify the GPC of the date, time, and place, and afterward, of the result. Following a successful prospectus defense, the prospectus will be placed in the student's file by the thesis director. The thesis prospectus committee normally will be the student's thesis defense committee. Adjustments to the committee may be made as necessary, up to two months before the end of the exam process, the date by which the graduate school must be notified by the graduate program coordinator of the members of the comprehensive exam committee or thesis defense committee.

Students are encouraged to download the Graduate School's style instructions for a thesis from the very beginning of the process. Students whose native language is not English are strongly encouraged to take a course on thesis writing in the IEP.

Once the student has drafted a chapter, the student first submits the draft to the director. Once a chapter has been revised, the student may ask other committee members to read it. The student should continue writing and revising in this manner until there is a complete, revised draft of the thesis. The student should submit this revised draft of the entire thesis to the committee by midterm of the final semester, allowing committee members 14 days to read the draft and suggest corrections. Once the student has made these corrections, the student and the thesis director will decide when the student will be ready for the defense.

The student is responsible for finding a time period when all committee members are available and will work with the Departmental secretary to reserve a room. This should be a two-hour time period, to allow time for the committee to deliberate and communicate the result of the oral defense/exam to the student. The defense may take place at any time before the last day of classes (not during finals week), although it is inadvisable to schedule the defense/exam in the last week of the semester. Once the time and date are set, the student must complete [Form GS7](#). Because this form must be received by the Graduate School 14 days prior to the scheduled defense date, the completed form must be submitted to the GPC for review and signature approximately three weeks prior to the defense date. The GPC will forward the form to the Graduate School.

The thesis defense will consist of a short presentation by the student summarizing the contents of the thesis, followed by questions from the committee about the thesis. Students in French, German, and Spanish will furthermore be asked questions about literature on the M.A. reading list. (These students should consult with members of the committee to discuss which sections of the reading list will be discussed at the oral thesis defense.)

After deliberation, the committee will immediately notify the student of the result of the defense. The committee can:

- accept the thesis and oral exam with no revisions required, thus recommending that your M.A. degree be granted.
- accept the thesis and oral exam with revisions to the thesis required.

- accept the thesis but require the student to re-take the oral exam.
- reject the thesis and oral exam.

If the committee members require changes to the thesis or require the oral exam to be re-taken, they may delay signing the thesis defense form until the student revises and resubmits the thesis. If the thesis is rejected, the student may be required to re-write the thesis in the current or following semester or pursue a non-thesis option for completion of the degree. A student whose thesis is rejected twice will be dismissed from the program without conferral of the degree. If a thesis is rejected and the student pursues a non-thesis option, the previous thesis credits will no longer count toward graduation.

THE M.A. PORTFOLIO (TESOL/APPLIED LINGUSTICS)

Portfolios are not intended to be a random compilation of every paper or project the student completed during his or her tenure in the program. Rather, a portfolio should consist of a meaningful reflection of the program with appropriate, but limited, support through examples. Therefore, the purpose of the portfolio is to enable students to conduct a critical self-study of their learning while enrolled in the M.A. emphasis in TESOL.

All M.A. students in TESOL/Applied Linguistics will compile and submit a portfolio as part of the Practicum course, LIN 687. That course will offer details on the individual components of the portfolio and deadlines for submitting each part.

M.A. students in TESOL/Applied Linguistics who do **not** choose the thesis option must submit the portfolio and a reflection in the final semester of the program. The portfolio reflection is about your experience in the TESOL program, the process of creating the portfolio, and/or a synthesis of the materials in the portfolio (e.g. how your research paper informs your teaching philosophy, how your teaching philosophy and/or research paper results are reflected in your sample syllabus and materials, etc.). It should not a description of the process like "I typed my CV", etc., nor should it be a mere extension of your teaching philosophy, although there may be some overlaps.

