**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 Phillipbaum | scott.phillabaum@sjsu.edu  
**Date of Report:** March 1, 2017

**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>
</table>
| GOAL 1: Knowledge of language and skills required to understand and explain language systems. | 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. |
| GOAL 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. | 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. |
| GOAL 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. | 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. |
<table>
<thead>
<tr>
<th>PLO 3D:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 4:</strong></td>
<td>Ability to understand and analyze the processes of linguistic and cultural globalization and their impact on English language learning, teaching, and communication.</td>
</tr>
<tr>
<td>PLO 4A:</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>PLO 4B:</td>
<td>Students will design syllabi that create classroom and program environments that foster global cultural consciousness.</td>
</tr>
<tr>
<td><strong>GOAL 5:</strong></td>
<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>
</tr>
<tr>
<td>PLO 5A:</td>
<td>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>PLO 5B:</td>
<td>Students will carry out independent research.</td>
</tr>
<tr>
<td>PLO 5C:</td>
<td>Students will effectively write and present for professional audiences.</td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td></td>
<td></td>
<td>1A 2A 2B 2C 3A 3B 4A 4B 4C 5A 5B</td>
</tr>
<tr>
<td>1. Knowledge of language and skills required to understand and explain language systems.</td>
<td><strong>PLO1A</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>
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<td><strong>PLO1B</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>
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</tr>
<tr>
<td>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.</td>
<td><strong>PLO2A</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></td>
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<tr>
<td></td>
<td><strong>PLO2B</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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<tr>
<td></td>
<td><strong>PLO2C</strong>: Students will apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts.</td>
<td></td>
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<tr>
<td>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.</td>
<td><strong>PLO3A</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>PLO3B</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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</tr>
<tr>
<td>PLO3C:</td>
<td>Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.</td>
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</tr>
<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>
<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>
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</tr>
<tr>
<td>PLO4B:</td>
<td>Students will design syllabi that create classroom and program environments that foster global cultural consciousness.</td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>PLO5B:</td>
<td>Students will carry out independent research.</td>
<td></td>
</tr>
<tr>
<td>PLO5C:</td>
<td>Students will effectively write and present for professional audiences.</td>
<td></td>
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</tbody>
</table>

4. Ability to understand and analyze the processes of linguistic and cultural globalization and their impact on English language learning, teaching, and communication.

5. Effectively teach English learners in a variety of contexts and maintain an active professional role as a teacher-scholar.
<table>
<thead>
<tr>
<th>MA TESOL PLOs</th>
<th>Course</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</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</td>
</tr>
<tr>
<td>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.</td>
<td>LING 107 (introduced) LLD 260 (reinforced) LLD 261 (reinforced) LLD 280 (advanced) LLD 283 (advanced) LLD 282 (advanced)</td>
<td>Collection and analysis of primary English language data</td>
</tr>
<tr>
<td>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.</td>
<td>LLD 270 (introduced) LLD 280 (reinforced) LLD 282 (advanced) LLD 283 (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>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.</td>
<td>LLD 271 (introduced) LLD 280 (reinforced) LLD 282 (advanced)</td>
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<tr>
<td>PLO 2C: 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>
</tbody>
</table>
| 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. | LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (reinforced) LLD 282 (advanced) | 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
<table>
<thead>
<tr>
<th>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.</th>
<th>LLD 280 (introduced) LLD 282 (reinforced)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 3C: Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.</td>
<td>LLD 280 (introduced) LLD 283 (reinforced) LLD 282 (advanced)</td>
<td>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.</td>
</tr>
<tr>
<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>
<td>LLD 280 (introduced) LLD 283 (reinforced) LLD 282 (advanced)</td>
<td>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.</td>
</tr>
<tr>
<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>
<td>LLD 270 (introduced) LLD 280 (reinforced) LLD 271 (advanced)</td>
<td>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 auto-ethnographic study to understand and assess how the concept has shaped their language learning and teaching experience.</td>
</tr>
<tr>
<td>PLO 4B: Students will design syllabi that create classroom and program environments that foster global cultural consciousness.</td>
<td>LLD 271 (introduced) LLD 280 (reinforced) LLD 282 (advanced)</td>
<td>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.</td>
</tr>
<tr>
<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>
<td>LLD 270 (introduced) LLD 283 (reinforced) LLD 282 (advanced)</td>
<td>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.</td>
</tr>
</tbody>
</table>
PLO 5B: Students will carry out independent research.

