Online Master of Arts in TESOL
January 1 - December 31, 2019

A World-Class TESOL Faculty
Dr. David Nunan
Founding Dean
Anaheim University Graduate School of Education
The Mission
The mission of the Graduate School of Education is to provide students with the knowledge, skills and ethics needed to serve effectively as educational leaders and practitioners in the face of language and cultural diversity, new technology and a rapidly changing global environment. The programs offered reflect the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, in understanding the nature of teacher decision making, and in developing strategies for critical self-awareness and self-evaluation. Through Anaheim University’s rich learning experiences and state of the art approach towards education, both experienced and prospective teachers will gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills as well as all of the theoretical background and practical applications they need to succeed.

Master of Arts in TESOL

Work Full Time & Study Online
The AU MA in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. The 8 courses are taught 100% online and the two required 4-day residential sessions are typically held to coincide with a weekend.

Who is the MA in TESOL degree program for?
Whether pursuing a career in English language teaching to children or adults, the online Master of Arts in TESOL degree program is designed to prepare students with the global language teaching skills to be successful in a position teaching English to non-native English speakers. Although the AU MA in TESOL program does not lead to a specific job position, careers that AU TESOL graduates have pursued include teaching privately, teaching in educational institutions ranging from private language schools to universities, and operating their own private language schools.

Outstanding Faculty
One of the primary deciding factors for students who choose the Anaheim University Master of Arts in TESOL is the quality of the highly esteemed faculty who teach AU students in weekly real time online classes.

The Anaheim University Graduate School of Education prides itself on the Master of Arts in TESOL degree program by being Pioneers in the field of TESOL. The MA in TESOL degree program is taught entirely by some of the world’s most renowned linguists and acclaimed authors for such publishers as Oxford University Press, Cambridge University Press, Thomson Publishing, Prentice-Hall, Longman, and McGraw-Hill.

Professors David Nunan, Mary Ann Christison, Denise Murray and Andy Curtis are all former Presidents of TESOL, the world’s largest language teaching organization. Dr. Rod Ellis was awarded the Duke of Edinburgh prize for the best book in applied linguistics for his Oxford University Press classic “The Study of Second Language Acquisition.”

100% of the AU MA in TESOL faculty are regular plenary speakers at various international TESOL conferences and are considered to be experts in their field by the TESOL community.

Educational Objectives
Upon completion of the MA in TESOL program, students will be able to:
• Carry out a detailed literature review using relevant bibliographical resources from print and online resources
• Articulate current conceptual and theoretical trends, issues and concerns in the fields of applied linguistics and language pedagogy
• Describe current research issues and concerns
• Design a range of curriculum modules, lesson plans, pedagogical materials and assessment tools to meet a range of learner needs
• Summarize significant research findings in the field
• Evaluate and critique syllabi, curricula and pedagogical materials
• Analyze samples of language from first and second language users using phonological, lexical, morphosyntactic and discoursal tools
• Design, implement and evaluate two pieces of original research into language acquisition and/or use
• Devise and implement appropriate strategies for their own ongoing professional development.
Earn only the MA, or an MA and Ed.D.

If you currently hold a bachelor’s degree, you have the option of earning Anaheim University’s M.A. in TESOL, or an M.A. and Ed.D. in TESOL.

**Track 1: MA in TESOL**
- 2-course Graduate TESOL Certificate
- + 7 MA TESOL courses
- + 8-unit Research Portfolio or Thesis

**Track 2: MA + Ed.D. in TESOL**
- 2-course Graduate TESOL Certificate
- + 7 MA TESOL courses
- + 8-unit Research Portfolio or Thesis
- + 60 units of Ed.D. in TESOL
Study Suggestions

Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist you allocate your time, each course guide contains a weekly program breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Weekly Program

1. Look briefly through the set readings, the tutorial questions, and the assignment for the week’s work. (15 minutes)
2. Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
3. Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
4. Take part in one of the interactive tutorials. (1.5 hours)
5. Review the transcript of the real-time online class and make notes. (1 hour)
6. Further reading and note taking on the topic using the Anaheim library resources. (8 hours)
7. On going work on assessment 1 or 2. (2 hours 15 mins)

