Portfolio & Presentation

Information



Graduate School of TESOL

Hankuk University of Foreign Studies

\* subject to change

August 2017

**Table of Contents**

1. Overview 1

2. Portfolio Advising 2

3. Portfolio Components 3

Title Page 3

Approval Page 3

Acknowledgements 3

Table of Contents 3

Introduction (Portfolio Section 1) 3

Literature Review (Portfolio Section 2) 4

Theoretical Background (Portfolio Section 2.1) 4

Teaching Approaches and Methods (Portfolio Section 2.2) 4

Unit Plan (Portfolio Section 3) 4

The Learners (Portfolio Section 3.1) 4

The Learning Environment (Portfolio Section 3.2) 4

Unit Goals (Portfolio Section 3.3) 4

Learning Threads (Portfolio Section 3.4) 4

Lesson Plans (Portfolio Section 3.5) 5

Assessment (Portfolio Section 3.6) 5

ELT Only: Teaching Demonstration and Analysis (Portfolio Section 3.7) 6

ELT CD Only: Educational Website and Analysis (Portfolio Section 3.7) 8

Reference List (Portfolio Section 4) 9

4. Formatting 10

5. Portfolio Submission 10

6. Grading Criteria 11

Portfolio 11

Presentation 12

# Overview

All students in the Graduate School of TESOL (GS TESOL) who have chosen the portfolio as part of their graduation requirements must follow the guidelines in this document for creating the portfolio and preparing for its presentation.

The portfolio will evolve from course work studied during the program as well as any professional experiences that the student may have. In this way, the portfolio represents the student’s achievements of knowledge, skills, and dispositions as a TESOL professional.

The purpose of the portfolio is to present convincing evidence of student learning, improvement in professional practice, and competencies as an educator in the ﬁeld of TESOL. The portfolio and its presentation should meet the following criteria:

* Be integrative by synthesizing and applying ideas across GS TESOL courses
* Be demonstrative of the student’s learning in the GS TESOL program
* Link TESOL theory and research to practice
* Be of personal use and value to the student as well as an audience of peers

Students will accomplish these criteria through a process of self-reflection and critical evaluation of the courses that they have taken during their graduate studies. In doing so, creating a graduating portfolio will enable the student to think critically about teaching approaches, skills, and attitudes held prior to entering the GS TESOL program, and how they have since been shaped, modiﬁed, or enhanced through interactions with faculty, advisors, classmates, students, and peers.

The graduating portfolio is an illustration and reflection of one’s educational disposition and experiences in the ﬁeld of TESOL. To this end, the main components of the graduating portfolio are the same for both GS TESOL departments – Department of English Language Teaching (ELT) and Department of English Language Teaching Contents Development (ELT CD) – except as follows:

* Literature Review that describes and links TESOL theory and research to pedagogy
* Unit Plan that consists of information about the learners and learning environment, goals statements, a summary of language and content components, four lesson plans and accompanying materials, and an assessment component
* Teaching Demonstration and Analysis (ELT only)
* Educational Website and Analysis (ELT CD only)

While the guidelines in this document are intended to provide a roadmap on how to best construct a graduating portfolio that reflects teaching skills, knowledge, and experiences, there is also ample opportunity for the student to add their own personal stamp of ownership. It is hoped that the graduating portfolio will illustrate a culmination of knowledge and experience gained from the GS TESOL, and become a source of pride and accomplishment that can also be used in future career and educational endeavours.

To construct the graduating portfolio in a timely manner, students will be assigned an advisor at the beginning of the third semester, with a portfolio submission date in the eleventh week of the fourth semester of study.

# Portfolio Advising

Portfolio advising is the process of sitting down with your adviser and together evaluating the documents that you have prepared for your portfolio. The advising process is designed to help you organize, focus, and broaden the knowledge about language learning and teaching that you have developed during your time in the GS TESOL.

As a student in the GS TESOL, you have taken numerous courses, which have informed you about current issues, research, and trends in the ﬁeld of language teaching. In these courses, you have completed assignments, presentations, and other work, all of which have shaped your outlook on the ﬁeld of language learning and teaching. This outlook is represented in your portfolio.

