SJSU Annual Program Assessment Form  
Academic Year 2015-2016

**Department:** Linguistics and Language Development  
**Program:** MA TESOL  
**College:** Humanities and the Arts  
**Website:** [www.sjsu.edu/linguistics](http://www.sjsu.edu/linguistics)  
**Link to Program Learning Outcomes (PLOs) on program website:**  
[http://www.sjsu.edu/linguistics/academic_programs/tesol/ma_tesol/ma_goals/index.html](http://www.sjsu.edu/linguistics/academic_programs/tesol/ma_tesol/ma_goals/index.html)  
**Program Accreditation (if any):** Not Applicable  
**Contact Person and Email:** Scott Phillabaum | scott.phillabaum@sjsu.edu  
**Date of Report:** May 31, 2015

**PART A** – **NOTE:** No changes have been made in items 1-5 since last year’s report.

**1. List of Program Learning Outcomes (PLOs)**

<table>
<thead>
<tr>
<th>MA TESOL GOALS</th>
<th>PROGRAM LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1:</strong> Knowledge of language and skills required to understand and explain language systems.</td>
<td><strong>PLO 1A:</strong> Students will analyze language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse and articulate the relationships between the various intrasentential levels and features of English structure.</td>
</tr>
<tr>
<td></td>
<td><strong>PLO 1B:</strong> Students will correlate the knowledge and analytical skills in objective 1a with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language.</td>
</tr>
<tr>
<td><strong>GOAL 2:</strong> Knowledge of language learning – Knowledge of current theories concerning cognitive, affective, social, and cultural factors central to the acquisition and use of second languages.</td>
<td><strong>PLO 2A:</strong> Students will demonstrate an understanding of the role of pragmatic knowledge and knowledge of text structure in the comprehension, production, and acquisition of a second language.</td>
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<td></td>
<td><strong>PLO 2B:</strong> Students will demonstrate an understanding of the intersection between culture, language, language learning and teaching, and language use with particular reference to English as a global language.</td>
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<td></td>
<td><strong>PLO 2C:</strong> Students will apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts.</td>
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<tr>
<td><strong>GOAL 3:</strong> Knowledge and skills of language instruction – Knowledge of curriculum frameworks, teaching methods, and proficiency assessment instruments for teaching English as a non-native language.</td>
<td><strong>PLO 3A:</strong> Students will identify the instructional strategies that go with the established teaching methods and apply them to various language learning and teaching situations.</td>
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<tr>
<td></td>
<td><strong>PLO 3B:</strong> Students will critically evaluate the teaching of actual ESL classes with regard to teaching strategies and activities and with regard to goals 1 and 2.</td>
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<td></td>
<td><strong>PLO 3C:</strong> Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.</td>
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<tr>
<td>GOAL 3:</td>
<td>PLO 3D: Students will develop ESL curriculum for diverse target groups, design supplementary materials for use with particular instructional strategies, and develop language tests and assessment instruments, by synthesizing the objectives of goals 1 and 2 and the teaching strategies in objective 3a.</td>
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<tr>
<td>GOAL 4:</td>
<td>PLO 4A: Students will critically examine concepts such as race, ethnicity, identity, and culture and their relationship to language teaching and learning in the context of a globalized world.</td>
</tr>
<tr>
<td>Ability to understand and analyze the processes of linguistic and cultural globalization and their impact on English language learning, teaching, and communication.</td>
<td>PLO 4B: Students will design syllabi that create classroom and program environments that foster global cultural consciousness.</td>
</tr>
<tr>
<td>GOAL 5:</td>
<td>PLO 5A: Students will complete a one-semester supervised practicum in which they plan lessons and teach English to an actual ESL class.</td>
</tr>
<tr>
<td>Synthesize the learning represented in goals 1-4 in order to effectively teach English learners in a variety of contexts and be an active teacher scholar.</td>
<td>PLO 5B: Students will carry out independent research.</td>
</tr>
<tr>
<td>PLO 5C: Students will effectively write and present for professional audiences.</td>
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</table>
2. Map of PLOs to University Learning Goals (ULGs)

The maps of MA TESOL PLOs to ULGs were created in consultation with all LLD faculty as part of our 2013-14 Program Planning process, in a retreat and subsequent curriculum meetings.