MA in TESOL Degree Program

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<thead>
<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Application Fee (Non-Refundable after 7 days)</td>
<td>$75</td>
</tr>
<tr>
<td>Registration Fee (Non-Refundable after 7 days)</td>
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<tr>
<td>Tuition Fee ($500 per credit x four credits)</td>
<td>$2,000/course taken</td>
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<tr>
<td>Records Fee:</td>
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<td><strong>Per Course Fee Total</strong></td>
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<tr>
<td>Transfer credit fee (per course) (optional)</td>
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<tr>
<td>Residential Fee ** (does not incl. transportation, housing or meals)</td>
<td>$1,200/session</td>
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<tr>
<td>Thesis Binding Fee*** (optional)</td>
<td>$450</td>
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<tr>
<td>Original Transcript</td>
<td>No cost</td>
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<tr>
<td>Each Additional Transcript Copy</td>
<td>$25</td>
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<tr>
<td>Diploma</td>
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<tr>
<td>Replacement Diploma (optional)</td>
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<tr>
<td><strong>Total Fees and Charges for entire degree program (Research Portfolio track):</strong></td>
<td><strong>$26,775</strong></td>
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<tr>
<td><strong>Total Fees and Charges for entire degree program (Thesis track includes $2,700 Thesis Fee):</strong></td>
<td><strong>$29,475</strong></td>
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Books & materials will be extra, and are expected to average U.S. $200 per course. Masters students are also required to have a reserve fund of $1,500 for research materials. Refer to page 8 of the Policies & Procedures catalog for details.

**We endeavor to offer a discounted on-campus housing option for the residential session, or you may opt for alternate accommodations. The cost of travel will vary, depending on your distance from the residential session and your mode of transportation. Anaheim University does not provide visa services. For MA in TESOL students attending the four-day residential sessions, it is the students’ responsibility to ensure that they have taken care of proper visa procedures, if required. Any students traveling to the residential should have travel insurance, and any local students should have medical emergency insurance.

***Students choosing to do a thesis will spend a total of 2 terms and 8 units completing this thesis. They will also have the option of paying $450 to have their thesis professionally bound.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University’s programs are approved for VA benefits.

Diplomatic and Military Service Discount: From January 1, 2006, those who have served their government through either diplomatic or military service may be eligible for a 10% discount.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining ten terms, students must pay the tuition and records fee.

Please see refund policy in the policies and procedures catalog.
Residential Sessions
The Residentials are an integral part of Anaheim University’s MA in TESOL program, and they are widely considered by students to be their favorite component of the program. The Residentials have two primary aims:

- To complement the existing curriculum by focusing on specific topics that are introduced in the online courses but not addressed in detail

- To enhance the sense of community among the students and faculty members in the programs through face-to-face communication.

At the Residentials, formal lectures are kept to a minimum. Instead, students work collaboratively, engage in debates, make presentations, and focus on practical assignments and tasks in ways that are limited in an online environment. The Residentials also provide the instructors with an opportunity to model pedagogical practices. By taking part in simulations, debates and other activities, students get to see firsthand how these activities can be incorporated into their own instruction. They complete a series of experiential application tasks that complement the theoretical and empirical input provided through the online courses.

Students must attend two four-day Residential sessions during their program. Students who register for a Residential will receive information prior to the start of the program that contains details about accommodations, schedule, pre-residential tasks and pre-residential reading. Typically, there are two groups -- one for the MA students and one for the Ed.D. students -- along with three plenary sessions that bring the two groups of students together.

