TESOL International Association ASEG Draft TESOL Short-Term Certificate Program Standards

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Introduction

This document provides standards and guidelines for short-term TESOL certificate programs. The document includes: 1) the scope and purpose of the TESOL Short-term Certificate Program Standards, 2) a research-based rationale for the components of the standards, and 3) the standards and performance indicators.

The TESOL Short-term Certificate Program Standards were created to respond to the proliferation of short-term teaching English as a Foreign Language (TEFL) and teaching English as a Second Language (TESL) certificate programs around the world and a demand for quality and accountability in these programs. Given TESOL International Association's rich history of standards development in the fields of English as a Foreign Language (EFL) and English as a Second Language (ESL), many certificate program administrators, instructors, and students have looked to TESOL International Association to develop these standards. The TESOL International Association Board approved the development of short-term EFL and ESL Certificate Program Standards as well as the creation of the Accreditation Standards Expert Group (ASEG) in 2014.

Scope and Purpose

The TESOL Short-term Certificate Program Standards are intended for short-term TESOL certificate programs that meet certain criteria. For the purpose of this document, a short-term TESOL certificate program is defined as a course of study delivered in English which prepares candidates to teach EFL and/or ESL to adult, adolescent, or young learners. Whether in a face-to-face, online, or hybrid setting, programs follow a model of interactive instruction as well as an evaluation – feedback process. Programs are typically 120 to 180 interactive hours in length and include: (1) instruction in language and culture, (2) instruction in TESOL theory and methodology, and (3) classroom observation and supervised practice teaching with English language learners (ELLs).

The TESOL Short-term Certificate Program Standards are relevant to any short-term certificate TESOL program regardless of the learning platform (i.e., face-to-face, virtual learning or hybrid model). However, TESOL International Association understands that programs operating within a virtual learning environment (VLE) will need both creativity and flexibility in meeting some of the standards (e.g., how the practicum is conducted). Similarly, virtual learning or hybrid programs will need to account for their instructional hours differently than face-to-face programs.

TESOL International Association recognizes that TESOL short-term certificate programs vary greatly around the world and that each organization must respond to the specific needs of its students and their communities. The TESOL Short-term Certificate Program Standards are intended to provide a framework for organizations to use in developing, implementing, and evaluating short-term TESOL training programs.

Organization of Standards

The TESOL Short-term Certificate Program Standards are divided into three strands of standards: the Organization and Program Management Standards, the Curriculum and Instructor Standards, and the Candidate Standards.

The Organization and Program Management Standards provide guidelines for managing the TESOL certificate programs. The Curriculum and Instructor Standards provide guidelines to programs in developing or selecting a curriculum and hiring instructors. The Candidate Standards describe what candidates should know and be able to do upon completing the training program.

The Candidate Standards form the core of the standards in that they represent the ultimate goal of the program, which is to support candidates in becoming TESOL teachers. However, the Organization and Program Management Standards and the Curriculum and Instructor Standards are essential in that they provide an administrative framework for the program. Those two strands of standards ensure that the Candidate Standards are likely to be met and that the candidates receive the instruction and services to reach their goals and the goals of the program. The Organization and Program Standards as well as the Curriculum and Instructor Standards also ensure that the Candidate Standards remain relevant and effective over time. Figure 1 illustrates the relationship among the Organization and Program Standards, the Curriculum and Instructor Standards, and the Candidate Standards.

Figure 1. Relationship among Organization & Program Standards, Curriculum & Instructor Standards and Candidate Standards.
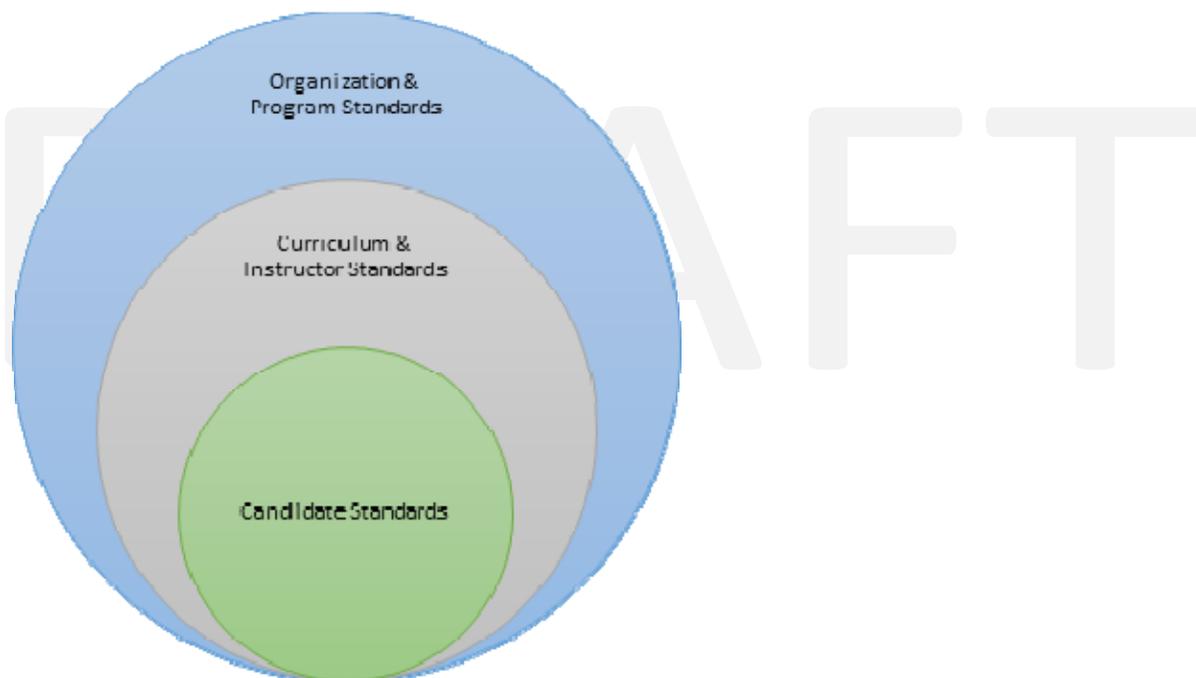
The following sections provide a rationale for the three strands of TESOL Short-Term Certificate Program Standards and the standards themselves. Both the rationale and the standards are presented in the following order: 1) Organization and Program Management Standards, 2) Curriculum and Instructor Standards, and 3) Candidate Standards. Table 1 gives an overview of each strand of standards with their domains.

