The Cook School of Intercultural Studies

DEPARTMENT OF
APPLIED LINGUISTICS AND TESOL (ALT)

MA TESOL / CERTIFICATE IN TESOL

PROGRAM
HANDBOOKS
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STATEMENT OF MISSION

The mission of the Cook School of Intercultural Studies is to equip students to communicate, live and work successfully in culturally diverse societies through applied programs in anthropology, missiology, intercultural studies, linguistics and education so that they can more effectively impact the world for Jesus Christ.

Through the scholarly activities of its faculty and graduate students, the school endeavors to engage in continuing research, which will contribute to the knowledge bases of the disciplines, which support the program emphases of the school.

The key objective of CSICS is to provide educational opportunity at the graduate level for mature, experienced students to reflect upon their cross-cultural experience and develop further capability in cross-cultural ministry through exposure to missiological concepts, social science methodologies, language specialization and the refinement of ministry related research skills.

The Cook School of Intercultural Studies serves the mission of the university in two very distinct ways. Its graduates have a broad exposure to the ideas that have shaped human thinking, specifically in the theoretical contributions pertinent to our fields of knowledge. The school also supports the university's General Education curriculum at the undergraduate level by offering cultural anthropology as a part of the required social science requirement, physical anthropology for the science requirement and TESOL as an undergraduate minor.

In order to foster the university's emphasis on developing critical thinking and encouraging sound Biblical faith, all CSICS course offerings are highly integrative in nature. All students are challenged to critically evaluate and test various theoretical models and to subject them to theological and Biblical examination. The emphasis is on the integration and application of concepts for the purpose of service and ministry in the world.

Date: March 2004
The Cook School of Intercultural Studies consists of three departments: The Undergraduate Department of Anthropology and Intercultural Studies; the Department of Anthropology, Intercultural Education and Missiology (AIM); and the department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT).

The AIM department has six graduate programs: the Master of Arts in Intercultural Studies, the Master of Arts in Missions, the Master of Arts in Anthropology, the Doctor of Missiology, the Doctor of Philosophy in Intercultural Education, and the Doctor of Philosophy in Intercultural Studies. The ALT department has five graduate programs: the Certificate in TESOL; the Master of Arts in TESOL; the Certificate in Linguistics; the Master of Arts in Applied Linguistics; and the Master of Arts in Linguistics and Biblical Languages. SICS Undergraduate Programs include the undergraduate majors of Intercultural Studies and Anthropology and the minors in TESOL, applied linguistics, archaeology, anthropology and intercultural studies.

Note: A recent restructuring of the school in 2009 creates four departments. While ALT remains unchanged, there are three new departments with some names yet to be finalized: Intercultural Studies (BA ICS, MA Missions, MDiv. Missions with Talbot, DMin); Anthropology (BA and MA Anthropology), and International Studies (BA International Affairs to be developed; MA ICS, Ph.D. ICS, Ph.D. ICE).
The program objectives of the School of Intercultural Studies are to:

1. Sustain a core faculty to prepare students in the study of language, culture and cross-cultural communication as they impact the ministry of worldwide mission.

2. Maintain specializations in areas that represent the vanguard of contemporary mission strategy: social and cultural anthropology, cross-cultural communication, professional service, mission strategy, Bible translation and linguistics, urban research and ministry, church planting and development, teaching English as a second language and international development.

Maintain area orientations, such as Africa, Asia, Europe, Latin America, North America and the South Pacific.
Cook School of Intercultural Studies  
*Applied Linguistics & TESOL Program Handbooks*

**HISTORY OF CSICS**

**SECTION 1.4**

**HISTORY OF THE COOK SCHOOL OF INTERCULTURAL STUDIES**

From its inception in 1908, Biola has had an enduring commitment to the world, equipping students for effective cross-cultural careers in missions, medicine, education and other related areas. The birth of Biola University, then known as the Bible Institute of Los Angeles, took shape as an outgrowth of an evangelistic outreach known as the Fishermen's Club. In the early years, teams of students from the Bible Institute were frequently seen witnessing in downtown Los Angeles.

In 1916 Biola, through the efforts of Lyman and Milton Stewart who initiated a China project in 1909, expanded its outreach by opening the Hunan Bible Institute in South China. This school trained Chinese nationals for Christian service and continued to operate until it was forced to close its doors and transfer to Hong Kong in 1952.

Beginning in 1929, the Bible Institute began its annual Missionary Conference, which continues today. The Student Missionary Union is responsible for conducting the largest student-run missionary conference of its kind on the West Coast. SICS faculty serve as advisors to SMU.

In 1945, the School of Missionary Medicine was opened. The School graduated 25 classes from 1945 to 1966 before it was phased out to make way for a baccalaureate Department of Nursing in response to requests from mission boards for certified RNs on the mission field. Eighty percent of the School of Missionary Medicine graduates served or are serving in cross-cultural ministries. The Nursing Department continues to graduate students in significant numbers who intend to become involved in cross-cultural service.

Beginning in 1968, the Missions Department was restructured to offer a Bachelor of Arts degree in Social Science/Missions. This was modified in 1978 to the present Bachelor of Arts in Intercultural Studies and in 2000 a B.A. in Anthropology became the second undergraduate degree. Graduate degrees in Missions were developed in Talbot School of Theology. These presently include a Master of Divinity with Missions Major, Master of Arts in Ministry with Missions Emphasis, and Master of Theology with a Missions Major.

In 1982, the University brought Dr. Marvin K. Mayers from a career with Wycliffe Bible Translators to lay the foundations for establishing a separate School of Intercultural Studies within the University, which would offer graduate degrees at the masters and doctoral levels in cross-cultural studies. The school was inaugurated in 1983 and began by offering the MA in Intercultural Studies and the Doctor of Missiology degrees. In 1988, the Ed.D. degree program, with an emphasis in intercultural educational studies, was added in cooperation with Talbot School of Theology's faculty of Christian Education. A year later, the SICS instituted the Field Course Program. This distance education program allows graduate students to take courses off-campus.

**Date: August 2009**
In 1991, William Carey International University’s Applied Linguistics and TESOL program under the leadership of Dr. Herbert Purnell moved to Biola and became the Applied Linguistics and TESOL department within SICS. Further strengthening the school’s linguistics offerings, the Summer Institute of Linguistics began a cooperative program within SICS, eventually joining the Department of Applied Linguistics and TESOL.

By 1997, the Ph.D. degree in Intercultural Education was approved and the Ed.D. degree discontinued. Today the school has over 16 full-time and part-time faculty, and several adjuncts, serving over 500 undergraduate and graduate students. SICS offers the following degrees: BA in Intercultural Studies and Anthropology; Certificate in TESOL and Linguistics; MA in Intercultural Studies, Missions, Applied Linguistics, Linguistics & Biblical Languages, TESOL, and Anthropology; Doctor of Missiology; and Doctor of Philosophy in Intercultural Education, and Intercultural Studies.

Over the years, three deans have provided leadership to the school. In 1989, the founding dean, Dr. Mayers, returned to his work with Wycliffe, and Dr. Donald E. Douglas was installed as second Dean of SICS. Dr. Douglas served abroad with SEND International, English Language Institute/China and World Vision International and taught in the Philippines, at Missionary Internship, and at the University of Michigan before coming to Biola University. Dr. F. Douglas Pennoyer was selected as the third dean of the school in 1998. Dr. Pennoyer was the Executive Director of the Small Tribes Organization of Western Washington (1978-1982), Seattle Pacific University's Director of the Intercultural Institute of Missions (1983-91), and the Senior Pastor of the Snohomish Free Methodist Church in Washington.

During the school's 25th anniversary in Spring 2009 SICS was renamed the Cook School of Intercultural Studies, after former president emeritus, Clyde Cook and his wife Annabelle. Dr. Cook -- a former missionary to the Philippines who became Biola's president in 1982 -- was the founder of the school as he took part of the money sent by the PRC in payment for confiscation of the Hunan Bible Institute and established the School of Intercultural Studies. His goal of giving students the practical and academic training needed to make a cross-cultural impact for Christ continues today through the school’s many degree programs and world wide activities.
The office for the School of Intercultural Studies is located in Marshburn Hall. If you have any questions with regard to appointments with faculty or with the Dean, or need information that is not available in the Handbook, you may stop at the main desk and ask the receptionist.

The School of Intercultural Studies utilizes two primary channels of communicating with our students: e-mail and in-house mailboxes. Occasionally, there may also be a need to call you or to send something to your local address. **Accurate, updated information is essential in our ability to provide you with the best service possible.** The student’s responsibility is to keep both the Biola Registrar’s Office and the School of Intercultural Studies Office informed of all name, phone number, e-mail and address changes.

**E-MAIL:** *Every Biola student must obtain a free e-mail address and access to the Biola University Bulletin Board Services, otherwise known as BUBBS.* Every graduate student is expected to have a BUBBS e-mail account for correspondence with and updates from faculty and staff. If you prefer an alternate email, you can have your BUBBS mail forwarded to another address, but the primary means of communication with SICS should be through your BUBBS account.

Please refer to the following section for instructions on how to access your BUBBS account.
1. **What is BUBBS?**
   a. BUBBS is Biola’s main form of communication. It is a communication system in which you can send and receive email, share files and use electronic conferencing to exchange ideas and announcements. It is an important tool for you while you are a student at Biola.

2. **How do I get access to BUBBS?**
   a. Accessing BUBBS can be done in two ways.
      1. Accessing BUBBS via the internet
      2. Accessing BUBBS via First Class software
   b. As soon as possible, you will need to obtain your password and login information from Network/Computer Services, located in lower Metzger Hall. This will allow you to access your BUBBS account. You can also obtain a “PPP account” if you have a laptop computer or live close to Biola’s La Mirada campus. This will allow you to access the Biola network from your personal computer.
   c. NOTE: All computers on campus have the First Class software installed, so you may access your account from on campus.
   d. Once you have your password, login information (your login name is your student ID number) and PPP account (if applicable), you are ready to access BUBBS.

1. **Accessing BUBBS from the Web:** Go to [https://webmail.biola.edu/login](https://webmail.biola.edu/login) to log into the BUBBS network. You will be prompted to enter your ID number and password. Next, click the “login” button. This will bring you to your “Desktop.”

2. **Accessing BUBBS from the First Class software:** Once you have obtained your “PPP account,” go to [http://www.fc.biola.edu/client_downloads.html](http://www.fc.biola.edu/client_downloads.html) to download the First Class software from your personal computer. Follow the instructions on the website to download and install the software and the instructions given to you by Network/Computer Services to set up the Internet connection to Biola. If you have any questions, please contact Network Services at the number provided with your login information.

   When prompted, enter your ID number and password. Next, click the “login” button. This will bring you to your “Desktop.”
3. Now what?
   a. Once you have accessed the BUBBS network, you will see your “Desktop.” Your desktop consists of a group of icons and folders and a toolbar on the left hand side of the page (in web access). The group of icons is the directory of the areas you have access to in BUBBS. The toolbar (in web access) consists of the functions for each area. Click on any one of the icons to access the different areas of BUBBS.

4. Mailbox
   a. Click on the “Mailbox” icon to access your Internet email function. You can send and receive emails from within and outside of Biola’s network. Your email address can be found on the sheet containing your password and other BUBBS information.
   b. Use the toolbar functions to send new messages, receive messages and organize your mailbox. Some of the functions may not be available for you to use. Click on the desktop option in the toolbar to return to your desktop at any time (in web access).

5. Conferences
   a. You will find Biola news, SICS news and other announcements in the Conferences folder.
   b. Click on the “Conferences” icon on your desktop to access the SICS Conference. Next, select the “Marshburn/SICS” icon (it looks like a red house). Next, select the “School of Intercultural Studies” icon. You are now in the SICS Conference.
   c. Take some time to familiarize yourself with the various folders and conferences available to you. If there is a folder or conference of particular interest to you, you can choose the “Add to Desktop” option under the “Collaborate” menu (in First Class access). This icon/folder will then appear on your “Desktop” when you login to the network.

6. Help
   a. BUBBS has a very valuable and extensive Help file. Click on the “Help Contents” option on the toolbar to access the Help function (in web access) or click on the “Help” icon on your desktop (in First Class access). Please read through the guides and familiarize yourself with the BUBBS network.
   b. Remember to check your BUBBS account on a regular basis in order to stay up to date on all SICS and Biola news and information.
If you have any questions that cannot be answered by the Help function on BUBBS, please contact the Network/Computer Support services on Biola’s campus.

BLACKBOARD INSTRUCTIONS

Please refer to the following link for instructions on how to navigate Blackboard:
http://csci.biola.edu/csci104/blackboard_start_sheet.html
MAILBOXES

Every graduate student is assigned a mailbox in the Marshburn Hall lobby. To obtain your box key, pay the deposit for the key upon your registration at the SICS office. All inter-campus mail will be sent to you at your box. It is important, therefore, that you pick up your key and check the box regularly to get bulletins and announcements from SICS. If you leave your SICS program for any reason, THE KEY MUST BE RETURNED. Failure to do so means the school must pay $8.00 for a new key.

This mailbox may also be used to receive off-campus mail when the following address is used:

Your Name
Biola University
SICS Box #(your number)
13800 Biola Ave.
La Mirada, CA 90639
SICS Graduate Student Association: The School of Intercultural Studies has established the SICS Graduate Student Association (SICS-GSA) to serve as the official body representing all SICS graduate students to the office of the Dean of the School. The SICS-GSA is compromised of students—both full-time and part-time—enrolled in graduate programs in SICS. The mission of the SICS-GSA is:

“To foster an environment where graduate students would be challenged to excel in the pursuit of academic studies, to deepen their spiritual commitment to God, and to build community in the School of Intercultural Studies.”

The SICS-GSA offers several community events throughout the year for graduate students to attend.

ALT Socials: Several times a year ALT students and faculty gather informally on campus, usually during the late afternoon before evening classes.

ALT Student Socials: Students are encouraged to get together themselves for fellowship, fun and mutual support. In the past, these monthly student-organized socials have included ice-skating, treasure hunts and other fun activities. Please take initiative to organize whatever would be meaningful for you.

ALT Forums: Several times a year ALT faculty members or guest speakers present on topics of interest. (Past topics have included critical pedagogy in TESOL, Quechua orthography and language shift in Borneo.) Graduate students are strongly recommended to attend these forums.

SIL International Dinners: SIL sometimes sponsors international dinners—good times of fellowship, food and prayer which are open to all interested students.

Biola Chapels: There are several regular University chapels scheduled on campus during the week. Undergraduate chapels are held in the gymnasium Mondays, Wednesdays and Fridays at 9:30 a.m. You are invited to attend any or all of these chapels. Talbot School of Theology conducts graduate chapels at 9:30 a.m. on Tuesdays and occasionally other days throughout the semester. These are held in Calvary Chapel. Rosemead School of Psychology has a graduate chapel each Tuesday held in Mayers Auditorium.

Biola Fellowship for Graduate Students: The International Graduate Student Association (see http://igsa.christian.net/) sponsors regular social events and a Wednesday afternoon prayer and fellowship meeting. All are welcome.
SICS/ALT COMMUNITY EVENTS

SECTION 2.4

**Collegium:** The Collegium (see http://studentlife.biola.edu/campus-life/commuter-life/the-collegium/) is a how-away-from-home for commuter students. The comfortable furniture, kitchen, computers and printers, and regular events are worth the membership price for students who live at a distance and spend long hours on campus.

**Biola Art and Music:** There are many other special events offered on campus during the academic year. The Conservatory of Music offers a wide variety of concerts and special musical events, some of which are free and others of which charge admission. The Art department also offers special exhibitions of both local and visiting artists.

**Biola Sports:** As a member of the National Association of Intercollegiate Athletics (NAIA), Biola University fields 14 men's and women's teams. The Eagles are part of the Golden State Athletic Conference (GSAC), which is comprised of 11 Christian colleges in the southern California area. There are many games, tournaments and other events held throughout the semester, which graduate students are invited to attend. Intramural Sports, a department of Biola's Associated Student Government (AS), allows all students to participate in various sports throughout the year such as flag football, basketball, volleyball and softball. Please contact AS for a list of events and intramural teams.
BIOLA SPIRITUAL LIFE CONFERENCES

Each year Biola University offers special conferences to encourage personal spiritual growth and commitment to ministries of the church and school. During each semester there is one day that is set aside as a day of prayer and there are numerous activities scheduled during that day to encourage group and personal prayer.

In the fall semester each year, the Torrey (undergraduate) and Lyman Stewart (graduate) Bible Conferences are scheduled for a period of three days at approximately mid-semester. The University invites to campus gifted Bible teachers who present a special series of messages during the conferences. Classes are dismissed during the Torrey Conference, and students are encouraged to attend as many sessions as possible.

During the Spring semester of each year, the University Student Missionary Union (SMU) schedules an annual Missions Conference which runs for three days, during which classes are suspended. Special speakers are invited to campus as well as representatives from various mission agencies. The conference provides opportunities for SICS graduate and undergraduate students to discuss career opportunities with representatives of various mission agencies. For those who are already field workers, it is a time to renew acquaintances and make new ones, as well as hear top speakers who update the campus on the current pulse of missions.
There are some scholarships available for ALT graduate students. Students cannot be awarded more than their full tuition. Some scholarships may affect the amount received from other scholarships. U.S. students need to fill out a FAFSA form every year.

A. All students
   1. **SICS financial aid**: Limited financial aid is available through the School of Intercultural Studies designed to assist graduate students complete their programs in a timely manner. To be considered for financial aid administered by the school, graduate students must complete a financial aid form indicating the extent and duration of their need. Forms are made available from the SICS office at specific times during the year. Some scholarships may affect the amount received from other scholarships.
   2. **Church Matching Scholarship**: Please see information online at: http://biola.edu/sics/admission_financialaid.cfm
   3. **Restricted Scholarships**: Contact a Financial Aid advisor for these. Can be adjusted based on other awards given.
   4. **ALT Scholarship**: Up to $500 may be available from a small fund administered by the department.
   5. **SIL Tuition Reduction**: Contact Dr. Steve Barber for details about this aid available for students pursuing Bible translation.

B. United States students
   1. **Graduate Grant**: Please see information online at: http://biola.edu/sics/admission_financialaid.cfm

C. International Students
   1. **International Student Aid Grant**
   2. **International Leadership Grant**
      Please see information pertaining to both online at: http://biola.edu/grad/international/

Further details of financial aid programs may be obtained from the Biola Financial Aid Office.

Teaching and research assistantships, which are ordinarily contracted for one term at a time, involve nomination by the faculty member with whom the student will work. Students should discuss the possibility of becoming a Teaching Assistant or Research Assistant with school faculty members prior to the term in which they wish to become an assistant. Since TAs and RAs are considered employees of the university during the duration of their appointment, they must complete university employment forms. Stipends are paid bimonthly.
BEHAVIORAL STANDARDS

Making Choices
In all these standards, the intent is that students will learn to exercise individual discernment as demonstrated in thoughts, actions and lifestyle.

What is the Biola Community?
Biola University is a unique environment committed to following Christ. "Love your neighbor as yourself" therefore becomes the foundation stone of community. We believe that community is born of other-centered practices, strengthened when members:

• live with integrity,
• practice confession and forgiveness,
• attempt to live in reconciled relationships,
• accept responsibility for their actions and words, and
• submit to biblical instruction.

As we seek to follow God and His commands to love, we can identify certain attitudes that help build and preserve community: a respect for others as they make decisions contrary to ours; a readiness to listen carefully to those who represent situations or cultures unfamiliar to us; and a concern for how our preferences affect the lives of those around us. In keeping with these attitudes and the scriptural guidelines that support them, we provide here the Life Together standards of the Biola Community.

We, as members of the Biola Community, understand that the journey of life can be hard; at times, members will stumble, fall and fail to uphold these standards. As men and women of Biola, we do not ask each other to be perfect people, but rather to be people in active pursuit of integrity and growth, in dynamic relationships with the living God and with others in community. We acknowledge that our choices as individuals affect that community. We are eager to serve by coming alongside you and offering grace, support, accountability and, when necessary, loving discipline, in order to help you grow through the struggle. We affirm our commitment to serve you with your best in mind.

Biola students have chosen, freely and willingly, to abide by the following standards. We regard any violation of these standards to be a breach of integrity, since each member has voluntarily chosen to associate with the Biola community and to accept, uphold and live by the following standards.

When do They Apply?
1. The Life Together standards apply to all students:

Date: March 2004
While enrolled in classes for the Fall Semester (including Thanksgiving), Interterm, Spring Semester (including Spring Break), and Summer Term.

2. Who are representing the Biola Community in any off-campus events, such as mission trips, internships, study abroad and athletic or academic activities.

3. Who are not enrolled in classes but are living on campus.

What are the Standards?

We at Biola uphold integrity as a core value of our community. Members are expected to demonstrate a commitment to the value of integrity in word and deed and to take responsibility for their own violations of behavioral guidelines.

We at Biola recognize that Scripture condemns sins of the heart, such as covetousness, selfishness, ambition, envy, greed, lust and pride. By their very nature, these sins are more difficult to discern but because they lie at the heart of relationships, they are of central concern to the Biola community. We confess and repent of these sins as we become aware. We also do not condone practices that Scripture forbids, such as occult practices, sexual relations outside of marriage, homosexual behavior, drunkenness, theft and dishonesty. Members of the Biola Community have committed to abstain from these practices.

We at Biola recognize that the abuse of tobacco products and alcoholic beverages presents a danger to personal and communal health. Biola students have committed not to use or possess these products while enrolled at our institution.

We at Biola willingly put ourselves under the authority of the people in leadership and agree to abide by these and other standards the University deems necessary for the betterment of our community and the fulfillment of the University's mission before God. We understand that as people in authority, they are still fallibly human, prone to making mistakes. However, we trust that these servants of Biola will always seek to be loving and humble, and are working to provide the best possible environment for all members of the Biola community.
Advertising
Advertisements are divided into permitted and non-permitted categories, either commercial or non-commercial.

- Permitted commercial advertising is permitted only in the Chimes, on KBBK radio or in the Biolan (this includes banks, restaurants and coffee houses, theaters or other entertainment establishments, housing rentals and merchants).
- Permitted non-commercial advertising is permitted through campus flyers and posters (this includes all University based/sponsored events, churches, faculty/staff/student personal sales and services, University sponsored political and government groups and charitable organizations).
- Non-permitted, non-commercial advertising includes those representing non-Christian/religious groups/cults and non-faculty/staff/student sponsored political groups or organizations.

Grievance and Appeal Process
It is the desire of the University that grievances be resolved at the lowest level possible and that the grievance procedure be as expeditious as possible. In accordance with the Biblical injunction (Matthew 18:15), there should be an attempt made to resolve any grievance informally with the person or office with whom the grievant has a complaint.

There are two distinct grievance and appeal processes open to the student, and the process used will depend on the nature of the grievance. The first type of appeals relates to academic matters—grades, academic dishonesty, classroom procedures, tests, assignments and related matters. The second type relates to general grievances and appeals, including alleged sex, race, handicap or age discrimination and appeals of disciplinary actions taken by Biola.

A complete copy of the SICS Grievance and Appeal Process Statement is available in the SICS Dean’s office.

Pornography Issues
The possession or display of pornographic material in any form on University premises is unacceptable. The use of institutional or personal computers for the transmission, retrieval and/or storage of such material is a violation of University community standards and will result in disciplinary action.
Posting Materials (posters and flyers)
(See the Student Affairs Receptionist Desk, ext. 4874. For Talbot Postings, see the Talbot Receptionist, ext. 4814. For Marshburn Postings, see SICS Secretary, ext. 4844).

- All flyers or posters (maximum 50) must be submitted to the Office of Student Affairs 24 hours in advance of desired posting date(s). Student Affairs will not allow the posting of any materials that are contrary, in appearance or content, to the Doctrinal Statement and Standards of the University.
- All approved flyers or posters must be stamped "Approved" before posting. Approval for posting does not imply endorsement. Any flyers or posters posted without approval will be removed.
- Posting is allowed on bulletin boards or designated areas only. Poster putty is not to be used. Use tacks/pushpins and/or masking tape only, which may be purchased at the University Bookstore.
- One (1) copy of the poster will be retained by Student Affairs, along with the name and phone number of the person/agency posting.
- The person/agency posting materials is responsible for the removal of the material(s) after the date of the event (maximum posting of 2 weeks).

Restrictions for Posting
- No posting at the Bell Tower, Bookstore, Café outside walls, Chase gymnasium, in restrooms, on windows, glass, pillars, street signs or outside of any University buildings and/or residence halls.
- Café: Bon Appetit management must approve posting "inside" the dining hall. Student Affairs may approve posting in the lobby, but "No Posting" areas must be observed.
- Library: See the Librarian for limited posting.
- Metzger: Posting is limited to the bulletin boards located near the Registrar's Office and On-Campus Student Employment.
- Music Department: See the Secretary for limited posting.
- Residence Halls: See the specific Resident Directors for approved locations.
- Student Services: See the Receptionist for limited posting.
- Student Union Building: See Associated Students Receptionist for approved locations.
- Sutherland Hall: Bulletin boards are located in the hallways.

Date: March 2004
• Housing/Rentals: The University does not approve posters or flyers that advertise off-campus housing. Rental opportunities may be registered with the Office of Auxiliary Services.

Social Dancing
No social dancing is permitted on campus at anytime. No University related or sponsored dances are permitted off campus at any time. This includes any activity, which involves any identifiable University group, is publicized on campus and/or has the appearance of being University related.

With respect to dancing off campus in non-University related and/or sponsored functions, each member of the Biola community is expected to exercise individual judgment, in accordance with the above noted guidelines and with full recognition that some dancing is morally degrading. Furthermore, faculty and staff should make their decisions with full recognition that they are role models for students and, in the eyes of outsiders, may be taken to be spokespersons for Biola University. Members of groups representing Biola traveling or studying abroad or participating in short or long-term mission trips should not participate in social dancing.

Self Harm Policy
Biola University endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In doing so, it reserves the right to implement a disciplinary process, which may culminate in the suspension or dismissal of any student who does not meet minimal and reasonable behavioral standards. The University also expects that the actions of any student not pose an objective danger to self, not pose a direct threat to the health and/or safety of others and not significantly jeopardize the educational process of other students.

Danger To Self
Danger to self is defined as any direct act, or planned act, that places a person at reasonable risk of self-induced bodily harm or loss of life. This would include actual and/or planned acts of suicide, self-mutilation, substance overdoses, consistent purging, unhealthy dietary restriction, etc. Additionally, students posing danger to themselves through the use of weapons and/or substances may face other sanctions as imposed by the University and/or by law enforcement agencies.

Danger To Others
Danger to the health or safety of others is defined as any act, or planned act, that places another student, member of the faculty or staff or any campus visitor at reasonable risk of bodily harm, exposure to illness, loss of life or destruction of property. Further, a student may be considered to pose a direct threat to the health of others if current medical information indicates that the student's behavior and/or medical condition could reasonably expose others to illness or disease. This exposure risk must exceed that commonly found in community environments and would include a student's possession of a presently contagious illness or disease and/or failure to maintain appropriate hygiene.
Jeopardizing the Educational Process

Jeopardizing the educational process of others is defined as any disruptive act that within reason impedes another student's reasonable attainment of his or her academic goals. A violation may include a single disruptive act or ongoing acts and will usually involve complaints from students, faculty or staff. In determining violations, an assessment will be made of the nature of the disruption, the content and frequency of the complaint(s) and the number of complainants.

While Biola University expects all students to meet the behavioral standards, it recognizes that some students possess medical or psychological conditions that may affect functioning within the behavioral rules of the University. Additionally, students may not be discriminated on the basis of verified physical or psychological disability as determined with regard to applicable federal and/or state law provided that they remain otherwise qualified, which is defined as being able to meet the fundamental academic and behavioral standards of the University. The University thus reserves the right to form at its own discretion, a multidisciplinary team to determine whether medical or psychological intervention (e.g. medication, counseling) is necessary in order for the student to meet the minimal behavioral standards. When composed, at least one member of this team must be a qualified health or mental health clinician. If medical or psychological intervention is determined able to assist the student in meeting the behavioral standards, the University may choose to offer the student the opportunity to comply with an intervention plan as a partial or complete substitute for disciplinary action for past and non-egregious violations. The student may also be placed on a contract that clearly identifies the behaviors of concern, the accompanying behavioral expectations, and the length of contract. If the student does not meet the behavioral standards after assenting to an intervention plan or if the student violates the contract, the University may take disciplinary action up to, and including, suspension or dismissal.
Integrity in academics is extremely important in all educational institutions. In SICS, as a community of Christian scholars, it is even more important that our academic behavior be characterized by honesty, trustworthiness and adherence to acceptable standards.

There are two kinds of academic dishonesty: cheating and plagiarism. *Cheating* is when you (1) get or try to get credit for academic work by dishonest or deceptive means; (2) get help on a test by means of notes, aids or other students outside what the instructor has allowed; and/or (3) allow another student to cheat off of your work. *Plagiarism* is when you represent ideas or words from someone else as your own by not citing the source.

Plagiarism is an especially challenging issue for international students and non-native speakers of English because definitions of acceptable and unacceptable behavior may vary from culture to culture. Culture “A” may say that copying another’s work is “acknowledging the superior mastery and expression of an expert,” while Culture “B” may say that the same behavior is “plagiarism.” This section of the handbook describes the expectations of the U.S. academic community regarding plagiarism.

**What Is Plagiarism**

Plagiarism is when you use material from a source (book, article, website, lecture, letter, etc.) and don’t acknowledge where it came from. This is considered disrespectful to the source and is the theft of the author’s intellectual property. It is also considered lying to the people who read what you have written and who are led to believe that the thoughts are yours. Acknowledging the origin of unique ideas, words and images gives credit to the creator and allows your reader to locate the source. If English is not your native language, it may be very tempting to copy another’s words. It may also be difficult to learn to paraphrase and express other’s ideas in your own words. Regardless of the difficulty, however, it is extremely important that you learn how to paraphrase well.

**Different Types of Plagiarism**

1. Handing in someone else’s work as your own. This includes getting papers off the internet and using another student’s paper or part of a paper.

   **Recommendation:** Always do your own work. If you got even an idea from someone else, acknowledge that person. E.g., the idea of a garden as a metaphor for teaching came from Su-Chu Kim.
ACADEMIC INTEGRITY

2. Taking information from a source, even if you paraphrase it in your own words, without acknowledging it in a citation.

Recommendation: Keep track of where you get your information. Take careful notes on your sources, including page numbers. If you start by writing exact quotations in your notes, you can paraphrase later, and you will be less likely to mistake someone else’s work for your own. Learn to use your department’s style manual for citations.

3. Using a direct quotation, but not noting it as such with quotation marks (even if you acknowledge the source with a note).

Recommendation: Learn to paraphrase well. It is not enough to change one or two words in a sentence. If there is a unique phrase that you cannot express in another way, use it with quotation marks.

4. Quoting primary material from a secondary source. If for example, you read an idea in Jones which is taken from Hill, don’t cite the idea as if it is from Jones.

Recommendation: One idea is to read the original idea in Hill. It is also possible to acknowledge this as (Hill 1807, cited in Jones 2003), following the details of your departmental style manual.

• Note that when you are dealing with political or historical facts, well-known ideas or common theories you don’t have to cite a source.

• Writing a paper which consists of a string of quotations one after another is not considered acceptable, even though you’ve acknowledged sources and properly quoted material.

Examples of Academic Dishonesty and Plagiarism Deemed Unacceptable Within the Academic Community

• While taking exams, tests, quizzes, work done should be the sole effort of the individual student and should not contain any answers or responses that have been knowingly obtained from someone else.

• Seeking to gain an advantage in an exam by obtaining advanced access to particular questions or advance copies of a professor’s exam.

• Making a public presentation (e.g., speech, lecture, sermon) where elements of the presentation are misrepresented as original thought or work.

• Having someone else write a paper for you and turning it in as your own work, or writing a paper for someone else.

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• Submitting as your own work papers, articles, book chapters, reports formerly written by other students, graduate students working with a faculty member or purchased from commercial services.
• Using published materials word for word, without citation or quotation marks, as all or part of work submitted as your own. (This category also includes media examples covered in a separate paragraph.)
• Close, deliberate paraphrase of another’s work, published or unpublished, without acknowledgement.
• Turning in a paper previously written for another course (unless approved by the instructor), or one paper for two current courses, without permission of the instructors.
• Deliberately using false citations to give the appearance of acknowledgement and research.
• Referencing Internet web sites without citation or paraphrase.

The Student’s Responsibility

It is your responsibility to be familiar with what plagiarism is and to do whatever it takes to avoid it. If you have any questions about the possibility of plagiarism in a paper you are writing, see the instructor before you turn in the assignment.

Consequences of Academic Dishonesty

If a faculty member establishes that a student has been dishonest, he or she will first discuss the issue with the student. The consequence may be (1) a grade of “F” for the exam or assignment or (2) a grade of “F” for the entire course. The situation may be discussed with other faculty members to determine if the student has had a pattern of dishonesty in other courses. If necessary, the student will be referred to the Dean. Student appeals will be handled in accordance with the Grievance and Appeal Process which is available in the SICS Dean’s office.

(Thanks to Kevin Lawson and the Talbot School of Theology for some of the ideas in this section.)
MISCONDUCT ISSUES

A violation of any published policy, rule or regulation may result in disciplinary action. This is a common, not a comprehensive, listing:

1. Dishonesty in any form, including, but not limited to, plagiarism, cheating on assignments or examinations, knowingly furnishing false information on University records, forgery, alteration or misuse of documents, records, or identification cards.

2. Failure to comply with written or verbal directives of University officials or law enforcement officers acting in performance of their duties and/or failure to provide identification to these persons when requested to do so.

3. Inappropriate Behavior:
   a. Drunkenness, disorderly, lewd or indecent behavior
   b. Disruption or obstruction of teaching, research, administration, disciplinary proceedings and other University activities, including its public-service functions on or off campus or other authorized non-University activities when the activity occurs on University premises.
   c. Actions, language, or technological communication that constitute unlawful harassment, threats, intimidation, stalking or hate violence directed toward a member of the Biola faculty, staff, student body or toward a visitor to the campus.

4. Violation of federal, state or local laws on or off University premises or at University-sponsored or supervised activities.

