



American TESOL Institute
Tampa, FL

Final Review Report
June 8, 2011

Review Date: May 18, 2011
Review ID: 11592
1 Course
Virtual Review

NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING

Table of Contents

<i>Approval Letter</i>	3
<i>Approved Marketing Language</i>	4 - 5
<i>Organization Description</i>	6
<i>Course Exhibits</i>	7 - 9



APPROVAL LETTER

June 8, 2011

Jonathan Lazarus
Director
American TESOL Institute
8875 Hidden River Parkway, Suite 200
Tampa, FL 33637

Congratulations on your recent ACE CREDIT review. The review results are ready to be displayed in the ACE *National Guide to College Credit for Workforce Training* at www.acenet.edu/nationalguide.

Please proofread and sign below indicating that the organization description contained in the enclosed Final Review Report is correct and acknowledging the publication of the enclosed information in the National Guide. If corrections are needed, please make corrections directly on the Final Report and forward them to me via email. Please note if marketing language will be used, it must be **approved prior** to publication.

Please return the signed approval letter via email or by fax to (202) 833-5692 not later than June 30, 2011.

Contact's Signature

Date

Contact's Title

Telephone

Sincerely,

Director, CREDIT Evaluations
American Council on Education
One Dupont Circle, Suite 250
Washington, DC 20036
202-939-9432
202-833-5692 (fax)
cbruce@acenet.edu



Approved Marketing Language

For the benefit of our customers, the following five options are available for your use when referencing the ACE CREDIT program, services, and transcripts. Please provide any media for approval prior to publishing to Credit_Reviews@acenet.edu.

OPTION 1

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) _ of ___ (organization name) courses. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE CREDIT connects workplace learning with colleges and universities by helping adults gain access to academic credit at colleges and universities for formal courses and examinations taken in the workplace or other settings outside traditional higher education.

For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

OPTION 2

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) _ of ___ (organization name) courses. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

OPTION 3

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) _ of ___ (organization name) courses. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE CREDIT connects workplace learning with colleges and universities by helping adults gain access to academic credit at colleges and universities for formal courses and examinations taken in the workplace or other settings outside traditional higher education. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

OPTION 4

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) _ of ___ (organization name) courses. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

OPTION 5

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated (number) _ of ___ (organization name) courses. For more information, visit the ACE CREDIT website at www.acenet.edu/credit.

References to the ACE CREDIT transcript service:

For the benefit of our _____ (participants/students/employees), (organization name) participates in the American Council on Education's (ACE) Transcript Service. The ACE Transcript Service offers a lifelong record for students who have successfully completed our courses that have been reviewed by ACE CREDIT. This service enables adult learners to present a nationally recognized transcript to the college or university of their choice for the potential award of academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

American TESOL Institute

Organization Description: American TESOL Institute (ATI) was incorporated in 2004 to meet the global demand for professionally trained English teachers, and provides TESOL certification courses. American TESOL Institute's mission is the standardizing of an introductory English teacher training program for individuals wishing to teach English.

American TESOL certification programs provide a base knowledge in teaching English as a second language, with focus on methods and approaches to TESOL, or Teaching English to Speakers of Other Languages.

Program Objectives Include; examining and analyze the core knowledge of teaching English as a second language; creating ESL lesson plans; assessing and comparing methods and approaches to TESOL, and facilitating successful communication in a cross-cultural learning environment.

American TESOL Institute is approved by the Florida Department of Veterans Affairs to offer test for licensing and certification needed to enter, maintain, or advance into employment in a civilian vocation, and approved by the Georgia Department of Education Office of Professional Learning to offer continuing education.

Organization contact: Michael Wascom at 813-975-7404.

<http://www.americantesol.com>

Advanced TESOL Certification

Organization Internal Course Number: 0001

ACE Transcript Data: ATIF-0001

Location: Version 1: American TESOL Institute, FL.

Length: Version 1: 80 hours (56 weeks).

Dates: Version 1: May 2011 - Present

Description: Version 1: 80 hours (56 weeks). The course is designed to enable the student to examine the core concepts of TESOL; create ESL lesson plans for class presentation; access and compare methods of teaching; and facilitate basic communication in the TESOL classroom.

Objective: Version 1: The course objective is to examine the core concepts of TESOL; create ESL lesson plans for class presentation; access and compare methods of teaching; and facilitate basic communication in the TESOL classroom.

Learning Outcome: Version 1: Upon completion of the course, the student will be able to use basic terminology necessary for discussions in the field of TESOL; discuss basic issues relevant to the conduct of an ESL class; identify learning strategies and approaches appropriate in an ESL classroom; plan lesson plans that reflect best teaching practices and target student ESL learning needs

Instruction: Version 1: This is a distance-delivered course. The methods of instruction include audiovisual materials, lecture and computer based training. The general course topics include guide to acronyms TESOL, SLA, L1 and L2; bottom-up and top-down listening approach; fundamental properties of spoken language; input sources used to teach listening; speech production; pedagogy; English L2 classrooms; grammar, morphology and syntax; connectionism; lexis and lexical approach; lesson planning; pronunciation; teaching aids; psycholinguistics and bilingualism; sociolinguistics; CALL; observations and student assessments and learning strategies for TESOL

Credit Recommendation: Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in methods and strategies in TESOL (5/11).

