Graduate Student Handbook

Master of Arts in the Teaching of Languages

The University of Southern Mississippi
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MASTER OF ARTS IN THE TEACHING OF LANGUAGES (MATL)

The MATL is a program that has proved popular with graduate students and teachers from throughout the country and other nations because of its specifically teacher-oriented content, the emphasis on communicative proficiency in target languages, and because it can be completed economically and in a relatively short period of time. One of the major benefits of the program is that students are charged in-state tuition for summer and online enrollment. Please keep in mind, however, that the MATL program does not lead to teacher certification. Students must come into the program already certified or seek certification after graduation from the MATL. Please feel free to email the Graduate Program Director for more information or questions about the program. Click on the “About Us” link on the website for departmental contact information.

ENROLLMENT POSSIBILITIES IN THE MATL

- The MATL can be completed in a single calendar year (fall, spring, summer) with full-time enrollment on the Hattiesburg campus and including summer enrollment or study abroad in French or Spanish (33 hours).
- To meet the needs of the majority of our students who are working or are teaching while taking classes, we offer the online MATL program over a period of two calendar years. At a minimum we offer 6 semester hours of new courses online in each session fall, spring, and summer: one core course and one course each in French, Spanish, and TESOL. This allows students to take 12-15 hours, over the span of the academic year. Core courses are alternated in an online format to provide the most flexible enrollment options.
- Students can combine online and summer options with individual study abroad options in French or Spanish. Several types of directed individual studies are also possible.
- One of the core courses, the Practicum (FL 694), in which teachers use their own classroom for analysis, also permits flexible enrollment as it is always offered online during the regular academic year (fall and spring).
- Students who enroll in courses abroad may also take online core courses during the first summer term to allow for more hours to be completed in one summer session.
- Up to six hours of acceptable graduate credit can be transferred into the program from other accredited universities.
GENERAL PROGRAM ACADEMIC REQUIREMENTS

1. Students must complete a total of **33 hours** of graduate level courses, including **18 hours** in courses numbered 600 or above.

2. The MATL core courses include FL 561, FL 663, FL 664, and FL 665 and a teaching or observation-based practicum FL 694 (see MATL FL core course descriptions below).

3. Students must take **15 hours** in the FL core and **15 hours** in the language emphasis courses, plus **one elective**.

Requirements in Spanish and French

- Students in the Spanish or French emphasis areas must take a minimum of **15 hours** of graduate level courses in the specific language in addition to one course elective. For the purposes of qualifying for teaching at the post-secondary level most students choose to take their elective in their language emphasis, although this is not required.

Requirements in TESOL

- For students in the TESOL emphasis, **TSL 612 is required** plus at least **six more hours** of TSL-prefixed credits. Six additional hours may be taken either in TSL courses or in French or Spanish, if the student qualifies, or in other departments in a related field.

- Students in TESOL whose first language is English must meet the foreign language requirement either by having completed nine hours of foreign language study with an average of "B" or better during past university studies, or completing nine hours of language study concurrently with the MATL.

4. All students must complete **a final portfolio assessment** (see description under Final MATL Portfolio Assessment).

5. The semester before graduation a revised plan of study, application for graduation, and an official Advisement/Degree Progress Report from SOAR must be submitted by the student and signed by an advisor and department chair. (See Graduate School for more information, as well as the section below, "Application for Degree".)

6. A 3.0 GPA is required for graduation.
**MATL FL CORE COURSES (all students will take these courses)**

**FL 561 Teaching Second Languages: Theory into Practice** Familiarizes students with the major aspects of foreign/second language teaching theory and with the variety of instructional approaches and techniques pertinent to the foreign/second language teaching and learning situation.

**FL 663 Applied Linguistics in Foreign and Second Languages** Study of fundamental aspects of linguistics with an emphasis on application to second and foreign language learning and instruction.

**FL 664 Second Language Acquisition Theory and Practice** Current trends in second language acquisition theory and research. Students will develop an awareness of how SLA theory and research apply to their specific second or foreign language learning and teaching practice.

**FL 665 Sociocultural and Sociolinguistic Perspectives in Language** Provides students with the knowledge of the relationship between language and its social context, with an emphasis on the application of that knowledge to an understanding of second and foreign language acquisition and to the instruction of second and foreign language learners.

**FL 694 Practicum in Foreign or Second Languages (prerequisite: FL 561)** Provides students with opportunities to gain language classroom experience, to enhance their teaching skills, and to reflect on the nature and processes of second or foreign language teaching. These objectives will be reached through reflection, observation, and hands-on experience.

**FINANCIAL AID**

*All online courses and courses taken in the summer carry IN-STATE TUITION.*

For **TUITION COSTS** see: [Tuition](#)

**General Information**

For financial aid purposes, a student must be enrolled in at least four credit hours to be considered a full time student and be eligible for financial aid. For questions about financial aid on campus contact the Financial Aid office in 101 Kennard-Washington Hall.

Address:
Office of Financial Aid
118 College Drive # 5101
University of Southern Mississippi
Hattiesburg, MS 39406
Phone: 601-266-4774.
Website: [Financial Aid](#)

Many school districts and/or state departments of education may provide reimbursement programs similar to the one described below for Mississippi.
Graduate Teacher Scholarship Program for Mississippi Teachers
Full-time licensed teachers in Mississippi are eligible for the Graduate Teacher Loan/Scholarship Program offered through the Institutions of Higher Learning. This program reimburses teachers for the successful completion of graduate work towards a first master's degree with $125 per credit hour.

Teaching Assistantships
Each year the Department of Foreign Languages and Literatures has a limited number of teaching assistantship positions available for qualified individuals to teach or assist in introductory language courses at USM in French and Spanish. Assistantships for students in TESOL vary from year to year. See the Department Chair for more information. Teaching Assistants pursuing degrees during the regular academic-year are eligible for possible summer appointments.

Teaching assistants receive both a stipend and a 12-month full tuition waiver (including out-of-state fees) to pursue work on their degrees. Assistantships are generally awarded for a two-year period. Depending on qualifications some assistants may be given teaching duties in the first year. However, most assistants will act as tutors and assistants to professors. By the second year all are given teaching assignments. An assistantship to teach courses in French or Spanish requires 18 hours of graduate credit in the target language or a completed master’s degree in the language emphasis or teaching related field. Assistants are required to attend regular coordination meetings and will be evaluated each semester.

All teaching assistants will be required to be enrolled full-time, which, for them, is 9 hours per semester. During the first semester, they must enroll for three credit hours of FRE/SPA 690 Foreign Language Teaching Seminar, which entails meeting regularly as a group with the MATL Director and individually with the language coordinators assigned to mentor the assistants in their transition to teaching their own classes.

Teaching assistants must be admitted to the MATL degree program. Within the MATL, students concentrate on one of three possible emphasis areas: Teaching English to Speakers of Other Languages (TESOL), French or Spanish. A dual emphasis in the MATL is possible depending on a student’s language qualifications. Admission to the University of Southern Mississippi requires the submission of an application and appropriate transcripts, along with the reporting of scores for the Graduate Record Examination, as well as IELTS or TOEFL scores if the applicant is an international student and a nonnative speaker of English. Because of the time needed between applying for these tests and receiving the scores, individuals interested in the MATL and particularly in an assistantship should initiate the process as soon as possible. Application materials for prospective students interested in a teaching assistantship are due April 1.

