Default Question Block

This survey is aimed at helping the MA-TESL faculty evaluate the program's success in helping graduate students achieve the program learning outcomes. We are grateful for your time in answering the questions in this survey. It should take no more than 10 minutes to complete.

Q1. When did you complete the MA-TESL degree at University of Arizona?

- Fall 2016
- Spring 2017

Q2. What is your current position or title? (click all that apply)

- ESL instructor (in the U.S.)
- EFL instructor (outside of the U.S.)
- Intensive English Program instructors
- Graduate student in TESL/applied linguistics, or related field
- I am not currently working or studying in TESL/applied linguistics.
- I am currently seeking employment in TESL.
- Other

Q3. Before beginning the MA-TESL degree what kind of experience did you have in teaching ESL, if any? (click all that apply)
○ volunteer ESL teaching
○ writing center tutor
○ overseas EFL teacher
○ other (not listed). Please describe: 
○ I did not have any experience in TESL prior to beginning the MA-TESL program.

Q4. What was your primary purpose in getting an MA-TESL from University of Arizona?

Q5. Do you feel your purpose was met by the program experience?
○ Yes, more than I expected.
○ Yes, as much as I expected.
○ I’m not sure.
○ No, not as much as I expected.
○ No, not at all.

Q6. If you did not feel your purpose was met, why not?

Q7. How well did the MA-TESL program prepare you to apply current theories, methods, and procedures of TESL pedagogies to diverse situations?
○ Extremely well
○ Very well
○ Moderately well
Q8. How well did the MA-TESL program prepare you to develop, evaluate, and adapt curriculum and materials reflecting current TESL principles to diverse teaching contexts?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q9. How well did the MA-TESL program prepare you to research ESL teaching?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q10. How confident are you in your ability to develop appropriate methodologies, curriculum, and materials in your current or future ESL teaching contexts?

- Extremely confident
- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident

Q11. How well did the MA-TESL program prepare you to understand linguistic principles of English as applied to TESL?
Q12. How confident are you in your knowledge of basic linguistic principles of English, as relevant to teaching ESL?

- Extremely confident
- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident

Q13. How well did the MA-TESL program prepare you to understand basic principles of second language acquisition (SLA) theory?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q14. How confident are you in your knowledge of basic principles of SLA theory?

- Extremely confident
- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident
Q15. How well did the MA-TESL program prepare you to research ESL learning?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q16. How confident are you in your ability to research ESL learning?

- Extremely confident
- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident

Q17. How well did the MA-TESL program prepare you to be critically aware of the situated, sociopolitical nature of English language teaching?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q18. How well did the MA-TESL program prepare you to address diversity and multiplicity in learner identities and goals in your teaching?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
Q19. How confident are you in your ability to address diverse learner identities and goals in your teaching?

- Extremely confident
- Very confident
- Moderately confident
- Slightly confident
- Not at all confident

Q20. How well did the MA-TESL program prepare you to develop and represent your identity as a TESL/applied linguistics professional through engagement in professional activities?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

Q21. Have you presented at a professional TESL (or related) conference since beginning the MA-TESL program?

- Yes
- No

Q22. In the future, how likely are you to...

<table>
<thead>
<tr>
<th></th>
<th>Extremely likely</th>
<th>Moderately likely</th>
<th>Not sure</th>
<th>Moderately unlikely</th>
<th>Extremely unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>attend a professional conference</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>present at a professional conference</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>submitting a teaching tip, teaching article, or research article to a professional publication</td>
<td>Extremely likely</td>
<td>Moderately likely</td>
<td>Not sure</td>
<td>Moderately unlikely</td>
<td>Extremely unlikely</td>
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<tr>
<td>participate actively in a professional organization (e.g., in a leadership position)</td>
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**Q23. What professional development activities do you think are important to include in the MA-TESL program?**

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<th>Professional Development Activity</th>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Only minimally important</th>
<th>Not important at all</th>
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<tr>
<td>writing a teaching philosophy</td>
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<tr>
<td>creating a CV</td>
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<tr>
<td>conducting a capstone research project</td>
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<td>conducting a capstone poster</td>
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<tr>
<td>creating a teaching portfolio</td>
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</tbody>
</table>

**Q24. What other professional development activities, if any, do you think are important to include in the program? Please explain.**

**Q25. Please share any other thoughts or comments you have about your MA-TESL experience.**
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