Organization and Program Management Standards	Curriculum and Instructor Standards	Candidate Standards

Domains:
  1. Mission Statement
  2. Program Length and
	Domains:
	  1. Curriculum, Instruction,
	     and Assessment
		Domains:
		  1. Language
		  2. Culture

	2. Instructor	3. Instruction
Structure		4. Assessment
3. Administration		5. Professionalism
4. Candidate Services		

Rationale

In developing the TESOL Short-term Certificate Program Standards, information was adapted from the Commission on English Language Program Accreditation (CEA) Standards for English Language Programs and Institutions (2014), the TESOL/CAEP Standards for P-12 Teacher Education Programs (TESOL, 2009b), and the TESOL Standards for ESL/EFL Teachers of Adults (TESOL, 2008). These three sets of standards are considered to exemplify best practice in the field of English language teaching and administration. The CEA standards are based on the requirements of the U.S. Department of Education regulations for accrediting agencies. In partnership with the Council for the Accreditation of Educator Preparation, TESOL/CAEP Standards for P-12 Teacher Education Programs were developed for U.S. primary and secondary school systems and are currently under review. The TESOL Standards for ESL/EFL Teachers of Adults were developed for use in a variety of settings in both ESL and EFL contexts. As emphasized by Kuhlman & Knežević (2013), in adapting the standards listed above, careful consideration was given to ensure that the TESOL Short-term Certificate Standards are culturally appropriate for the countries where they will be used and will be understood and accepted by the individuals and institutions that will use them.

Organization and Program Management Standards

The Organization and Program Management standards include standards in four domains. These domains are: 1) mission statement, 2) program length and structure, 3) administration, and 4) candidate services. Although there has been some research on the effectiveness of short-term TESOL training programs in ESL/EFL teacher preparation (e.g., Borg, 2005; Brandt, 2006; Hobbs, 2013), the effectiveness of short-term TESOL certificate program organization and program management has not yet been a topic of a significant amount of research. Therefore, in addition to research in the field of TESOL, the rationale also includes applicable theory from such fields such as business administration and adult education.

Mission Statement

Organizations managing and operating short-term TESOL certificate programs, like other institutions, require a formal mechanism for conveying the organization's purpose, values, and beliefs to both an internal and external audience. Mission statements support not only the long-term plans of an organization, but also serve as guidance in day-to-day operations (Mullane, 2002). Accordingly, the mission can offer a clear guide to administrators and personnel in working towards shared goals, setting priorities, making plans, and allocating resources (Cochran, David, & Gibson, 2008). As the organization grows or changes or as changes are made in the field, it is necessary to have periodic reviews and revisions of the mission statement as needed (David & David, 2003).

Program Length and Structure

The program length and structure of a short-term certificate TESOL program must be designed in such a way so as to support the program mission and learning outcomes. TESOL International Association recommends a minimum of 100 instructional hours as well as a supervised teaching experience and classroom observation component (TESOL, 2009). In the case of a short-term certificate TESOL program,

while no quantitative measure of program hours is recommended, it is essential that the program be sufficient in length and so as to support candidate learning and sense of efficacy in the classroom. Additionally, the supervised teaching experience is understood to be a vital opportunity for TESOL candidates to acquire the knowledge and skills that they need to be effective language teachers and foster their ability to succeed in the classroom (Faiz & Valeo, 2012; Richards & Crookes, 1988).

Administration

Short-term TESOL certificate programs require administrative policies and procedures that adhere to standards in seven key areas: 1) administrative structure and policies, 2) recruitment policies, 3) candidate qualifications, 4) admission and enrollment policies, 5) personnel policies, 6) finances, and 7) facilities, equipment, and supplies.

In all areas of administration, it is necessary that the policies and procedures be in line with the mission of the program and transparent to employees, candidates, and other stakeholders. The term transparency is characterized by visibility or accessibility of information especially concerning business practices (Merriam-Webster's Collegiate Dictionary, n.d.). Additionally, policies and procedures should be conducted in an ethical manner, following acceptable standards of conduct (Banks, 2003). It is also important that all administrative policies be evaluated on a regular basis to ensure that program resources are sufficient to implement the program effectively, that program activities are being conducted as intended, and that the program is achieving its goals (Lawton, Brandon, Cicchinelli, & Kekahio, 2014). As described by Shin (2012), a greater factor in student achievement than the individual instructors' abilities, is creating an academic culture that enables instructors to apply the teaching methods they were trained to use.

In regards to candidate qualifications, it is essential for candidates accepted into a short-term TESOL certificate programs to have the experience, background, and skills to be successful in the program and to meet their goals upon completing the program. Accordingly, candidates should have an adequate level of post-secondary education and English proficiency to complete the program and feel competent in the classroom. The TESOL Short-Term Certificate Program Standards stress the need for candidates to serve as language models for the English learners in their classes. Additionally, research has shown a correlation between teachers' sense of efficacy and their language proficiency (Chacón, 2005). The more that proficient teachers evaluate themselves in the four skills, the greater their sense of efficacy in the classroom.

In regard to the level of language proficiency needed to successfully teach others a second or foreign language, the American Council on the Teaching of Foreign Languages (ACTFL) describes a proficiency level at which teachers can speak spontaneously in the classroom, provide rich language input to allow for language acquisition, and interact with students in the target language (2013). The TESOL Standards for ESL/EFL Teachers of Adults highlight that in order for teachers to be good language models for their students, they must be able to speak English with accuracy and fluency on a variety of topics, manage complicated social tasks, support their opinions, explain content in detail and hypothesize on topics which they are familiar (TESOL, 2006). Along those lines, TESL Canada, using the Canadian Language Benchmarks (CLBs), requires that certificate applicants be able to understand complex, extended discussion or presentations, discuss detailed complex information and opinions, understand a range of complex texts in some unpredictable contexts and on some unfamiliar topics, and write formal and informal texts of some complexity for a range of purposes (Centre for Canadian Language Benchmarks,

2012). Similarly, the Common European Framework describes speakers as proficient when they can express ideas fluently and spontaneously and use language effectively for social, academic and professional purpose (Council of Europe, 2011).

Candidate Services

Candidate services are all services that support candidates in learning and meeting their academic and professional goals. Both academic and non-academic assistance is essential in providing holistic student support (Morgan, 2012). In the case of short-term TESOL certificate programs, candidate services should include providing candidates with clear policies and guidelines about all aspects of the program, advising on both academic and non-academic issues as needed, and offering a formal mechanisms for lodging complaints about any aspect of their educational program.

Curriculum and Instructor Standards

The Curriculum and Instructor Standards include standards in two domains. These are: 1) curriculum, instruction, and assessment, and 2) instructor.

Curriculum, Instruction, and Assessment

Curriculum, instruction, and assessment standards are a central component to any education program. The curriculum and instruction for short-term TESOL certificate programs needs to be comprehensive enough so as to allow candidates to be effective ESL/EFL teachers upon receiving their certificate.