5. Sexual harassment, sexual assault and discrimination. (See Federal/State Laws and Regulations)

6. Sexual activities, e.g. pre-marital, extra-marital, homosexual and other sexual acts outside the context of marriage, which are, or give, the appearance of being contradictory with Christian moral behavior (whether on or off-campus).

7. Pregnancies which occur outside of a marriage, while at Biola, are in violation of University standards. The University is committed to standing with both the father and mother of the unborn child as they consider their actions and experience the forgiveness that comes when Luke 17:3-4 and 1 John 1:9 are practiced by the believer.

8. Promotion, distribution, sale, possession or use of alcohol or narcotics or other controlled substances on or off campus regardless of the student's age. This will include the use or collection of non-alcoholic beers on campus and collections of containers used for the delivery or storage of alcohol beverages. (See Federal/State Laws and Regulations)
9. Smoking on or off campus, possession or use of any tobacco products (e.g. cigarettes, snuff, cigars, pipe tobacco, chewing tobacco). Burning incense and candles are not permitted.

10. Hazing, defined as an act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a group or organization. (See Federal/State Laws and Regulations)

11. Weapons possession and/or use of any types of weapons, including but not limited to, firearms, air and spear guns, knives, martial arts weapons, bows and arrows, swords, paint pellet guns, batons, clubs, tasers, stun guns and explosives of any type. It is a felony to possess firearms on campus. All individuals in possession of self-defense items must comply with applicable California State law regarding training and permit to use.

12. Theft, attempted or actual, and/or damage to property of the University or property of a member of the University community or other personal or public property.

13. Unauthorized access, theft or other abuse of computers, including but not limited to:
   a. Unauthorized entry into a file to use, read or change the contents or for any other purpose
   b. Unauthorized transfer of a file
   c. Unauthorized use of another individual's identification and password
   d. Interference with the work of another student, faculty member or University official

14. Unauthorized entry to, or use of, University premises.

15. Unauthorized possession, duplication or use of keys to any University premises.

16. Soliciting or advertising without prior approval from the Student Affairs Office and/or appropriate University departments.

17. The cost of repairs for damaged University facilities will be the responsibility of the student or group using them.

18. Fire equipment, tampered with or removed, is a misdemeanor and subject to fines or time in jail. These include automatic door closures, fire extinguishers, smoke detectors and fire alarms. Breaking the fire code and offenses such as pulling of fire alarms and propping open fire doors (except in case of an emergency) are subject to fines or other sanctions.

19. Use of skateboard/roller blades/skates and other similar devices are prohibited on campus.

20. Posting, exhibiting or distribution of material or representations deemed to be obscene or contrary to the moral standards and/or mission of the University. (See posting policy)
21. Misuse of the disciplinary procedures, including but not limited to:
   a. Failure to respond to the request of a disciplinary committee or University official.
   b. Falsification, distortion or misrepresentation of information before a disciplinary body.
   c. Disruption or interference with the orderly conduct of a disciplinary proceeding.
   d. Institution of a disciplinary proceeding knowingly without cause.
   e. Attempting to discourage an individual's proper participation in, or use of, the judicial system.
   f. Attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the course of, the disciplinary proceeding.
   g. Harassment (verbal or physical) and/or intimidation of a member of a judicial body prior to, during, and/or after a judicial proceeding.
   h. Failure to comply with the sanction(s) imposed by a disciplinary body.
SEXUAL ASSAULT POLICY

Biola University Sexual Assault Policy

Sexual assault is a criminal act that violates the standards of our community and is unacceptable at the University. Sexual assault can be devastating to the person who experiences it directly and can be traumatic to the person’s family, friends, and larger community as well. This policy pertains to incidents of sexual assault between students as well as sexual assaults against students by non-student perpetrators. To report a violation of this policy, follow the procedures outlined below. For reference, sexual harassment is defined as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or unwanted verbal suggestions or comments of a sexual nature, or objectionable physical contact. In some cases, sexual assault may also constitute sexual harassment. For information regarding reporting issues of sexual harassment, as opposed to sexual assault, see the University’s Sexual Harassment policy.

Definition:

Sexual Assault (Category I) is defined as engaging in sexual intercourse with any person without that person’s consent. Sexual intercourse is the penetration, however slight, of the vagina, or anus with any object or body part and of the mouth with a sexual body part or sexual object.

Sexual Assault (Category II) is defined as the act of making sexual contact with the intimate body part of another person without that person’s consent. Intimate body parts include the sexual organs, the anus, the groin or buttocks of any person, or the breasts of a female. Sexual contact can occur over clothing.

Consent is defined as an unambiguous and willful participation or cooperation in an act or as an attitude that is commonly understood to be consistent with the exercise of free will. Consent requires participants who are fully conscious, are equally free to act, have clearly communicated their willingness, cooperation, or permission to participate in a specific sexual activity, are positive and clear in their desires, and are able to cease ongoing consensual activity at any time. Refusal to consent does not have to be verbal; it can be expressed with gestures, body language or attitude. A prior sexual history between the complainant and respondent does not constitute consent. Consent is not freely given if one of the following applies:

a. The individual is unable to make an informed decision as a result of alcohol or other drugs (including but not limited to predatory drugs or prescribed medications); or
b. The individual is unconscious, asleep, or suffering from shock; or

c. The individual is under the age of eighteen and therefore legally unable to give consent; or
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d. The individual has a known mental disorder or developmental or physical disability, and therefore legally unable to give consent.

It is important to note that in the University process, use of alcohol does not diminish personal responsibility or act as a mitigating factor in disciplinary sanctions should a violation be found to have occurred.

College and Community Resources:
The needs of someone who has been sexually assaulted vary from person to person and may vary over time. The University offers services and external resources, many of which may be accessed 24 hours a day, so that a person may choose what she or he would find most helpful and healing.

The University urges anyone who has been sexually assaulted to seek professional support as soon as possible to minimize and treat physical harm, assist with processing the unique and complex emotional aftermath, and help preserve and understand options for legal recourse including criminal prosecution and/or civil litigation. Even if the victim does not wish to report the event to the police or pursue civil litigation or formal University action, seeking medical attention as soon as possible is important. At any point that an individual is ready to come forward, Biola is prepared to help her or him.

The University offers educational resources to the campus community through the Division of Student Development, the Department of Campus Safety and the Physical Education Department (Rape and Aggression Defense system.)

Biola Sexual Assault Crisis Response Team:
The University’s Sexual Assault Crisis Response Team is available for referral and support services. Members of the team are trained to assist victims by providing information and discussing available resources and options (medical, legal, emotional, and academic), by making referrals and providing access to appropriate University and community services as needed, and providing on-going follow-up to the victim.

The contact members are:

Matthew Hooper, Associate Dean of Students x5839
Krista Roberts, Assistant Director of Residence Life x5872

Students who believe they have experienced a violation of the Sexual Assault Policy are encouraged to contact the Sexual Assault Crisis Response Team for assistance.

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Other Available Resources:
Biola Counseling Center: 562.903.4800
Information and resource referral, Professional Building

Biola Health Center: 562.903.4841
Medical and information resource, next to Library

Coordinator of Student Care
Information about the sexual assault policy, Student Services building

Biola Campus Safety Department: 5111
Emergency Response

Biola external emergency line: 562.777.4000

National Sexual Assault Hotline: 1.800.656.HOPE

Sexual Assault Crisis Hotline 24 hour: 714-957-2737

Local hospitals that have a SART (Sexual Assault Response Team):

  Whittier Presbyterian Intercommunity Hospital
  12401 Washington Blvd.
  Whittier, CA 90602
  562-698-0811

  Long Beach Community Hospital
  1720 Termino Ave.
  Long Beach, CA 90804
  562-4981000

Reporting:
Individuals are strongly encouraged to report alleged incidents of sexual assault immediately to the department of Campus Safety and/or other local law enforcement. Campus Safety personnel will assist and advise regarding the importance of preserving evidence for the proof of a criminal offense and to whom the alleged offense should be reported. However, it is the individual’s decision whether or not to file a police report. Individuals will have access to support and referral services on-campus regardless of

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whether or not she/he decides to report the incident to local law enforcement. All reports of alleged violations of this policy received outside of the procedures described in the paragraph below will be investigated and appropriate disciplinary action will be taken regardless of whether a police report has been filed.

The University will evaluate allegations of sexual assault and, when appropriate, will take disciplinary action in accordance with the sexual assault hearing process set forth in this policy. Reports can be made directly to the Student Development office. If the alleged perpetrator is a University employee, reports should be made directly to the Director of Human Resources and further investigation with Student Development according to applicable faculty and/or staff personnel policies.

The Process:
The process described below applies to alleged sexual assault perpetrated against a student (“complainant”) by another student (“respondent”) (for all other alleged violations of the Biola Community Standards or other University policy, refer to the general policies and procedures section of the Student Handbook). Upon receipt of a report or complaint, whether oral or written, of an alleged violation, the Dean of Students (which, for all purposes described in this section, includes his or her designee) as well as the Chief of Campus Safety will begin a preliminary investigation of the incident. The Dean of Students in conjunction with the Chief of Campus Safety will meet with the complainant and the respondent separately to explain the process and obtain from each a written statement and list of witnesses, if any, who have information pertinent to the incident.

A preliminary investigation by the Chief of Campus Safety will be conducted. The information associated with the investigation will be forwarded to the Dean of Students who will determine whether “interim sanctions” should be invoked. This process seeks to assess the need to remove any person from campus deemed an immediate threat or danger to any member of the campus community or to take other temporary actions to protect the safety of the complainant.

Upon receipt of the investigation, and allegations, a determination will be made by the Dean of Students as to whether or not there is a sufficient basis to conduct a sexual assault hearing. Insufficient basis to conduct a hearing does not necessarily dispute the accuracy of the charges, but instead reflects the strength of the evidence available and does not imply that there is not a victim or there was no sexual assault.

If the Dean determines that a sufficient basis exists to conduct a hearing, he or she will gather all relevant information and prepare the matter to be heard by the Sexual Assault Hearing Committee (SAHC). The complainant and respondent will generally be given at least twenty-four (24) hour advance notice of the scheduled meeting time for the SAHC Hearing.
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Students are expected to participate in the hearing process when they are called as a complainant, respondent, or witness to a hearing. Should a student fail to appear for a hearing or fail to provide a written statement when proper notification has been given, the hearing will proceed without benefit of that student’s input.

All individuals participating in the sexual assault hearing process are expected to tell the full and complete truth. In order to ensure this outcome, individuals participating in said hearings should expect the committee to exercise discernment and discretion regarding how to appropriately respond to other violations of the Biola Community Standards or University policy that may arise in the hearing process. Victims of sexual assault should not let fear of “getting in trouble” because of alcohol use keep them from reporting a sexual assault.

Rights of the Individual Alleging the Violation (Complainant)

The Complainant has:
* The right to make a complaint that will initiate the hearing process.
* The right to a timely hearing after filing a complaint (cases reported just prior to the end of a semester may be delayed by the semester break period).
* The right to an advisor (defined later in this policy) of her or his choice, in consultation with the Dean (or the Dean’s designee) who will assist the individual through the student discipline process.
* The right to confront opposing evidence.
* The right to provide witnesses and evidence pertaining to the case.
* The right to be informed as soon as possible of the outcome of the hearing.
* The right to confidentiality of the student hearing process to the extent possible.
* The right to request academic schedule adjustments or other academic assistance for missed classes or exams, or help with rearranging coursework.
* The right to request a change of on-campus housing if both you and the accused live on campus, or you may request that the accused be moved pending a sexual assault hearing.
* The right to request an ‘on-campus, no contact order’ for the respondent as an interim measure.
* The right to on-campus emergency counseling sessions with a member of the Biola Counseling Center staff.
* The right to seek off-campus medical and counseling services.
* The right to seek assistance from the Sexual Assault Crisis Response Team, a member of the Biola Counseling Center staff in a client relationship, or the Associate Dean of Spiritual Development in a confessor relationship.
* The right to file a police report and/or take legal civil action separate from and/or in addition to student discipline action.
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Rights of the Individual Accused of Sexual Assault (Respondent)

The Respondent has:

* The right to receive written notice of the charges.
* The right to a timely hearing after being notified of the complaint (cases reported just prior to the end of a semester may be delayed by the semester break period).
* The right to an advisor of her or his choice, in consultation with the Dean (or the Dean’s designee) who will assist the individual through the student hearing process.
* The right to pursue his or her educational experience while the hearing process is still pending free from harassment by the complainant or individuals connected to the complainant. Anyone who feels the complainant has inappropriately contacted them or individuals connected to the complainant should immediately contact Campus Safety.
* The right to not be required to give incriminating evidence (the University may make negative inferences from the accused student’s decision to not give testimony).
* The right to confront opposing evidence.
* The right to provide witnesses and evidence pertaining to the case.
* The right to be informed as soon as possible of the outcome of the hearing.
* The right to confidentiality of the hearing process to the extent possible.
* The right to on-campus emergency counseling sessions with a member of the Biola Counseling Center staff.
* The right to seek confidential assistance from a member of the Biola Counseling Center staff in a client relationship, or the Associate Dean of Spiritual Development in a confessor relationship.
* The right to seek outside counseling support.

Advisors:
Both the complainant and the respondent involved in the hearing process have the option of choosing — in consultation with the Dean of Students — a faculty or staff member as an advisor to accompany them through the process. The advisor may not be a student, parent, relative, an attorney, or representative of an attorney. Members of the SAHC or individuals who will be serving as a witness in the case may not serve as an advisor. The advisor is not an advocate for the student in the proceedings and may not address the SAHC or speak on behalf of the student. The advisor may speak with the student privately and in a manner that is not disruptive to the hearing process. The respective student’s advisor may be present at any time at which the student they are advising is meeting with the SAHC or other member of the University staff regarding the hearing process and at which the student wishes for them to be present.

The advisor is obligated to maintain the confidentiality of the nature of the allegation(s), the content of the hearing process, and the privacy of the complainant, respondent, and any witnesses known to the advisor.
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Sexual Assault Hearing Committee:
The sexual assault hearing committee is comprised of the *Dean of Student Development (Chair), Associate Dean of Residence Life or the Director of Residence Life, the Director of the Learning Center, the Chief of Campus Safety and one faculty member. At least four members must be present to convene the committee. The Dean of Students (or designee) serves as the discipline process facilitator for all sexual assault cases and may be present during the hearing. The facilitator’s role is to assist the Chair and to ensure compliance with the process and procedures outlined below.

It is expected that SAHC members will exhibit the highest ethical standards and disqualify themselves if they believe they cannot be impartial or fulfill their obligation to maintain the confidentiality of the process and the dignity and privacy of the respondent, the complainant, and any witnesses before, during, and/or after the hearing. Both the respondent and complainant may raise issues of concern about the impartiality of a member of the SAHC convened for a particular case. The Dean of Students has the sole discretion to decide whether a SAHC member can be impartial and will remove anyone whom he/she determines is unable to be impartial and/or respectful of the confidentiality of the process and privacy of the individuals involved.

*The Dean of Student Development and Dean of Students are two separate positions.

Outline of Hearing:
1. SAHC proceedings are closed to all parties except the individual student(s), the SAHC members, the Dean of Students or designee, witnesses, and the respective student’s advisor. The complainant and respondent will be absent from the room while the other party and any witnesses appear before the SAHC.
2. The Chair will convene the SAHC.
3. The Chair will introduce the SAHC members to the complainant and explain the process.
4. The complainant will be asked to make a statement and respond to questions from the SAHC members. The complainant will be excused until recalled for further questions and/or a final statement.
5. The Chair will invite the respondent into the hearing and will introduce the SAHC members to the respondent and explain the process.
6. The respondent will be asked to make a statement and answer questions from the SAHC members. The respondent will be excused until recalled for further questions and/or a final statement.
7. Any witnesses will individually be asked to make a statement and respond to questions from the SAHC.
8. All participants must be available for recall by the SAHC for additional questioning until the chair excuses them.
SEXUAL ASSAULT POLICY

9. The Chair will give members of the committee the opportunity to ask the respondent any follow-up questions, and will give the respondent an opportunity to make a final statement to the SAHC. The respondent is then excused from the proceedings.

10. The Chair will give members of the committee the opportunity to ask the complainant any follow-up questions, and will give the complainant an opportunity to make a final statement to the SAHC. The complainant is then excused from the proceedings.

11. The SAHC will deliberate in private and weighing all of the evidence, the SAHC must determine whether it is more likely than not that a sexual assault occurred. This level of proof is commonly referred to as a “preponderance of the evidence.” This level is a lesser level than that in the criminal justice system, which requires that a case be established “beyond a reasonable doubt.” The SAHC will determine one of the following appropriate findings by majority vote:

   a. It is more likely than not that the alleged violation occurred and the respondent is responsible and impose sanctions, as appropriate; or
   b. It is more likely than not that the alleged violation did not occur and the respondent is not responsible; or
   c. There is not sufficient information available to make a determination.

   Note: In the event of a finding of (b) or (c) is reached by the team, the finding is not necessarily based on the accuracy of the charges, but rather on the strength of the evidence available. The Chair of the SAHC and the Dean of Students will communicate the finding of the SAHC to the respondent and the complainant in writing and/or in person generally within seven (7) business days. Unavoidable delay in providing notice of outcome is not grounds for an appeal.

Sanctions:
Students found responsible for having committed a sexual assault (both category I and II) will be suspended for a minimum of one (1) semester and may be subject to other sanctions up to and including expulsion from the University.

Confidentiality:
The University will make every reasonable effort to preserve an individual’s privacy and protect the confidentiality of information related to sexual assault. The degree to which confidentiality can be protected, however, depends upon the professional role of the person being consulted. The professional being consulted should make these limits clear before any disclosure of facts. An individual can speak confidentially with certain persons in legally protected roles. They include counselors at the Biola Counseling Center, medical clinicians, clergy and sexual assault counselors. Exceptions to maintaining confidentiality are set by law; for example, physicians and nurses who treat a physical injury sustained during sexual assault are required to report to law enforcement. Also, physicians, nurses, psychologists, psychiatrists and social workers must report a sexual assault committed against a person under 18 years of age to a child protective agency. Information shared with other individuals is not legally protected from being disclosed. For example, the Dean or the Associate Dean of Students or a Resident Director or Assistant may need to inform other
individuals to protect their safety or rights, in fairness to the persons involved, or in response to legal requirements.

The University may issue a safety awareness alert, which is a brief description including time and location, to notify the community about the occurrence of a serious crime or pattern of crimes that might put the public at risk. As required by law, all disclosures to any University employee of an on-campus sexual assault must be reported for statistical purposes only (without personal identifiers) to the Campus Safety Department which has the responsibility for annually tabulating and publishing sexual assault and other crime statistics.

The confidentiality of disciplinary proceedings deserves special mention. Honoring the confidentiality of sexual assault proceedings and their outcomes is the responsibility of the accused, the victim, the institution, and all others participating in or privy to those proceedings. Unless disclosure is authorized by law, failure to respect the confidentiality of the proceedings and their outcome may result in disciplinary consequences within the University.

Because sexual assault is a serious crime that may threaten the community as a whole, the University may be obliged to pursue an alleged sexual assault through internal disciplinary procedures without the cooperation of the victim. In such instances, the University will inform the victim of its obligation to address a community safety issue.

Appeal Process:
This process applies to an appeal of a decision made by the SAHC. The complainant and/or respondent may submit an appeal of a SAHC decision.

Appeals must be in writing and submitted to the Vice President of Student Development’s office (or his or her designee) within five (5) business days of when the decision is communicated to the parties. An appeal must be in writing and consist of a statement outlining and supporting the specific grounds on which the student is appealing.

An appeal must be based on one or more of the following grounds:

1. A process or procedural error was made that was significantly prejudicial to the outcome of the hearing as it affects the student appealing.
2. New information that was not available or known to the student appealing at the time of the hearing has arisen which, when considered, may materially alter the outcome. Note: Information that the appealing student chose not to present at the time of the hearing is not considered new information.

If an appeal is received from either the complainant or the respondent, the Vice President of Student Development will notify, in writing, the non-appealing student within five (5) business days of receipt of the appeal that an appeal has been filed and the ground(s) upon which the appeal has been made. Within five (5) business days of such notification, the non-
appealing student may submit a written statement to the Vice President of Student Development that he/she wishes to be considered. During the consideration of an appeal, the Vice President of Student Development will determine if sanctions imposed by the SAHC will be temporarily suspended or modified.

The Vice President will consider the merits of an appeal on the basis of the information provided in the student’s written statement, all the material or testimony previously presented, or a written summary of the previous proceedings. The Vice President will review appeals to determine whether the original decision is supported by substantial evidence. The Vice President will communicate his or her decision on the student’s appeal in writing no later than seven (7) days following receipt of the appeal. The Vice President of Student Development’s decision on the appeal is final and no other office will accept or review appeals.

We want to acknowledge The University of Chicago and Westmont College for allowing their institutions sexual assault policy to be primary sources of reference in creating our revised policy.
It is the desire of the University that grievances be resolved at the lowest level possible and that the grievance procedure be as expeditious as possible. In accordance with the biblical injunction (Matthew 18:15), there should be an attempt made to resolve any grievance informally with the person or office with whom the grievant has a complaint.

There are two distinct grievance and appeal processes open to the student, and the process used will depend on the nature of the grievance:

1. **Appeals Related to Academic Matters (Grades, Classroom Procedures, Tests, Assignments and related matters)**

   These appeals by students are handled first through a personal conference with the professor involved. If the matter is not resolved at this stage, the student may request a meeting with the appropriate department chair, unless that person is also the professor against whom the complaint is being raised, and then the student should consult with the Dean. If this is also unsuccessful in resolving the matter, the student may appeal in writing to the Dean who will review the matter with the relevant parties and issue a decision which will be the final decision of the University in the matter.

   In order to facilitate the resolution of academic grievances, students should be aware of the following options also available to them:

   **Academic Departments:**
   In an effort to resolve grievances quickly and as close to the area of concern as possible, some academic departments may establish policies for those academic concerns relating directly to the major. This course of action may be elected by a student within the major, however, the grievance and appeal process as outlined above is open to all students at all times.

   **Scholarship Appeals:**
   Appeals on financial aid awards and policy decisions regarding student aid are to be made to the University Scholarship Committee. Contact Student Financial Services, Metzger Hall.

2. **General Grievance and Appeal Process (for matters not addressed by the processes above).**

   **Grievance procedures have two related functions:**

   a. To determine whether or not an injury alleged by the student (grievant) was the result of an erroneous decision of the University regarding the implementation of university policies and procedures or their administration; and

   b. if error is established, to determine an equitable redress for the student.

   **NOTE:** The interpretation or judgment of university administrators regarding the meaning of the written regulations of the University, or of the Implementation of the Mission Statement and Behavioral Standards, or the regulations themselves are not within the scope of the appeal process. Students are not immune from legal or judicial processes arising as a result of their actions and any disciplinary actions and/or proceedings taken by Biola do not replace federal, state of local law.

**Informal Appeal Procedures**

**Date: August 2009**
The student and the appropriate university administrator or professor should first attempt to resolve the problem before an appeal to a formal mechanism is made. In cases where this informal appeal is unsuccessful in resolving the problem to the student's satisfaction, the student should share the grievance with the Dean of the School of Intercultural Studies. The Dean will make a personal effort to resolve the grievance, unless, of course, the problem is between the Dean and the student.

Formal Appeal Procedures
When informal procedures have failed to resolve a conflict, the student (grievant) may request a Dean’s hearing. There are two formal appeal and hearing procedures: a Dean's hearing and a committee hearing. If the appeal is from a decision previously made by the Dean, the grievant may request a committee hearing. If the appeal is not from a decision previously made by the Dean, the grievant may request either a Dean's hearing or a committee hearing.

Dean's Hearing:
The steps to be taken by the grievant to initiate such a hearing are as follows:

a) A written request for a hearing must be submitted to the Dean. If the grievance involves a disciplinary action taken by the University, this request must be submitted within ten (10) days from the time the student was informed that disciplinary action would be imposed. The Dean may choose which of the disciplinary sanctions are to be implemented while the appeal is in process.

b) The grievant must also submit to the Dean a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.

c) The grievant will be notified in writing of the date, time, and place of the Dean's hearing.

d) The Dean's hearing will be conducted in an informal manner to the greatest extent possible. The Dean will personally interview the grievant, any other witnesses, and will consider all other relevant evidence presented.

e) The Dean will evaluate the testimony and evidence and prepare a written decision in the matter, which will be communicated, to the grievant within 10 days of the hearing. The decision of the Dean will be final and no further appeal is open to the student at Biola University.

Committee Hearing:
The steps to be taken by the grievant to initiate such a hearing are as follows:

a) A written request for a committee hearing must be submitted by the grievant to the Dean. If the grievance involves a disciplinary action taken by the University, this request must be submitted within ten (10) days from the time the student was informed that disciplinary action would be imposed. The Dean may choose which of the disciplinary sanctions are to be implemented while the appeal is in process.
b) The committee will be composed of five (5) members, three (3) from University faculty or staff, and two (2) students selected as follows:

The grievant will select one University faculty or staff member, the Dean selects another, and the grievant and the Dean together select a third member. All members are to be selected from a list of faculty and staff members approved by the Provost.

The first two members are to be chosen not as advocates, but rather for their familiarity with the kinds of issues involved in the case. All three members are to be impartial and familiar with the policies and procedures of the University.

c) The three-committee members so chosen shall select one of them to serve as the chair of the committee.

d) The chair of the committee shall select two students from a list of SICS students.

e) The grievant must submit to the chair of the committee a written statement including all of the issues and evidence to be considered, and a list of any witnesses. Issues omitted from this statement may not be considered in the hearing.

f) The grievant will be notified in writing of the date, time, and place of the committee's hearing.

g) The committee hearing will be conducted in an informal manner to the greatest extent possible. The committee will personally interview the grievant, the Dean (or other designated faculty member), any other witnesses, and will consider all other relevant evidence presented. The University may tape the hearing in its entirety. The committee will evaluate the testimony and evidence and prepare a written recommendation to the Provost or his/her designee for final decision. The Provost or his/her designee will consider the recommendation and make a decision, which will be final, and no further appeal is open to the student at Biola University.
The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, disability or cultural differences, as well as attempts at humor which aim to elicit laughter at the expense of an individual or any group of individuals. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

Biola University operates in compliance with all applicable federal and state non-discrimination laws and regulations in conducting its programs and activities and in its employment decisions. As a religious institution, the University is exempt from certain regulations relating to laws and discrimination on the basis of religion. Such laws and regulations include:

1. Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color and national origin in the programs and activities of the University. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the University's tax-exempt status.

2. Title VII of the Civil Rights Act of 1964 which prohibits employment discrimination based on sex, race, color or national origin.

3. Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability in all programs and activities that receive federal financial assistance. It applies to the recruitment and admission of students, the recruitment and employment of faculty and staff and the operation of its programs and activities. Section 504 also provides for the receipt of reasonable accommodations by persons with disabilities who self identify and demonstrate need for such accommodations.

4. The Americans with Disabilities Act of 1990 (No other law here has the reference ID listed), which affords persons with disabilities equal opportunity and full participation in life activities and prohibits discrimination on the basis of disability in employment, public service, public accommodations, telecommunications and transportation.

5. The Age Discrimination Act of 1975 which prohibits age-based discrimination against persons of all ages in programs and activities of the University.

6. The Age Discrimination in Employment Act of 1967 which prohibits discrimination against persons aged 40 and over regarding employment decisions.

7. Title IX of the Education Amendments of 1972 which prohibits all forms of discrimination on the basis of gender (including sexual harassment) in programs and activities of the University, except where the University has been granted exemptions based on its religious tenets.

Date: March 2004
DISCLOSURES AND COMPLIANCE WITH OTHER LAWS AND REGULATIONS

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA)

This act and provisions of the California Education Code set out requirements designed to govern the access to, and release of, educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the FERPA Office (U.S. Dept. of Education) concerning alleged failures by Biola to comply with provisions of FERPA.

Biola University has adopted policies and procedures concerning implementation of FERPA on campus. Copies of the policy are available in the Registrar's Office.

Release of Student Directory Information Family Educational Rights and Privacy Act (FERPA)

1. "Privacy" students need to approve any releases of information about themselves, with the exception of certifying a student's loan or deferment of a loan that the student themselves initiated since that release is "in the best interest of the students and a benefit to the student". Even these forms would normally only be processed if the loan form was received in the mail from the loan agency for enrollment verification or if the form was brought in by the student for processing.

2. In the case of students who have "not" indicated "privacy" for their files, there is still "private information" that cannot be released about the student. This is especially true with regard to grades, academic standing, etc. The only thing that can be released concerning "non-privacy" students is "directory release information": Name; Address; Telephone Number (though this is to be avoided when possible); Date and Place of Birth; Major Field of Study; Degrees awarded and dates received.

3. Outside of these data elements, nothing else about "non-privacy" students can be released.

For an expanded explanation of FERPA, see the Schedule of Classes booklet for each semester.

The Crime Awareness and Campus Security Act Of 1990

Public Law 101-883, the "Student Right-To-Know" and "Campus Crime Act" requires colleges and universities receiving federal funds to make available yearly campus security policies, crime prevention programs and specific campus crime statistics to current students and employees, as well as to any applicant for enrollment or employment, upon request. This includes making the community aware of crimes committed on campus within a reasonable amount of time. When crimes do occur, when appropriate, the campus community will be notified by one or more of the following methods: Campus Safety Alert Notices posted at all common building entry points, the Chimes, Inside Story and e-mail. In addition, all these policies and statistics are available at the Campus Safety Office.

Date: March 2004
DISCLOSURES AND COMPLIANCE WITH...  

SEC

SECTION 2.14

Student Right-To-Know Act Of 1990

This Act requires colleges and universities receiving student federal financial aid to disclose graduate or completion rates for the student body in general and athletes in particular, allowing students and parents to make informed choices in selecting an institution of higher education. The University will provide such information to students and prospective students upon request.

1976 Amendments to Higher Education Act of 1965

The Amendments require colleges to disseminate information on financial aid, tuition and academic programs as well as exit counseling to student borrowers. This information is disseminated through its catalog and other publications and mailings and is also made available to students upon request.

Drug-Free Schools and Communities Act of 1989

(Public Law 101-336) and Drug-Free Workplace Act of 1988 Biola University is operating in conformity with this law. The following summarizes Biola's policy and program:

1. It is the policy of Biola that the University be free of alcohol and illicit drugs. The unlawful use, possession or distribution of alcoholic beverages or illicit drugs by students and employees of Biola is prohibited and violates this policy as well as the University's standard of conduct.

2. The California Penal Code states that "Every person who possesses any controlled substance shall be punished by imprisonment in the state prison" (CPC 11350). And, "Every person who possesses for sale, or purchases for sale, any controlled substance shall be punished by imprisonment in the state prison for two, three or four years" (CPC 11351). In addition, the purchase, possession or use of alcoholic beverages is illegal for those under the age of 21 in the State of California and constitutes a misdemeanor under B & P Code 25658, 25658.5 and 25662.

3. Known health risks of alcohol and/or illicit drug use include the following: Damage to respiratory and immune systems, malnutrition, seizures, loss of brain function, liver and kidney damage and a variety of other possible consequences.

4. The Biola Counseling Center provides individual treatment and counseling programs for drug and alcohol abuse to members of the Biola community, at cost. Referrals of students are also made to external organizations providing substance abuse programs.

5. Students violating this policy are subject to disciplinary actions up to, and including, suspension or dismissal from the University in accordance with University policies and procedures.

Date: March 2004
Hazing

All students and members of campus organizations are required to observe and fully comply with California's Education Code requirements on hazing and the University's regulations prohibiting hazing. State law mandates that no student or other person shall conspire to engage in hazing, participate in hazing, or commit any act that causes, or is likely to cause, bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution (Education Code, section 32051). Hazing includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to a student organization which causes, or is likely to cause, bodily danger, physical harm or personal degradation or disgrace resulting in physical or mental harm to any student or other person attending the University. (Education Code, section 23050) Serious violations of the basic provisions of this student code will place in jeopardy any scholarships and other assistance given to the student. Also, whether or not the student should continue to be enrolled at the University may be considered.

Research with Human Subjects

1. Any educational research/ survey investigator requesting the participation of students, either on and/or off-campus, must request permission from the Office of the Dean of Student Affairs, ext. 4871.

2. All research surveys must be approved by the Protection of Human Rights in Research Committee (PHRRC) prior to requesting permission from the Student Affairs office. (Written protocol for the PHRRC is available from the Rosemead School of Psychology, Receptionist Desk).
CAMPUS SAFETY

Biola’s Campus Safety Office is concerned for the safety of individual students as well as the community as a whole. Campus Safety’s primary responsibility is to protect the people and property of Biola University. This includes the responsibility for all persons at the University (e.g., students, faculty, staff and visitors) and for all property owned or operated by the University. Officers trained in law enforcement, CPR and first aid are on duty 24-hours a day and are willing to assist students in any way.

The Campus Safety Department offers special services, such as a campus escort service, a rape prevention program that includes several films and a seminar, a lost and found service, bicycle registration service and Operation Identification ( engraving of personal property for positive identification in case of theft) throughout the year. Vehicle registration, traffic control, building security and assistance in medical emergencies are additional services handled by this department.

Recognizing that a Christian University is not exempt from crime and danger, students are asked to use common sense and caution in every aspect of their activities. Students who are stopped by Campus Safety officers are required to present their driver’s license and student I.D. and to follow any directions given by the officer. Failure to cooperate with an officer’s request may result in disciplinary action.

All Biola University students are responsible for the information contained in the Campus Safety Handbook which is distributed at registration time or may be obtained in the Campus Safety office.

Registration and Use of Motor Vehicles and Bicycles

All vehicles brought onto Biola property must be registered with the first 72 hours of that vehicle’s presence on campus. All vehicles are registered each semester and are billed on the student account.

Vehicles that were registered and then sold should be reported to the Traffic Control Office so that they may be taken out of the system. Those students withdrawing from school for any reason should stop by the Campus Safety Office to remove their vehicle from the system.

Off-street vehicles (not equipped or licensed for use on public highways) may not be stored, parked or driven on Biola property. California state law now requires that all vehicles be covered by insurance or bond. Biola students are expected to abide by such laws. Generally speaking, vehicles belonging to resident students should be parked in appropriate parking lots and not on adjacent residential streets.
The University reserves the right to ask that any vehicle owned or operated by an enrolled student be opened in the presence of the owner or operator and a member of the staff of the Student Affairs Office if there is reason to believe that the vehicle has been involved in a violation of city, state, federal law or school standard.