<table>
<thead>
<tr>
<th>MA TESOL Goals</th>
<th>MA TESOL PLOs</th>
<th>University Learning Goals</th>
</tr>
</thead>
</table>
| 1. Knowledge of language and skills required to understand and explain language systems. | PLO1A: Students will analyze language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse and articulate the relationships between the various intrasentential levels and features of English structure. | 1A  
2A  
2B  
2C  
3A  
3B  
4A  
4B  
4C  
5A  
5B |
<p>| PLO1B: Students will correlate the knowledge and analytical skills in objective 1a with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language. |  |
| 2. Knowledge of language learning – Knowledge of current theories concerning cognitive, affective, social, and cultural factors central to the acquisition and use of second languages. | PLO2A: Students will demonstrate an understanding of the role of pragmatic knowledge and knowledge of text structure in the comprehension, production, and acquisition of a second language. | |
| PLO2B: Students will demonstrate an understanding of the intersection between culture, language, language learning and teaching, and language use with particular reference to English as a global language. | |
| PLO2C: Students will apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts. | |
| 3. Knowledge and skills of language instruction – Knowledge of curriculum frameworks, teaching methods, and proficiency assessment instruments for teaching English as a non-native language. | PLO3A: Students will identify the instructional strategies that go with the established teaching methods and apply them to various language learning and teaching situations. | |
| PLO3B: Students will critically evaluate the teaching of actual ESL classes with regard to teaching strategies and activities and with regard to goals 1 and 2. | |</p>
<table>
<thead>
<tr>
<th>PLO3C:</th>
<th>Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.</th>
</tr>
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<tbody>
<tr>
<td>PLO3D:</td>
<td>Students will develop ESL curriculum for diverse target groups, design supplementary materials for use with particular instructional strategies, and develop language tests and assessment instruments, by synthesizing the objectives of goals 1 and 2 and the teaching strategies in objective 3a.</td>
</tr>
<tr>
<td>4. Ability to understand and analyze the processes of linguistic and cultural globalization and their impact on English language learning, teaching, and communication.</td>
<td></td>
</tr>
<tr>
<td>PLO4A:</td>
<td>Students will critically examine concepts such as race, ethnicity, identity, and culture and their relationship to language teaching and learning in the context of a globalized world.</td>
</tr>
<tr>
<td>PLO4B:</td>
<td>Students will design syllabi that create classroom and program environments that foster global cultural consciousness.</td>
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<tr>
<td>5. Effectively teach English learners in a variety of contexts and maintain an active professional role as a teacher-scholar.</td>
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<tr>
<td>PLO5A:</td>
<td>Students will complete a one-semester supervised practicum in which they plan lessons and teach English to an actual ESL class.</td>
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<tr>
<td>PLO5B:</td>
<td>Students will carry out independent research.</td>
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<tr>
<td>PLO5C:</td>
<td>Students will effectively write and present for professional audiences.</td>
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</table>
### 3. Alignment – Matrix of PLOs to Courses