Administrators of Intensive English Programs (IEPs) have emphasized a need for potential employees to have both experience and a solid linguistic, cultural and pedagogical foundation (Moussu, 2010). By engaging with the complexities of language and communication, candidates gain confidence in both their content knowledge and their teaching abilities (Chappell & Moore, 2012). Accordingly, program curriculum should deliver a balanced foundation of theory, knowledge, and skills and include such topics as knowledge of language as a system of human communication, first and second language acquisition and development, language and culture, assessment, and teaching methodology. Curriculum, instruction, and materials should also be varied and meet the learning needs of the candidates (TESOL, 2006).

In addition to having a comprehensive curriculum and effective instruction practices, short-term TESOL certificate programs must also have in place formative and summative assessment procedures for determining candidates' achievement of the learning outcomes. Formative assessments are an essential tool in measuring candidate learning, providing feedback, and modifying instruction to ensure maximal student progress (Noyce & Hickey, 2011). Furthermore, formative assessment practices place candidates in the center of teaching and learning and support them in becoming self-regulated and autonomous learners (Alvarez, Ananda, Walqui, Sato, & Rabinowitz, 2014). In developing summative assessments, programs and instructors should ensure that the assessments are valid and reliable, align to the structure and content of classroom materials, and are scored using rubrics and procedures that identify the level of progress made by the candidates (Moss, 2013).

Instructor

Well-prepared and knowledgeable instructors have a significant impact on student achievement (Darling-Hammond, 2003). Consequently, instructors in short-term TESOL certificate programs must meet standards in three areas: instructor qualifications, instructional skills, and professionalism.

In terms of instructor qualifications, instructors need disciplinary and pedagogical knowledge, adequate English language proficiency for the courses they will be teaching, and teaching experience. Disciplinary knowledge is acquired through formal training and does not translate into practical skills (Richards, 2010). Knowledge in this area includes understanding of the history of language teaching methods, first and second language acquisition, theories of language and culture, sociolinguistics, and phonology and syntax. Pedagogical content knowledge, on the other hand, provides the foundation for the instructor's teaching and should prepare the instructor to understand learners' needs, plan appropriate learning goals for lessons, design learning tasks and assessments, assess student progress, select, adapt, and develop appropriate materials, and evaluate their lessons (Richards, 2010).

In addition to having specific forms of knowledge and experience, instructors in a short-term TESOL certificate program must also demonstrate a certain level of English proficiency. In considering language proficiency, it is not necessary for instructors to be native speakers. Non-native speakers of English (NNS), can have a sufficient level of English to be effective ESL/EFL teachers and also bring valuable perspective and experience to the classroom (TESOL, 2006). It is important that instructors be able to serve as good language models, use English fluently during instruction, provide accurate explanations, instructions, examples, and student feedback in English, and provide English language input at an appropriate level of difficulty for students in order to offer language-enrichment experiences (Richards, 2010). Some research has made the link between language proficiency and methodology so that instructors practice the language skills needed for teaching particular content and material (Cullen, 1994; Snow, Kahmi-Stein & Brinton, 2006). This concept is beneficial in that it links proficiency to particular instructional tasks (Richards, 2010).

In addition to disciplinary and pedagogical knowledge, short-term certificate program instructors must have the instructional skills necessary to support candidates in meeting the program's learning goals and objectives. Instructors must have sufficient teaching experience so that they are able to adapt their lessons in the classroom as required to respond to student need and are not dependent only on teaching resources and their lesson plan (Medgyes, 2001; Richards, 2010). They also need to be able to make connections between the disciplinary and pedagogical theory and classroom practices (Richards, 2010). Furthermore, they need to understand the role that culture plays in the classroom and help candidates make the connections between teaching, learning and culture (TESOL, 2009b).

Furthermore, instructors must also be committed to ongoing professional growth and development through continual reflection on their teaching, affiliation with local, state, national, and international TESOL organizations, and collaboration with other educators and the community. Instructors should engage in regular professional development so as to strengthen their pedagogical practice, language proficiency, and cultural understanding (Glisan, 2001).

Candidate Standards

The following section contains a rationale for the TESOL Short-term Certificate Program Candidate Standards. The TESOL candidate standards include standards in five domains. These domains are: 1) language, 2) culture, 3) instruction, 4) assessment, and 5) professionalism. For each domain, an overview of significant research is provided that relates to the work that candidates will perform. Research cited includes classic works seminal to the field as well as recent research.

Language

The TESOL Short-Term Certificate Program Standards highlight three aspects of language competency needed by candidates to effectively teach ELLs. These include the understanding of the components of language as a system, the understanding of language acquisition theories, and a sufficient level of English language proficiency so as to be able to effectively teach ELLs.

Teachers of English, including TESOL candidates, need to understand and be able to apply the components of English language and the English language as a system (TESOL, 2009b). Candidates must be able to use their knowledge of English in a variety of ways during instruction. The more that they understand about the English language, the better they will be able to instruct students in how the language works, focus learner attention on distinct features of grammar, answer student questions about language structures, and analyze student errors in order give specific forms of feedback (Celce-Murcia & Larsen-Freeman, 1998). Furthermore, candidates must be able to effectively build their students' social and academic vocabulary. They must also use their knowledge of English to anticipate and respond to challenges in pronunciation and make comparisons between their students' home language and English.

In addition to understanding language as a system, candidates must also have a clear understanding of second language acquisition theories and effectively apply these theories to their teaching so as to facilitate language learning (Schrum & Glisan, 2010). Specifically, candidates must understand both the cognitive processes that occur as ELLs acquire language (Chomsky, 1968) and the role of social interaction in language acquisition (Hall, 1997; Swain & Deters, 2007). Candidates must recognize the need for and be able to provide students with ample comprehensible English language input, authentic opportunities to practice the language, and on-going feedback on their language use (Krashen, 1982; Kennedy, 2006). Additionally, candidates should also understand the value of teaching language through content (Curtain & Dahlberg, 2010; Genessee, 2004; Tedick & Cammarata, 2012) and the value of explicit instruction in key language points (Lyster, 2007; Norris & Ortega, 2000). Furthermore, candidates should also recognize and explain additional factors that may impact language acquisition. Brain-based research has demonstrated that age, time on task, stimulation, novelty, and motivation are all factors that impact language acquisition (ACTFL, 2013; Kennedy, 2006; Sousa, 2006), and candidates must be aware of the relationship between brain-based research and language acquisition.

Culture

In the domain of culture, the TESOL Short-Term Certificate Program Standards highlight the need for candidates to be able to demonstrate and apply to instruction the interrelationship between language and culture, a knowledge of world cultures, and the connections between cultural values and beliefs to learning.