A separate letter of interest in an assistantship is required as part of the application process to be considered for a teaching assistantship. Assistantships cannot be awarded until an individual is fully admitted to the university. You may contact the Department Chair or the Graduate Director for details.
APPLICATION GUIDELINES
The materials listed below are reviewed in the admission process.

Application Deadlines: November 1, April 1, and August 1

All applicants must submit the following before final acceptance into the MATL program:

Application Information and Forms

1. Official scores for the Graduate Record Examination (GRE). For information on the GRE, go to http://www.gre.org. You can also call 1-800-473-2255 to schedule an appointment for the test. GRE scores should be recent, not more than five years old.

2. Official transcripts for all previous undergraduate and graduate studies. Successful applicants in the past have had undergraduate grade point averages over the last two years of undergraduate study that range from 3.0 to 4.0 on a 4.0 scale. Students who obtain “regular admission” or a teaching assistantship typically have a GPA of 3.0 or better. Conditional admission may be considered for applicants whose undergraduate grade point average and/or test scores do not meet the admissions standard, but who show promise for success in graduate studies. The requirements for a change to regular admission will be stated at the time of acceptance into the program.

3. An original statement of purpose is required, written in the language you will be pursuing (English, French or Spanish). It must be a 300-500 word statement indicating your career and professional goals and explaining why you want to pursue graduate study in language teaching. You might mention particular interests, academic accomplishments, travel abroad, teaching experience or other relevant preparation.

4. Non-native applicants to the French and Spanish emphases should have an undergraduate degree in the language or present evidence of equivalent language experience (typically 30 credit hours in the language). Applicants who do not have an undergraduate degree in the language will be required to either complete more coursework before being allowed to take language emphasis courses or take the ACTFL Oral Proficiency Interview (OPI) and score in the Advanced range. For a direct link to the Test information click here: OPI Test. A copy of the test score must be sent to the MATL Director.

In cases where an applicant does not have an adequate background in the emphasis language, conditional admission may be granted with undergraduate language requirements, study abroad, and/or the Official ACTFL OPI set for full admission; such graduate students can begin MATL core courses while completing the prerequisites.

- Heritage speakers of the language are not exempt from taking the Official ACTFL OPI or doing more course work. The department reserves the right to request a writing sample as determined by the MATL Director.
If you consider yourself a native speaker of the language you must have proof of at least a high school diploma from your country of origin to be exempted from these language entry requirements.

5. For non-U.S. applicants whose native language is not English, official scores on the Test of English as a Foreign Language (TOEFL) are required. Successful applicants have had an Internet-Based TOEFL Test score of 83, with no section lower than 19. Information on the TOEFL is available at http://www.toefl.org. The department will also accept an IELTS score of a 6.5 with no sub-test score below a 6. Please see http://www.ielts.org/. International students need to apply through the International Admissions Office. For more information on non-US applicants see the information below.

6. A minimum of three letters of recommendation are required, preferably from working professionals who are able to comment on your preparation to engage in graduate studies.

7. For all applicants from the United States to begin the admissions process you must go to: Graduate School Admissions.

APPLICATION GUIDELINES FOR INTERNATIONAL STUDENTS

Please carefully read the application guidelines above. All international applicants must submit the following before final acceptance into the MATL program:
1. Official scores for the Graduate Record Examination (GRE).
2. Official transcripts for all previous undergraduate and graduate studies.
3. Official scores on the Test of English as a Foreign Language (TOEFL) or the IELTS.
4. A statement of purpose (see explanation above).
5. A minimum of three letters of recommendation.

All international student applicants must begin the process through the office below:

Address:
International Student Affairs Office
The University of Southern Mississippi
Post Office Box 5151
Hattiesburg, MS 39406-5151
Phone number: 601-266-4841
Fax number: 601-266-5839
Website: International Services
ADMISSION STATUS
Types of Admission to the MATL

Regular Admission
To gain regular admission a student must meet the university requirements for admission. Typically, students have a 3.0 GPA or better. In deciding whether a student should gain regular admission to the program, the admissions panel considers GRE scores, transcripts, and letters of recommendation.
See: Graduate Bulletin

Conditional Admission
Students are admitted on a conditional basis into the MATL under several circumstances.

- If an undergraduate GPA or GRE or TOEFL/IELTS test scores are below what successful applicants in the past have attained, then conditional admission may be granted if the other application materials demonstrate that the candidate has merit or shows promise to succeed in a graduate program.
- Students are sometimes admitted to the MATL conditionally due to the lack of an established proficiency in the language in which they intend to work (French or Spanish). In these instances, students must show evidence of a proficiency considered adequate for graduate work in that language by taking, for example, the Official ACTFL OPI and scoring in the Advanced range; in other instances, students may be required to take a certain number of undergraduate courses (normally 30 hours is the minimum required to begin graduate level work) before being allowed to enroll in graduate language classes. It may be recommended that a student study abroad in order to gain full admission or to be removed from conditional status. Consult the MATL Director and your advisor if your conditional admission is based on language proficiency.

Students who earn at least a 3.0 GPA in the first nine hours of graduate course work and approval from the MATL Director are eligible to be reclassified as a regular student. The Graduate School requires that any student admitted conditionally complete nine hours of graduate course work before admission status can be changed. The reclassification of any conditional admission to a regular admission is accomplished by a memo sent by the MATL Director through the Department Chair to the Graduate School for approval. Conditional admissions must be reclassified before a student can graduate. Note that the reclassification of any conditional admission requires the GPA mentioned above. Reclassification cannot be done if a student has an "I" on his/her transcript.

LANGUAGE PERFORMANCE
Students who do not demonstrate Advanced Proficiency (according to the ACTFL proficiency guidelines) in their language emphasis after admission may be asked to work to improve their skills. Additional work in the language will be determined by the MATL Director in conjunction with the student’s advisor and the Department Chair. Potential measures may include (but are not limited to) the following:

- Study abroad
- Documented in-depth tutoring with a language partner online or in-person
Documented linguistic practice via web-based media

Language remediation will be supervised by the MATL Director or student’s advisor and will be documented by the student with a time-line for completion before graduation.

ADVISORS
Once admitted into the program all students will be assigned an advisor based on language emphasis area and by alphabetical order. Advisor information is included at the end of the registration mailing sent out every semester. The advisor is someone with whom students may correspond or communicate regularly in addition to the MATL Director. Students are encouraged to meet or email their advisors at least twice a year, particularly during the enrollment periods (typically in October and March), for the following semester. Students should communicate with their advisors about course enrollment, plan of study, course transfer credits, TESOL electives, study abroad, graduation, and the final MATL professional portfolio assessment.

FIRST SEMESTER REQUIREMENTS

Academic Integrity Module:
All MATL students at The University of Southern Mississippi must complete the CITI Training with the Integrity Assurance Program during their first semester of graduate study. It is a requirement for graduation and must be on your transcript. The CITI training is free. To access it, please, go to CITI Training and click on CITI at the bottom of the page, or follow the instructions in this form: CITI Instructions. Once you login onto the site, you will need to select the "Common Course for USM Arts and Humanities" (Curriculum page question 1) and the "Human Subjects Research Course" (Curriculum page question 4).