A vehicle code is available to all students at any time during the semester to inform students of all policies relating to motor vehicles and motorized bicycles. Vehicles not registered may be removed from campus at the expense of the owner.

Registration Fees
Per semester there is a registration fee for automobiles, motorcycles and motorized bicycles. Temporary permits are available at a prorated fee.

Bicycles
Bicycles may not be ridden on Biola University sidewalks because of possible injuries to pedestrians.

Skateboards and Skates
Skateboards and skates may not be used on campus. If sidewalks were to be used by skateboards or skates, there would be a clear danger to the visually disabled and others unable to avoid an accident. Use of the roads would also be hazardous because of heavy vehicular traffic.

Violations and Fines
Campus Safety has the responsibility and authority to administer safety and law enforcement policy for the institution. This function is defined in part as the supervision of all activities that lead to the prevention, apprehension and investigation of crimes and criminal activity on University property. We enforce a variety of criminal statutes originating from the federal, state and municipal levels of government. We are also responsible for enforcing several areas of student behavior under the University code of conduct. We may impose selected administrative fines in addition to criminal prosecution or academic discipline imposed by the Division of Student Affairs.

State and Safety Violations include:

1. Refusing to identify self to Campus Safety official
2. Unnecessary or loud noise between 10:00 pm and 6:00 am (La Mirada Municipal Code Section 9.04.010)
3. Harassing telephone calls (Section 653m of the California Penal Code)

Date: March 2004
SECTION 2.15

4. Throwing projectile at pedestrian or vehicle (Section 240/242 of the California Penal Code and 23110 of the California Vehicle Code)
5. Tampering with a smoke detector (Section 11.302 of the California Fire Code; 148.4 California Penal Code)
7. Disorderly conduct (La Mirada Municipal Code Section 9.04.030)
8. Tampering with or unlawful activation of a fire alarm (Section 1.302 of the California Fire Code)
9. Possession of firearms (Section 12001 of the California Penal Code, Section 626.9 of the California Penal Code)
10. Possession of drug paraphernalia (Section 11364 and 11364.5 of the California Health and Safety Code)
11. Possession or under the influence of alcohol (Section 23004 of the California Alcoholic Beverage and Control Code)
12. Details and explanations may be found in the Campus Safety Handbook

Safety and Traffic Citation Appeals

1. Citation appeals are to be made in writing within 7 working days of the violation and delivered in person or by mail to the office of Campus Safety. Citations not appealed within 7 working days will be billed to the student's account.
2. An appeal may be denied if it does not include the name, student number, campus box number, explanation, signature and date or is not appealed within 7 working days.
3. Results of the appeal will be mailed to campus box numbers from the Office of Campus Safety within 10 working days of making the appeal.
4. Service fees may not be appealed.
5. Ignorance of the regulations is not a valid excuse for violations.
6. Anyone dissatisfied with a decision may make an appointment with the Chief of Campus Safety. Appeals must be made in writing before an appointment is given.
7. Explanation of regulations is available for the Chief of Campus Safety during normal business hours.
8. An individual may file a late appeal by coming to the office or Campus Safety Building during normal business hours and filling out the request for a late appeal. This request will be either denied or granted by the Chief or Campus Safety.
Biola recognizes that parents and students may have concerns about safety given the events of September 11, 2001, and the possible threat of terrorist activities within our borders. In light of these concerns, Biola Campus Safety has taken steps to address these concerns in cooperation with local law enforcement. Biola University has adopted a comprehensive Disaster Plan to handle various kinds of disaster, accidents and crimes. This plan includes coordination with local and state emergency response agencies.

The Biola University Disaster Plan incorporates an extensive team of professionals trained to deal with potential campus-wide emergencies. In the event of an emergency, this team will be activated to address whatever contingencies that may arise. The University maintains a mutual aid agreement with the City of La Mirada. Biola Campus Safety and Residence Life staff maintains a supply of stores necessary in the event of a disaster. Campus Safety also can provide educational materials addressing various kinds of emergency. Biola community members are encouraged to consult the Biola Campus Safety Handbook or website for information regarding disaster response.

Biola Campus Safety continues to monitor local and national news reports and will respond appropriately should the need arise. Biola's emergency plans include contingencies for housing and feeding all of our students, if necessary. Biola maintains full-time medical emergency response staff as well as a full-time doctor and counseling resources. The Biola Power Plant has the ability to keep the campus self-sufficient in the event of a power failure and maintains on-call Facilities Services personnel to respond in an emergency.

Biola Campus Safety is developing a specific Disaster Website to keep parents and students informed in the event of an emergency. Information is also available on Biola's recorded Disaster Update Hotline. That number is (562) 903-4724.

Are You Prepared?
This handbook is intended to help staff, faculty and students respond to emergency situations which may occur on the Biola campus. Such emergencies can occur at any time and without warning, but their effects can be minimized if proper emergency procedures are established and followed.

Biola University is committed to the safety and security of all members of the campus community. In times of emergency the University will provide an appropriate campus-wide response to assure life safety and minimize losses.
Emergency preparedness is also an individual responsibility. This handbook will serve as a quick reference for efficient action during emergencies and should be kept in an easily accessible location at all times. All staff, faculty and students should take the time now to read and become familiar with the contents of this guide before an emergency occurs.

**Reporting an Emergency**

To report an emergency, call Campus Safety:

- **5111** on campus
- **911** off campus

State: "THIS IS AN EMERGENCY."

Give the dispatcher:

- your location
- the nature of the emergency
- phone number from which you are calling
- your name

**Do not hang up until you are sure no further information is required, unless there is an immediate threat to your safety.** After notifying emergency personnel, notify building staff. Watch for the arrival of emergency personnel and assist in directing them to the appropriate location.

**Contacts:**

- **5111** (all emergencies)

(Also, if any off-campus incident involves university property, please call Campus Safety.)

**General Security/Safety Problems**

- Campus Safety Administrative Office 903-4877
- Campus Safety Field Office 903-4812

**Student Health**

- Health Center 903-4841

**Office of Learning Disabilities**

- 903-4542

**Title IX Coordinators for Discrimination**

- Student Development 903-4874
- Human Resources 903-4757
Facilities Problems
Facilities Services  903-4898
Facilities Planning  903-4790

Alcohol/Drug Problems
Student Development  903-4874
Human Resources  903-4757

Crisis Intervention
Biola Counseling Center  903-4800
Residence Life  903-4874 or 5842

Medical Emergency
Report all on-campus medical emergencies immediately to Campus Safety (5111). Report the nature of the medical problem, the location of the victim and your name. The dispatcher will call paramedics, Safety Officers and Health Center personnel when applicable. Safety Officers are trained in CPR and basic first aid.

- **DO NOT MOVE VICTIM UNLESS AN IMMINENT HAZARD MAKES IT UNAVOIDABLE.**
- Keep the victim comfortable.
- Have someone meet and escort security staff and medical personnel to the victim. Provide all requested information.
- University employees should report injuries to their supervisor as soon as possible.
- All staff and students should attend a first aid training course (contact Student Health Center).

Crime in Progress
Call Campus Safety (5111). Give your location, nature of the crime, name and department. Advise them of the situation and remain where you are [if safe] until contacted by an officer.

Do not attempt to apprehend or interfere with the criminal except in case of self-protection.

If safe to do so, stop and take time to get a good description of the criminal. Note height, weight, age, sex, race, hair and eye color, tattoos or facial hair, clothing, weapons if used, method and direction of travel and name if known. If the criminal is entering a vehicle, note the license plate number, make and model, color and outstanding characteristics.
Crime Prevention Tips

- Avoid walking alone.
- Do not open residence hall doors to strangers.
- Keep all doors closed and locked, and do not leave valuables unattended.
- Do not leave doors propped open.
- At night, LOOK inside your car before entering.
- Be aware of your surroundings.
- Stay in your car if you feel threatened when strangers are present.

Bomb Threat

IMPORTANT: REPORT ALL BOMB THREATS TO CAMPUS SAFETY: Dial x5111. All bomb threats must be taken seriously. After safety personnel have been notified, evacuation may be necessary.

When there has been a threat, if you see a package or unknown object in an unusual place, DON'T TOUCH IT.

If you receive a bomb-threat call, try to obtain the following information:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? Why?
- What is your name?

Sex of caller _______________________________________________________________________ Age ____________________________

Speech pattern/ accent ____________________________________________________________________________________________

Background noises ____________________________________________________________________________________________

Number at which call was received ________________________________________________________________________________

Date and Time ________________________________________________________________________________________________

Date: August 2007
EMERGENCY PREPAREDNESS

Chemical Spill

Any chemical spill should be reported to Campus Safety (dial x5111) and to the Occupational Safety Office at 903-6000, ext. 5207. Do not attempt to clean up a spill until it has been assessed by trained personnel. Offensive odors from ventilation systems should be reported to the Occupational Safety Office (x5207) and to Facilities Services (x4897).

Be prepared to evacuate the building. Following evacuation and stay up wind of the spill. Evacuation of the campus may be necessary. Be prepared to cooperate with traffic-control officials. For further information, see the Campus Safety Emergency Flip File located visibly on the walls in several departments on campus.

All laboratory personnel should be prepared to assist in assessment of spills within their area following a major earthquake. Steps should be taken now to restrain all chemical containers and gas cylinders against the effects of earthquake shaking.

Fire

ALL ALARMS SHOULD BE TAKEN SERIOUSLY. If you hear a fire alarm, evacuate. IF YOU DISCOVER A FIRE:

• Activate fire alarm.
• Call Campus Safety (5111 or 903-6000) report type and location of fire.

Fire extinguisher instructions

P  PULL safety pin from handle.
A  AIM at base of the fires.
S  SQUEEZE the trigger handle.
S  SWEEP from side to side.

• In the event of a fire, alert others and GET OUT. Move everyone away from are of fire; close (but do not lock) all doors as you move in order to slow down spread of fire.
• Walk, do not run. Keep noise to a minimum. Walk carefully to avoid tripping.
• Do not use the elevator.
• On stairways, use handrails and keep to right. Check all doors for heat (top and bottom) with back of hand. If hot, do not open.

• Assist people with disabilities (refer to section on persons with disabilities).
• If you are caught in smoke, drop to hands and knees and crawl; breathe shallowly through nose and use blouse, shirt or jacket as filter.
• Assist those leaving the building to move to safe areas away from falling debris.
• If you have relocated away from the building, do not return until you are notified that it is safe to do so.
• If your clothing catches fire, DO NOT RUN. STOP... DROP... ROLL.

If trapped by fire in room
Place (moist, if possible) cloth material around/under door to prevent smoke from entering.
RETREAT—close as many doors as possible between you and fire. Be prepared to signal from windows, but do not break glass unless absolutely necessary. (Outside smoke may be drawn in.)

Prepare in advance
Thoroughly familiarize yourself now with all possible routes you could take to exit your building during a fire. Practice walking through alternate exit routes. Remember, during a fire, smoke may obscure normally visible exit signs.
Avoid creating fire hazards. Do not store things in corridors, overload electrical circuits, put up flammable decorations or prop open doors. Report any problems with smoke detectors, fire alarms or fire hazards to Campus Safety.

Utility Failure
Gas leak
When there is a possible gas leak within any building on campus, it should be reported immediately to Campus Safety (5111 or 903-6000). Personnel specifically trained in gas shut-off procedures will respond immediately. Do not light matches or turn on lights and evacuate the building.
Facilities Services personnel will recommend response procedures once they have confirmed the leak. Building occupants should evacuate if recommended by Facilities Services or Campus Safety. Windows should be opened to allow ventilation.

Elevator failure
• If you are in an elevator that has stopped functioning, use the elevator phone or alarm button to call for help, and facilities personnel will respond.
• If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and Campus Safety personnel will respond.
• If the elevator has stopped functioning in an earthquake, the phone may not work. Emergency plans have been developed for such an event, and facilities personnel will be automatically dispatched to check on all elevators.
EMERGENCY PREPAREDNESS

SECTION 2.16

- Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury. Specially trained elevator mechanics will take care of the problem.

Plumbing failure/flooding
- Alert Campus Safety and then call Facilities Services Work Order Office, ext. 4898.
- Report power failures immediately to the Facilities Services Work Order Office.
- Avoid any contact with electrical equipment or lines.
- During outdoor flooding, use caution when driving on flooded streets.

Earthquake Response

During the shaking
- Remain calm. Do not rush outside. Many earthquake injuries occur due to falling debris just outside doorways near outside walls.
- Duck, cover and hold. If indoors, take cover under a desk or table, and hold on. Stay away from windows, tall objects and overhead lights. If no cover is available, duck and hold near an interior wall. Shield your head and face from falling debris.
- If outdoors, move away from buildings, utility wires, trees and all other overhead obstructions.
- If driving, pull over to the side of the road and stop. Avoid overpasses and power lines. Stay inside your car. If you continue driving, watch for hazards such as damaged roadways, fallen objects and downed power lines.
- Laboratory occupants should seek shelter in hallways to escape possible toxic vapors.

After the shaking stops
- Be prepared for aftershocks. Move cautiously. Wear enclosed shoes to avoid injury from broken glass or other debris.
- Check for injuries. Administer first aid if necessary. Do not move seriously injured individuals unless absolutely necessary. Do not use elevators. Do not use telephones except in a lifesaving emergency.
- Note any facility damage. If safe to do so, extinguish small fires. If you smell gas, turn off any gas appliances, and do not light a match or turn on lights. Report all problems to university emergency response personnel.

Date: August 2007
• Evacuate if the building is badly damaged, if there are gas leaks or fires or if directed to do so. During evacuation, close all doors and turn off all electrical equipment. Bring your personal emergency kit with you and use the stairway. Assist all individuals with disabilities (refer to section on persons with disabilities).

• Move away from the building to an open area free from overhead hazards. Do not return to the building until it has been determined to be safe by a competent judge of building safety. Keep streets and walkways clear for emergency equipment and personnel. Use extreme caution in rescue attempts if others are trapped. If possible, wait for trained university personnel to guide rescue efforts.

• Make note of any individuals who are missing. Provide all requested information to security and other response personnel. Turn on your radio for emergency information.

• Assist those individuals who experience anxiety in the aftermath of the earthquake. You will be helpful to them if you are sympathetic, yet positive. It may be calming for such individuals to be involved in helping others.

Earthquake Preparedness

Scientists project that a major earthquake will occur in Southern California's near future. Living with earthquakes requires preparation. Take simple steps now to minimize the potential for injury.

• BE FAMILIAR WITH APPROPRIATE EMERGENCY PLANS AND PROCEDURES. Familiarize yourself and others with the response steps listed above. Take a few moments now to identify evacuation routes and potential hazards to avoid. Identify the phone number of a contact person outside Southern California to act as a communication link with your family.

• PUT TOGETHER A PERSONAL EMERGENCY KIT, INCLUDING: Food and water, plastic eating utensils, basic first-aid supplies, flashlight, whistle, radio, spare batteries, change of clothes, enclosed shoes, gloves, spare eyeglasses, prescription medicine, plastic garbage bags, a blanket and personal hygiene items.

• MAINTAIN AN EARTHQUAKE-SAFE ENVIRONMENT.
  1. Move heavy objects down from high shelves.
  2. Restrain tall bookcases and cabinets firmly to wall studs.
  3. Anchor desktop computers down with anchor pads or Velcro.
  4. Cover glass windows with protective film.
  5. Relocate office desks away from windows.

• PREPARE YOUR FAMILY. If the earthquake happens while you are at work, you may be separated from your family for a period of time. They should be equipped with proper
emergency procedures. Schools should be prepared to care for children until parents can pick them up. Maintain a reserve of cash in case bank services are disrupted. Keep a mini-survival kit in your car and adequate fuel in your car in case gas stations are damaged.

**Persons With Disabilities**

Students, faculty and staff with disabilities have special needs and problems in the event of an emergency. Preparation is the key. Assign someone now to provide assistance for such individuals in the event of an earthquake, fire or bomb threat. Urge individuals with disabilities to maintain an extra supply of medications and spare equipment or supplies needed to cope with their disability.

Experience in past emergencies has shown that chances of survival for disabled individuals are usually quite good due to the fact that they have often learned to cope with obstacles on a daily basis. The campus community can help by assuring that disabled individuals receive emergency warnings and are not forgotten during the response effort. During evacuations, those with disabilities must not use elevators but must be assisted to evacuate using stairways.

**Wheelchair Users**

Frequently, wheelchair users have respiratory complications. Remove them from smoke or fumes immediately. Wheelchairs should not be used in stairwells, if at all possible.

Consult wheelchair users in advance as to their preference with regard to ways of being removed from the wheelchair, the number of people necessary for assistance, whether to extend or move extremities when lifting, whether a cushion or pad should be brought along, how they are carried on a flight of stairs and after-care if removed from the wheelchair.

Individuals using crutches, canes or walkers should be treated as if they were injured for evacuation purposes. They can be carried using a two-person lock-arm position or sitting in a sturdy chair, preferably with arms.

**Visually Impaired Persons**

In the event of an emergency, tell a visually impaired person the nature of the emergency and offer to guide him/her. As you walk, tell him/her where you are and advise of any obstacles. When you have reached safety, orient him/her to where s/he is and ask if any further assistance is needed. Remain with him/her as long as you are needed.

**Hearing Impaired Persons**

Persons with impaired hearing may not be aware of emergency alarms and an alternative warning technique may be required. It may be necessary to get the individual's attention by writing a note or turning the light switch on and off, then indicating through gestures or in writing what is happening and what to do.
UNIVERSITY STATEMENTS

SECTION 2.17

UNIVERSITY STATEMENTS

Discrimination
The University deplores all forms of discrimination based on race, sex, socioeconomic status, physical disability or cultural differences. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves. Attempts at humor which aim to elicit laughter at the expense of an individual or any group of individuals is a form of discrimination, which is not acceptable in this community.

Philosophy of Cultural Pluralism
Biola University is committed to producing students who understand and appreciate ethnic and cultural differences. Recognizing the rich contribution that each culture can make to campus life, the University supports the philosophy of cultural pluralism.

This philosophy of cultural pluralism, which is applicable within the University is defined as:

A state of equal co-existence in mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of beliefs, behavior, color and in many cases with different languages. To achieve cultural pluralism, there must be unity within diversity. All must be aware of and secure in their own identity and be willing to extend to others the same respect and rights that they expect to enjoy themselves.

Biola students freely choose to become united to the body of Christ and committed to the distinctives of Biola University. A mutually supportive relationship between Biola students who are culturally different is not a relationship of toleration or patronization, but a relationship of respect and dignity that enhances the cultural identity and personal development of all students.

Resolution on the Sanctity of Human Life
The following resolution was approved by the Board of Trustees, in December 1984, as a statement of the University’s position of the sanctity of human life:

Biola University is firmly committed in its official doctrinal position and its total work to an acceptance and proclamation of the Bible as a supernaturally-given revelation from God Himself, without error or misstatement. The Bible is clear in its teachings on the sanctity of human life. Furthermore, we believe the Bible and the observable medical and biological factors alike support the view that each individual’s life begins at conception. It is our conclusion, then, that human intervention to terminate life after its conception is to be opposed vigorously by Christian people, both in their own practices and in their active involvement in promoting the establishment of societal and legal bans against such practices as abortion.

Date: March 2004
DEPARTMENT OF APPLIED LINGUISTICS & TESOL

The Department of Applied Linguistics and TESOL began in 1981 as part of William Carey International University, founded by Dr. Ralph Winter, in Pasadena. Ralph Winter's vision included developing pilot programs for other schools to adopt and giving people professional skills that would enable them to enter and work in countries with limited access to traditional missionaries. The Department offered graduate certificate and MA programs in TESOL and an MA in Applied Linguistics.

In 1991, the department faculty moved to Biola University and became part of the School of Intercultural Studies. In addition to the graduate certificate and MA degrees, we offer undergraduate certificates or minors in both Applied Linguistics and TESOL. We also offer an intensive non-credit certificate course, Essentials of TESOL, in the summer.

During the first five years at Biola, ALT was primarily a TESOL department with three faculty members. Although the MA in Applied Linguistics (AL) program was listed in the catalog, only one student had completed the program because faculty resources were too limited to offer the number and type of courses needed for a complete AL degree. At the same time, however, several courses in linguistics and applied linguistics were being offered elsewhere in the School of Intercultural Studies through a cooperative agreement between Biola and the Summer Institute of Linguistics (SIL).

In 1996, the courses taught by the SIL-related faculty were incorporated into the ALT department. As a result, all linguistics courses in SICS were transferred to ALT; and the SIL-related faculty were attached to ALT. This move gave greater scope to the SIL faculty to be part of a regular department and to teach at both the graduate and undergraduate levels, and it enabled ALT to develop and implement not only the MA in Applied Linguistics degree in general but also to establish five concentrations within that degree program. ALT continues to serve the rest of SICS and other areas of the University with its courses in linguistics and with a larger faculty and better-established programs.

The agreement between Biola and SIL whereby three qualified SIL-related faculty plus several support staff would remain part of ALT was recently reviewed and extended.

The MA in Linguistics and Biblical Languages, taking advantage of the resources of Talbot School of Theology, was added in 2006.
The mission of the Department of Applied Linguistics and TESOL is to prepare Christian professionals to serve with excellence in fields related to language and language education in a range of linguistic and cultural contexts.

The **MA TESOL** educates students to be competent Christian professionals who provide instruction, implement assessment, and engage in other educational endeavors for adults in all skill areas at all proficiency levels of English as a second or foreign language with contextual sensitivity and cultural appropriateness.

The **MA Applied Linguistics** educates students broadly in applied linguistics and its relationship with other disciplines, teaches students basic and advanced analytic skills in linguistics, and trains them in several specific subfields so that they can serve successfully as Christian professionals.

The **MA in Linguistics & Biblical Languages** educates students in Bible and linguistics to be skilled in exegesis and translation for Bible translation around the world.
Dr. Steve Barber

My wife, Betsy, and I joined Wycliffe Bible Translators in 1980 as literacy specialists. We were assigned to the Slavey translation project, in Canada’s Northwest Territories. We discovered there that people in some cultures are just not very interested in reading their language – they really prefer their own language as an oral media, not a written one. We were shocked that even Christians shared this preference in regard to the Scriptures in their own language. Living and working with the Slavey, trying to understand their view of language, and trying to find ways to encourage their interaction with Scripture established my interest in the ways that culture, language, literacy, and Scripture use combine. I continue to work with SIL International (the field organization connected to Wycliffe Bible Translators) as a consultant, and am the chief analyst on a Scripture use research project with SIL.

My wife, Betsy, also teaches at Biola University in the Institute for Spiritual Formation. We have three children, two girls and a boy, who are some of the coolest people you could ever meet!

My recreational interests include cycling, mountain biking, karate (tang soo do), and bird watching. I won't try to explain the connections, but you're welcome to join me in any of them!

Dr. Rick Floyd

I'm a native of Dallas, TX. I grew up in a bilingual atmosphere and consequently developed a fascination for different languages at an early age; in elementary school I would do strange things like go to the library to check out books with titles like “Teach Yourself Tagalog”… I didn't even know what Tagalog was. Anyway, I became a Christian my senior year of high school, but vowed I would never be a missionary. So I went to North Texas State University where I graduated with a degree in Fine Arts. During my time there I heard about Wycliffe Bible Translators and their goals to translate God's Word into minority languages around the world – I could think of no better way to serve God while scratching my linguistic itch. Through a long series of events I became convinced that God was leading me into Bible translation, so I began to study linguistics. I joined Wycliffe Bible Translators in 1975, and found out much to my surprise that I'd become a missionary in the process. In 1979 I married Melanie, a teacher interested in ESL and literacy, and we went to Peru in 1981 to begin working on a translation of the Scriptures for the Wanca Quechua people, which we finished in 2006. In the process, I completed a Ph. D. in linguistics from UC San Diego in 1993, where I focussed my studies on Wanca’s evidential system. We still serve with Wycliffe & SIL and now also at Biola. I've taught courses in general linguistics, phonetics, field methodology, language acquisition, and translation. In addition I do translation consulting, train mother-tongue-translators and serve on the board of SIL International. Likes? How about bike riding with friends, I Love Lucy and Faulty Towers? And my idea of a perfect vacation is doing nothing so long as it’s at a beach. All three of our sons attended Biola: Erik graduated with a degree in painting and drawing; Ryan with a degree in classical guitar; and Lucas is in his third year double-majoring in oboe performance and music composition.
Dr. Michael Lessard-Clouston

Since I’m from Toronto, Canada (U.N.-designated “world’s most multicultural city”), I can’t recall a time when the intercultural was not part of my pilgrimage. In high school I was in the minority and developed an interest in languages and cultures, mainly through exchanges. So at York University’s bilingual Glendon College I studied French/English translation and minored in language and linguistics, and spent my third year at Université de Montréal. At an Urbana missions conference in my final year I was called to missionary service, first for two wonderful years in EFL education and teacher training in China, through the English Language Institute/China (ELIC). Next I enjoyed doing a Master’s in theology at Tyndale Seminary, during which I also completed a research fellowship on church-related community development in Ethiopia. Still set on Asia, however, I was pleased to meet my wife, go on to a Master’s in TESL at OISE/University of Toronto (OISE/UT), and return to China for two summers with ELIC – first by myself and later with Wendy after we were married.

While Wendy completed her MA I taught ESL in Toronto and served on the InterServe Canada board, and we had our first son and considered where to serve overseas. Then, as I studied for my PhD in second language acquisition at OISE/UT, the Lord opened the door for us to become missionaries of the Presbyterian Church in Canada and enabled us to serve for 10½ years in Japan, between Kobe and Osaka. Our second son was born there and I worked as a missionary professor at Kwansei Gakuin University, first primarily teaching EFL. Later, though, I helped develop an M.A. program in linguistics, cultural studies, and language education, and enjoyed teaching various courses in applied linguistics and TESOL for five years. While our ministry was largely through relationships, it also involved weekly chapels and regular Bible studies. To be honest, life and work in Japan were challenging. Yet they were also fulfilling, and continued my experience of knowing God's faithfulness as I actively depended on Him. In 2005 I completed my PhD, the Lord led me to Biola, and my family and I now enjoy life in California. I’m grateful for the opportunity to teach and learn from people in ALT and SICS. While not perfect, Biola is a place where God is at work, and it’s great to be able to be part of what He is doing here. My research is mainly related to ESP, SLA, and vocabulary (see my webpage for downloadable copies of recent publications), and I served as editor of a TESOL newsletter 2006-2008. I love music, reading, and traveling, but mostly enjoy spending time with Wendy and our marvelous sons Joel and Caleb.

Dr. John Liang

I began to be interested in teaching English as a foreign language when I was a college student. At that time, I did quite a lot of private tutoring as a student of English. Every tutoring job I had, I felt excited that I could help my tutees improve their English quickly. I began to have an ambitious dream. I thought I could perhaps make a fortune by running an English language school in the future. So, a year after I finished my undergraduate studies in English, I decided to come to America for further training in language skills and language teaching.

Date: August 2009
Like many of the international students here in the United States, I believed that I could find a way to riches and self-fulfillment. I did, but not the treasures on earth, nor self-fulfillment because of fame and wealth! I found Jesus! With the Lord’s abundant blessings, I completed my Master’s studies in English at Indiana University of Pennsylvania in the summer of 1997; and three years later I obtained a Ph.D. in Foreign Language Education with a concentration on Teaching English as a Second Language from the University of Texas at Austin. As I was desperately looking for a job, the Lord blessed me with an opportunity at the University of California, Riverside (UCR), where I coordinated ESL programs in the University’s Learning Center. I did not realize that as an ESL Coordinator, I could do more than just teaching English. A year later, together with my wife, Kaiyan, I set out to develop a student ministry targeting the Chinese graduate students at UCR. Every Friday night we got together in my little apartment for Bible studies. Ever since then, I have not ceased to see God’s amazing work in the students and in the fellowship group. In 2001, the Lord led me to Biola for a new teaching function as a teacher trainer. Although teaching and research can be overwhelming, I have not lived any one day without His grace, His faithfulness, and His guidance. The Lord has also led me to new work of service in China, where once again I have not ceased to see the Lord’s grace in the lives of many of the Chinese teachers and educators that God has led to me.

I married my wife, Kaiyan, in 1996, and we have two children, Jason, who is six years old, and Merci, who is three years old. We named Jason after the Jason in the Book of Acts, who bravely protected Paul and Silas and confronted the mobs and the city officials, hoping that he can grow to be a brave man for the Lord. We also gave Jason a Chinese name, Xueqian, meaning learning to be humble. We hope that while he has courage, he is also a humble man before the Lord. Merci is our younger daughter. We named her Merci in memory of God’s protection and grace during the difficult pregnancy. Her Chinese name also means grace and mercy.

Between work and family, I don’t seem to have a lot of free time. But when there is some spare time, I enjoy watching movies and playing with various computer gadgets and applications.

Dr. Kitty Purgason

The seeds were sown for my career and ministry in TESOL when I spent six of my growing up years as a missionary kid in north India, where my father was a doctor. After that it seemed natural to go overseas to work. My first experience as an EFL teacher was in Korea. Fresh out of Oberlin College, I went to Yonsei University for two years as part of an educational exchange program. I liked teaching EFL, but I decided I’d like it even more if I knew what I was doing; so I enrolled in graduate studies at the University of Pittsburgh, getting an MA in Linguistics and a Certificate in TESOL. I enjoyed teaching international students at the English Language Institute there. My next stop was China. In 1980, my small team and I (again, part of an educational exchange program) were the first Americans in Shanxi province since the revolution. I spent two years there teaching English and training teachers at an agricultural university.
Since 1982, I’ve been living in Pasadena, training teachers first at William Carey International University and then here at Biola. My association with the U.S. Center for World Mission has helped me move from being an MK simply interested in international adventure to someone convinced that at the core of God’s heart is the crossing of cultural boundaries to communicate the Good News. I got my PhD in Applied Linguistics from UCLA in 1991. I gained more international experience as a Fulbright Fellow, training teachers in Turkey in 1986, and in Turkmenistan in 1996. In summer 2008 I went to Mauritania to train teachers and teach business EFL.

My husband Lee is a member of the U.S. Center for World Mission. He previously directed the Perspectives Study Program and is now director of operations of the U.S.C.W.M. We have two children, Cara, born in 1986, a recent graduate of Biola; and David, born in 1990, a student at UC Santa Cruz. Lee and I are grateful that we can each work ¾-time and share in family responsibilities.

Between work and family I don’t have too much free time, but things I enjoy doing include reading fiction, taking walks, and listening to classical music. (But guess what? My family likes sports and rock music! Every day I get to practice what I’ve learned about cross-cultural communication!)
CHOOSING A PROGRAM IN THE ALT DEPARTMENT

With the varied offerings at Biola and SICS, how do you know which program is best for you? Here are some general guidelines. Feel free to talk with your advisor or any faculty member regarding your specific goals and needs.

Certificate or MA in TESOL
You want to teach English to speakers of other languages. You are interested in working in the U.S. with college or university students or immigrants or refugee adults, or you are interested in working internationally with any age group.

Teaching credential program through Education Department
You want to teach ESL to K-12 students in the U.S..

MA in Applied Linguistics
You want to work with a mission agency or other organizations involved in Bible translation, language survey, literacy, or Scripture-in-use projects. Or you want to be prepared for a variety of language-related careers and ministries, including language planning, lexicography, literacy, orthography, and translation.

MA in Linguistics and Biblical Languages
You want to work specifically as a linguist-translator for an organization such as Wycliffe. This program is particularly geared towards those who are already working with, or in the final stages of the application process with, such organizations.

MA in Applied Linguistics + Concentration/Certificate in TESOL
You prefer a broader applied linguistics perspective than the MA TESOL offers and want to be prepared both to teach ESL/EFL and to do other applied linguistics work.

MA in Intercultural Studies + Certificate in TESOL
You want a strong foundation in cultural and missiological principles, and you want to teach ESL/EFL.

Certificate in Biblical Studies (Talbot School of Theology) + Certificate or MA TESOL
You want a strong foundation in Bible, and you want to teach ESL/EFL.
The purpose of the ALT Written Competency Exam

The ALT Writing Competency Exam is designed to measure students’ academic writing competence necessary for their success in their graduate studies. The ALT writing exam is mandatory for all students who enter ALT’s graduate or certificate programs. Students must demonstrate their command of academic English by fulfilling the ALT Written Competency Exam requirement.

The content of the writing exam

During the two-hour-long examination, students will read an article carefully selected from a professional journal in TESOL or Applied Linguistics, and then write an essay responding to an essay question based on the content of the given article. The content of the article is carefully screened so that it is general enough to comprehend and respond to without students having to resort to prior background or experience. The article is sent along with admissions material to admitted students for previewing. Students who do not receive the article ahead of time should contact the department’s graduate secretary.

The preparation of the writing exam

To better prepare for the writing exam, it is recommended that students browse one or two journal articles in TESOL or Applied Linguistics, such as TESOL Journal, Applied Linguistics, etc. A current or past issue of any of these journals can be easily found in the library. In browsing the journal articles, students may want to pay particular attention to how the authors summarize previous research, synthesize ideas from various sources, and present their informed argumentation.

In addition to browsing journal articles, students may also want to go over an English grammar book or a writing reference book. A quick review of grammar and punctuation is always of some help to the writing exam.

Suggested writing strategy

Because the exam is two hours long, it is possible for a student to write a full draft and then recopy it - - if he or she is a fast writer. However, if the student spends a good amount of time carefully planning the essay, he or she may not need to write a full draft and then recopy it. It is perfectly fine to make corrections and revisions on the final draft of the essay, as long as they are legible.
ALT WRITTEN COMPETENCY EXAM

SECTION 3.5

The evaluation of students’ written work

Students’ performance on the writing exam is evaluated according to an integrated holistic and analytical scoring rubric that lists the criteria for each level of basic academic writing competence (see the following page). Students’ scores on the writing exam are presented on a 1-5 rating scale. A score of 4 or 5 indicates a clear pass, a score of 3 a conditional pass, and a score of 1 or 2 a fail. Students should have received the scoring rubric along with the article that came along with their admissions material.

The reporting of score results

The writing exam is administered on a Saturday at the beginning of the fall semester. On the following Monday, students will receive a letter informing them whether their essay did or did not satisfy the ALT Written Competency Exam requirement. The letter will be placed in student’s mailbox, which should have been assigned at the orientation.