Candidates must be able to apply to instruction understanding of the connection between language and culture (TESOL, 2009b). Many researchers believe that when studying a language, linguistic competence is incomplete; students must also have a clear understanding of cultural norms and expectations that go along with the language (Krasner, 1999; Peterson & Coltrane, 2003). In considering the role of culture in language learning, Adaskou, Britten, and Fashi (1990) describe four dimensions of culture. These include: 1) aesthetic – the language associated with the film, literature, and music of a particular country, 2) sociological – the language associated with the customs and institutions of a country, 3) semantic – the way in which a conceptual system is expressed, and 4) pragmatic – the way in which cultural norms influence the language that is appropriate for a specific context.

However, English has become an international language, and the majority of English speakers, English language learners, and English teachers live outside native-English-speaking countries. It is therefore important to broaden the belief that the culture of English corresponds only to native-English speaking cultures (Hardman, 2008; McKay, 2002). Accordingly, the study of culture can be understood as a process by which students consider their own culture in relation to another culture and consider how they understand and view otherness. This understanding of the study of culture also takes into account that even within one country, cultural identities are not identical but instead vary by age, gender, regional origin, ethnic background, and social class (Kramsch, 1993; McKay, 2001).

Candidates must also recognize the extent to which effective instruction is culturally appropriate (TESOL, 2009b). This means recognizing the degree to which language and culture are intricately connected and the ways in which culture impacts students' beliefs about learning (ACTFL, 2013; Lange, 1999, TESOL, 2009b). In order to be able to understand the impact of specific cultures on language learning and classroom behavior, candidates must have a general knowledge of world cultures and understand the potential implications of culture on student performance. For example, culture may impact student preference for individual versus group work, preference for the format of teacher feedback (e.g., in front of whole group or individual), eye contact, style of question and answer, willingness to volunteer, and willingness to make guesses (Cloud, Genesee, & Hamayan, 2000). Additionally, candidates should also recognize the rich linguistic, cognitive, and sociocultural resources students bring to the classroom and be able to the use of these resources in their lessons (August & Shanahan, 2006; Gonzalez, Moll, & Amanti, 2005; Riches & Genesee, 2006).

Instruction

In the domain of instruction, the TESOL Short-Term Certificate Program Standards highlight three aspects needed by candidates to effectively teach ELLs. The first aspect is the ability to plan EFL/ESL instruction based on assessment of students' needs; create supportive, accepting classroom environments; and plan for instruction that embeds assessment. The second aspect is the ability to develop and execute activities, tasks, and assignments that support authentic uses of language and integrate the four skills (e.g., speaking, listening, reading, and writing) for a variety of academic and social purposes in a collaborative environment. The third aspect is the ability to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials and technology to enhance language learning and teaching.

Because the English language curriculum, lesson guidelines, and resources will vary greatly depending on the type of program, age of students, and location, candidates must be able to assess student needs and develop and adapt lesson plans, unit plans, and materials to meet student learning objectives. In planning for instruction, candidates should be able to determine the needs of their students by conducting a needs assessment and gathering information from a variety of sources (Shrum & Glisan, 2010). Based on what they know about their students, candidates can then differentiate their lessons to take into account students' varied language abilities, interests, learning preferences, and beliefs about language learning (Gardner, 2006; Tomlinson 1999; Tomlinson & Eidson, 2003, Wesely, 2012). Candidates must also demonstrate knowledge about how to develop lessons that provide explicit instruction and modeling, give opportunities for students to move from more controlled practice to more open practice, assess student learning, and offer students an opportunity to learn personal strategies for developing their language abilities (Nation & Macalister, 2010; Rifkin, 2003).

A key component of developing engaging and appropriate lessons is being knowledgeable about criteria for selecting, adapting, and developing English language teaching materials that are relevant to the experiences and realities of the learner, that stimulate interaction and provide authentic opportunities for language use, that support students' development of language learning strategies, that are authentic, and that integrate the four skills (Howard & Major, 2004). In conjunction with making use of appropriate resources, candidates should be able to use technology effectively in the classroom (TESOL, 2009b). Furthermore, they should understand multiple ways of collaborating effectively with others in their institutions and in the community, and recognize the positive impact such collaboration can have on student learning (Honigsfeld & Dove, 2011).

Assessment

The TESOL Short-Term Certificate Program Standards highlight two aspects of assessment needed by candidates to effectively teach ELLs. The first aspect is an understanding of the purposes, advantages, and limitations of assessment and assessment instruments as they relate to ELLs. The second aspect is being able to use performance-based assessment tools and criterion-referenced assessments to effectively assess ELLs' language skills and communicative ability.

Candidates must recognize the extent to which effective assessment of ELLs closely corresponds to effective and appropriate assessment for all students including non-ELLs (Cloud, Genesee, & Hamayan, 2000). It is essential that candidates understand the role of needs assessments used to identify what students already know and are able to do and to determine appropriate program placement for students. Candidates also must be knowledgeable about on-going, authentic assessment used to measure student progress and establish instructional goals and objectives, and summative assessments used to evaluate student learning at the end of an instructional unit.

Candidates must understand the components of authentic, performance-based assessments that are valid and reliable (Davidson & Leung, 2009). Authentic, performance-based assessments are those that measure students' ability to engage in linguistic tasks comparable to those of real-world situations. These assessments require students to use their knowledge and skills to effectively complete a complex task; they also require candidates to provide students with opportunities to practice, make use of resources, and receive feedback on their performance or product (Alvarez, Ananda, Walqui, Sato, & Rabinowitz, 2014; Wiggins & McTighe, 2005).

Additionally, candidates should understand the benefit of the use of rubrics and authentic self-and peer-assessment for student learning, specifically more effectively engaging students in the assessment process and allowing them to think critically about their learning (Kearney, 2013; Diab & Balaa, 2011). They should also be able to use these rubrics and authentic assessments in a classroom environment.

Professionalism

The TESOL Short-Term Certificate Program Standards highlight two aspects of professionalism needed by candidates to effectively teach ELLs. The first aspect is an understanding of classroom research and professional growth opportunities. The second aspect is a sense of professional ethics.

In order for candidates to develop professionally, they must have a general understanding of the on-going need for professional growth and the types of professional growth opportunities available to them. Such professional development should include opportunities to strengthen language proficiency, cultural understanding, and pedagogical knowledge and skills (Glisan, 2001). Additionally, candidates should have knowledge of how to engage in classroom research by taking a systematic, critical, and

reflective look at their teaching and student learning so as to better meet the needs of ELLs in their classes and improve their teaching practice (Burn, 2010; Richards & Lockhart, 1994).

A second indicator of professionalism in the field is candidates' understanding of and ability to conduct themselves in an ethical manner. Behaving in an ethical manner involves following a principle of right conduct and decisions based on truth, justice, honesty, and fairness (Banks, 2003; van Nuland, 2009). This means that candidates recognize their responsibility to the students in their care, to their colleagues and the teaching profession, and to their students' families and community (Dickey, 2006).

