Master of Arts
Teaching English as a Second Language (TESL)

at
Astana International University
Kazakhstan
Webster University Programs in Kazakhstan

Webster University and Astana International University (AIU) have come together to give students in and around Kazakhstan, a unique advantage of earning fully accredited American Degrees offered by Webster University at the AIU campus in Nur-Sultan (formerly Astana). The program offered in Nur-Sultan is accredited by The Higher Learning Commission, USA as of June 2020. Classes will be offered from Fall 2020 (August).

Webster University Home Campus

With its home campus in St. Louis, Missouri, USA, Webster University comprises an action-oriented global network of faculty, staff, students and alumni who forge powerful bonds with each other and with their communities around the globe. Founded in 1915, Webster is a private non-profit university with students studying at campus locations in North America, Europe, Asia and Africa and in a robust learning environment online. The university is committed to delivering high-quality learning experiences that transform students for global citizenship and individual excellence.

ACREDITATION

Webster University is accredited by The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 USA hlcommission.org • +1.800.621.7440.
Webster University's TESL Program Goals

The Master of Arts (MA) in Teaching English as a Second Language embraces Webster University's mission to "transform students for global citizenship and individual excellence." Candidates in this program will demonstrate this through knowledge, practice, and reflection.

KNOWLEDGE

- The English language system and its components (i.e., phonology, morphology, syntax, semantics, pragmatics, etc.) and issues of linguistic variation (i.e., dialects, discourse, slang, humor, etc.)
- The major theories, key concepts, and research in first and second language acquisition (SLA)
- Modern and traditional teaching approaches, as well as the legal processes and policies that have influenced the English as a Second Language field
- Multicultural aspects and personal variables (i.e., background experiences, values, beliefs, gender) that affect the process of language acquisition and cultural integration
- Effective learning and communications strategies
- Curriculum design and appropriate materials and textbooks
- Current and historical aspects of assessment design and implementation, as well as their implication for various stakeholders

PRACTICE

- Various standards-based instructional strategies to support effective educational practices that value individual and cultural differences
- Standards-based curriculum designed on modern teaching theories and meaningful, authentic content, and language materials (i.e., experiences that model social and academic contexts by integrating all language skills – listening, speaking, reading and writing)
- Multiple culturally-informed, valid, reliable, authentic, pragmatic, and non-biased assessment techniques that measure learning progress and teacher/program/content effectiveness
- Technology-centered activities that promote content and language learning, following a constructivist model that allows ample language input and practice

REFLECTION

- The roles educators take in collaboration with colleagues, school administrators, paraprofessionals, parents, and community members to advocate for the needs of their community of learners and their direct access to resources
- Personal growth through on-going participation in personal development activities
- Effectiveness of instructional and assessment approaches in the classroom with the view of achieving equitable education for their ELL students
- Curriculum appropriateness in compliance with national and regional standards, as well as program expectations and diverse student needs, preparedness, resources, and ability
- The need to support and encourage ESOL students and families in their journey of social, cultural, and linguistic accommodation
Planned Course Schedule for the MA in TESL at AIU

Class Sessions
• Two classes will be scheduled every term and each class will meet from 5 PM to 9 PM (students may expect to be in class two evenings per week).
• Below is the tentative class schedule for 2020-2021 (subject to change).
• Below is the currently proposed schedule for Year 1 of this project.

2020–2021 Terms | Start Date | End Date
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Fall 1 | August 31, 2020 | October 23, 2020
Fall 2 | October 26, 2020 | December 18, 2020
Spring 1 | January 11, 2021 | March 5, 2021
Spring 2 | March 15, 2021 | May 7, 2021
Summer | June 7, 2021 | July 30, 2021

Fall 1
• TESL 5750 English for Academic Purposes
• TESL 5230 Second Language Acquisition

Fall 2
• TESL 5139 ESOL Methods
• TESL 5220 Curriculum Development in Language Classrooms

Spring 1
• TESL 5311 Principles and Practices of Language Testing
• TESL 5030 Language History, Planning, and Policy
• Begin the Practicum Experience (TESL 5040)

Spring 2
• TESL 5710 Grammar for ESL/EFL Teachers
• TESL 5350 Language and Culture

Summer
• TESL 5730 Materials Development in Language Classrooms
• TESL 5750 English for Specific Purposes
• Complete the Practicum Experience (TESL 5040)
TESL Courses

TESL 5750 Special Institute: English for Academic Purposes†
This course addresses academic reading and writing, strategies to avoid plagiarism, academic listening and note-taking, and presentation skills. As candidates strengthen their academic language skills in English they will also reflect on the methods and approaches that have most helped them and may best help their English learners.