Failure to satisfy the requirement with a clear pass score is not the end of the world. It only means a need to continue to improve writing skills for greater success in graduate studies. The letter will inform the student that he or she should schedule an appointment with Dr. John Liang and sign a learning contract with the department. Depending on the student’s performance on the exam, he or she may be advised to enroll in a writing course in the ELSP program or work closely with a faculty and/or with tutors at the Writing Center. Students who achieved a fail score must present evidence of satisfactory work at the end of the term, e.g., satisfactory coursework in an ELSP writing course. A memo about the student’s performance on the initial exam and subsequent efforts to pass the requirement will kept in the student’s departmental file. Failure to fulfill the department’s written competency requirement will result in a bar on graduation. To summarize:

<table>
<thead>
<tr>
<th>Exam Result</th>
<th>Initial action taken</th>
<th>Subsequent action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear pass</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Conditional pass</td>
<td>Meet with Dr. Liang to discuss ways to improve writing.</td>
<td>Satisfactory writing in ALT courses; faculty can recommend further action.</td>
</tr>
<tr>
<td>Fail</td>
<td>Meet with Dr. Liang; may need to take one or more ELSP writing courses or sign a contract re other action such as tutoring.</td>
<td>Present satisfactory grade in required ELSP course(s) or Retake ALT WCE with a pass.</td>
</tr>
</tbody>
</table>
ALT WRITTEN COMPETENCY EXAM

ALT Writing Exam Scoring Rubric

In holistic reading, the rater assigns each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at five different levels of competence. All the descriptions take into account that the essays represent two hours of reading and writing, not a more extended period of drafting and revision. Specific feedback on areas in need of improvement is also provided in the comments column.

<table>
<thead>
<tr>
<th>Score</th>
<th>Competency Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Insightful and mature</td>
<td>A 5 essay commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 5 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.</td>
</tr>
<tr>
<td>4</td>
<td>Clearly competent</td>
<td>A 4 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 essay typically has a less fluent and complex style than a 5, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory, though sometimes marginally so</td>
<td>A 3 paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with adequate examples and adequate reasoning though the ideas could have been better developed more logically and reasonably. Nevertheless, a 3 paper shows that although the essay may display occasional grammatical and mechanical errors, its writer can usually choose words of sufficient precision, control sentences of variety, and observe the conventions of written English.</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory</td>
<td>A 2 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.</td>
</tr>
</tbody>
</table>

Comments:

Introduction:

Analysis of text:

Development:

Grammar:
2 Unsatisfactory
1 Shows serious weaknesses

A 1 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Word Choice:

Mechanics:

Student Name: ______________________
Mailbox: _______________
Score: ________________

Note: Clear pass: 4, 5; Conditional pass: 3; No pass: 1, 2.
GRADUATE students are expected to do “B” and “A” work. Depending on the course, “A-” or “B+” will be given for average graduate level work. An “A”, of course, is reserved for outstanding work. A “B” signifies passing work. Individual faculty members will determine the precise standards for what constitutes an “A”, “B”, etc. in their courses.

No ISTE/ISAL course with a grade less than “B” (3.0) will be counted for the Certificate or MA programs. If you get a grade lower than “B”, you will need to take the course over again. Lower grades are acceptable in other courses, e.g., Bible; but a student’s overall GPA must be 3.0 or above.
ADVISEMENT AND REGISTRATION

ADVISEMENT AND REGISTRATION

All students will be assigned a faculty advisor at the department’s orientation meeting. These faculty members are available to the students to plan their academic study in order to achieve the most effective program possible for each student. It is our goal to give each student the best learning options possible at Biola for fulfilling his/her personal ministry objectives.

Registration for the first semester in residence occurs a few days prior to the beginning of the semester. The faculty will be available at that time to advise students for their first semester registration.

Prior to arrival each student will receive from the Office of Admissions a program evaluation sheet. This advises the student of credit requirements remaining for completion of the degree sought. Departmental tracking sheets are also included in this handbook. The Department tracking sheet should be brought with you each time you come for academic advisement. The faculty advisor will then work with you to help you work out each semester's schedule and a total program plan.

REGISTRATION

During the initial registration and orientation at Biola University, students will meet with a faculty advisor from the department and plan their first semester schedule. During each semester of your enrollment here, you are required to pre-register for the following academic semester. Pre-registration begins in late October during the fall semester and in late March during the spring semester. To plan your registration for those semesters, you should contact your faculty advisor for an appointment prior to pre-registration.

WEBREG

Active Biola students may process either their pre-registration (WebReg Phase I) or registration (WebReg Phase II) over the Internet. WebReg allows our students the convenience of completing their registration, seven days a week and nearly round the clock, without making an extra trip to campus.

In addition, WebReg allows our students to make changes to their registration, by either adding or dropping a course, without incurring the add/drop fee. WebReg is available for add/drops until the second week of either the Fall or Spring term.

You can access WebReg by going to www.biola.edu/webreg where you must input your Biola ID number and password.

If you have any question about advisement for your program, you should make an appointment with your advisor.

Date: August 2007
Each MA student is required to have a graduation evaluation with one of University's Admissions graduation counselors. Usually this evaluation is scheduled prior to one's last semester at the University. Students are required to request an appointment with a graduation counselor before you register for your final semester. These appointments can be made by calling Admissions, extension 5503 and requesting an appointment for graduation review. If you fail to do this, you may find that you are unable to graduate as planned because you have failed to meet a required course or lack the required number of units. It is suggested that you do this well enough in advance so that any corrections that are necessary in your program can be made.

Before students can meet with a graduation counselor, they must first meet with their ALT advisor to complete their tracking sheet and have it signed by the advisor and the department Chair. They will be given two copies, one for their file and the other to take to the graduation counselor.

Normally, students who are completing the MA in TESOL are not given a Certificate upon completion of the first year course. However, if this would be helpful to you because you are taking time off before completing the MA and/or because of job demands, ask your advisor about getting a Certificate along the way.
BIBLE/THEOLOGY REQUIREMENT

All graduate students at Biola are expected to have at least six units of Bible/Theology in their programs as well as additional opportunities to integrate biblical knowledge and application with their specialties through their regular coursework. In the ALT graduate programs, three units are considered foundational, that is, they can be done before entering the program, and three are part of the program. Pre-program foundational units can be done at either the grad or undergrad level. Program units must be at the grad level. (If you have not met foundational requirements before entering the program, those units must be done at the grad level too.)

Students who don’t have a background in Bible or theology are urged to choose from the following courses:
- TTBE517 Hermeneutics and Bible Study Methods
- TTBE 519 Survey of Genesis to Malachi
- TTBE 520 Survey of Matthew to Revelation

Talbot, in conjunction with the Education Department, offers a special three-unit section of TTBE 732 “Life of Christ” which is appropriate for TESOL students. Contact the Ed Dept for permission and explain that you are a TESOL student.

"Perspectives on the World Christian Movement," taken for credit at the graduate level, counts for either the foundational or program units. For more information on where and when this class is offered, see http://www.perspectives.org/

Students who have already taken these or similar courses may take any Talbot Bible or theology course from the “Biblical Exposition” (TTBE) or “Systematic Theology” (TTTH) sets of courses. For courses outside these areas, permission must be granted.

Date: July 2006
ACADEMIC EXPECTATIONS AND SUCCESS IN GRADUATE SCHOOL

- You are expected to do your own work. (See Section 3.9 on Academic Integrity.)

- You are expected to complete your work on time. Follow your instructor’s guidelines for due dates in the course syllabus. Expect that your grade will be lowered or your assignment will not be accepted if it is late.

- You are expected to come to class and expected to be on time. Class sessions are an important part of your learning and cannot be replaced by simply doing the reading or asking a classmate for notes. Arriving on time (even on days when assignments are due) shows respect for your instructor and classmates. Some instructors build class participation into their grading criteria.

- You are expected to communicate with your instructor in a timely way if you are having any trouble with the class. Call in advance if you must miss class. Consult with the instructor in advance if you don’t understand an assignment or are having difficulty with anything related to the class.

- You are expected to be proactive in getting help if you need it. Take the initiative to take care of yourself and do what you need to do to succeed in graduate school. Services offered at Biola include:

Writing Center  x 4826  Sutherland Hall 213
Help in the process of writing and organizing ideas (not proofreading)

Tutors or proofreaders
If you would like to hire someone to give you individualized help in writing or to proofread a paper, ask a ALT faculty member, the staff at the Writing Center, or the staff at the English Language Studies Program.

Counseling Center  x 4800  Biola Professional Building (Imperial & La Mirada)
Biblically based psychological counseling at low cost to students. A wonderful resource!

Institute for Spiritual Formation  x3205
Looking for some spiritual mentoring? A place to focus on caring for your soul and growing in your relationship with God? ISF can help you find a spiritual director or relevant small group.

Date: August 2007
SUCCESS IN GRADUATE SCHOOL

SECTION 3.10

Learning Assistance Services  x 4542
While this office exists to serve undergraduate, not graduate students, they do offer workshops in such topics as time management, stress reduction, improving your memory, and so on. Contact the office for a schedule of workshops or for a list of recommended resources. See: http://www.biola.edu/admin/learning/learning.cfm

Disability Services  x 4542
Please see: http://www.biola.edu/admin/disability/index.cfm

Career Center  x.4875  (located in the Student Services Building)
See http://www.biola.edu/admin/career/ for all the ways Biola’s Career Center can help you, including self-assessment, personal career counseling, and all things related to the job search.

ALT Faculty
Stop by during office hours or make an appointment. We’re eager to get to know you and talk about whatever is on your mind.

Biola services are not the only source of help. Call a friend and ask them to be an accountability partner for you. Get involved in a church small group. (If you are new to the area and want to know what churches are available, Student Ministries at Biola maintains a list: http://www.biola.edu/stumin/. Gather a group of your classmates to study together or do something fun.

Date: August 2007
GUIDELINES FOR COMPLETING WORK ON TIME

SECTION 3.11

MEETING DEADLINES AND DOING WORK ON TIME

As a graduate student you have many responsibilities. These include job, church or other ministry, and family along with your studies. It can be easy to miss a deadline for an assignment. However, due dates should not be treated lightly. The ALT faculty urge you to complete your work on time. There are several reasons for this.

1. Deadlines are set for a reason. These include: (1) assignments build on each other for maximum pedagogical value, (2) your work is spread out over the semester in a reasonable way and you are not stuck doing everything at the end, (3) faculty can mark papers and give you feedback in a timely way. If you want to get the most out of your educational investment, you should keep to the deadlines.

2. Faculty have individual policies about late work. Some will not accept late work whatsoever. You will simply get a zero. Others will mark your grade down for late work. In either case, you can severely jeopardize your final grade by turning in assignments late. In some cases, you may not be able to get a grade that will count for your degree; this means you will have to take the class again, which is expensive and time-consuming.

3. You will probably be asking faculty for letters of recommendation when you finish the degree. We enjoy writing comments like, “Responsible and timely in all work” or “You can count on this person to be professional in all tasks.” However, when students have been late in turning in assignments, we cannot write that and we may be forced to write something like, “A good student, but one who habitually ignores deadlines and requires follow-up.” That will not get you a job, I can guarantee!

4. You are at Biola because you care not only about educating your mind but also developing your character. Scripture urges, “Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.” Good work for a good master should include planning in advance, not taking on more than you can handle, seeking help early if facing challenges, being thoughtful of those around you (including faculty and classmates) and responsibly doing assignments on time and according to instructions.

We recognize both that human beings are fallible and that unexpected things happen. You may neglect to write a deadline on your calendar. You may get ill or have a car accident or experience a family emergency. It is the faculty members’ prerogative to stick to their late work policy no matter what. However, it may also be, especially if you have never missed a deadline before, that the faculty may give you an extension without penalty. If you receive the latter, consider it an undeserved blessing; if the former, you should not complain or hope for anything different.
GUIDELINES FOR COMPLETING WORK ON TIME

SECTION 3.11

It is inevitable that at some points in the semester, assignments for several classes may be due at the same time. This is not a reason to ask for an extension. You should put on your calendar all assignments for all classes and if there are several due at the same time, you need to get some done in advance.

If you have a major and unexpected emergency, such as a death in your immediate family, a debilitating car accident, or a severe illness which will prevent you from completing the semester’s work, a Report Delayed (= incomplete) form can be filed. This must be signed by both the faculty member and the dean of SICS so you can’t wait until the last minute to decide you need it. You may also benefit from an appointment with Biola’s Office of Disability Services, which deals with short-term as well as long-term disabilities.

If late work is not a one-time occurrence but a pattern with you, this is a good opportunity to take steps to deal with the situation. This may mean you have to drop a class or, conversely, temporarily cut back on work or withdraw from a position of ministry responsibility for a season. It may mean that you have to act to solve a housing or transportation problem. It may mean counseling, if you find that procrastination is connected with personal issues. In any of these cases, we trust that God will be at work in your life on every level to prepare you for the next stages of work and ministry so that you can approach your teaching with confidence and professionalism, a good representative of the Lord Jesus.

To summarize the ALT Department policy:

1. The faculty will clearly communicate their deadlines and policy on late work in their course syllabi. In some cases, late assignments will not be accepted. In other cases, late work will be accepted with penalties. In rare cases the professor may decide to waive penalties. It is up to the individual faculty member, and students should not expect “grace.”

2. It is the student’s responsibility to weigh course load, work hours, ministry responsibilities, family tasks, and personal issues in such a way that assignments are turned in on time.

3. It is the student’s responsibility to be courteous and responsible. This means communicating clearly with their professor as soon as possible if they think they may be late or have been late in turning in an assignment. For example, you might e-mail, “I am going to be out of town for my brother’s wedding on such and such dates and don’t think I can turn my next paper in on time. I plan to have it ready two days later. I understand that points will be taken off because it is late.” Or, you might leave a voice-mail, “I missed class last night and didn’t turn my paper in because I came down with the flu. I hope to be well by next week and will give you my assignment on the 10th.” As noted in #1, even if you have what seems to be a good reason for being late, you should be willing to accept any penalty outlined in the course syllabus.
4. If the student is experiencing more serious workload issues, it is their responsibility to take action such as communicating with the faculty members, dropping a course in time to avoid academic penalty, contacting services at Biola which may provide help, and/or making an appointment with dean for an RD. You can’t get help if you don’t ask for it.
LETTERS OF REFERENCE

Do you need a letter of reference from an ALT faculty member? Perhaps it’s for a job, or a scholarship of some type, or a PhD program…

We are usually happy to write on your behalf. The first step is to talk to or e-mail the professor and ask, “Would you mind writing a letter of recommendation for me?” Occasionally a faculty member might feel that he doesn’t know you well enough to write a good letter, or you might have done rather poor work in her class and she feels her letter won’t be strong; in this case, he or she might suggest that you find another reference. If the answer is, “yes,” here are the next steps you should take:

1. Let us know the basics of what the reference will consist of, e.g., an open letter, a sealed letter, an online form, etc. and what deadlines you are working with.

2. The best reference letters are specific to a certain job or application. Some instructors prefer to write one generic letter and just give you several copies in advance. Other instructors find it easier to write a strong letter with one job or program in mind. If you are applying to several different jobs, ask the instructor if he or she prefers to write one “to whom it may concern” letter or several specific letters. If the latter is the case: Provide details about the job or program, e.g., the job description and information on the type of work you will be doing and the qualifications the employer or scholarship-granting-organization is looking for. Provide the employer’s name and address to which the letter should be addressed. A copy of the notice for the job or program you are applying to may be helpful.

3. Some employers prefer to have open letters of reference included with the initial cover letter and resume. Other (the majority of?) employers prefer a reference letter submitted in a sealed envelope. Faculty members generally prefer to write confidential letters as well. Inform your instructor as to whether you are gathering such letters and mailing them together with your application or whether it’s better for the instructor to mail the letter directly. If the former, tell your instructor how to get the sealed reference letter to you; if the latter, it’s a courtesy to provide an addressed envelope if possible.

4. You can help us write a strong letter by reminding us of certain things: when you started the program and when you graduated, what classes you took with us, the topics of any special papers or projects you wrote, where you did your practicum, any related extracurricular activities you were involved in here, and anything else that will give us specific things to write about without making us rack our brains too hard or thumb through old paperwork.

5. It’s also helpful for you to include in your request a current resume; a brief statement of your recent personal, professional, or ministry experiences; and a brief statement of your goals. This is especially important if it’s been a while since you’ve been in touch with the faculty member.

Date: July 2006
GIFT POLICY

Students in SICS come from many different cultural backgrounds. We recognize that each culture has its own tradition and customs related to gift-giving and that one of the ways in which faculty and students may experience cultural clashes is in this area. For that reason, we’ve included in the handbook this section on gifts in the American academic context.

First of all, faculty members do not expect gifts. Most students go through their entire academic programs without giving any gifts to their professors.

Secondly, there are some situations in which gifts are considered to be inappropriate and would make a faculty person feel very awkward. In general, we suggest that you do NOT:

• give expensive gifts. A small, inexpensive token of appreciation can be accepted gratefully, but an expensive gift will make an American professor very uncomfortable.

• give any gift before asking a faculty member a favor or before you undergo something like an exam or dissertation defense. Gifts at such times have the appearance of bribes. Faculty members cannot respond to your request or change their evaluation of your work based on gifts. Even if there is no intent to change the outcome, the appearance is of a bribe rather than a gift.

There are some occasions on which a small gift is acceptable, though not required. They include:

• a faculty member has done something extra for you which required time and effort on their part, e.g., writing a large number of letters of reference on short notice, or helping you apply for scholarships. A small thank you gift after such a favor has been done would be appropriate (though not required). Usually faculty feel that such activities are part of their job and don’t require special thanks, but occasionally you will sense that a faculty member has gone “above and beyond” for you and you would like to thank them.

• you have especially enjoyed your interaction with a particular faculty member during a course or during your studies. A small thank you gift after you finish the course or at the time of your graduation would be appropriate (though not required). If you think that other students in the class are also interested in expressing appreciation to a professor, a group thank-you is possible. Remember that faculty are just as pleased to receive a memento of the class such as a card or a group photograph than to receive something more expensive.
Writing Papers for ALT

Even though each term paper will be unique in content to the course for which it is required, there are certain common stylistic features for all term papers. The Department of Applied Linguistics and TESOL uses the *Publication Manual of the American Psychological Association*, 5th edition (APA) as its guide for writing style. The APA format is also described and illustrated in *The Brief Holt Handbook*, the standard handbook used at Biola. You can find a copy in the reference section of Biola’s library. Another useful source would be Purdue University’s Online Writing Lab (OWL) APA style workshop (Copyright ©1995-2004 by OWL at Purdue University and Purdue University) found at [http://owl.english.purdue.edu/workshops/hypertext/apa/index.html](http://owl.english.purdue.edu/workshops/hypertext/apa/index.html). For more APA style resources, see [http://www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm).

There are several reasons why you should carefully follow the stylistic requirements set down by the various departments and/or schools at Biola:

1. The faculty grade term papers not only on the basis of content, but also on the basis of correct form and organization of your ideas. For example, if the content of your paper is “A” material but the form is not correct, you may get a grade of “A-” or even lower.

2. The format for typing the text, the reference citations, and the reference list is the same for all papers that you will write for ALT, including final research papers.

For these reasons, you are advised to check with each professor to ensure that you will follow the appropriate citation format for each discipline. In general, courses taken at Talbot or other courses in the School of Intercultural Studies follow their own citation format. The citation format subscribed to by the Department of Applied Linguistics and TESOL follows in the next few pages.

The Biola Writing Center offers a variety of services to student; contact extension 4826 for more information.

**General Format Information**

**General Appearance**

Papers should be prepared on a personal computer and printed out in an easily readable font, such as Times, 12 pt. This means that the print will be dark enough to be read without eyestrain. A laser printer produces the best finished paper, but a good quality inkjet printout is also acceptable. Biola University provides computers for student use in Metzger Hall and in Biola’s library.
Double Spacing
Term papers should be double-spaced. Single spacing is used, however, in block quotations and the reference list.

Margins
There should be a one-inch margin at the top and both sides of your paper. The bottom margin should be 1\(\frac{1}{4}\) inches up from the bottom of the page. The left margin of papers written for courses differs from that of final research papers and theses; the latter require a margin of one and one-half inches at the left to allow for binding.

Page Numbers
For theses, the page number should be placed at the bottom of the page, centered and about \(\frac{5}{8}\) inch up. Every page of the text will be numbered except the title page. For term papers, use whatever is available in your word processing; bottom, top, and top right are all acceptable.

Title Page of Term Papers
For major term papers, center the title in full caps about one-third of the way down the page. At the bottom right put your name, the course number and name, the instructor's name, and the date. Summary-response papers or other small course papers do not need a title page, but your name, the course name, and the date should be placed at the top right of the first page.

Reference Citations in the Text
See the “The ALT Citation Method” below.

Appended Materials
If you want to add anything that is not an integral part of your paper, such as a questionnaire, a picture, a printed article, or other raw data, append it after the reference list.

The ALT Citation Method
In this section, two specific areas of the citation method adopted by ALT will be addressed: (1) references cited and (2) citations within the paper. The reference list at the end of your paper provides the full bibliographical information on each work you cite in the paper. All (and only) citations in the paper must be included in the reference list. A reference list differs from a bibliography in that the latter can include materials consulted but not directly cited in the text. The format for a reference list and a bibliography is exactly the same. The citation format within the paper provides the bare minimum of information needed to locate and identify a particular citation in the reference list.
ALT DEPARTMENT STYLE MANUAL

SECTION 4.1

I. REFERENCES

The reference section lists all of the references and only the references actually cited in the text. The purpose of the reference list is two-fold: (1) to provide full bibliographic detail necessary to find the item cited in a library, and (2) to provide a unique author and date for each item listed.

The items cited in the reference list have the following form. Items are arranged alphabetically by the author's last name. Items under each author are listed in chronological order of publication, with the earliest first. If there are two or more items by the same author published in the same year, they are alphabetized by title and labeled "a," "b," "c," etc. If there are joint authors, the authors are all listed surname first in both journals and authored books. If a senior author has published items under his/her own name and also edited works or collaborated with other authors, a separate entry is made for each combination of his/her name with those of other collaborators.

In the examples which follow, note carefully capitalization, spacing, font type, and punctuation. The same information may occur in a slightly different format depending on the category of entry it is part of. Particularly note these two areas:

1. Order of authors. Single or multiple authors are always listed (a) last name followed by (b) first and other initials except when they are cited as author(s) of an edited volume which is the location of a particular chapter. Compare entries in sections B and C below.

2. Page numbers. In citing a chapter in a book, give the page numbers as: (pp. 123-456). However, when citing an article from a journal or periodical use just the numbers without “pp.”. Compare entries in section C with those in section D below.

A. If the item is a single-author book or a joint-author nonedited book


ALT DEPARTMENT STYLE MANUAL

SECTION 4.1

B. If the item is a joint-author edited book


C. If the item is a chapter in a book


D. If the item is an article in a periodical


E. If the item is a book review


F. If the item is a conference paper (see also O. on ERIC documents)

G. If the item is an unpublished work


H. If the item is from unpublished course notes

Purgason, K.B. (2004). Real world problems in teaching ESL/EFL. Course notes for ISTE 525 Introduction to TESOL, Biola University, La Mirada, CA.


I. If the item is from a secondary source

Occasionally you will read something quoted by someone else that you want to quote. You should make every effort to read the original source, but if you can’t your citation should be as follows:

Boaz (1889, cited in Richards, 1974, p. 3) writes about…

Or In Lin’s research (1990, as cited in Lai, 2002), she studied…

…and your reference list should include only the source you actually read (that is, Richards, or Lai).

J. If the item has no author or editor named

Use titles:


…and your in-text citation will use a brief version of the title, with capital letters: ("Caffeine Linked," 1991).

K. If the item is a print journal or newspaper article retrieved online:

ALT DEPARTMENT STYLE MANUAL

SECTION 4.1

L. If the item is a document retrieved from online:


M. If the item is a website:


N. If the item is a thesis or dissertation abstract retrieved from a database:


O. If the item is an ERIC document

Give the author’s name (if given), date, title of the document, and any other information you think would be relevant (e.g., paper given at . . . ), and the ERIC reference data.


II. TEXTUAL CITATION

Footnotes or endnotes should be used sparingly; incorporate the material into the text whenever possible. Occasionally, however, you may need to explain a term or concept or make an aside which interrupts the flow of the text. To do this, use the standard style for footnotes or endnotes. All citations in either noting method must also be given in the References list.

For examples of footnotes, see articles in *TESOL Quarterly*. For examples of endnotes (called “Notes”), see articles in either *Studies in Second Language Acquisition*, which follows the ALT-approved APA format, or *Applied Linguistics*, which is slightly different but which also uses endnotes. ALT prefers that students use endnotes rather than footnotes because they are easier to format. See the section “Endnotes” below.
The basic textual citation consists of the author's last name and the date of the item cited. When citing quoted material, also include the page on which the citation is found. All citations are enclosed in parentheses:

A. For single citations

(Holec, 1979)
(Freeman & Cornwell, 1993)

B. For several references cited at the same point, arrange them in alphabetical order

(see, e.g., Brown, 1994; Freeman & Cornwell, 1993; Richards & Lockhart, 1994)

C. For a citation by an author who has published more than one item in the same year, all of which will be cited in some place in your paper (and hence found in the References list)

(Oxford, 1985b)

D. For more than one author with the same last name, use first initials to distinguish them

(B. Kachru, 1993)
(Y. Kachru, 1989)

E. For short direct quotations, give the author’s name and date before the quote and the page number after the quote

These strategies are defined by Oxford (1990) as “actions taken by second and foreign language learners to control and improve their own learning” (p. ix).

F. For direct quotes four lines or more in length, use the block format:

Block format. Single space and indent .25 inch at the left for every line of the quotation, but do not indent the right margin. Also, do not use quotation marks. If a paragraph break occurs within the material quoted, indent the first line of the second paragraph another five spaces. The citation is placed at the end as in the following two examples:

When the reference is cited in the sentence immediately preceding the block quote, put only the page number at the end of the block:
Slimani (1992) reports that:

about 77.45 percent …
(several lines of text)
… initiated by the teacher. (p. 211)

When the reference is cited several sentences before the quote begins, include the author’s name and date along with the page number at the end of the block:

None of the learning differences …
(several lines of text)
… within any biographical subgroup. (Willing, 1988, pp. 150-151)

III. ADDITIONAL COMMENTS AND EXAMPLES

A. Comments

In your paper, do not indicate reference sources by using superscript numbers and putting the reference in footnotes or endnotes; instead, as mentioned above, place the reference citations directly in the text, giving the author's name and date in parentheses (see examples 1-4 below). When several authors agree on the same topic, multiple citations can be used (see example 2).

When using a short quotation, the date and page number will be included (see examples 5 & 6). For long quotations, see the section on “block format” above. Note the position of the author’s name and date as well as the punctuation used in both types of quoted material.

Information gained through personal communication is cited in the text but not in the reference list. Provide as accurate a date as possible (see example 7).

Secondary sources should rarely be used, but if you do not have access to the original source, or if the original article is reprinted in an anthology, you may use a secondary source. For historical perspective, give the original date (if possible) as well as the date of the secondary source which you consulted (see examples 8 and 9).

B. Examples of text citation, including citations with quoted material

1. Stevick (1971) presents three qualities by which to evaluate language materials.

3. Materials can be evaluated according to three qualities: strength, lightness, and transparency (Stevick, 1971).

4. Notional-functional syllabi are concerned with the functions that are performed by language, such things as inviting, accepting an invitation, refusing an invitation, etc. (van Ek & Alexander, 1975; Johnson, 1982).

5. "Transparency is primarily a cognitive problem" (Stevick, 1971, p. 48).

6. Stevick (1971) says that "transparency is primarily a cognitive problem" (p. 48).

7. Since 1980, there has been a great deal of emphasis placed on intercultural understanding in TESOL training programs and at conventions (B. Chastain, Personal communication, May 24, 1993).

8. Boaz (1889, cited in Richards, 1974, p. 3) writes about the difficulties that nineteenth century linguists had in perceiving sounds of new languages.

9. "This hypothesis states that a human infant is born with an innate predisposition to acquire language" (Corder, 1967, repr. in Richards, 1974, p. 21).

IV. ENDNOTES

Endnotes are used for additional information that might be interesting to the reader but which is not essential to the coherence of your paper.¹ Number your notes consecutively throughout the text.² Prepare a note page with the title NOTES in capital letters at the top. Four lines down from the title, list the notes consecutively by number.³ This page comes directly after the text of your paper and before your list of references. The following example of endnotes on a “Notes” page is based on the superscript numbers in this paragraph.

NOTES

1. If putting such information in the text would disrupt your line of development and might lead your reader off on a tangent, then put that information in an endnote.
2. In the text, the number is written as a superscript. You can use a smaller font for it. A 12-point font has been for this text and a 9-point font for the superscript numbers.

3. The numbers on the "Notes" page are standard size. They are not raised above the line or reduced in size.

V. OTHER

Charts, tables, and appendices may also be part of your paper. See APA guidelines for how to do these.
The following is a list of professional journals that students and faculty of Applied Linguistics and TESOL often read in their studies. Given the overwhelming amount of professional journals available (see Section 4.3 for the extensive list of periodicals in Applied Linguistics and TESOL compiled by Dr. Michael Lessard-Clouston), these journals are recommended for students’ initial exploration. Students can access these journals online either on campus or at home.

- Annual Review of Applied Linguistics
- Applied Linguistics
- Canadian Modern Language Review
- Computer Assisted Language Learning
- ELT Journal
- English Teaching Forum
- International Journal of Applied Linguistics
- International Journal of Corpus Linguistics
- International Journal of Lexicography
- International Review of Applied Linguistics in Language Teaching (IRAL)
- Journal of Linguistics
- Journal of Second Language Writing
- Language
- Language Assessment Quarterly
- Language in Society
- Language Learning
- Language Learning and Technology
- Language Policy
- Language Testing
- Language Teaching Research
- Modern Language Journal (MLJ)
- ReCALL Journal
- RELC Journal
- Second Language Research
- Studies in Second Language Acquisition
- System
- TESL-EJ
- TESOL Quarterly
- The Internet TESL Journal
The following list of periodicals (mostly journals) will be of interest to students and faculty in Applied Linguistics and TESOL. It may be that you are interested in learning about what has been studied concerning a particular topic, and you want to find a good literature survey or some examples of related empirical research. Maybe you are looking for a theoretical framework or some work on research methods or aspects of language or education. Perhaps you want to try to publish that assignment you wrote for a course or the paper you presented at a conference. Well, here are various periodicals to consider – both to learn about what has been done and to contribute as a professional to the field.

The following list is not complete, but it includes many journals and some magazines in various areas of interest that we consider in our core and major elective classes in applied linguistics and TESOL. Some of these sources are only available online, others are only in print, and still others may be available in some combination of these. While Biola does not subscribe to all of these, I have tried to indicate what we do have access to (where known), through library subscriptions or online access. Thus these simple notations may be useful:

- **L** = available in print in the Biola library (check the journals room or the stacks)
- **O** = an online journal (visit the web site listed, usually for pdf articles)
- **L/O** = available in print in the Biola library and in pdf online through Biola
  (but often/usually only on campus, through the Biola website)
- **B/O** = Biola’s subscription is only online on campus through the website (pdf)

Here are some further caveats/comments/suggestions:

- The periodicals are listed alphabetically, and where possible I have included a URL, as many print journals have abstracts, sample articles, etc., online.
- While not vouching for the content or quality of these periodicals, I find them to be good overall, with lots of interest. Most are refereed, yet some are not. While most are in language, linguistics, applied linguistics, or TESOL, some other journals are included because they publish relevant language-related articles.
- I have only included periodicals that are freely available (you don’t need to be a member of a group in order to receive or read them), though not all are free! Often we have to pay for good research. Yet check the library’s online periodicals directory (http://www.biola.edu/library/tools/periodicals/) first!

If you find updates or other periodicals that would be good to add to future versions of the list, please send me the information (title, publisher, URL, etc.), preferably by email (michael.lessard-clouston@biola.edu). Happy researching!