LLD 250W (introduced)
LLD 280 (reinforced)
LLD 271 (advanced)

Peer teaching in which students teach min-lessons in a language other than English to their classmates.

Practice teaching, including videotaping, analysis and written reports on their experiences.

Program profiles in which students produce written analyses of the instructional programs they are part of.

Students will pass a weekend-long comprehensive examination or write a thesis.

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

LLD 250W (introduced)
LLD 280 (reinforced)
LLD 271 (advanced)

4. Planning – Assessment Schedule 2014-2019

<table>
<thead>
<tr>
<th>PLO\SEM</th>
<th>F14</th>
<th>S15</th>
<th>F15</th>
<th>S16</th>
<th>F16</th>
<th>S17</th>
<th>F17</th>
<th>S18</th>
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</thead>
<tbody>
<tr>
<td>PLO 1A</td>
<td>LLD260</td>
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<td>LLD261</td>
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<td>LLD282</td>
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<td>LING 107</td>
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<tr>
<td>PLO 1B</td>
<td>LLD260</td>
<td>LLD261</td>
<td></td>
<td>LLD280</td>
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<td>LLD282</td>
<td>LLD283</td>
<td>LING 107</td>
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<tr>
<td>PLO 2A</td>
<td>LLD270</td>
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<td>LLD271</td>
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<td>LLD280</td>
<td>LLD282</td>
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<td>PLO 2B</td>
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<td>LLD270</td>
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<td>LLD280</td>
<td>LLD282</td>
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<tr>
<td>PLO 2C</td>
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<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
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<tr>
<td>PLO 3A</td>
<td>LLD270</td>
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<td>LLD280</td>
<td>LLD282</td>
<td>LLD283</td>
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<td>PLO 3B</td>
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<td>LLD280</td>
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<td>PLO 3C</td>
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<td>LLD270</td>
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<td>LLD280</td>
<td>LLD282</td>
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<tr>
<td>PLO 3D</td>
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<td>LLD280</td>
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<tr>
<td>PLO 4A</td>
<td>LLD270</td>
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<td>LLD271</td>
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<td>LLD280</td>
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<tr>
<td>PLO 4B</td>
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<td>LLD271</td>
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<td>LLD280</td>
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<td>PLO 5A</td>
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<td>LLD282</td>
<td>LLD283</td>
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<tr>
<td>PLO 5B</td>
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<td>LLD282</td>
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<td>PLO 5C</td>
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<td>LLD282</td>
<td>LLD283</td>
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</tbody>
</table>

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.”

NOTE: This schedule is currently being revised. The revised assessment schedule will be included in the 2017-2018 assessment report.

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
Due to scheduling changes and faculty availability, data from LLD 280 will not be presented until next year’s report. Instead, the current assessment report presents reflections based on a comparison of the 2011 assessment of PLOs in LLD 282 to the current implementation of the course this semester, Spring 2017. Since data has yet to be collected, this report is purely reflective in nature.

7. Analysis (See Appendix for the forms used to complete each assignment)
Below are listed the PLOs due to be assessed in LLD 282 during Spring 2017. Rather than discuss each PLO independently, I will describe how the Practicum in TESOL addresses all 11 through a variety of different assignments.