- Two four-day intensive Ed.D. TESOL residential sessions
- Study in Southern California or other select locations
- Study with AU world-renowned faculty while networking with local students at residential sessions

AU TESOL Faculty Dr. David Nunan, Dr. Rod Ellis and Dr. Kathleen Bailey with MA TESOL Students at April 9-12 2011 residential session in Anaheim, California

AU TESOL Faculty Dr. David Nunan, Dr. Kathleen Bailey and Dr. Martha Cummings with MA TESOL Students at Oct. 14-18 2010 residential session in Seoul, Korea
Program Outline and Course Descriptions

Graduate TESOL Certificate
EDU 500 Second Language Teaching and Learning 4 Units
EDU 510 Grammar for Language Teachers 4 Units
EDU 550 Classroom Management and Observation 4 Units

MA TESOL Courses
EDU 530 Discourse Analysis for Language Teachers 4 Units
EDU 540 Second Language Acquisition 4 Units
EDU 560 Second Language Classroom Research 4 Units
EDU 570 Classroom-Based Evaluation 4 Units
EDU 580 Second Language Curriculum Development 4 Units
EDU 590 Research Methods in Language Learning 4 Units
EDU 600 Research Portfolio OR 8 Units
EDU 610 Thesis 8 Units

Total number of required units including final project & two four-day seminars 44 units

Method of Instruction:

online learning: reading of textbooks and submission of assignments; weekly 90-minute real time online classes & discussion forums with professor and students

residential sessions: two four-day seminars are held in California or in other selected locations in the world, most commonly in Asia. (Anaheim University does not provide visa services. It is the students' responsibility to ensure that they have taken care of proper visa procedures, if required).

Course Duration: Each course is nine weeks long. Courses begin every ten weeks.

Degree Program Duration:
The MA in TESOL degree program will take around two and a half years to complete

MA Requirements and Satisfactory Academic Progress

• The MA in TESOL program consists of 9 courses and 2 Research Portfolio or Thesis terms, for a total of 11 terms. Students must maintain a 3.0 grade point average (GPA) throughout the MA in order to graduate from the program. Any student whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course.

• The MA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the MA program is 3 years. Students who need additional time must receive permission from the Dean or Program Director.

• Attendance at two residential sessions is a requirement for graduation from the MA in TESOL program. The Residential Sessions are intensive, in-person seminars taught by TESOL faculty and are held over four days, typically in July or August. The tuition for the Residential Sessions is included in the total program price, but students must pay for their own travel, room and board. The Residential Sessions typically alternate each summer between California and Asia.

Course Descriptions

EDU 500 Second Language Teaching and Learning
Over the last twenty-five years, there have been major changes to the theory and practice of second language teaching and learning. These changes have been driven by changes in educational theory, changes in the way we think about language and learning, and the development of an active research agenda which has provided important insights and ideas for classroom practitioners. The purpose of this introductory course is to provide an overview of the field of second language teaching and learning, to identify major trends and issues, and to show where they have come from, to illustrate, in practical ways, how these emerging ideas can be incorporated into the students’ own teaching practice, and to provide students with the basic skills and knowledge that will enable them to benefit fully from the rest of the course.
EDU 510 Grammar for Language Teachers
This course introduces students to key grammatical terms and concepts, as well as to techniques and procedures for describing and analyzing texts from a grammatical perspective. It also introduces practical techniques for teaching grammar. The focus of the course will be on techniques for teaching grammar from a functional perspective. This approach shows language learners how to use the grammar that they are learning to communicate effectively. Students will be involved in collecting samples of spoken and written discourse, and using these to develop classroom exercises.

EDU 530 Discourse Analysis for Language Teachers
This course is intended as an accessible introduction to the key concepts of discourse and discourse analysis. It also introduces techniques for teaching discourse in the classroom. Topics covered include the nature of spoken and written discourse, cohesion and coherence, speech act theory, rhetorical analysis, discourse and syntax, discourse in the classroom.

EDU 540 Second Language Acquisition
This is an introductory course in second language acquisition. Topics covered in the course include the scope of SLA research, the history and development of SLA research, interlanguage development, the linguistic environment for SLA, learner variables, instructed second language acquisition, and applications of SLA to pedagogy.

EDU 550 Classroom Management and Observation
This course focuses on central issues and concerns relating to the effective management of teaching and learning processes in second and foreign language classrooms. In this course management does not mean the creation of budgets and the creation of time lines, but the creation of a positive pedagogical environment which facilitates learning. The focus of the course is on the professional decisions that teachers must make in order to ensure that learning takes place effectively. Content will include lesson planning; teacher talk, including the effective use of questions, the provision of explanations and the use of feedback; classroom dynamics; instructional groups, small group work, dealing with large classes, one-to-one teaching, and learner-teacher roles; affective issues in the language classroom; and classroom monitoring and evaluation.