<table>
<thead>
<tr>
<th>MA TESOL PLOs</th>
<th>Course</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>PLO 1A:</strong> Students will analyze language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse and articulate the relationships between the various intrasentential levels and features of English structure.</td>
<td>LING 101 (introduced) LING 107 (introduced) LLD 260 (reinforced) LLD 261 (reinforced) LLD 282 (advanced)</td>
<td>Problem-solving analyses of language data, particularly English language data Oral presentations on specific English language structures Mid-term and final exams focusing on synthesis and application of concepts to specified learning and teaching contexts Collection and analysis of primary English language data</td>
</tr>
<tr>
<td><strong>PLO 1B:</strong> Students will correlate the knowledge and analytical skills in objective 1a with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language.</td>
<td>LING 107 (introduced) LLD 260 (reinforced) LLD 261 (reinforced) LLD 280 (advanced) LLD 283 (advanced) LLD 282 (advanced)</td>
<td>Reviews of the research literature on SLA Data-oriented interlanguage problems which the students investigate to identify the use of learning strategies, and to derive probable psychological processes governing strategy use Research projects that help students learn and use the knowledge and skills necessary to pose questions, collect and analyze data, find a pattern in the learner language, and derive probable hypothesis Critical book reviews from bibliographies collected Research projects, in which students synthesize what was learned and display knowledge and skill in collecting, analyzing and interpreting ethnographic data Oral presentations in which students discuss possible pedagogical implications of their research Annotated bibliographies, using electronic data bases Culture journals: students “adopt a culture” and write it in both a direct (international) and indirect (reading &amp; research) manner.</td>
</tr>
<tr>
<td><strong>PLO 2A:</strong> Students will demonstrate an understanding of the role of pragmatic knowledge and knowledge of text structure in the comprehension, production, and acquisition of a second language.</td>
<td>LLD 270 (introduced) LLD 280 (reinforced) LLD 282 (advanced) LLD 283 (advanced)</td>
<td>Reflective journals in which students record their developing beliefs, assumptions, and knowledge based on their readings and class discussions, and share their thoughts with other students. Program evaluations in which students study existing instructional programs and critique them using developing</td>
</tr>
<tr>
<td><strong>PLO 2B:</strong> Students will demonstrate an understanding of the intersection between culture, language, language learning and teaching, and language use with particular reference to English as a global language.</td>
<td>LLD 271 (introduced) LLD 280 (reinforced) LLD 282 (advanced)</td>
<td></td>
</tr>
<tr>
<td><strong>PLO 2C:</strong> Students will apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts.</td>
<td>LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (advanced) LLD 282 (advanced)</td>
<td></td>
</tr>
<tr>
<td><strong>PLO 3A:</strong> Students will identify the instructional strategies that go with the established teaching methods and apply them to various language learning and teaching situations.</td>
<td>LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (reinforced) LLD 282 (advanced)</td>
<td></td>
</tr>
</tbody>
</table>
| PLO 3B: Students will critically evaluate the teaching of actual ESL classes with regard to teaching strategies and activities and with regard to goals 1 and 2. | LLD 280 (introduced)  
LLD 282 (reinforced) | knowledge and skills.  
Analytical journal based on 12-week tutoring experience with non-native learner of English.  
Oral presentations in which students discuss possible pedagogical implications of their research. |
|---|---|---|
| PLO 3C: Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques. | LLD 280 (introduced)  
LLD 282 (advanced) | Needs analyses involving selection of a group of language learners in an institutional setting and an analysis of their needs.  
Classroom interactional analyses in which students observe ESL classes to report on teacher, learner, and observer perspectives of classroom events. |
| PLO 3D: Students will develop ESL curriculum for diverse target groups, design supplementary materials for use with particular instructional strategies, and develop language tests and assessment instruments, by synthesizing the objectives of goals 1 and 2 and the teaching strategies in objective 3a. | LLD 280 (introduced)  
LLD 283 (reinforced)  
LLD 282 (advanced) | Research projects in which students develop the rationale, write a lesson plan and design teaching materials for an ESL lesson of their choice.  
Students will develop a detailed curriculum based on the results of their needs analysis.  
Test construction, including the construction of a battery of tests, following different test formats, and administration of them on a group of learners. Program re-evaluation, in which students synthesize their knowledge and skill to evaluate the newly developed instructional program. |
| PLO 4A: Students will critically examine concepts such as race, ethnicity, identity, and culture and their relationship to language teaching and learning in the context of a globalized world. | LLD 270 (introduced)  
LLD 280 (reinforced)  
LLD 271 (advanced) | Students select specific theories and do a critical literature review to trace their historical development in order to see and assess their role in language learning and teaching.  
Students select a particular concept, conduct a critical autoethnographic study to understand and assess how the concept has shaped their language learning and teaching experience. |
| PLO 4B: Students will design syllabi that create classroom and program environments that foster global cultural consciousness. | LLD 271 (introduced)  
LLD 280 (reinforced)  
LLD 282 (advanced) | Students focus on select features of cultural globalization to do a data-oriented mini-ethnographic study to understand and explain how globalization is shaping policies and practices of English language teaching.  
Students design a mini cultural syllabus with specific goals and objectives, and plan a set of classroom strategies that focus on creating global cultural consciousness in the learner. |
| PLO 5A: Students will complete a one-semester supervised practicum in which they plan lessons and teach English to an actual ESL class. | LLD 270 (introduced)  
LLD 283 (reinforced)  
LLD 282 (advanced) | Portfolios, written records kept by students of all their work, which are used to monitor their own progress to be turned in for summative assessment.  
Peer teaching, also involving constructive criticism of peers and written analyses of lesson by self and peers. |
<table>
<thead>
<tr>
<th>PLO 5B: Students will carry out independent research.</th>
<th>LLD 250W (introduced)</th>
<th>LLD 280 (reinforced)</th>
<th>LLD 271 (advanced)</th>
<th>Peer teaching in which students teach min-lessons in a language other than English to their classmates.</th>
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</thead>
<tbody>
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<td>Practice teaching, including videotaping, analysis and written reports on their experiences.</td>
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<td>Program profiles in which students produce written analyses of the instructional programs they are part of.</td>
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<td>Students will pass a weekend-long comprehensive examination or write a thesis.</td>
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</table>

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<thead>
<tr>
<th>PLO 5C: Students will effectively write and present for professional audiences.</th>
<th>LLD 250W (introduced)</th>
<th>LLD 280 (reinforced)</th>
<th>LLD 271 (advanced)</th>
<th></th>
</tr>
</thead>
</table>

4. Planning – Assessment Schedule 2014-2019

<table>
<thead>
<tr>
<th>PLO\SEM</th>
<th>F14</th>
<th>S15</th>
<th>F16</th>
<th>S16</th>
<th>F17</th>
<th>S17</th>
<th>F18</th>
<th>S18</th>
<th>F19</th>
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</thead>
<tbody>
<tr>
<td>PLO 1A</td>
<td>LLD260</td>
<td>LLD261</td>
<td>LLD282</td>
<td>LLD280</td>
<td>LLD283</td>
<td>LING 107</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO 1B</td>
<td>LLD260</td>
<td>LLD261</td>
<td>LLD282</td>
<td>LLD280</td>
<td>LLD283</td>
<td>LING 107</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>PLO 2A</td>
<td>LLD270</td>
<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
<td>✓</td>
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<tr>
<td>PLO 2B</td>
<td>LLD271</td>
<td>LLD280</td>
<td>LLD282</td>
<td>✓</td>
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<tr>
<td>PLO 2C</td>
<td>LLD270</td>
<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
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<tr>
<td>PLO 3A</td>
<td>LLD270</td>
<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
<td>✓</td>
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<tr>
<td>PLO 3B</td>
<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
<td>✓</td>
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<tr>
<td>PLO 3C</td>
<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
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<tr>
<td>PLO 3D</td>
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<td>LLD282</td>
<td>LLD283</td>
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<tr>
<td>PLO 4A</td>
<td>LLD270</td>
<td>LLD271</td>
<td>LLD280</td>
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<tr>
<td>PLO 4B</td>
<td>LLD271</td>
<td>LLD280</td>
<td>LLD282</td>
<td>✓</td>
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<tr>
<td>PLO 5A</td>
<td>LLD270</td>
<td>LLD282</td>
<td>LLD283</td>
<td>✓</td>
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<tr>
<td>PLO 5B</td>
<td>LLD271</td>
<td>LLD280</td>
<td>LLD283</td>
<td>LLD250W</td>
<td>✓</td>
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<tr>
<td>PLO 5C</td>
<td>LLD270</td>
<td>LLD280</td>
<td>LLD283</td>
<td>LLD250W</td>
<td>✓</td>
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For the first eight semesters, we will conduct assessment by course, assessing all PLOs relevant for each. For the last two semesters, we will conduct assessment by PLO, considering data from all courses relevant, and make adjustments to our curriculum accordingly, thus “closing the loop.”

