

## **Assessment Report**

**Department of English Language and Literature**

**M.A. in English**

**Concentration in TESOL**

### **THE STUDENT EXPERIENCE**

**As mentioned earlier in the report (Section 2.2), the program has experienced a drop in international enrollment, a downward trend that has been experienced by many program across the university. An additional** area of concern is illustrated with data in Table 3.3, which indicates that the vast majority (65.8%) of our TESOL student body in Fall 2012 reported being of White, non---Latino ethnicity. Unfortunately, racial and ethnic diversity is a largely neglected issue in the TESOL profession. Our program feels that efforts to pursue a more concerted, visible commitment to diversity is long overdue. For example, although over 2/3 of the adult ESL learner population in California is of Latino descent, on average, 8% of our TESOL student body in Fall 2012 reported being Chicano, Mexican---American, or Latino. To date, the TESOL program has not implemented any formal outreach or recruitment strategies for attracting minority teachers in the TESOL field. These data suggest the need for faculty discussion about the role of SF State's TESOL program in the recruitment of minority professionals in the TESOL field.

**Table 7  
Student Demographics (2007-2012)**

Female	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Native American/Alaskan Native	1	1.4	1	1.4	1	1.4	0	0.0	0	0.0
Black, African American	0	0.0	0	0.0	1	1.4	1	1.7	0	0.0
Chicano, Mexican-American	3	4.1	3	4.1	3	4.2	4	6.8	5	9.4
Other Latino	3	4.1	3	4.1	4	5.6	3	5.1	4	7.5
Asian	14	19.2	11	15.1	5	6.9	1	1.7	5	9.4
Filipino	2	2.7	1	1.4	3	4.2	2	3.4	1	1.9
Native Hawaiian/Pacific Islander	1	1.4	0	0.0	0	0.0	0	0.0	0	0.0
White, Non-Latino	43	58.9	50	68.5	53	73.6	46	78.0	37	69.8
Two or More Races	0	0.0	0	0.0	2	2.8	2	3.4	1	1.9
Other Responses	6	8.2	4	5.5	0	0.0	0	0.0	0	0.0
<b>Subtotal</b>	<b>73</b>	<b>100.0</b>	<b>73</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>	<b>53</b>	<b>100.0</b>
Unknown	14		10		14		12		10	
Non-Resident Alien	24		26		22		22		19	
Transitory	0		0		0		0		0	
<b>Total Female Enrollment</b>	<b>111</b>		<b>109</b>		<b>108</b>		<b>93</b>		<b>82</b>	
Male	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Native American/Alaskan Native	0	0.0	0	0.0	0	0.0	0	0.0	1	4.3
Black, African American	0	0.0	2	6.1	1	4.3	0	0.0	1	4.3
Chicano, Mexican-American	1	3.2	2	6.1	1	4.3	1	4.3	1	4.3
Other Latino	1	3.2	1	3.0	0	0.0	0	0.0	0	0.0
Asian	5	16.1	4	12.1	2	8.7	3	13.0	3	13.0
Filipino	3	9.7	1	3.0	1	4.3	0	0.0	1	4.3
Native Hawaiian/Pacific Islander	1	3.2	0	0.0	0	0.0	0	0.0	0	0.0
White, Non-Latino	19	61.3	21	63.6	17	73.9	17	73.9	13	56.5
Two or More Races	0	0.0	0	0.0	1	4.3	2	8.7	3	13.0
Other Responses	1	3.2	2	6.1	0	0.0	0	0.0	0	0.0
<b>Subtotal</b>	<b>31</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>
Unknown	7		6		7		5		3	
Non-Resident Alien	10		8		6		3		2	
Transitory	0		0		0		0		0	
<b>Total Male Enrollment</b>	<b>48</b>		<b>47</b>		<b>36</b>		<b>31</b>		<b>28</b>	
Total	2008		2009		2010		2011		2012	
	#	%	#	%	#	%	#	%	#	%
Native American/Alaskan Native	1	1.0	1	0.9	1	1.1	0	0.0	1	1.3
Black, African American	0	0.0	2	1.9	2	2.1	1	1.2	1	1.3
Chicano, Mexican-American	4	3.8	5	4.7	4	4.2	5	6.1	6	7.9
Other Latino	4	3.8	4	3.8	4	4.2	3	3.7	4	5.3
Asian	19	18.3	15	14.2	7	7.4	4	4.9	8	10.5
Filipino	5	4.8	2	1.9	4	4.2	2	2.4	2	2.6
Native Hawaiian/Pacific Islander	2	1.9	0	0.0	0	0.0	0	0.0	0	0.0
White, Non-Latino	62	59.6	71	67.0	70	73.7	63	76.8	50	65.8
Two or More Races	0	0.0	0	0.0	3	3.2	4	4.9	4	5.3
Other Responses	7	6.7	6	5.7	0	0.0	0	0.0	0	0.0
<b>Subtotal</b>	<b>104</b>	<b>100.0</b>	<b>106</b>	<b>100.0</b>	<b>95</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>76</b>	<b>100.0</b>
Unknown	21		16		21		17		13	
Non-Resident Alien	34		34		28		25		21	
Transitory	0		0		0		0		0	
<b>Total Enrollment</b>	<b>159</b>		<b>156</b>		<b>144</b>		<b>124</b>		<b>110</b>	