Overall, the process of portfolio advising will help you:

* Express the knowledge you have gained from the GS TESOL,
* Find and develop common threads between different courses you have studied,
* Decide which learning experiences to include and exclude in your portfolio,
* Organize information into appropriate sections of the portfolio.

Specifically, your adviser will help you focus on your academic progression as a student and development as a TESOL professional by helping you:

* Organize the work that you have done during the GS TESOL program. This might include suggestions about which work to include or exclude in the portfolio.
* Identify strengths and weaknesses of the developing portfolio, and offering suggestions about how to improve the overall coherence and presentation of ideas.
* Synthesize ideas between different sections of the portfolio. This includes suggestions about how to draw connections between different sections of your portfolio, for example to ensure that your unit plan and lesson plans properly reflect your teaching approaches and methods.
* Conduct ongoing self-assessment on learning that has occurred during the program.
* Make wiser decisions about knowledge that you have developed in the GS TESOL program. This might include suggestions for further reading on a particular topic in order to inform and focus your knowledge to a greater extent.

Conversely, your advisor is not responsible for helping you:

* Brainstorm ideas for any section of the portfolio
* Fix mechanical aspects of your English writing such as grammar and vocabulary choice
* Use correct referencing conventions
* Use word processor formatting tools for font and style selection

In short, your advisor is not responsible for proofreading your portfolio. The process of advising exists only to ensure that the knowledge you have gained from the GS TESOL is reflected appropriately in your portfolio.

# Portfolio Components

When preparing the portfolio, students should feel free to be creative by including their own personality in the content created. At the same time, the portfolio is an academic document and therefore should be written in an academic style. Overall, the portfolio should be consistent with and reflect pedagogically sound views of language teaching, be original in content, and demonstrate an intelligent, succinct synthesis of ideas and content across all sections outlined below. Further, students should be aware that the portfolio is not just a collection of assignments and projects completed during the GS TESOL program; rather, it should be a careful, critical representation of various types of work that show the student’s achievements during the GS TESOL program. The portfolio includes the following items:

## Title Page

The title page should include (i) the title of your portfolio; (ii) your full name; (iii) the words, “A portfolio submitted to the committee of the Graduate School of TESOL, Hankuk University of Foreign Studies in partial fulfillment of the requirements for the degree of Master of Arts”; (iv) the month (February or August) and year of your convocation. It should be 1 page.

## Approval Page

The approval page should include (i) the words, “Approved by the committee of the Graduate School of TESOL, Hankuk University of Foreign Studies in partial fulfillment of the requirements for the degree of Master of Arts”; (ii) the words, “Portfolio Committee:” followed by three lines to be filled in by the portfolio evaluation committee members in the following format “Name Signature”, where the first line is for the supervising committee member (심사위원장), the second line is for the second committee member (심사위원), and the third line is for the student’s advisor (지도교수); (iii) the words “DEPARTMENT OF ENGLISH LANGUAGE TEACHING (or DEPARTMENT OF ENGLISH LANGUAGE TEACHING CONTENTS DEVELOPMENT) GRADUATE SCHOOL OF TESOL HANKUK UNIVERSITY OF FOREIGN STUDIES”. It should be 1 page.

## Acknowledgements

The acknowledgements page is a place to thank the faculty, family members, and friends who have helped you reach this point in your academic career. It is optional and should be 1 page.

## Table of Contents

The table of contents should list numerically all of the level 1, level 2, and level 3 section headings in the portfolio, with the names of the sections on the left and page numbers on the right. It should be 1 page.

## Introduction (Portfolio Section 1)

The introduction should give a general overview of the portfolio, what it includes, and how the content is organized. It should include general information about the theme of the unit plan and your motivation for choosing it based on the characteristics and needs of your target learners; the teaching approaches and methods that you use; the theories, constructs, or models of language learning that support your pedagogical choices; and anything else unique and noteworthy about your portfolio. It has a flexible length of 1-2 pages.

## Literature Review (Portfolio Section 2)

The literature review consists of two subsections: Theoretical Background (Section 2.1) and Teaching Approaches and Methods (Section 2.2). It has a flexible length of 10-12 pages.

