



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LCC tarptautinio universiteto
**STUDIJŲ PROGRAMOS UŽSIENIO KALBOS MOKYMAS: ANGLŲ
KALBA (TESOL)**
(valstybinis kodas - 621Q31001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(TESOL) (state code - 621Q31001)
STUDY PROGRAMME
at LCC International University

Experts' team:

1. Prof. dr. Nebojša Vasic (team leader) *academic,*
2. Prof. dr. Minna Palander-Collin, *academic,*
3. Prof. dr. emeritus Philip Shaw, *academic,*
4. Dr. Loic Boizou, *academic,*
5. Ms Laura Jonušaitė, *students' representative.*

Evaluation coordinator –

Ms Kristina Selezniova

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Užsienio kalbos mokymas: anglų kalba (TESOL)
Valstybinis kodas	621Q31001
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Anglų filologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antra
Studijų forma (trukmė metais)	nuolatinė -2 metai; iššęstinė – 3 metai
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Anglų filologijos magistras
Studijų programos įregistravimo data	2008-05-26, Nr. 17-26

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Teaching English to Speakers of Other Languages (TESOL)
State code	621Q31001
Study area	Humanities
Study field	English Philology
Type of the study programme	University
Study cycle	second
Study mode (length in years)	Full-time (2), part-time (3)
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	M.A. in English Philology
Date of registration of the study programme	2008-05-26, No. 17-26

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Excerpt from the Minutes of Academic Council Meeting of LCC, dated March 21, 2016

1.3. Background of the HEI/Faculty/Study field/ Additional information

LCC International University is a private higher education institution, which is allowed to deliver bachelor's degree since 2000. In 2010, LCC launched its first MA programme, the Master's programme in Teaching English to Speakers of Other Languages (TESOL). In addition to the later programme, LCC offers a Master's programme in International Management. Presently, there are no doctoral studies.

LCC strongly stresses its distinctive character among Lithuanian HEI. LCC emphasises its Christian and philanthropic values and its commitment to promote critical thinking, active citizenship, democratic ideals and market economy. LCC attempts to offer a North American liberal art education model for students from Eastern Europe and Central Asia in an international environment at both staff and student levels. The personal development of students is set as primary goal.

LCC is a small institution (about 600 students) with a very specific organisation. It specialises in few domains (mainly English language, business, political science, psychology, management and theology) and a significant part of the teachers are affiliated to foreign universities, most of them from the United States.

Among the several Lithuanian MA programmes related to English language (English studies (Literature, Linguistics, Culture) at Vilnius university, English philology at LEU, Applied English linguistics at VMU), the LCC programme differs by the mentioned organisation and by its integration in the TESOL framework. This is the first time when the programme is being assessed by an international expert group formed by SKVC.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 15/03/2016.

1. **Prof. dr. Nebojša Vasic (team leader)** *Ph.D. vice-dean for scientific research, Faculty of philosophy Bosnia and Herzegovina.*
2. **Prof. dr. Minna Palander-Collin**, *Helsinki University, professor, Finland.*
3. **Prof. Dr. emeritus Philip Shaw**, *Stockholm University, professor emeritus, Sweden.*
4. **Dr. Loic Boizou**, *Vytautas Magnus University, lecturer, Lithuania.*
5. **Ms Laura Jonušaitė**, *student of Mykolas Romeris University study programme English and German for Specific Purposes.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the SER (Table 5, page 7) learning outcomes are divided into four areas; research skills, knowledge and application, special/ career abilities, social and personal abilities. More precisely the programme aims and learning outcomes tend to provide students with a strong theoretical foundation in applied linguistics, to teach students to apply the theoretical knowledge of

applied linguistics in teaching English to adult learners and to engage students from many contexts in professional collaboration. Furthermore, the goals and learning outcomes of the TESOL programme are designed to develop professional qualifications of the experts in the field of applied linguistics, pedagogy and administration. MA in TESOL comprises three TESOL programme levels precisely described on the pages 6 and 7 of the SER. On the basis of the SER analyses and the site-visit meetings the EET finds that the programme aims and learning outcomes are well-defined and precisely stated.

