

## Graduate Certificate: Teaching English to Speakers of Other Languages (TESOL), 2020-21

**College:** Arts & Sciences

**Prepared by:** Jim Mischler, Program Coordinator

**Date:** June 11, 2021

**Approved by:** Greg Handel, Provost

**Date:** June 16, 2021

**Northwestern State Mission:** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Arts and Sciences Mission:** The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**Department of English, Foreign Languages, and Cultural Studies Mission:** As scholars, students, and teachers, we strive to be engaged, compassionate, curious learners and to engender the same passion in every student we teach. The critical study of texts, languages, and textual production is vital for our development as critical thinkers, effective communicators, and thoughtful community members. As a department, we offer these interdisciplinary experiences in diverse but complementary areas of study.

**Graduate English Major Mission:** The Graduate Program of the Department of English, Foreign Languages and Cultural Studies is a dynamic, student-oriented program focused on rigorously preparing students to achieve in diverse fields. The graduate program focuses on developing, providing, and supporting innovative, responsive, and accessible graduate education of the highest level. The program encourages a mastery of disciplinary literature, thoughtful research, professional development, and cross-curricular innovation as members of an engaged scholarly community. Through encompassing a diverse suite of related fields of study, the Graduate

Program offers its students access to creative, critical, and compositional skills, providing them invaluable versatility in a rapidly changing market.

**Purpose of the Graduate Certificate in TESOL:** The purpose of the Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) is to equip students with the knowledge and abilities necessary to work in professional careers as Adult Literacy Teachers. This type of teacher helps students to speak, listen, read, and write in English, often in the context of everyday living, including work situations. Students learn writing and conversational skills or may focus on learning more academic or job-related communication skills depending on their skill level. Adult literacy teachers work with students from a wide range of backgrounds. Because the teacher and students often do not share a common native language, intercultural sensitivity and creativity are important skills to foster communication in the classroom and to achieve learning goals. These workers teach students from a variety of cultural backgrounds and, therefore, they must be sensitive to cultural differences.

**Current Program:**

1. Required courses

Course Level/Number	Course Name	Credit Hours
ENGL 5240	Principles of Second Language Learning, Instruction and Methodology	3.0
ENGL 6610	Fundamentals of Linguistics	3.0
ENGL 6640	Syntactic Theories and Applications	3.0

2. Approved Elective courses\*

Course Level/Number	Course Name	Credit Hours
---------------------	-------------	--------------

ENGL 5000	Introduction to College-level Teaching	3.0
ENGL 5040	Introduction to Phonology	3.0
ENGL 5060	Intercultural Communication	3.0
ENGL 5280	General Composition Theory	3.0
ENGL 5540	Second Language Testing and Assessment	3.0
ENGL 5920	English Internship	3.0
ENGL 6540	Computers and Composition	3.0
ENGL 6620	History and Development of the English Language	3.0
ENGL 6650	Advanced Studies in Language and Gender	3.0
ENGL 6980	Grant Writing	3.0

\*Two courses are selected from the Approved Electives list to complete requirements for the 15-hour Certificate program.

### Methodology:

The assessor(s) will electronically collect from instructors one written assignment/project from each student enrolled in selected courses in the TESOL program.\*

1. The assessor(s) will assess the student writing using the assessment rubric (see Appendix).
2. The assessor(s) will analyze the data from the rubric to determine whether or not students have met the target outcome.
3. Based on the results of the assessment, changes in curricula and/or the assessment itself are discussed in the Plan of Action Moving Forward section of this Report.

\* **NOTE:** The courses selected for the TESOL assessment are ENGL 5240 (offered every fall) and ENGL 6640 (offered every spring). These courses were chosen because they are required for the Certificate and also contain the content that best exemplifies the primary content areas and goals of the TESOL program.

### Student Learning Outcomes:

**Student Learning Outcomes (SLO):** The following SLOs apply to the Graduate Certificate in TESOL.

Student Learning Outcome 1. Understanding of Theory (see SLO 1 below for definition) Student Learning Outcome 2. Development of Applications (see SLO 2 below for the definition) Measures. The assessment of a Methodology and a Target. There are four Measures (two for each SLO), and each is assessed for each course and student: 1.1, 1.2, 2.1, 2.2. The

**SLO 1. Understanding of Theory.** Students in the Graduate Certificate in TESOL program will, within the required courses and at the end of the program, demonstrate a knowledge of current theory and identify and explain key concepts in the field. This knowledge serves as the foundation for all of the roles and activities that TESOL educators perform in their work. Target: 85% of the students will achieve a score of 3 (competency) or higher on the assessment rubric. NOTE: See the Appendix for the complete results on all four Measures.

**Measure 1.1 (Direct Evidence): Can identify and explain key theoretical concepts and ideas.** The Measure will determine how well students demonstrate competency to identify and explain key theoretical concepts and ideas. At least 90% of the students sampled will score a 3 (competency) or higher on the evaluation.

**Finding.** Target met.

**Analysis.** In AC 2019-2020, the target was met. Based on the analysis of AC 2019-2020, in AC 2020-2021, the target was raised to 90%. Additional instruction in TESOL theory was added to aid any students who struggle with the topic.

As a result of these changes, in AC 2020-2021, the target was met. Data shows 11 of 11 assignments (100%) scored 3 or higher, exceeding the Target by 10%. The average score was 4.63, 14% higher than in AC 2019-2020, indicating that the additional instruction in TESOL theory made a positive difference.

**Decision.** In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, in AC 2021-2022, information and practice will be added to the ENGL 5240 and 6640 courses on applying specific TESOL theories to resolve real-world problems, specifically outside of the second language classroom. The purpose is to 1) consider the usefulness of abstract theories to meet concrete human needs and 2) to parallel and support the student's final assignment to use theory to meet language learning needs (see Measure 2.1).