TESL 5230 Second Language Acquisition*
This course explores theories and perspectives of second language acquisition. Students will analyze and compare first and second language learning with a particular focus on cognitive, emotional, and sociocultural perspectives. Students will learn to collect data on language learners in order to make research-based decisions to inform language instruction and assessment.

TESL 5139 English to Speakers of Other Languages (ESOL) Methods*
This course provides an overview of methods for teaching English to speakers of other languages with a focus on the “four skills” of reading, writing, listening, and speaking; the use of authentic materials; and the integration of technology. Students will develop instructional materials to meet the needs of English learners while differentiating instruction and assessment to meet the needs of diverse learners.

TESL 5220 Curriculum Development in Language Classrooms*
This course applies a curriculum-planning process to the second or foreign language classroom. Students will develop lesson plans and curricula that address both content and language objectives; that differentiate instruction based on learner proficiencies and differences; and that track and assess learners’ comprehension, acquisition, and performance based on planned instructional activities.

TESL 5030 Language History, Planning and Policy*
This course provides an overview of natural language change and applies general linguistics, sociolinguistics, and World Englishes to language diversity in the United States and English around the world. With a focus on Language Planning and Policy, this course helps students explore relevant laws and policies that affect English language instruction and then prepares students to write their own original language planning and policy proposal in order to meet the needs of the learners they currently serve or will serve.

TESL 5311 Principles and Practices of Language Testing*
This course introduces and analyzes different formats and types of language assessments as a reflection of varied linguistic contexts, language teaching, and language acquisition goals. Assessment techniques, practices, and procedures are discussed in terms of
test validity and reliability, in addition to formative and summative assessment practices. Students will learn to develop, critique, and modify testing items, procedures, and materials in order to benefit the diverse needs of English language learners.

**TESL 5350 Language and Culture**
Culture greatly affects communication and the kind of language used in various situations. This course focuses on both the different styles of communication found across different cultures and the strategies that speakers use when communicating within their own culture. Special attention is paid to the role of Pragmatics and the use of “politeness strategies” in communication. Students will develop classroom materials that will help learners acquire the pragmatics skills they need to be successful communicators today.

**TESL 5710 Grammar for ESL/EFL Teachers**
This course introduces modern English grammar, as well as modalities of including it in the day-to-day language instruction. It is designed to provide the adult ESL/EFL teacher with a knowledge base of various English structures, with regard to syntax (i.e., form), semantics (i.e., meaning), and pragmatics (i.e., use). Special emphasis is given to the development of fun, communicative and interactive lesson plans and activities, which target specific grammar points while meeting various test standards (e.g., Show-Me and TOEFL). Theory and research is concentrated in the areas of SLA, Methodology, and Assessment.

**TESL 5730 Materials Development for Language Classrooms**
This course introduces digital literacy and its application in language teaching. It assists candidates to create hands-on teaching materials for both face-to-face and online courses in language classrooms. The course focuses on creating mini-lessons using handouts, descriptive packets, cartoons, animations, movies, video games, YouTube, Vimeo, mobile apps, social networking sites, and other web-enhanced materials. The main emphasis is on using new technologies to create engaging teaching and learning activities. Candidates will develop a digital portfolio, which will be useful for their job interviews and conference presentations.

**TESL 5750 Special Institute: English for Specific Purposes†**
This course will prepare language teachers to meet the needs of English learners in multiple fields of study and employment (for example, content classes, business English, scientific writing and research, the tourism industry, the oil and gas industry). Students will learn to conduct an effective needs analysis, select authentic materials, and develop materials to meet the needs of English in specific contexts.

**TESL 5040 Practicum in ESOL**
The practicum is a culminating experience that provides students an opportunity to demonstrate proficiency in prior TESL coursework through differentiated curriculum development, demonstrated classroom teaching, and collaboration with other teachers and administrators. Students submit a portfolio of unit lesson plans that demonstrate skills in ESOL methods, curriculum design, and language assessment practices that can meet the needs of diverse learners in today’s classrooms. Students will also be assessed based on their reflection, classroom observations, and professionalism.

