

TESL 553: Internship in English as a Second Language Teaching Philosophy

The purpose of this paper is to allow you to apply the concepts you have learned in the M.Ed. TESL program towards the development of your own written philosophy of teaching ESL.

TESOL standards addressed:

- **Beliefs about second language learning (L2 learning)**
 - Standard 1a** Describing Language
 - Standard 1b** Understand and apply current theories and research in second language and literacy development.
 - Standard 2b2** Understand how cultural identity affects ESL learning

- **Beliefs about second language teaching ; what teachers should strive to do to help learners acquire English successfully**
 - Standard 3a, b, c** Candidates know, understand, and apply concepts, research, and best practices to plan and implement standards-based ESL and content instruction in a supportive learning environment for ESOL students; this includes the selection of materials (including technology)

- **Beliefs about high quality programs and curricula (what constitutes high quality programs; how to design effective curricula)**
 - Standard 3c** Candidates evaluate the adequacy of resources for ESL and content instruction
 - Standard 4 b, c** Candidates evaluate the adequacy of assessments to plan curriculum and instruction

- **Beliefs about ESL Professionals; characteristics of effective ESL professionals**
 - Standard 5.a, 5b and 5c.** Candidates demonstrate knowledge of the history of ESL teaching, keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. They use such information to reflect upon and improve their instructional practices. They serve as professional resources in their local educational community, provide support and advocate for ESOL students and their families and work collaboratively to improve learning for all ESOL students.

1. Purposes/background

There are many reasons for writing a teaching philosophy. Many teaching job announcements are requiring a reflective teaching statement, and many interviewers will ask you to explain your philosophy of teaching English as a Second Language. In addition, the process of thinking through and articulating your views on issues related to TESL is an important part of your professional development.

Here are some general guidelines/ideas:

2. What to include

Address all of the following 4 categories. You will need about 1 page for each category. For each category, while you should keep your response succinct, be sure to state:

a. the source of your belief (personal language learning experience, educationally based or research-based principles)

b. Specific examples and details that clarify your meaning for the reader.

Categories/Topics to Address in Philosophy Statement

Beliefs about second language learning

Questions to consider when writing your teaching philosophy statement.

- * What does it mean to learn a language; what exactly does someone learn when they learn a language?
- * What do good language learners do?
- * What kinds of exposure to language best facilitate language learning?
- * What roles are students expected to assume in your classroom?
- * How do you insure that all learners in your class, of all backgrounds and abilities, succeed?

Beliefs about second language teaching

Questions to consider when writing your teaching philosophy statement.

- * How would you define effective second language teaching?
- * What do good ESL teachers do; what qualities do they possess?
- * What do you see as your role as a teacher to promote second language learning?
- * What teaching methods (activities, strategies, etc.) do you try to implement in your classroom?

Beliefs about ideal second language programs and curricula

Questions to consider when writing your teaching philosophy statement.

- * What are the quality indicators of good second development programs?
- * How do you assess learners before, during and at the end of a unit of instruction?
- * What are the design features of effective second language curricula?
- * What do you think the role of textbooks and teaching materials in a language program should be? How should technology be used?

Your Expectations of Yourself as an ESL Professional

Questions to consider when writing your teaching philosophy statement.

- * What are the characteristics of effective ESL professionals?
- * How do you advance your knowledge and practices as an ESL professional?
- * How do you plan to collaborate with other professionals (mainstream/ESL)?
- * How do you advocate for students (e.g. needed programs, services, policies)?
- * How do you/will you serve as a professional resource in your educational community?

Teaching Philosophy Rubric (15 points possible)

Candidates have a philosophy of L2 learning and teaching that reflects an understanding of and commitment to the critical issues related to culturally and linguistically diverse students.