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 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.
Assignments that address these PLOs

- **Peer Teaching**: Students peer teach one 25-minute lesson in our 282 class geared to a specific level (beginning, intermediate, or advanced). The lesson can focus on a particular theme (say, cooking, meeting new people, etc.) and/or a specific skill or group of skills (listening, reading, speaking, writing, grammar, or integrated skills). The peer teaching lesson may be a complete lesson or part of a lesson based on what students can accomplish in 25 minutes. The peer teaching will be followed by a constructive critique of the lesson by the student teacher, their peers, and the instructor. On the day of the peer teaching, students provide a lesson plan to the class members. Students then complete a self-evaluation and turn it in along with the written evaluations from their peers and teacher.

- **Classroom Observations**: Students must observe a minimum of 10 hours of ESL teaching. This time should be divided so that students spend five hours observing in one type of setting, and five in a different type of setting. During observations, students should be deciding what type of setting they prefer to practice teach in. For each observation, students write two reports: The first is a detailed, non-evaluative description of the lesson observed and the second is their evaluation of the lesson.

- **Tutoring/Assisting**: Students must provide at least 6 hours of instructional assistance to an ESL student, which could be at the same site where they are teaching or elsewhere. The assistance students provide should consist primarily of tutoring individual students or small groups, but it can also include other assistance to the teacher if s/he requests it. Students keep a log of these activities and write a report about each session.

- **Practice Teaching**: Once students have chosen a site and have been approved:
  - They observe several hours and teach 10 hours (minimum) at your site. These hours can be done in consecutive classes or not.
  - Write a lesson plan for each lesson taught.
  - Complete a self-evaluation of each lesson taught.
  - Schedule a time when the practicum instructor can come and observe them teaching (preferably around the middle of your teaching experience). Before the practicum instructor visits the class, students send them a lesson plan and the address.
  - Schedule at least one meeting with the practicum instructor to discuss the student’s teaching after the observation. The practicum instructor will provide detailed commentary, both oral and written.
  - Have someone video record two of the lessons that students teach (preferably once during the beginning and a second time toward the end of the practice teaching). Be prepared to show a few clips from two different lessons during the final class meeting and give a 5-minute critical self-evaluation of what each clip demonstrates.
How do these assignments address the PLOs provided on page 8?

Even though most students in the MA TESOL program take a comprehensive exam to fulfill their culminating experience, the Practicum in TESOL serves as the practical culmination of their experience in the MA program. Students are expected to draw upon their training in and knowledge of language structure (PLOs 1A and 1B) when making pedagogical decisions during their practice teaching. Likewise, student teaching is expected to reflect an understanding of pragmatics and cross-cultural communication when designing lessons based on principles of second language acquisition (PLOs 2A, 2B, 2C). Furthermore, in consultation with the practicum instructor and their mentor teacher, students in the practicum design and implement lessons and curricula that implement a variety of instructional and assessment strategies based on current thinking in language education (PLOs 3A, 3B, 3C, 3D, 4B). All of this takes place through their participation in the Practicum in TESOL (PLO 5A).

Reflections based on the 2011 assessment of LLD 282

In 2011 a variety of challenges were identified with respect to the Practicum in TESOL (LLD 282). One of those challenges was a shortage of placement locations for practicum students. This continues to be a challenge for students enrolled in this course. However, in the years since the last assessment of this course, we have begun work on an MOU with Fremont Union High School District and with Milpitas Adult School. We have also, for the first time in over a decade, placed two students in classrooms at International Gateways on the San Jose State University campus. We hope to continue cultivating this relationship so that more of our students are able to complete their practicum experience in a more familiar environment. Another challenge that was raised in the previous assessment was the workload involved in supervising this course as well as recruiting additional faculty willing to take on the responsibility of overseeing this course. Since the last assessment of this course, two additional faculty members have started supervising the practicum, though the burden still falls primarily on the shoulders of one of those faculty members. Figuring out a better way to distribute the responsibility for this course among all faculty in the TESOL program will be a priority moving forward. Also, the faculty needs to find time to reevaluate the course requirements for this class so that it remains a meaningful formative experience for students, but does not place an excessive burden on the shoulders of the practicum supervisor.

