Program: Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Department: English

Number of students enrolled in the program in Fall, 2011: 25

Faculty member completing template: Mi-Suk Seo (Date: February 2, 2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program? [Please limit your response to 200 words or less]

There is a designated committee called “TESOL committee” that has been working on establishing the learning outcomes of the MA TESOL program and developing better ways to assess them. More specifically, in fall 2005, prior to the self-study phase of the department’s program review, the committee revised the then relatively informal learning outcomes into the ones that are currently available in the student handbook. In fall 2008, the committee started to consider making changes to assessment tools in order to develop more reliable ways to assess student learning. For example, we came up with 6 templates for the Comprehensive Exam that can assess the learning outcomes more accurately and which are directly tied to those learning outcomes. In the upcoming years, we will continue to expand and refine our methods for assessing the learning outcomes. In particular, we are planning to develop a program portfolio by collecting a variety of major assessments from each class along with students’ self-reflection essays. We will rotate the courses every year and eventually we will have a complete program portfolio in a few years. Also, we will conduct two kinds of surveys to assess the learning outcomes from students’ perspectives: one from the students who are graduating and the other from alumni.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.
Please note that there is no prioritized order in the following list of learning outcomes. Also, it should be noted that we currently have eight separate outcomes stated in our program handbook, but we decided to combine them into the following four broader ones for the purpose of assessment.

a) Students will be able to demonstrate advanced knowledge of various issues and research findings in second language acquisition and understand the theoretical issues underlying approaches to teaching reading, writing, grammar, and oral skills to second language learners.

Rationale: MA TESOL students should develop an understanding of the relationship between theory and practice at an advanced level and become a theoretically well-informed practitioner in the field.

b) Students will be able to (a) assess the instructional needs of second language learners, (b) design appropriate and effective syllabi, lessons, and activities for reading, writing, grammar, and oral skills classes, and (c) evaluate and use appropriately current ESL textbooks and other instructional materials.

Rationale: TESOL professionals should be equipped with professional competence and practical skills in assessing, planning, and instructing in order to help learners acquire English more effectively.

c) Students will be able to use the principles of qualitative/quantitative research design to (a) read and critique SLA research and (b) make informed decisions concerning the pedagogical applications of that research. This will also provide students with the skills they will need to stay current on the literature in the field and maintain their professional development.

Rationale: An understanding of the principles of different research methods is vital in becoming critical readers of research, expanding knowledge of the target domain, and applying the knowledge to real-life situations.

d) Students will be able to demonstrate advanced knowledge of English phonology, syntax, morphology, and pragmatics and apply the knowledge of pragmatics and discourse to the development of learners’ pragmatic competence in a second language/culture.

Rationale: As an academically-trained language teacher, a graduate from an MA TESOL program should be familiar with essential components of language and how they work in different contexts for different purposes, understand the importance of social, cultural, and pragmatic aspects of second language learning, and properly address them in their language teaching.
3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

N/A

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

[Please limit your response to 200 words or less per learning outcome]

a) Overall, students in our program are required to demonstrate achievement of the outcomes at two different levels: in individual classes that require them to show their knowledge and skills in a domain-specific way and in the culminating experience (ENGL 598T) that requires them to do it in a synthetic way. Considering the nature of our discipline and learning outcomes, it is hard to discuss the outcomes separately as stated in the above instructions. As such, the following table shows how each of our current templates for the Comprehensive Exam addresses different outcomes in an intertwined way.

<table>
<thead>
<tr>
<th>Question Template</th>
<th>Assessed Learning Outcomes</th>
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<tbody>
<tr>
<td>Evaluate an article and apply its concepts to teaching (includes both theory &amp; research articles)</td>
<td>a), c)</td>
</tr>
<tr>
<td>Give students a newspaper article or ESL text and ask them to develop lesson plans and materials using it, with an accompanying rationale</td>
<td>a), b), d)</td>
</tr>
<tr>
<td>Provide the students with materials that are flawed in some way. Ask the students to critique the materials and suggest improvements, with rationale.</td>
<td>a), b)</td>
</tr>
<tr>
<td>Give students a topic from SLA theory, and ask them to (a) take a position and (b) apply the theory to a specific (non-grammar) ESL class.</td>
<td>a), b)</td>
</tr>
</tbody>
</table>
Provide students with language samples from ESL learners; ask students to diagnose language issues and develop an intervention that addresses one or more of the issues.  

| Provide students with real-world data (e.g. corpus findings, output from online analysis tools); students analyze data and use it to make instructional decisions. | b), d) |

(In order to supplement these conventional methods, we are planning to add another way to assess the students’ learning outcomes; we will collect sample assignments from the individual classes and evaluate them in relation to the learning outcomes as part of the development of a program portfolio.)

b) A description of the sample of students:
   The students from whom data were/will be collected are the MA TESOL students who are in their last semester and enrolled in ENGL 598T. The data have been collected every semester on a designated date for the Comprehensive Exam. In the future, the data will also be collected from students who are enrolled in the individual courses at the end of the designated semester according to the rotation schedule.

c) Attached are sample questions from the Comprehensive Exam (Appendix A). These questions are designed to assess the above mentioned learning outcomes in an intertwined way.

d) The data have been analyzed and evaluated by the TESOL committee. After making a final decision on individual students’ performance on the Comprehensive Exam, the committee discusses the overall achievement of the outcomes and explores ways to incorporate the results into the curriculum and instruction.