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**Date: August 2009**
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

- **Across the Disciplines**  [http://wac.colostate.edu/atd/index.cfm](http://wac.colostate.edu/atd/index.cfm)
- **Africana Linguistica**  [http://www.africanamuseum.be/publications/journals/publications/journals/AfricanaLinguistica](http://www.africanamuseum.be/publications/journals/publications/journals/AfricanaLinguistica)
- **Alberta Journal of Educational Research**  [http://www.education.ualberta.ca/educ/journals/ajer.html](http://www.education.ualberta.ca/educ/journals/ajer.html)
- **American Journal of Education**  [http://www.journals.uchicago.edu/toc/aje/current](http://www.journals.uchicago.edu/toc/aje/current)
- **Annals of Dyslexia**  [http://www.springerlink.com/content/120602/](http://www.springerlink.com/content/120602/)
- **Annual Review of Anthropology**  [http://arjournals.annualreviews.org/loi/anthro?cookieSet=1](http://arjournals.annualreviews.org/loi/anthro?cookieSet=1)
- **Annual Review of Cognitive Linguistics**  [http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ARCL](http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ARCL)
- **Anthropological Linguistics**  [http://www.indiana.edu/~anthling/](http://www.indiana.edu/~anthling/)
- **Anthropology and Education Quarterly**  [http://www3.interscience.wiley.com/journal/118902576/home](http://www3.interscience.wiley.com/journal/118902576/home)
- **Applied Anthropology**  [http://www.dliflc.edu/publications.aspx](http://www.dliflc.edu/publications.aspx)
- **Applied Psycholinguistics**  [http://journals.cambridge.org/action/displayJournal?jid=APS](http://journals.cambridge.org/action/displayJournal?jid=APS)
- **Argumentation**  [http://www.springerlink.com/content/0920-427X](http://www.springerlink.com/content/0920-427X)
- **Argumentation et analyse du discours**  [http://aad.revues.org/](http://aad.revues.org/)
- **Arena Romanistica (Journal of Romance Studies)**  [http://arenaromanistica.uib.no/](http://arenaromanistica.uib.no/)
- **Arizona Working Papers in Second Language Acquisition and Teaching**  [http://w3.coh.arizona.edu/AWP/](http://w3.coh.arizona.edu/AWP/)
- **Australian Journal of Linguistics**  [http://www.informaworld.com/smpp/title~content=t713404403](http://www.informaworld.com/smpp/title~content=t713404403)
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

<table>
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<tr>
<th>Periodical</th>
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<tr>
<td>Babel</td>
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<td>Babylonia</td>
<td><a href="http://www.babylonia-ti.ch/introen1.htm">http://www.babylonia-ti.ch/introen1.htm</a></td>
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<tr>
<td>Beiträge zur Geschichte der deutschen Sprache und Literatur</td>
<td><a href="http://www.reference-global.com/loi/bgs1">http://www.reference-global.com/loi/bgs1</a></td>
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<td>Bilingual Research Journal</td>
<td><a href="http://brj.asu.edu/">http://brj.asu.edu/</a></td>
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<tr>
<td>Biolinguistics</td>
<td><a href="http://www.biolinguistics.eu/index.php/biolinguistics">http://www.biolinguistics.eu/index.php/biolinguistics</a></td>
</tr>
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<td>Birkebeck Studies in Applied Linguistics</td>
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<td>BOCA: The South Florida Journal of Linguistics</td>
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<td>Brain and Language</td>
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<td>Brill’s Annual of Afroasiatic Languages and Linguistics</td>
<td><a href="http://www.brill.nl/baall">http://www.brill.nl/baall</a></td>
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<td>Buckingham Journal of Language and Linguistics</td>
<td><a href="http://www.ubpl.co.uk/index_files/Journals.htm">http://www.ubpl.co.uk/index_files/Journals.htm</a></td>
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<td>Bulletin suisse de linguistique appliquée</td>
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<td>California Linguistic Notes</td>
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<td>CALL-EJ Online</td>
<td><a href="http://www.tell.is.ritsumei.ac.jp/callejonline/">http://www.tell.is.ritsumei.ac.jp/callejonline/</a></td>
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<tr>
<td>Canadian Journal of Linguistics</td>
<td><a href="http://muse.jhu.edu/journals/canadian_journal_of_linguistics/">http://muse.jhu.edu/journals/canadian_journal_of_linguistics/</a></td>
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<td>CETC Newsletter</td>
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<tr>
<td>Child Language Teaching and Therapy</td>
<td><a href="http://clt.sagepub.com/">http://clt.sagepub.com/</a></td>
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<tr>
<td>Chinese Language and Discourse</td>
<td><a href="http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=CLD">http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=CLD</a></td>
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<td>Christian Education Journal</td>
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<td>Christian Higher Education</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t713669144~db=jour">http://www.informaworld.com/smpp/title~content=t713669144~db=jour</a></td>
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<td>Christian Scholar’s Review</td>
<td><a href="http://www.csreview.org/">http://www.csreview.org/</a></td>
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<td>College Composition and Communication</td>
<td><a href="http://www.inventio.us/ccc/">http://www.inventio.us/ccc/</a></td>
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<tr>
<td>College English</td>
<td><a href="http://www.ncte.org/pubs/journals/ce">http://www.ncte.org/pubs/journals/ce</a></td>
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PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

College ESL  http://lib1.bmcc.cuny.edu/facres/esl.html
Colorado Research in Linguistics  O http://www.colorado.edu/ling/CRIL/index.htm
Communication Reports  L http://www.tandf.co.uk/journals/titles/08934215.asp
Communication Research  L http://crx.sagepub.com/
Communications: The European Journal of Communication Research  http://www.reference-global.com/loi/comm
Computational Linguistics  O http://www.mitpressjournals.org/loi/coli
Computer Assisted Language Learning  http://www.informaworld.com/smpp/title~content=t716100697~db=journ
Computer Speech and Language  http://www.sciencedirect.com/science/journal/08852308
Constructions  O http://elanguage.net/journals/index.php/constructions/index
Constructions and Frames  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=CF
Corpora  http://www.eup.ed.ac.uk/journals/content.aspx?pageId=1&journalId=12801
Corpus  http://corpus.revues.org/
Corpus Linguistics and Linguistic Theory  http://www.reference-global.com/toe/cllt/current
Crisolenguas  O http://crisolenguas.uprrp.edu/indexEnglish.html
Critical Discourse Studies  http://www.informaworld.com/smpp/title~content=t713695016~db=journ
Critical Inquiry in Language Studies  http://www.informaworld.com/smpp/title~content=t775648099~db=all
Cross-Cultural Research  http://ccr.sagepub.com/
Cultural Anthropology  http://www3.interscience.wiley.com/journal/118902555/home
Culture and Religion  L http://www.tandf.co.uk/journals/titles/01438301.html
Current Anthropology  L http://www.journals.uchicago.edu/CA/
Current Issues in Language and Society  (no longer published)  http://www.multilingual-matters.net/cils/default.htm
Current Issues in Language Planning  http://www.informaworld.com/smpp/title~content=t794297782~db=all
Currents in Electronic Literacy  O http://currents.cwrl.utexas.edu/
Curriculum Inquiry  http://www3.interscience.wiley.com/journal/117998793/home
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

DELTA: Documentação de Estudos em Linguística Teórica e Aplicada
Diachronica http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=DIA
Dialectologia et Geolinguistica http://www.reference-global.com/loi/dig
Dialog on Language Instruction O http://www.dlifc.edu/publications.aspx
Diaspora, Indigenous, and Minority Education
   http://www.informaworld.com/smpp/title~content=t775653636~db=jour
Dictionaries L http://polyglot.lss.wisc.edu/dsna/
Die Unterrichtspraxis / Teaching German
   http://www3.interscience.wiley.com/journal/118902498/home
Discours – Revue de linguistique O http://discours.revues.org/
Discourse Analysis Online O http://extra.shu.ac.uk/daol/
Discourse and Society B/O http://das.sagepub.com/
Discourse Processes http://www.informaworld.com/smpp/title~content=t775653637~db=all
Discourse Studies B/O http://dis.sagepub.com/
Discurso & Sociedad O http://www.dissoc.org/
Edinburgh Working Papers in Applied Linguistics (via ERIC)
Education Policy Analysis Archives http://epaa.asu.edu/epaa/
Educational Horizons L http://www.pilambda.org/horizons/volumes.html
Educational Insights O http://www.ccfi.educ.ubc.ca/publication/insights/
Educational Leadership L http://www.ascd.org/portal/site/ascd/menuitem.a4dbd0f2c4f9b94cdeb3ffdb62108a0c/
Educational Measurement: Issues and Practice L/O
   http://www.blackwell-synergy.com/loi/EMIP
Educational Researcher http://edr.sagepub.com/
EL Gazette http://www.elgazette.com/
eLanguage O http://elanguage.net/home
enculturation: a journal of rhetoric, writing, and culture O http://enculturation.gmu.edu/
English Education L http://www.ncte.org/pubs/journals/ee
English in Education http://www3.interscience.wiley.com/journal/118902561/home
English Journal L http://www.ncte.org/pubs/journals/eg
English Language and Linguistics L http://journals.cambridge.org/action/displayJournal?jid=ELL
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

English Teaching Forum  http://exchanges.state.gov/forum/
English Teaching Professional  http://www.etprofessional.com/
English Text Construction  
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ETC
English Today L/O  http://journals.cambridge.org/action/displayJournal?jid=ENG
English World-Wide  
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=EWW
Equity and Excellence in Education  L  
  http://www.informaworld.com/smpp/title~content=t713770316~db=jour
ESL Magazine  http://www.eslmag.com/
ESP Across Cultures  O  http://old.unifg.it/esp/
ESP World  O  http://www.esp-world.info/contents.htm
Essential Teacher  L  http://www.tesol.org/et
Essex Graduate Student Papers in Language and Linguistics  O  
  http://www.essex.ac.uk/linguistics/pgr/egssplll/index.shtm
Estudios de lingüística aplicada  
Etudes de linguistique appliquée  http://www.klincksieck.com/revues/ela/
Ethnicities  http://etn.sagepub.com/
e-Utama  O  http://mlcd.mypage.nie.edu.sg/english_eutama.html
EUROSLA Yearbook  B/O  
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=EUROSLA
Evaluation and Research in Education  
  http://www.informaworld.com/smpp/title~content=t794297791~db=all
Evangelical Missions Quarterly  L  http://bgc.gospelcom.net/emis/emqpg.htm
Field Methods  http://fmx.sagepub.com/
First Language  http://fla.sagepub.com/
Folia Linguistica  http://www.reference-global.com/toc/flin/current
Foreign Language Annals  http://www.actfl.org/i4a/pages/index.cfm?pageid=3320
Forum on Public Policy  B/O  
  http://www.forumonpublicpolicy.com/journals.htm
Frontiers of Literary Studies in China  
  http://www.springerlink.com/content/1673-7318
FULGOR - Flinders University Languages Group Online Review  O  
Functions of Language  
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=FOL
German as a Foreign Language  O  http://www.gfl-journal.de/
German Quarterly  http://www3.interscience.wiley.com/journal/118902565/home
Gesture  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=GEST
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

GIALens: Electronic Notes Series  O  http://www.gial.edu/GIALens/issues.htm
Glossa: An Ambilingual Interdisciplinary Journal  O
http://bibliotecavirtual.suagm.edu/Glossa2/index.html
Heritage Language Journal  O  http://www.heritagelanguages.org/
Hispania  L  http://www.hispaniajournal.org/
Historiographia Linguistica
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=HL
Hong Kong Journal of Applied Linguistics  O  http://www2.vec.hku.hk/hkal/
Human Communication Research  L/O
http://www3.interscience.wiley.com/journal/118533486/home
Humanising Language Teaching  O  http://www.hltmag.co.uk/
IANUA Revista Philologica Romanian  O  http://www.romaniaminor.net/ianua/
IATEFL Voices  http://www.iatefl.org/
ICAME Journal  http://icame.uib.no/journal.html
ILSIENNA (Maltese Linguistics)
http://www.fb10.uni-bremen.de/ghilm/journal.aspx
Indian Journal of Applied Linguistics
http://www.bahripublications.com/appliedlinguistic/current_issue.htm
Ikala – Revista de lenguaje y cultura http://quimbaya.udea.edu.co/~ikala/
Information Design Journal
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IDJ
Innovation in Language Learning and Teaching
http://www.informaworld.com/smpp/title~content=t794297795~db=all
Interaction Studies  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IS
Intercultural Pragmatics  http://www.reference-global.com/toc/iprg/current
International Journal for the Semiotics of Law
http://www.springerlink.com/content/0952-8059
International Journal of American Linguistics  L
http://www.journals.uchicago.edu/IJAL/home.html
International Journal of Applied Linguistics  B/O
http://www3.interscience.wiley.com/journal/118505198/home
International Journal of Bilingual Education and Bilingualism
http://www.informaworld.com/smpp/title~content=t794297780~db=all
International Journal of Communication
International Journal of Corpus Linguistics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=IJCL
International Journal of Cultural Studies  http://ics.sagepub.com/

International Journal of English Studies
http://www.um.es/engphil/nueva/id22.htm
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

International Journal of Intercultural Relations
http://www.sciencedirect.com/science/journal/01471767
International Journal of Multilingualism
http://www.informaworld.com/smpp/title~content=t794020038~db=all
International Journal of Speech, Language and the Law
International Journal of the Sociology of Language
http://www.reference-global.com/toc/ijsl/current
International Journal of Translation
International Multilingual Research Journal
http://www.informaworld.com/smpp/title~content=t775653684~db=all
International Review of Applied Linguistics in Language Teaching
http://www.reference-global.com/toc/iral/current
International Review of Education  L/O
http://www.springerlink.com/content/0020-8566
Interpreting
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=INTP
inTRAlinea (Translation Journal)
http://www.intralinea.it/eng_open.php
Investigationes Linguisticae  O  http://www.staff.amu.edu.pl/~inveling/index.php
Issues in Applied Linguistics
http://sites.google.com/site/issuesinappliedlinguistics/Home
Issues in Intercultural Communication  https://www.novapublishers.com/
Issues in Political Discourse Analysis  https://www.novapublishers.com/
Italian Journal of Linguistics  http://alphalinguistica.sns.it/Riviste.htm
ITL International Journal of Applied Linguistics
JALT Hokkaido Journal  O  http://www.jalthokkaido.net/faq/faq_journal.html
JALT Journal  http://jalt-publications.org/jj/
Japan Journal of Multilingualism and Multiculturalism
http://www.bsig.org/jjmm/index.html
Journal of Adolescent and Adult Literacy  L
http://www.reading.org/publications/journals/jaal/current/index.html
Journal of African Languages and Linguistics
http://www.reference-global.com/toc/jall/current
Journal of Anthropological Research  L  http://www.unm.edu/~jar/
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

- Journal of Applied Linguistics  
- Journal of Arabic and Islamic Studies  
  http://www.uib.no/jais/jais.htm
- Journal of Asian Pacific Communication  
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JAPC
- Journal of Asian Studies  
  http://www.asianst.org/publications/JAS.htm
- Journal of Biblical Literature  
  http://jbl.metapress.com/content/t1398x5t134j/
- Journal of Child Language  
  http://journals.cambridge.org/action/displayJournal?jid=JCL
- Journal of Child Psychology and Psychiatry  
  http://www3.interscience.wiley.com/journal/117960395/home
- Journal of Christian Education  
- Journal of Christianity and Foreign Languages  
  http://www.spu.edu/orgs/nacfla/publicat.htm
- Journal of Cognitive Science  
  http://cogsci.snu.ac.kr/jcs
- Journal of Communication  
  http://www3.interscience.wiley.com/journal/118502213/home
- Journal of Communication and Religion  
  http://www.americanrhetoric.com/rca/rcajournals.html
- Journal of Communication Disorders  
  http://www.sciencedirect.com/science/journal/00219924
- Journal of Comparative Germanic Linguistics  
  http://www.springer.com/linguistics/journal/10828
- Journal of Computer Assisted Learning  
  http://www3.interscience.wiley.com/journal/118532949/home
- Journal of Computer-Mediated Communication  
  http://www3.interscience.wiley.com/journal/117979306/home
- Journal of Cross-Cultural Psychology  
  http://jcc.sagepub.com/
- Journal of Cultural Diversity  
- Journal of Curriculum Studies  
  http://www.tandf.co.uk/journals/tf/00220272.html
- Journal of East Asian Linguistics  
  http://www.springerlink.com/content/0925-8558
- Journal of English as an International Language  
  http://www.eilj.com/
- Journal of English for Academic Purposes  
  http://www.sciencedirect.com/science/journal/14751585
- Journal of English Linguistics  
  http://eng.sagepub.com/
- Journal of Evangelism and Missions  
  http://www.mabts.edu/templates/cusmabts/details.asp?id=23267&PID=72468
- Journal of Experimental Linguistics  
  http://elanguage.net/journals/index.php/jel/index
- Journal of French Language Studies  
  http://journals.cambridge.org/action/displayJournal?jid=JFL
- Journal of Germanic Linguistics  
  http://journals.cambridge.org/action/displayJournal?jid=JGL
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

Journal of Greek Linguistics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JGL

Journal of Historical Pragmatics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JHP

Journal of Intensive English Studies

Journal of International and Intercultural Communication
http://www.informaworld.com/smpp/title~content=t77186829~db=jour

Journal of Intercultural Communication
http://www.immi.se/intercultural/

Journal of Intercultural Communication Research
http://www.informaworld.com/smpp/title~content=t724921260~db=all

Journal of Language and Linguistics
http://www.jllonline.net/

Journal of Language and Politics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JLP

Journal of Language and Social Psychology
http://jls.sagepub.com/

Journal of Language and Translation
http://unish.org/

Journal of Language Contact
http://www.journal-of-language-contact.org/

Journal of Language Relationship
http://journal.nostratic.ru/

Journal of Language, Identity, and Education
http://www.informaworld.com/smpp/title~content=t775653670~db=all

Journal of Latinos and Education
http://www.informaworld.com/smpp/title~content=t775648131~db=jour

Journal of Linguistic Anthropology
http://journals3.interscience.wiley.com/journal/118902534/home

Journal of Linguistics
http://journals.cambridge.org/action/displayJournal?jid=LIN

Journal of Literacy Research
http://www.informaworld.com/smpp/title~content=t775648132~db=all

Journal of Literary Semantics
http://www.reference-global.com/toc/jlse/current

Journal of Logic, Language and Information
http://www.springer.com/philosophy/logic/journal/10849

Journal of Memory and Language

Journal of Mesoamerican Languages and Linguistics
http://elanguage.net/journals/index.php/jml/index

Journal of Modern Turkish Studies
http://intad.humanity.ankara.edu.tr/index_e.php

Journal of Multicultural Discourses
http://www.informaworld.com/smpp/title~content=t794020039~db=all

Journal of Multilingual and Multicultural Development
http://www.informaworld.com/smpp/title~content=t794297829~db=all

Journal of Neurolinguistics
http://www.sciencedirect.com/science/journal/09116044

Journal of Online Learning and Teaching
http://jolt.merlot.org/index.html
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

Journal of Pan-Asian Association of Applied Linguistics
http://paaljapan.org/conference/journals.html

Journal of Phonetics
http://www.sciencedirect.com/science/journal/00954470

Journal of Pidgin and Creole Languages
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JPCL

Journal of Politeness Research, Language, Behaviour, Culture
http://www.reference-global.com/toc/jplr/current

Journal of Portuguese Linguistics

Journal of Pragmatics
http://www.sciencedirect.com/science/journal/03782166

Journal of Psycholinguistic Research
http://www.springerlink.com/content/0090-6905

Journal of Research in Reading B/O
http://www3.interscience.wiley.com/journal/117986938/home

Journal of Second Language Writing L
http://www.sciencedirect.com/science/journal/10603743

Journal of Sociolinguistics B/O
http://www3.interscience.wiley.com/journal/117980142/home

Journal of South Asian Linguistics O
http://katze.sprachwiss.uni-konstanz.de/~jsal/ojs/index.php/jsal

Journal of Speech, Language, and Hearing Research L
http://jslhr.asha.org/

Journal of Taiwanese Vernacular
http://ctlt.twl.ncku.edu.tw/jotv.htm

Journal of Teacher Education L/O
http://jte.sagepub.com/

Journal of Technology, Learning, and Assessment O
http://escholarship.bc.edu/jtla/

Journal of the International Phonetic Association
http://journals.cambridge.org/action/displayJournal?jid=IPA

Journal of the National Council of Less Commonly Taught Languages
http://www.councilnet.org/nclc/index.htm

Journal of Translation O
http://www.sil.org/siljot/

Journal of Turkish Linguistics

Journal of Universal Language
http://unish.org/

Journal of Voice
http://www.sciencedirect.com/science/journal/08921997

Journal of Writing Research O
http://jowr.org/

http://kairos.technorhetoric.net/

Kansas Working Papers in Linguistics O
http://kuscholarworks.ku.edu/dspace/handle/1808/276

Korea TESOL Journal
http://www.kotesol.org/?q=KTJ

Korean Journal of Applied Linguistics
http://www.alak.or.kr/main/pub_journal.htm

Korean Journal of Applied Linguistics
http://www.alak.or.kr/main/pub_journal.htm

L1 – Educational Studies in Language and Literature O
### PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

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<td>Language and History</td>
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<td>Language Arts</td>
<td>L <a href="http://www.ncte.org/pubs/journals/la">http://www.ncte.org/pubs/journals/la</a></td>
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<td>Language Assessment Quarterly</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t775653669~db=jour">http://www.informaworld.com/smpp/title~content=t775653669~db=jour</a></td>
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<td>Language Awareness</td>
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<td>Language Learning Journal</td>
<td><a href="http://www.informaworld.com/smpp/title~content=t779637218~db=jour">http://www.informaworld.com/smpp/title~content=t779637218~db=jour</a></td>
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<td>Language Learning and Technology</td>
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<td>Language Matters</td>
<td>(Studies in the Languages of Africa)</td>
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PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION

Language, Meaning, and Society  
http://www.utexas.edu/cola/depts/anthropology/linguistic/lms/

Language Policy  
http://www.springerlink.com/content/1568-4555

Language Problems and Language Planning  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=LPLP

Language Research  
http://language.snu.ac.kr/language/pages/S10026_00.jsp

Language Resources and Evaluation  
http://www.springerlink.com/content/1574-020X

Language Sciences  
http://www.sciencedirect.com/science/journal/03880001

Language Teaching  
http://journals.cambridge.org/action/displayJournal?jid=LTA

Language Teaching Research  
http://ltr.sagepub.com/

Language Testing  
http://ltj.sagepub.com/

Language Variation and Change  
http://journals.cambridge.org/action/displayJournal?jid=LVC

Languages in Contrast  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=LiC

Langues et linguistique  
http://www.lang-lang.on.ma/

LDV Forum  

Le fait missionnaire (no longer published)  
http://www2.unil.ch/lefaitmissionnaire/pages/issues.html#downloadable

Le Sycomore: Revue de traduction biblique pour la Francophonie  
http://www.ubs-translations.org/other_translation_journals/sycomore/

Leiden Working Papers in Linguistics  
http://www.hum.leiden.edu/lucr/research/lwpl/

Lengua y Migración  
http://www.niemeyer.de/

Lexicographica  
http://www.lexicographica.org/

Lexis E-Journal in English Lexicology  
http://screcherche.univ-lyon3.fr/lexis/

Links and Letters  
http://www.raco.cat/index.php/LinksLetters

Lingua  
http://www.sciencedirect.com/science/journal/00243841

Lingua et Linguistica  
http://jllonline.org/lingua.aspx

Linguamática  
http://www.linguamatica.com/index.php/linguamatica

Linguagem & Ensino  
http://rle.ucpel.tche.br/

Linguagem em (Dis)curso  
http://www3.unisul.br/paginas/ensino/pos/linguagem/revista/revista.htm

Linguistic Inquiry  
http://www.mitpressjournals.org/loi/ling

Linguistica Atlantica  
http://www.unb.ca/apla-alpa/journal.html

Linguistica Occtiana  
http://www.linguistik-online.de/index.html

Linguistica Pragensia  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=LINP

Linguistic Discovery  
http://linguistic-discovery.dartmouth.edu/cgi-bin/WebObjects/Journals.woa/xmlpage/1/issue

Linguistic Issues in Language Technology  
http://elanguage.net/journals/index.php/lilt/index

Linguistic Typology  
http://www.reference-global.com/toc/lity/current
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Linguistic Variation Yearbook  
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LIVY

Linguistics  
http://www.reference-global.com/toc/ling/current

Linguistics and Education  
http://www.sciencedirect.com/science/journal/08985898

Linguistics and Philosophy  
http://www.springerlink.com/content/0165-0157

Linguistics and the Human Sciences  

Linguistics in the Netherlands  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=AVT

Linguistik Online  
http://www.linguistik-online.de/index.html

Linguisticae Investigationes  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=L1

Literacy  

Literacy Research and Instruction  
http://www.informaworld.com/smpp/title~content=t791817959~db=all

Literary and Linguistic Computing  
http://llc.oxfordjournals.org/

Machine Translation  
http://www.springer.com/linguistics/computational+linguistics/journal/10590

Margins Linguistiques  
http://marges.linguistiques.free.fr/index.htm

Mélanges CRAPEL  
http://revues.univ-nancy2.fr/melangesCrapel/articleCrapel.php3?id_rubrique=1

Meta: Journal des traducteurs  

Metaphor and Symbol  
http://www.informaworld.com/smpp/title~content=t775653680~db=all

Mind and Language  
http://www3.interscience.wiley.com/journal/117998130/home

Missio Dei  
http://www.tyndale.ca/~missiodei/about/

Missiology: An International Review  
http://www.asmweb.org/missiology.htm

Mission Frontiers  
http://www.missionfrontiers.org/

Modern English Teacher  
http://www.onlinemet.com/

Modern Language Journal  
http://www3.interscience.wiley.com/journal/118484599/home

Morphology  
http://www.springerlink.com/content/1871-5621

MorphOn e-Journal of Morphology  
http://morphologyonline.com/default.aspx

MTM: A Translation Journal  
http://www.mtmjournal.gr/

Multicultural Perspectives  
http://www.nameorg.org/publications.html

Multicultural Review  
http://www.mcreview.com/

Multilingua  
http://www.reference-global.com/toc/mult/current

Multilingual  
http://www.multilingual.com/

NABE News  
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=N1

Natural Language and Linguistic Theory  
http://www.springerlink.com/content/0167-806X
Natural Language Engineering
  http://journals.cambridge.org/action/displayJournal?jid=NLE
Natural Language Semantics  http://www.springerlink.com/content/0925-854X
NECTFL Review  http://alpha.dickinson.edu/prorg/nectfl/review.html
Neophilologus http://www.springerlink.com/content/0028-2677
New Voices in Translation Studies  http://www.iatis.org/newvoices/
New Writing http://www.informaworld.com/smpp/title~content=t794020040~db=all
New Zealand Studies in Applied Linguistics
  http://www.vuw.ac.nz/lals/about/alanz/journal.html
Newcastle Working Papers in Linguistics
  http://www.ncl.ac.uk/linguistics/research/workingpapers/index.htm
Nordic Journal of Linguistics
  http://journals.cambridge.org/action/displayJournal?jid=NJL
North Korean EFL Journal
  http://www.northkorean-efl-journal.com/
Northwest Journal of Linguistics
  http://www.sfu.ca/nwjl/index.html
Notes on Linguistics  (no longer published) http://www.sil.org/linguistics/nol.htm
Notes on Literacy  (no longer published) http://www.sil.org/literacy/nol.htm
NovELTy

NYU Working Papers in Linguistics
  http://www.nyu.edu/gsas/dept/lingu/nyuwpl/index.html
Ottawa Papers in Linguistics
  http://aix1.uottawa.ca/~clo/
PacCALL Journal
  http://www.paccall.org/journal/
Pedagogies
  http://www.informaworld.com/smpp/title~content=t775653691~db=jour
Perspectives: Studies in Translatology
  http://www.informaworld.com/smpp/title~content=t794297831~db=all
Philippine ESL Journal
  http://www.philippine-esl-journal.com/
PhilN. Philologie im Netz
  http://web.fu-berlin.de/phin/
Philologia
  http://philologia.org.yu/indexe.html
Phonology
  http://journals.cambridge.org/action/displayJournal?jid=PHO
PMLA
  http://www.mla.org/pmla
Polyglot
Porta Linguarum
  http://www.ugr.es/~portalin/
Pragmatics and Cognition
  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=P%26C
Probus
  http://www.reference-global.com/loi/prbs
Prospect: An Australian Journal of TESOL
  http://www.nceltr.mq.edu.au/resources/prospect.htm
Qualitative Inquiry
  http://qix.sagepub.com/
Qualitative Research
  http://qrij.sagepub.com/
Quarterly Journal of Speech
  http://www.informaworld.com/smpp/title~content=t713707519~db=jour
Quebec Student Journal of Linguistics
  http://www.relq.uqam.ca/EN/index.asp?
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Samara AltLinguo E-Journal  O  
http://samaraaltlinguo.narod.ru/ejournal.html
Sargasso (Journal of Caribbean Literature, Language, and Culture)
Sayyab Translation Journal  http://www.sayyab.co.uk/stj/eboard.html
Scientific Studies of Reading
http://www.informaworld.com/smpp/title~content=t775653700~db=all
Second Language Research  http://slr.sagepub.com/
Semantics and Pragmatics  O  http://www.semprag.org/
Signes, discours et sociétés  O  http://www.revue-signes.info/
SIL Electronic Book Reviews  O  http://www.sil.org:8090/silebr/
SIL Electronic Survey Reports  O  http://www.sil.org/silesr/
SIL Electronic Working Papers  O  http://www.sil.org/silewp/
SIL Language and Culture Documentation and Description  O  
Sign Language and Linguistics
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SL%26L
SINTAGMA Journal of Linguistics  O  http://www.sintagma-online.udl.cat/
SKASE Journal of Theoretical Linguistics  O  http://www.skase.sk/journals.html
SKASE Journal of Translation and Interpretation  O  http://www.skase.sk/journals.html
Snippets  O  http://www.ledonline.it/snippets/
Social Sciences and Missions  http://brill.publisher.ingentaconnect.com/content/brill/ssm
Sociolinguistica
South Asian Language Review  O  http://salr.net/default.aspx
Spanish in Context  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SiC
Speech Communication
http://www.sciencedirect.com/science/journal/01676393
Sprachtypologie und Universalienforschung Language Typology and Universals
http://www.atypon-link.com/AV/loi/stuf
Studia Linguistica  B/O
http://www3.interscience.wiley.com/journal/117985124/home
Studies in Hispanic and Lusophone Linguistics
http://www.shll-journal.com/index.html
Studies in Language
http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=SL
Studies in Language and Capitalism  O  
http://www.languageandcapitalism.info/
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Suvozemena Lingvistika (Croatian Linguistics)  http://suvlin.ffzg.hr/index.php/suvlin
Style  http://www.style.niu.edu/index.htm
Syntax  B/O  http://www3.interscience.wiley.com/journal/118498442/home
Target  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=Target
Teaching English with Technology  O  http://www.iatefl.org/pl/call/callnl.htm
Terminology  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=TERM
TEAL Manitoba Journal  http://www.tealmanitoba.ca/journal.html
TESL Canada Journal  http://journals.sfu.ca/tesl/index.php/tesl/index
TESL-EJ  O  http://tesl-ej.org/about.html
TESL Reporter  http://w2.byuh.edu/academics/lang/teslr.htm
TESOL Journal  L  (no longer published)  http://tesol.org/s_tesol/seccess.asp?CID=208&DID=1678
TESOL Quarterly  L  http://www.ingentaconnect.com/content/tesol/tq
Text and Talk  http://www.reference-global.com/loi/text
The Bible Translator  L  http://www.ubs-translations.org/bt/
The CATESOL Journal  L
The International TEYL Journal  O  http://www.teyl.org/index.html
The Interpreter and Translator Trainer  http://www.stjerome.co.uk/periodicals/journal.php?j=107&display=volumes
The Internet TESL Journal  O  http://iteslj.org/
The JALT CALL Journal  http://jaltcall.org/journal/
The Journal of Asia TEFL  http://www.asiatefl.org/journal/journal1.html
The Journal of Indo-European Studies  L  http://www.jies.org/
The Journal of Specialised Translation  http://www.jostrans.org/
The Journal of the Imagination in Language Learning and Teaching  http://www.njcu.edu/cill/journal-index.html
The Language Educator  http://www.actfl.org/i4a/pages/index.cfm?pageid=4114
The Language Teacher  http://www.jalt-publications.org/ltl/
The Linguist Digest  O  http://www.imakenews.com/TheLinguist/
The Linguistic Review  http://www.reference-global.com/loi/tlir
The Linguistics Journal  O  http://www.linguistics-journal.com/
The Mental Lexicon  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=ML
The Qualitative Report  O  http://www.nova.edu/ssss/QR/index.html
The Reading Matrix  O  http://www.readingmatrix.com/current.html
The Reading Teacher  L  http://www.reading.org/publications/journals/rt/index.html
The Sign Language Translator and Interpreter  http://www.stjerome.co.uk/periodicals/journal.php?j=154&display=volumes
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

The Teacher Trainer  http://www.tttjournal.co.uk/
The Translator: Studies in Intercultural Communication
   http://www.stjerome.co.uk/periodicals/journal.php?i=72&display=volumes
The Writing Instructor  http://www.writinginstructor.com/
The Yearbook of South Asian Languages and Linguistics
   http://www.degruyter.de/journals/vsall/detailEn.cfm
Thinking Classroom  http://ct-net.net/ct_tcp
TOPICS (An Online Magazine for Learners of English)  http://www.topics-mag.com/
Toronto Working Papers in Linguistics  http://twpl.library.utoronto.ca/index.php/twpl
Traducción de la Biblia  http://www.traducciondelabiblia.org/traduccion_de_la_biblia/
Traitément Automatique des Langues http://www.atala.org/-Revue-TAL-
Transactions of the Philological Society  B/O
   http://www3.interscience.wiley.com/journal/118503629/home
Translation and Interpreting   http://www.trans-int.org/index.php/transint
Translation and Interpreting Studies
   http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=TIS
Translation Journal  O http://accurapid.com/journal/
Translation Review  http://www.literarytranslators.org/tr.html
Translation Studies  http://www.informaworld.com/smpp/title~content=t762290979
Translation Studies Abstracts  O http://www.stjerome.co.uk/tsaonline/
Translation Studies in the New Millennium
   http://www.bilkent.edu.tr/~sal/tsnm.html
Tsukuba Journal of Applied Linguistics  http://www.lingua.tsukuba.ac.jp/~ooyoo/tjal-e.html
University of Maryland Working Papers in Linguistics
   http://ling.umd.edu/publications/
University of Pennsylvania Working Papers in Linguistics  O http://repository.upenn.edu/pwpl/
University of Queensland Working Papers in Linguistics  O
ViewZ  O http://anglistik.univie.ac.at/views/archive/
Visual Communication  L/O http://vcj.sagepub.com/
Word  http://www.ilaword.org/WORD.htm
Word Structure  http://www.eupjournals.com/journal/word?cookieSet=1
Work Papers of the Summer Institute of Linguistics, University of North Dakota
   Session  http://www.und.nodak.edu/dept/linguistics/wp/wphome.htm
Working Papers in TESOL and Applied Linguistics  O
   http://journals.t يول.org/index.php/tesol/
World Cultures eJournal  O http://repositories.cdlib.org/wc/worldcultures/
World Englishes  B/O http://www3.interscience.wiley.com/journal/118534361/home
PERIODICALS IN APPLIED LINGUISTICS & TESOL SECTION 4.2

Writing Systems Research  http://writsy.oxfordjournals.org/
Written Communication  http://wcx.sagepub.com/
Written Language and Literacy  http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=WL%26L
York Papers in Linguistics  http://www.york.ac.uk/depts/lang/vpl/current.html
Zeitschrift für germanistische Linguistik  http://www.reference-global.com/loi/zfgl
Zeitschrift für Rezensionen zur germanistischen Sprachwissenschaft  http://www.reference-global.com/loi/zrs
Zeitschrift für Sprachwissenschaft  http://www.reference-global.com/loi/zfsw

Add other relevant periodicals you find here (and please send me the info.!):
The programs in the Department of Applied Linguistics and TESOL are designed to equip people seeking to use English language teaching for cross-cultural service and missions. Our students are preparing to work both abroad and in the U.S. The focus of their teaching may be academic or survival-oriented. The programs concentrate primarily on how to teach adults, but there are also avenues for exploring how to teach children.