Looking ahead

We plan to assess Department PLOs 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 5B, and 5C in LLD 280 in Fall 2017 and Department PLOs 1A, 1B, 5B, and 5C in LING 107 in Spring 2018.
The specific PLOs to be assessed in 2017-2018 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 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>
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<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. We hope to run a search for a new TESOL faculty member in 2017-2018.</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. Developing working relationship with International Gateways at SJSU.</td>
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<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 Practicum in TESOL assignments described above.</td>
</tr>
<tr>
<td>Continue to grow the program</td>
<td>One official agreement in the works with Freemont Union High School District; MOU with Milpitas Adult School ; Discussion about exchange program with Rikkyo University in Japan (Fall 2014). Developing Relationship with International Gateways.</td>
</tr>
<tr>
<td>Integrate classroom observations into LLD 261</td>
<td>Proposed in 2015-2016 Assessment report. Implementation scheduled for Fall 2017</td>
</tr>
<tr>
<td>Discuss elements of syllabus and unit design into LLD 271</td>
<td>Proposed in 2015-2016 Assessment report. Will revisit this discussion with faculty teaching LLD 271 in Fall 2017.</td>
</tr>
<tr>
<td>Reduce the workload in LLD 282.</td>
<td>Discussions underway in Spring 2017, to continue in Fall 2017, and modifications to be implemented in Spring 2018.</td>
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</table>

Appendix – The following pages include the forms that are used to complete the assignments discussed in Item 7 above.
Peer teacher’s name: ___________________  Observer’s name: ___________________

**Teaching Strengths:**

Areas for improvement and/or alternative suggestions:

**Consider:**
- knowledge of subject matter
- teacher’s speech
- presentation of subject matter
- practice of subject matter
- choice of materials
- cultural responsiveness
- rapport with students
- classroom management
- clarity of objectives
- level
- other?

LLD 282 – HENZE
FORM 1: OBSERVATION OR LESSON PLAN

Observation Report #: Observer:
Or Lesson Plan#: 

Teacher:

Date and time: 

School/Room: 

Level/Subject: 

Student Body: 

Seating: 

Materials: 

Student Learning Objective(s): 

Rationale: 

Approach: 

Procedure: Describe in detail what the T. and SS. do in the following parts of the lesson: Housekeeping, Presentation (Staging), Practice, Assessment, Summary (Wrap-Up), Homework (see guidelines in packet). Indicate approximate time frame for each segment of the lesson. Do not evaluate what you observe; just describe! A detailed observation/lesson plan is about 2-3 pages long for each hour.
Please type your observations and the lesson plans and submit them electronically to the appropriate dropbox. The write-ups should include:

Teacher: you can use a pseudonym for the teachers you observe
Date/Time: day, date, and start time
School/Room: school, building, room
Level/subject: level and subject area
Student Body: number, age, gender, ethnicity, L1s as best as you can determine
Book(s): books students will use, if any
Seating: seating arrangement (a drawing may help)
Materials: handouts, blackboard, CD, DVD, etc.

Objective(s) of the lesson
Objectives should be specific – what students will know and be able to do as a result of the lesson. For example, “students will be able to ask simple questions about families using do/does.”

Rationale or relevance of the objective(s)
Say why this objective is important or explain evidence that students need to work on this area. If you are observing and you don’t know the teacher’s rationale, make an educated guess.

Approach or philosophy
Is the lesson driven by any particular approach? For example, communicative? Teacher centered? Inductive? Etc. What can you say about the teacher’s apparent philosophy about what should occur in the classroom? Again, if you don’t know, make an educated guess.

Procedure
Write a detailed account of what the T and Ss do during the lesson. Organize your account according to different parts of the lesson, including the following and any others that are relevant. Indicate the amount of time spent on each part of the lesson.