The portfolio and reflection will be read as your comprehensive exit exam by a committee of three faculty members, who you will choose during the semester. You should submit the portfolio and reflection to the committee no later than three weeks before the last day of classes. After reading the portfolio and reflection, the committee can:

- accept the portfolio and reflection, thus recommending that your M.A. degree be granted.
- require an oral examination before accepting the portfolio and reflection.
- ask the student to re-write all or parts of the portfolio or reflection.

An oral examination or re-write will only be required in case of serious deficiencies in the portfolio and/or reflection. A student whose portfolio/reflection is rejected twice will be dismissed from the program without conferral of the degree.

GRADUATION

During your last semester of coursework, you must complete an application for graduation ([Form GS8](#)) indicating the semester in which you will graduate or complete your degree. This form is available from the Graduate School website. After completing the form, including listing courses applied to the degree (courses taken) and courses in which you are currently enrolled, please attach a current copy of your unofficial transcript and submit the form to the GPC for review and signature. Students should submit the completed form to the GPC at least one week prior to the deadline noted by the Graduate School to ensure that the GPC has sufficient time to review, sign, and forward the to the Graduate School. As this deadline occurs within the second month of each semester (late September/early March), it is imperative that students complete the form early.

Note that a student who completes a degree in the summer or December has a right to participate in the May ceremony of the next calendar year by meeting the summer and fall deadlines for the necessary forms.

Students are encouraged to participate in the general morning commencement ceremony (held in the Grove) and the Graduate School ceremony (location announced in the spring). This is an important milestone in your career, and it should be celebrated. During the Spring semester, watch for emails containing information concerning commencement, including the ordering of graduation regalia for the May ceremony. Orders for regalia rental are handled through the Bookstore.

It is important to note that regardless of which semester a student graduates, completing the GS8 form does not initiate the process for receiving a diploma and/or having one's name listed in the commencement booklet. To initiate that process, after completing the GS8 form, a student must complete an Online Diploma Application available through the myOleMiss system.

TIME LIMITS FOR COMPLETION OF THE DEGREE

The Graduate Catalog (available on the Graduate School website) contains information regarding time limits for degree completion. Currently, all work applying to an MA degree must be completed within six years.

APPENDIX 1: Advising Sheet M.A. French, German or Spanish

36 credit hours total. Students must maintain a B average in their course work or be subjected to probation and/or expulsion from the program.

Required courses within the 36 hours for all three specializations:

_____ 601 with the appropriate prefix

_____ 672 with the appropriate prefix

French. Three options.

Option 1. 36 hours of French courses.

List courses here:

Both options 2 & 3 require: 24 hours of French courses.

List courses here:

Option 2: Subfield. 6 to 12 hours in an approved subfield (all courses at the graduate level).

List courses here:

Option 3: Thesis. 6 to 12 hours of thesis credit.

List semester and hours of 697 here:

German. Two options.

Both options require: 24 hours or more of coursework in German. List courses here:

Option 1. Subfield. Between 6 and 12 hours of an approved subfield (all courses at the graduate level).

List courses here:

Option 2. Thesis. Between 6 and 12 hours of thesis credit (697).

List semester and number of credits here:

Spanish. 3 options.

All options require: two of the following three credit courses (6 hours):

_____ 577 or 677

_____ 579 or 679

_____ 578 or 678

_____ 580 or 680.

Do not take both 500 and 600 level of the same course without permission.

Option 1. 33 hours of coursework, including all four literature surveys:

_____ 577 or 677 _____ 579 or 679 _____ 578 or 678 _____ 580 or 680 plus one elective.

List elective here

Do not take both 500 and 600 levels of the same course without permission.

Options 2 & 3 both require: 24 hours or more of coursework in Spanish.
List courses here:

Option 2. Subfield. Between 6 and 12 hours of an approved subfield (all courses at the graduate level).
List courses here:

Option 3. Thesis. Between 6 and 12 hours of thesis credit (697).
List semester and number of credits here:

APPENDIX 2: Advising Sheet M.A. Linguistics

36 credit hours total. Students must maintain a minimum B average in their course work or be subjected to probation and/or expulsion from the program.