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Organization and Program Standards

The TESOL Short-Term Certificate Organization and Program Standards are grouped in four domains. Each domain contains one to seven standards. Each standard is made up of performance indicators that address one aspect of the standard each. Each standard is supported by performance indicators that are meant to guide programs in meeting the standards. While they are not prescriptive in nature, the performance indicators reflect good practice in short-term TESOL certificate programs, and when implemented, they help to ensure a program that provides a foundation for student learning.

Domain 1: Mission Statement

Effective educational programs are guided by focused goals and values that a program mission statement provides. Furthermore, the goals and values articulated in the mission statement serve as a framework for all program development and guide administrators and personnel in the work that they do. A mission statement also allows prospective and current candidates and the public to understand the overall goals of the organization. A mission statement for a TESOL program should include a commitment to supporting candidates in their endeavor to become successful English as a Foreign Language (EFL) or English as a Second Language (ESL) instructors and to providing candidates the knowledge and tools necessary for them to offer high quality instruction for ELLs. Accordingly, Domain 1: Mission Statement highlights the need for and the components of an effective mission statement.

Mission Statement Standard 1: Mission Statement

The program has a written statement of its mission. The mission statement:

- Reflects the aims and values of the program
- Is written so as to be understood by staff, candidates, and the public
- Is accessible to staff and prospective and current candidates
- Guides the development of the curriculum and is the basis for all program activities
- Is evaluated periodically and revised as necessary

Domain 2: Program Length and Structure

The length and structure of a short-term TESOL certificate program will depend on the mission and goals of the organization. However, the program length and structure must be optimal to ensure candidate success, enable students to achieve the stated goals of the program, and be conducted in an orderly and sequential manner. Having parameters on program length and structure offers service providers clear guidelines for the development and assessment of their TESOL certificate programs and facilitates the consumer's task of comparing programs. Additionally, standardizing program length and structure plays an important role in program quality control and enhances public trust in the educational program. It is also important that the program length and structure be transparently outlined for students. Consequently, Domain 2: Program Length and Structure provides guidance in determining the length and structure of a short-term TESOL certificate program.

Program Length and Structure Standard 1: Program Length and Structure

The program length and structure are appropriate for candidates to achieve the stated learning outcomes.

- The program consists of a minimum of 100 and a maximum of 160 instructional hours.

- In addition to the instructional hours, candidates should spend a minimum of 20 hours completing a practicum in an EFL/ESL context. Practicum will be:
  o a minimum of 10 hours of observation and
  o a minimum of 10 hours of supervised teaching that may include 4 hours of tutorials or small group instruction.
- Program curriculum should provide a broad and balanced foundation of theory, knowledge, and skills relevant to the candidates' future teaching context, including but not limited to knowledge of language as a system of human communication, first and second language acquisition and development, language and culture, assessment, and teaching methodology.
- Promotional materials inform potential candidates of the length and structure of the program.

Domain 3: Administration

An educational program will not be able to meet its mission or function effectively without employing proper administrative processes and procedures. Short-term certificate program administration offers support to the structure and development of the program. It ensures the effective communication of program policies and procedures to employees and candidates, the recruitment and enrollment of candidates who have the background necessary to be successful in the program, and the hiring of employees with appropriate background education and experience in TESOL to accomplish their assigned duties. Additionally, the program administration ensures that the organization has adequate financial oversight to provide candidates with the services that they have paid for and to fulfill contractual promises to employees. The administration also makes certain that financial policies are consistent with general accounting procedures and that facilities include sufficient space for instructors and staff to accomplish their job requirements. Accordingly, Domain 3: Administration highlights seven aspects necessary for effective administration of short-term TESOL certificate programs. These areas include: administrative structure and policies, recruitment policies, candidate qualifications, admission and enrollment policies, personnel policies, finances, and facilities, equipment and supplies.

Administration Standard 1: Administrative Structure and Policies

The program administrative structure and policies support the program mission and are transparent.

- The program operates under a code of ethics that governs all matters.
- The administrative structure and governance system of the program are effective in helping the program achieve its mission.
- Relationships with other entities are transparent and support the mission of the program.
- The program is staffed with a sufficient number of personnel so as to be able to achieve the program mission, and the personnel have appropriate education, training, and experience for their positions.
- Policies and procedures relating to program operations are accessible to all who are affected by them, reviewed regularly, and implemented in a timely, fair, systematic, and ethical manner.
- The program has transparent policies around internal and external communication and facilitates communication that is timely and ethical.
- The program complies with applicable laws and regulations in all of its practices and operations.
- All records, including but not limited to financial, candidate, personnel, program, governmental, and contractual, are maintained and kept current, accessible, complete, accurate and secure.

Administration Standard 2: Recruitment Policies

Recruitment policies are transparent and consistent with the program mission.

- All program personnel follow ethical standards and are culturally and linguistically appropriate in their recruitment of candidates and program promotion.
- Personnel are clear about the program's policies and procedures with prospective candidates and/or candidate sponsors.
- In any recruitment transaction, the candidates' interests and well-being are paramount.
- All recruitment information (i.e., written, electronic, and oral information) is presented and truthful.
- The program provides clear information about the purpose of the certificate and the benefits of TESOL as a profession.

Administration Standard 3: Candidate Qualification

The program follows policies and procedure that ensure accepted candidates exhibit a high likelihood of success in the certificate program and as future EFL / ESL teachers.

- The program employs a transparent selection process for applicants.
- The program selects candidates who have sufficient English language proficiency for the academic rigors of the certificate program and to be able to teach EFL/ESL at the completion of the program.
  o Candidates communicate (through speaking and listening) using complex structures about abstract academic concepts.
  o Candidates understand complex texts on both concrete and abstract topics.
  o Candidates write effectively on academic topics
  o Candidates use language flexibly and effectively for social, academic, and professional purposes
- The program selects candidates that have sufficient post-secondary educational experience which prepares them for the academic rigors of the certificate program.

Administration Standard 4: Admission and Enrollment Policies

Admissions and enrollment policies are transparent and consistent with the program mission.

- Properly trained individuals oversee admissions.
- The program admission policies and practices ensure that the candidates enrolled in the program have the appropriate background to benefit from the program.
- Both the policies and the personnel who implement admissions policies and processes adhere to ethical standards and good practice.
- The program personnel ensure that candidates understand policies regarding enrollment and registration.

Administration Standard 5: Personnel Policies

The program follows transparent policies regarding the hiring and evaluations of instructors and support staff that are fair and aligned with the program mission.

- Programs and institutions have in place a system for selecting instructors who meet all of the instructor qualifications as outlined in Domain 2: Instructor Standards 1, 2, 3, and 4 found under the Curriculum and Instructor Standards below.
- Personnel receive written documentation that clearly outlines performance criteria and

procedures for evaluation.

