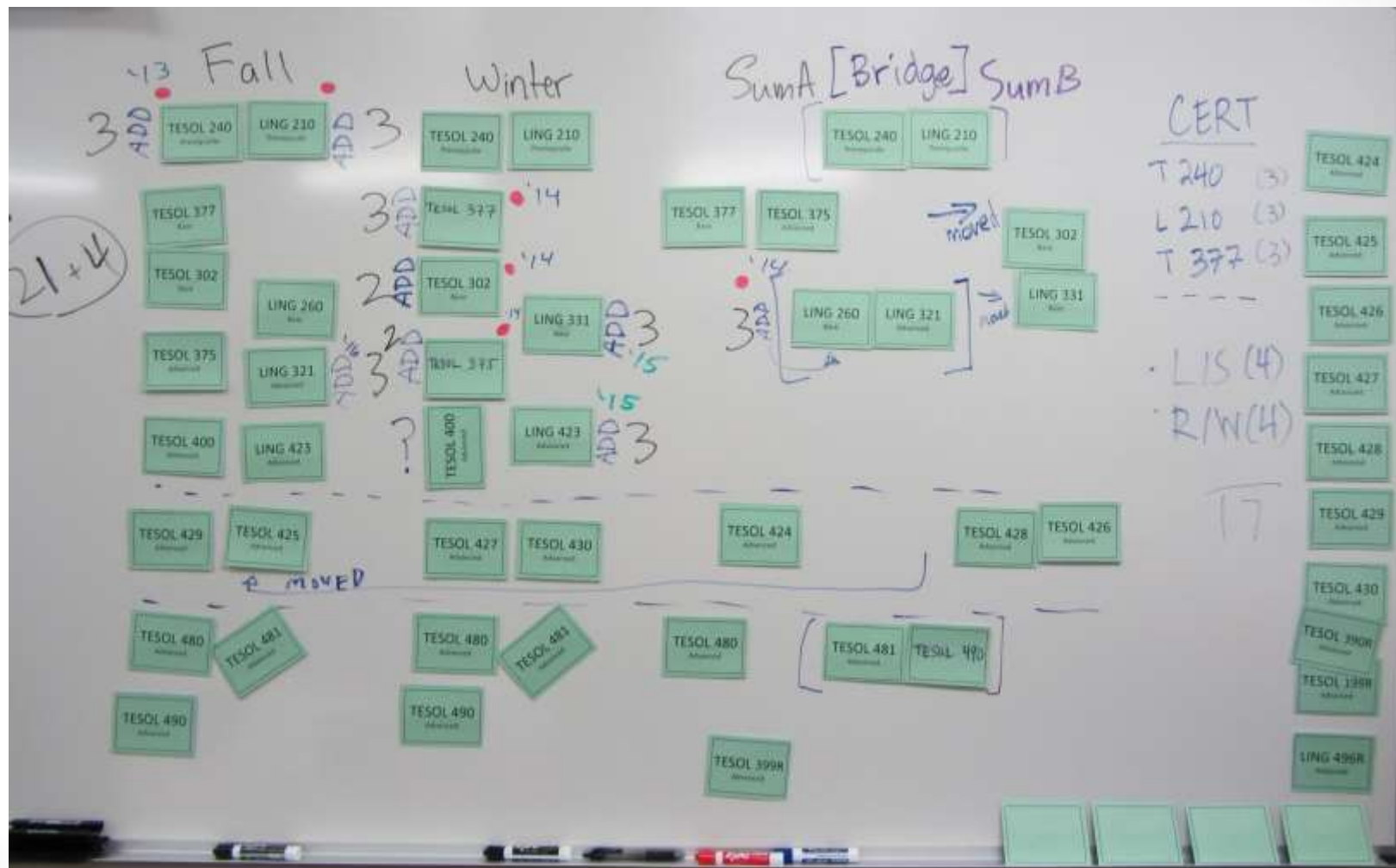


# Meaning, Quality, and Integrity of Degrees

ELT

# Planning for the future...



## Old TESOL Program Outcomes

1. Understand the history of second language teaching methodology.
2. Understand the major systems of human language (phonology, semantics, morphology, syntax).
3. Understand the major theories of second language learning and how they inform practice.
4. Demonstrate professionalism and a familiarity with professional resources and organizations.
5. Have a personal philosophy of second-language education.
6. Be familiar with and apply language learning technology.
7. Have a high level of English language proficiency (oral and written) and a commitment to continual improvement.
8. Assess learners for placement and instruction.
9. Demonstrate effective tutoring techniques with ESL learners (one-on-one).
10. Demonstrate a knowledge of the qualities and strategies of effective language learners.
11. Demonstrate a knowledge of the socio-cultural variables which affect language learning and use.
13. Demonstrate a knowledge of the role of culture and cross-cultural awareness in language teaching.
14. Recognize appropriate methods and statistical procedures in second-language research.
15. Demonstrate effective teaching skills in a classroom environment.