Option 1: 36 hours of graduate-level course work in LIN, including 6 credit hours from among the core courses, which are LIN 612, 614, 616, and 620. Must pass comprehensive exams.

i. LIN 603 - 3 hours

___ LIN 603

ii. Theoretical Linguistics – 6 hours

___ LIN 604

___ LIN 610

___ LIN 605

___ LIN 620

iii. Language diversity - 6 hours

___ LIN 511

___ LIN 552

___ LIN 571

___ LIN 520

___ LIN 561

iv. Remaining - 21 hours

___ _____
___ _____
___ _____
___ _____

___ _____
___ _____
___ _____

v. Comprehensive exams: form a committee based on the three areas; work with the faculty member to create a reading list; cloistered comps on one Saturday towards the end of the semester.

Option 2: A minimum of 24 hours of graduate-level course work in LIN plus 6-12 hours of coursework in a departmentally approved subfield. Must pass comprehensive exams.

i. LIN 603 - 3 hours

___ LIN 603

ii. Theoretical Linguistics - 6 hours

___ LIN 604

___ LIN 610

___ LIN 605

___ LIN 620

iii. Language diversity - 6 hours

___ LIN 511

___ LIN 552

___ LIN 571

___ LIN 520

___ LIN 561

iv. LIN graduate courses - minimum 9 hours

____ _____
____ _____

v. Approved subfield - 6-12 hours

____ _____
____ _____

vi. Comprehensive exams: form a committee based on the three areas; work with the faculty member to create a reading list; cloistered comps on one Saturday towards the end of the semester

Option 3 (thesis): A minimum of 24 hours of graduate-level coursework in LIN and 6-12 hours of thesis work. Students who wish to choose the thesis option are additionally required to take either LIN 690 or 691.

i. LIN 603 - 3 hours

____ LIN 603

ii. Theoretical Linguistics - 6 hours

____ LIN 604

____ LIN 610

____ LIN 605

____ LIN 620

iii. Language diversity - 6 hours

____ LIN 511

____ LIN 552

____ LIN 571

____ LIN 520

____ LIN 561

iv. LIN graduate courses - minimum 9 hours

____ _____
____ _____

iv. 3 hours

____ LIN 690

or

____ LIN 691

v. Thesis work - 6-12 hours

____ _____
____ _____

vi. Thesis defense

APPENDIX 3: Advising Sheet M.A. Applied Linguistics/TESOL

36 credit hours total. Students must maintain a B average in their course work or be subjected to probation and/or expulsion from the program.

Option 1: 36 hours of course work in LIN. Must submit a teaching portfolio with a reflection in final semester.

i. Required courses - 15 hours

___ LIN 561

___ LIN 600

___ LIN 603

___ LIN 651

___ LIN 687

ii. One course - 3 hours

___ LIN 511

___ LIN 600

___ LIN 571

___ LIN 572

iii. Remaining 18 hours

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

iv. Teaching portfolio

Option 2: A minimum of 24 hours of graduate-level coursework in LIN and 6-12 hours of coursework in a departmentally approved subfield. Must submit a teaching portfolio with a reflection in final semester.

i. Required courses - 15 hours

___ LIN 561

___ LIN 600

___ LIN 603

___ LIN 651

___ LIN 687

ii. One course - 3 hours

___ LIN 511

___ LIN 600

___ LIN 571

___ LIN 572

iii. LIN graduate courses - minimum 6 hours

___ _____

___ _____

___ _____

___ _____

___ _____

___ _____

iv. Approved subfield - 6-12 hours

___ _____

___ _____

___ _____

___ _____

v. Teaching portfolio

Option 3 (thesis): A minimum of 24 hours of graduate-level coursework in LIN and 6-12 hours of thesis work. Must pass LIN 690 or 691 with at least a B before thesis.