Notes: Non-Resident Alien students may be of any ethnicity. Transitory are non-matriculated students of any ethnicity or citizenship.

### 7.1 Assessment of Student Learning

The mission of the M.A. TESOL program is to educate teachers of English to speakers of other languages. Graduates of the program will be equipped with linguistic, psycho-sociological, and pedagogical foundations and practical classroom teaching skills essential for instructing ESOL students across proficiency levels, skill areas and skill combinations, age ranges, purposes, and contexts. The vision of the program is to instill in its graduates pride in their professional expertise,

dedication to their craft, an ability to reflect on their own teaching with a view toward lifetime professional growth, respect for the integrity of diverse languages and cultures worldwide, and a commitment to fulfilling a vision of the world that transcends national, cultural, and linguistic boundaries through a common tongue.

The overall goals of the M.A. TESOL program are stated in the following prerequisite (entry), core, and culminating experience (exit) competencies:

### 1. Prerequisite competencies (at entry)

- A general understanding of and ability to interpret American/British/other English medium literature [6 units of literature courses]
- A working knowledge of English syntax and of how to analyze syntactic structures within the framework of Transformational Generative Grammar [English 421]
- A basic understanding of the phonological and morphological systems of English and an ability to analyze phonological and morphological data from English and other languages [English 424]
- A basic understanding of major concepts in sociolinguistics: language variation in relation to factors such as gender, ethnicity, region, and socioeconomic class; language and culture; multilingualism; attitudes toward language varieties; conversational analysis [English 425]
- A basic understanding of the process of second language acquisition (SLA) and the diversity of variables which affect this process; familiarity with major issues in research on SLA [English 426]
- Experience learning a non-Indo European language; reflection on one's SLA experience [English 426]
- Basic reading, researching, analytical, and writing skills students will be needed to complete the writing assignments of graduate-level courses [completion of English 670 or CHS 514/Education 614]

### 2. Core competencies

- Development of a theoretically sound, practically based approach to language pedagogy enlightened by relevant research in applied linguistics, second language acquisition, sociolinguistics, and related fields
- A grasp of language teaching principles and practices and of the underlying research and theory, as well as of methodological trends and cycles; an ability to apply this understanding to classroom teaching and to evaluate the efficacy of various approaches to language teaching
- An ability to plan, carry out, and evaluate classroom lessons
- A practical grasp of a range of techniques (activities, procedures) and ability to apply them in classroom teaching:
  - from teacher- to learner-centered
  - from whole-class to small groups/pairs
  - from controlled to free (open-ended)
  - from mechanical to communicative
  - focusing specifically on listening, speaking, reading, writing, and the integration of any combination of these 4 skills
  - from beginning to advanced levels of language proficiency
  - across a number of purposes and contexts (e.g., survival, general purposes, workplace, academic) in EFL and ESL contexts
- Understanding of and ability to apply principles of effective classroom management
- Ability to evaluate and adapt textbooks and other materials appropriately for context, purpose, age, and proficiency level

