

## UNIT REPORT

## Second Language Acquisition and Teaching (SLAT) - Reviewer's Report - Academic Data

Generated: 6/3/19, 1:56 PM

# Second Language Acquisition and Teaching (SLAT)

## Second Language Acquisition and Teaching Graduate Certificate

### Mission:

According to its mission statement, the College of Liberal Arts and Science aims to provide our students with “a well-rounded and comprehensive education designed for a ... rapidly changing society”. One such rapid societal change relates to the status of English as a second language. The number of people learning English as a second language is rising steadily. As far as the status of English world-wide is concerned, it is estimated that over 1 billion people currently learn English world-wide. Similarly, the British Council reported that in the year 2000, there were 750 million speakers of English as a foreign language (using English occasionally for business or pleasure), and another 375 million speakers of English as a second language (using English on a daily basis). As far as the status of English in the United States is concerned, the 2011 U.S. Census Bureau report on language use in the United States reported that over 60 million people residing in the States speak a language other than English at home. The continuously growing number of people learning English as a second language creates a dire need for qualified teachers of English as a second language. Accordingly, the SLAT certificate program is designed to prepare professionals to teach in Teaching English as a Second Language (TESOL) contexts.

Start: 07/01/2017

End: 06/30/2018

## PG 1 Prepare to teach TESOL

**Goal:** To prepare professionals to teach in Teaching English as a Second Language (TESOL) contexts

### Evaluation Method:

Track students entering the certificate program through completion. Criterion for success would be to retain/graduate no less than 70% of those students accepted into the program.

### Results:

See attached. Students were tracked through the Student Admin system. All students who entered the program for 2017/18 completed the certificate program.

XOn Campus: true

XProgram CIP: 16.0102

XOnline: false

XOther Site: false

XIf Other Site:

## SLO 1 Contemporary theories of second language acquisition

### Outcome:

Students will identify, describe, and define contemporary theories of second language acquisition and empirical research findings regarding second language acquisition and teaching English as a foreign/second language.

SLO Area (select one): Knowledge (Grad)

### Assessment Method:

Presentations, publications and leading a workshop require students to identify, describe, and define contemporary theories of second language acquisition and empirical research. Candidates must provide proof that they have met this SLO by doing one of the following: (i) presentation of a paper at a local, state, or national conference or departmental colloquium, (ii) publication of a paper in a proceedings, edited volume, or journal, or (iii) leading of a workshop at a professional meeting. The measurement is yes they provided proof for one of these, or no. In the event it is no, they do not meet criteria for the certificate.

### SLO Not Assessed This Year:

### Results:

All 8 students who applied in the reporting period met this requirement (100%). This met the criterion.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 70

How many students did you assess for this outcome?: 8

How many students met the outcome?: 8

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

## SLO 2 Contemporary pedagogical frameworks

**Outcome:**

Students will apply knowledge of contemporary pedagogical frameworks for teaching English as a second/foreign language, and competency in designing and carrying out lesson plans specifically tailored to TESOL settings.

**SLO Area (select one):** Skills (Grad)

**Assessment Method:**

Presentations, publications and leading a workshop require students to apply knowledge of contemporary pedagogical frameworks for teaching, designing and carrying out lesson plans as described. Candidates must provide proof that they have met this SLO by doing one of the following: Candidates must provide proof that they have contributed to the profession in one of the following ways: (i) presentation of a paper at a local, state, or national conference or departmental colloquium, (ii) publication of a paper in a proceedings, edited volume, or journal, or (iii) leading of a workshop at a professional meeting. The measurement is: yes they provided proof for one of these, or no. In the event it is no, they do not meet criteria for the certificate.

**SLO Not Assessed This Year:****Results:**

All 8 students who applied in the reporting period met this requirement (100%). This met the criterion.

**Start:** 07/01/2017

**End:** 06/30/2018

**Threshold of Acceptability:** 70

**How many students did you assess for this outcome?:** 8

**How many students met the outcome?:** 8

**What percentage of students met the outcome?:** 100

**Does this meet your threshold of acceptability?:** Yes

**New Programmatic Use of Results Item**

**Program:** Second Language Acquisition and Teaching (SLAT)

**Programmatic Use of Results:**

The Coordinator for the TESOL Certificate Program decided to advance the knowledge of the program to graduate students in appropriate classes. Enrollments continued to increase since 2012.

**Program Results Not Reported This Year:****Second Language Acquisition and Teaching Graduate Certificate**

**End:** 06/30/2018

**Start:** 07/01/2017

**Providing Department:** Second Language Acquisition and Teaching (SLAT)

**Assessment Cycle (All AAPs):**

The timeline for assessment varies as a function of students' individual degree plans. Proof of a contribution to the profession as defined above is requested when the students apply for the certificate, which is typically in the semester they plan to graduate.

**SLO Assessment Rubric (All AAPs):**

Candidates must provide proof that they have contributed to the profession in one of the following ways: (i) presentation of a paper at a local, state, or national conference or departmental colloquium, (ii) publication of a paper in a proceedings, edited volume, or journal, or (iii) leading of a workshop at a professional meeting. The measurement is: yes they provided proof for one of these, or no. In the event it is no, they do not meet criteria for the certificate.

**Methods and Procedures (UG and Certificate AAPs):**

Students' progress towards the SLAT certificate is continuously assessed through the successful completion of the required course work. Proof of a contribution to the profession as defined above is requested at the latest when candidates submit the certificate application, which is typically in the semester they graduate. The SLAT coordinator confirms on ISIS that the candidates indeed fulfill all certificate requirements (see <http://lin.ufl.edu/graduate/slat-certificate/> for an overview) and then confirms their eligibility for the certificate on the due dates published by CLAS.

**Curriculum Map (UG AAPs only):**