Plan of Study:
During your first semester of study with the MATL, you will also need to file a Plan of Study, which can be downloaded at: Plan of Study. Scroll to the bottom of the page to Teaching of Language and select your language emphasis. (If you have a dual emphasis, you will have to fill out a separate Plan of Study for each emphasis.) You can save it as an Excel file and send it as a scanned attachment for your advisor’s approval and signature to be submitted to the Office of Graduate Studies. The plan is an outline of what courses you intend to take for the MATL along with a projected timeframe for completing the degree. It is not binding (especially since planning for course offerings can rarely be done more than a couple of semesters in advance). If you are unsure about which emphasis area courses you intend to take, simply put the course prefix (e.g., FRE, SPA, TSL) and leave the course number blank. Do fill in the semesters, and all the information at the top. Please sign it before you send it to your advisor.

ONLINE LEARNING
The MATL program MAY BE COMPLETED FULLY ONLINE. In general, one core course and one emphasis course in French and TESOL, and one or two courses in Spanish are offered online every semester. (In French, due to smaller enrollments, students may be required to take an independent study or to take a TESOL class offered
online when it is taught by a professor with credentials in French). All graduate students must discuss their online program of study with an advisor.

- **All online courses carry IN-STATE TUITION.**
- All online courses will be posted on the department’s website under *Course Offerings*.
- Four of the required core courses in the MATL are offered online in alternating semesters throughout the year: FL 561, FL 663, FL 664, FL 665.
- The two core courses not offered online in the fall and spring will be offered in the summer.
- The Practicum FL 694 is offered both fall and spring online, but not during the summer.
- Technical issues with online courses should be directed to the *Learning Enhancement Center* (LEC) or Blackboard Help.
- In order to gain access to online courses in the *Blackboard Learning System*, go to https://usm.blackboard.com/ and log in with your ID number and password (these are the same as your SOAR ID and password).
- As a distance learner you can have university books and other library resources sent to your home. See the university library’s website below.
- *Online course offerings* are available in other departments at USM. These courses are particularly pertinent to the TESOL program, which requires only nine hours of courses with a TSL prefix. Check with your advisor as to the applicability of these courses to your program of studies within the MATL.

**USEFUL WEB LINKS AND RESOURCES**

Some useful web links can be found below. Click on them for quick access to:

*Bookstore*
*Graduate School*
*Cook Library*
*Online at Southern Miss*
*SOAR*
*Residence Life*
*Apartment and City Information*

Online students need to familiarize themselves with electronic offerings through Cook Library and the LEC. All students should be familiar with these important resources and websites.

**APA (APA Style is required in MATL course work):**

*APA style guide help*

Assistance through Cook Library:

*Online Learning Assistance*
Resources for Online Learning from the Learning Enhancement Center:

**Online Resources**

**INDEPENDENT STUDY**
Independent Studies are possible using the course numbers FL 692, FRE 692, SPA 692, and TSL 692 as a directed individual study course only in exceptional circumstances. If a student can take a regular course in class or online, this is required before an independent study will be offered. Independent studies are only given to students who are in good standing in the program. The student may either develop a proposal for an individual study on a topic or project of interest to him or her, or a professor may have ready-made independent study topics from which the student can choose. In both cases a professor must then agree to supervise the work, and the student and the professor must negotiate the requirements for the course. In the French program, students may have at least one independent study in order to complete course work if neither transfer work nor study abroad is a possibility.

**DUAL EMPHASES (45 semester hours)**
It is possible to undertake course work for two language-emphasis areas. Technically, completion of two emphases entails 15 semester hours in the FL core and 15 semester hours in each language emphasis, for a total of 45 semester hours (15 FL core, 15 first emphasis, 15 second emphasis). However, to be eligible for post-secondary teaching, most students in Spanish or French take 18 graduate hours in one emphasis. If this is the case, it is possible to take 12 semester hours in the second emphasis of TESOL since it allows for more cross-disciplinary flexibility. In all cases, you must speak with your advisor and the MATL Director for approval of a second emphasis. Keep in mind that you can only earn the one degree, the MATL.

Please note that it is not possible to graduate and then return to add a second emphasis area to your degree. Once you graduate, your degree is “frozen.” However, you can undertake the course work for the second emphasis, which would be recorded on your transcript.

**TESOL CERTIFICATE**
It is possible to obtain a TESOL Certificate while enrolled in the MATL degree. Following are the guidelines:

- The TESOL Certificate requires 12 hours of coursework: FL 561, another FL course and two TSL courses.
- It also requires a Teaching Philosophy and a Final Reflection on the program.
- A 3.0 GPA in the certificate coursework is required. No grade below a “B” is allowed for completion of the certificate.
- A student enrolled in the MATL may earn a TESOL Certificate while pursuing the degree, and all TESOL Certificate coursework will apply to the MATL degree. However, the student is required to apply for admission to the TESOL Certificate program separately and pay the certificate application fee.
• Up to 12 hours from the TESOL Certificate program, earned while the student is a certificate-seeking, non-degree student, may be applied to the MATL program if approved by the graduate committee, whether the certificate is awarded or not.
• Courses used to complete a degree cannot be used toward a certificate after the degree is awarded.

ELECTIVES
To complete the MATL in the French or Spanish emphasis areas, it is necessary to have at least 15 semester hours of FRE or SPA courses, which leaves a three-hour elective that can either be another emphasis area course or a related elective. French and Spanish emphasis students who are interested in teaching at the postsecondary level (e.g., community college or lower-division university courses) should keep in mind that 18 hours of graduate work in the teaching field (i.e. French or Spanish) are normally considered the minimum by most accrediting organizations.

Electives can also come from education courses, courses in the culture or history of your target language, anthropology, communication, technology, and many other disciplines. Contact your advisor about the relevance of an elective to your program of studies. Students with the necessary proficiency in the language can take a course in another emphasis as an elective. All students can use a TESOL course as an elective.

Students in the TESOL emphasis area must have at least nine hours of TSL-prefixed courses in their program of studies and are encouraged to have as many as possible in order to establish themselves as true TESOL professionals. However, the TESOL emphasis is by design interdisciplinary, and MATL-TESOL students may take pertinent courses in other disciplines. As always, check with an advisor.

FL 694 PRACTICUM IN FOREIGN AND SECOND LANGUAGES
All MATL students take FL 694, a classroom-based or observation-based practicum, as it is one of the five common MATL FL core courses. This course is offered in the fall and spring online. FL 561 Teaching Second Languages: Theory into Practice is the prerequisite to the practicum. FL 694 should be taken in the last or next-to-last semester of study in the program. After the prerequisite is fulfilled, and you are one or two semesters away from graduation, you must email the MATL Director to unblock your enrollment in FL 694.

Though a demanding course in terms of time, the practicum is generally carried out using your own classroom as the "laboratory." In the practicum students take a systematic and in-depth look at their own or others’ teaching practices and language use and learning environments of their or other teachers’ classrooms. For students who are not teaching or who are teaching part-time, alternative formats for the practicum, including detailed assignments based on observation hours, are provided.
**VARIABLE TITLE LANGUAGE COURSES**
Language course numbers 637, 641, and 647 are repeatable up to three times, and 545, 552, and 591 can be repeated once, as long as the content topic changes. They will be titled according to the topic covered in the course. When enrolling in one of them, be sure to select 3 credits out of 6 or 9. If you fail to do so, you will be charged for 6 or 9 credits, the default number of credits, depending on the course.