- Understanding of basic principles of curriculum/syllabus design, including (a) assessment of needs, (b) construction of goals, (c) design of specific learning objectives, (d) mid-course alterations, and (e) evaluation of the effectiveness of a curriculum
- Ability to use sound principles of language assessment and to design effective formal, alternative, and self-assessment techniques to evaluate (a) students' proficiency and achievement of specific linguistic and skill development objectives, and (b) the effectiveness of lessons and curricula
- Familiarity with the most commonly available technological aids to teaching and ability to use them effectively in the classroom
- Practical experience in teaching ESL under faculty supervision
- Possession of the necessary tools for classroom-centered research as a major avenue to continued professional growth and development
- Graduation from the M.A. TESOL program with a sense of belonging to a professional community of teachers who are also learners, and a commitment to lifelong professional growth and improvement

### 3. Culminating experience competencies (at exit)

- An ability to synthesize and integrate theoretical and practical knowledge in TESOL, to apply this knowledge to specific teaching tasks, and to articulate rationales for pedagogy precisely and coherently with reference to relevant theory and research in the field [Teaching Portfolio]
- An ability to apply such integrative knowledge in original research [M.A. thesis]

M.A. TESOL students are expected to develop a solid understanding of linguistic, psychological, sociocultural, and pedagogical foundations and practical classroom teaching skills essential for instructing ESOL students across varying proficiency levels, skill areas, purposes, and contexts. The vision of the program is to instill in its graduates pride in their professional expertise, dedication to their craft, an ability to reflect on their own teaching with a view toward lifetime professional growth, and respect for the integrity of diverse languages and cultures worldwide.

The MA TESOL faculty has articulated twelve student learning objectives or outcomes (SLOs) that capture the goals of the program. These SLOs are presented in Appendix A. For the purpose of understanding how students attain program goals, Table 8 below lists six selected learning objectives and the prerequisite, core and exit courses in the curriculum where these objectives are introduced (I), developed (D) and mastered (M).

**Table 8**  
**Curriculum Alignment Matrix/Curriculum Map**  
**(I), developed (D) and mastered (M).**

	<b>Selected Learning Objectives</b>					
Courses	<i>Develop a coherent teaching philosophy that has been informed by practical experience and relevant teaching principles and research</i>	<i>Design, develop, and evaluate teaching materials</i>	<i>Assess learner language skills in the classroom</i>	<i>Apply pedagogical theory to practical teaching decisions</i>	<i>Carries out library research and writes a literature review on pedagogical theory and empirical research relevant to language learning and teaching issues</i>	<i>Identifies a range of frameworks, strategies, and practice for reflective teaching and on-going professional growth and development</i>
Prerequisite Courses: English 421, 424, 425, 426					I	I
English 730	I	I	I	I	I, D	I
English 653	D	I, D	D	I	I, D	I
English 731	D	D	D	I, D	D	D
English 732	D	D	D	I, D	D	D
Group I TESOL Electives: English 724, 736, 832	D	D	D	D	D	D
Group II Linguistics Electives: English 728	D	D	D	D	D	D
English 733	M	M	M	D, M	D	D, M
English 891	M	M	M	D, M	M	M

### **7.1.1 Explanation of the Program Learning Objectives:**

#### *(1) Develop a coherent teaching philosophy that has been informed by practical experience and relevant teaching principles and research*

Students are expected to develop a teaching philosophy statement (TPS), a brief reflective essay which documents the student's beliefs and understandings about how languages are learned and how classroom instruction can best assist that learning, with examples of the kinds of teaching strategies through which these beliefs are put into practice. Students' first in-depth exposure to the TPS occurs in English 730. Then, in all subsequent core courses, students are given opportunities to develop their initial TPS draft and consider refinements of and expansions to its content. Although students are required to include only one version of their TPS in their final portfolio, students may end up with multiple versions of their TPS, such as:

- a TPS that is specifically focused on some particular aspect of L2 teaching (e.g., the process writing approach, developed in the context of English 732 perhaps);
- a TPS that is broader in scope, about one's interests in L2 learning and teaching in general

In English 733/891, students work towards a masterful final version of a TPS to be posted on their portfolio website. Through the TPS development process, students receive writing support from faculty and peers. Students are also provided with feedback via rubrics and content guidelines.