## Theoretical Background (Portfolio Section 2.1)

The theoretical background should describe the theories, constructs, or models of language learning that support and guide the pedagogical choices made in the portfolio. It should include extensive and ample reference to empirical studies and scholarly works from the field of language teaching or fields relevant to language teaching that the student feels is necessary to include in the portfolio. It has a flexible length of 7-8 pages.

## Teaching Approaches and Methods (Portfolio Section 2.2)

The teaching approaches and methods should extend the discussion started in the Theoretical Background (Section 2.1) by describing the pedagogical choices, methods, and teaching techniques used in the portfolio and by providing a rationale for doing so based on the learners, teaching context, and goals for which the portfolio has been designed. It has a flexible length of 3-4 pages.

## Unit Plan (Portfolio Section 3)

The unit plan is a comprehensive series of related documents that describe in detail a progression of language learning across four lessons that focus on one particular theme. The portfolio must include one unit plan with the following subsections. It has a flexible length of 30-40 pages.

## The Learners (Portfolio Section 3.1)

This section should provide a detailed description of the learners (e.g., proficiency level; age; language learning experience; purpose of learning English; role of the learners; affective factors such as interests, motivation, and attitude) and their language learning needs. It has a flexible length of 1-2 pages.

## The Learning Environment (Portfolio Section 3.2)

This section should provide a detailed description of the learning environment (e.g., class size and frequency, classroom layout, access to resources, public or private school, immersion program) and situation (e.g., constraints and expectations imposed by stakeholders such as parents, employers, or principals; patterns of language use in society). It has a flexible length of 1-2 pages.

## Unit Goals (Portfolio Section 3.3)

This section should provide an overview and rationale of the unit goals and unit theme. It should provide broad statements of content and language-learning that learners will develop as a result of studying the unit plan, and that may be applied to other subject matter or even areas of future lifelong learning. It should indicate why the unit theme is important or interesting for learners to study, how the unit goals guide instruction in the lesson plans, how the sequencing of lessons helps to achieve the goals, and anything else unique and noteworthy about the theme or goals of the unit plan. It has a flexible length of 1-2 pages.

## Learning Threads (Portfolio Section 3.4)

This section should provide a detailed description of the content (i.e., subject matter and resources), language components (i.e., vocabulary and grammar), and language skills in the unit in written and graphical formats. The content and language component threads should introduce the content, vocabulary, and grammar of the four lessons, and the language skills threads should show how language skills are balanced and integrated in the unit plan. Each thread should include an overview that describes and justifies the pedagogical choices made, and also demonstrates how their various aspects progress, develop, and balance in the unit plan. It should be 5 pages (1 page overview + 1 page per thread).

## Lesson Plans (Portfolio Section 3.5)

This section should begin with an overview that provides an explanation of and pedagogical rationale for the items that appear in the lesson plan template (e.g., activity sequencing, resources). The overview should be 1 page. The four lessons outlined in the overview should then be developed into full lesson plans including the following. Each lesson plan has a flexible length of 4-5 pages.

### Template

The lesson plan template should include (i) the lesson title; (ii) the grade and English proficiency level of the learners; (iii) the time frame of the lesson plan; (iv) concise content and language objectives; (v) information about classroom preparation; and (vi) an organizational structure that includes timing, sequencing of activities, interactions, focus, and resources. Additionally, at least one lesson must have homework. See the Homework section below for more details. It has a flexible length of 1-2 pages.

### Resources

Each lesson plan should be supported by a variety of resources (minimum 3 pages) and adhere to the following requirements:

* Resources that are photocopiable (e.g., worksheets, reading texts) should be in a format that is aesthetically pleasing and ready to photocopy for classroom use.
* Resources that are not photocopiable (e.g., flashcards, game boards) should be in a format that is aesthetically pleasing and ready to photocopy for creation by the teacher, or optionally created and photographed for inclusion in the portfolio.
* Slideshows (e.g., PPT) should be printed in such a way that slide content is labelled for easy cross-referencing with other sections of the portfolio, aesthetically pleasing, and easy to see and read.
* Audio materials (e.g., mp3) should be fully transcribed on separate pages. There is no need to include any actual audio files.
* Video materials (e.g, YouTube) should be fully transcribed on separate pages and include a suitable number of screen captures of key moments in the video and labelled for easy cross-referencing with other sections of the portfolio. There is no need to include any actual video files.
* The number of materials that you submit will depend on the type of activities in the lesson.
* Do not include digital files (e.g., USB) with your portfolio. All digital files should be printed or transcribed as necessary and included on separate pages as part of the portfolio.