**OTHER REQUIREMENTS AND ADDITIONAL INFORMATION**

Readmission If you are not registered in a given semester but wish to register for the following semester, you need to send a readmission application to the Graduate School prior to the registration. You will then need to contact your former advisor or the MATL Director to be made eligible to enroll. The form is available online at Graduate School Admissions.

E-mail This is the primary means of communication between MATL students and the MATL Director. All MATL students are required to have an email account. The University provides email services to all current Southern Miss students. All students are required to activate their Southern Miss e-mail. To activate your e-mail account, log in to SOAR with your student ID or employee ID and password. Students can follow iTech's directions. You are responsible for regularly checking your USM account since important university information is sent to it, and it is the address that appears on class rosters for faculty to use.

The email list generated for active MATL students and that is used in the important mass mail-outs from the MATL Director is created using the email you submit on your application materials. If you change your email address, be sure to inform the MATL Director and your advisor. In general, it is always a good idea to have an email address that also includes your name in some format. Students who change their last name while in the program after getting married must inform the MATL Director and the office's administrative assistant. Files can be misplaced if the last name is no longer accurate.

Time Limitation University policies require the completion of a master's degree within five calendar years from the date of initial enrollment in the program. In certain cases, transfer or non-degree credit hours have been completed prior to the initial enrollment in the program. Pending approval by the MATL Director or graduate dean, these credit hours may be applied to the MATL if their date of completion falls within the six calendar year period leading up to the date of the MATL degree. The USM Graduate Bulletin should be consulted for further details and other general requirements. Any MATL student wishing to re-enter the MATL program after a six-year period must write a letter/email to the Graduate Dean and to the MATL Director detailing the reasons for not completing the program in the required time frame. Any incomplete courses will need a detailed plan of action for completion, and some courses may have to be revalidated or retaken. The student will have to pay a fee for revalidation or, in some cases, full tuition.

Incomplete Grade Assignment An Incomplete (I) grade indicates that a student was unable to complete course requirements by the end of the term because of extraordinary
**circumstances beyond his or her control.** Poor performance or unexplained absences are not a justification for the assignment of an "I" grade. If the incomplete has not been removed by the end of the following semester, it automatically becomes an F grade (which later can be changed). *Students enrolled in the MATL with a conditional status are advised not to request an incomplete.* In general, if the Incomplete has lapsed beyond a one-year period the student may be asked to repeat the course or may not receive a grade higher than a B. The removal of the incomplete will depend on the requirements set by the professor. MATL students should check with their professors about their individual policies on assigning an incomplete grade. If you return to the MATL program with incompletes on your record, it is your responsibility to contact the MATL Director and your former professors to work out a plan of action for immediate completion of these courses. You will be given one semester to do so.

**Changing Emphasis Areas** Students seeking to change their emphasis area should discuss the matter with their advisors and with the Director of the MATL Program. A change of emphasis area may require additional course work.

**FRE/SPA 690 Teaching College French/Spanish** All teaching assistants in the department are required to enroll in this course during the first semester of the MATL degree. It accompanies the class assisting assignment. This is a graded course.

**FL 690 Foreign Language Teaching Seminar** All teaching assistants in the department may take one credit of FL 690 as permitted by their course schedule. However, whether enrolled in the course or not, all teaching assistants must attend all the coordination meetings scheduled throughout the semester.

**FL 691 Research** is a course which allows for students to enroll for credit hours to be considered full-time, if necessary. Although this is not a regular class with a regular meeting time, students may be assigned a professor whom they will assist in research projects. Because students must be enrolled for at least one credit hour the semester they graduate, students who have finished taking all their MATL courses and are writing their final portfolio can also use FL 691 for this purpose.

**TRANSFER CREDIT HOURS**
Up to six (6) semester hours of graduate credit from other accredited universities may be transferred to your MATL program of studies. Course work from a completed degree cannot be transferred, however. The Graduate Bulletin states that the course work should fall within the five years allowed for the completion of the degree. This means that should you want to count hours taken before entering the MATL, your timeline for completing the MATL degree starts in the year your transfer credit courses were taken. If you already have hours “banked” before your enrollment in the MATL, a transcript of that work should be on file. If you complete the work after your enrollment in the MATL, then you must make certain an official transcript is sent to USM directly by the institution where you completed the work (if one was not included as part of your application). The transcripts and pertinent syllabi should be sent to the MATL Director, as all transfer
requests must be approved by the department’s Graduate Director, who will forward any approved requests to the Department Chair and the Dean of the Graduate School for their approvals.

What kind of work is acceptable for application to the MATL? In the French or Spanish emphases, a graduate course with an appropriate language prefix (e.g., SPA at the 500 or 600 level) should be acceptable. If your emphasis is TESOL, or if you plan to transfer a non-language course in as your one elective, please contact your advisor and the MATL Director about the appropriateness of transfer work. Courses in education, English (particularly history of the language, linguistics, teaching of composition, etc.), and instructional technology are commonly transferred into the TESOL emphasis. It is also possible to apply transfer course work to the MATL FL core, but you should be sure to check with the MATL Director as to the equivalence of that work to USM courses. National Board Certification in and of itself does not constitute transfer credit, but course work taken in conjunction with this certification may be applicable.

How to do it? If you are planning to apply transfer credit to your MATL degree, we ask that you present a course description from the university catalog and a syllabus for the course of interest to the MATL Director and your advisor, and if possible, the final assignment, research paper, portfolio or examination. Based on this information, the MATL Director can inform you if approval for transfer credit will likely be issued. As stated above, final approval by the Department Chair is required for all transfer credit applications. Of particular interest to students in the French or Spanish emphases is the one course elective. With fifteen (15) hours in the FL core and fifteen (15) hours of language courses required within the 33-hour program, your three remaining hours may provide some transfer flexibility (see above or the section on electives). Keep in mind that some states require specific courses for certification advancement, and such a course could easily fill your three-hour elective slot. Check the web page of your state’s department of education. French and Spanish emphasis students who are interested in teaching at the postsecondary level (e.g., community college or lower-division university courses) should keep in mind that 18 hours of graduate work in the teaching field (i.e., French or Spanish) are normally considered the minimum by most accrediting organizations. Work completed at universities on the quarter system must be translated into semester hours (4 quarter hours = 2.6 semester hours). All transfer credits must carry a letter or numeric grade (i.e., they cannot be taken on a Pass/Fail basis, nor can they be taken as part of a “workshop”).

REGISTRATION ON Southern's Online Accessible Records (SOAR)
The USM Registrar provides important and detailed information and instruction online about registration via SOAR.

Registration Windows are posted online by the Registrar
If you are registered in the semester preceding your intended enrollment, you may directly enroll in your courses via SOAR for the following semester.
In order to register via SOAR you need your login number (e.g., W123456) and your password. Contact the Help Desk at 601-266-4357 for your initial password or if you
have forgotten your password.

Classes are posted online at the Class Schedule Guide. The Guide provides essential information on the academic calendar and on courses in other departments. However, you must check SOAR for the most up-to-date information and to search in real time for classes.

How to enroll
1. After logging in click on Self Service
2. Click on Student Center
3. Click on the drop-down menu which says “other academic”
4. Enrollment Add
5. Click >>
6. Search for your course by number.