- The administration provides written performance evaluations to personnel in a timely manner, and the evaluations are systematic, objective, and aligned to the program mission.
- The program provides all personnel with written job descriptions at the time they are hired and any time their duties or employment conditions change.

Administration Standard 6: Finances

Program has adequate financial oversight and reserves.

- Individuals providing financial supervision have appropriate qualifications
- Financial policies and procedures follow recognized accounting practices.
- The program has sufficient monetary reserves so as to meet all financial obligations (e.g., to candidates, employees, and contractual parties).

Administration Standard 7: Facilities, Equipment, and Supplies

The program has facilities, equipment, and supplies that support the achievement of its educational goals and mission.

- Facilities, equipment, and supplies are adequate in number, condition, and availability.
- Facilities, equipment, and supplies comply with all applicable government regulations.

Domain 4: Candidate Services

Providing sufficient services to candidates in order to meet their needs and expectations is essential in a short-term TESOL certificate program. Therefore, candidate services should provide candidates with the necessary elements for program completion including clear enrollment, registration and withdrawal policies, academic counseling, and employment services, if appropriate. All promotional material regarding the program should clearly state the services available to candidates. Additionally, it is ethical to only admit those candidates into a program who meet the language proficiency levels and experience necessary to be successful in the program. If some candidates do not meet these minimum levels of language proficiency and experience, the program should make a commitment to provide the necessary support to raise these candidates to an appropriate level prior to / during the program. Accordingly, Domain 4: Candidate Services provides guidance in determining the appropriate protocol for providing services to candidates within a short-term TESOL certificate program.

Candidate Services Standard 1: Candidate Services

Candidate services are transparent and consistent with the program mission.

- The program clearly communicates all candidate services that are available to candidates and consistently provides these services.
- The program provides academic advising in a timely and accurate manner.
- The program provides general advising about a number of different issues (e.g., placement, employment opportunities).
- The program provides candidate with written documentation of the procedures by which they may lodge formal complaints, has a documented procedure for responding to candidate complaints, and responds to candidate complaints in an ethical and culturally-sensitive manner.
- The program keeps a record of all formal candidate complaints and how each was resolved.

Curriculum and Instructor Standards

The Curriculum and Instructor standards are grouped in two domains. The curriculum, instruction, and assessment domain contains four standards. The instructor domain contains three standards. Each standard contains performance indicators that address one aspect of the standard. While the performance indicators are meant to guide programs in meeting the standards and are not prescriptive requirements, TESOL International Association recognizes that obtaining all performance indicators within each standard may be a challenge for some programs.

Domain 1: Curriculum, Instruction, Assessment

Curriculum and instruction are the heart of any educational program. With the various models of short-term certificate programs around the world, there is a need for guidance on what constitutes an effective TESOL preparation curriculum. The curriculum should be based on good practice, define the structure of the instructional program, and include course goals, objectives, and candidate learning outcomes for each course. The curriculum for a short-term TESOL certificate program should be closely aligned to candidate outcomes, and those who develop the curriculum must have the formal training and experience needed to design, review, and revise curricula as necessary. Additionally, the link between the mission statement, curriculum, and assessment should be transparent to both instructors and candidates. Candidates should be appropriately assessed to determine if the curriculum's learning outcomes are being met, and all assessment practices should directly relate to the curricular goals and objectives. Candidates should also be informed of program and course assessment practices and receive feedback in a timely manner.

Furthermore instruction should be conducted in English. The more candidate coursework is conducted in English, the more academic English they will acquire through the program. In Domain 1: Curriculum, Instruction, and Assessment, the TESOL Short-term Certificate Standards highlight four aspects related to this domain. These aspects include: curriculum, instructional approaches and materials, curriculum development and review, and candidate assessment.

Curriculum, Instruction, and Assessment Standard 1: Curriculum

The program has a written curriculum with goals, objectives, and learning outcomes aligned with each other and with the mission of the program.

- The program's mission guides the development of curriculum.
- The curriculum includes explicit learning outcomes.
- Curricular goals, objectives and candidate learning outcomes are appropriate to meet candidates' needs.

Curriculum, Instruction, and Assessment Standard 2: Instructional Approaches and Materials

The program's goals and objectives guide the choice of instructional approaches and materials.

- Instructional methodologies are varied to meet the needs of the candidates.
- Instructional methods take into account candidates' first language, varied cultures, and learning styles.
- Instruction emphasizes the connection between theory and practice.
- Instructional materials are accessible and current, and contribute to the achievement of the learning outcomes.

Curriculum, Instruction, and Assessment Standard 3: Curriculum Development and Review

The program has a formal, written plan for development and on-going review and revision of the curriculum.

- The written plan includes but is not limited to a review of goals, objectives, learning outcomes, teaching materials, and instructional methods.
- The written plan is made accessible to all personnel and candidates.
- The written plan includes what will be reviewed, a timeline for ongoing review, and the person responsible for the reviews.

Curriculum, Instruction, and Assessment Standard 4: Candidate Assessment

The program has effective formative and summative assessment procedures in place to determine candidates' achievement of the learning outcomes.

- Assessment activities are based on documented evidence designed to determine candidate achievement of learning outcomes and are valid and reliable.
- Assessment activities utilize a variety of formative and summative assessment tools (e.g, authentic, performance-based, criterion-referenced, and self-and peer evaluation).
- Rubrics are used when appropriate to evaluate candidate achievement.
- The program has written procedures for documenting candidate progress and for regularly informing candidates of their individual performance.
- Candidates are informed of criteria and procedures for how they will be assessed, including assessment of the practicum.
- The program has a formal, written plan for development and on-going review and revision of its assessment practices.

Domain 2: Instructor

Well-prepared and well-trained instructors are essential for the achievement of program goals. In order to ensure the quality of the program, instructors should have postsecondary academic credentials, language teaching experience, and professional involvement. They must be able to translate course goals into activities that help candidates achieve the stated learning outcomes and help candidates bridge the gap between theory and practice. Instructors must be aware of and address the possible diversity of backgrounds (e.g., linguistic, education, cultural, religious) of those preparing to be EFL/ESL teachers, be able to model strategies that are effective in the English learning classroom, and be able to make effective use of assessment tools. Instructor training should include formal training in such aspects of language teaching as language teaching methodology, knowledge of language as a system, second language acquisition, the intersection of language and culture, and assessment practices. Furthermore, instructors need to have had extensive classroom experience in addition to content knowledge of the field in order to determine effective classroom practices.