5. Student Experience

TESOL PLOs are available on the Department website as well as in course syllabi where relevant. Students are encouraged to reflect on course content and PLOs, and students are requested to provide feedback on PLOs in class and in end-of-program surveys. When PLOs are reexamined, this feedback is factors into any revisions.
PART B

6. Assessment Data and Results
The data collected for this report came from data collected in Fall 2015 in LLD 271 and LLD 261 (see PLO Assessment Schedule in Part A). Assessment data was collected in both classes from Fall only due to a course rotation that the department began after the assessment schedule had been determined.

7. Analysis (See Appendix for a detailed description of each assignment)
PLOs 2B, 4A, 4B, 5B
PLO 2B: During Fall 2015, students in LLD 271 demonstrated their “understanding of the intersection between culture, language, language learning and teaching, and language use with particular reference to English as a global language” (PLO 2B) through the following assignment:

- **Journals and Journal Responses:** Students were required to write 5 journal entries reflecting on course readings and class discussions of those readings. For every journal they wrote, they were also required to respond to at least one other classmate’s journal. The journals and responses are a good indicator of how well students are grasping and making sense of basic concepts introduced early in the course, such as how language and culture are intertwined, how culture is inevitably part of teaching and learning, and the various ways culture has been defined. These journals are not graded but they do contribute to the points they earn for the final grade, and they receive instructor responses that seek to clarify any misunderstandings. 100% of the students completed these journals successfully.

PLO 4A: During Fall 2015, students in LLD 271 “critically examine(d) concepts such as race, ethnicity, identity, and culture and their relationship to language teaching and learning in the context of a globalized world” (PLO 4A) through the following assignment:

- **Mid-semester critical analysis of a powerpoint presentation:** To assess students’ critical awareness (PLO 4A), an assignment was given at mid-semester. In it, students had to view a powerpoint presentation (by an anonymous professional presenter) on intercultural communication and answer questions about whether and in what ways the presentation was consistent/inconsistent with what they were learning in LLD 271. This assignment was particularly helpful in revealing the degree to which students were beginning to notice and critique incorrect or questionable information surrounding notions of race, culture, and behavior. Responses were discussed in class and students were encouraged to be more critical when they noticed dubious statements about race, culture, etc. A = 10, A- = 3, B+ = 2.

PLO 4B: During Fall 2015, students in LLD 271 “design(ed) syllabi that create classroom and program environments that foster global cultural consciousness” (PLO 4B) through the following assignment:

- **Group facilitation about a reading:** Students were required to work in teams to facilitate class discussion of one of the course readings, essentially leading the rest of the class in discussing the concepts in the reading and applying these concepts to future teaching situations they might
encounter. This assignment, while it does not require students to design a syllabus, gives them practice in lesson planning around intercultural topics and themes in the readings. They are assessed on their understanding of the content and the degree to which they design activities that engage their classmates in discussion of the reading. The assignment lays some of the groundwork for PLO 4B, designing a syllabus that fosters global cultural consciousness. These skills and concepts will be applied further in LLD 282, the Practicum in TESOL. 

PLO 5B: During Fall 2015, students in LLD 271 “carried out independent research” (PLO 5B) through the following assignment:

- **Research paper**: The culminating assessment for this course was the final research paper, a multistage project that included a proposal, a literature review, data collection and analysis, and interpretations and conclusions. The different sections were done in stages, and students received instructor formative feedback on each section except for the interpretations and conclusions. This process embodies the expectation of PLO 5B, carrying out independent research. Students could choose any topic and research question as long as it was clearly related to intercultural communication and language pedagogy. Most students did very well on this assignment, in part due to the feedback and revision cycle, which allowed them to improve their paper. A=6; A- = 4; B+= 5.