After enrollment you will receive a bill notification in SOAR, so be sure to look at your SOAR account regularly.

GETTING A TRANSCRIPT
Unofficial USM Transcript
1. After logging in, click on the Self Service button on the left menu
2. Click on Student Center
3. Click on the drop-down menu (other academic)
4. Click on View Unofficial Transcript
5. Click >>
6. Select the Academic Institution you wish to view
7. Select the Report Type SOAR Unofficial Student Copy
8. Click the Go button
9. Select File then Print to print a copy to your printer

Official Transcripts are available without a fee:
1. Go to Registrar
2. Click on Forms
3. Click on Transcript Request Form

Transfer Credit Transcript
1. Click on Self Service button
2. Click on Student Center
3. Click on the drop-down menu (other academic)
4. Click on Transfer Credit Report
5. Click >>
6. Click the Go button
7. Select File then Print to print a copy to your printer
STUDY ABROAD
It is possible to earn graduate credit through a variety of study abroad options advertised on the departmental website and with International Programs. You may earn up to 6 credits of FRE or SPA Credit Abroad (CA) from our graduate study abroad summer programs. In addition, it may be possible to undertake approved ethnographic/qualitative and other research projects FRE/SPA/TSL 656 Qualitative Research for French, Spanish or ESL/EFL while studying or living abroad. Please contact an advisor to discuss possibilities, and visit Graduate Study Abroad for more information.

Course Overloads
Twelve hours is the maximum course load for summer enrollment. In general, we do not recommend that students take more than 6 hours of online courses in any semester, due to the intensive nature of our program.

FINAL MATL PORTFOLIO ASSESSMENT (referred to as “comprehensive exam” in graduate school audit)
The Portfolios are due December 1, May 1 or August 15

Students are required to produce a final professional portfolio as an exit requirement for the MATL program. We recommend that you start thinking about and planning your portfolio from Day One in the MATL but, in general, you should begin writing your portfolio the semester before graduation. You will create an electronic portfolio (a website with all of your materials uploaded or scanned). You will submit your final portfolio to the MATL Director by email, and be sure to copy your advisor and the administrative assistant as well. Do not turn your portfolio in unless you have completed all of your coursework. This includes any incomplete grade you might have received.

If you turn in your portfolio in May, you will qualify for spring graduation. If you turn it in in August, you will qualify for summer graduation. In December, you will qualify to graduate in the fall.

To guide your portfolio creation you must purchase this book:

Your portfolio will need to make reference to the ACTFL World-Readiness Standards for Learning Languages and/or TESOL Standards, as well as the InTASC Core Teaching Standards

What is InTASC?
The acronym InTASC stands for the Interstate Teacher Assessment and Support Consortium. InTASC worked with states and districts in developing a set of standards by which new teachers should be measured. Most states have adopted these standards in
training, assessing, and monitoring teachers in their first few years of teaching. InTASC oversaw a multi-state effort to develop reliable, valid, and fair performance-based assessments for licensing beginning teachers. They suggest that teachers form their portfolios around the following ten standards, gathering evidence from the classroom of proficiency in each standard.

**The 10 InTASC Standards are as follows:**

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

More specific information about these standards will be found in the required textbook cited above. The most recent edition must be used.

**Before You Get Started:**

- If you have completed all your courses and you will be working only on your Portfolio the semester you graduate, you must be enrolled for 1 hour of FL 691 credit. If you are enrolled in a class, you do not need to enroll in 1 hour of FL 691. If you are receiving financial aid, please check with them to find out their requirements to be considered a full-time student.
- You must purchase the text *How to develop a professional portfolio: A manual for teachers* cited above.
- Pay particular attention to chapters 4 and 5 of *How to develop a professional portfolio* as they outline how to write your rationales and what types of artifacts are best to support these.
- For creating electronic portfolios we recommend Wix or Weebly. You may
choose another website to create your electronic portfolio, as long as your advisor approves. You must make sure that navigation through your portfolio is neat and easy to follow. It may be returned to you if it is not. Some websites require that there be advertisement pop-ups on each page. We do not recommend using a website that requires this.

- You are welcome to personalize your portfolio to reflect who you are. Please, be sure to give credit for any pictures you include, whether they are your own or not.

**Once You Start Writing**

- As you develop your portfolio following the guidelines in the required textbook, keep the MATL and your development as a language teacher (and learner, if you are working in a second language) as key reference points. As much as possible, in your rationales, connect national standards and research that you have read and analyzed to your graduate experiences in the MATL. You must cite specific references or sources to research in order to substantiate any claims you make in writing your rationales. (See Model Rationale Samples, following the Portfolio Evaluation rubric).

- As you plan, keep in mind that if you have done a dual emphasis in the program, *your portfolio must reflect the two language emphases*. You need artifacts from both language areas and must refer to standards that reflect your knowledge of the two fields. You will need to have balanced substantiation of the dual emphasis to receive a passing score.

- During the semester you are preparing your portfolio, you must contact your MATL advisor to send him/her an example from or link to your portfolio-in-progress. You will need to show your advisor at least two rationales and two artifacts two months before the due date. You should do this in order that your advisor may judge whether you are headed in the right direction.

- In addition, you must contact the department’s secretary and inform him/her of your intent to submit your portfolio. Failure to do so may result in delaying your graduation (see contact information at the end of the student handbook or on our department’s website.)

- When you have finished your portfolio, you need to submit it electronically to the MATL Director and the department’s secretary. You may copy your advisor as well.

- Once submitted, your portfolio will be reviewed by two evaluators. Once the evaluations are completed, the MATL Director will notify you of the result within two weeks from the portfolio due date.
If you do not pass your portfolio assessment on the first try, you will be required to once again correspond or meet with your advisor before resubmitting. A written plan of action will be sent to you for your rewrite. Remember: the semester you graduate you must be enrolled for at least 1 hour of credit. You can use FL 691 for this purpose.

Your MATL portfolio should demonstrate your professional growth from the day you enter the program until the day you graduate. It is important that your portfolio focus primarily on your MATL career. Your portfolio is designed to demonstrate your knowledge, skills, and working theories about language teaching. The organization of the MATL Professional Portfolio is flexible, even though your advisor may have marked preferences. What is standard, however, is that your MATL Professional Portfolio must draw primarily on your experiences within the MATL and include rationales for every artifact in the portfolio. Throughout your MATL professional development, you will collect, generate, and organize documents that give evidence of learning and competence, but your portfolio is not a scrapbook of your entire collection of course assignments and memorabilia. It is instead goal-driven, original, and reflective. It shows that you have selected specific artifacts demonstrating your understanding of professional issues at different points of your MATL experience.

"A portfolio also provides a means for reflection; it offers the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peers." –adapted from Peter Doolittle, Teacher Portfolio Assessment, ERIC AE Digest

**ARTIFACT IDEAS** Your portfolio **may** include some of the following (include only copies):

- teacher’s background (described in the textbook);
- notes and assignments, relevant portions of papers and projects completed in MATL courses (core and area of emphasis);
- graded student work such as research papers, tests, quizzes, and class projects created while doing the MATL;
- written examinations: state licensure tests, PRAXIS, etc.;
- documentation of effort to improve one's teaching: seminars, workshops, conferences, etc., completed during your time in the MATL;
- implemented lesson plans, handouts, notes, materials, and units developed in MATL courses;
- supervisor or colleague observation records;
written reflections on teaching;

photographs of your classroom documenting a special project completed during your time in the MATL program;

internet projects.