### Homework Task

The homework task should include an overview or rationale, clear instructions, potential materials, submission requirements, and means of assessment. At least one lesson must be accompanied by a homework task. The homework task can be graded, and therefore part of the unit plan assessment, or it can be ungraded. It has a flexible length of 1-2 pages.

## Assessment (Portfolio Section 3.6)

The assessment should measure the degree to which learners have mastered the goals and objectives of the unit plan and lesson plans, respectively. The assessment can be formative or summative, and focus on comprehension, production, or both. Assessment components will depend on the type of assessment created. It has a flexible length of 3-5 pages. Some examples include:

* Selected-response tasks (e.g., multiple choice, matching, discrimination)
* Limited-production tasks (e.g., short answer, ﬁll-in-the-blanks, discourse completion)
* Extended-production tasks (e.g., essay, project, report, interview, role play)

Relevant information about how the assessment will be scored should also be included. Some examples include:

* Scoring scales, rubrics, and descriptors
* Observation or evaluative criteria that reflect the objectives of the unit plan

## ELT Only: Teaching Demonstration and Analysis (Portfolio Section 3.7)

ELT students should conduct a 15-minute teaching demonstration of the development phase of one lesson plan from the unit plan to a committee of two evaluators and their advisor during week five of the fourth (or subsequent) semester after receiving approval from their advisor in week three. Students are allowed to demonstrate only once. The demonstration must meet the following requirements:

### Approval

Students must receive approval from their advisor in week three of the fourth (or subsequent) semester in order to do the teaching demonstration. The approval process serves three purposes: (i) to ensure that the lesson plan comes from the unit plan, (ii) to ensure consistency between the lesson plan and the Teaching Approaches and Methods (Portfolio Section 2.2), and (iii) to ensure the quality of the lesson plan.

To receive approval, students should prepare: (i) a draft of the Teaching Approaches and Methods (Portfolio Section 2.2) that sufficiently describes the general characteristics and specific implementation of instruction in the unit plan, (ii) the lesson plan to be demonstrated, fully complete with resources, and (iii) a teaching demonstration overview.

Once approval has been received, students are required to submit the approval form (one copy), teaching demonstration overview (three copies), and lesson plan with resources (three copies) by the end of week three.

### Teaching Demonstration Overview

The purpose of the teaching demonstration overview is to apprise the evaluation committee of the key characteristics of your lesson plan and how it is situated in the context of your portfolio. It has a maximum length of 1 page. It can be written in paragraphs, point form, or a combination of both. Consider including information about: the learners, the learning environment, the unit plan goals, the teaching approaches and methods you use, the theme of your unit plan, which lesson plan you will demonstrate and how it sequences with other lesson plans in the unit plan, the lesson plan objectives, and anything else that is unique and noteworthy about your teaching demonstration.

*Note.* These are only suggestions. The content of the overview is ultimately up to you.

### Format

Demonstrations consist of 3-minute setup, 2-minute description of your lesson plan and teaching context, 15-minute demonstration, and 10-minute feedback period by a committee consisting of two evaluators and your advisor.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Setup** | → | **Lesson Description** | → | **Demonstration** | → | **Feedback** |
| 2 minutes | 3 minutes | 15 minutes | 10 minutes |

### Setting

A classroom in the Graduate Building with white board, computer and projector, and moveable desks.

### Number of Language Learners

No language learners are required for the demonstration. Instead, you will be asked to demonstrate the lesson (e.g., introduce activities, give instructions) as if your learners follow instructions and complete the activities successfully.

### Content and Resources

Teachers are responsible for deciding the content and necessary resources of the lesson plan being demonstrated, provided that they adhere to the following requirements:

* + The lesson plan is part of the unit plan in the portfolio.
	+ You should demonstrate your ability to teach a language point that reflects the objectives of one of the lesson plan and the goals of the unit plan.
	+ You should demonstrate your ability to give instructions.
	+ The resources used (e.g., white board, computer and projector, handouts) are appropriate and high quality.
	+ Note that you should prepare copies of your lesson plan and any distributable resources (e.g., handouts) for each of the committee members.