#### *(2) Design, develop, and evaluate teaching materials*

Students learn about developing and evaluating teaching materials for the purpose of teaching various learner populations and teaching contexts. The process begins in English 730 where students learn to write coherent lesson plans which respond to learner needs and classroom dynamics. In classes that focus on specific skills (English 653, 731,732) students learn to develop lessons that make up units of instruction (these include reviewing material for reading and listening texts; developing prompts for writing and speaking activities; identifying grammar in teaching material for instruction). Then in advanced seminar classes, such as English 724: Curriculum and Assessment and English 736: Teaching ESL in the Community, students learn to evaluate and develop material from a language program perspective. In these classes student conduct needs analyses and examine course goals and objectives for the purpose of designing materials. Student mastery of the objective is evident in their final portfolios which feature at least two lesson plans, and in capstone projects which feature original curriculum materials.

#### *(3) Assess learner language skills in the classroom*

As a classroom teacher, it is imperative to know how to assess learner language skills and be able to discuss with the learner and other stakeholders the results and implications of those assessment results. TESOL students are introduced to how second language learning takes place very early in the program in prerequisite courses (English 426, 425). In the core courses (English 653,730, 731, 732), TESOL students refine their understanding of assessment in the different skill areas. For example, in lesson plans and units students must show how they will determine learners' understanding of new content. In English 724: Curriculum and Assessment, TESOL students further develop mastery of theoretical concepts of assessment, assessment design, and critical assessment

constructs such as validity and reliability. As part of English 733: Student Teaching, students are expected to be able to articulate their approach to evaluating what students know/can do (achievement) and how well students thrive as L2 users (proficiency) in the classroom, as well as in other social contexts.

(4) *Apply pedagogical theory to practical teaching decisions*

TESOL students begin learning about pedagogical theory in the program's core courses. While many assignments are geared toward displaying understanding of theory and research, every class also includes assignments that focus on application. Strong pedagogical training remains a hallmark of the TESOL program. For example, to understand gaps or errors in learning, TESOL students are taught to assess them before instruction, so that the instruction meets the needs of the learner. In English 731 students learn to include strategy instruction when teaching listening and speaking. In English 732 the *process of writing* is applied when considering writing activities (pre-writing, drafting, revising, editing and proofreading). Students graduate with a plethora of material that shows their ability to apply theory to practice. This can be found in their teaching portfolio – all teaching materials must include a rationale that explains the theory informing the pedagogy.

(5) *Carries out library research and writes a literature review on pedagogical theory and empirical research relevant to language learning and teaching issues*

As with any graduate academic program, this objective is part of all classes. Students are taught how to do library research early on in the program. Common academic genres of writing in the field are introduced in English 730. Students learn about empirical research and teacher action research and how to write a literature review. Students also learn to use appropriate documentation of sources. These practices are the basis for development in subsequent core classes such as English 731, 732, and 724 when students conduct research or examine research relevant to learning and teaching. Many of these become the foundations or pilot studies for capstone projects in English 891. Thus we are able to see mastery of this objective by graduation.

(6) *Identifies a range of frameworks, strategies, and practices for reflective teaching and on-going professional growth and development*

Students begin their reflective practices early in the program through classroom observations, with the English 730 instructor providing instruction on how to conduct and write an objective observation report that captures the complexities of L2 learning and teaching. This objective is reinforced throughout the program. In addition, because of TESOL's strong emphasis placed on practical knowledge and experience, reflective teaching is introduced in English 726, a course for students with less than 2 years of classroom teaching experience. Students are placed with a mentor teacher to observe and understand the classroom teachers' practices. Moreover, in English 732 students must be TAs in a writing course to learn and reflect on the practices of the writing teacher. In each of these courses students reflect on the teaching frameworks and strategies, thereby further refining their teaching philosophy. In English 733 which is teaching practice, the sole purpose is to reflect on their teaching through journals and reflective essays and culminates with an assignment where students identify strengths and discuss areas of improvement in their on-going professional development.