Public accessibility of the programme (the SER, page 5) implies access to information about the programme goals from the LCC catalogue with its on-line source (the SER, page 5). The programme aims and learning outcomes are based on the academic and professional requirements and needs of the labour market as it is described on the page 5 of the SER. Namely, the graduates could serve as civic leaders, cultural ambassadors and promotes of cultural values, within and beyond the borders of Lithuania. Moreover, graduates with TESL/TESOL certificate will have opportunity to work in various language centres, private companies and business sector.

On the basis of the SER and site-visit meetings the EET finds that programme aims and learning outcomes are consistent with the type and level of the studies and the level of qualification offered. It is also confirmed that program goals were reviewed in 2014 and mapped in order to enable realization of the specific learning outcomes for each course. Furthermore, the programme aims were designed in accordance to legal requirements in Lithuania (the SER, pp. 5 and 6). On the page 6 of the SER, together with the list of documents from the European Union (European Union higher educational guidelines), there is a list of Lithuanian documents which were consulted and which served as the frame for designing the programme aims.

The name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. Additionally, the study programme aims are comparable with similar programmes in the USA and Canada such as Masters in Education (Med) in TESOL, Masters of Science (MS) in Applied Linguistics and Master of Arts (MA). The EET finds that there is a space for updating of the programme aims in response to current needs with (as it is stated in the SER, page 9) more adequate and more specific pedagogical instruction.

2.2. Curriculum design

The curriculum design meets legal requirements. The overall design with very short residential periods and long periods of distance teaching is in accordance with international practice and fully acceptable. International practice also sanctions the relatively low emphasis on methodology, classroom management and the psychology of learning in Masters programmes in TESOL and Applied Linguistics. However, all courses of this type may have difficulty in

communicating the practical aspects of teaching to participants who are simply graduates in English without teacher training or experience. Staff told us that they were planning to introduce an optional component leading to a Lithuanian teacher qualification, and this is an improvement which will benefit the programme.

The module descriptions submitted are all complete and informative. They vary in degree of detail and in particular in date; some do not seem to take the recent re-organization of face-to-face versus distance teaching into account. Study subjects are spread evenly. There is apparently some repetition of content (quantitative vs qualitative methods etc.) between the modules Research Methods and Thesis 1. It is clear that teachers discuss these types of issue during their two weeks of residence at Klaipeda in the summer, but formal mechanisms should be in place to ensure co-operation between teachers at the level of potential overlap.

The content of the modules is consistent with the type and level of the studies, and benefits from the teachers' extensive contact with similar courses in other countries. The content and methods of the modules is broadly appropriate for the achievement of the intended learning outcomes. The topics chosen are appropriate and the reading is up-to-date. ENG 500, the initial broad survey of the place of English in the world and of language knowledge in society is particularly valuable and well-placed. The course description for ENG 510, 'Linguistic Theory and Language Teaching' does not show much application of the theories examined to teaching, but both the teacher and students showed in interviews that these links are in practice made. They should perhaps be made explicit in the descriptions. As publicity for the course suggests, it is a North American MA and consequently does not cover some topics which have become important in Europe. In particular Content and Language Integrated Learning should be addressed under that name somewhere in the programme. Space could be made for this by shifting language history to the useful and broad module on Teaching English as an international language (and therefore focusing on the external history of the language).

The scope of the programme is sufficient to ensure learning outcomes. Assuming participants with some degree of teacher training or experience, the Integrated Skills and Action Research Practica are well-designed and should ensure adequate entrenchment of the theoretical parts. Students commended the organization and usefulness of these practical placements. Distance courses like this depend heavily on generating community spirit among participants and in this case several learning aims depend on international and intercultural communication among participants. Although cohorts are generally very small both student reports to us and the transcripts of on-line interaction shown to us suggest that this course generates thoughtful and helpful interaction in English between teachers working in very different environments.