EDU 560 Second Language Classroom Research
This course is intended as an accessible introduction to the field of second language classroom research. It covers both methodological and substantive issues. At the end of the course, you should have a good idea of the questions and issues that have been investigated in language classroom, and how they have been investigated. You should also have developed practical skills for investigating your own classrooms.

EDU 570 Classroom-Based Evaluation
The aim of this course is to introduce students to classroom-based evaluation. This is a critically important area for all those involved in curriculum development, program management, and, in fact, any area of educational leadership. The overall goal of the courses is to give students the skills in the design and evaluation of a program of the student’s choice.

EDU 580 Second Language Curriculum Development
The purpose of this course is to provide teachers with tools and techniques for analyzing, modifying and developing courses for language teaching. Students will look at issues to do with selecting and grading content, selecting, sequencing and integrating learning tasks and activities, and selecting assessment tools and techniques.

EDU 590 Research Methods in Language Learning
The aim of this course is to introduce students to research issues and methods in language acquisition and use, and to familiarize them with recent research in the field. The overall goal of the course is a practical one, that is, to equip students to design, implement and evaluate their own research project.

EDU 600 Research Portfolio option
Students will have the choice of culminating their program with either a thesis option or research portfolio option. A number of courses in the MA TESOL provide students with an opportunity to conduct a small scale research project and write a report. For the Research Portfolio option you will be required to submit reports of TWO such studies. You will need to revise the reports in the light of the feedback that you were given on your original reports.

EDU 610 Thesis
Students will have the choice of culminating their program with either a thesis option or research portfolio option. The thesis option provides students with an opportunity to identify an issue or problem arising out of their prior coursework or their own professional experience. They then design and carry out an original piece of empirical research, and present the results in a substantial piece of writing.
AU Online Classrooms
Anaheim University MA in TESOL students meet in real-time interactive online classes with their professor and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times please see the University website.

AU Online Discussion Forum
The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week’s readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU’s online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

Online Bookstore
The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

AU Alumni Association
Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university’s Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate’s learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities.

Library
Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University’s online resources provide a major boost in assisting and supporting a student’s academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University’s online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is $1,500 for master degree students and $2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

Student Services and TechSupport
The policy of the University is “Students First, Always” and Anaheim University’s Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

Graduation Store
Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.
Message from Dr. Rod Ellis, Vice President of Academic Affairs, Doctor of Education in TESOL Program Designer and Senior TESOL Professor

“I have found the experience teaching in Anaheim University’s TESOL programs to be a very rewarding one and I have enjoyed teaching the courses “Second Language Acquisition”, “Grammar for Language Teachers” and “Second Language Classroom Research” online as well as the “Research Methods in Language Learning” course during the face to face residential sessions. I know that many students find these areas of study to be somewhat challenging. I hope to help make your studies exciting and relevant to your work as language teachers. See you soon!”

- Ph.D. from the University of London & Master of Education from the University of Bristol
- His textbook The Study of Second Language Acquisition was awarded the Duke of Edinburgh Prize for the best book in applied linguistics
- Has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland, and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand.

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Message from Dr. Hayo Reinders, Doctor of Education in TESOL Program Director

“As Director it is my job to place our students first in everything we do. The Graduate School of Education has one of the best faculty teams in the world and together we aim to set the benchmark for online education. I look forward to sharing my passion for learning and teaching with you.”