As instructors serve as language models for candidates, they should have a language proficiency level beyond the level of the candidates. Accordingly, organizations should have a stated system for determining the language proficiency of the instructors in their program. It should be noted that there is greater detail in the Short-term Certificate Standards about the language requirements of candidates than the language requirements of instructors. The reason behind this level of detail is that the instructor's standards are written so as to require a certain level of language proficiency to successfully

meet those standards. In contrast, greater detail is needed in candidate language requirements to ensure that candidates are prepared to successfully complete the certificate program.

Domain 2: Instructor highlights three aspects of instructor qualifications and skills necessary for those teaching in short-term TESOL certificate programs. These three aspects include: instructor qualifications, instructional skills, and professional development.

Instructor Standard 1: Instructor Qualifications

Instructors have a TESOL knowledge base and skill set relevant to the courses they teach and demonstrate proficiency in English.

Instructors:

- Have extensive, documented EFL/ESL teaching experience with English as the medium of instruction.
- Have one of the following types of post-secondary educational experiences:
    - A graduate or undergraduate degree in TESOL.
    - A graduate or undergraduate degree and a TESOL certificate.
    - A post-secondary education, extensive professional development in TESOL.
- Serve as effective language models, communicate clearly with candidates in English, and demonstrate a level of English language proficiency that is appropriate for their teaching assignments and consistent with the goals and objectives of the program.

Instructor Standard 2: Instructional Skills

Instructors understand the connections between theory and practice and value the role of culture in language teaching and learning.

Instructors:

- Are able to assist candidates in making the connections between theory and practice in the various courses that they teach.
- Apply knowledge of world cultures and specifically the cultures of candidates in any given context.
- Apply knowledge about cultural values and beliefs in the context of teaching and learning and how candidates' and ELLs' cultures impact instruction.
- Apply concepts about the interrelationship between language and culture to instruction.

Instructor Standard 3: Professional Development

Instructors engage in professional development activities in order to remain current in the field of TESOL.

Instructors:

- Create personal professional development plans based on self-assessment, needs related to teaching assignments, and personal interest.

- Attend training workshops and conferences to expand their knowledge in the field of TESOL (e.g., current trends, best practices, teaching methods and strategies, language assessment, uses of technology, and research in the field of second language acquisition).
- Participate in local, regional, national and/or international professional TESOL organizations.
- Collaborate with other instructors within the institution, local community, and the broader professional community.

Candidate Standards

The candidate standards are grouped in five domains. Each domain contains one to three standards. Each standard contains performance indicators that address one aspect of the standard. While the performance indicators are meant to guide programs in meeting the standards and are not prescriptive requirements, TESOL International Association recognizes that obtaining all performance indicators within each standard may be a challenge for some programs.

Domain 1: Language

Language is the foundation for language teaching. It encompasses the structural but also the sociological and psychological aspects of human communication. Thus, candidates must have working knowledge of the content they are teaching; namely, language. In addition, they need to know how language is acquired so as to effectively support ELLs' acquisition of English. Accordingly, Domain 1: Language highlights two major aspects of language competency needed by candidates to effectively teach ELLs. These aspects include the understanding and application of the components of language as a system of communication and the understanding of language acquisition theories.

Language Standard 1: Language as a System of Communication

Candidates understand that language is a system of communication and are knowledgeable about the components of language.

- Use knowledge of language as a system of human communication to form the basis for understanding the structure and development of language that will inform instruction.
- Use knowledge of the components of language and language as an integrative system to inform instruction.
- Apply knowledge of *phonology* (the sound system), *morphology* (the structure of words), *syntax* (phrase and sentence structure), *semantics* (word/sentence meaning), and *pragmatics* (the effect of context on language) to help language learners develop oral, reading, and writing skills (including mechanics) in English to instruction.
- Use knowledge of similarities and differences between English and the native languages spoken by students to inform instruction.

Language Standard 2: First and Second Language Acquisition and Development

Candidates understand first and second language acquisition.

- Apply knowledge of current and historical theories in language acquisition to instruction.
- Demonstrate and apply understanding of the role of individual learner variables (e.g., language proficiency, learning styles, possible special needs, and prior knowledge) in the process of learning English.

Domain 2: Culture

An understanding of and respect for ELLs' home cultures is crucial in supporting their English language development. In addition, successful English language learning must occur in tandem with learning about the intersection between culture and language. In Domain 2: Culture, the standard highlights the important role culture plays in English language teaching.

Culture Standard 1: Connections among Culture, Language, and Learning

Candidates understand what culture is, the role of culture in instruction, and that language and culture are inseparable.

- Understand and apply knowledge of world cultures and how the cultures of ELLs in any specific context impacts instruction.
- Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
- Understand and apply concepts about the interrelationship between language and culture to instruction.

Domain 3: Instruction

In order to effectively teach ELLs, candidates must be able to design supportive learning environments in which students feel comfortable taking risks that will foster their language development in the four domains. Additionally, they need to plan and implement lessons that are based on students' unique backgrounds, strengths, and needs determined by on-going formative assessment. In order to implement such lessons, candidates need to be skilled in selecting, adapting and developing materials that are aligned to student learning goals, language proficiency levels, and interests. Consequently, the standards in Domain 3: Instruction emphasize three aspects needed by candidates to effectively teach ELLs. These aspects include planning effective EFL/ESL instruction based on assessment of students' needs, implementing instruction that supports authentic uses of language and integrates the four skills, and the selecting, adapting and using appropriate materials to support language development.

Instruction Standard 1: Planning Instruction

Candidates plan for effective instruction and assessment of ELLs, which foster the language development of all students.

- Plan EFL/ESL instruction based on students' needs assessment.
- Plan lessons that support authentic uses of language and integrate reading, writing, listening, and speaking.
- Plan for formative and summative assessment based on the stated learning outcomes

Instruction Standard 2: Implementing Instruction

Candidates provide effective instruction to ELLs' that fosters language development and meets the needs of all students.

- Incorporate activities, tasks, and assignments into instruction that develop authentic uses of language.
- Incorporate activities and materials that integrate listening, speaking, reading, and writing for a variety of academic and social purposes.
- Create supportive, accepting classroom environments.
- Demonstrate understanding of collaboration in a variety of settings (e.g., with colleagues, the

community, teaching assistants).

Instruction Standard 3: Using Instructional Resources

Candidates use resources that will support their ELLs' English language development and incorporate technology that is available to them.

- Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials (i.e., print and visual materials).
- Use available technology to enhance language learning and teaching.

Domain 4: Assessment

The appropriate use of diagnostic, formative, and summative assessments is critical to effective instruction. Candidates, therefore, need to clearly understand the purposes and types of assessment that they should use in their classrooms and the types of assessment instruments that are available. Similarly, they should be able to integrate on-going assessment into their lessons and be knowledgeable about how to adjust their teaching based on assessment results. Accordingly, Domain 4: Assessment highlights assessment theory and assessment practice as two major aspects of assessment. Assessment theory encompasses issues involved in the field of assessment. Assessment practice focuses on how candidates are able to use different types of assessments in their teaching. For the purpose of these standards, candidates can demonstrate the "use" of specific types of assessment either during their practicum or through lesson planning that incorporates assessment.