*Your MATL Professional Portfolio is not a mere collection of all your professional work while studying in the MATL. The real work in constructing the portfolio lies in your establishing firm rationales for the inclusion of your artifacts, the linking of the rationales and artifacts to established standards (InTASC and ACTFL and/or TESOL Standards) and research (in SLA, sociolinguistics, applied linguistics, and teaching methodologies), and the demonstration of knowledge about the language teaching field.*

**Portfolio Creation Guidelines**

**1. InTASC Standards:**

For *each* standard:

a. Create a **labeled section**.

b. Present at least **two artifacts**. These artifacts should be a carefully selected, streamlined, and organized collection of work samples or other selected pieces of evidence to illustrate your understanding of the InTASC Standards. See above for ideas. Documents that stand alone in a portfolio without explanation or context and reflection can be confusing or even misleading. Remember to include artifacts from **both language emphases** if you are completing a dual emphasis in the program.

c. Artifacts must include at least one teaching activity and at least one assessment.

d. Each artifact is preceded by a **rationale** (cover sheet) of **at least 400 words** that explains what the document is, answers why the artifact was chosen to document that particular objective (including standards-based, theoretical or research-oriented explanations), and argues why the artifact contributes to professional growth. *Lesson plans are not rationales.* Artifacts for the MATL portfolio do not have to project "achieved perfection," but can represent progress towards professional development. For example, a project that you completed early in your MATL program of studies and that you perhaps don't now view as representative of your knowledge and abilities might be included with the rationale describing how you would now rework the project. You will need carefully constructed rationales that indicate your understanding of the standards and knowledge of the field which demonstrate your ability to reflect on your professional experience. **Please see Appendix A for sample MATL Model Rationales.**
Use the following format for each rationale:

**InTASC STANDARD Number and Name**
Standard description

**Name of Artifact:**
**Course:**
**Date:**
**TESOL/ACTFL Standards Addressed:** List number of each standard (1.1. etc.).

**Rationale:** The rationale must include citations of academic references and specific TESOL/ACTFL Standards in APA format. Please, make sure that the rationales appear directly on the main screen page instead of as a link to a document that needs to be uploaded.

**References**
A list of references discussed in your rationale in APA format.

2. Other Requirements:

- Labeled sections that organize your website into the required categories
- A philosophy of teaching that links your projected/current classroom practices to the theories related to language teaching and learning. Describe how you see yourself as a teacher who implements best practices.
- A professional résumé
- A two-page reflection on your classroom action research from your practicum work in FL 694, or a reflection on the practicum experience if you did not engage in action research
- A two-page reflection on the assignment of your biography as a language learner/becoming a language teacher from FL 561
- A five- to seven- page final reflection on the MATL experience as a whole that should address your growth as a language teaching professional. This paper should focus on your coursework as it relates to the practice of teaching and knowledge gained about the language teaching profession that will continue to guide you throughout your professional life.
- If you are working in an emphasis area that constitutes a second language for you (English, Spanish or French), include a two-page self-assessment of your language proficiency in your second/foreign language, with specific reference to the ACTFL Proficiency Guidelines. These can be applied to English as well.

A final note: *Please do not password protect your portfolio* until after it has been read and evaluated.

Please see Appendix B for the Portfolio Evaluation Rubric.
APPLICATION FOR DEGREE
Students must be enrolled for at least one credit hour the semester that they graduate. If they are not taking classes, they will enroll for FL 691 Research.

One semester prior to completion of the MATL (check the Registrar's website for deadlines) the following should be submitted for the application for a degree:

1) The Application for Degree
2) An up-to-date Plan of Study (see below). If you are completing two emphasis areas, please update each emphasis Plan of Study you submitted in your first semester.
3) A completed Survey of Graduate Degree Recipients
4) A Degree Progress Report (see below)
5) A Check made out to USM for $50

Plan of Study
1. Go to the Graduate School's website
2. Scroll to find and click on Teaching of Language (Spanish, French or TESOL) MATL
3. Click "File," then "Download as..." and "Microsoft Excel." Fill out your information at the top, as well as your course information and grades. Sign the form at the bottom.
4. Email to your advisor or MATL Director for signatures

Degree Progress Report Transcript
1. Once you login to SOAR, click on "Self Service"
2. Click on "Student Center"
3. Under "Other academic..." click on "Advisement/Degree Progress Report"
4. Select the Academic Institution (University of Southern Mississippi)
5. Select the Report Type (Graduate Advising Report)
6. Click the Go button
7. Select File then Print to print a copy to your printer

- If you are off campus, please sign and return your forms to the MATL Director or your advisor by mail. The Graduate School requires an original (not faxed) copy be on file. We will take care of getting the necessary signatures and delivering the applications to the Graduate School. If you are on campus, you can leave the forms with a MATL advisor or the MATL Director.
- During the semester in which you intend to graduate, the graduate school degree auditor will send you an audit letter indicating any gaps in your program of studies based on a review of whether your transcript matches the courses listed on your degree application.
Before graduation you may be interested in setting up a file with Interfolio. It provides a service to store your transcripts and letters of reference for the job search. For more information on searching for jobs, please see Career Services at the University of Southern Mississippi.

DEPARTMENT MAILING ADDRESS
Department of Foreign Languages and Literatures
118 College Drive #5038
University of Southern Mississippi
Hattiesburg, MS 39406-0001
Phone: (601) 266-4964
Fax: (601) 266-4853

Updated Fall 2016
Appendix A

Model Rationale Samples

InTASC STANDARD 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Name of Artifact: Grammar Textbook Enhancement and Activities
Course: TSL 612 - Options in the Teaching of Grammar
Date: Fall 2014
TESOL Standards Addressed: Standard 1.a., 1.b., 3.a., 3.b., 3.c., and 5.a.
Rationale: The first artifact I chose to represent my ability to address multiple instructional strategies is part of the final project I completed for TSL 612-Options in the Teaching of Grammar. In addition to writing a position paper, the final project required me to synthesize the information I had learned during the course about the teaching of grammar to second language learners in order to critically evaluate a chapter of a grammar textbook and to develop theoretically-based enhancements and additional activities to support it, all of which utilized a variety of instructional strategies in order to meet the needs of diverse learners. I chose to file this artifact under Standard Four because it shows my ability to plan a lesson based on a textbook and to enhance its contents and/or create additional instructional materials in order to address students’ needs using a wide range of grammatical instructional approaches such as input enhancement, the three step process of combining enriched input and explicit grammatical instruction (Ellis, 2002), repeated exposure (Celce-Murcia, 2002), and explicit and implicit structure-based tasks (Fotos, 2002).

Midway through the spring semester of 2011 in which I was enrolled in TSL 612-Options in the Teaching of Grammar, I was required to review three ESL or EFL grammar textbooks and to evaluate their presentation and incorporation of a targeted grammatical form utilizing the theories I was learning at the time. One of the textbooks I reviewed for this assignment, Grammar in Context 1, was the one I ultimately chose to enhance for my final project. While the textbook itself seemed to be a good resource from which to start, I knew that through the addition of an assortment of enhancements and activities utilizing multiple instructional strategies, grammatical instruction based upon the textbook could be made more suitable for a variety of learners.