### 7.1.2 Portfolio Assessment Rubric

Extensive faculty resources are devoted to the assessment of students' portfolios. The portfolio is subject to a continuous process of assessment, beginning with its initial conception and concluding with the presentation of the final product. The assessment involves self-assessment by the author, peer assessment by fellow students, and faculty assessment.

At each stage, as many of the following six criteria as are appropriate and relevant are applied.

Criteria	Description
Coverage	The portfolio includes all of the required components. The items in the portfolio showcase the author's breadth of professional knowledge and practical teaching skills.
Accuracy	Information (names, dates, facts, details) is correct. Interpretations, inferences, and conclusions are supported by evidence and illustrations. References are fully documented and accurate.
Integration	The items in the portfolio, taken as a whole, connect personal experience with ideas from reading published work in the field. The connections between theory and practice are made explicit and are richly exemplified. Commentary in introductory cover notes demonstrates integration of thinking developed in different courses that the author has taken.
Critical synthesis	The portfolio offers evidence of independent thinking and of critical analysis and synthesis, combining knowledge with original interpretation and application, and demonstrating an ability to critically evaluate pedagogical theories based on firsthand observation, experience, and reflection.
Voice	It is clear that the portfolio is distinctively the author's. The author's own experiences, perceptions, background, talents, interests, and personality are evident. The portfolio documents are richly illustrated with examples from the author's own teaching and observations of teaching, and include personal reflections.
Writing and presentation	All documents are clear, coherent, and written in rhetorically acceptable academic style. References conform to APA conventions. The documents have been carefully edited and spell-checked. Portfolio items are presented in a binder with portfolio title page, table of contents, and section dividers. The portfolio is well organized and the presentation is visually attractive.

## 7.2 Advising

Advising is central to the MATESOL program. Students are encouraged via email, orientation meetings, and classroom instructors to consult with a faculty advisor when they choose courses and plan their programs. When the TESOL faculty were more numerous, students would be assigned a specific faculty advisor based on their teaching interests (e.g., those students interested in teaching ESL composition in higher education were assigned to the faculty member with similar interests). With the major decreases in faculty size, we do not have enough faculty to assign individual advisors. Now, we assign advisors by last name:

Students with last name A-M: Advisors are Olsher, Whalley, Martinez

Students with last name N-Z: Advisors are Santos, Abeywickrama.

Newly admitted M.A. TESOL students receive advising on planning their schedules and on other matters by a variety of methods: a "welcome" letter which is mailed with the letter of admission, information provided at our program Web site (in particular at "FAQs"; see below for a list of



topics) and in a 10-page handout, e-mail communication, an Orientation meeting just before classes begin, and various advising handouts. (see website for sample materials: <http://matesol.sfsu.edu/new-students>) New students who are Bay Area residents are invited to make advising appointments on Advising Day or during the coordinator's office hours.

After their first semester, M.A. TESOL students receive advising from any of the 5 faculty members. The program coordinator also advises by e-mail. She sends out messages through the program listserv to remind students of deadlines for filing forms (ATC – formerly GAP – forms, applications to graduate) and to provide information about course offerings and other program matters, e.g., events (lectures, conferences, parties), award competitions, and job opportunities.

The program designates a TESOL Advising Day, typically scheduled just prior to the course registration period (either 3<sup>rd</sup> week of November, or 3<sup>rd</sup> week of April) each semester, when faculty are on hand to meet with students on a first-come first-serve basis to discuss course selections and general advising issues.