Reviewer Notes: The course under review, Advanced TESOL Certification, has many features that are commendable. The course is very well put together, very navigable, very user friendly. The brief 'Guide to' lectures and Video Assignments provide valuable audiovisual supplements to the materials in the text for auditory learners. As a comprehensive introduction to the field of TESOL, the text is also an excellent selection, one of the leading texts in the industry. Together, these features provide an excellent presentation of study materials for students. In addition, the brief quizzes and writing assignments provide valuable opportunities for students to reflect on and internalize the basic concepts of the field of TESOL. It is based upon these impressive elements of the course, which the American TESOL Institute has obviously spent great care and thought in developing, that the recommendation for one hour of credit is based.

However, there are also a number of elements that the team would like to see incorporated into the course should ATI like to pursue accreditation for the course as a 3-credit hour university level equivalent. These elements focus on four main areas of concern: interaction among students and teachers, rigor in student work, knowledge of the basic linguistic features of English, and practical application.

1. Interaction among Students and Teachers

a. Classroom discussion of about 20 hours a week- This can be done by setting up a discussion board forum where students are given weekly questions to answer. This also entails interacting with other learners in a substantive and meaningful way.

b. Weekly feedback/collaboration from instructors -- Classroom interaction should not be a one-way course. Instructors need to facilitate the discussion, probe questions, assess learning through the discussions, and provide weekly feedback in the grading. Although electronic tests are done in online classes today, the level of content should be more than 1-5 questions.

2. Rigor in Student Work

a. Writing assignments -- Teachers who are taking this certification must be assessed as well. They need to be given writing assignments with detailed requirements to demonstrate what they have learned or to reflect on the lessons learned each week. The exercise on creating lesson plans, one of the major components of the course, is itself very basic in its requirement. The video about lesson plans titled "How to Teach" only provides basic information about what to ask students: personal information, interests, etc. This is only a 10-minute video presentation. The final thesis requires students merely to write about any topic on TESOL. There are no guidelines that explain the sources required, direct quotes used, etc. More rigorous requirements should be included.

b. Presentation -- In order to teach this class to TESOL students, the teachers should be given an opportunity to do a presentation. This will indicate as well whether they can teach the class or not.

c. Syllabus -- The syllabus does not provide a breakdown of how assignments are going to be graded. How many points are allotted to the writing assignments, quizzes, final thesis, and extra credit? And there is also an extra credit assignment. There has to be grade variance in the classroom. Students should not all receive As. When there is grade inflation, there is no way to assess what students actually learned. I saw that students can resubmit the written assignments and quiz. So in the end, everyone will pass the exam.

3. Knowledge of the Basic Linguistic Features of English

a. Grammar- It is much more important for an ESL teacher to know, for example, that the '-ing' form of a verb is always coupled with and follows the helping verb 'be' than it is to know, for example, what the term 'morphology' means, or that while some languages-English being the principal case in point-put the verb before the object (head-first structure), others, Korean for example, put the verb at the end of the predicate (head-last). An excellent addition to the course would be for the students to work their way through a basic ESL grammar text such as Grammar in Context by Sandra Elbaum (Heinle) or Grammar Dimensions, by Dianne Larsen-Freeman (series editor) (Heinle) or Basic English Grammar by Betty Azar (Pearson ESL), all industry standards. An explicit knowledge of the linguistic features of the language is as indispensable to the teacher of ESL as it is to cognitive and analytical language learners.

b. It also seems more important for an ESL teacher to know why, for example, a Spanish speaker may have difficulty hearing or pronouncing the difference between the words 'sheep' and 'ship' than to know, for example, the four stages of speech production. Since pronunciation of the language is the most apparent aspect of language production, and language learners need help with learning pronunciation, the ESL teacher should have at least a functional understanding of the basic (articulatory) features of sound production and the differences among the phonemic systems of different languages.

4. Practical Application

a. In an online program which is essentially a practitioner's program, the truly difficult component is practical application. Nevertheless, a TESOL certificate is practitioner's certificate, and the practitioner must have some practice. ATI has incorporated into the course a Second Life component, which may provide some measure of virtual practice. There are a number of other ways that ATI might incorporate a more meaningful practical component into the course. These are a couple that might be considered:

- i. Online tutoring. There are a number of organizations that provide online tutoring in ESL, such as Online Tutoring World (<http://www.onlinetutoringworld.com>). ATI might research and collaborate with one of these. While these are online platforms, some include real-time, oral, telephone tutoring, as well as written activities and formats.
- ii. On site tutoring. The course has an optional volunteer tutoring component. It is understandable that this has been included as an option; not everyone may be able to find a local site for tutoring or volunteering in a program such as a community ESL program. But this is a very realistic option for many.

Whether the student chooses an online or a physical site for tutoring, or if possible teaching even in small groups in a supervised setting, even the entry level ESL teacher must have some experience answering the real questions and responding to the real needs of real students. This is indispensable for the certified ESL teacher (5/11).