While creating the enhancements and activities, I tried to develop materials that would engage students with differing learning styles (e.g. visual, auditory, and kinesthetic) and present the targeted forms using both explicit and implicit approaches. I incorporated a variety of enhancements and activities because of my own experiences as a second language learner studying in both grammar-translation-based (negative) and communicative (positive) language classrooms, as well as the theories I learned during the course, suggested that multiple and differing presentations of a grammatical topic are most effective at helping learners to acquire a grammatical form than utilizing a single “drill and kill” method. Throughout the enhancements and activities, I made an effort to
utilize multiple grammatical form (Enhancements/Activities II, III, V, and VIII), problem solving (Enhancements/Activities I, II, IV, V, VI, and VIII), and performance using the targeted form(s) within contextually-relevant frameworks (Enhancements/Activities II, IV, V, VI, VII, and VIII). The experience of developing these textbook enhancements and activities helped me to recognize the importance of presenting a targeted grammatical feature to students in a variety of different ways, ultimately enabling them to understand integrate, and meaningfully utilize the forms as they undergo the process of learning the target language.

References


InSTAC STANDARD 7: Instructional Planning Skills
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Name of Artifact: French Instructional Portfolio: Planning a Thematic Unit in Three Lessons
Class: FRE 591
Date: Spring 2014
ACTFL Standards Addressed: 2.1, 2.2, 3.2, 4.1, 4.2
Rationale: In order to illustrate my planning skills I have chosen to present an instructional portfolio I designed for the class FRE 591: Advanced Studies in the French Language. One of the requirements of this portfolio was to include three instructional activities related to the teaching of French language and cultures. Instead of creating three independent lessons, I decided to design a whole unit including three lessons in a logical and dynamic way that would express the diversity of the French-speaking world in terms of language and cultures.

Thus, the first part of the portfolio consists of a lesson about Paris, its landmarks and touristic venues that most students in 100 levels should be able to identify easily. The second part of the portfolio seeks to expand the perception learners have of French as a language and “a” culture by exploring France outside its Metropolis, or what the French refer to as “la province”. Through this second lesson, learners become aware of alternative dialects of French and other cultural perspectives and products of France.
Finally, the third lesson designed for this portfolio extends the learners’ perception of the French-speaking world outside of France and of the European continent by exploring the subtleties of Canadian French as a dialect and a culture of its own. Each lesson includes a communicative activity as well as a pre-activity and a post activity allowing for transitions between each part of the unit.

This artifact exemplifies my planning skills in relation to subject matter and curriculum because it shows I used the knowledge I acquired in FRE 591, notably from chapters entitled “Accents et dialectes régionaux” and “Le français hors de France” in order to develop instructional activities that form a logical and dynamic sequence while remaining within the confines of the thematic unit of a given textbook (Unit 11 from Motifs : An Introduction to French [Fifth Edition]).

Each of the portfolio lessons are presented in a detailed way that includes specifications about the target language, the level of the learners, the length of the activities, the objectives, and the national standards, as well as assessment ideas. The portfolio comes with a set of appendices including the various resources to be used during the lessons, such as Power Point presentations and handouts, which also assert the solidity of my planning skills.

Thus, I consider this instructional portfolio to be a relevant representation of my ability to plan instruction in a manner that is effective and motivating for the students while following the requirements of the lower-level language curriculum model I taught in while at the university.

**InTASC STANDARD 7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*Name of Artifact:* Una Lección - La enseñanza de la silabificación  
*Course:* SPA 641 - Adquisición de la fonología del español como segunda lengua/ Second Language Acquisition of Spanish Phonology  
*Date:* Spring 2015  
*ACTFL Standards Addressed:* 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 5.1  
*Rationale:* The artifact I have chosen to demonstrate my instructional planning skills is a lesson I created in SPA 641 Second Language Acquisition of Spanish Phonology on silabificación and resilabificación. The lesson begins with a power point I created to explain the linguistic aspects of this concept and to invite interaction regarding the examples. Yet, as I learned in TSL 612 Options of Teaching Grammar, it isn’t sufficient to simply gain linguistic and grammatical knowledge on the subject, thus the second phase of the lesson requires the students to work with the concept, apply it, practice it, and use it (Cullen, 2008). I chose to utilize a traditional Spanish song in this phase for a number of reasons. First, it demonstrates resilabificación, gives students the opportunity to hear it in an authentic way and provides necessary input (Piske, 2008). Next, it applies
what I learned in **SPA 637 Conversación Avanzada y Cultura** and promotes the concept of “languaculture,” uniting language and culture and encouraging students to explore the language as it is used in an authentic manner (Lantolf & Johnson, 2011). It also lends itself to utilizing part of the lcLL framework (also learned in **SPA 637**) by encouraging students to compare/contrast the animal sounds presented in the song with English (Richards et al., 2011). Finally, students are assessed informally through a class discussion. Their homework requires them to further apply the concept and to use technology, finding an example on the internet, making a short recording, and preparing for the Language Workshop the following day. In the Language Workshop, students would have the opportunity to interact with native speakers regarding pronunciation, comparing and contrasting the subject of resilabificación in both languages, and practicing together.

As I created this power point and lesson plan, I utilized course readings such as *Sonidos en Contexto* (Morgan, 2010) and *Curriculum issues for teaching pronunciation to second language learners* (Derwing, 2008). Morgan (2010) gave various explanations, rules, and exercises for word stress and syllabification. Derwing (2008) discussed the importance of accurate pronunciation in order to improve intelligibility in the speech of non-native speakers.

This lesson plan and PowerPoint then are a clear example of my instructional planning skills as well as an application of my research and knowledge gained in Spanish phonology and through the MATL. In addition, I believe this artifact is an excellent example of my ability to meet the needs of my students using technology, authentic cultural aspects, and resources available in our community (native speakers). Considering the needs and abilities of the students, I have planned for students to work individually first and then in groups to help one another as necessary. In order to promote the greatest understanding of the song, I have planned to play it once, discuss it, and then play it again. (It may be necessary to stop it during the exercise or to play it multiple times, depending on the abilities of the students.) Further, I have provided extension activities in the event that there is extra time during the lesson or a need to fill in with a different exercise. Finally, the lesson fulfills a number of the National Standards for Foreign Language Learning and has clear objectives for learning.