- Ph.D. in Language Education from the University of Auckland
- Director of Innovation in Language Learning and Teaching, an educational consultancy
- Was Head of Learner Development at Middlesex University in London
- Was Director of the English Language Self Assess Centre at the University of Auckland
- Has been visiting professor in Japan, Thailand, Mexico and the Netherlands
- Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner

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Message from Dr. David Nunan, President Emeritus, Designer of the Master of Arts in TESOL Program, and Director of the David Nunan TESOL Institute

“Welcome to Anaheim University’s MA in TESOL program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and Certificate programs in applied linguistics and language education in many different parts of the world for over thirty years. However, I have never been involved in better quality programs than these. In addition to their innovative means of delivery, the programs are distinctive in a number of important respects. In the first place, the program offers principled links between theory, research and practice. Procedurally, the material reflects the experiential, task-based philosophy being advocated for the teaching of foreign languages. The medium and the message are therefore in harmony. I look forward to traveling with you on this exciting educational voyage, and trust that you find the programs as rewarding to complete as I found them to create.”

- Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter
- World’s leading author selling over 3,500,000,000 texts
- Former President of TESOL (1999-2000), the world’s largest language teaching organization
- Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia
Message from Dr. Denise Murray, TESOL Professor

"I am excited to be part of the team of faculty teaching this program because I value distance education, having experienced it firsthand myself. I completed much of my B.A. by distance—although in those days it was totally paper-based. I have been involved in English language education around the globe for more than thirty years, having developed an abiding love of language and its study from a very young age. While languages give us the opportunity to interact with people from different cultures, technology amplifies that opportunity."

- Ph.D. (Education: Second Language Education)
- Past President of TESOL (1996-1997)
- Was founding Chair of the Department of Linguistics and Language Development at San José State University and Executive Director of the AMEP Research Centre and of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University
- Her work has been published in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings.

Message from Dr. MaryAnn Christison, TESOL Professor

"Welcome to Anaheim University. I am so pleased to be a part of the team of TESOL faculty members and so excited to work with you in some of your TESOL classes. Working in an online environment is exciting for me as a teacher because I get to work with you—students and teachers from all over the TESOL world, to learn about the challenges you face in English language teaching, and to work with you in finding solutions. Through this process I advance my own understanding of the world of English language teaching. There is always so much to learn about English language teaching no matter how many years one spends in the classroom. We are involved in a vibrant and expanding profession—expanding in terms of the number of teachers entering the profession and the amount of research about second language acquisition and second language pedagogy that we have available to us. I have been involved in the TESOL profession since 1976 and have worked as a language teacher and a teacher educator in many different contexts. I hope that I can draw on these experiences in my interactions with you to create an online environment that will be not only useful, but also exciting. I want you to feel that you have a community to which you belong. My research interests fall into three general categories—second language teacher development, teacher leadership, and language and the brain"

- Ph.D. (English/Linguistics) from University of Utah
- Past President of TESOL (1997-1998) & Trustee for The International Research Foundation
- Teacher Educator for over 20 years working with teachers from over 30 countries
- Author of 18 textbooks and 80+ refereed journal articles
- Research interests in leadership, second language teacher development, and language and the brain

Message from Dr. Luke Plonsky, Master of Arts in TESOL Program Director

“There are many facets to second language learning and teaching. I find, and I hope you will too, that it is this complexity that makes TESOL such a fascinating field of study. It is also a field that is constantly changing and evolving as new research and technologies emerge. Consequently, there is always something new to learn and experience. I very much look forward to working together and to further developing your skills and knowledge in this exciting field!”

- Ph.D. in Second Language Studies from University of Michigan
- Georgetown University Dept. of Linguistics Asst. Professor
- Co-Director of IRIS: A digital repository of Instruments for Research into Second Language Learning and Teaching
- Associate Editor of Studies in Second Language Acquisition and Managing Editor of Foreign Language Annals
Message from Dr. Andy Curtis, TESOL Professor

“At the risk of too many welcomes, I would like to add my own to those of my distinguished colleagues. Although I have more than 20 years of experience in the field of TESOL, I am a newcomer to Anaheim University’s TESOL professorial team, and I am very much looking forward to working with the students, the other professors, and the AU administrative support team, and to teaching and learning online and face-to-face. Having recently completed many years in language program administration, starting in Canada and eventually in China, I have become especially interested in the challenges of leadership and management in language education.”