• Housekeeping tasks: attendance, homework collection, etc.
• Presentation (introduction or staging): How does the teacher frame the activity and present or elicit information needed to work towards the objective(s)? Be sure to focus on student learning, not just the teacher presentation.
• Practice: What activities or tasks are undertaken to give students practice in attaining the objective(s)? What evidence is there that learning takes place during these activities?
• Extension: Does the teacher provide students with additional opportunities to extend their learning in less structured activities? If so, what sort of activities are used?
• Assessment: How do both the teacher and the students know that progress is being made towards the objective(s)? Is assessment ongoing throughout the lesson? How does the teacher respond to students’ language production?
• Summary or wrap-up: Does the teacher review or pull together the main points at the end of the lesson? If so, how?
• Homework and information about the next class: Is there a follow-up assignment? Is there some indication of what will happen in the next class?
Lesson Plan #4

Teacher: Hsiu-Chuan (Doris) Lin
Date /Time: Friday, October 14/10:00-10:45/11:00-11:45 a.m.
School/Room: Adult school/Room A6
Level/Subject: Beginning Low
Topic: Occupations
Language Skill Focus: Listening/Speaking
Student Body: 21 students, between the ages of 18-78
Ethnicity of students: Chinese, Korean, Latvian, Mexican, Russian, Turkish, Ukrainian.
Seating: three students at each table, three tables in a row, and three rows.
Materials: OHP, name cards, handouts, worksheets, poster paper, and blackboard.

Objectives of the lesson:
At the end of the class, students will be able to:
• Identify 10 occupations such as artist, carpenter, cashier, cook/chef, doctor, homemaker, baby-sitter, taxi driver, police officer, and fire fighter.
• Ask questions using the auxiliary (do).
• Answer questions using the simple present tense verb to be (am/are).
• Ask questions using auxiliary (did).
• Answer questions using the simple past tense verb to be (was/were).

Rationale of the objective:
Asking questions about one’s nationality and occupation is very common. Students will have the opportunity to review the auxiliary (do) and the simple present verb to be (are) as well as learn the auxiliary “did” and the simple past tense verb to be “was” when interviewing each other.

Approaches:
• This lesson is student-centered because students will be paired-up in the interview activity. The teacher’s role is more like a facilitator and will ensure that students all achieve their learning goals.
• Use the deductive approach to link what students have learned before (do, are) to the new lesson (did, and was).

Procedures:
Warm-up (5 minutes)
1. Pass out blank name cards to students.
2. Ask students to write down their names on one side of the card and their nationalities on the other side. This is a good chance for the teacher to learn students’ names.
3. Ask one student:

   T: Where are you from? (=Where do you come from?)
   S1: I am from _____. (= I come from _____.)

4. Have two volunteers ask each other the same question.

Introduction (15 minute)
1. Announce that the lesson for today will be, “How to ask and answer questions about someone’s occupation.”
2. Introduce 10 occupations by showing students the pictures.
3. Have students write down the name of each occupation on the board.

Practice I (10 minutes)
1. Pass out occupation worksheets.
2. Have students write down the occupation shown on each picture.
3. Have those who finish early be the teacher’s helpers and check others’ answers.

Practice II (5 minutes)
- Tell students that they can choose an occupation to act out for the class.
- Have the rest of the class try to guess which occupation he/she is acting out.

Presentation (5 minutes)
- Pass out dialogue worksheets.

For example:
A: Where do you come from?
B: I come from Taiwan.
A: What did you do in your country?
B: I was a teaching assistant.
A: What do you do now?
B: I am a Chinese teacher and an English tutor.
A: Do you like your job?
B: Yes!

If you don’t like your current job:
A: Do you like your job?
B: No!
A: What do you want to be?
B: I want to be an artist.

- The teacher models by having one student ask her questions on the OHP.

