

Quality of Academic Program – Goals

The primary goals of the M.A. TESOL Program are to impart in our students:

- (1) knowledge of language, i.e., knowledge of the major elements of language as a system consisting of phonology, morphology, syntax, semantics, pragmatics, and discourse;
- (2) knowledge of language learning, i.e., knowledge of current theories concerning linguistic, cognitive, affective, social and cultural factors governing the acquisition and use of additional languages, particularly English;
- (3) knowledge of language teaching, i.e., knowledge of curricular frameworks, teaching methods, assessment techniques for teaching English as an additional language; and
- (4) skills and attitudes necessary to understand, analyze and synthesize the systems of knowledge listed above in order to put them to appropriate use in different classroom settings.
- (5) proficiency in English for academic purposes with particular focus on Linguistics and TESOL.

The M.A. TESOL program seeks to realize its primary goals through a cluster of prerequisites, core courses, electives, and a culminating comprehensive exam or thesis. While the entire M.A. TESOL curriculum is informed by the four goals in varying degrees of emphasis, the following matrix shows where in the curriculum these goals are principally introduced, reinforced, or advanced, with particular reference to core courses:

Courses	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Ling 101 (pre)	Introduced				
LLD 107 (pre)	Introduced				
LLD 250W	Introduced	Introduced	Introduced	Introduced	Introduced
LLD 260	Reinforced		Introduced	Introduced	Reinforced
LLD 261	Reinforced		Introduced	Introduced	Reinforced
LLD 270	Reinforced	Introduced	Reinforced	Reinforced	Reinforced
LLD 271	Reinforced	Introduced	Reinforced	Reinforced	Reinforced
LLD 280	Reinforced	Reinforced	Advanced	Reinforced	Reinforced
LLD 283		Reinforced	Advanced	Advanced	Reinforced
LLD 282	Reinforced	Reinforced	Advanced	Advanced	Reinforced

The following pages provide a detailed description about how the general goals of each of the core courses are constructed, how the intended learning objectives are described, and how the learning outcomes are assessed.

Students entering the M.A. TESOL program are expected to have knowledge of language structure and use, particularly with respect to English.

Goal #1 *Knowledge of language and skills required to understand and explain language systems.*

Objectives for Goal 1	Course	Assessment
1a) Students will demonstrate an understanding of language as a system consisting of phonology, morphology, syntax, semantics, lexis, pragmatics, and discourse.	Ling. 101 (introduced) LLD 107 (introduced) LLD 260 (reinforced) LLD 261 (reinforced) LLD 282 (advanced)	Problem-solving analyses of language data, particularly English language data Oral presentations on specific English language structures
1b) Students will demonstrate an understanding of and an ability to articulate the relationships between the various intrasentential levels and features of English structure.	Ling. 101 (introduced) LLD 107 (introduced) LLD 260 (reinforced) LLD 282 (advanced)	Mid-term and final exams focusing on synthesis and application of concepts to specified learning and teaching contexts
1c) Students will demonstrate an understanding of the structure of meaning in English and of how meaning is conveyed in structures beyond the sentence level.	Ling. 101 (introduced) LLD 107 (introduced) LLD 261 (reinforced) LLD 282 (reinforced)	Collection and analysis of primary English language data
1d) Students will demonstrate the ability to correlate the knowledge in objectives 1a, 1b, and 1c, with four skills of reading, writing, listening and speaking with sufficient precision to teach and assess proficiency in English as a non-native language.	LLD 107 (introduced) LLD 260 (reinforced) LLD 261 (reinforced) LLD 280 (advanced) LLD 283 (advanced) LLD 282 (advanced)	

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.

Objectives for goal 2	Course	Assessment
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<p>2a) Students will demonstrate an understanding of the major linguistic, psycholinguistic, and sociolinguistic issues in second language learning in formal and informal contexts.</p>	<p>LLD 270 (introduced) LLD 271 (introduced) LLD 280 (reinforced) LLD 283 (advanced) LLD 282 (advanced)</p>	<p>Reviews of the research literature 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</p>
<p>2b) 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.</p>	<p>LLD 270 (introduced) LLD 280 (reinforced) LLD 282 (advanced)</p>	<p>Research projects that help students learn and use the knowledge and skills necessary to pose questions, collect and analyze data, find a pattern in learner language, and derive probable hypothesis</p>
<p>2c) 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.</p>	<p>LLD 271 (introduced) LLD 280 (reinforced) LLD 282 (advanced)</p>	<p>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.</p>
<p>2d) Students will demonstrate an ability to apply theoretical knowledge of second language acquisition in second language learning/acquisition contexts.</p>	<p>LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (advanced) LLD 282 (advanced)</p>	<p>Annotated bibliographies, using electronic data bases Culture journals: students "adopt culture" and write it in both a direct (international) and indirect (reading research) manner.</p>

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.