**PLOs 1A, 1B**

PLO 1A: During Fall 2015, students in LLD 261 “analyze(d) language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse and articulate the relationships between the various intrasentential levels and features of English structure.” (PLO 1A) through the following assignments:

- **Transcription Assignment**: Students were given a one-minute recorded segment of ordinary conversation and were required to transcribe the conversation as accurately as possible according to the transcription conventions studied in class. This assignment requires students to pay attention to the way that the sounds system interacts with grammar and vocabulary in meaningful ways and challenges students to notice aspects of language that are easily overlooked or ignored as meaningless. This assignment is difficult and requires meticulous attention to detail. Overall, students did well on the assignment and heightened their awareness of the ways that language systems interact to produce meaning in conversation. A=1, A- =5, B+=5, B= 2, B- =1

- **Final Lesson Plan**: Students were assigned a particular feature on conversation and then were asked to create a short unit designed to teach that particular feature to a target audience of their choosing. This assignment asked students to focus on relevant structural aspects of language while integrating that structural focus with relevant sociocultural factors affecting language use. Overall, students performed well on this assignment and displayed a solid ability to connect details of language structure to actual language use. In the one case where a student received a C on this assignment, a lack of detail was the reason. More will be discussed about this under proposed changes. A=4, A- =4, B+=2, B=3, C=1
PLO 1B: During Fall 2015, students in LLD 261 “correlate(d) the knowledge and analytical skills in objective 1A with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language” (PLO 1B) through the following assignments:

- **Teaching Speech Acts Presentation:** Midway through the semester, students are assigned a sample published lesson that teaches a particular speech act and in groups are asked to design a presentation that critiques the lesson. The assignment aims to call students’ attention to various ways for presenting specific language and for teaching the different skills of reading, writing, listening, and speaking. It is also designed to familiarize students with how to design a lesson for teaching pragmatics so that they are better prepared for the final lesson plan assignment. Overall, students did very well on this assignment. A=4, A-=7, B=3

- **Final Lesson Plan (repeated again here):** Students were assigned a particular feature on conversation and then were asked to create a short unit designed to teach that particular feature to a target audience of their choosing. This assignment asked students to focus on relevant structural aspects of language while integrating that structural focus with relevant sociocultural factors affecting language use. Overall, students performed well on this assignment and displayed a solid ability to connect details of language structure to actual language use. In the one case where a student received a C on this assignment, a lack of detail was the reason. More will be discussed about this under proposed changes. A=4, A-=4, B+=2, B=3, C=1

**8. Proposed Changes and Goals (if any)**

Student mastery of the PLOs examined during the current assessment cycle is high and we are generally pleased with their performance. In terms of assignments, we were especially pleased with the “Critical Analysis of a Power Point Presentation.” This was a new assignment, which helped pinpoint more accurately how students were progressing in applying critical analysis to a real situation. We plan to use this assignment, or something similar, in the future. We may need to tighten the connection between the “Group Facilitation about a Reading” and the students’ eventual development of course syllabi and teaching units. This can be done by discussing elements of syllabus and unit design with students and providing examples of how their facilitation plans can foster global cultural consciousness.

As mentioned in the previous report, students still struggle to make connections between theoretical knowledge and the practical application of that knowledge to actual teaching situations and contexts. To better facilitate this, we plan to add a classroom observation assignment to LLD 261, which we hope will help students to make stronger connections between theory and practice.

We plan to assess Department PLOs 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 5B, and 5C in LLD 280 in Fall 2016 and Department PLOs 1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4B, and 5A in LLD 282 in Spring 2017.

The specific PLOs to be assessed in 2016-2017 are listed below:

**PLO 1A:** Students will analyze language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse and articulate the relationships between the various intrasentential levels and features of English structure.
PLO 1B: Students will correlate the knowledge and analytical skills in objective 1a with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language.

PLO 2A: Students will demonstrate an understanding of the role of pragmatic knowledge and knowledge of text structure in the comprehension, production, and acquisition of a second language.

PLO 2B: Students will demonstrate an understanding of the intersection between culture, language, language learning and teaching, and language use with particular reference to English as a global language.

PLO 2C: Students will apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts.

PLO 3A: Students will identify the instructional strategies that go with the established teaching methods and apply them to various language learning and teaching situations.

PLO 3B: Students will critically evaluate the teaching of actual ESL classes with regard to teaching strategies and activities and with regard to goals 1 and 2.

PLO 3C: Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.

PLO 3D: Students will develop ESL curriculum for diverse target groups, design supplementary materials for use with particular instructional strategies, and develop language tests and assessment instruments by synthesizing the objectives of goals 1 and 2 and the teaching strategies in objective 3A.

PLO 4A: Students will critically examine concepts such as race, ethnicity, identity, and culture and their relationship to language teaching and learning in the context of a globalized world.

PLO 4B: Students will design syllabi that create classroom and program environments that foster global cultural consciousness.

PLO 5A: Students will complete a one-semester supervised practicum in which they plan lessons and teach English to an actual ESL class.

PLO 5B: Students will carry out independent research.

PLO 5C: Students will effectively write and present for professional audiences.

PART C

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the loop</td>
<td>To occur in fall 2018 and Spring 2019.</td>
</tr>
<tr>
<td>Offer course on Technology Enhanced Language Learning (TELL)</td>
<td>Attempted to hire new faculty member in Fall 2015, but search failed. The department has reapplied for this line.</td>
</tr>
<tr>
<td>Provide students with more opportunities for practical training</td>
<td>One official agreement in the works with Freemont Union High School District; MOU with Milpitas Adult School.</td>
</tr>
<tr>
<td>Develop certificate in Academic Reading and Writing</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>Make connections between theory and practice</td>
<td>Ongoing. Also, see “Teaching Speech Acts” and “Final Lesson Plan” assignments described above.</td>
</tr>
<tr>
<td>Continue to grow the program</td>
<td>One official agreement in the works with Freemont Union High</td>
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</tbody>
</table>
School District; MOU with Milpitas Adult School; Discussion about exchange program with Rikkyo University in Japan (Fall 2014).