The program also regularly offers 2-hour advising workshops:

- Advancement to Candidacy (ACT), formerly known as GAP, Workshops: These workshops are scheduled in October and February, over 2 days: a morning workshop, and an evening workshop, to accommodate students' different schedules. These workshops provide good opportunities to complete and sign student ATC forms in an efficient manner, but also to check in with students about their culminating experience requirements and student teaching plans the semester before they enroll in English 733: Student Teaching and the capstone course, English 891: Integrative Seminar in TESOL.
- TESOL Portfolio Workshops: These workshops are scheduled in late October and early March, over 2 days: a morning workshop, and an evening workshop, to accommodate students' different schedules. The workshops target students early on in their program (ideally, 1<sup>st</sup> or 2<sup>nd</sup> semester). Faculty provide an orientation to the portfolio assessment process and help students link their TESOL coursework, classroom experiences, and teaching interests to the portfolio requirements. Students engage in whole-group and small-group discussion to discuss their individual plans for their own portfolio content.

Our M. A.TESOL website, now in its 3<sup>rd</sup> round of improvement, enables faculty to be more efficient and consistent in their advising now that our website features information regarding a wide array of advising concerns, including:

program prerequisites, waiving prerequisites, transferring credits, foreign language requirements, degree requirements, course descriptions, our culminating experience, the length of the program and the course sequence where students can find an advising checklist and an advising worksheet, the route to graduation (course sequence in visual drawing), course prerequisites, registering for courses, first semester classes, grading policy, probation, the M.A. TESOL Portfolio, the MATESOL Conference and the thesis option.

In addition, there is information on career planning, forms and instructions, observing ESL classes, teaching assistantships, finding a job, and student associations. The program recommends on-

going review of our website’s analytics to strengthen the presentation of advising content and improve students’ navigation of the site.

### 7.3 Writing Proficiency

Prior to admission, Level 1 Writing proficiency is met by the student’s statement of purpose submitted as part of the application process, plus the TOEFL writing score for non-native speakers. Students whose writing ability is not satisfactory are required to take ENGLISH 670 or a comparable course approved by a faculty member/program coordinator. Level 1 Writing Proficiency Requirements were discussed in Section 3.2.

Level 2 Written Proficiency Requirements are met by satisfactory performance in the capstone project paper of the Portfolio that MATESOL students complete as part of the Culminating Experience requirement in ENGLISH 891.

**7.3.1. How students satisfy Level Two Written English Proficiency requirements** Level Two writing proficiency is assessed based on the quality of the capstone project paper portion of the Portfolio that MATESOL students complete as part of the Culminating Experience requirement in English 891. The capstone project paper is subject to a continuous process of assessment, beginning with its initial conception and concluding with the presentation of the final product. Thus it is expected that the final paper will meet the criteria outlined in the rubric.

#### Rubric for Assessing the Capstone Project (CP) paper for Level-Two Writing Proficiency

<p><i>Originality</i> The CP displays creativity by exceeding or going outside of clichéd approaches, with respect to content, inquiry methods, or pedagogical approach.</p>
<p><i>Relevance</i> The topic addressed in the CP reflects relevant and timely issues in the TESOL field, and the students’ insights promote reflection and dialogue about those issues.</p>
<p><i>Integration of literature</i> The CP demonstrates students’ knowledge and understanding of current literature published in the TESOL field on the particular topic, and effectively and accurately integrates that literature base. The literature sources logically build towards the writer’s own perspective on the issue. The paper consistently and effectively uses evidence from source material, including quotations, paraphrases, and summary statements, such that that students’ stance on the literature is clear. Literature review should include a minimum of 15 scholarly sources, with the majority of those sources published in the last 10 years. As a general rule, the number of sources should be adequate enough to create the context for the CP topic and to demonstrate understanding of the significance of the CP topic.</p>
<p><i>Reflection</i> Students are able to provide a reflective, self-assessment of what they have learned from carrying out this capstone project, and how their views as a TESOL professional have been shaped by this capstone experience. This reflection is documented in a cover note for the CP.</p>
<p><i>Academic Writing Skills</i> The CP demonstrates clear, coherent, and rhetorically appropriate academic style. References conform to APA conventions. Paper has been carefully edited and spell-checked.</p>

## **7.4 Culminating Experience**

In 2003 the M.A. TESOL Program began the use of portfolio assessment for the M.A. TESOL culminating requirement, in place of the written and oral M.A. comprehensive exam. This portfolio is completed while taking English 891 (Integrative Seminar in TESOL). The portfolio consists of a teaching philosophy statement, a capstone project (including a paper and presentation), an annotated professional bibliography, teaching materials, academic papers, and job application materials such as the curriculum vitae. The process of creating the portfolio encourages students to integrate learning from different courses in the program, to integrate knowledge from course work and from practical teaching experience, and to reflect on their learning and to prepare for future employment.