# Student Learning Outcomes

- Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.
- Experience: Students demonstrate that they can apply what they have learned within a teaching situation.
- Professional Identity:
  - Students demonstrate a sense of professionalism through improving personal language proficiency.
  - Students participate in TESOL professional communities and utilize TESOL resources.
  - Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL professions and how they can capitalize on their strengths and improve upon their weaknesses.

# Creating the matrix



Course Number	Course Title	Outcomes				
		Knowledge	Experience	Professional Identity		
		1	2	3a	3b	3c
TESOL 240	Introduction to TESOL	3	1	1	2	1
TESOL 305	Technology Assisted Language Learning	2	3	1/0	2	1
TESOL 375	Observation in TESOL	3	2	1	1	1/0
TESOL 377	TESOL Methods and Materials	3	2	2	1	1
TESOL 400	Second Language Testing and Research Methods	3	2	2	1	3
TESOL 424	Teaching Listening	3	3	3	1	2
TESOL 425	Teaching Vocabulary	3	3	3	2	3
TESOL 426	Teaching Grammar	3	3	2	0	2
TESOL 427	Teaching Speaking	3	3	3	2	3
TESOL 428	Teaching Reading	3	2	2	3	1
TESOL 429	Teaching Writing	3	3	2	3	2
TESOL 430	Teaching Young Learners	3	3	1	1	2

# Selecting “signature assignments”

Electronic Portfolio (finalized during Senior Seminar)

Portfolio  
Supanna Nantajak

[Portfolio Home](#)  
[Resume](#)  
[Personal/ Family Information](#)  
[Workshops/ conferences](#)  
[Philosophy Statement](#)  
[Educational Background](#)  
[Professional Skills/ Achievements](#)  
[Scholarship](#)  
[On- going Professional Development](#)  
[Experience](#)  
[References](#)



FALL 2006

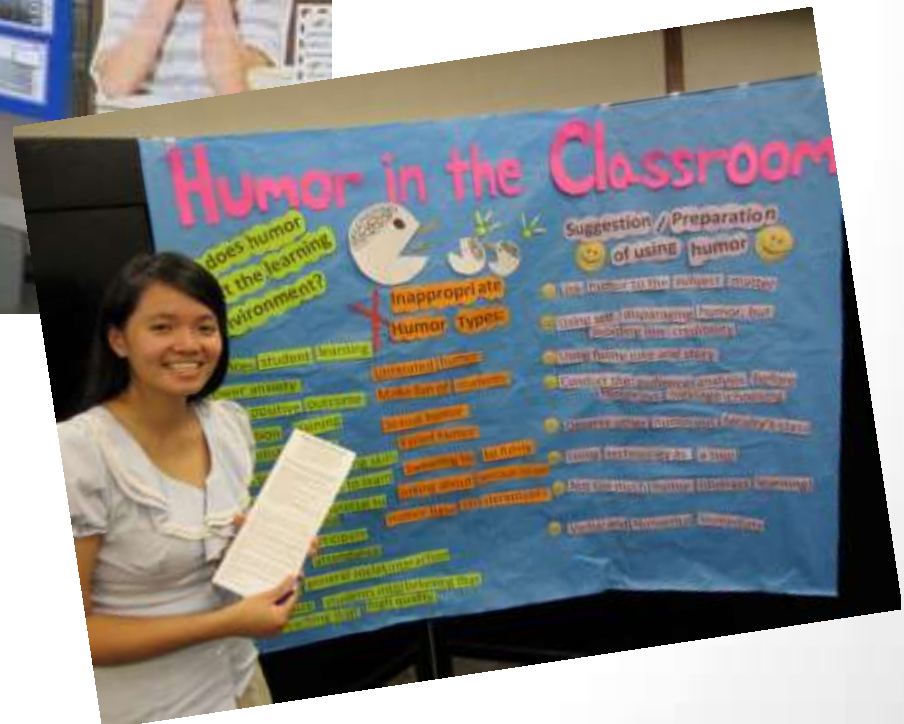
THE TEACHING PORTFOLIO of \_\_\_\_\_

The teaching portfolio of BA TESOL students is evaluated by two faculty members for its professional presentation as a representation of the student's qualifications. Each category is evaluated as "O" (outstanding), "P" (pass), or "N" (non-pass), and evaluators put an average score and their initials under the column they have used to assess each category. Categories with shaded boxes are considered optional.