### Tips for Making Decisions about What and How to Teach during the Demonstration

Look at the four lessons that you have created for your unit plan and choose the one that you think you can best demonstrate without students. Choose procedures and activities that demonstrate your ability to:

* Create a welcoming atmosphere. Show a positive attitude and demonstrate your ability to lighten the mood and make people feel comfortable.
* Give instructions. Give clear instructions with good intonation, pausing at appropriate moments to show your ability to pace your speech and guide learners through the lesson step-by-step.
* Use the white board. Demonstrate your ability to organize information on the white board.
* Organize other resources. Prepare top quality, professional looking, linguistically accurate handouts and other resources. If you plan to use multimedia like a PPT, make sure it works well and displays information exactly the way that you want it to.

*Note*. These are only suggestions. The content of the teaching demonstration is ultimately up to you.

### At the Teaching Demonstration

Begin your teaching demonstration with a 3-minute spoken introduction that situates your chosen lesson plan in the context of your portfolio. Consider using the Teaching Demonstration Overview as a point of reference for this spoken introduction. Lastly, it is reasonable to expect that there will be a lot of teacher talk in your teaching demonstration. It is also reasonable to expect that your demonstration will not be identical to a real lesson.

### Feedback

At the end of the teaching demonstration, the committee will give you feedback orally, which will inform your Teaching Demonstration Analysis. It is your responsibility to document the feedback so that you can refer to it while writing the analysis.

### Teaching Demonstration Analysis

The teaching demonstration analysis requires students to reflect on aspects of the teaching demonstration that were either successful or that require improvement in terms of meeting the goals and objectives in the unit plan and lesson plan, as well as adhering to the pedagogy described in the literature review. It has a flexible length of 2-3 pages. Three areas of analysis are recommended:

* + Lesson: language and content objectives, language skills, activities.
	+ Teaching: instructions, activity sequencing.
	+ Materials: use of hands-on materials or technology.

Students are also encouraged to reflect and comment on any other unique and noteworthy aspect of the teaching demonstration in relation to all sections of the portfolio including the literature review and unit plan.

## ELT CD Only: Educational Website and Analysis (Portfolio Section 3.7)

ELT CD students should include an educational website (i.e., Moodle LMS) that displays digital artefacts and interactive activities that supplement or complement the lesson plans or unit plan according to MALL principles and instructional strategies. Students should include a screenshot of their online course on a single page in the portfolio appendix with a link to the website and an ID and password to access the site. The educational website should meet the following requirements:

### Domain Name and Server

The educational website must use the Moodle LMS software on its own domain hosted on an independent web hosting service.

### Aesthetics, Functionality, and Data Management

All hyperlinks, activities, and multimedia that comprise different aspects of the education website must be working properly. The website should be easy to navigate, organized, visually stimulating, and its content should be of professional quality.

### Digital Artefacts and Activities

Students must include a minimum of four personally created digital artefacts or activities that integrate with the unit plan, two of which must be of a different type (e.g., video tutorials, audio slideshows, forums, glossaries, lessons, chats, worksheets, quizzes, wikis, blogs, interactive exercises, or other multimedia), and two of which must be for in-class use.

Students can construct digital artefacts and activities at the level of the lesson plan (e.g., a video tutorial or forum activity for a single lesson plan) or the level of the unit plan (e.g., a wiki or quiz for the entire unit plan). Students are also encouraged to use digital artefacts that have been created by others (e.g., YouTube video about unit plan content or language), although such resources used as-is (i.e., not edited, reconstructed, or manipulated in a meaningful way by the student) will not be considered as part of the student’s four personally created digital artefacts or activities.

### MALL Best Practices

All digital artefacts and activities used to support the unit plan and lesson plans should reflect effective blended learning practices and adhere to MALL principles and instructional strategies.