Practice III (10 minutes)
- Pair up students.
- Ask students to interview each other.
Evaluation/Assessment I (8 minutes)
- Have each pair come to the front to role play.

Summary/Wrap-up (2 minute)
- Summarize what has been covered in the lesson.
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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Needs improvement</th>
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<tr>
<td>1. Teacher’s knowledge of subject matter</td>
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<td>2. Teacher’s speech</td>
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<td>3. Teacher’s presentation of subject matter</td>
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<td>4. Teacher’s practice of subject matter</td>
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<td>5. Teacher’s ongoing assessment of student learning</td>
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<td>6. Teacher’s choice of materials</td>
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<td>7. Teacher’s rapport with students</td>
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<td>8. Students’ interest</td>
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<td>9. Students’ participation</td>
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<td>10. Students’ feeling of ease in classroom</td>
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<td>11. Students’ performance</td>
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<td>12. Students’ understanding of lesson</td>
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<td>13. Students’ use of L2 in class</td>
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Comments:

Alternatives, suggestions, or recommendations:
LESSON EVALUATION: SPECIFIC POINTS TO LOOK FOR

When you observe a lesson taught by someone else, these are some points to consider (see Form 2, lesson evaluation form)

1. Teacher's knowledge of subject matter
   a. Is the teacher familiar and comfortable with the subject matter?
   b. Is the information the teacher gives accurate?
   c. Is the teacher aware of how his/her subject ties in with students' lives?
   d. Does the teacher distinguish between high priority and low priority areas of his/her subject (in line with the objectives for the level an subject) and spend sufficient time on high priority items?

2. Teacher's speech
   a. Does the teacher speak clearly?
   b. Does the teacher speak slowly enough for students to understand, yet without sounding unnatural?
   c. Does the teacher speak in a well-modulated voice (not so soft that students have trouble hearing, but not so loud that students feel overwhelmed)?

3. Teacher's presentation of subject matter
   a. Does the teacher set clear objectives for each lesson or activity and make students aware of those objectives?
   b. Does the teacher present material with an awareness of specific difficulties students may have with the material?
   c. How does the teacher help students handle those difficulties?
   d. Does the teacher make the subject matter relevant to students' lives whenever possible? How does he or she do so?
   e. What does the teacher do to make students aware of their own developing competence?
   f. Does the presentation challenge (but not exceed) students' ability to understand the subject matter? (i.e., is it within the "zone of proximal development"?)

4. Teacher's practice of the subject matter
   a. Does the teacher use a variety of techniques to practice the new subject matter? (pictures, tape recorder, role play, etc.)
   b. When using pair practice or small group activities, does the teacher demonstrate exactly what he/she expects the students to do in pairs or in groups?
   c. Do students sometimes practice material that hasn’t yet been introduced? If so, how does this work?
   d. Does the teacher give follow-up homework that will help the students’ further practice and reflect on the subject matter covered in class?
   e. Does the teacher involve all students in practice, or only some?
5. Teacher’s ongoing assessment of student learning
   a. Are the student learning objectives for this lesson clear?
   b. Does the teacher create opportunities to assess, in both formal and informal ways, how well each student is accomplishing the objectives? (e.g. walking around to monitor group work; asking individuals to speak; asking students to write or do written exercises; asking students to respond nonverbally, etc.)
   c. Does the teacher modify the lesson if necessary after seeing that students are surpassing or struggling with the objectives?

6. Teacher’s choice of materials
   (Materials may include books, teacher handouts, overheads, pictures, realia, videotapes, audiotapes and other audio-visual aids)
   a. Are the materials suitable for the age, interest, and ability level of the students?
   b. Do the materials in some way duplicate real-life situations, so that the students will be able to apply what they have learned?
   c. Are the materials relevant to the real-life needs of the students (i.e., the reasons that they are studying English)?
   d. Is the teacher aware of what kinds of material his/her students respond best to?