### **7.4.1 Goals of the portfolio:**

Maintaining a portfolio is an ongoing professional activity, providing an opportunity to put together a collection of work that best represents a student's accomplishments as a TESOL professional. Presenting all or part of the portfolio at the time a student is applying for a job is an excellent way to show a potential employer who you are professionally. The work selected is to be representative of student learning (reading, thinking, observations, research, writing, teaching, and TA/other practical experience) during the program and should show where a student now stands in their evolving career. The process of creating the portfolio is meant to stimulate a student to review, integrate, and reflect on their learning.

The portfolio enables us to achieve the following with respect to TESOL student performance:

- (a) To demonstrate that students have achieved the level of mastery implied by an M.A. degree. To fulfill the University's M.A. Culminating Experience Requirement, a student is required to demonstrate "ability to integrate content knowledge, independent thinking, critical analysis, and . . . accuracy of documentation" [*SFSU Bulletin*].
- (b) To demonstrate attainment of M.A. TESOL program goals.
- (c) To integrate learning from different courses in the program and from practical experience.
- (d) To strengthen the skills of self-reflection, self-assessment, and peer feedback.

## **7.5 Overview of Student Quality Indicators**

All of our courses in the program require that students produce written products that demonstrate their abilities as TESOL professionals. These written products cover various genres in the field from a critical reviews of research, lesson plan, literature review, teaching philosophy statement, research proposal, observation report, action research project and research paper. Students are provided with guidelines for writing these various papers and rubrics for how they are assessed. Thus students in the MA TESOL program are not only learning about classroom pedagogy but also how to display their knowledge of the content according to academic standards that are expected at a graduate level. This was one of the main reasons the MA TESOL program replaced the position paper with the capstone project in the Culminating Experience portfolio. The M.A. TESOL Capstone Project (CP) provides students with an opportunity to demonstrate their in-depth knowledge and practical expertise in a specific area of the TESOL discipline through a 15-20 page academic paper

that follows a common genre of writing found in the field. Sample links to student portfolios are listed here:

Amy McCarthy: <http://amymccarthy.myefolio.com/>  
Mariko Mihashi: <http://marikomihashi.myefolio.com/>  
Cherry Ngai: <http://cherryngai.myefolio.com/>  
Will DeVault: <http://willdevault.efolioworld.com/>  
Melissa Jaquish: <http://melissajaquish.efolioworld.com/>  
Tim Murphy: <http://timothymurphy.efolioworld.com/>  
Christina Lorimer: <http://christinalorimer.efolioworld.com/>

During the review period, students have also completed MA thesis work on innovative topics, including:

Kanemaru, Yuichi. (Fall 2007) "Using lexical and task-based approaches to improve Japanese university students' English fluency" (Committee: Olsher, Scovel)  
Huang, Janice. (Spring 2008). "Drama activities in the EFL classroom" (Committee: Whalley, Santos)  
Kurihara, Tatsuya. (Spring 2009) "Effects of lexical phrases on oral fluency development of Japanese EFL learners" (Committee: Olsher, Abeywickrama)  
I, Erika. (Fall 2010) "Perceptions of Non-Native English Speaking Teachers in the Field of TESOL" (Committee: Keck, Abeywickrama)  
Ishikura, Kaori. (Spring 2012) "A Case Study of an Advanced ESL Learner's Corpus Use for Proofreading" (Committee: Santos, Roberge)

The program recommends increased investment in resources so that faculty have greater capacity to support students' research interests and creative talents in the context of thesis supervision.