### Educational Website Analysis

The educational website analysis requires students to reflect on their educational website, focusing on how it enhances language learning as well as any inherent limitations of the technologies used. It has a flexible length of 2-3 pages. In your analysis, you might want to:

* + Provide an overview of how blended learning is integrated into the unit plan,
	+ Discuss how the activities that learners do online supplement, complement, or enhance the activities that learners do in class,
	+ Explain which online activities used are most suitable as a pre-class, in-class, or post-class activity, and why,
	+ Predict how technical capabilities (e.g., kinds of devices/computers, speed and availability of Internet access, software, hardware) might affect the study activities used.
	+ Predict how the learners’ technical skills and motivation for study might be affected by the study activities used,
	+ Describe how your pedagogical approach or the lesson plan objectives might be affected by the study activities used.

Students are also encouraged to reflect and comment on any other unique and noteworthy aspect of their educational website, especially in relation to all sections of the portfolio including the literature review and unit plan.

## Reference List (Portfolio Section 4)

The references list should include all sources cited in the portfolio. It should follow the formatting requirements below in Section 4 below and the style guidelines set in the Publication Manual of the APA 6th Edition.

# Formatting

The portfolio must adhere to the formatting requirements below and the style guidelines set in the Publication Manual of the APA 6th Edition. Consistency in presentation and appearance is expected. Students are ultimately responsible for the professional appearance of their portfolio.

* A4
* 2.54 cm margins on all four sides of the page
* 2.0 line spacing
* Body text: Times New Roman, 12 point, regular, new paragraphs indented 1.27 cm
* Level 1 headings: centered, bold, title case, numbered
* Level 2 headings: flush left, bold, title case, numbered
* Level 3 headings: indented, bold, title case ending with a period, numbered
* Level 4 headings: indented, bold, italicized, lowercase ending with a period, not numbered
* Tables: Times New Roman or a suitable sans serif font, 10 point
* Use of the GS TESOL Microsoft Word Portfolio Template is strongly recommended.

For further information about how to format and style your portfolio, consult the Publication Manual of the APA 6th Edition.

# Portfolio Submission

Students are required to submit their portfolio in three different formats: ring binder format (ﬁrst submission) and softcover + PDF format (ﬁnal submission). Three copies of the portfolio in ring binder format must be submitted before the portfolio presentation in Week 11. These copies represent the portfolio that will be assessed by the department. After first submission, students will present and receive feedback on their portfolio in Week 14. Students must then make revisions based on the feedback and seek approval from the evaluators to submit the ﬁnal copy to the department by Week 17 for permanent archival purposes according to university policy.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Demonstration****(ELT only)** |  | **Submissionfor Evaluation** |  | **Presentation and Feedback** |  | **Revision and Approval** |  | **Submissionfor Archiving** |
| **Week 5** |  | **End of Week 11** |  | **Week 14** |  | **Week 15 to 17** |  | **End of Week 17** |
| **Conduct** a teaching demonstration. | → | **Submit** three copies of the portfolio in ring binder format for evaluation. | → | **Present** the portfolio to a committee of faculty members.**Receive** feedback. | → | **Revise** the portfolio based on feedback.**Seek approval** from each evaluator for final submission. | → | **Submit** two softcover archival copies to the department.**Upload** one PDF copy to the department homepage.  |

*Note.* Upload one PDF copy of your final portfolio (maximum 5MB) to the “Department Documents” section of the GS TESOL homepage: <http://tesolgs.hufs.ac.kr/>. You will need to log in to upload your PDF. Instructions are provided on the homepage.

# Grading Criteria

## Portfolio

The grade for the portfolio that you submit in Week 11 (maximum 100 points) is based on the following criteria:

### Literature Review

The literature review clearly expresses the student’s approaches to language teaching used in the portfolio and the theoretical knowledge and empirical evidence on which the teaching approach and methods are based. Throughout the teaching literature review, ample references to textbooks, academic journals, and other scholarly works intelligently support the student’s knowledge about TESOL theory and pedagogy.