7. Teacher’s rapport with students
   a. Is it apparent that the teacher likes being with the students?
   b. Does the teacher personalize the lesson (for example by knowing the students’ names and calling them by name, or by relating class activities to S’s as individuals?)
   c. Does the teacher set a tone of mutual respect in the classroom?
   d. Does the teacher treat the students in a manner appropriate for their age level?
   e. Does the teacher clearly and consistently indicate to the students his/her expectations regarding such matters as attendance, outside preparation, and classroom communication?
   f. Does the teacher provide a rationale for the activities being done?
   g. Is student feedback welcomed and, when appropriate, heeded?
   h. Does the teacher foster independence in the students by challenging them to solve problems instead of immediately giving them solutions?

8. Students' interest
   a. Do the students appear to be interested and involved in the lesson?
   b. Do the students volunteer questions and answers readily?
   c. Do the students sometimes express a desire for more of a particular activity that takes place in or outside the classroom (e.g. homework)?
   d. Does the teacher inquire about students' personal goals and interests and use this information in the choice of materials and activities?
9. Students' participation
   a. Are all students encouraged to volunteer questions and comments?
   b. Are students encouraged to give explanations when it is likely they will be able to explain, instead of the teacher always assuming this role?
   c. Are the activities geared to elicit maximum active student participation?
   d. Are the students allowed to speak without excessive interruption, either by the teacher or by other students?
   e. Does the teacher allow the students to make decisions regarding certain class activities?

10. Students' feeling of ease in the classroom
    a. Do the students appear relaxed and at ease?
    b. Does the teacher occasionally use humor and/or small group activities to help the students "break the ice" with him/her and with each other?
    c. Does the teacher encourage students of different nationalities to sit together?
    d. Does the teacher allow sufficient time to practice or complete the tasks students are given?
    e. Does the teacher recognize and respond to expressions (verbal and nonverbal) of how students are feeling (nervous or at ease)?

11. Students' performance
    a. Are the students able to perform the tasks set out by the teacher?
    b. Does the teacher gear questions and tasks to students' individual abilities so that they will be able to perform successfully much of the time?
    c. Does the teacher systematically handle recurring areas of student difficulty?
    d. Does the teacher give individual assignments or exercises to students according to their particular needs?

12. Students' understanding of the lesson
    a. Do the students appear to follow the main drift of the lesson?
    b. Are students encouraged to say "I don't know" or "I don't understand" or "Please repeat" or "What does (English word) mean?" when they are not grasping something?
    c. Do the students know what is expected of them in the performance of any given task?
    d. Does the teacher respond to facial expressions and gestures which may indicate non-comprehension or confusion?
    e. Instead of asking "Do you understand?" does the teacher verbally test student comprehension by questioning them? For example, "What is a [English word]?" or "What did I just say?" or "Why do we use [English word or form] here?" or "Give me an example of [word or idea]."
13. Students' use of L2 (vs. L1) throughout the lesson

a. Does the teacher make clear his/her expectations about language use in the classroom?
b. If students are allowed to use their L1 in the classroom, is it used to help them build on prior knowledge, or to help with comprehension, or to express cultural knowledge that is shared with other classmates?
c. If the teacher favors an English only policy, does he/she have effective means of helping students to be willing and able to follow this policy?
d. Do the students use English or L1 when "sidechatting" with each other?
### Comments:
3. Despite its being an overt grammar lesson, there was surprisingly little talk "about" the language. For example (also see #8), there was little appeal to students' ability to relate similar problems and how they dealt with them. Strict adherence to handout material.

4. Usefulness of choral recitation questionable. Student presentations, however, are excellent practice of syllable stress and connectors.

6,8. Teacher is emotionally distant, interrupts student to correct pronunciation even during free discussion.

### Alternatives, Suggestions, or Recommendations:
Some of the students’ questions to the student speaker reflected misunderstanding of unstressed syllables and words and mis-used expressions.