(If the requested data and/or analysis are not yet available for any of the learning outcomes, please explain why and describe the plan by which these will occur. Please limit your response to 500 words or less.)

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.
   [Please limit your response to 200 words or less per item]

Based on the review of students’ learning outcomes and feedback from TESOL faculty members, we made significant changes to the curriculum in fall 2007. First, we developed a
new course “200E: Curriculum & Assessment Design” in order to address learning outcome (b) more thoroughly and added it as one of the TESOL electives. Second, we came up with a list of specific elective courses that are more effective in promoting the learning outcomes. Third, we significantly reduced the number of required courses (i.e., from 24 units – 200D, 210B, 210G, 215A, 215B, 215C, 215D, 410B – to 2 required courses – 200D, 410B) and allowed students to choose 6 out of 7 TESOL electives in order to give students more freedom to address their individual professional needs and career trajectories.

Based on our constant review of the students’ performance on the Comprehensive Exam and issues in preparing questions for the Comprehensive Exam, we made further changes to the curriculum in fall 2011. We decided to require students to take all of the 7 TESOL electives (instead of allowing them choose 6) in order to achieve our learning outcomes more effectively. According to the previous curriculum, not all students received adequate preparation in all the outcomes, and our Comprehensive Exam could not assess all of the program outcomes accurately because of the individual variation in courses taken. As such, we decided to move to a more rigid curriculum.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur. [Please limit your response to 300 words or less]

We conducted an alumni survey in the academic year of 2005-2006, but we encountered difficulties collecting data since our alumni get jobs as ESL/EFL teachers all over the world. Now that technology such as Facebook and a listserv for program graduates enables us to keep in touch with them more easily, we are planning to restart the alumni survey. We are currently in the process of revising the previous alumni survey form and will collect data by using an online survey tool such as “Survey Monkey” or “Google Survey” starting from the next academic year. The results of the survey will be reviewed and analyzed by the TESOL committee and actively incorporated into the curriculum and instruction.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization? [Please limit your response to 300 words or less]

Yes, our learning outcomes closely align with the standards for ESL/EFL teachers set by one of the most renowned national organizations in the field, i.e., “Teaching English to Speakers of Other Languages (TESOL).” TESOL lists standards in the following eight domains: 1) planning,
2) instructing, 3) assessing, 4) identity and context, 5) language proficiency, 6) learning, 7) content, and 8) commitment and professionalism. The following table shows how each of our learning outcomes meets the standards in these domains:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Domains</th>
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<tbody>
<tr>
<td>a)</td>
<td>Instructing, learning, content, commitment and professionalism</td>
</tr>
<tr>
<td>b)</td>
<td>Planning, instructing, assessing, content</td>
</tr>
<tr>
<td>c)</td>
<td>Planning, instructing, learning, commitment and professionalism</td>
</tr>
<tr>
<td>d)</td>
<td>Language proficiency, identity and context, content, commitment and professionalism</td>
</tr>
</tbody>
</table>

Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

[Please limit your response to 200 words or less]
APPENDIX A

Fall 2011
MA TESOL Comprehensive Exam

Question 1: Sit-Down Exam

Assume you are teaching high-intermediate students in an IEP in the U.S. The majority of your students are interested in attending community college and/or university in the future.

Design a task to accompany the provided reading. Your task should fit into the parameters of Task-Based Language Teaching (see attached descriptors), and include pre-task, task, and post-task instruction/activities. Turn in the following:

- Objectives and SWBATs for the task
- Brief description of the instruction that would have preceded this task
- Detailed descriptions of the pre-task, task, and post-task
- A description of all materials needed for the task
- A 1-page justification

The attached pages are pp. 156-161 of Larsen-Freeman & Anderson (2011). Techniques & Principles in Language Teaching. OUP

Question 2: Theory and Practice

Read the attached two articles (Hartshorn et al, 2010; Storch & Wigglesworth, 2010). If you encounter unfamiliar statistical terms (e.g. in-fit statistics, pseudo-Bonferroni, etc.), you can assume they were correctly applied.

Then write a paper which addresses all of the following questions (target length = 4-6 pages):

1. What is your philosophy for providing corrective feedback on writing?
2. How will these two articles influence your philosophy and practice for providing corrective feedback? Explain your answer.
3. Pick a population that is different from the ones used in the provided studies and discuss potential issues or constraints in applying the findings from the studies to teaching the chosen population.

Make sure your paper includes references to relevant theory and research.
**Question 3: Lesson Planning**

You are currently teaching an oral skills class for INTERMEDIATE level ESL students at a local community college.

Using the following text [http://www.voanews.com/learningenglish/home/Steve-Jobs-Remembered-131419558.html](http://www.voanews.com/learningenglish/home/Steve-Jobs-Remembered-131419558.html) from Voice of America’s Special English service, compose a suite of listening activities requiring about 50 minutes of class time with no particular grammatical or notional functional focus for these INTERMEDIATE level students.

Provide clear, detailed descriptions of the activities in your lesson plan as well as copies of any handouts the students would have.

Provide a 2- to 3-page justification for the activities that you have designed; be sure to include references to relevant theory and research.