**References**


### Appendix B

**MATL Portfolio Evaluation Rubric**

**Student:** _________________________________

**Circle All Enrollment Histories:** Hattiesburg  Online  Study abroad

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<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
<th>Comments</th>
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<tbody>
<tr>
<td>20-19</td>
<td>EXCELLENT to VERY GOOD: Portfolio provides evidence that student has broad familiarity with the language teaching field and second language acquisition. Excellent knowledge of current research/state of knowledge and its relationship to professional practice. Artifacts and/or rationales are consistently connected to MATL experience.</td>
<td></td>
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<tr>
<td>18-16</td>
<td>GOOD to AVERAGE: Portfolio provides evidence that the student has an acceptable familiarity with the language teaching field and second language acquisition. Good knowledge of current research/state of knowledge and its relationship to professional practice. Artifacts and/or rationales are consistently connected to MATL experience.</td>
<td></td>
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<tr>
<td>15-11</td>
<td>FAIR to POOR: Portfolio provides evidence that student has a marginal facility with the language teaching field and second language acquisition. Partial knowledge of current research/state of knowledge and its relationship to professional practice. Weak demonstration of ability to connect theory and practice. Weak connections to MATL experience.</td>
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<tr>
<td>10-0</td>
<td>NOT ACCEPTABLE: Portfolio does not provide evidence that the student has more than a limited familiarity with the language teaching field or second language acquisition. Weak connection to the MATL OR not enough to evaluate.</td>
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### Application of Theory to Classroom

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<tr>
<td>20-19</td>
<td>EXCELLENT to VERY GOOD: Portfolio rationales and reflections show exceptional ability to connect theory and practice as described by InTASC Standards 4, 5, and 8. The TESOL/ACTFL Standards are used as support documentation.</td>
<td></td>
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<tr>
<td>18-16</td>
<td>GOOD to AVERAGE: Portfolio rationales and reflections show good ability to connect theory and practice as described by InTASC Standards 4, 5, and 8. The TESOL/ACTFL Standards are used as support documentation.</td>
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<tr>
<td>15-11</td>
<td>FAIR to POOR: Portfolio rationales and reflections are marginally appropriate with very little connection of theory to practice as described by InTASC Standards 4, 5, and 8. The TESOL/ACTFL Standards are inconsistently used as support documentation.</td>
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<tr>
<td>10-0</td>
<td>NOT ACCEPTABLE: Portfolio rationales and reflections show no connection of theory to practice OR not enough to evaluate. The TESOL/ACTFL Standards are not used as support documentation.</td>
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### Lesson Planning and Assessment

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<th>Comments</th>
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<tr>
<td>20-19</td>
<td>EXCELLENT to VERY GOOD: Portfolio rationales and artifacts show exceptional ability to plan lessons and create appropriate assessments as described by InTASC Standards 6 and 7.</td>
<td></td>
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<tr>
<td>18-16</td>
<td>GOOD to AVERAGE: Portfolio rationales and artifacts show good ability to plan lessons and create appropriate assessments as described by InTASC Standards 6 and 7.</td>
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<tr>
<td>15-11</td>
<td>FAIR to POOR: Portfolio rationales and artifacts demonstrate weak ability to plan lessons and create appropriate assessments as described by InTASC Standards 6 and 7.</td>
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<tr>
<td>10-0</td>
<td>NOT ACCEPTABLE: Portfolio rationales and artifacts demonstrate little to no ability to plan lessons and create appropriate assessments as described by INTASC Standards 6 and 7 OR not enough to evaluate.</td>
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20-19 EXCELLENT TO VERY GOOD: Rationales and Artifacts show
**Differentiated Instruction**

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<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-16</td>
<td>GOOD TO AVERAGE: Rationales and artifacts show good ability to adapt instruction to meet the needs of diverse learners as described by InTASC Standards 1, 2 and 3.</td>
<td></td>
</tr>
<tr>
<td>15-11</td>
<td>FAIR to POOR: Rationales and artifacts show marginal ability to adapt instruction to meet the needs of diverse learners as described by InTASC Standards 1, 2 and 3.</td>
<td></td>
</tr>
<tr>
<td>10-0</td>
<td>NOT ACCEPTABLE: Rationales and artifacts show little ability to adapt instruction to meet the needs of diverse learners as described by InTASC Standards 1, 2 and 3.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>EXCELLENT to VERY GOOD: Portfolio is well organized and makes an exceptionally professional visual impact. Citation style is appropriate. Portfolio is of exemplary graduate level quality. Each Standard has two or more appropriate artifacts with consistently strong and pertinent rationales and reflections.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>GOOD to AVERAGE: Portfolio is well organized and makes a professional visual impact. Citation style is appropriate. Portfolio is of graduate level quality. Each Standard has two or more appropriate artifacts with acceptable/pertinent rationales and reflections.</td>
<td></td>
</tr>
<tr>
<td>3-1</td>
<td>FAIR to POOR: Portfolio is somewhat organized and occasionally makes a professional visual impact. Citation style is inconsistent. One or more standards lack at least two artifacts. Portfolio is of marginal graduate level quality.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>NOT ACCEPTABLE: Portfolio does not represent graduate level work and is not of professional quality. Loose or inconsistent organization that interferes with evaluation and/or lacks adequate/relevant rationales OR not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

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**Discourse**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-9</td>
<td>EXCELLENT TO VERY GOOD: Portfolio shows solid control of appropriate academic/professional discourse in both English and/or</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Student Handbook

<table>
<thead>
<tr>
<th></th>
<th>Target Language. Use of appropriate academic register is excellent.</th>
<th>Overall Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-7</td>
<td>GOOD to AVERAGE: Portfolio shows acceptable use of appropriate academic/professional discourse in both English and/or target language. Use of appropriate academic register is good.</td>
<td></td>
</tr>
<tr>
<td>6-5</td>
<td>FAIR to POOR: Portfolio shows partial control of appropriate academic/professional discourse in both English and/or target language. Poor use of appropriate academic register.</td>
<td></td>
</tr>
<tr>
<td>4-0</td>
<td>NOT ACCEPTABLE: Portfolio shows little control of academic/professional discourse in both English and/or target language. Most rationales are not in appropriate academic register OR not enough to evaluate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portfolio Elements (If any required element is missing the student will be asked to resubmit the portfolio).</th>
<th>Overall Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>EXCELLENT to VERY GOOD: All required elements of portfolio are present and addressed thoroughly.</td>
</tr>
<tr>
<td>4</td>
<td>GOOD to AVERAGE: All elements are present and adequately addressed.</td>
</tr>
<tr>
<td>3-1</td>
<td>FAIR to POOR: All required elements are present but certain elements are inadequately addressed.</td>
</tr>
<tr>
<td>0</td>
<td>NOT ACCEPTABLE: Elements are missing and/or there is a pattern of inadequate completion of required portfolio elements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Overall Comments:</th>
</tr>
</thead>
</table>

| 94-100 | Exemplary Portfolio |
| 80-93 | Acceptable Portfolio |
| 70-79 | Portfolio to be resubmitted with revisions |
| 69 and below | Unacceptable Portfolio; student must resubmit with substantial revisions for reconsideration |

All portfolio elements are present. Yes ____ No____
Portfolio Reviewed by______________________________ Date: ____________
Evaluator Checklist to accompany Portfolio Rubric

1. Teaching Philosophy reflects familiarity with SLA theory.  □ yes  □ no
2. Portfolio demonstrates familiarity with language teaching and learning field.  □ yes  □ no
3. Lessons or activities show ability to implement theory in practice.  □ yes  □ no
4. Rationales for Standards 6 and 7 demonstrate ability to effectively plan lessons and develop meaningful assessments.  □ yes  □ no
5. Rationales for Standards 1, 2 and 3 demonstrate ability to differentiate instruction to meet the needs of diverse groups or individuals.  □ yes  □ no
6. Student joined a professional organization, attended conferences, or engaged in action research  □ yes  □ no
7. The linguistic self-assessment indicates a level of proficiency appropriate to the professional demands of a language instructor.  □ yes  □ no
8. If the student’s program was in a dual language emphasis, the portfolio materials are balanced between the two languages.  □ yes  □ no  □ n/a