**Measure 1.2 (Direct Evidence): Can demonstrate knowledge and understanding of current research trends.**

The Measure will determine how well students demonstrate knowledge and understanding of current research trends. At least 90% of students sampled will score a 3 (competency) or higher on the evaluation.

**Finding.** Target met.

**Analysis.** In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, instruction and practice in TESOL research trends was revised to assist students who struggle with related course content.

As a result of these changes, in AC 2020-2021, the target was met. Data shows 11 of 11 students (100%) scored 3 or higher, exceeding the Target by 10%. The average score was 4.63, also 10% higher than 2019-20, indicating that the additional instruction in TESOL research trends made a positive difference.

**Decision.** In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, in AC 2021-2022, information and practice will be added to the ENGL 5240 and 6640 courses on the future direction of current research trends. The purpose is to 1) demonstrate the analysis of research work to discern the potential benefits of research; and 2) to parallel and support the student's own research work in the ENGL 5240 and 6640 classes.

**SLO 2. Development of Applications.** Students in the Graduate Certificate in TESOL program will, within the required courses and at the end of the program, be able to find useful ways to apply theory and research results to resolve current issues and problems in the field. Devising realistic, workable solutions and sharing the results for the benefit of the profession and society are vital to the advancement of the field and meeting the needs of the people served. Target: 90% of the students will achieve a score of 3 (competency) or higher on the assessment rubric.

**Measure 2.1 (Direct Evidence): Can apply theories and research trends appropriately to devise real-world solutions.**

The Measure will determine how well students demonstrate the ability to apply theory and research trends appropriately to devise real-world solutions. At least 90% of students sampled will score a 3 (competency) or higher on the evaluation.

**Finding.** Target not met.

**Analysis.** In AC 2019-2020, the target was met. Based on these results, in AC 2020-2021, the target was raised to 90%. Additional instruction and practice in applying TESOL theory and research trends to real-world solutions was provided to assist students who struggled with related course content.

As a result of these changes, in AC 2020-2021, the target was not met. Data shows 9 of 11 students (82%) scored 3 or higher, 10% lower than 2019-20. Two of the student papers either did not provide a real-world solution or discussed it too briefly to constitute an effective response. The average score was 3.6, 10% lower than 2019-20.

**Decision.** In AC 2020-2021, the target was not met. Based on the analysis of the AC 2020-2021 results, in AC 2021-2022, faculty will add more concrete examples and a practice exercise in the TESOL courses to clarify the assignment expectations and to provide students with practice opportunities and feedback from the instructor prior to the assessment assignment. In addition, an assessment will be given the first week of class to measure the students' needs for learning effectively in the online environment.

**Measure 2.2 (Direct Evidence): Can demonstrate effective practices in graduate-level research and writing.**

The Measure will determine how well students demonstrate effective practices in graduate-level research and writing. At least 85% of students sampled will score a 3 (competency) or higher on the evaluation.

**Finding.** Target met.

**Analysis.** In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, the target was raised to 85%. Additional course instruction, practice, and feedback was provided to students who struggled with related course content.

As a result of these changes, in AC 2020-2021, the target was met. Data shows 10 of 11 assignments (90.9%) scored 3 or higher, exceeding the Target by almost 6%. The average score was 4.27, 9.5% higher than 2019-20. The student who scored lower than the target

struggled with in-text citations, including when to use them and why.

**Decision.** In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, in AC 2021-2022, the target score will be raised to 90% and additional work in writing citations, especially in-text cites, including direct feedback from the instructor, will be added to the TESOL courses. In addition, an assessment will be given early in the semester to measure the students' knowledge and use of citation style.

### **Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results**

- Additional instruction in TESOL theory was added to aid any students who struggle with the topic.
- Instruction and practice in TESOL research trends was revised to assist students who struggle with related course content.
- Additional instruction and practice in applying TESOL theory and research trends to real-world solutions was provided to assist students who struggled with related course content.

### **Plan of Action Moving Forward: 2021-22**

- Information and practice will be added to the ENGL 5240 and 6640 courses on applying specific TESOL theories to resolve real-world problems, specifically outside of the second language classroom.
- Information and practice will be added to the ENGL 5240 and 6640 courses on the future direction of current research trends.
- Faculty will add more concrete examples and a practice exercise in the TESOL courses to clarify the assignment expectations and to provide students with practice opportunities and feedback from the instructor prior to the assessment assignment.
- An assessment will be given the first week of class to measure the students' needs for learning effectively in the online environment.
- Additional work in writing citations, especially in-text cites, including direct feedback from the instructor, will be added to the TESOL courses.
- An assessment will be given early in the semester to measure the students' knowledge and use of citation style.

Appendix  
 Graduate Certificate in TESOL 2020-21 Assessment Cycle

Student Learning Outcomes (SLOs) Assessment Rubric

Assessor: J. Mischler

Semester/Year: 2020-21

Paper Number: All (N = 11)

		Evaluation Check the applicable box to indicate the level of achievement for each Measure.				
SLOs & Measures:		Weak (1)	Weak to Competent (2)	Competent (3)	Competent to Strong (4)	Strong (5)
1.	Understanding of Theory					
1.1	Can identify and explain key theoretical concepts and ideas.			2		9
1.2	Can demonstrate knowledge and understanding of current research trends.			2		9
2.	Development of Applications					
2.1	Can apply theories and research trends appropriately to devise real-world solutions.	1	1	2	4	3
2.2	Can demonstrate effective practices in graduate-level research and writing.		1	1	3	6