<table>
<thead>
<tr>
<th>Action</th>
<th>Proposed</th>
</tr>
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<tbody>
<tr>
<td>Integrate classroom observations into LLD 261</td>
<td>Proposed in 2015-2016 Assessment report.</td>
</tr>
<tr>
<td>Discuss elements of syllabus and unit design into LLD 271</td>
<td>Proposed in 2015-2016 Assessment report.</td>
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</tbody>
</table>
LLD 271
GUIDELINES FOR JOURNALS

Your journal will be an ongoing tool for your reflection on what you are learning in this course, and for other students and your professor to respond to your ideas. You are required to write 6 journals altogether (the last one, #6, will have a special prompt for the end of semester reflection). Each entry should be approximately 250-300 words. You will turn these in via Canvas, according to the dates on your greensheet. You will be paired with other students at different times in the semester to read and respond to each others’ journals.

Journals will not be given letter grades, but I will read them and respond either to the entire set or sometimes to every individual. To receive full credit, you must do all your journals and comment responsibly on other students’ journals. (I will not mark sentence level errors in your journals because the purpose is to encourage you to explore ideas, not to worry about grammar and sentence structure. However, try to be as clear as possible!).

What should you write about in your journal?

With the exception of the first and last journals, whose topics I will assign, you are free to choose any topic that has been covered in the class since the last time you wrote a journal, whether in the readings, or in class discussion. The topics you write about should be explicitly related to culture and intercultural communication.¹ You may find the following general prompts useful to get you thinking:

• Is there something that came up in class that you really resonated with (or agreed with strongly)? Why? What is it about your past experience that made this point/topic/issue stand out?
• Is there something that came up in class recently that you disagreed with? Why? What is it about your past experience/knowledge that made you disagree?
• If there were more class time (or of you felt less shy), what would you have wanted to add to recent discussions?
• If you were going to write to the author of _____ article we read, what would you want to tell him/her?
• As you work on your final project, what concepts do you find most challenging?
• From time to time, I might provide other suggestions related to the topic we have been addressing that week.

¹ One can argue that most topics have a "cultural" angle. But I would like you to make the cultural aspect explicit. For example, writing journal entries about the political situation in the US today, without any discussion of how culture shapes politics or how politics shape culture, would not be acceptable.
What are the logistics?
We will be using the class website to turn in and read and comment on journals. No paper printouts are necessary.
  • You will have a journal partner with whom you will exchange journals (see syllabus for due dates) & comment on each others’ journals. (We will rotate several times throughout the semester so you will not always be partnered with the same person).
  • I will also read and comment on each set of journals as a group (noting patterns, differences, etc.)

How should you respond to other people's journals?
  • Comment on what you agree with/disagree with, and why.
  • Ask questions -- e.g., ”What do you mean by . . . ?” “Can you give an example of . . . ?”
  • Tell them you didn’t understand something.
  • Tell them that reading their journal reminds you of .... Or makes you wonder if ....
  • Ask them if they’ve considered another perspective, such as ....

Please avoid:
  • Anything that puts the other person down; you can be a critical friend, always with a positive intention -- to encourage the person go deeper, say more, improve... In any critique, include a suggestion that will help that person express himself/herself even more powerfully.
  • One or two-word responses that don't tell the person what you're really thinking - e.g., ”Good!” or ”I Agree!” -- but the person won't know what you agree with, or why.

Critique of a Powerpoint Presentation on Intercultural Communication

(This assignment was originally posted on Canvas.)

Read through the attached power point slides about intercultural communication. These were part of a presentation at a conference put on by the US State Department in 2014 for international students and scholars.

Write a very brief (1-2 pages) critique in which you discuss one slide that you think is consistent with what we have been learning in LLD 271, and one slide that you think is not consistent with what we are learning in 271. Explain how these slides are either consistent or inconsistent with key concepts in 271.

This assignment is worth 5 points.
Student-led Class Facilitations

<table>
<thead>
<tr>
<th>Article</th>
<th>Tentative date</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scollon &amp; Scollon, Interpersonal politeness</td>
<td>9/22</td>
<td></td>
</tr>
<tr>
<td>Villegas &amp; Lucas, Culturally Responsive teaching (Ch. 3)</td>
<td>9/29</td>
<td></td>
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<tr>
<td>Cheng, Asian students’ reticence revisited</td>
<td>10/15</td>
<td></td>
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<tr>
<td>Rose, “Learning about requests”</td>
<td>10/20</td>
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<tr>
<td>Harklau, Representing culture</td>
<td>10/27</td>
<td></td>
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<tr>
<td>Arva &amp; Medgyes, NEST &amp; NNEST</td>
<td>11/10</td>
<td></td>
</tr>
<tr>
<td>Stambach, Confucius Institute Programming in the US</td>
<td>11/24</td>
<td></td>
</tr>
</tbody>
</table>

Directions for student-led facilitations:

1. Exchange phone #s and/or email with your partners.
2. Meet and/or confer by phone or email with your partner(s) to plan the presentation.
3. Be prepared to spend about 45 mins. leading the class in discussing the content of the article or chapter. Your presentation should include a visual aid (1-2 page handout or power point which can be posted on Canvas site). The visual aid could consist, for example, of a list of key points and a set of discussion questions or an activity that you will use to stimulate discussion.
4. Please limit the amount of time you spend summarizing the reading (no more than 10 minutes please!). Assume that people have already read it, and you just want to remind them of some key points. Most of the time should be spent facilitating the class in some sort of active discussion or activity that will help us all engage with the topic better. For example, you could design some questions and ask pairs or small groups to each discuss one question; then come back together as a whole group and share highlights. If your topic is a controversial one, you could organize a debate on it. Let me know if you need other ideas.
5. Your facilitation and the accompanying visual aid will be graded on 2 criteria:
   - The extent to which all facilitators demonstrate understanding of the topic (it’s up to you to make sure everyone shares the presentation).
   - The extent to which facilitators engage the rest of the class in fruitful discussion/exploration of the topic.

The assignment is worth 10 points maximum. Half of the points are for the group grade and half are for the individual.
Rubric for Final Paper, LLD 271

Introduction (5 max)

*The paper...*

- Clearly presents the topic, your research question(s), and the reason you wanted to explore this question(s).
- Explains your assumptions at the beginning.
- Foreshadows how the topic and question(s) is related to one or more of the theoretical concepts of culture we have studied in 271.

Literature Review (7 max)

- Presents sources that are relevant to the research question(s).
- Organizes the review thematically and integrates sources to address key subtopics (not author by author like an annotated bibliography).
- Includes a summary of what you learned form the literature review, as well as any critical comments or questions you are left with.
- Includes a transition to the data report.

Data report (7 max)

- Explains methodology clearly and completely
- Presents a well developed analysis, pointing out themes or patterns with data examples.
- Reflects on the meaning of the results and what can be learned.

Critical reflections and conclusion (7 max)

- Relates outside sources (literature) to empirical data (data report)
- Relates outside sources and empirical data to the author’s own critical understanding and experience of the phenomenon that was investigated;
- Relates the findings to one or more of the theoretical concepts we have read about in LLD 271 (see “Framing 271” for ideas).
- Demonstrates overall coherence (beginning, middle, and end of the paper are tied together somehow)

Clarity, Style, Grammar, Mechanics, and Citation of Sources (4 max)

- Is well edited and proofread for clarity, style, and grammar and mechanics.
- Cites sources properly both in the text and in the references.
TRANSCRIPTION ASSIGNMENT

For your first assignment, you will transcribe an audio segment that is approximately one-minute long. The segment will be given to you as an mp3 file on a CD that you will be asked to return when you hand in your assignment. The audio file is also available on the course website (look under “Assignments”). Your transcript should be typed.

Using the transcription conventions discussed in class, you should transcribe the entire segment. Your task is to represent as accurately as possible everything about the interaction. This means that you should:

1. **Transcribe everything** that participants say (including hesitation markers such as “uh” and cutoff words such as “b- but”).

2. **Indicate temporal and sequential relationships** such as the length of pauses within and between speaker utterances and the onset of any overlap that occurs.

3. **Mark all discernable aspects of speech delivery**. This includes aspects of intonation, vowel prolongation, cutoffs, and so on (see transcription handout for full list).

4. **Number each line of your transcript**. This makes it easier for us, as analysts, to refer to different parts of the interaction and different aspects of the talk.

Do not exclude anything simply because you believe it is not relevant to the interaction. As we will see, participants in interaction orient to a wide range of phenomena and so our job as analysts is to produce the best written representation that we possibly can. After we get everything down on paper, then we can decide whether or not something “matters” to the individuals involved in the interaction.

Remember! Transcripts are selective representations of what ‘actually’ transpired. They are imperfect and constantly in need of refinement.

**Example**

1  Bee: In the gy:m? [(hh)
2  Ava: [Yea:h. (. ) Like grou(h)p therapy. Yuh know,
3      [half the grou]p that we had la:s’ term wz there en we=
4  Bee: [Oh: : : . ] ·hh
5  Ava: =[jus’ playing arou:nd.
6  Bee: =[·hh
7      (0.4)
8  pla(h)yin’ arou(h)nd.

For assistance with the transcription conventions, please refer to the online transcription module available at:

http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/index.html
Temporal and sequential relationships

[  ]  A point of overlap onset

=  No interval between adjacent utterances

(0.5)  Silence represented in tenths of a second

(.)  Micropause

Aspects of speech delivery

.  Final or falling intonation, not necessarily the end of a sentence

?  Rising intonation, not necessarily a question

.  “Continuing” intonation, not necessarily a clause boundary

::  The prolongation or stretching of the sound just preceding them

-  A cut-off or self-interruption

**word**  Bold italics indicates some sort of stress or emphasis, either by increased volume or higher pitch. This may also be indicated by **underlining**.

˚  The talk following the degree sign is markedly quiet or soft

˚ ˚  The talk between the degree signs is markedly softer than the speech around it

↑ ↓  The up and down arrows mark sharper rises or falls in pitch than would be indicated by combinations of colons or bold/underlining

<>  The talk between the “more than” and “less than” symbols is compressed or rushed

< >  A stretch of talk is markedly slowed or drawn out

hhh  Hearable aspiration. It may represent breathing, laughter, etc.