This connection between problems and need for clarification was not made clear to the speaker despite pointing out to her what she had ‘done wrong.’ I would suggest trying to ensure the speaker gets to hear some comments about their actual performance from fellow students.
FORM 3: SELF EVALUATION
(Use this to evaluate your own teaching)

Lesson #
Date:

Goals (before the class):

What were the student learning objectives for this class session?

As I prepared for this lesson, I knew I wanted to work on my ...(list any specific area of your teaching you knew you needed to work on):

My reaction to the class (afterwards):

How would I evaluate the class overall? (Put an x under the number that best represents your reaction)

0 2 4 6 8 10

poor Excellent

Did I accomplish all my goals?

0 2 4 6 8 10

none accomplished All accomplished

How much student learning took place?

0 2 4 6 8 10

little A lot

How did I feel as I left the class or finished the activity?

0 2 4 6 8 10
dissatisfied pleased

Murray 1999, modified by Rosemary Henze
LLD 282
What do these feelings tell me about what happened in the class?

What made the lesson good or not so good (in my perception)?

What could I do to improve the lesson? How could I change the lesson if I could do it over?

I would

I would

I would

What new action(s) will I try in my next lesson in order to achieve my goals?

What did I do better this time than ever before?

I will keep these self-evaluation forms to note my progress as I become a better teacher.

Murray 1999, modified by Rosemary Henze
LLD 282
Hsiu-Chuan (Doris) Lin

SELF EVALUATION

Lesson #4

Date: Oct. 14, 2005

Goals:
1. Teach 10 common occupations.
2. Review the auxiliary (do) and the simple present verb to be (are)
3. Teach the auxiliary (did) and the simple past tense verb to be (was/were).

What were the student learning objectives for this class session?
At the end of the class, students would be able to:
1. Identify ten occupations.
2. Ask questions using the auxiliary do and did.
3. Answer questions using am/are/was/were.

What area of my teaching did I want to improve or work on?
I would pay more attention to the time I planned for each activity. Writing an agenda on the board or an index card for myself would help.

My reaction to the class:
How would I evaluate the class overall? (Put an x under the number that best represents your reaction)

0  2  4  6  8  10

poor  Excellent

Did I accomplish all my goals?

0  2  4  6  8  10

none accomplished  All accomplished

How much student learning took place?

0  2  4  6  8  10

little  A lot

How did I feel as I left the class or finished the activity?

0  2  4  6  8  10

dissatisfied  pleased

Murray 1999, modified by Rosemary Henze
What do these feelings tell me about what happened in the class?  
I brought name cards and had students write down their names and nationalities on both sides. Maybe they could tell that I did want to learn their names and establish a warm connection with them.

What made the lesson good or not so good (in my perception)?
Using visuals such as pictures of occupations is very powerful. The worksheets of the ten occupations helped students write down the names of the occupations. Also, they can use them as review sheets.

What could I do to improve the lesson? How could I change the lesson if I could do it over?
I planned to have students act out each occupation; however, I spent too much time on explaining each one, leaving no time for this activity. I would try to reduce the amount of time going over the occupations.

What new action (s) will I try in my next lesson in order to achieve my goals?
I will have more students come to the front to role play so that students can get to know one another better.

What did I do better this time than ever before?
I have created a better rapport with the class over the past few weeks. Although students all had their name cards, having each student create another one for me is a good way to help me memorize their names. This also shows how much I care about them.

I will keep these self-evaluation forms to note my progress as I become a better teacher.

Murray 1999, modified by Rosemary Henze
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</table>
FORM 5: TUTORING REPORT

Date/time/place:

Tutee(s)/Class:

Activities Accomplished:

What did you observe about your tutee(s)/class?

How do you think this session went?

0  2  4  6  8  10
not very well  very well

How much student learning took place?

0  2  4  6  8  10
not very much  a lot

What would have made the session better for your and/or the learner(s)?

What do you think should be the focus of the next session with your tutee(s)/class?