• Ph.D. in International Education and MA in Applied Linguistics, the University of York
• President of TESOL International (2015-2016)
• Former English Language Teaching Director at Chinese University of Hong Kong
• Has worked with more than 20,000 ELT professionals in more than 25 countries
• Received the TESOL Leadership Mentoring Award from the TESOL Association.
• Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces

Message from Dr. Ken Beatty, TESOL Professor

“Consider this: a medical doctor from just 100 years ago would be both completely lost and completely useless in a modern operating room. However, a teacher from 1,000 years ago could probably get by in most modern classrooms. Anaheim University is addressing this by offering innovative programs in TESOL that teach in the ways that students will be taught in the future. Anaheim University offers a clever mix of online resources, lectures, and discussions as well as intensive residential sessions, all with the participation of some of the brightest minds in the field. This combination makes for a great learning experience. As Professor David Nunan’s first PhD student in Hong Kong, I have watched from afar as Anaheim University has grown and prospered. My research area of computer-assisted language learning (CALL) helps me understand the programs’ attractions and, after more than a decade of teaching and writing in Asia, Canada, and the Middle East, I’m proud to join Anaheim University’s growing faculty. I particularly look forward to working with students interested in researching and writing their dissertations in CALL.”

• PhD, Curriculum Studies, Faculty of Education, The University of Hong Kong, Hong Kong
• Taught the last 15 years at universities in the UAE, the People’s Republic of China and Hong Kong
• Author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle and Hong Kong Educational Press
• Involved in electronic media and was Academic Advisor to Hong Kong’s Educational Television from 1998 to 2004.
• Writes and reviews on the topic of computer-assisted language learning

Message from Dr. Martha Clark Cummings, TESOL Professor

“Welcome to this online adventure in teaching and learning. I, too, have been involved in English language teaching and teacher training for over 30 years and have been teaching online since 1999. What I have learned is that there is always more to learn and that online classrooms tend to be places where some of the most whole-hearted learning takes place. My research interests include narrative inquiry in Second Language Acquisition, classroom management, and observation. I look forward to our conversations.”

• Ph.D. from Teachers College Columbia University.
• Professor for online MA TESOL course for the New School Online University and The Monterey Institute of International Studies, as well as ESL courses for the University of Aizu in Aizuwakamatsu, Japan
• Has trained English language teachers in Cyprus, Thailand, Tunisia, and Turkey as part of the United States Department of State English Language Specialist Program
• Served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.
Message from Dr Brian Tomlinson, TESOL Professor

“I’m delighted to be joining the team of TESOL faculty members here at Anaheim and to be able to share my experience and enthusiasm as both a TESOL practitioner and an applied linguistics academic. I started my career, believe it or not, as a teacher trainer in Nigeria and only after that became a classroom teacher in Liverpool and then in Zambia. I moved on to being a curriculum developer in Zambia and then became a teacher trainer again. I continued as a teacher trainer in the UK and then in Vanuatu before becoming Director of Studies at a college in the UK. Since then I’ve been a university academic in Japan, the UK, Singapore and Oman but I’ve frequently returned to the language classroom as a teacher (for example as an EAP teacher in Oman). Throughout my career I’ve been interested in materials development and I’ve published coursebooks in China, Ethiopia, Japan, Nigeria, Singapore and Zambia. In the last fifteen years though I’ve specialised in publishing books, chapters and articles on materials development and I’ve focused on trying to bring researchers and practitioners together to ensure that the materials that teachers use in the classroom are principled and effective. To support this aim I formed the Materials Development Association (MATSDA) in 1993 and as Chair and now President I’ve been organising conferences and workshops throughout the world to bring together researchers, writers, teachers and publishers.”

• PhD from the University of Nottingham, MA in TESL from the University of North Wales and PGCE in TESL from the University of London.
• Founder and President of MATSDA (the International Materials Development Association).
• Visiting Professor at Leeds Metropolitan University. Formerly Visiting Professor at Kobe University, Visiting Fellow and Research Coordinator at the National University of Singapore, Curriculum Expert at Sultan Qaboos University, Oman, MA Director at the University of Luton and EFL Writer in Residence at the University of Essex. Also teacher, teacher trainer, curriculum developer and project leader in Nigeria, Zambia, UK, Vanuatu and Indonesia.
• Editorial Associate for the Journal of Applied Linguistics and has many years experience in academic and educational editing and publishing
• Has published seven books on different aspects of materials development for language teaching as well books on language acquisition, language awareness and language through literature. Has also published numerous coursebooks and over 80 articles and chapters.