#1	#2	Category Evaluated:
<input type="checkbox"/>	<input type="checkbox"/>	<b>Relevant personal information</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Resume</b>
<input type="checkbox"/>	<input type="checkbox"/>	Abbreviated (one-page)
<input type="checkbox"/>	<input type="checkbox"/>	Detailed (multiple page)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Philosophy Statement</b>
<input type="checkbox"/>	<input type="checkbox"/>	Teaching / The Effective Teacher
<input type="checkbox"/>	<input type="checkbox"/>	Separate skills: Speaking/Listening/Reading/ Writing/Grammar/Pronunciation
<input type="checkbox"/>	<input type="checkbox"/>	<b>Educational Background</b>
<input type="checkbox"/>	<input type="checkbox"/>	General
<input type="checkbox"/>	<input type="checkbox"/>	BA TESOL (selected / relevant syllabi / course descriptions)
<input type="checkbox"/>	<input type="checkbox"/>	<b>Experience</b>
<input type="checkbox"/>	<input type="checkbox"/>	General
<input type="checkbox"/>	<input type="checkbox"/>	TESOL-related
<input type="checkbox"/>	<input type="checkbox"/>	<b>Professional Skills / Achievements</b>
<input type="checkbox"/>	<input type="checkbox"/>	Organizations (memberships / participation)
<input type="checkbox"/>	<input type="checkbox"/>	Projects /Assignments
<input type="checkbox"/>	<input type="checkbox"/>	Materials development (syllabi, units, lesson plans)



# TESOL Poster Sessions



# Assessment



## TESOL 429 Poster Session: Evaluation Form

Presenter \_\_\_\_\_

Title \_\_\_\_\_

Category	Score 1-5	Comments
<b>Visual Presentation</b>		
1. Space is well used (not too crowded, not too sparse; easily digested)		
2. Professional Appearance (spelling, lettering, visual quality, proper citations, etc.)		
3. Readable (lettering and visuals are not too small; appropriate font)		
<b>Message</b>		
1. Theme clearly presented (message flows in a logical pattern; content is clear; title is descriptive)		
2. Appropriate topic/content (synthesizes sources or offers new perspectives; provides insights into ESL profession)		
3. Applicability (provides ideas applicable to teaching an ESL class)		
4. Handout (captures the essence of the display; adds depth)		
<b>Presenter</b>		
1. Professional Appearance (appropriate for a teachers conference presentation)		
2. Well versed on topic; oral skills (handles questions well; clearly communicates)		
<b>Overall Impression</b>		
1. Poster and presentation are professional; ideas are solid and clearly explained.		
<b>TOTAL SCORE</b>		
Give one suggestion to make this poster appropriate for the next level of presentation such as the state Hawaii TESOL teachers conference.		



# Third-party raters



# Creating assessments points

- Initial signature assignments

TESOL 240  
Journal Abstract  
Folse, Keith S. (2004). Myths about teaching and learning second language vocabulary:  
What recent research says. *TESL Reporter*, 37(2), 1-13.  
Folse's article takes a new approach to the importance of putting more emphasis on teaching  
vocabulary when learning English as a foreign language, as opposed to the traditional  
approaches by stressing grammar and syntax. His article lists eight myths that are commonly  
believed, and sometimes still taught about second language learner's vocabulary acquisition.  
The article also examines each myth and disproves them through research and study by Folse  
and other researchers. While examining each myth, Folse suggests general strategies and  
techniques that would be beneficial to teachers of foreign languages. This research is an idea  
to help improve the effectiveness and efficiency of teaching English as a foreign language.

- Mid-level?

# Other tasks ahead

- Finish identifying signature assignments
  - Update rubrics
- Curriculum map
  - PLOs?
  - ILOs

