**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_\_\_\_\_\_\_\_\_\_\_\_Linguistics\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_\_BA\_\_ Assessment Coordinator: \_\_\_\_\_Brian Agbayani\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.

Learning Outcome B.9: Describe current best practices for teaching a second language.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

• Linguistics 141 (TESOL), Take Home Examination 1

Choose one of the following topics and write an essay (minimum a 1500 words). **Topic I: Language Acquisition Theories/Principles**

Compare and discuss two or more language learning theories/hypotheses introduced in the course readings and class discussions (e.g. Lightbown & Spada Ch.1 and Ch.2, or Brown and Lee Chapter 4. and Ch.5). Explain with examples (both L1 and L2 examples if you can) to what extent these theories seem to work. What are some of the problems with these hypotheses? What are your thoughts about these theories/principles?

**Topic II: Learner Variables, Learning Conditions and Contexts**

Are children better language learners than adults? Discuss learner variables (e.g. age and proficiency levels) and learning conditions in L2 acquisition/learning (formal and informal) and learning contexts (social and institutional). Give examples to support your arguments. Why is it important to take into consideration these differences in teaching a second language?

**Topic III: Language Teaching History and the Current Approach**

Summarize the history of language teaching (discussed in Chapter 2 of our textbook). Why is there no single best “method” for L2 teaching and learning? What is your understanding of the Communicative Language Teaching approach (CLT)? Compare the CLA with one or two of the previous methods (e.g. the Grammar Translation, the Audiolingual Method, etc.) and explain which one/ones you will adapt in your teaching. Why?

• There were no specific grading rubrics for the take home exams. The essays are graded according to the following categories (as provided by the instructor):

Content:

• Is the essay to the topic?

• Is the coverage of the contents comprehensive?

• Are the topics discussed to certain depth?

• Are the supporting materials relevant and used appropriately?

Organization and Discourse:

• Is the essay well organized?

• Are the ideas expressed in logical sequences?

• Do the paragraphs/sections clearly serve their purposes?

• Are there proper introductions and conclusions (no abrupt beginning and ending) • Is the essay with appropriate length?

• Are there proper transitions?

• fluency: the flow of writing

• accuracy: no syntactic errors

• references and citations

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

The sample size was 25 students, and the percentage of students designated as proficient was at 100%. The scores ranged from 7.5 to 10 out of 10 points.

4. What changes, if any, do you recommend based on the assessment data?

Students performed exceptionally well on the assignment—as far as providing for clearer assessment of the student’s understanding of the material, a more detailed rubric

outlining beginning, intermediate, and advanced levels of performance on each measure would be more useful in assessing student performance.

5. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

6. What assessment activities will you be conducting during the next academic year? We plan to assess the following outcomes and courses in 2019 – 2020.

**Ling 148 Sociolinguistics**

Learning outcomes C.11: Discuss language variation in its natural setting. Students’ term papers in Ling 148 will be studied.

7. What progress have you made on items from your last program review action plan?

The most recent program review (2015) made the following recommendations in curriculum development and the department has made efforts to address each of them.

**(1)** “The development of new graduate courses in research methods, language structures for teachers, a survey of applied linguistics, a morphology course, and a semantics course in the future.”

● Dr. John Boyle has developed and offered an undergraduate *Morphology* course last year and this course was offered again in Spring 2018.

● The department conducted a search for a linguist specializing in TESL and applied linguistics in 2016-2017. We successfully hired Dr. Jaydene Elvin who started here in fall 2017. Dr. Elvin has contributed to the development of a graduate course in research methods and will be offering the graduate research methods class in Fall 2018. She is also overseeing two internship opportunities for TESOL students in the MA and BA programs.

● The department also hired John Lyon, a tenure-track faculty member who specializes in semantics. He is teaching a new Semantics undergraduate course in Fall 2018, and will offer a graduate Seminar in Semantics in Spring 2019.

**(2)** “making the TESOL option more general and applying it to teaching subsequent languages other than English”

• Our core and required courses for the TESOL option are offering students theoretical and practical training to teach subsequent languages other than English. We just

submitted a curriculum change proposal to change the TESL option to TESOL/SLAT (Second Language Acquisition and Teaching) to reflect the broader scope of curriculum.

**(3)** “Culminating Experiences and Student Direction”

• The department faculty have agreed to develop the Project option for the students in the TESOL option. We have included internship opportunities in the TESOL program through Fresno Adult School, San Joaquin Memorial High School, and Agriland Farming Company, and incorporated these experiences into the curriculum for Ling 141, 171, Ling 241 and Ling 244. We have developed Ling 171 into an internship learning course and Ling 241 is being developed as a service learning course. We will work on developing ways in which these experiences can be incorporated into the students’ culminating experience.