Message from Dr. Thom Hudson, TESOL Professor

“Welcome to the Ed.D. program at Anaheim University. TESOL is an exciting field, one that is constantly changing in its academic focus. I look forward to working with you in your academic areas of interest, particularly language testing and quantitative research. My research has focused on quantitative approaches to the study of language learning and use. One of my more recent interests has been in the area of standards based assessment and the personal and social consequences the implementation/imposition of those standards.”

• Doctorate in Applied Linguistics from the University of California at Los Angeles.
• Co-editor of the electronic journal Reading in a Foreign Language
• Professor of Second Language Studies (SLS) at the University of Hawai‘i at Mānoa, and served as Graduate Chair of the Department of Second Language Studies from August 2006 until the end of July 2012
• Has taught in Egypt, U.S., and Japan, and directed a reading English for science and technology project for two years in Mexico.
• Director of the English Language Institute at the University of Hawai‘i for three years
Message from Dr. Sandra McKay, TESOL Professor
“I am first and foremost a teacher educator since I strongly believe that excellent teachers can make a tremendous impact on the lives of individuals. I am looking forward to sharing my passion for teacher education with you.”

- Ph.D. in Applied Linguistics from University of Minnesota
- Professor Emeritus of English at San Francisco State University & University of Hawaii, Manoa
- Second Language Studies Affiliate Faculty Member
- Extensive work in international teacher education in Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.
- Second language teacher education, sociolinguistics & research methods expert

Message from Dr. Jo Mynard, TESOL Professor
“Hi everyone! I’m really looking forward to meeting you online and engaging in discussions about language teaching and learning!

- Doctorate in Education (TEFL) from University of Exeter, UK & M Phil in Applied Linguistics from Trinity College, UK
- Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies in Japan
- Editor of SiSAL Journal (Studies in Self-Access Learning) and on editorial board of many international research journals

Message from Dr. John Macalister, TESOL Professor
“Kia ora tatou, and welcome. I’m excited to begin teaching on the TESOL program at Anaheim, and look forward to getting to know you and to learn about the challenges in your part of the world!”

- Victoria University Head of the School of Linguistics and Applied Language Studies
- Former President of the Applied Linguistics Association of New Zealand
- Co-authored two Routledge textbooks with Paul Nation on language curriculum design and language teaching methodology
Message from Dr. Natsuko Shintani, TESOL Associate Professor
“I am excited to be joining the faculty in the School of Education at Anaheim University and teaching on the TESOL programs. I have a background in teaching and researching young learners and hope this will be of interest to some of you. I have taught in Japan, New Zealand and Singapore and so have experience of different teaching contexts which I look forward to sharing with you. I also look forward to helping you develop expertise in quantitative research methods.”

- Ph.D. in Language Teaching and Learning from University of Auckland
- Senior Lecturer at the University of Auckland

Message from Dr. Julie Sykes, TESOL Associate Professor
“Working with students around language teaching and learning is a true joy. I always learn something new and look forward to my next adventure in the classroom where we all take a learning adventure together. Our online context affords us the opportunity to cross physical boundaries and engage with one another around a variety of interesting topics. I look forward to meeting you soon!”

- Ph.D with a focus on applied linguistics and second language acquisition from the University of Minnesota.
- University of Oregon Scholar-in-Residence
- Published articles on CALL-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments

Message from Dr. Masatoshi Sato, TESOL Associate Professor
“As a second language researcher, educator, and learner, I am very excited to share my experience and knowledge with you! I hope that we together discover how we can transfer research findings to actual classrooms so that second language research becomes more meaningful and useful for teachers!”