As a consequence of the choice of research-active staff from many different institutions, the course content is fully up to date with the progress of the relevant disciplines.

2.3. Teaching staff

The legal requirement that stipulates that “No less than 20% of major study field subjects’ volume has to be taught by teachers holding a Professor’s academic degree” is **now** fulfilled as 25% of the study field subjects (24 ECTS of 96 ECTS) are taught by professors. This was not the case originally as all of the teaching staff of 12 teachers were ranked as associate professors in SER (Appendix 2). During the site visit we were told by the staff that they already have a plan for “Faculty Ranking and Promotion” and were given copies of the plan. After the site visit, we were sent an excerpt from the Minutes of Academic Council Meeting of LCC, dated March 21, 2016, which motion that Dr. Doreen Ewert and Dr. Clara Jean Cozens are reclassified from Associate Professor to full Professor.

Other legal requirements concerning the teaching staff of MA programmes are fully met. In other words, all the teachers hold PhD degrees in relevant areas such as TESOL, language learning and teaching, and English language and linguistics, and they have a long practical experience of TESOL ranging from 15 to 45 years in different institutions and universities around the world, but mainly in the USA. According to their CVs (SER, Appendix 3), the staff are actively involved in research activities, especially conference presentations and various other academic talks are well represented. Some are more active also in publishing articles (cf. Appendix 5.9). The research areas are relevant in terms of TESOL, and research activities show that the staff qualifications are adequate to ensure learning outcomes.

In comparison to the student intake (max. 12 each year), the number of teaching staff is adequate to ensure learning outcomes as the student/faculty ratio varies between 5.5 and 7 depending on the year (SER, p. 15). The teachers are part-time and hold positions elsewhere, but they are also committed to LCC and return to teach courses for LCC (CVs). Thus the teaching staff turnover is able to ensure an adequate provision of the programme. In general, the students and alumni that we interviewed were satisfied with their teachers and regarded them as qualified. The SER overtly states that “primary faculty professional development is overseen by their home institutions” (SER p. 16-17). Although the staff are clearly active in research, at the same time these are achievements and activities supported by other universities in the USA, China and UK (six different institutions listed in SER, p. 14). For this reason, evaluating research activities of the staff as part of their LCC activities is somewhat problematic; they are not employed full-time by the institution and the institution does not financially or otherwise support their research activities. As part of LCC activities, the staff come together in Klaipėda once a year in the summer for two weeks

to discuss various matters relating to the programme. This fairly informally arranged practice seemed to ensure that the staff members are aware of the programme aims, and it certainly makes it possible for them to share experiences and socialize, but EET thinks that LCC could further develop this area and adopt some primary responsibility for their part-time staff development (professorships, research activities, teaching skills) like universities generally do. Full-time staff members can participate in the Erasmus exchange programme. Even if the staff are hired part-time some responsibility for professional development should be adopted by LCC in a systematic way.

2.4. Facilities and learning resources

The LCC premises are relatively new (1999), the classrooms are equipped with modern IT like smartboards, and the whole campus is wireless. On campus, students can access a library with spaces for group work as well as computer facilities in two computer labs, and they have residential facilities on campus. The computers in language labs are equipped with the usual software, but they do not have any language or TESOL applications. The premises as well as the teaching and learning equipment are adequate in size and quality, but most of the time students are not on campus as this programme is largely an online programme. The current ratio of face-to-face instructor contact vs. online instructor contact is 18% vs. 82% (SER, p. 10). In order to succeed, the students need to invest on their computers, internet connection and course books.

The student practicum is included in this MA programme. It is a supervised teaching practicum either on campus or in a location convenient to the students, e.g. LCC Summer Language Institute. During the site visit we were told that many of the students in the programme already work as teachers of English; against this background, the practicum arrangements seem to serve student needs quite flexibly, and the students were satisfied with the possibility of a practicum.