i. Required courses - 15 hours

___ LIN 561 ___ LIN 603 ___ LIN 687
___ LIN 600 ___ LIN 651

ii. One course - 3 hours

___ LIN 511 ___ LIN 571
___ LIN 600 ___ LIN 572

iii. LIN graduate courses - minimum 6 hours

___ _____ ___ _____
___ _____ ___ _____
___ _____ ___ _____

iv. Thesis - 6-12 hours

___ _____ ___ _____
___ _____ ___ _____

v. Thesis defense

Option 4 (internship): 18 hours of graduate-level coursework in LIN and 18 hours of a supervised internship (LIN 699 and 689). Must submit a teaching portfolio with a reflection in final semester.

i. Required courses - 15 hours

___ LIN 561 ___ LIN 603
___ LIN 600 ___ LIN 651
 ___ LIN 687

ii. One course - 3 hours

___ LIN 511 ___ LIN 571
___ LIN 600 ___ LIN 572

iv. Supervised internship - 18 hours

___ LIN 688 ___ LIN 689

APPENDIX 7: TESL Portfolio

REQUIRED CONTENTS

1) PROFESSIONAL INFORMATION

- a) Curriculum Vitae (or Resume) including professional references
- b) Unofficial Copy of Transcript and Current Class Schedule
- c) Teaching Philosophy
- d) **POST TO LIVEBINDERS NO LATER THAN FEBRUARY 7th**

2) TEACHING DOCUMENTATION

- a) Sample Original Syllabus
 - i) Syllabus should be created by yourself without assistance from peers or based on publisher's supplemental materials
- b) Sample Original Lesson Plan
 - i) Lesson Plan should cover an entire unit of material not just one day of class
 - ii) Lesson Plan should be created by yourself without assistance from peers or based on publisher's supplemental materials
- c) Sample Original Activity/Assessment
 - i) Activity/Assessment should demonstrate an innovative way of teaching a specific skill/topic and/or evaluating student learning
 - ii) Activity/Assessment should be created by yourself without assistance from peers or based on publisher's supplemental materials
- d) **POST TO LIVEBINDERS NO LATER THAN MARCH 7th**

3) RESEARCH DOCUMENTATION

- a) 8-10 page Research Paper
 - i) Topic must address an issue in applied linguistics, SLA, and/or TESOL and be approved by TESL 646 - Language Teaching Research professor
 - ii) Research may either be library-based or classroom-based action research
- b) -OR- TWO 4-5 page Papers (for students pursuing a subfield)
 - i) Paper ONE: Research paper that addresses an issue in applied linguistics, SLA, and/or TESOL approved by TESL 646 - Language Teaching Research professor
 - ii) Paper TWO: [Research] paper addressing an issue in your subfield [assigned/approved?] by the program coordinator for your subfield
 - (1) Students in a language subfield must write in that language (e.g., French, German, Spanish, etc.)
- c) -OR- Thesis Introduction & Sample Chapter(s) (Results and/or Discussion)
- d) Annotated Bibliography of 5 resources that can be referenced for additional research on this topic
 - i) Resource CANNOT be a database such as ERIC, LLBA, etc.
 - ii) Resource CANNOT be an assigned text from one of your courses
- e) **POST TO LIVEBINDERS NO LATER THAN APRIL 1st**

TESL PORTFOLIO REFLECTION

Students will write an 8-10 page reflective paper, describing how they used theory and research from coursework in the TESL program to inform their teaching practices and research, as presented in their e-Portfolio.

The reflective paper should be formatted as follows:

- INTRODUCTION, briefly describing the contents of the e-Portfolio, the approach(es) to assembling it, and recurring themes. The introduction should be no more than one paragraph.

Students may want to use the following statement to help them draft their introduction:

In this reflection, I discuss how an understanding of [THREE or more THEMES: various instructional strategies, descriptive grammar, and students' individual identity] contributed to my teaching philosophy, teaching documentation, and individual research. Specifically, I discuss how I use [name strategies/methods] in the classroom in my teaching philosophy; focus on [the description rather than prescription of grammatical rules for pronoun usage] in my teaching documentation; and, research the role of [gender in students' classroom participation.]