- Ph.D. in Educational Studies from McGill University
- Associate Professor at Universidad Andrés Bello, Chile.
- Recipient of the 2014 ACTFL/MLJ Paul Pimsleur Award

Message from Dr. Scott Aubrey, TESOL Assistant Professor
“I’m really happy to be part of the Anaheim University community. I hope that my background as a foreign language teacher and researcher in East Asia can provide students with unique insights into the topics we study. I’m very much looking forward to having some thought-provoking interactions with you all.”

- Ph.D. in Applied Linguistics at University of Auckland
- Assistant Professor at The Chinese University of Hong Kong
**Mission**
Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through interactive and real-time courses conducted 100% online.

**Anaheim University Objectives**
Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Provision of an instructional environment where students can take an active role in their own learning
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University’s learning resources
- Regular course and program assessments and evaluation to constantly improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

**About Us**
Anaheim University was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a nationally-recognized accrediting agency. Anaheim University and its programs have been examined and found to meet the educational and business ethics standards set by the DEAC. The DEAC is recognized by the Council for Higher Education Accreditation (CHEA).

The University also operates under the full approval of the State of California in accordance with the requirements set forth by the Bureau for Private Post-Secondary Education. “Approval to operate” means that the Bureau has determined and certified that the institution meets minimum standards established by the Bureau for integrity, financial stability and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievements prior to, during, and at the end of each program. The University is authorized to grant graduate degrees at the masters and doctoral level under the degree-granting authority of the Bureau for Private Post-Secondary Education.

**Policies and Procedures**
Click here to download the university’s policies and procedures: [http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf](http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf)
Andrew E. Honeycutt, DBA  
President

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

Peter Langenburg, J.D.  
Chancellor and Government Affairs Liaison

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

Rod Ellis, Ph.D.  
Vice President of Academic Affairs  
Doctor of Education in TESOL Program Designer  
Senior Professor, Graduate School of Education

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

Kate Strauss, MA  
Vice President of Administrative Affairs

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

Robert Robertson, Ph.D.  
Dean Emeritus of the Akio Morita School of Business and Professor

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.
David Nunan, Ph.D.  
President Emeritus  
Designer, MA in TESOL Program  
Director, David Nunan TESOL Institute

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University’s ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series “Go For It” is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world’s largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly.

Hayo Reinders, Ph.D.  
Director, Ed.D. in TESOL program

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal ‘Innovation in Language Learning and Teaching’ as well as a book series on ‘New Language Learning and Teaching Environments’ for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders’ interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

Luke Plonsky, Ph.D.  
Master or Arts in TESOL Program Director


David Desser, Ph.D.  
Dean, Akira Kurosawa School of Film

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.
Yukuo Takenaka, CPA  
Executive Strategy Advisor

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick’s Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy.*

David R. Bracey  
Distance Learning / Development

David Bracey works to develop and promote the University’s programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

Elizabeth Mays, MM  
Director of Student Services and Admissions

Holding a Master’s degree from Azusa Pacific University and a Bachelor’s degree from University of Redlands, Elizabeth Mays is the Student Services & Admissions Director at Anaheim University. In this role, she oversees Anaheim University’s various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master’s of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

Andrea Anzalone, MLIS  
Online Librarian

Andrea Anzalone manages the university’s online library and is responsible for the ongoing development of library resources and services. She holds a master’s degree in Library and Information Studies from the University of California, Berkeley, and a bachelor’s degree in English Literature from UCLA. She brings over 25 years of experience in the library field and has worked in a variety of educational institutions, including Woodbury University, Phillips Graduate Institute, Getty Research Institute, and Los Angeles Public Library.

Garnet E. Birch, Ph.D. (1935 - 2013)  
Chancellor Emeritus

Dr. Garnet E. Birch had over forty years’ experience in higher education in multiethnic and multicultural settings. He also had vast experience in both traditional and non-traditional, adult and continuing education. Holding a Ph.D. in Higher Education Administration from the University of Arizona and an MA in Asian Studies and History from the University of Hawaii, Dr. Birch was the former Vice-Chancellor of National University’s Los Angeles campus and Dean of Curriculum and Standards at the San Diego Campus. Following his work with National University, he went on to
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Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.