The field of TESOL is broad enough that the Department of ALT welcomes students from any academic major. Varied backgrounds provide fresh perspectives that enrich classroom teaching.

The **CERTIFICATE in TESOL** is a 16-unit program (plus 9 foundational units) designed to enable post-baccalaureate students to develop both a solid academic foundation in second language pedagogy and practical skills in teaching English in cross-cultural situations. Full-time students can complete the program in one academic year; part-time students may take up to three years to complete it. The Certificate can be a stand-alone program or a component of the MA in Intercultural Studies, MA in Missions, or MA in Applied Linguistics.

The **MA in TESOL** builds on the Certificate with 16 additional units. It blends theory, practice, and teaching experience within broader academic training. MA graduates, in addition to teaching, are also prepared for responsibilities in teacher supervision, testing, curriculum development, and materials design. The MA usually requires two years to complete. Since the first year of the MA program is identical to the Certificate program, students sometimes choose to gain teaching experience after getting the Certificate and then return to complete the full degree later.

**The foundational units** for the Certificate and MA in TESOL are those courses which students are most likely to have had during undergraduate studies. They include one Bible or theology course, an introductory linguistics course, and a course in intercultural communication. The programs are designed so that students without these foundational units can take them concurrently with program courses.

The MA program requirements may be reduced for students with a background in TESOL, linguistics, or English; but the minimum number of graduate units required for either MA is 32, of which 24 must be taken through Biola. A minimum of 12 units must be taken on campus.

Students should check with their advisor if they think they have met the foundational requirements or if they think their background warrants a reduction in requirements. It is helpful to have course outlines detailing textbooks used and course content in order to evaluate equivalency.
If your primary interest is in teaching English as a second or foreign language, you should do the MA TESOL, not the MA Applied Linguistics. By doing the MA AL, you only have time to do the certificate level courses in TESOL. This means you do not get a second course in methodology, a course in testing, or any electives such as course design, technology, or academic writing. Some students may be under the impression that an MA AL is more prestigious for potential employers than an MA TESOL. This is not the case. Future employers will consider the specific education and training you’ve received, not the name of your degree. If you have any questions about which degree is best for you, please see your advisor or any of the departmental faculty.

In order to facilitate students who are combining work or ministry with study, some of the Department of Applied Linguistics and TESOL courses may be taken off campus. Some second year electives may also be done as directed studies away from campus. The portfolio requirement may also be done off campus.
First, we would like to extend a special word of welcome to those of you who are not native speakers of English. You represent the majority of English language teachers in the world; you provide motivating role models to your students; and you bring advantages to the classroom such as empathy and an awareness of learner difficulties (Medgyes 1996; Samimy & Brutt-Griffler, 1999; Tang 1997). But, in addition to these strengths, it is our experience that nonnative ESL teachers in our program have three main concerns: relevance, language proficiency, and future employment.

Let’s address the issue of relevance first. The TESOL program objectives in the catalog note that we prepare teachers for “a variety of settings.” We do not prescribe a single method for teaching English but rather provide students with the knowledge and skills which will enable them to choose appropriate methodology in whatever teaching or learning situation they find themselves. We are committed to preparing excellent teachers, whether they end up in Anaheim or Ankara, whether they have a small class of motivated adults in a well-equipped private language institute, or whether they are teaching a group of 60 young people with nothing but national exams on their mind.

At the same time, we live with some limitations. We usually choose just one or two textbooks per class, and although faculty as a whole has a wide range of experience, we have not been in every kind of class. Thus, there may be times when you feel that what you read in a textbook or hear in class is not exactly relevant to your future teaching situation. If this is the case, we encourage you to talk to your advisor or any other faculty member. We can help direct your reading and assignments to be maximally useful for your future. Please don’t hesitate to come to talk with any of the faculty.

Regarding language proficiency, we believe that both native and nonnative teachers alike must commit to on-going language development. We regret that we do not offer a full-range of opportunities for you to improve your English on Biola’s campus; we do give the following suggestions:

1. Set annual priorities. While you are in graduate school, you may decide to work on your reading and writing skills. After you finish, you may choose to work on pronunciation. Another year your priority might be vocabulary development, and so on. If you need help in discerning which area of English would be most strategic for you to work on, ask a faculty member. Faculty can also help with diagnostic assessment or direct you to a qualified person who can do the assessment.

2. Biola’s English Language Studies Program (ELSP) offers some advanced courses which, if you have not already taken them, might be helpful to you. Consider 105 “Oral Skills,” 107 “Writing,” and 109 “Writing.”

3. A community college near you may offer some useful courses, for example, “Pronunciation Improvement” or “Business Communication.”
4. A private tutor might be the best use of the time and money you have available for language proficiency development. The staff at ELSP can help you find a tutor who can ensure that you get what you need as a graduate student and as a future English teacher. Be prepared to tell your tutor exactly what you want: help in writing academic papers, pronunciation coaching, etc. Costs can vary widely, e.g., from $15 to $35 an hour. You might also be able to exchange skills (e.g., Korean language tutoring for English language tutoring).

Again, if you have concerns about language proficiency, feel free to talk with any of the faculty.

Future employment may also be an issue on your mind. You may wonder if it is possible for you as a nonnative speaker to get a job in the U.S. If you are returning home or going to another country where English is a foreign language, you may wonder about meeting discrimination from employers who are blatant about their preference for native speakers or even for teachers who are Caucasian. We decry such prejudice and believe that teachers should be assessed by their teaching ability, not their status as native or nonnative or by their race (see Amin, 1997). Although we may not be able to change the unfortunately reality of discrimination in the workplace, we would be happy to talk with you about it and offer any assistance we can in directing you to employers who would welcome your skills.

In addition, you are strongly encouraged to join local, state, national, and international teacher associations, such as CATESOL and TESOL, and participate in their annual professional conferences so that you can network with other nonnative language teachers and teacher-trainees in the TESOL field. For instance, you can want to consider joining an interest group in CATESOL called Non-Native Language Educators’ Issues (NNLEI) at http://www.focusenglish.com/nnlei, or an interest group in TESOL called Nonnative English Speakers in TESOL Caucus (NNEST) at http://nnest.moussu.net/.

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Finally, some of our graduates have gone on to teach their native languages such as Chinese or Korean. You might want to talk to the faculty about this possibility, too.

Books and Articles Recommended for Further Reading

RESOURCES FOR TESOL STUDENTS

TESOL Curriculum Library
The basement of the Biola library includes an extensive collection of ESL textbooks for students. You’ll be using these books as resources for assignments involving lesson plans, book reviews, and course design. You can also use them as resources for tutoring or teaching you may be doing. They are shelved by category such as “Core Texts,” “Reading,” “Grammar,” etc.

TESOL-Related Journals and Databases
Biola’s library has a good collection of journals relevant to TESOL, including TESOL Quarterly, TESOL Journal, English Language Teaching Journal, and many others. The library has a list of journals according to department.

The main database used to access TESOL-related material is ERIC. This is available via FirstSearch on the library computers. Use the advanced search option. Use “English second language” as your major descriptor and add key words as needed.


Putting ESL, EFL, TESOL, etc. into a general search engine such as Google will pull up less academic and more practical links. You can also find such links at several large ESL sites such as www.eslcafe.com, http://linguistic-funland.com, www.eslpartyland.com, or www.onestopenglish.com.

Biola Career Services
In the Student Services building (across from the gym, below the bookstore) is the office of Career Services. They offer help in finding local and international jobs as well as writing a resume and other job-related issues.

The ALT department will also post TESOL job and ministry announcements on the bulletin boards in Marshburn and make announcements in class as they become available.

Feel free to ask your advisor if you need help in finding the right job or ministry opportunity. (See also Section 7)
ONLINE RESOURCES FOR TESOL STUDENTS, ALUMNI, AND FRIENDS

A number of wikis (interactive websites) have been set up for your use. Some are for specific courses and others are more general. They include:

Church-based ESL
http://churchesl.pbwiki.com
Password: agape

General TESOL resources
http://tesolresources.pbwiki.com
Password: biola
http://tesolresourcesfromkitty.pbwiki.com
Password: biola

Intercultural Communication for Teachers
http://interculturalcomm4teachers.pbwiki.com
Password: biola

Portfolio Advice
http://tesolportfolio.pbwiki.com
Password: biola

Communicating Values through TESOL
http://tesolandvalues.pbwiki.com
Password: ambassador

Christians in ELT Conferences
http://christiansinELTconferences.pbwiki.com
Password: celt
# MA IN TESOL CURRICULUM CHART

## SECTION 5.5

### I. Foundational Courses

*(May be taken concurrently with program courses)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible/Theology</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Language &amp; Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>Intercultural Communication for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525 Introduction to TESOL – Adult</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 527 Materials Evaluation, &amp; Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 560 Communicating Values through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>ISTE 614 Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 692 Practicum in TESOL II</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 621 Advanced Methods &amp; Techniques in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 632 Language Testing and Assessment</td>
<td>3</td>
</tr>
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</table>

### III. Bible and Theology

<table>
<thead>
<tr>
<th>Course</th>
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### IV. ALT Electives

<table>
<thead>
<tr>
<th>Course</th>
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### V. Portfolio Requirement

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<th>Course</th>
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</tr>
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<tr>
<td>ISTE 697</td>
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### APPROVED SUBSTITUTIONS/ELECTIVES

<table>
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### ALT Writing Competency Exam

<table>
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<tr>
<th>Course</th>
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CERTIFICATE IN TESOL CURRICULUM CHART

<table>
<thead>
<tr>
<th>I. Foundational Courses</th>
<th>9 Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible or Theology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Language &amp; Linguistics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>II. Required Courses</th>
<th>16 Units</th>
<th>Sem. Taken</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
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<tr>
<td>ISTE 525 Introduction to TESOL – Adult</td>
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<td></td>
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<tr>
<td>ISTE 527 Materials Evaluation, &amp; Preparation</td>
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<tr>
<td>ISTE 614 Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>ISTE 692 Practicum in TESOL II</td>
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</table>

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<thead>
<tr>
<th>APPROVED SUBSTITUTIONS/ELECTIVES</th>
<th>Sem. Taken</th>
<th>Comments</th>
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<tr>
<td>ALT Writing Competency Exam</td>
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<td></td>
</tr>
</tbody>
</table>
## Foundational Courses (9 units):
- Introduction to Language and Linguistics (3)
- Intercultural Communication for Teachers (3)
- Bible or World Perspectives (3)

### Certificate Level (16 units)*

<table>
<thead>
<tr>
<th>COURSES</th>
<th>UNITS</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520 Intro to Language &amp; Linguistics (F)</td>
<td>3</td>
<td>ISCL 527 Materials, Evaluation &amp; Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Bible or World Perspectives (F)</td>
<td>3</td>
<td>ISTE 614 2nd Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 509 Structure of English</td>
<td>3</td>
<td>ISTE 541 Intercultural Comm. for Teachers (F)</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525 Intro to TESOL</td>
<td>3</td>
<td>ISTE 560 Communicating Values through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td></td>
<td>ISTE 692 Practicum in TESOL II</td>
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</table>

### Master’s Level (16 units)*

<table>
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<th>UNITS</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 621 Adv. Methods &amp; Techniques in TESOL</td>
<td>3</td>
<td>Electives *** optional</td>
<td></td>
</tr>
<tr>
<td>ISTE 632 Language Testing &amp; Assessment</td>
<td>3</td>
<td>Electives ***</td>
<td></td>
</tr>
<tr>
<td>Electives ***</td>
<td></td>
<td>ISTE 697 Portfolio</td>
<td>1</td>
</tr>
</tbody>
</table>

*Only required courses are listed here. See the Biola catalog for listings of electives. If the foundational courses have not been taken already at the undergraduate level, they must be taken at the graduate level during the Certificate year. The three foundational courses are indicated with an “F” within the Certificate schedule.

A writing class may be necessary to complete the ALT English writing proficiency requirement.

***Choose from ISTE or ISAL electives (7) and Bible (3). Consult your ALT advisor regarding these areas of your program.
SCHEDULING COURSES FOR THE MA/CERTIFICATE IN TESOL

Your advisor is available to discuss your schedule with you personally, taking into account your individual background, goals, and constraints. This document is designed to present the standard schedules and answer the basic questions. You may use it for preliminary planning, but please check your final schedule with your advisor.

Full-time Students (1-year track) – Certificate in TESOL

This schedule is for the person who wishes to complete the Certificate within one academic year. It is a rigorous load, and we do not recommend it for people who must work full time. The courses listed include foundational units.

Fall: Intro to Language & Linguistics (3), Structure of English (3), Introduction to TESOL (3), Bible (3)
January: Materials Evaluation and Preparation (3)
Spring: Second Language Acquisition (3), Intercultural Communication for Teachers (3), Communicating Values through TESOL (1), Practicum in TESOL (3)

Part-time Students (1 calendar-year track) – Certificate in TESOL

For a slightly less rigorous schedule, you could move some courses into the summer and complete the Certificate within one calendar year. However, be sure to double check the summer school schedule and the instructor’s plans since courses may be canceled due to low enrollment; and faculty may or may not teach the same course every summer.

Fall: Intro to Language & Linguistics (3), Structure of English (3), Intro to TESOL (3)
January: Materials Evaluation and Preparation (3)
Spring: Second Language Acquisition (3), Communicating Values through TESOL (1), Practicum in TESOL (3), Intercultural Communication for Teachers (3)
Summer: Bible (3)

Spring Entry Students – Certificate in TESOL

We recommend that students start in the fall because of the way courses are sequenced. However, the following schedule is a possibility for Certificate students who enter in the spring; the spring semester can be used as a “head start” semester.

Spring: Intercultural Communication for Teachers (3), Bible (3)
Fall: Intro to Language & Linguistics (3), Structure of English (3), Intro to TESOL (3)
January: Materials Evaluation and Preparation (3)
SCHEDULING TESOL PROGRAMS

SECTION 5.7

Spring: Second Language Acquisition (3), Communicating Values through TESOL (1), Practicum in TESOL (3)

Students Continuing with the MA After the Certificate

Fall: Language Testing and Assessment (3), Advanced Methods & Techniques (3), ALT elective (3)
Spring: ALT electives (4), Bible (3), Portfolio (0)

MA students who cannot spend a fourth semester on campus may discuss with their advisor the possibility of finishing electives from a distance and completing the portfolio requirement off-campus.

Regular ALT courses are usually not scheduled during the summer. However, MA students who wish to make maximum use of the summer in between finishing the Certificate and starting MA courses can take a Bible course, do an arranged reading or independent study ALT course, get a TESOL job and gain valuable experience, prepare ahead of time for fall MA courses (ask the faculty member teaching the courses for advice), and/or work on the portfolio.

Part-time Students (4-year track) – Certificate in TESOL

There are a number of ways to do the Certificate or MA part time if work or family responsibilities limit a student to one course at a time. Here is a suggested schedule for a Certificate student with no previous background. Most of the classes are scheduled for one evening or late afternoon a week.

Fall: Introduction to TESOL (3)
Spring: Materials Evaluation and Preparation (3), Communicating Values through TESOL (1)
Fall: Structure of English (3)
Spring: Intercultural Communication for Teachers (3)
Fall: Introduction to Language and Linguistics (3)
Spring: Second Language Acquisition (3)
Fall: Bible (3)
Spring: Practicum in TESOL (3)

Part-time Students (4 year track) – MA in TESOL

Here is a suggested part-time schedule enabling a student with no previous background to finish the MA in about four years:

Fall: Introduction to TESOL (3), Structure of English (3)
Spring: Intercultural Communication for Teachers (3), Materials Evaluation and Preparation (3)
Fall: Introduction to Language and Linguistics (3), Bible (3)
SCHEDULING TESOL PROGRAMS  SECTION 5.7

**Spring:** Second Language Acquisition (3), Communicating Values through TESOL (1)
**Fall:** Language Testing and Assessment (3), Advanced Methods & Techniques (3)
**Spring:** Practicum in TESOL (3)
**Fall:** ALT electives (4)
**Spring:** ALT elective (3), Bible (3)
**Summer or Fall:** Portfolio (0)

**Part-time Students with an Undergraduate Certificate or Minor in TESOL (3-year track) – MA in TESOL**

If you have done the Biola undergraduate certificate in TESOL, you are still required to do 32 grad units for the MA but have more flexibility and more opportunities to take electives. Here is a possible schedule for a part-time MA student with an undergraduate certificate background:

**Fall:** Advanced Methods & Techniques (3), Structure of English (3)
**Spring:** Second Language Acquisition (3), ALT elective (3)
**Fall:** Language Testing and Assessment (3), ALT elective (3)
**Spring:** Practicum in TESOL II (3), ALT elective (3)
**Fall:** Bible (3), electives (3)
**Spring:** electives (2), Portfolio (0)

Although some students will have taken “Introduction to TESOL” and “Materials Evaluation & Preparation” for undergraduate credit, some find that they do not have an adequate grasp of these foundational courses. In such a case, students may re-take the course at the graduate level or arrange with the instructor to do a tailor-made, refresher version of the course. “Introduction to TESOL” can be done by means of a challenge-for-credit exam.

**Students doing a double degree: MA ICS plus MA TESOL**

Your schedule will vary depending on many factors, but here are some important things to keep in mind:

- Do ISTE 525 Introduction to TESOL as soon as possible as it is a pre-req to several TESOL courses.
- Keep in mind that most TESOL classes are offered only in the spring or only the fall.
- A second MA at Biola requires at least 24 new units, or whatever the department requires, whichever is higher. That is, 24 units must be used only for the second degree, not both degrees. Typically the “first” MA is the “fullest” one and the “second” degree won’t have as many electives. Plan carefully for this reason, consulting both your advisor for the MA ICS and the MA TESOL.

Date: August 2009
TESOL students are required to take the course “Intercultural Communication for Teachers.” The focus of this class is on increasing intercultural awareness and teaching effectiveness while decreasing culture-based misunderstanding in the classroom. It also deals with English as an international language, English and development, and teaching (or avoiding) culture in the classroom. However, because this is a foundational course, students have often taken it, or something similar, as an undergraduate or at another institution, so people often ask about waiving the requirement.

It is important to consult with the department Chair on how you might count previous coursework but also get the TESOL emphasis the ALT department requires. You may be able to do an independent study for 1-2 units to cover missing material instead of having to do the entire 3-unit course.

See your advisor if you have any questions about Intercultural Communication for Teachers.
Students who come into the MA TESOL without any background take seven units of electives. Students with a background, who have waived some of the basic courses, may take more electives.

What Kind of Electives Are Available?

“Featured” elective: Each semester we offer a three-unit course that we encourage as many students as possible to take. “Course Design” is a typical featured elective.

Topics in TESOL: “Topics” are usually one-unit classes. They are on topics such as the teaching of reading, writing, vocabulary, pronunciation, or literature (see the Biola catalog for a complete list). They may vary from semester to semester and the department tries to offer them in response to student interest, so look for a list of current topics at pre-registration time. Some semesters the department will offer a series of three topics, each taking five weeks; and students can sign up for one, two, or three of them. If students are interested in a topic and it is not being offered as a formal class during a given semester, they are welcome to approach a faculty member about doing it on an independent study basis.

Independent Study: While “Topics” are courses which have been developed by a faculty member and may be taken by the student on an independent study basis, “Independent Studies” are courses developed by the student. They give students the opportunity to study something which may not be in our catalog but is of interest to the student. Working with a faculty member, a student will create the course outline, including reading and requirements. The class can be for one, two, or three units. Independent studies in the past have included “Teacher Training in TESOL,” “Teaching English for Academic Purposes,” and “Teaching Adolescents ESL.”

Applied Linguistics: Don’t forget to look at the Applied Linguistics (ISAL) offerings when considering electives. Students often enjoy phonetics, sociolinguistics, semantics, and discourse.

Non-ISTE/ISAL classes: Sometimes students request to use a class which is not part of TESOL & Applied Linguistics, for example, a class in the MA ICS program, as an elective. This can only be done with the permission of your advisor, in consideration of your specific ministry and professional goals, for a maximum of three elective units.

Other universities or summer institutes: You may want to consider getting elective credit by means of a course at another university or a TESOL summer institute (see www.tesol.org). This can give you the opportunity to study with other experts in the field in an area of particular relevance to your goals. Be sure to clear such a plan with your advisor in advance to make sure the units will transfer.

Online Courses: ALT may contract with publishers of other purveyors of online courses in order to offer electives that are not currently within our faculty expertise.
What Should Influence My Choice of Electives?

Electives are a way you can tailor your MA program to better prepare you for your ministry and professional goals. For example, if you plan to teach children in an international context, it would be useful to take “Topics: Teaching EFL to Children.” If you plan to teach in an intensive English program or community college preparing students for study in U.S. universities, it would be wise to strengthen your preparation in the teaching of academic reading and writing.

What core electives does ALT regularly offer?

ISTE 635 Technology for Language Learning and Teaching (fall)
ISTE 665 Course Design in TESOL (spring)
ISTE 581 Topics in TESOL: Reading and Writing (spring)
ISTE 581 Topics in TESOL: Vocabulary (fall)
ISTE 581 Topics in TESOL: Teaching Training (spring)

Talk to your advisor about your goals so that you can get advice to maximize your elective hours and be well-prepared for your future.
There is considerable value in having a hands-on apprentice experience in TESOL in order to consolidate and make personally useful the theory, methodological insights, and teaching techniques gained in formal classroom situations. The course, ISTE 692 “Practicum in TESOL II,” is specifically designed to provide teacher trainees with the opportunity to work with and gain experience under a “master teacher” in the field. The following points are listed here to clarify matters relating to the Practicum.

1. **Transfer Credit.** Official transfer credit will be granted only if a comparable course has been taken for graduate credit at an acceptable institution and has been recorded on the student’s transcript. Transfer credit, if granted, covers both the course requirement and the three units it carries.

2. **Challenge for Credit.** A student may petition to challenge the Practicum requirement for credit in accordance with the procedures set forth in the University catalog, if the following conditions have been met:
   a. at least 50 hours were spent in ESL/EFL teaching;
   b. the teaching experience took place not more than two years before the date of challenge;
   c. the teaching situation was structured and supervised;
   d. the supervisor visited the class at least three times and gave the teacher substantial constructive feedback; and
   e. the quality of the student teaching was satisfactory in the opinion of the supervisor as expressed in a written evaluation.

   In addition to these conditions, the student petitioning for challenge credit must submit to the department a written report covering (a) a detailed description of the teaching situation, including the materials and lesson plans used and techniques employed; and (b) a self-evaluation of the experience, especially in light of what the student learned in ISTE 525 “Introduction to TESOL.” Should the ALT department approve the challenge, the student will not have to take the course and will not have to take an alternative course to make up the equivalent number of units.

3. **Reduction of Practicum Requirements.** Normally, no reduction of teaching hours required for the Practicum will be made. While recognizing that some students will already have had some experience in teaching—whether ESL/EFL or regular elementary, secondary, or adult education—the department believes that there is significant value in a supervised apprentice
relationship during the course of our program. This should not be interpreted that prior experience or concurrent non-apprentice situations are unsatisfactory, unimportant, or unnecessary. The Department strongly recommends that students gain as much experience as possible in a variety of situations. In certain cases, however, a limited reduction of teaching hours has been approved after a review and evaluation of a petition filed with the department.

4. Remuneration for Teaching during the Practicum. In most cases, host institutions do not pay students for their apprentice services. Should some remuneration (whether wage or honorarium) be offered, however, students are free to accept it. This would be strictly a personal matter.

5. Time and Location of Practicum. Normally a student gets classroom experience during the spring semester (or whenever ISTE 692 is scheduled) at a local site arranged by the Practicum instructor. These sites include Biola’s ELSP, other intensive ESL programs, local adult schools, and community colleges. They are chosen in consultation with the student so the teaching experience gained can complement the student’s previous experience and career goals. Time and transportation constraints are taken into consideration.

We encourage students to do their Practicum as normally scheduled. However, an alternative Practicum may be arranged in special situations. (1) Occasionally, special overseas Practicum opportunities will become available, usually during the summer. Students will be informed of these opportunities. (2) In some places (for example, Japan and Indonesia) there are Biola graduates who have agreed to be a master teacher, and a Practicum can be arranged there. (3) Students may make their own arrangements in consultation with the Practicum instructor. The master teacher must be qualified and willing to provide observation and evaluation. The teaching situation must allow for at least 50 hours in the classroom.

A student who does an arranged course Practicum will have special assignments to do to take the place of the work done during the regular class sessions of ISTE 692 or will be required to attend the class sessions. Specific arrangements must be worked out in advance with the course instructor. The procedure is usually as follows:

a. Fall semester: students discuss plans with instructor
b. Spring semester: students sit in on ISTE 692 to gain that content
c. Summer: student does teaching and accompanying assignments
d. Fall semester: student registers for an “arranged course” ISTE 692 and turns in all assignments to be graded
Master Teacher/Mentor. Ordinarily Practicum students teach in their master teacher’s class. Occasionally, however, a situation comes up where the Practicum student is in his or her own class. In this case, arrangements must be made for an outside evaluator to come in and observe/give feedback. This person should have an MA TESOL or the equivalent. An honorarium goes to this person, but if more money is necessary to compensate them (e.g., for transportation), it must be paid by the student. The mentor must observe at least five hours, ideally spread out over the course of the 50 teaching hours.
PORTFOLIO REQUIREMENTS & TIMELINE

The portfolio is the culminating assessment for your MA. It allows for integration and synthesis of ideas between classes, experience, and academics. It helps you personalize your learning and development process. It encourages reflection and self-assessment, as well as both self-responsibility and collaboration. It enables you to demonstrate a combination of academic, pedagogical, and personal professional skills and also to illustrate your development over time. We also hope it will be useful as you prepare for interview with employers or mission agencies.

Timeline for Completion

Resume: begin during ISTE 692, revise at end of program
Statement of Teaching Philosophy: begin during ISTE 525; develop throughout program
Teaching Goals and Chart: one version at beginning of coursework; second version at completion of coursework
Professional Development: during entire program
Teaching Products: during entire program
Teaching Process (Observation): usually during second year; international students may need to do this during ISTE 692
Academic Product: begin during any course; revise at end of program

During the semester in which you intend to graduate, you must schedule a preliminary Portfolio meeting with your advisor early in the semester but no later than two months before the end of the semester. At this time, your advisor will ask you about progress you have made on your Portfolio and perhaps ask for details regarding elements you intend to include. You may ask any questions you have about what to include. As you consider your timetable, be sure to allow extra time at the end for things that involve other people—a classmate’s evaluation for the Teaching Process section, appointments with the Writing Center to go over a paper, and so on. The Portfolio is due four weeks before the end of the semester. Because students usually make graduation plans (e.g., inviting family members for the commencement ceremony) before the due date, it is very important that you be committed to finishing the portfolio on time and with quality. This is even more important for international students who have visa restrictions to meet. If your Portfolio is marked “major shortcomings…resubmit the next semester,” it is not easy to cancel plane reservations, return to home country without doing Optional Practical Training or any other consequence of not taking care of quality and deadlines.

Date: February 2007
MA TESOL PORTFOLIO

PORTFOLIO COMPONENTS

1. Resume
2. Statement of teaching philosophy
3. Teaching goals chart
4. Professional development documentation
5. Teaching products
6. Teaching process report
7. Academic product

Include all elements in a binder with a table of contents, seven main dividers for the seven sections noted above, and dividers within the Teaching Products section. Consult the Evaluation Rubric (which will be completed by two faculty reviewers) and complete the Student Checklist.

After you received a “pass” from the faculty reviewers, you are also required to put all components on a CD which can be left with the department. This enables us to have a record for purposes such as assessment or an example for future students, while you can keep the binder.
Resume

1. Prepare a two-page version (commonly called a resume) suitable to send to a potential secular employer. (This is usually part of your Practicum requirement.)

2. Prepare another two-page version suitable for a Christian employer.

3. Optional: Prepare a full CV (curriculum vitae, a longer more detailed version of your resume).

Notes: Examples of a difference between resume for secular and Christian employer:

<table>
<thead>
<tr>
<th>International Study Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of the Nations, New Delhi, India, July – Dec 2000</td>
</tr>
<tr>
<td>Coursework included intercultural communication</td>
</tr>
</tbody>
</table>

→

| Discipleship Training School, Youth With a Mission, New Delhi, India|
| July - Dec 2000                                                      |
| Coursework included discipleship, character formation, & missions   |

Skills

Experience with CALL
Conflict management/resolution skills
Cross-cultural communication skills

→

Experience with CALL
Conflict management/resolution skills
Cross-cultural communication skills
Ability to integrate faith and learning

It is highly recommended that you consult several books on writing resumes (including ones that specialize in educators/teachers); you can find them at Biola’s Career Center. Look over samples from Biola TESOL students too.
Include comments on two main areas:


Why: Why do you do what do? What are the sources of your beliefs and values? What is the theory underlying your practice?

Although your statement of teaching philosophy is a personal paper, not a literature review, there should be some citations in your long version. You should have references from significant sources that have informed your thinking and professional development. (This is not to say that you can't also use your own experience or intuition as a reason for doing what you do.)

Cover six topics
- Language
- Learning and learners
- Teaching and teachers
- Programs, curriculum, materials
- Context, institutions, communities, and culture
- Profession and ministry

Prepare three versions
1. Long version for Biola faculty (~ 15 pages, 5000 word maximum, no less than 3500 words)

Abridge this one to two additional versions:
2. 2-page (700 word maximum) version suitable for a secular employer
3. 2-page (700 word maximum) version suitable for a Christian employer

Prepare an accompanying process description, e.g.,
1. My statement started with the introductory paper assignment in Intro to TESOL, 9/03.
2. In light of the position paper I wrote for Communicating Values, I added several paragraphs, 2/04.
3. I skimmed Reflective Teaching in Second Language Classrooms (Richards & Lockhart) during Practicum and took notes on additional questions to address, 4/04.
4. I wrote a new draft incorporating information from my SLA final paper, 5/04.
5. I showed a draft to my sister-in-law, who is a teacher, and revised it in light of input from her, 6/04.
6. After I returned from a short-term teaching assignment in China, I revised it again, 8/04.
7. I sat down in 1/05 and jotted down ideas related to the six topics. I re-read key textbooks (such as.....) and references from those texts to clarify my thinking. Etc.

This process description should show that your statement of teaching philosophy is the result of interaction with courses, reading, people, and experiences over the course of your MA TESOL studies, and is a thoughtful, polished, finished product.

Notes: Here are some additional ideas based on questions from students:

- Your statement of teaching philosophy will incorporate what you have learned in nearly every class, including Second Language Acquisition, Communicating Values, Intercultural Communication, Practicum, and both TESOL methodology courses.
- It does not have to be organized in order of the topics mentioned above but should flow well as you are expressing your ideas.
- You will include references in the long statement, but not the short ones.
- It is fine, even desirable, to write in the first person, e.g., “I ask my students to…” or “I incorporate…” or “I believe…” This is a statement of your personal philosophy, rather than a treatise written in terms of “teachers should…”

A few examples of what you may address include:

- What do you believe about language? Is grammar the same as language? Does being “fluent” equal knowing a language? What exactly do you want students to learn?
- How does learning occur? What makes a good language learner?
- What role(s) should a teacher play? What characteristics does a good teacher have?
- What do you believe makes a good language program? Would you advocate a grammatical curriculum, a functional one, a lexical one, or a mixture? Do you believe in only authentic materials or do you use published textbooks too? You may refer to terms like communicative, learner-centered, integrated skills, intensive, immersion, content-based, tasks, lexical approach, critical pedagogy, etc. (These are not required terms, only examples of the types of ideas included in the “program-curriculum-materials” section.)
- How should we be aware of the context in which we’re teaching? What are ways that institutions support or detract from the teacher’s or students’ role? What role does community play in enhancing language acquisition? How do you as a teacher want to relate to the institution or community in which you teach? What role does culture play in your teaching? Are you a learner or teacher of culture?
- What does it mean to be “professional” ESL/EFL teacher? How does teaching fit into what you see your purpose as a Christian is?
Teaching Goals: Self-Assessment and Planning for Self-Development

The purpose of this goals chart is to encourage you to be responsible for assessing your individual strengths and planning for on-going self-development. Do one version of the chart at the beginning of the TESOL program, and do another one toward the end.

The first column is your “goals” column. It gives you a chance to identify what kind of teaching you plan to do. Leave blank the squares for areas you are not currently able to or interested in pursuing. The second column is a place to note where you have had experience (in the pre-degree version) and/or where significant learning took place during the MA TESOL program (in the program-final version). The third column highlights areas from the first "teaching goals" column which are not yet checked in the second "confident" column and helps you create a plan to continue developing in those areas as a professional.

The chart should be completed not just with a simple √ mark in a relevant box, but with brief comments (e.g., "2 years experience with ELI" or "perhaps in 4-5 years" or "no experience but lots of observations of and research about writing classes").

The program-final chart must be accompanied by a two- or three-page (~1000 word) prose document explaining previous experience, goals, strengths, areas for development, and a plan for undertaking that development. Thus, the three pieces you will submit are: pre-degree chart, program-final chart, and explanation of the program-final chart.

The chart is available in electronic form from the ALT secretary or the faculty.

Comments in light of student questions:
• You may feel that there’s some redundancy in the chart. Let’s say that you spent a summer teaching conversation to high school students in China. It can be noted in several different boxes, with different emphases, e.g., EFL Taught in Xian, China, summer of 2005 Secondary Taught Chinese high schoolers Speaking Taught conversation in China

• You may feel that you need to develop in every area and you want to check all the boxes in the third column. Concentrate on those areas which will enable you to accomplish the goals you’ve established in the first column.

Date: August 2009
## Type of teaching

**Context**
- ESL (i.e., in U.S. or other English speaking country)
- EFL/ESL (e.g., international students spending a short time in an ESL context)
- EFL (i.e., international) Name specific area(s) of the world

**Age**
- Primary, elementary (K-6)
- Secondary (7-12)
- College, university
- Adult

**Focus**
- Academic
- Daily life (e.g., adult ESL for immigrants)

**Proficiency**
- Beginning
- Intermediate
- Advanced

**Skill**
- Speaking
- Listening
- Reading
- Writing

**Subskill**
- Pronunciation
- Vocabulary
- Grammar
- Discourse

**General Teaching and Classroom Skills**
- For example: lesson planning
- For example: classroom management

**Specialties, e.g.,**
- Literature
- Content-based
- Business
- Other:  

Date: August 2009
MA TESOL PORTFOLIO

Professional Development

This section of the portfolio contains documentation of the student's professional development.