Objectives for goal 3	Course	Assessment
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<p>3a) Students will identify the instructional strategies that go with the established teaching methods</p>	<p>LLD 270 (introduced)</p> <p>LLD 280 (reinforced)</p> <p>LLD 283 (reinforced)</p> <p>LLD 282 (advanced)</p>	<p>Reflective journals in which student record their developing beliefs, assumptions, and knowledge based their readings and class discussions share their thoughts with other students.</p>
<p>3b) Students will gain practical experience in applying theoretical knowledge to various language learning and teaching situations</p>	<p>LLD 270 (introduced)</p> <p>LLD 280 (reinforced)</p> <p>LLD 283 (reinforced)</p> <p>LLD 282 (advanced)</p>	<p>Program evaluations in which student study existing instructional program and critique them using developing knowledge and skills.</p> <p>Analytical journal based on 12-week tutoring experience with non-native learner of English.</p>
<p>3c) 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>	<p>LLD 280 (introduced)</p> <p>LLD 282 (reinforced)</p>	<p>Oral presentations in which student discuss possible pedagogical implications of their research.</p>
<p>3d) Students will demonstrate an understanding of the theory and practice of needs analysis, curriculum design, and assessment techniques.</p>	<p>LLD 280 (introduced)</p> <p>LLD 283 (reinforced)</p> <p>LLD 282 (advanced)</p>	<p>Needs analyses involving selection of a group of language learners in an institutional setting and an analysis of their needs.</p> <p>Classroom interactional analyses in which students observe ESL classes report on teacher, learner, and observer perspectives of classroom events.</p>
<p>3e) Students will develop ESL curriculum for diverse target groups by synthesizing the objectives of goals 1 and 2 and the teaching strategies in objective 3a.</p>	<p>LLD 280 (introduced)</p> <p>LLD 283 (reinforced)</p> <p>LLD 282 (advanced)</p>	<p>Research projects in which students develop the rationale, write a lesson plan and design teaching materials for an ESL lesson of their choice.</p>
<p>3f) Students will be able to design supplementary materials for use with particular instructional strategies.</p>	<p>LLD 280 (introduced)</p> <p>LLD 283 (reinforced)</p> <p>LLD 282 (advanced)</p>	<p>Students will develop a detailed curriculum based on the results of a needs analysis.</p> <p>Test construction, including the construction of a battery of tests, following different test formats, and administration of them on a group of students.</p>

3g) Students will develop language tests and assessment instruments.	LLD 280 (introduced) LLD 283 (reinforced) LLD 282 (advanced)	learners. Program re-evaluation, in which students synthesize their knowledge and skill to evaluate the newly developed instructional progr
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Goal #4 Skills and attitudes necessary to understand, analyze, and synthesize goals 1 – 3 in actual language teaching.

Objectives for goal 4	Course	Assessment
4a) Students will demonstrate the ability to transfer theoretical knowledge of second language acquisition into second language teaching procedures.	LLD 270 (introduced) LLD 280 (reinforced) LLD 282 (advanced)	Portfolios, written records kept by students of all their work, which are used to monitor their own progress turned in for summative assessment. Peer teaching, also involving constructive criticism of peers and written analyses of lesson by self and peers. Peer teaching in which students teach mini-lessons in a language other than English to their classmates.
4b) Students will demonstrate an ability to handle written and spoken interlanguage data.	LLD 260 (introduced) LLD 261 (reinforced) LLD 270 (advanced)	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
4c) Students will demonstrate the comprehension and the connection between classroom input and interaction and learning outcomes.	LLD 270 (introduced) LLD 280 (reinforced) LLD 282 (advanced)	Students will pass a weekend-long comprehensive examination or write thesis.
4d) Students will complete a one-semester practicum in which, under the direct supervision of an M.A.TESOL faculty member, they plan lessons and teach English to an actual ESL class.	LLD 282	
4e) Students will have a culminating experience in which they apply information in which they have learned in the program to hypothetical teaching situations or to an extended research project.		

Goal #5 Proficiency in English for academic purposes with particular focus on Linguistics and TESOL.

Objectives for goal 5	Course	Assessment
5a) Students will demonstrate an ability to critically analyze and evaluate the structure and content of a variety of published scholarly writing in these fields.	LLD 250W LLD 270 (introduced) LLD 271 (reinforced) LLD 280 (reinforced) LLD 283 (advanced) LLD 282 (advanced)	Critical book review that reflects the student's ability to critically analyze the merits of a scholarly piece of writing. Research papers that employ the vocabulary, syntax, and discourse form appropriate for scholarship in the fields linguistics and applied linguistics. Oral presentation in which students discuss possible pedagogical implications of the research.
5b) Students will demonstrate an ability to use the registers, including the jargon, appropriate for writing in these fields.	LLD 250W LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (reinforced) LLD 282 (advanced)	Annotated bibliography using electronic databases. Reflective journals in which students discuss observations of their and their peer's writing process.
5c) Students will demonstrate the ability to locate and cite published scholarly material pertaining to these fields.	LLD 250W LLD 270 (introduced) LLD 280 (reinforced) LLD 283 (reinforced) LLD 282 (advanced)	Research paper that reflects the knowledge and skills necessary to pose questions, collect and analyze data, and derive probable hypothesis.
5d) Students will demonstrate an understanding of the processes involved in composing scholarly research and writing.		