Name: _____

Score: _____

Date: _____

Teaching Philosophy Statement	Approaches Standard (0-1 point)	Meets Standard (2-3 points)	Exceeds Standard (4 points)
<p>Beliefs about second language learning (<i>TESOL Standards 1a; 1b; 2a, 2b; FSEHD Advanced Competencies Metacognitive Knowledge, Domain-Specific Knowledge; Practice Communication and Expression Diversity Individual Differences and Cultural Diversity; RIPTS Standards 1, 2, 3</i>)</p>	<p>The beliefs about second language learning expressed in the philosophy statement are inadequately supported by research, personal and/or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language learning expressed in the philosophy statement are satisfactorily supported by research and personal or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language learning expressed in the philosophy statement are supported by ample research and rich descriptions of personal and classroom experience.</p> <p>Points Awarded:</p>
<p>Beliefs about L2 teaching (<i>TESOL Standards 3a, 3b, 3c; FSEHD Advanced Competencies Metacognitive Knowledge; Domain-Specific Knowledge, Technology Knowledge; Practice Communication and Expression, Reflective Problem-Solving, Professional Practice, Technology Use; Diversity Individual Differences and Cultural Diversity RIPTS Standards 1, 2, 4, 5, 6, 8</i>)</p>	<p>The beliefs about second language teaching expressed in the philosophy statement are inadequately supported by research, personal and/or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language teaching expressed in the philosophy statement are satisfactorily supported by research and personal or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language teaching expressed in the philosophy statement are supported by ample research and rich descriptions of personal and classroom experience.</p> <p>Points Awarded:</p>
<p>Beliefs about L2 programs and curricula (<i>TESOL Standards 3c, 4b, 4c; FSEHD Advanced Competencies Metacognitive Knowledge; Domain-Specific Knowledge; Practice Communication and Expression, Reflective Problem-solving, Professional Practice, Technology Use; Diversity Individual Differences and Cultural Diversity, Family Centeredness and Engagement; RIPTS Standards 1, 2, 4, 5, 6, 9</i>)</p>	<p>The beliefs about second language programs and curricula expressed in the philosophy statement are inadequately supported by research, personal and/or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language programs and curricula expressed in the philosophy statement are satisfactorily supported by research and personal or classroom experience.</p> <p>Points Awarded:</p>	<p>The beliefs about second language programs and curricula expressed in the philosophy statement are supported by ample research and rich descriptions of personal and classroom experience.</p> <p>Points Awarded:</p>
<p>Discussion of second language teaching as a profession (<i>TESOL Standards 5a, 5b, 5c FSEHD Advanced Competencies Practice Professional Practice, Reflective Problem-Solving; Diversity Individual Differences and Cultural Diversity, Family Centeredness and Engagement; Professionalism Professional Ethics, Collaboration, Leadership, Professional Development; RIPTS Standards 2, 7, 10, 11</i>)</p>	<p>The philosophy statement is inadequate as it regards the discussion of second language teaching as a profession. The statement demonstrates little original thought regarding the complexities of TESL/TEFL teaching and the varied roles of the ESL professional. Little emphasis is placed on the teacher's role as a resource person and/or advocate for students and their families.</p> <p>Points Awarded:</p>	<p>The philosophy statement is adequate as it regards the discussion of second language teaching as a profession. The statement demonstrates satisfactory original thought regarding the complexities of TESL/TEFL teaching and the varied roles of the ESL professional. Adequate emphasis is placed on the teacher's role as a resource person and/or advocate for students and their families.</p> <p>Points Awarded:</p>	<p>The philosophy statement includes a rich discussion of second language teaching as a profession. The statement demonstrates highly original thought regarding the complexities of TESL/TEFL teaching and the varied roles of the ESL professional. Great detail is provided regarding the teacher's role as a resource person and advocate for students and their families.</p> <p>Points Awarded:</p>
<p>Logic and Clarity; Grammar and Spelling (<i>TESOL Standards 1a, 5c; FSEHD Advanced Competencies Practice Communication and Expression; RIPTS Standard 1</i>)</p>	<p>The philosophy statement is unclear and confusing. The paragraphs are not well developed. Transitions are lacking. The paper lacks focus. Numerous grammar and spelling errors are present.</p> <p>Points Awarded:</p>	<p>The philosophy statement is clear; and is generally consistent. The paragraphs are clearly developed and flow into each other. The paper is focused. Minor grammar and spelling errors are noted.</p> <p>Points Awarded:</p>	<p>The philosophy statement is clear and consistent. Each paragraph is well developed with good transitions. The paper has excellent focus and flows in a logical manner. No grammar or spelling errors are noted.</p> <p>Points Awarded:</p>

TESL 552 Spring 07
Philosophy of Teaching

Last Name	First name	ID	Date	L2 Learning	L2 Teaching	L2 Programs & Curric.	Logic & Clarity	Grammar and Spelling	Reflection	Overall Rating
E		397161	5/10/2007	2	2	2	2	2	2	12
		343439	5/10/2007	2	2	2	2	2	2	12
		356908	5/10/2007	2	2	2	2	2	2	12
	Eileen	227849	5/10/2007	2	2	2	3	3	2	14
		397030	5/10/2007	2	2	2	3	3	2	14
	Sarah	329932	5/10/2007	2	2	2	3	3	2	14
		315909	5/10/2007	2	2	2	2	2	2	12
AVERAGE SCORES				2	2	2	2.428571	2.428571429	2	12.85714

During this semester the rubric used contained the following point values:

Approaches = 1

Meets = 2

Exceeds = 3

6 categories; 2 points each = 12 = meets

Exceeds = 18 points

TESL 552 Fall 07
 Philosophy of Teaching

Last Name	First name	ID	Date	L2 Learning	L2 Teaching	L2 Programs & Curric.	Logic & Clarity	Grammar and Spelling	Reflection	Overall Rating	
[REDACTED]	Lynn	252937	12/13/2007	2	2	2	2	3	3	2	14
[REDACTED]	[REDACTED]	397345	12/13/2007	2	2	2	2	2	2	2	12
[REDACTED]	[REDACTED]	327197	12/13/2007	2	2	2	2	3	3	2	14
[REDACTED]	Alexandra	325922	12/13/2007	2	2	2	2	3	3	2	14
[REDACTED]	[REDACTED]	211835	12/14/2007	2	2	2	2	3	3	2	14
[REDACTED]	Cynthia	269902	12/13/2007	2	2	2	2	3	3	2	14
AVERAGE SCORES				2	2	2	2.833333	2.833333333	2	13.66667	

During this semester the rubric used contained the following point values:

Approaches = 1

Meets = 2

Exceeds = 3

6 categories x 2 points each = 12 = meets

Exceeds = 18 points

**TESL 552 Fall 2008
Philosophy of Teaching**

Last Name	First name	ID	Date	Second Language Learning Teaching & Programs and Curricula	Reflection on Professional Practice	Logic & Clarity; Grammar and Spelling	Total Score
C [REDACTED]	Janelle	401473	12/15/2008	6	5	5	16
[REDACTED]	Rosa	236134	12/18/2008	5	5	4	14
[REDACTED]	Matthew	312850	12/6/2008	5	5	5	15
[REDACTED]	Nicole	335226	12/6/2008	6	6	4	16
[REDACTED]	Carol	238486	12/15/2008	4.5	5	5	14.5
[REDACTED]	[REDACTED]	271980	12/15/2008	4.5	5	5	14.5
[REDACTED]	Jamie	412104	12/6/2008	5.5	5	5	15.5
[REDACTED]	Kathryn	391359	12/6/2008	5	3.5	5	13.5
Average Scores				5.1875	4.9375	4.75	14.875

The rubric was revised after Spring 07 to account for three overall criteria and to emphasize professional practice, L2 learning and teaching
Point values were also changed to match our other rubrics in the program:

Approaches 1-3 points

Meets 4-5 points

Exceeds 6 points

Note: This course was not offered in Spring 2008 because there were not enough candidates for the practicum to run; all candidates for the 2008 academic year took the practicum in the fall

3 categories x 5 points each = 15 = meets

(low meets = 12 points)

Exceeds = 18 points

TESL 552 Spring 2009
Philosophy of Teaching

Last Name	First name	ID	Date	Second Language Learning	Second Language Teaching	Second Language Programs/Curricula	L2 Teaching as a Profession/Reflection	Logic and Clarity; Grammar & Spelling	Total Score
[Redacted]	Leana	409778	4/30/2009	4	3	3	4	3	17
[Redacted]	Chris	323649	2/24/2009	3	4	3	3	3	16
[Redacted]	Rachel	328313	4/30/2009	3	3	3	3	3	15
[Redacted]	Kelly	391736	4/23/2009	3	3	3	2	3	14
[Redacted]	[Redacted]	401877	4/6/2009	4	4	3	3	3	17
[Redacted]	Alicia	340396	3/1/2009	3	3	3	3	3	15
[Redacted]	[Redacted]	417864	4/30/2009	4	3	3	3	3	16
[Redacted]	Roxanne	330434	3/31/2009	3	3	2.5	3	3	14.5
[Redacted]	Rebecca	250017	4/15/2009	3	4	3	3	3	16
[Redacted]	[Redacted]e	310778	2/24/2009	3	3	3	3	3	15
Average Scores				3.3	3.3	2.95	3	3	15.55

Based on the Fall 08 data, the rubric was again changed, so that L2 Learning, Teaching, and Curricula could be given separate scores as done previously. However the other categories were retained as in Fall 08; This shows the work on the rubric over time to make sure that it was guiding and assessing candidate performance to obtain the desired results.

The scoring system reverted to:

Approaches (0-1 points)

Meets (2-3 points)

Exceeds (4 points)

5 categories x 3 points each = 15 points = meets

Low Meets = 10 points

Exceeds = 20 points

TESL 552 Fall 2009
Philosophy of Teaching

Last Name	First name	ID	Date	Second Language Learning	Second Language Teaching	Second Language Programs/Curric.	L2 Teaching as a Profession	Logic and Clarity; Grammar & Spelling	Total Score
E	Mary Beth	326540	12/18/2009	3	4	4	3	3.5	17.5
	Lisa	205234	12/7/2009	2	3	3	3	3	14
	Jessica	228979	11/28/2009	3	3	3	3	3	15
	Megan	316132	12/18/2009	3	2	3	2.5	3	13.5
			312765	12/7/2009	2	2	2	3	12
AVERAGE SCORE				2.6	2.8	3	2.9	3.1	14.4

Approaches 0-1
Meets 2-3
Exceeds 4

5 categories x 3 points each = 15 = meets
(low meets = 10 points)
exceeds = 20 points