Minimum requirement:

(Part 1) Attend at least two professional conferences, or attend one professional conference and add one other item from the list below. 
(Part 2) Commentary on a classmate's Teaching Process (see below).

Suggestions for Part 1:

• Attend a professional conference (e.g., TESOL, CATESOL, LA Regional CATESOL; others with faculty approval) and write a two-page reflection paper on which sessions you attended and what you learned. This paper should comment on the conference as a whole, not just be a summary of one or two sessions. (Receipts or other documentation are not needed.)

• Submit a proposal for a professional conference (whether or not it was actually accepted will not affect faculty evaluation of a quality proposal). (Follow conference guidelines exactly and submit your abstract and proposal to us as you did to the conference.)

• Present at a professional conference and submit the handout you prepared for your audience, or other documentation, along with your abstract and proposal.

• Serve a professional association in some other way, e.g., as publicity chairperson, and write a brief reflection paper on what you did and what you learned.

• Publish a book review or other article in a professional publication (paper or online) and submit a copy of the publication.

• Conduct teacher training in the form of an in-service for your institution or agency, or for a Biola group, and submit a brief description of what you did, including feedback from the group, if available.

• Other. If you have another idea for this section of your portfolio, ask the faculty.

It is hoped that MA students will do more than the minimum for this section of the Portfolio and will include all relevant conference documentation or publications.

Date: February 2007
MA TESOL PORTFOLIO  

SECTION 6.1

Begin this section with an introductory list of elements included (e.g., (1) Reflection on CATESOL 05, (2) Reflection on TESOL 06, (3) Proposal and handout for presentation at Los Angeles Regional CATESOL 05, (4) Book review submitted for CATESOL News.

Part 2: Observation of and Commentary on a Classmate's Teaching Process:

To encourage the role of collaboration in professional development, all students are required to observe a classmate teach and comment on it. A two-page (~700 words) version of your commentary is required for this section of the portfolio. It should include an introductory paragraph describing what you viewed, when, and how you discussed it afterwards with your classmate. The heart of it is a summary of things you noted and said to your classmate. It’s not supposed to be a glowing letter of recommendation—it’s simply a paper that describes what you saw, including strengths and areas for improvement.
MA TESOL PORTFOLIO

SECTION 6.6

Teaching Products

This section of the portfolio contains products which demonstrate the your ability at teaching a variety of different students, skills, proficiencies, and contexts. These products should be chosen in light of the Teaching Goals Chart to exemplify as many as possible of the areas of your strengths.

Products can include items from these categories:

- Lesson plan
- Test or other assessment instrument
- Original or adapted materials (print or electronic media)
- Course design
- Assessment of student work
- Annotated bibliography
- Text evaluation

For example, a student might demonstrate strengths in the following areas by means of the products as noted:

- Academic writing for ESL students: annotated bibliography of current ESL writing texts [updated from ISTE 525 assignment] and copy of ESL student essay with written feedback [revised from ISTE 582 assignment]
- Speaking in an EFL context: lesson plan for month-long unit on oral presentations [started during Practicum, revised for Portfolio in light of additional reading] and accompanying evaluation rubric [revised from Testing assignment]

- Teaching literacy level adult ESL students: lesson plan and materials for teaching language associated with safety procedures on the job [started as 527 assignment, continued in ISTE 664]

The portfolio should contain a variety of at least six items, and not more than 10 items, from at least four of the above categories, carefully selected to show a range of teaching abilities. This section of the portfolio must be accompanied by a cover letter which explains which teaching strengths are being showcased, with reference to the Teaching Goals Chart, and why the products were selected (this can be elaborated in the introduction to each product). Also make note of the history of the products (e.g., date of origin, class of origin, any revisions, etc.)

The teaching products may have their start in assignments for courses or something done on the job but will be revised and polished before being submitted as part of the portfolio. Raw materials or first drafts are not acceptable. Each product should have an introduction with an explanation of the teaching context and students it was designed for. You may include citations (e.g., this test was designed in light of Hughes 2003...). You should also explain the process of developing the product. If you have several pieces that are linked as one “product,” you should list them in the introduction (e.g., assignment handout for students, evaluation rubric, sample of teacher notes on student paper).
You are encouraged to consult with their faculty advisor to ensure that the products you plan to submit are of sufficient breadth, depth, and quality.

Optional additions to this section of the portfolio include evaluations by supervisors or students.
Teaching Process - Observation

Whereas the previous section of the portfolio focuses on the *products* of teaching, this section focuses on the *process*, including self-reflection. It consists of a report of you teaching an ESL/EFL class along with peer evaluation and self-commentary.

1. Choose a class you are teaching for observation and reflection. Ideally, this should *not* be your practicum class, but should be after that, so you can show greater development as a teacher. However, we recognize that international students and some others may only be able to use their Practicum class. The class does not have to go perfectly, since this section of your portfolio also consists of your commentary on the class.

2. Invite a peer classmate to observe your class. You may choose to suggest a general observation or an observation focusing on a particular teaching issue.

3. After class, write up a description of and commentary on the class. Include an introduction describing the students, institutional context, curriculum/materials, and objectives. Include a log, with times, of the activities you did. Include reflection on what happened: what worked, what went wrong, why, and so on.

4. Your classmate should also write notes on the class, noting strengths and weaknesses.

5. Arrange to discuss the class with your peer. The classmate will provide you with a two-page (~700-word) written summary as well.

6. Write a paragraph stating your response to the peer feedback you received, and a concluding paragraph.

Thus, you will submit: your description of and commentary on the class, the peer feedback paper, your response, and a conclusion.
Academic Product

This section of the portfolio represents the best academic work you have done and demonstrates your ability to read the professional literature and write about it.

Choose a topic that you are interested in and that you have begun to explore in one of your classes. It could be a topic that you read an article about for Second Language Acquisition and that you want to read more on. It could be a grammatical issue that you got interested in during Structure of English. It could be the focus of classroom research that you did in Advanced Methods & Techniques of TESOL. Expand and/or revise your beginning in light of your further questions, instructor feedback, up-to-date references, revision help (e.g. from the Writing Center) and your own desire for high quality. This paper should be 12-15 pages long (~4000-5000 words).

Along with the paper, prepare a brief commentary about why you chose the topic for this part of your portfolio and the process of how it developed from start to finished portfolio product.
MA TESOL PORTFOLIO

SECTION 6.9

Reminders

• Consult the ALT Handbook, Style Manual section (or current APA guidelines) for how to do in-text citations and references.

• Adhere to length guidelines (don’t skimp) and word limits, noting number of words in documents when required.

• Allow time for careful proofreading of everything. If you are a non-native speaker (or a native speaker who is not strong in writing), make arrangements for someone to look over every element of your portfolio for accuracy.

• Use the Student Checklist and the Evaluation Rubric to ensure that you are meeting expectations.
STUDENT CHECKLIST

☐ I have made sure that my portfolio includes all the required elements.

☐ I have included a table of contents.

☐ I have used dividers for the seven major sections, as well as dividers for the items in my Teaching Products section.

☐ I will include a CD with the full portfolio on it for the department to keep (after I have received faculty approval for my portfolio)

☐ Whenever word or page limits are set in the portfolio requirements, I have noted the number of words at the end of the piece.

☐ I have carefully proofread everything in the portfolio. If necessary, I have also had someone else proofread everything.

☐ I have followed the guidelines in the style section of the ALT Handbook to ensure that I have properly acknowledged other's ideas in my writing. If there is anything in any part of my portfolio that comes from another source, I have acknowledged it.

☐ I have carefully checked all references and reference lists. All in-text references conform to the style section of the ALT Handbook (APA). All items in any reference list conform to the style section of the ALT Handbook. I have checked to make sure that all in-text references are listed in the reference list and that the reference list does not contain items not referred to in the text itself.

☐ I have consulted resources to make sure my resume is as good as possible.

☐ I have carefully reviewed my portfolio in light of the evaluation rubric.

Signature _________________________________    Date _______________________

Date: February 2007
PORTFOLIO EVALUATION RUBRIC

Student: _____________________________

MA TESOL Portfolio

Evaluation Rubric

_____ The portfolio was handed in by the deadline: __________________________

_____ The portfolio has been read and judged to meet the criteria noted below.

Passing portfolios are expected to meet the following criteria:

- You have has included the student checklist and signed off on all those elements; the binder and CD is as required.

- The resume/CV is such that an employer can easily see your qualifications and strengths. The two versions (secular and Christian) are appropriately worded.

- The long version of the Statement of Teaching Philosophy covers both main areas (what and why) and the six required topics (language; learning and learners; teaching and teachers; programs, curriculum; context and culture; profession and ministry). It integrates ideas from many classes and personal experiences. It is well written and includes adequate references. It is at least 3500 words and no longer than 5000 words.

- The short secular version of the Statement of Teaching Philosophy is thorough but concise (no more than 700 words), and written in such a way as to engagingly convey who you are to a potential employer.

- The short Christian version of the Statement of Teaching Philosophy (no more than 700 words) demonstrates integration of who you are as a Christian with who you are as a TESOL professional. It uses language that would be understood by a Christian but doesn't detract from your professionalism.

- The process description accompanying the Statement of Teaching Philosophy demonstrates that your statement has developed over the course of your MA program and is a polished finished product.

Date: February 2007
The two versions of the Teaching Goals Chart are completed accurately and with some detail (i.e., not just check marks), and are formatted appropriately (no page breaks in the middle of a box).

The prose explanation accompanying the Teaching Goals Chart meets guidelines (1000 words; explains experience, goals, strengths, areas for development, self-development plan) and is written clearly.

The Professional Development section meets the guidelines (introductory list, at least two conference write-ups or alternative, 700-word commentary on a classmate's teaching).

The cover letter for the Teaching Products section meets the guidelines (refers to Teaching Goals Chart and highlights teaching strengths being showcased; explains origin of products and why they were selected; notes the classroom context/purpose of the product).

The actual products in the Teaching Products section are of sufficient breadth to show a range of teaching abilities. They demonstrate teaching excellence. They include at least six and no more than ten items (from at least four categories: lesson plan, test, materials, course, assessment, bibliography, or text evaluation). The include an introduction.

The four elements (description of and commentary on your class, peer feedback paper, your response, your conclusion) of the Teaching Process section demonstrate the ability to reflect on your teaching and apply MA level knowledge.

The Academic Product section includes up-to-date references, high quality writing, and in-depth attention to your topic. It is ~4000-5000 words. The accompanying commentary on why you chose this topic and its development from start to finish shows a commitment to quality work.

Faculty reader: _________________________________________

Faculty reader: _________________________________________

_____ This portfolio has minor shortcomings as noted. The student should correct them within two weeks, by ________________

_____ Final check. Date: ________________

_____ This portfolio has major shortcomings as noted. It is recommended that the student resubmit during the following semester.

Date: February 2007
Your training and professional development in TESOL will not just take place at Biola, and it will not end when you graduate. It will also occur by means of professional conferences. We strongly encourage all students to participate in at least one professional conference each year. At these conferences you will meet others who care about growing as teachers; you will learn new things from presenters (and also realize how much you’re learning and how you too will be presenting in the future); and you will see the latest materials at the publishers’ exhibits.

Each fall there is a Los Angeles Regional CATESOL conference. This small conference is a good way to start out since it’s inexpensive, one day only, and you won’t be overwhelmed by a huge number of presentations. You may also be interested in the Orange County chapter workshop, which differs from the conference in that they have one featured speaker.

Each spring is the state conference for California TESOL. CATESOL is one of the larger of the local affiliates of TESOL, and the conference will have a good combination of theoretical and practical presentations and will include some internationally focused presentations as well as those featuring issues relevant to California. See www.catesol.org for details on the regional and state conferences.

You may be interested in the annual convention for TESOL, also taking place in the spring. This large convention with 4000-8000 attendees (depending on the location) attracts people from around the world. You’ll hear from the professionals who’ve written the textbooks you’ve studied from as well as dozens of other dedicated teachers. The Christian Educators in TESOL caucus will also be well-represented here. See www.tesol.org for details on the national conference.

The ALT department will encourage conference attendance in a number of ways. Faculty may let you substitute conference attendance for a certain assignment in some courses. There may be some departmental funds available to help cover some costs of conference registration for students. Housing and carpooling, if the conference is at a distance, may also be coordinated through the department.
ALT DEPARTMENTAL HELP IN LOCATING A JOB IN TESOL

What Help Does ALT Offer Students and Graduates in Finding a Job in the TESOL Field?

1. Information and training are built into the coursework.

   • In “Intro to TESOL” you will be introduced to opportunities for work and ministry in local and international settings. In “Materials Evaluation and Preparation” you will explore websites which include ones useful for job-seekers. In “Practicum in TESOL” you will have assignments involving resume creation and a job interview skills.

2. Current information is presented in a variety of ways.

   • The department website and handbook includes pages with frequently asked questions about jobs and ministry opportunities.

   • Announcements about current opportunities are often made in class and posted on Marshburn Hall bulletin boards.

   • The Biola Career Services office (Student Services building, across from gym) offers a variety of services.

   • Faculty are available for individual counseling. We welcome students who want to talk about ministry and employment dreams in general and specific issues.

How Can You Plan Your Studies to Best Prepare You for Ministry/Job in the Future?

Although ALT has designed the Certificate and MA programs to be maximally useful and to prepare students for a variety of teaching situations, the field is too broad to include in the required courses everything that every graduate will need for the future. So, it is up to you to make wise choices about the electives you take, the assignments you do, and the way you spend your out-of-class time in order to make sure you are best prepared for your future.

Choose electives wisely. For example, if you think you might end up teaching children (increasingly common in international settings), take the one-unit elective “Teaching Children.” If you want to be prepared to teach academic ESL in a U.S. intensive English program or community college, take electives in the teaching of reading and writing. Be sure to talk with your advisor about your plans or hopes for the future so you can be directed to helpful courses. If an elective you want is not offered at the right time, ask if you can do it as a directed study course. If an area you want preparation in is not covered in a standard course, ask if you can do an independent study.
ALT DEPT. HELP IN LOCATING A JOB  SECTION 7.2

Consider adding to your education. For example, if you want to be able to teach ESL in U.S. K-12 schools, you will need a teaching credential. Find out from the Education Department and your advisor how you can do that in addition to your work in TESOL. Your ministry may be enhanced if you take additional Bible and theology courses, or if you do a double MA in both TESOL and Intercultural Studies.

Make your course assignments count for your future. Lesson plans, observations, textbook evaluations, test design, papers, and classroom research—every assignment you do can help you get ready for the future. Of course, if you don't know what kind of teaching you want to do, use your assignments to explore a wide range of possibilities.

Build relevant experience into your study program. Experience-based assignments include the observations you do in “Intro to TESOL” and “Practicum.” If you know the kind of teaching you want to do in the future, focus on that during those assignments. Students sometimes find that they end up getting a job in a place where they did their Practicum and/or where they did observations. If you don't know what you'll be doing in the future, try for variety in those assignments so you can find out more what kind of teaching may be a good match for you. In addition, part-time work while you are studying is not just a source of income but also a source of relevant experience. For example, academic ESL jobs in a U.S. university often require candidates to have done several years of college-level ESL teaching. It's good if you have a head start on this experience by the time you graduate. At the same time that you want to have some focused experience, you also want to have broad experience. So, for example, if you've already taught a lot of writing classes, you might want to add some oral skills classes to your resume, or, if you've always taught advanced students, it would be helpful to get experience in teaching beginners.
Note: As you use this resource section, if you come across phone numbers, names of people to contact, etc., that have changed, please let Dr. Purgason and/or the SICS ALT graduate secretary know. We do our best to keep this resource updated; we gladly welcome your help with this task.

**Adult Schools**

- Usually requires a California adult ESL credential
- Usually part-time
- Pay ranges from $24 to $45/hour

**Norwalk La Mirada Adult School**
562/868-9858; Two main campuses, 4000+ students. For ESL openings, contact Ms. Sue Green, Assistant Director. Send her an application and resume and schedule an interview; best to have a preliminary credential (at least) in hand. Information about NLA adult schools is available at [www.nlmusd.k12.ca.us/schools/adultschool.htm](http://www.nlmusd.k12.ca.us/schools/adultschool.htm).

**El Rancho Adult School (Pico Rivera, west of Whittier)**
562/801-5012; Contact: Ms. Karen Gunningham, Asst. Check job postings at [www.erusd.k12.ca.us](http://www.erusd.k12.ca.us)

**Garden Grove Unified School District, Continuing and Alternative Education**
**Lincoln Education Center (Adult Education Program)**
714/663-6305; Contact and fax resumes to Linda Baker, District Office; FAX: 714-663-6313

**North Orange County Community College District Continuing Education**
714/808-4569; Contact: Valentina Purtell, Manager of ESL Program at the Anaheim campus. Classes taught at Cypress College, Wilshire Center Fullerton, etc.

**Rancho Santiago College Continuing Education Division**
714/480-7485 Human Resources; Sites in Santa Ana, Orange, Anaheim Hills, and Garden Grove. Minimum requirement: BA plus a year of ESL related teaching experience or BA w/ undergrad TESOL Certificate. Two centers: Centennial Education Center, Santa Ana 714/241-5700 (has 15,000 ESL students!); Orange Continuing Education Center, Orange 714/628-5900.

**Mt. San Antonio College (Walnut: between La Mirada and Pomona)**
909/594-5611; Non-credit & Contract Education. ESL Coordinator, Margaret Teske. Contact ESL Secretary, Marchelle Nairne-Proulx, x. 5235, 7436.

Date: August 2007
Whittier Adult School
562/698-8121 x1300
www.whittieradultschool.k12.ca.us

Discovery Adult School
562/940-6209

Bellflower USD Adult School
562/461-2218

Community College ESL (credit)

- Usually requires an MA
- Start part-time, a few possibilities of full-time tenure track jobs
- Pay ranges from $30 to $38/hour
- Register at California Community College Job Opportunities
  (www.cccregistry.org/jobs/index.aspx) for an updated listing of all California job openings

Cypress College & Fullerton College
Job hotline: 714/808-4811; www.nocccd.cc.ca.us

Cerritos Community College (Norwalk)
Job hotline: 562/467-5042; Human Resources: 562/860-2451 x 2284;
www.cerritos.edu/hr/index.html

Mt San Antonio College, American Language Dept. (Walnut: between La Mirada and Pomona) 909/594-5611; Human Resources x. 4225; http://jobs.mtsac.edu.

Rio Hondo College (Whittier)
Job hotline: 562/692-3677; www.riohondo.edu/hr/index.htm

Rancho Santiago College
Human Resources: 714/480-7485; www.rsccd.org/homex.asp
Intensive English Programs (associated with a university)

- Requires Certificate or MA; experience also important
- Start part-time, some full-time jobs available
- Often have special summer programs needing additional teachers
- Pay for part-time teachers ranges from $26 to $30 /hour

ACCESS Program at California Baptist University
951/343-4638; FAX resume to Carla Liu, Director, at 951/343-4434.
http://www.calbaptist.edu/international/default2.aspx?id=1490

American Language Program at Cal State Fullerton
714/278-2909; FAX resume to Mrs. Lynn Richmond, Director, at 714/278-7114.
Program description: www.alp.fullerton.edu

English Language Center at Cal State Los Angeles
323/343-4840; FAX resume to Jeff Brandt, Director, at 323/343-4843.
www.calstatela.edu/exed/aclp

USC Language Academy (at University of Southern California, Los Angeles)
213/740-0079 Contact: Kate O’Conner, Director; often need part-time help late summer/early fall.

English Language Studies Program at Biola University
562/944-0351 x 4775

Institute for International Studies – Hope International University
714/879-3901 x. 1407; Send resume to Mr. Nelson Einwaechter, Director, Institute for International Studies, 2500 E. Nutwood Ave., Suite #120, Fullerton, CA 92831

Private Language Institutes (for profit)

- Requirements and pay vary widely
Aspect International Language School
562/693-9023; This private language school on the campus of Whittier College recruits students from around the world. Morning classes focus on the four skills; afternoon electives cover subjects like business English or culture. BA required, experience desired, especially from overseas. Pay is $12-14/hour. There are a few salaried positions starting at $21,500. Send a resume to: Judith Naimi-Yazdi, Academic Director, 13509 E. Earlham, Whittier, CA 90608. Fax: 562/693-9592. For description of Aspect’s programs worldwide, see: www.aspectworld.com

Berlitz Language Schools (Locations include Orange, Costa Mesa & Los Angeles)
714/935-0828; They require teachers to have an undergraduate degree, native-like fluency, and go through the Berlitz training program for teaching conversational language. Besides English, they hire teachers of a variety of languages. Pay averages $10.00 an hour. Contact: Catherine Lee, fax: 714/935-0271. All employment opportunities with Berlitz Language Schools may be viewed online by Googling “Berlitz Career Services” and selecting current job opportunities.

Success Unlimited Center for Learning (Yorba Linda)
714/693-3085; Hires tutors to work one-on-one with students kindergarten through university. Requires a teaching credential. Pay is around $15/hour. Contact Scott Kamback, Director.

Tutors (Fullerton)
714/680-4364; Hires teachers and tutors. Pay starts at $15/hour; depends on the number of students in a class. Mail resume to Kathleen Rhee, 2254 Rosecrans, Fullerton, CA 92837.

Language Systems International (near Cal State Fullerton; also in Alhambra, L.A. and Torrance)
714/572-1771; Hires tutors and small group teachers. Pay is $13-15/hour, depending on experience. Requires a BA. FAX resume to Monica Gordillo, Program Director, at 714/579-0498.

Pacific Rim Language Institute (Rowland Heights, northeast of Biola)
626/964-0888; FAX resumes to Kurt Swain, Academic Coordinator, at 626/913-9658. Hires tutors or small group teachers. Requires a BA. Pay starts around $12/hour.

This is a listing of opportunities relatively close to Biola. There are many other universities, colleges, schools, and institutes in neighboring communities and cities which have ESL programs.
LOCAL JOBS & RESOURCES

SECTION 7.3

JOB RESOURCES

In the course “Practicum in TESOL” you will be given more information about getting an ESL/EFL job, but here are some useful addresses for your immediate reference:

Internet Websites
Many sites have job listings, links to job lists, information about teaching overseas, and opportunities to chat with teachers who have taught overseas. Here are a few that might be helpful to you:

• www.catesol.org (job bank)
• www.tesol.org (job finder)
• www.languagemagazine.com (jobshop)
• www.cccregistry.org (jobs in California community colleges)
• www.eslemployment.com
• www.eslcafe.com
• www.linguistic-funland.com/tesljob.html
• www.jobs.edufind.com
• www.tefl.com
• www.english-international.com/jobmarket.html
• www.els.edu
• www.peacecorps.gov
• http://elf.georgetown.edu
ADULT ESL CREDENTIAL

SECTION 7.4

ADULT ESL CALIFORNIA TEACHING CREDENTIAL

To teach ESL in a California adult school, you need a Designated Subjects Adult Education Teaching Credential. This credential can either be Part-Time or Full-Time. You first get a Preliminary Credential valid for five years, then Professional Clear Credential. Here’s what you do for the full-time credential:

1. Take the California Basic Educational Skills Test (CBEST). It’s offered six times a year and information is available in the Education Department, or at www.cbest.nesinc.com

2. Make sure you have the following:

   A regionally accredited bachelor’s or higher degree with 20 semester units or 10 upper division semester units in the subject to be taught. TESL, TESOL, English, language other than English, linguistics, bilingual/bicultural studies, teaching reading, and speech count toward ESL. This means that if you have taken at least 4 courses in our department, you have met this requirement, regardless of your undergraduate training. (Note that some employers are used to looking for “English” on your transcript and will have to be alerted to “ISTE” and the other departmental designations.)

3. Apply to an adult school for a job. As an Employing School District (ESD), they can recommend you for a credential to the Commission on Teacher Credentialing (CTC) in Sacramento. Some adult schools are willing to do this for employees who are clearly eligible for a credential.

OR

Go through a Local Education Agency who will recommend you. The closest one is at Cal State Long Beach. If you find that you need the credential in hand before you can get hired, this is the way to go. The phone number is 562/985-5631. The website is: http://www.csulb.edu/depts/ocst/ocst_docs/credential/adult_education/adult_education.htm

Other LEAs are listed on the CTC’s website. Expect to pay fees (which are worth it because of the higher pay you will get).

At this point, you can get a one-year preliminary credential.

4. Meet the United States Constitution requirement. You can do this by taking a two-semester unit course or by taking an exam. The exam is available through any regionally accredited junior college, community college, or university.

Date: August 2007
At this point, you can get the one-year preliminary credential extended to five years.

**To Get the Professional Clear Credential**

1. Have the following teaching experience: at least one class of adult ESL in each of four terms while holding your preliminary five-year credential. Two of these terms must be with one ESD.

2. Obtain verification by an LEA that you have completed all Level I and Level II requirements of a Commission-accredited program of personalized preparation, including the use of computers in an instructional setting.

   ALT courses presumably meet this requirement. Thus, if you have the graduate Certificate in TESOL, you should not have to do any more course work. However, the LEA evaluates your transcripts on a case-by-case basis.

3. Complete a unit requirement in health education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco. (This requirement must also include training in cardiopulmonary resuscitation [CPR] that covers infant, child, and adult CPR skills.) The courses are available through most regionally accredited junior colleges, community colleges, or universities.

For more information, check out the Commission on Teacher Credentialing website:

http://www.ctc.ca.gov/

This information is based on the ALT department’s interpretation of material from the Commission on Teacher Credentialing (CL-697a, 8/01) It is accurate to the best of our ability, but is not guaranteed.
Students often ask faculty about which books they should purchase for their future profession. Your course textbooks are a good starting point. They have been selected not only because they are necessary for a given course but also because they will be good resources in the future. If you need materials for a job or in preparation for going overseas, here is a list of things to consider. You can get additional recommendations, in light of specific needs, from the faculty; and you’ll get more information in your courses.

What do you need in your personal library as you are becoming a TESOL professional? What should you pack if you’re going overseas to teach EFL? This will get you started.

1. First, make sure you have ESL publishers’ catalogs with you or that you regularly check the publishers' websites. There are dozens of publishers, some all-purpose and some with specialties, and it’s beyond the scope of this paper to list them all, but here are some major ones.

   *A distributor, which carries materials from many publishers, with a very useful catalog:*

   Delta Systems Co (Illinois)
   800/323-8270
   [www.delta-systems.com](http://www.delta-systems.com)

   *The major companies:*
   Cambridge University Press (New York)
   800/872-7423
   [www.cambridge.org/esl-efl](http://www.cambridge.org/esl-efl)

   Heinle & Heinle (Boston)
   800/237-0053
   [www.heinle.com](http://www.heinle.com)

   Oxford University Press (New York)
   800/451-7556
   [www.oup.co.uk/elt](http://www.oup.co.uk/elt)
Pearson/Longman
800/375-2375
www.longman.com; www.pearsonlongman.com

Prentice-Hall Regents (New Jersey)
877/202-4572

Two others:
University of Michigan
800/621-2736
www.press.umich.edu/esl/

Pro Lingua (Vermont)
800/366-4775
www.ProLinguaAssociates.com

Alta ESL Resource Center (California)
800/ALTA-ESL
www.altaesl.com

Note: Publishers are subject to mergers and other changes.

2. You should definitely have a learner’s dictionary, such as those published by Oxford, Longman, Cambridge, or Heinle & Heinle. In addition, the Longman Language Activator is also a helpful vocabulary reference book. You may also want a picture dictionary, such as the ones published by Oxford.

3. You also need some grammar references. I like Michael Swan’s Practical English Usage (Oxford University Press), which is a dictionary-style, look-it-up reference perfect for answering questions. It’s also helpful to have an overview of the whole system, such as the Longman Student Grammar of Spoken and Written English, Parrott’s Grammar for English Language Teachers (Cambridge), or one of the Azar grammar books. (If you need a pronunciation reference book, I recommend Teaching Pronunciation by Celce-Murcia, Brinton, and Goodwin (Cambridge).

4. Another reference work I’ve found very useful is The ESL Miscellany, published by Pro Lingua. This “book of lists” includes grammatical items in a typical teaching sequence; communicative functions (e.g., greeting, apologizing, complimenting) for beginning, intermediate, and advanced students; proverbs; common names; American history; gestures; and so on—as you develop your own materials and lessons you’ll find that you refer to it frequently.
5. For how to teach, have two basic methodology books: Jeremy Harmer’s *Practice of English Language Teaching* (Longman) and H. Douglas Brown’s *Teaching By Principles* (Longman). If you are a novice teacher, try instead: Don Snow’s *More than a Native Speaker* (TESOL) and Jeremy Harmer’s *How to Teach English* (Longman). I also really like Tessa Woodward’s *Planning Lessons and Courses* (Cambridge) for really great advice about all aspects of teaching. For resources if you’re teaching students other than university students and educated adults, I recommend:

- Children overseas: Susan Halliwell’s *Teaching English in the Primary Classroom* (Longman), W. Scott’s and L. Ytreberg’s *Teaching English to Children* (Longman), Slattery & Willis’s *English for Primary Teachers* (Oxford).
- Immigrant and refugee adults needing basic ESL and literacy: *Teaching Adult Second Language Learners* and *Teaching Large Multilevel Classes*, both published by Cambridge.
- Business English: *Teaching Business English* by Ellis and Johnson (Oxford) or *Teach Business English* by S. Donna (Cambridge).

6. Besides these general resources, there are how-to books on all kinds of specific aspects of English language teaching: conversation, pronunciation, listening, reading, writing, grammar, vocabulary, etc. Many books for teachers contain easy to use “recipes” for classes as well as duplicable activities, games, and supplements to regular classroom texts. Here are some versatile favorites you can use in many kinds of classes: Carolyn Graham’s book of jazz chants called *Small Talk* (Oxford), Nancy Zelman’s *Conversation Inspirations for ESL* (Pro Lingua), Penny Ur’s *Grammar Practice Activities* (Cambridge), Bruce Marsland’s *Lessons from Nothing* (Cambridge), and Scott Thornbury’s *How to Teach Vocabulary* (Longman). If you’re going to a place with few resources or you’re training novice teachers, some great books to have are the Oxford *Basics: Simple xxx Activities*.

7. It is beyond the scope of this article to list specific classroom texts. Besides, without knowing the details of what kind of class you’re teaching, it’s impossible to recommend specific books. That’s why you need the publisher catalogs at hand. But here is a general orientation to what’s available. Many classroom texts are known as “core” or “basal” and they come in a series of three to six levels. These are useful for classes which must cover all the skills, from listening and speaking to reading and writing, and where students may be at different proficiency levels, from beginning to advanced. Some of these texts are geared more for immigrants in the U.S.
and teach practical life-skills as well as language. Other texts don’t refer as much to life in the U.S. and are more suitable for international contexts. There are core series which claim to teach English from the ground up; others are more of a review. Some series are more grammar-oriented; others take a functional approach. Some are fast-paced and suitable for intensive classes; others teach students more gradually. You’ll find series for elementary, junior high, and high school students as well as adults. For academically-oriented students preparing to study in U.S. universities, these series tend to come with separate books for oral skills and reading/writing skills. Publishers usually include many components with core series such as teacher’s guides, CDs, videos, placement tests, visual aids, and companion websites.

There are also supplementary skills texts. You can find a text for every need: for a conversational English class, for a student who needs help writing term papers in English, for a group who wants to improve their vocabulary and knowledge of American idioms, for a class preparing for the TOEFL exam, for students who are weak in listening comprehension, etc. Looking in the publisher’s catalogs will give you an idea of the many resources available for teaching students at all levels with different goals. Many publishers have ESL specialists working for them who will advise you on what their company has to offer to meet your particular needs. Publishers have international branches or distributors, so if you don’t find what you’re looking for in the US catalog, ask for the international one.

-Kitty Purgason
PROFESSIONAL ASSOCIATIONS AND JOURNALS

TESOL, our national professional organization
1925 Ballenger Avenue Suite 550
Alexandria, VA  22314-6820
703/836-0774
tesol@tesol.org
www.tesol.org

International affiliates, such as the Japan Association for Language Teaching or TESOL Russia. There are nearly 50 around the world. Contact TESOL in Virginia for a full list.

CATESOL, the California state professional organization
21 C Orinda Way #362
Orinda, CA  94563    925/253-8683
www.catesol.org

Christian English Language Educators’ Association (CELEA)
www.celea.net

Journals
If you teach overseas, be sure to contact the local U.S. Information Service at the nearest embassy or consulate. They should offer a free subscription to English Teaching Forum and may also have EFL materials available and offer workshops in TEFL. The British Council at local British embassies should also have a good library and offer workshops.

Subscribing to professional journals (a great way to keep up):
• If you teach in the U.S.:
  Essential Teacher (available free with membership in TESOL)

• If you love theory as well as practice:
  TESOL Quarterly (available only w/ membership in TESOL)

• If you teach internationally:
  ELT Journal (available from Oxford University Press)
FREQUENTLY ASKED QUESTIONS CONCERNING TESOL

I. GETTING STARTED IN TESOL

What do the different acronyms mean?

TESOL—Teaching English to Speakers of Other Languages. This is the most widely-used cover term in the U.S. for all kinds of English language teaching. It's also the name of the American professional association, Teachers of English to Speakers of Other Languages [www.tesol.org]

ELT—English Language Teaching. This cover term is used in place of TESOL in many British contexts.

ESL—English as a Second Language. Refers to the teaching and learning of English in a context where it is widely used. For example, Spanish-speaking adults in California learn ESL.

EFL—English as a Foreign Language. Refers to the teaching and learning of English in a context where English is not usually spoken; students usually study English in school. For example, Chinese students in China learn EFL.

If you speak English, can you teach it?