·hhh  Hearable inbreath

Other markings

(()  Transcriber’s description of events

(word)  Uncertainty on the transcriber’s part

( )  Something is being said, but no hearing can be achieved
**Instructions:** For this assignment, you and your partner will be responsible for presenting one of the lessons from Tatsuki & Houck (2010). How you organize the presentation is up to you, but at a minimum you should cover the topics listed below. You are not expected to teach us the lesson, but you may find it useful to include an activity or two in the presentation.

1. What is the specific speech act that the lesson addresses and what does the literature say about (a) the linguistic structures used to perform that speech act and (b) the social and cultural factors that influence how it is used?
   - For this part, you will need to do some library research.

2. What challenges might L2 learners face when producing this particular speech act in English?

3. Summarize the lesson.
   - How does it address **pragmalinguistics**?
   - How does it address **sociopragmatics**?
   - In other words, how does the lesson address **linguistic form** and the **social and cultural factors** that influence the production of the speech act.
   - If you feel that the lesson does not effectively address one or both of these areas, explain what is missing.

4. Would you make any changes/modifications to the lesson if you were to teach it? Think in terms of the level of student being taught as well as the context of instruction.

The presentation should last about twenty minutes, with an additional five minutes provided for questions and discussion.

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**On the day of the presentation,** you should prepare a handout for each member of the class and one for the instructor as well. On this handout you should include a summary of the items listed above. You may also choose to include any questions or concerns you have regarding the lesson that you would like us to discuss.

Although you are not required to meet with me prior to the presentation, I encourage you to come see me if you have questions along the way.

LLD 261
For the final project in this class, you will design teaching materials that address a specific aspect of pragmatics or discourse and which are based on some source of authentic language data. This can come from class readings, assignments, online corpora, etc. Ideas for topics can come from Pragmatics: Teaching Speech Acts, Conversation Analysis and Second Language Pedagogy, or from your own teaching or learning experience.

Your project should include the following:

1. An identification of the target language learners (L1, proficiency level, age, etc.) and the teaching context (ESL/EFL, high school, community college, intensive English program, etc.);

2. The pragmatic and discourse needs of the learners;

3. A brief review (~ 3 pages) of pragmatics/discourse analysis research and teaching theory on the topic. You should consult a minimum of five (5) outside resources for this;

4. A brief rationale (~ 2 pages) that explains the relevance of the topic for the designated group of learners as well as how your instructional solutions “work”;

5. Your specific teaching goals;

6. The design of your teaching unit with a day-by-day overview of the topics you will cover and the materials you will use to do so;

7. A complete lesson plan and fully developed materials for one lesson of the larger unit.

When designing your teaching materials, keep in mind that you should include a balance of “awareness-raising” activities and activities that focus on productive language use. Follow the six-step procedure described in Riggenbach to outline your teaching unit.

Awareness-raising activities can range from requiring students to analyze segments of authentic discourse for the pragmatic/discourse feature you are presenting or, if the target language context is an ESL setting, having students perform observations of language use outside the classroom.

Activities that focus on productive language use will create contexts in which students can apply the pragmatic/discourse focus of your lesson in meaningful and appropriate ways.

Both pragmalinguistic knowledge and sociopragmatic knowledge should be addressed in your teaching materials. This means that both your awareness-raising activities and those that focus on productive language use should explore (a) the resources for conveying communicative acts as well as (b) the social perceptions underlying the performance and interpretation of communicative acts.

For additional ideas on how to design activities for teaching pragmatics, the U.S. Department of State’s Bureau of Educational and Cultural Affairs has some excellent sample activities at:

http://exchanges.state.gov/englishteaching/resforteach/pragmatics.html

The final version of your project is due on the date indicated on the greensheet.

LLD 261
1. Profile of learners (students), objectives, rationale. Are the focus and content of the lesson appropriate?

2. Is the pragmatic/discourse description accurate and adequate?

3. Identify the following components in this lesson (if present and/or relevant) and comment on their effectiveness:
   a. **Introductory context**: (Dialog? Data? Other?)
      a. Is it engaging?
      b. Is the language “natural”?
   b. **Presentation**: Inductive generalization
      a. Clear examples?
      b. Good questions with simple answers?
   c. **Essential information covered**?
   d. **Recognition, awareness-raising, and production practice**
      a. Well related to context/topic?
      b. Includes sentence-level practice?
      c. Imitative?
      d. Extemporaneous?
e. **Communicative Activity**

   a. Adequate setup (instructions, modeling)?

   b. Does it practice the target feature or pragmatics/discourse?

   c. Is it truly communicative?

f. **Feedback/correction** (What sort of feedback and/or correction do learners receive?)

4. Does the lesson effectively address sociopragmatic knowledge? Where?

5. Does the lesson effectively address pragmalinguistic knowledge? Where?

6. Does the lesson include contextualized examples from authentic sources for analysis? If not, provide suggestions.

7. What do you especially like about the lesson?

8. Where could it benefit from revision, and how?