

## M.Ed. in Teaching English to Speakers of Other Languages 2016-2017

### Program Goals:

The program is designed to prepare teachers in the U.S. and abroad to teach English to students whose first language is not English; graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second language (ESL). It also prepares students for further graduate study (Education Specialist or Ph.D.s). Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL.

<b>Learning Outcome</b>	<b>Timeline for Assessment and Analysis</b>	<b>Means of Assessment/ Desired Level of Achievement (80% scoring B and above)</b>
<p><i>Student Understanding of Concepts and Theory</i></p> <ul style="list-style-type: none"> <li>A) The candidates will demonstrate understanding of research and learning theories involved in the acquisition of second languages and cultures, particularly of English as a second language (ESL).</li> <li>B) The candidates will be knowledgeable about structure and development of American English.</li> <li>C) The candidates will understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context).</li> <li>D) The students will become familiar with the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar)</li> </ul>	<p>Fall/Spring</p>	<ul style="list-style-type: none"> <li>A) <b>CIED 5923</b> Second Language Acquisition The candidates will analyze and write reports on learner data.</li> <li>B) <b>CIED 5513</b> Sound System of American English The candidates will collect and analyze language sample.</li> <li>C) <b>CIED 5993</b> Introduction to Linguistics The candidates will write a term paper on one aspect of linguistics.</li> <li>D) <b>CIED 5983</b> Structures of American English The candidates will write a paper on teaching grammar.</li> </ul>
<p><i>Student Understanding of Practice</i></p>	<p>Fall/Spring</p>	<p><b>CIED 5933</b> Second Language Methodologies</p>

The candidates will plan, implement and model best practice necessary to deal with English Language Learners (ELLs) in diverse educational contexts.		The candidates will engage in teaching demonstrations, design lesson plans, and tutor second language learners.  <b>CIED 5983</b> Practicum The candidates will submit a portfolio.
<i>Student Understanding of Assessment</i>  The candidates will make decisions based upon professional standards and use methods and techniques for evaluating the academic performance of second language learners in the four modalities: listening, reading, speaking, and writing.	Fall/Spring	<b>CIED 5953</b> Second Language Assessment The candidates will create assessment and evaluation rubrics. The candidates will submit a final paper on summative or formative assessment.
<i>Student Understanding of Diversity</i>  The candidates will understand the nature of culture and multicultural student population including social/cognitive learning styles and differences.	Spring	<b>CIED 5943</b> People of Other Cultures The candidates will submit multicultural lesson plans. The candidates will conduct presentations.
<i>Student Understanding of Research</i>  The candidates will investigate problems in their own teaching contexts.	Fall/Spring	<b>CIED 5273</b> or <b>CIED 5013</b> Action Research Project

### Reporting of Results

Reports annually to the Dean of the College the following:

- Results of analysis of assessment of Student Learning Outcomes
- Any changes to degree planned or made on the basis of the assessment and analysis
- Any changes to the assessment process made or planned.

The following table presents the data on graduating candidates in the 2015-16 school year:

Candidate	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Comprehensive Exam Action Research Project
1	A	A	A	A	A	Pass
2	A	A	A	A	A	Pass
3	A	A	A	A	A	Pass
4	A	A	A	A	A	Pass
5	A	A	A	A	A	Pass
6	A	A	A	A	A	Pass

The TESOL program graduated 6 MEd students in the 2016-17. It appears as though TESOL program assessment may not be capturing all data related to the program as there is a large number of students seeking endorsements versus an MEd. Data collected are based upon broad goals versus specific TESOL and TESS standards.

Furthermore, the data collected does not provide enough information to drive program improvements.