The answer is "yes, but…" It is enough to speak English fluently if you will be teaching in the following kind of situation:

• The focus is on conversational English
• Materials are provided for you
• Your agency or institution gives you an orientation
• You are part of a team that includes someone trained in TESOL to help you
• You are teaching for less than a month
• Your students are aware that they are being taught by untrained volunteers

If you answer "no" to any of those questions, you should seriously consider getting training in TESOL. The more you know about how to teach the English language, the better for your service to students, extra-curricular ministry, and personal well-being. Students who know they are getting simple conversation practice from a volunteer, are happy; however, students who are expecting
specialized instruction, grammar explanations, and other expertise commonly associated with "teachers," will be disappointed if you can't live up to those expectations. This may jeopardize their acceptance of other values and truth you are trying to convey to them. In addition, untrained teachers put in situations beyond their abilities tend to burn out. Consider a single course [Intro to TESOL], a three-four week intensive certificate [Essentials of TESOL], a one-year certificate or an MA.

I am going to teach ESL/EFL in...Where do I begin?

FIND OUT AS MUCH AS YOU CAN ABOUT YOUR TEACHING SITUATION:

Who: Adults, teens, children?

Where: University, college, school, after-school, camp, institute, private home, etc.?

When: How many hours per day, days per week?

How: Formal classes, one-on-one tutoring, large groups, small groups, etc.?

Why: English is a required school subject; parents or employer insist on English; English is valuable for future goals, preparing for study in English-medium school or travel to English-speaking context; English is fun, etc.

What: Which skills (speaking, listening, reading, writing)? Which language sub-skills (pronunciation, vocabulary, grammar)? Which special emphases (culture, literature, medical English, business English, etc.)? Which levels (absolute beginning, false beginning, intermediate, advanced)?

CONSIDER RESOURCES AND DEMANDS:

• What human resources will be available to you?
• A team to work with
• A mentor from your home country or other expert who can orient you, train you, and/or help you
• A local mentor who can assist you in making your teaching effective in the local context
• What resources in terms of materials will be available to you?
• A set curriculum so you are provided with content to teach
• Local, available textbooks so you can choose what to teach from
• A resource library (a roomful or even just a box) with how-to-teach materials
TESOL FAQS

- Access to the internet
- Other resources, including: English-medium newspapers and magazines, photocopy machines and paper, DVD or video players (consider format and current), etc.
- What constraints and demands do you have to work with? For example:
  - Large classes
  - Classes with students of different proficiency levels
  - No or few or irrelevant materials for students
  - Few teacher resource materials
  - Unmotivated students
  - Students who are busy and distracted by other pressures on their lives
  - No teammates, mentors, or helpers

FIND RELEVANT RESOURCES:

There are wonderful resources designed for both ESL/EFL students and their teachers to meet nearly every need, including very challenging teaching situations. Do not spend your time writing materials or designing curriculum unless absolutely necessary. When you have the answers to the above questions, you can find ready-made curriculum, materials, and idea books for teachers from a variety of sources. Here are some places to start:

1. **Distributor of ESL/EFL materials:**
   Delta Systems (www.delta-systems.com)

2. **Major ESL publishers:**
   Longman (www.longman.com)
   Cambridge University Press (www.cup.org/esl)
   Heinle & Heinle (www.heinle.com)

3. **ESL-related web sites (just a few starting points out of hundreds)**
   Dave's ESL Café (www.eslcafe.com)
   Center for Applied Linguistics (www.cal.org)
   TESOL, Inc. (www.tesol.org)
   Christian English Language Educators' Association (www.celea.net)

Date: July 2006
SHARE WHAT YOU'VE LEARNED WITH OTHERS:

If you have developed materials or learned how to overcome problems other teachers may face, share your ideas. The Christian Educators in TESOL caucus is especially interested in disseminating relevant information. See www.cetesol.org.

NEXT TIME, DO IT BETTER:

You can improve your teaching and your service to students by:

- Getting more training
- Joining forces with others—team work is always more effective
- Finding or developing better materials

II. TRAINING AND EDUCATION

What training do I need to teach ESL/EFL?

DO YOU WANT TO TEACH IN A K-12 SCHOOL IN THE U.S.?

U.S. schools have large numbers of children who do not speak English at home. Requirements for teachers in this context vary from state to state, and district to district. In California, the trend is to have every K-12 teacher trained to meet the needs of children who need to learn English and school content at the same time. Teachers are encouraged to get their regular credential and a supplement known as CLAD (cross-cultural, language, and academic development). These qualifications are usually obtained through a department of education. Even schools with specific ESL programs hire teachers with a credential over a person with TESOL training but no credential.

ARE YOU INTENDING TO TEACH OVERSEAS SHORT-TERM (A YEAR OR LESS) OR IN AN INFORMAL CONTEXT SUCH AS A CHURCH-BASED PROGRAM?

Although you can do this kind of teaching with no training at all, you will be happier and more effective if you have some foundation. If you live and work near La Mirada, or if are a current Biola student and want to take a single course, ISTE 421/525 Introduction to TESOL – Adult (offered one evening a week every fall semester) is a practical techniques-oriented class that will help prepare you...
DO YOU WANT TO TEACH IMMIGRANTS AND REFUGEES IN A CALIFORNIA ADULT SCHOOL?

Although it can be hard to get a full-time job in adult ESL, teaching these eager students can be extremely rewarding for those interested in a part-time job. Besides enthusiastic students, teachers appreciate the relatively good hourly wages of adult schools. (Teachers looking for full-time employment usually start with two part-time jobs; a full-time position may open up after time.) Requirements vary from school to school, but most schools require at least that teachers have taken the CBEST (California Basic Educational Skills Test).

In addition, many require a credential known as the "Designated Subjects Adult Education Teaching Credential in ESL." This credential requires that one has a bachelor's degree and 20 semester units or 10 upper division semester units of the following types of courses: TESOL, English, foreign language, linguistics, bicultural studies, teaching reading, or speech. Even if your previous education has already enabled you to meet these minimal requirements, I recommend taking TESOL classes to prepare for adult ESL instruction. Biola's undergraduate minor or undergraduate certificate in TESOL, or the one-year graduate certificate in TESOL are perfect for preparing you to effectively teach adult ESL. Immigrants and refugees from all over the world have come to the U.S.—they need the presence of Christ which can come from a dedicated and well-trained Christian teacher.

DO YOU WANT TO TEACH INTERNATIONAL STUDENTS IN THE U.S.?

The U.S. university system draws students from all over the world. Will your ministry involve interaction with these future world leaders while they are here? International students may be studying in private language institutes. These institutes tend to be for-profit, so they pay their teachers low wages. However, they provide good entry-level positions for teachers who have a BA but no further qualifications or for students completing their certificate. Classes may focus on short-term survival English, test preparation, or academic English. Some institutes also have special summer programs for visitors.

International students also study in intensive English programs (IEPs) associated with universities. These programs usually hire teachers with an MA in TESOL (or possibly those with teaching experience who are midway through their MA TESOL programs) and the pay scale is usually very good. Classes tend to be skill-oriented—reading, writing, listening, speaking, and grammar—and focus seriously on preparing students for study in U.S. universities. Both types of programs for international students—private institutes and IEPs—may also include cultural orientation events and home-stays as part of their service to students. Part-time jobs are most common, though full-time employment does open up for teachers who have worked part time for a while.
DO YOU WANT TO TEACH IN A COMMUNITY COLLEGE OR UNIVERSITY IN THE U.S.?

As mentioned above, colleges and universities often have associated intensive English programs (IEPs). While these programs are usually for students not yet accepted into the university, universities may also have ESL programs for their regular students. These "for-credit" programs provide ESL students with the academic support they need to succeed in their undergraduate or graduate studies. They are more likely to include writing, reading, and grammar classes, though oral skills are also taught.

These well-paying jobs are only open to teachers with an MA. Part-time jobs are most common, though full-time employment does open up for teachers who have worked part time for a while.

ARE YOU AN AMERICAN CITIZEN WHO WANTS TO TEACH OVERSEAS?

The requirements to be accepted for a ministry position or hired for a job vary tremendously from country to country and institution to institution. Although you may be able to get a job simply because you are a native speaker, it is recommended that you get as much training as you can. This will improve your teaching, enhance your ministry, and give you more personal satisfaction. If you are going for less than a year, if EFL teaching is a small part of your overall ministry, if you are teaching primarily conversational English, if you have little time available for training, and/or if the job you are looking at requires a "certificate." There are one-month certificate classes in many locations.

If you are going for at least a year, if teaching is a significant part of how you spend your time, if you may teach more than conversation, if you want to be qualified beyond the entry level, and/or if the job you are looking for requires a "certificate," consider Biola's one-year graduate certificate in TESOL. If you will you be asked to do more than simply teach (for example, develop a program, write materials, test students, train teachers, and so on), if you will be teaching specialized skills (such as grammar, reading, or writing), or if you are working in a context that requires a graduate degree, then you need an MA TESOL.
ARE YOU AN INTERNATIONAL STUDENT WHO WANTS A QUALIFICATION TO TEACH IN YOUR HOME COUNTRY?

You are the best person to find out what qualification will help you meet your goal. Keep in mind that Biola’s MA TESOL is designed to prepare you to teach students in secondary schools, universities, or private language schools. You will get some training in teaching younger children, but it is not our emphasis.

ARE YOU AN INTERNATIONAL STUDENT WHO WANTS A QUALIFICATION TO TEACH IN ANOTHER COUNTRY?

Biola’s Department of Applied Linguistics and TESOL recognizes that you do not have to be a native speaker to be a good teacher of EFL. We also applaud international students who are following God’s call, wherever that may lead. Our alumni include a Norwegian student teaching in Mongolia, and a Korean student teaching in China. However, you should know that many countries and institutions are prejudiced against teachers who are not native speakers. Be aware that you may find difficulty getting a paid teaching position in certain places. In addition, make it a point to keep working on the quality of your English!

I want an MA in preparation for teaching ESL/EFL. What are my choices for degrees?

TESOL, Inc. publishes the Directory of Teacher Education Programs 2005-2007, (see www.tesol.org) which lists several hundred programs around the U.S. You will find programs related to TESOL in schools or departments of education, linguistics, intercultural studies, English, and TESOL. Some may be fairly theoretical; others are more practical. Some may focus on preparing teachers for U.S. contexts; others prepare teachers for international teaching. Some may work primarily with K-12 teachers; others specialize in university or adult ESL. Look for an MA program which offers at least the following:

- At least two courses in methodology, that is, specific information on how to teach speaking, listening, reading, and writing
- At least two courses in linguistics in general and the English language in particular, such as pedagogical grammar and the sound system of English, with a focus on how to teach pronunciation, vocabulary, grammar, and discourse to non-native speakers
- A course in second language acquisition
• A course in intercultural communication
• A course in materials which will teach you what is available in terms of textbooks, media, and the internet, as well as how to use and develop these materials for English language teaching
• A Practicum in which you put into practice what you've learned by teaching under supervision
• A course in testing and assessment
• A course in curriculum development or course design
• Electives in areas of your interest, for example, teaching academic writing, or teaching children

At Biola there are several choices of MA for those interested in TESOL.

**MA TESOL:** Designed for those who not only want to teach ESL/EFL but also be qualified to engage in program design, materials development, student assessment, and teacher training. Elective units also enable the student to prepare for specific teaching situations, such as academic language required to teach in a U.S. university ESL program, or teaching in a particular part of the world.

**Certificate in TESOL in conjunction with another MA:** The Certificate in TESOL prepares students for most kinds of teaching. Take the Certificate as your elective units for one of the following MA degrees as you have broader interests:

• MA Intercultural Studies: Get preparation in areas such as cultural anthropology, theology of mission, interpersonal adjustment, and culture change.
• MA Applied Linguistics: TESOL can be one part of your preparation in the broader field of applied linguistics, which may also include translation, literacy, lexicography, language planning, and so on.
• MA Education (and/or teaching credential): Prepare to work in the K-12 context in the U.S.

**What is the difference between Biola/ALT programs?**

THE GRADUATE CERTIFICATE IN TESOL AND THE MA TESOL:
The Certificate consists of the first year of the MA courses. These courses provide a strong foundation for teaching ESL/EFL. Beyond that, in the MA there are required and elective courses which offer training in:

• Testing and assessment
• Program administration, course design, and teacher training
Additional work in techniques for specialized teaching of skills such as reading or writing or serving specialized audiences

Some people do the Certificate because they already have or want to get another MA. Others do the Certificate because it is all that is required for their job. Others do the Certificate in order to get a job, and then after some time of experience they return and finish up the MA.

AN MA TESOL AND AN MA APPLIED LINGUISTICS:

In some universities, “Applied Linguistics” is used interchangeably with “TESOL.” However, here at Biola, our TESOL track focuses specifically on English language teaching, and our Applied Linguistics track has broader goals. Students who are interested in solutions to the range of language-related human problems—such as bilingual education, language planning, lexicography, literacy, translation, and writing systems—should do the MA Applied Linguistics.

If you have several goals, for example to be involved in both Bible translation and teaching English, you might choose the MA Applied Linguistics with a TESOL Concentration; however, keep in mind that to really prepare for both goals, you may have to take some extra courses. If your professional goals are more in the area of language teaching, you will get better preparation by doing the MA TESOL.

III. Working and Serving

Can you make a living teaching ESL/EFL to college students and adults?

In the United States: Part-time employment is most common, especially for teachers starting out at an institution. Pay ranges from ~$15/hour at for-profit private language institutes, to ~$30-$45/hour at universities and adult schools. Part-time employment can be meaningful, but rarely includes benefits. Teachers who have already worked part-time at a given school will probably be given priority when a full-time job opens up.

Americans teaching internationally: There are some parts of the world where you can get a high-paying EFL teaching job and earn enough live well, and pay off school loans or save a little. However, in many parts of the world, especially in places most in need of teachers and Christians, the pay is not high. You may need additional support to cover transportation, health insurance, and at-home expenses such as loan repayments. For more information about jobs in various parts of the world, see: http://www.english-international.com/jobmarket.html.

For more background information about careers in TESOL see http://www.tesol.org/careers/
ESL/EFL Opportunities to Teach and Serve

IN THE UNITED STATES:


• To find adult school opportunities, contact your local school district or community college, either of which may direct adult education in your area. Public libraries sometimes direct volunteer literacy and ESL programs.

• To find college or university opportunities, contact your local institutions and ask about both credit and non-credit ESL programs.

• To find out about K-12 ESL teaching, contact your local school district. Depending on the area, the schools may teach English language learners by means of a magnet or newcomer school/program, ESL classes taught by a specialist, or programs integrated into the regular classroom taught by regular grade-level teachers.

• It's easier to find international jobs on-line than local jobs, but here's one place to start for jobs in the U.S.: www.languagemagazine.com/jobshop/jobshop.html. If you're looking in California, try the Jobs link at www.catesol.org.

INTERNATIONAL:

U.S. government-sponsored:

• Peace Corps: www.peacecorps.gov
• English Language Fellows: http://elf.georgetown.edu
• U.S. Department of State: http://exchanges.state.gov/education/engteaching
• Fulbright: www.cies.org (search for "TEFL")

There are dozens of websites listing teaching jobs around the world. Try:

• Dave's ESL Café: www.eslcafe.com/jobs
• www.jobs.edufind.com
• www.tefl.com
• www.eslemployment.com
• www.teachabroad.com or www.volunteerabroad.com
  - And do a Google search for the latest sites.

Remember that not all schools, especially those in financially strapped areas, advertise on the web.

International K-12 schools:
• Association of Christian Schools International: www.acsi.org
• International Schools Services: www.iss.edu
• More links: http://directory.google.com/Top/Reference/Education/International/International_Schools

Christian organizations:
• These include agencies which specialize in English language teaching (e.g., English Language Institute China and Educational Services International) and traditional denominational (e.g., International Mission Board of the Southern Baptists, Presbyterian Church USA) and non-denominational mission agencies (e.g., Frontiers, OMF). Many mission agencies, in addition to the regular missionary category, have special associate status for members working primarily in a secular job.
• Intervarsity's Urbana website lets you search their list of mission agencies exhibiting at Urbana for "teaching English" or "tentmaking – education" plus a geographic area: www.urbana.org/ns.ms.search.agency.cfm
• Mission Finder: www.mfinder.org/tesol.html
• Into All the World magazine: www.aboutmissions.com/missopps/teacheng.htm
• If you do your own internet search, remember to try various terms: ESL, EFL, TESL, TEFL, TESOL, English teaching.

Other general TESOL job search help:
• Teachers of English to Speakers of Other Languages: www.tesol.org/careers
• Information about the job market: www.English-international.com/jobmarket.html

Teaching Internationally: a guide for North Americans

Where do you want to go?
• Where there is the greatest need for Christians
TESOL FAQS

• Where it is possible to earn money (to pay back school loans, for example)
• Where you have a heritage, experience, personal, or language connection

To find out more about the market for North Americans teaching English in a particular part of the world and the income potential there, see www.English-international.com/jobmarket.html

To find out more about areas of the world which are considered "unreached" in missions terms see www.ad2000.org/peoples/

How do you want to get there?
• Go there and get a job. This is possible if you're a risk-taker.
• Get a job in advance. Qualifications are important.
• Go under the auspices of an organization such as the Peace Corps, or the U.S. government (English Teaching Fellow program, or English Language Specialists).
• Work with a traditional mission agency. Agencies such as OMS International, TEAM, OMF, Christar, YWAM, and many others use English language teaching as a means of outreach and welcome EFL professionals.
• Work with a mission agency focusing on English language teaching. ELIC, ESI, ERRC, and LIFE are some of the largest of these agencies.
• Get a job plus work with a mission agency. This combination enables you to have both the support of an agency and the identity of an employed English language teacher. Agencies which have this kind of track include Interserve, Frontiers, and CB International.

Teaching Adult ESL in California

Many people enjoy teaching adult ESL because of the motivated students, the opportunity to serve immigrant and refugee communities, and the low-key teaching environment. Although full-time jobs are rare, people interested in part-time work should definitely consider this profession.

GETTING STARTED:
• Nearly all adult schools require that you have a Designated Subjects Adult Education Teaching Credential. You can find out more information about this credential at http://www.ctc.ca.gov/credentialinfo/leaflets/cl697a.html. There you will see specific information about an English as Second Language Credential. The basic requirements are that you have taken the California Basic Educational Skills Test (CBEST) and that you have a BA or higher with at least 20
semester units (10 if they’re upper division) in any of the following subjects: TESOL, English, foreign language, linguistics, bicultural studies, teaching reading, or speech.

For information on a Local Education Agency which can help you apply for a credential, see: http://www.ctc.ca.gov/credentialinfo/leaflets/cl506.html. The office closest to Biola is at Cal State Long Beach. Their number is (562) 985-5631.

For information about the CBEST, see http://www.cbest.nesinc.com/.

FINDING A JOB:

Some adult schools with ESL programs are run out the local K-12 school district and some are run out of a local community college and some are independent. If you don’t know the name of an adult school in your area, try calling your local school district or community college. One web site for the Los Angeles area which lists some, but not all, adult schools is http://www.at-la.com/@la-edu/adult.htm#adult. You also can try doing an internet search with your city’s name and “adult school.”

Some adult schools are very large, serving thousands of students, with extensive class schedules. Others are relatively small. In some adult ESL programs, you’ll have students of all one language background. In others, your students will speak a variety of languages. You may teach students with zero English or you may have an advanced class. Some schools seem very attuned to the needs of ESL students and teachers, with good teacher support and a resource room full of teaching materials. Others will leave you on your own. You may be given a job at the central location or you may be asked to teach in an extension class located in a church or elementary school. Some programs focus on general ESL; others may have an emphasis such as CBET (Community-Based English Tutoring) or ESL/Civics. If you have a bad experience in one location, don’t give up on teaching adult ESL—try another school which may be better organized or provide more support to teachers.

RESOURCES:

There are hundreds of good teacher resources and dozens of them are suitable for adult ESL. Here is a starting point:


What are some alternative jobs for people with TESOL training?

TESOL grads sometimes look for jobs (hopefully full-time) that don't involve actual classroom teaching. Perhaps they are tired of the typical two-part-time-jobs-no-benefits lifestyle that plagues many U.S. based ESL teachers. Perhaps they just want a change of pace. Here are some suggestions. To prepare yourself for such a career, pay attention to additional specific course work, experience, or skills you will need.

**Foreign student advising.** Entry-level positions might be like one USC's Language Academy was advertising. They wanted an admissions coordinator to oversee the admissions of international students, including immigration advising. Requirements were a bachelor's degree, clerical experience (particular computer programs are mentioned), and experience working with foreign students. The salary was $26,000.

Directors of international student services earn more, of course. Typical requirements would be: an MA in a "relevant" field, several years' experience as an international student advisor, strong background in immigration regulations, and foreign language/study abroad experience. Besides TESOL, relevant experience/training for such jobs includes human development, college admissions, marketing, and business. Strong interpersonal skills as well as computer skills are a must. For listings of such jobs, see the website for NAFSA, www.nafsa.org (it used be called the National Association of Foreign Student Advisers but is now "NAFSA: Association of International Educators").

**Program management.** For example, the Center for Applied Linguistics was hiring a "program associate" to manage programs in the Division of Language and Literacy. Besides an MA in a linguistics-related field, they were looking for someone with administrative and managerial experience, knowledge of web-site development, and experience with various office computer programs. The salary was $35,000.

Language institutes, both private and associated with universities, often look for directors. The key thing you’ll need to move upward from teaching to administration is experience. If you really want to prepare for such a job, consider volunteering to help your current director to build up relevant experience.
Publishing. What about selling ESL textbooks, or working in some other capacity for a TESOL-related publisher? If you are outgoing, a good oral communicator, and don't mind traveling, it could be a good job for you. Call one of the reps you've met in the Materials class or at a conference and ask them about their job.

Testing and Assessment. If you're more on the quiet side, assessment may be a good field. For example, ETS (which does the TOEFL) was hiring Test Developers to write and review test questions. They were looking for someone with an MA and three years' experience in educational measurement, applied statistics, and/or teaching.

Consultant. Many businesses hire consultants to help them with language and culture-related problems. If you're an entrepreneurial type and can forge your own career, look into this.

IV. Being a Christian Teacher

How can TESOL be used in Christian Mission?

TWO APPROACHES:
1. The "magnet" approach: Programs and teachers attract students by offering highly desired English, by teaching well, and by living ethical and kind lives, and hope that students will also be attracted to the Jesus whom we follow. Examples:
   a. Churches have ESL/EFL programs in their buildings, hoping that students who would otherwise not feel comfortable in a church will become drawn to other church events.
   b. Agencies offer English camp programs for a few days or a week, attracting students by English and fun, but also offering the Gospel.
   c. Individual Christians teach in a variety of contexts, letting their students know they are Christians, and inviting students to extra-curricular Gospel-oriented events they hope will be appealing.

2. The "catalyst" approach: Christians are sensitive to appropriate ways their classroom teaching can be a witness to the existence of God, the power of the Holy Spirit in the world today, and the grace of Jesus Christ. They recognize that teachers can have significant relationships with students (and their families) and can influence students (while making sure this is always done in culturally and institutionally appropriate ways). The teacher's input in the classroom is like a catalyst which acts on seeking students to enhance or speed up the spiritual reaction. How to do it:
a. We make sure that our character and our professionalism lay a foundation that helps students trust what we have to say about spiritual issues, and that helps our institutions welcome, rather than mistrust, Christian teachers.

b. We convey our identity as followers of Jesus in open but low-key ways.

c. We listen to our students to make sure we know what they believe, what is important to them, and what they struggle with, so that when we do speak to spiritual issues, we do so in a relevant way.

d. We choose materials and adapt assigned materials so as to convey wholesome values to our students and counter the media's and the culture's messages of materialism, selfishness, and conflict.

e. We encourage our students to consider deeper issues in life and ask spiritual questions.

f. We provide accurate information about Jesus, Christianity, and the Bible, when appropriate.

g. We are available for out-of-class discussion and events that enable our present students (when appropriate) and past students to spend more time considering the claims of Jesus.

TEAMS IN TESOL-ORIENTED MISSION STRATEGY:

For TESOL to be an effective tool in missions, church-planting, and evangelism, a teacher cannot work alone. A team approach is vital.

1. **Possible team scenarios:**

   a. Unreached area, goal of church-planting, no missionary visas possible. Strategy: set up a language institute which will both serve as a magnet for local people and allow Christians to get teaching visas. This challenging scenario requires many people with many different gifts. There should be at least one person on the team who has an MA in TESOL and whose full-time job is running the language institute. Other team members, though they may all be working part-time at the institute, will have different primary roles. These may include language learning, evangelism, and discipleship of emerging local leaders.

   b. Unevangelized target population, strong local church. Strategy 1: Church offers ESL/EFL classes to target population in order to demonstrate caring and attract seekers. This scenario requires teamwork from the whole church. An effective outreach-oriented church-based ESL program will have a coordinator who can convince the congregation to back this vision, a trained ESL professional to run the teaching part of the program, volunteers to teach, volunteers with the gift of evangelism and proficiency in the language of the target
c. population to follow up spiritually ready students outside of class, and volunteers to help with details such as photocopying, child care, refreshments, and so on. Strategy 2: The classes may not be offered through the church, but outreach-oriented teachers connect seeker students to a church which is open and eager to welcome them. The church offers groups and studies that would be a natural next step for a seeker coming in by means of English classes so the teacher does not have to take full responsibility for all follow-up.

d. International setting, university students. Strategy: A native-English speaking EFL teacher teams with a local Christian teacher. One can attract students, the other can speak to students more clearly in their heart language; both can pray for this outreach and strategize for effective evangelism and discipleship.

e. United States language institute catering to international students. Strategy: The teacher connects spiritually hungry students with team members who then carry out the work of evangelism. Students can be invited to lunch hour discussions, chats over coffee, seeker Bible studies, parties and other social events with Christians, church services, and so on. The teacher's teammates who host these discussions, studies, and parties are lay people who are willing to give their time to ministry with internationals.

2. **Why is it important for a missions-minded ESL/EFL teacher to work with a team, whether at home or abroad?**

   a. A team approach enables people to work primarily in their areas of giftedness. It is rare that one person is strong in administration, teaching, language learning, evangelism, and discipleship. It also means that individuals can have the specialized training needed to do their particular job well, whether that's in TESOL, cross-cultural church planting, or other areas.

   b. Teams prevent burnout due to teachers having to do too much. Although a teacher may be able to do a short-term stint involving long days of preparation, teaching, and extra-curricular contact with students, over the long term, this is not viable.

   c. A team approach prevents problems such as the violation of cultural norms governing teacher-student relations, the appearance of favoring one student over another, or institutional constraints. Teachers are not engaging in direct evangelism or even socializing with their current students—they are just inviting students to be in contact with others who perform those roles.

   d. Teams that consist of locals from different ethnic groups or internationals from various countries convey the truth that the Gospel is for all people. Otherwise it's too easy for our
students to get the false idea that Christianity is just a western religion or just a religion for English-speaking Anglos.

e. A team approach recognizes the role of the church, whether it's an existing local church or an emerging church plant. It ensures that students are not just taking first steps of commitment to Christ, but also enfolded into a body that can help them grow as believers.

The pros and cons of ESL/EFL teachers who are explicitly Christian

THE COMPLAINTS:

You may hear complaints from people around the world about Christians who teach under false pretenses—they pretend to be ESL/EFL teachers, but they're really missionaries. As Christians, we need to look honestly at this issue.

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<tr>
<th>The worst-case scenarios</th>
<th>What should be done instead</th>
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<tr>
<td>ESL classes are offered in the community with no clear information about the teachers' qualifications or the course content. Teachers end up being untrained volunteers; there is no real curriculum designed to meet student needs; materials are all explicitly Christian and evangelistic.</td>
<td>Design ESL classes to meet student needs, using real ESL curriculum and materials.</td>
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<tr>
<td>Teachers use a lot of class time to share their testimony, talk about Christianity, and/or engage in evangelistic talk.</td>
<td>Be open about the qualifications of teachers; call them &quot;conversation partners&quot; instead of teachers, if need be.</td>
</tr>
<tr>
<td></td>
<td>If you use explicitly Christian materials, let the students know before they sign up for classes.</td>
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<tr>
<td></td>
<td>Remember that students constitute a captive audience; it is unethical to preach to them—it is likely to produce either hostility or false positive responses from students who just want to please the teacher.</td>
</tr>
<tr>
<td></td>
<td>Very brief statements about the teacher's personal beliefs are OK. Leave extended discussions for voluntary after-class events with students.</td>
</tr>
</tbody>
</table>

HOW TO AVOID PROBLEMS ASSOCIATED WITH BEING A CHRISTIAN ESL/EFL TEACHER:

- Get the training you need for your job.
• If you are running a program, be open with students about the kind of classes you offer, the qualifications of teachers, and the materials used.
• Plan out-of-class events where you or a friend can more openly and appropriately bring up spiritual issues with students, instead of doing it in class.
• Make time for former students, since it is better to have a relationship that includes talk about spiritual issues with people who are not currently in your classes. This avoids problems such as students thinking you are playing favorites by spending more time with some students than others, or students expressing interest in Christianity just to please their teacher.

ALL TEACHERS BRING TO THEIR CLASSES PERSONAL VALUES AND BELIEFS:
Employers should recognize that Christians are not the only ones who convey to their students personal beliefs and values. All around the world there are teachers who are telling their students things like, "Men should help their wives with housework," or "Humans need to avoid polluting the earth," or "Treat all people with equal respect." Many of these values might be considered universal, but there are also teachers with extremely vocal feminist, ecological, or homosexual views, as well as other various personal stances. Their views may be considered offensive to students given the cultural, economic, or political context in which they teach. The teachers may or may not be aware of the difference between what they value and what their students value. The bottom line is that all teachers need:
• Awareness of how their personal values and beliefs may differ from those of their students
• Sensitivity to what they express in the classroom and how it may affect students
• Training in intercultural communication

The bottom line is that all employers need to know that:
• Everyone has values which end up being communicated to students
• All teachers can be encouraged not to express political, social, or religious values in such a way that pressures students

THE BENEFITS:
There are also special advantages that Christian ESL/EFL teachers can offer, especially in comparison to teachers who may be drawn to TESOL because they like the adventure of traveling or they think it's an easy job for someone with few qualifications.
• English is something the whole world wants, but it often comes with a price, namely negative western values. Materialism and acquisitiveness; selfish individualism; disrespect for others, especially elders; conflict and violence; casual attitudes toward sex; alcohol and drug use—
these are often the values impregnating the western media that accompanies English. Since these values run counter to those Christians espouse, Christian teachers are especially qualified to help their students identify and avoid them.

- Although many students do not identify themselves as Christian, they are religious people. They recognize that the spiritual side of life. They may find they have more in common with a Christian teacher, who at least shares with them a belief in God, than with an agnostic or atheist teacher. Christian teachers are able to see their students as whole people and are able to get beyond the narrow boundaries of typical ESL textbooks which usually limit us to working, playing, and buying.

- Christian teachers tend to have other qualities employers are looking for. They may be more likely than adventurer types to be hardworking and dedicated to their jobs. They may be more dedicated to their students' well being and more likely to treat students with compassion. In conservative contexts (such as many nations around the world), employers may find that Christians are more likely to have the moral values expected of teachers.

V. Church-based ESL

Starting a church-based ESL program

Service and witness are both great reasons why American churches consider ESL programs. How can a church get started? How can this ministry be done well?

1. Consider audience and purpose.

   Church-based ESL programs vary considerably. Some possibilities are:

   - Church in a college town or university neighborhood: outreach to international students with tutoring services, conversation classes, specialized writing classes, and social events
   - Church with an immigrant population: service to its own members through ESL classes
   - Church in an immigrant neighborhood: outreach, evangelism, and possible new church plant through ESL classes

2. Consider the team you will need to gather. Successful ESL programs rely on lots of people. Roles may include:

   - Administrator: someone with organizational and recruiting gifts who can get programs started and make sure all details are attended to
   - ESL specialist: someone with experience and/or training who can oversee program development, curriculum, materials, student placement and volunteer training
   - Teachers and tutors: depending on how the program is set up, these may be full-time skilled and experienced teachers or volunteers with only an hour or two per week available
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• Support people: depending on the program, these may include people to drive students to and from the classes, to watch small children while parents are in class, to make meals or refreshments, to make phone calls, and so on.

• First language support: although students are attracted to programs because they want to learn English, spiritual growth usually takes place in the students' first language. An ESL program with evangelistic or church-planting goals will need people who speak the students' first language to take them beyond the initial inquiry stage.

• People to pray

A program is more likely to get started and take root if all of these roles are filled by church members. However, if necessary, a church may consider alternatives such as hiring an ESL specialist for some hours of consulting, or partnering with another church for first language support.

3. Consult resources. Must-see books and websites:

• See CRC Publications' Faith Alive Christian Resources which include Open Door Ministries for literacy and ESL students. Start with Creating a Quality ESL Program by Susan Burke. The link is:

https://shop5.gospelcom.net/epages/FaithAlive.storefront/3e429b1302db91de2719ccfd844c06d/Module/ProductView/350850

Janet Payne has created Bible study materials for international students. Her website, "Learning for Life: English for Heart and Mind" has links to many other resources as well. The link is: http://www.transtemp.com/esl/BW.ChristianResources.html

• Talk Time: ideas for conversation activities with internationals: http://www.speechtree.com

• Pati Cole & Kim Macdonald's book.

• Find churches who are already involved: see http://churchesl.pbwiki.com (Password: agape)

• Check out other websites:

  1. TESOL: www.tesol.org
  2. Christian Educators in TESOL: www.cetesol.org
  3. International Students Incorporated: www.isionline.org
  4. Ethnic Harvest: www.ethnicharvest.org
  5. GospelCom's ESL resources: www.gospelcom.net/guide/resources/easy-english.php
4. Learn about ESL materials. Besides the Christian materials you have discovered in the resources listed above, you should be aware of the wealth of published ESL materials to help you teach everything from conversation to academic writing to survival English.

_A distributor, which carries materials from many publishers, with very useful catalogs:_

Delta Systems Co (Illinois) 800/323-8270 www.delta-systems.com

_The major companies:_

Cambridge University Press (New York) 800/872-7423 www.cup.org/esl
Heinle & Heinle (Boston) 800/237-0053 www.heinle.com
Oxford University Press (New York) 800/451-7556 www.oup-usa.org/esl www.oup.co.uk/elt

Pearson Longman 800/922-0579 www.longman.com
800/ESL-2ESL

_Two others with helpful materials:_

Dominie Press (California) 800/232-4570 www.dominie.com
Pro Lingua (Vermont) 800/366-4775 www.ProLinguaAssociates.com

Alta ESL Resource Center (California) 800/ALTA-ESL www.altaesl.com