### Unit Plan

The unit plan thoroughly describes the learners, the learning environment, unit goals, learning threads, lesson plans, and assessment. Description of the learners and learning environment are sufficiently complete and detailed. Choices made concerning unit goals, selection of content, selection of target vocabulary, selection of target grammar, integration of language skills, and the sequencing of all relevant components therein are adequately described and explained, reflect sound pedagogy, and suit the learners and learning environment well. The lesson plans exemplify the pedagogical choices described in the unit plan and accurately reflect the theory and pedagogy described in the literature review. Each lesson plan provides a clear set of language learning objectives that are achieved through a logical and thoroughly described sequencing of activities, tasks, appropriate use of materials, and homework in at least one lesson plan. The materials accompanying each lesson plan are neat, organized, professionally constructed, and help learners accomplish the lesson objectives. The unit plan also includes appropriate assessment tasks with information about evaluation. All pedagogical choices are intelligently rationalized with sufficient references to empirical studies and scholarly works from the field of language teaching or fields relevant to language teaching that the student feels is necessary to include in the portfolio.

### ELT Only: Teaching Demonstration and Analysis

The teaching demonstration showcases clearly the student’s ability to conduct a language-learning lesson in a conﬁdent and professional manner, using language that is level appropriate for the learners and attends well to affective factors. The teaching demonstration is likely to engage the learners in an actual classroom setting through its content and effective use of materials, and also successfully accomplish its content and language objectives.

### ELT CD Only: Educational Website and Analysis

The educational website showcases clearly the student’s ability to create an online learning environment that is functional, visually stimulating, and easy to navigate, and that adheres to the principles and instructional strategies of MALL and blended learning. The online activities complement and help learners accomplish the goals described in the unit plan and the objectives described in the lesson plans.

### Other Sections

Other sections of the portfolio not mentioned in the criteria above support the overall portfolio and reflect professionalism in content and format.

## Presentation

The grade for the presentation in Week 14 (maximum 100 points) is based on the following criteria:

### Knowledge

The presentation demonstrates clearly the student’s approaches to language teaching used in the portfolio and the theoretical knowledge and empirical evidence upon which the teaching approaches and methods are based. The presentation also demonstrates thoughtful reflection on issues related to TESOL and language teaching that have been raised in the portfolio.

### Presentation Ability

The presentation is organized imaginatively and is effective at conveying ideas to the audience. The student speaks clearly enough to be heard, using eye contact, a lively tone, and gestures to engage the audience. If included, visual aids are appropriate and complement the presentation, and are referred to at appropriate times during the presentation.

### Q&A

The student responds effectively to faculty panel questions by answering questions and addressing comments directly and completely.

### Format

Presentations consist of a 5-minute setup, 10-minute presentation, and 15-minute Q&A by a committee of two evaluators and your advisor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Setup** | → | **Presentation** | → | **Q&A** |
| 5 minutes | 10 minutes | 15 minutes |

### Content

During the presentation, students are required to synthesize the content of their portfolio, primarily explaining the connection between the literature review, unit plan, and lesson plans. Description of these three sections should consume the bulk of the presentation time, along with comments on other aspects of their portfolio that are noteworthy. Students should also consider commenting on their progress and development as language teachers as a result of studying in the GS TESOL. Some examples include:

* Reflections on time spent in the GS TESOL
* Opinions about issues in TESOL
* Comments about future ambitions
* Other professional and academic developments that are relevant to or reflected in the portfolio

### Tips

Begin the presentation with a brief personal introduction. Include only essential information about yourself and information that is directly relevant to the portfolio. The faculty panel is most interested in hearing about your knowledge of TESOL and how you feel the different sections of the portfolio synthesize with one another and support your teaching goals:

* What do I believe is the best way to teach a second language? How do my unit plan, lesson plans, and materials reflect my literature review (including both theory and pedagogy)?
* What are some of the key issues in TESOL that I have identiﬁed in my portfolio? How have I reflected on those issues, and how have those reflections made me a better language teacher?
* What have I learned about myself as a language teacher and about language teaching in general as a result of making the portfolio?
* What visual aids (e.g., lesson plan materials, graphical representations of portfolio content, pictures of students doing my lessons) do I want to show in order to enhance the presentation?

*Note*: These questions are only recommendations. The content of the presentation is ultimately up to you.

Finish the presentation with a brief concluding thought that summarizes your portfolio and anything else that you feel is relevant.

*Note*: ELT CD students are encouraged to show relevant parts of their educational website in screenshots or by visiting the website during the presentation.