Another indicator of student quality is the M.A. TESOL Program Conference. Since Fall 1994, the program has required graduating students to participate in the planning and running of a TESOL conference at the end of the semester, to which all current M.A. TESOL students, newly admitted students, faculty, and interested educators from outside SFSU are invited. The conference features high-quality presentations on a diverse array of current TESOL topics. Since our last review, conference themes have included "Cultivating Learners, Harvesting Success", "Opening the Door: A New Decade for TESOL", "Sharing Words, Changing Worlds", and "Navigating the Global Waters of TESOL". Links to conference websites can be found here: <http://matesol.sfsu.edu/ma-tesol-conference>

In the context of English 891: Integrative Seminar in TESOL, students work on their professional portfolio, capstone projects, and the conference planning. Students gain valuable "soft-skills" as part of their conference responsibilities, which range from serving on conference committees to assuming positions as conference co-chairs. The conference is a source of great professional pride for our graduating students. The teamwork required to put on a high-quality conference has become an integral part of the MA TESOL "branding" at SF State.

Often, after completing research studies for course projects, independent studies, and theses, M.A. TESOL students present their work at local, state, and national/international conferences: the Annual Regional California TESOL (CATESOL) Conference in the Fall, the Annual State CATESOL Conference in the Spring, and the Annual International TESOL Convention in March/April of every year. Presenting at these conferences is laudable considering that acceptance rates are very low

(25%). Often presentations are delivered in collaboration with TESOL faculty. In addition, our graduates submit their research and curricular work for publication in reputed academic journals such as the *CATESOL Journal*. Here is a sampling of student publications produced since our last review, including publications co-authored with a faculty member:

Albilehi, R., Han, J.H., & DeSmidt, H. (2013). Curriculum Development 101: Lessons Learned From a Curriculum-Design Project. *CATESOL Journal*, volume 24 (1), 187-197.

McClelland, J. (2013). Book review of Gregorio Hernandez-Zamora's "Decolonizing Literacy: Mexican Lives in the Era of Global Capitalism." *CATESOL Journal*, volume 24 (1), 343-344.

Schulte, J. (2013). Reconstructing the Theory-to-Practice Narrative. *CATESOL Journal*, volume 24 (1), 125-136.

Takano, N. (2013). Making Progress: A Case Study of Academic Literacy Development. *CATESOL Journal*, volume 24 (1), 157-167.

Wadell, B., & Shandor, A. (2012). "Changing Views on Motivation in a Globalizing World". *The Language Teacher Online* (JALT Publication). Available online: <http://jalt-publications.org/tlt/articles/1899-changing-views-motivation-globalizing-world>

Also noteworthy are awards/scholarships/fellowships that our graduate students receive for their professional achievements. Here is a sample list of awards earned by our students since the last review:

- Jeff McClelland (TESOL '11), Fulbright English Teaching Assistantships, Chile, Fall 2013
- Melissa Jaquish (TESOL '11), Recipient of the David E. Eskey Memorial Award for Curriculum Innovation, awarded by the CATESOL Educational Foundation, Spring 2012
- Christina Lorimer (MATESOL '11), Research Infrastructure in Minority Institutions (RIMI) Fellowship (2009-2011); Fulbright English Teaching Assistantship, Brazil, Fall 2011
- Sarah Murrmann (TESOL '11), English Language Fellows Program, Turkey, Fall 2011.
- Vukile Mgijima (TESOL '10), Vice Chancellor award for Excellence in Teaching and Learning, Walter Sisulu University, South Africa, Fall 2012

Many of our students also go on to pursue Ph.D. or other advanced degree programs. Here is a list of students who have pursued advanced degrees in recent years:

- Hae Sung Yang, PhD Program in Applied Linguistics, Georgia State University, Fall 2011
- Janice Huang, PhD Program in Education, National Sun Yat-sen University, Taiwan, Fall 2012

## **8.0 THE PROGRAM AND THE COMMUNITY**

### **8.1 Professional engagement of students and alumni**

As described earlier, the TESOL conference hosted each semester represents one of the most important opportunities our students have to network with other students, alumni, faculty, and members of the broader TESOL community based in the Bay Area.