- The BODY of the paper should consist of three sections, addressing how the portfolio reflects the students':
 - BEST PRACTICES (Theory/research from core courses such as TESL 542; TESL 645 and Electives such as TESL 630, TESL 631, TESL 680, TESL 689 and relevant subfield courses)

What methods and/or approaches did you adopt when writing your teaching philosophy and constructing your syllabi, lesson plans, tasks? Describe each method/approach in detail, using references, and specifically demonstrate how your philosophy and proposed teaching embodies that method/approach. What are the explicit or implicit practical (classroom/teaching/etc.) implications of your own research?

- LANGUAGE AWARENESS: (Theory/research from core courses such as TESL/LING 592 (or LING 501); TESL/LING 600; TESL 695; Electives such as TESL 614, TESL 615, TESL 660; Relevant subfield courses)

What research and theories from applied linguistics and second language acquisition (citations?) informed your preparation/selections of method, materials, and/or research? How did they influence your preparation/selections? Explain each theory and/or research result in detail and explicitly state how it informed your work. Did you focus on a particular linguistic/grammatical element? How? Why?

- CULTURAL AWARENESS (Theory/research from core courses such as TESL 647 and Electives such as TESL 552, TESL 545, TESL 620, TESL 640, TESL 650; Relevant subfield courses)

What research and theories from sociolinguistics and/or sociocultural linguistics informed your preparation/selections of method, materials, and/or research? How did they influence your preparation/selections? Explain each theory and/or research result in detail and explicitly state how it informed your work. Did you focus on particular sociolinguistic issues (e.g., language policies, student identity, intercultural pragmatics, etc.)? How? Why?

Questions in BLUE serve to guide your writing. You should not just answer them in turn, but rather make sure to address them in one cohesive and coherent essay.

- CONCLUSION

The reflective paper should be emailed to the students' committee members, with a link to their e-Portfolios, **by TBD.**

APPENDIX 8: M.A. Linguistics Thesis Prospectus Outline

INTRODUCTION (1 page)

- Are you writing two submission-ready journal articles or are you undertaking a single, larger project?
- What is/are the general topic area(s)?
- How is/are your topic(s) relevant/important to linguistics?
- What is the specific scope of your research interest(s)?

LITERATURE REVIEW (7-8 pages)

- The literature review should be a well-organized overview of the research most closely related to your work.
- This might likely include the dominant debates, theoretical approaches, methodological research designs that have been used to understand your topic
- You are trying to demonstrate two things:
 - i. That you are familiar with the research that has been done in this area and can explain to fellow linguists who might not be familiar with this specific literature, what is out there, and
 - ii. That you have found a gap or “lacunae” in the literature...something that has not been well researched (or not been researched utilizing a certain theoretical perspective or methodological design)
- If you are going the journal article route, you will need to address how your lit reviews for each article will overlap/differ, what areas surveyed will be relevant to each, and what original material will be in each

RESEARCH QUESTION (1/2-1 page)

A concise formulation of your specific research question(s) or research hypothesis(es).

METHODOLOGICAL DESIGN (1-2 pages)

- What is your methodological approach?
- How will you collect your data? How long will data collection take?
- Will you need IRB approval?
- What is process for coding/tagging the data? How long will this take?
- What kind(s) of analysis will you do?
- Will your analysis be qualitative, quantitative or both?

CHAPTER OUTLINE (1 page)

- This outline explains how you plan to organize and present your materials.
- For students undertaking a collection of journal articles, this will be an opportunity to start thinking about how your projects are related (i.e. what you will talk about in your Introduction and Conclusion)

TIMELINE (1 page)

How long will each stage of your project(s) take? What goals have you set for yourself in terms of completing each stage? (Be specific; use dates)

REFERENCES

List only those authors included in your 7-8 page literature review.