Assessment Standard 1: Assessment Theory

Candidates understand the purpose of assessment and the types of assessment instruments as they relate to the diverse strengths and needs of ELLs

- Demonstrate understanding of the purposes and types of assessment as they relate to ELLs and the appropriate use of the results.
- Demonstrate understanding of the advantages and limitations of different forms of assessments.
- Demonstrate understanding of key indicators of effective assessment instruments (e.g., validity and reliability).
- Demonstrate understanding of how assessment types, methods, and results can be affected by ELLs' differences in acquiring English, including differences due to special needs.
- Demonstrate understanding of different requirements (e.g., national, local, institutional) for measuring the progress of students in English programs.

Assessment Standard 2: Assessment Practices

Candidates assess ELLs' language skills and communicative ability using a variety of assessment practices.

- Use performance-based assessment tools and tasks (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ELL's language skills and communicative ability.
- Use criterion-referenced assessments to assess ELLs' language skills.
- Use rubrics to assess ELLs' language development..
- Use self- and/or peer-assessment techniques.

Domain 5: Professionalism

Professionalism is central to candidates being able to learn and grow in the field of TESOL. By interacting and collaborating with others in the field and regularly reflecting on their teaching, candidates will continue to develop as teachers. An additional component of professionalism is the candidate's commitment to behave in an appropriate and ethical manner which includes demonstrating appropriate relationships with colleagues, students, and others in the field. Hence, the standards within Domain 5: Professionalism focus on two key aspects of professionalism: professional learning and growth and professional ethics and behavior.

Professionalism Standard 1: Professional Learning and Growth

Candidates understand the importance of classroom research and professional growth opportunities as they relate to professionalism in the field of TESOL.

- Demonstrate understanding of the purpose, structure, and use of classroom research.

- Demonstrate understanding of professional growth opportunities, including those provided by local and national organizations.

Professionalism Standard 2: Professional Ethics and Behavior

Candidates understand the role of professional ethics and behavior as they relate to professionalism in the field of TESOL.

- Demonstrate understanding of what it means to be a professional in the TESOL field in terms of professional ethics and behavior.
- Demonstrate understanding of appropriate relationships among teachers, students, and colleagues.
- Demonstrate understanding of the importance of informed consent and confidentiality.

Glossary of Terms

The glossary provides a definition of how each term is understood and used for the purpose of this document.

adolescent: A student at the secondary level (e.g., 12-17 years old).

adult: A student at the post-secondary level or older than 17 years of age.

assessment: The wide variety of methods that are used to evaluate, measure, and document academic learning and skill acquisition. The term is also used to describe the area of study of these methods and their purpose and use.

candidate: A student in a short-term TESOL certificate program.

classroom observation: Critically watching, reflecting, and commenting on the teaching process (e.g., observing another teacher in a classroom, watching a recorded lesson).

classroom-based instruction: Structured teaching that occurs in a specific location over a specified period of time and requires lesson planning, implementation, and evaluation.

demonstrate understanding of: Candidate can perform one of the following:
1) can discuss in oral or written form the relationships and interactions of a particular topic to the English language learning environment, or 2) can demonstrate their knowledge of these relationships by integrating appropriate explanation or learning activities into practicum or classroom instruction.

domain: The topics which frame the standards.

English Language Learner (ELL): A student who is learning English in a language program.

evaluation: Making decisions based on assessments' results.

financial supervision: The internal process by which the monetary affairs of a short-term certificate program are managed and controlled.

feedback: To provide specific information about a person's current behavior or performance in order to provide guidance in modifying or improving the performance.

formative assessment: On-going assessment that is meant to inform instruction on a daily, weekly, monthly basis. This is usually under the heading of "classroom assessment".

goals: Broad statements about the long-term desired results of the short-term certificate program that should be used to develop program objectives.

instructional hours: The instructor-supervised time candidates spend in the classroom learning course material (does not include time spent on out of class assignments); for online and hybrid programs a description of how instructional hours are calculated will need to be provided.

instructor: A TESOL professional instructing candidates in a short-term certificate program.

learning outcomes: Statements that explain what candidates will know or be able to do at the end of the program, are observable and measurable, and provide the basis for assessment.

linguistically accessible: Materials or lessons that have an appropriate level of linguistic complexity for ELLs so as to be both comprehensible and appropriately challenging in order to optimize language development.

objectives: Concrete statements that provide guidelines for program instructors to help them plan instruction that will support candidate achievement of learning outcomes.

organization: An institution developing and running a short-term TESOL certificate program

norm-referenced assessment: A form of assessment that ranks students or groups by measuring their relative performance against other students. Commonly known as "grading on a curve."

performance-based assessment: A form of assessment that requires candidates to actually do something, e.g. write an essay, solve a problem, as opposed to more traditional measures of assessment.

performance indicators: Performance indicators are used to explain the standards and specific behaviors that demonstrate how candidates, instructors, or programs are meeting standards

personnel: A body of persons employed to help operate a short-term TESOL certificate program including administrators, program managers, instructors, and support staff

practicum: The component of the short-term TESOL certificate program that includes classroom-based instruction, tutorials, and classroom observation.

reliable/reliability: A technical measure to determine to what extent an assessment produces consistent, accurate results over multiple administrations: A learner (or learners) should receive similar results on the same assessment regardless of where, when or how the assessment is administered or scored.

rubrics: A set of rules, descriptions, guidelines or benchmarks (often displayed in the form of a chart) that describe different levels of performance and are used to determine a learners outcome or grade.

special needs: Particular educational requirements resulting from learning difficulties, physical disability, or emotional and behavioral difficulties.

standards: Benchmarks for accountability that teachers, students, or programs will attain.

summative assessment: Assessments given at the end of a course, end of a unit or other designated period to show overall growth. This may include national exams, or classroom final projects or exams.

TESOL International Association: A professional organization for teachers of English as a second or foreign language.

TESOL: Teaching English to speakers of other languages.

traditional measures of assessment: Forms of assessment, for example, multiple choice, true/false, fill in the blank, that typically examine discrete forms of knowledge and do not include actual performance or application of knowledge (TESOL, 2010).

tutorial: Short-term, one-on-one or one to small group instruction that focuses on a specific topic.

valid/validity: a technical measure of an assessment's match between the information collected by the items and its specified purposes (TESOL, 2010), in other words the characteristics that indicates the test measures what it intends to measure.

virtual teaching: Instruction that is delivered online through a learning platform.

young learner: A student at the primary level or below (e.g., 11 years old or below)

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