* Required key assessment course
† New courses developed to meet local needs in Central Asia
TEFL Certificate
Webster University has embedded a TEFL (Teaching English as a Foreign Language) Certificate into the coursework for the MA in TESL. Candidates that successfully complete TESL 5230, TESL 5139, TESL 5220, TESL 5350, TESL 5710, TESL 5030, and TESL 5040 will also receive a TEFL Certificate along with their MA in TESL.

TESL Program Accolades
Nationally Recognized Program. Webster’s MA in TESL is the first and only TESL program in Missouri to receive national recognition through the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). As of February 2013, Webster University’s MA in TESL is the only nationally recognized program in the state of Missouri. This recognition was renewed for an additional seven years in 2021.

Highly Ranked Online Program. In 2018, Webster’s online MA in TESL program was recently ranked the #5 Online Master’s in English Language Learning Program by BestColleges.com.

Stronger Employment Options. Program coordinators and program graduates have reported that an MA in TESL from Webster University has helped them on the job market and in their day-to-day instruction of English. Graduates have written back about full-time positions in various K–12 districts and jobs teaching adults or children in St. Louis, Chicago, Phoenix, Colombia, Ecuador, Thailand, South Korea, China, Uzbekistan, and Saudi Arabia.

Recipient of a U.S. Department of Education Grant. In 2017, Webster University’s TESL program was awarded a five-year $2.7 million grant from the U.S. Department of Education to provide professional development to more than 100 St. Louis area K–12 teachers. This project titled“Increasing Teacher Capacity through Communities of Practice to Serve English Learners” received a perfect score with no cited weaknesses by the reviewers.

Application Requirements
• Official Transcripts of Bachelors Degree (GPA 2.5 and above / 75% and above in KZ)
• English Proficiency Score (IELTS 6.0 / TOEFL-iBT 72 / Duolingo 110)
• Copy of your passport / national ID

How to Apply
Webster University at AIU, Kazakhstan is accepting applications from all qualified students to start the MA in TESL program starting Fall 2020. We invite qualified applicants to apply via www.webster.edu/apply and select the Webster University at Astana International University location under Kazakhstan to begin this process. Applications will be accepted until July 15, 2020. You can also contact us at KZadmissions@webster.edu for help with your application.

From the Program Director
“We are very excited to expand our TESL program into Kazakhstan, especially after having such a successful launch in Uzbekistan. We hope that you will consider joining our quickly growing global family of English language educators. Webster University is so proud of our TESL candidates and graduates around the world who have been changing their students’ lives as they create engaging language learning environments.”

DJ Kaiser, PhD
Director of Teaching English as a Second Language

Click here to access a video from the program director http://www.webster.edu/kazakhstan/index.html#video

What Our Students Are Saying
“I always had a dream of studying abroad in a prestigious university. Webster University in the heart of Central Asia, Tashkent, gave me a chance of feeling the American breeze without leaving my own country, Uzbekistan. It provided me with an international diploma and a congenial atmosphere of education. I met different people, learned loads of knowledge, became a better professional in my field thanks to this great educational setting.

I studied MA TESL and became university teacher with the valuable diploma and degree that I gained in this university.”

Ilgor Asrorov
2019 Webster University TESL Alumni
“Having worked as an English teacher for nearly ten years I was looking for an international MA degree where I could update my theoretical and practical skills. When I heard about Webster University program starting in Tashkent, without hesitation I applied.

I found the MA TESL very beneficial in learning theoretical and practice skills. The course has allowed me to discover various approaches in language acquisition, assessment, materials design and technology use. Another great thing about the program was networking with my coursemates, sharing ideas and learning from each other has been a great experience. Finally, various seminars and events organized by the university allowed me to further grow both professionally and in personal level. I am so grateful to the program and my inspiring teachers who helped me to become a better teacher.

I can say with confidence that MA TESL was one of the best decisions in my professional life. The program will not only help you grow as a teacher, but will also open doors to life-long learning, discovering new ideas and experience.”

Eldor Sattorov
2019 Webster University TESL Alumni

“The completion of MA TESL program at Webster University made a crucial turn in my educational as well as teaching life. This program encouraged me not only to feel the maturity in ELT, but also gave me the chance to redefine my limits in teaching, to become a TESL instructor & even Adjunct Professor at Webster University. I should admit, I gained the knowledge which can be dreamed to get by everybody who has a wish to develop and prosper in ESL teaching.

Thank you, Webster!!!”

Saodat Tadjibaeva
2019 Webster University TESL Alumni