The teaching materials are accessible online in Moodle, and the LCC library facilities include online e-journals and e-books as well as paper books and journals. The e-resources are jointly acquired as part of the Lithuania Research Library Consortium and are therefore the same in all the Lithuanian universities participating in the consortium. The MA in TESOL program is allocated only 250 euros annually for new library acquisitions and the students buy their own course books (SER, p. 20). Students and alumni that we interviewed were generally satisfied with their course materials and the use of Moodle as a learning environment; especially podcasts were mentioned and their availability online was considered important.

2.5. Study process and students' performance assessment

The admission requirements are well-founded, clear and accessible to prospective students. All the necessary information is provided on the website of the University. The admission requirements consist of English proficiency test result (10%), university grades (30%), interview,

application, statement of purpose (40%) and other documents (20%). Only those students that are able to collect 70 or more points are admitted. The lowest admission score since 2010 has been 70.34 and the highest has been 96.07. Unfortunately, the number of applicants and enrolled students is rather low. On average 14 students have been enrolled each year. During the site visit, it was learned that teaching staff are relatively satisfied with the background knowledge and motivation of prospective students. However, there is no selectivity of the programme as almost all applicants were admitted. Since 2010 only one student was not enrolled into the programme because of the insufficient English language knowledge.

The organization of the study process is reasonable and flexible. The programme is of a combined delivery – distance learning (8 completely online courses) and on campus modules (4 blended-learning modules). In fall and spring terms students take two courses with only one subject instructed at a time. In summer terms students take one course. Which allows students to make a full commitment to one study subject as well as it makes the study process more systematic and progressive. Teaching methods online and on campus include various methods as for example podcasts of the lectures, discussions, projects, group and individual work, practical work and many others. Moreover, the thesis writing was distinguished into two different parts from original 30 ECTS in one term to 12 and 18 ECTS on separate terms. It contributes to more efficient academic support during the final thesis writing. According to the Alumni survey results that were also repeatedly confirmed by the Alumni during the site visit, students share positive experiences towards the study process design. Mostly online courses are beneficial for international (non-resident) students and employed students. On-campus modules were described by students as very beneficial and necessary. They agreed that the organization of study process ensures the adequate provision of the programme.

However, during the site visit with students and the Alumni it was learned that some students face difficulties during the online learning period because it requires strict time management skills. It is also one of the main reasons of students' attrition. It was also stated that not every teacher provides podcasts on their lectures while students find it extremely effective and interesting. As well, a desire for more instructor contact hours was expressed nevertheless it was not described as a significant problem because most students personally receive any kind of support when needed.

LCC International University ensures an adequate level of academic and social support for students. During the first week of the first semester students are acquainted with the programme, academic processes, learning facilities and each other. A Graduate Programs Coordinator serves as a tutor for the students during the study process. University administration as well takes measures to support students financially. In April, 2015 tuition fees were reduced due to financial situation of

prospective students. Moreover, monthly scholarships to cover study price are offered to the nationals of different countries. During the site visit, current students and the Alumni assured that every kind of support for students is provided at the highest quality and with fair willingness.

Students of TESOL programme have no apparent possibilities to participate in mobility programmes. According to information given on the website, LCC International University practises mobility programmes (Semester Programme; Summer Programme) however, only within the perspective of incoming undergraduates. Students of TESOL can perform their language teaching practise during these projects, however no other possibilities are clearly defined. During the visit, students confirmed that there is no substantial need for the postgraduates to participate in mobility programmes as they are mostly employed professionals as well as half of them are living abroad. Distance learning model also allows students to travel, work and study anywhere they want. In this situation, the absence of variety of mobility programme opportunities is not considered as an essentially negative aspect. Notwithstanding, in order to completely meet quality standards concerning study process, at least few student mobility programme possibilities could be offered.

Other criteria representing quality are fulfilled by the University community members. Students are encouraged to engage themselves into the research paper writing at the beginning of their studies. Academic staff and Students Success Center provide essential and additional support. The assessment system of students' performance is clear, adequate and publicly available. Students receive Handbooks prepared by the University members. It consists of all the information of the study process: schedules, subject syllabus, assessment system and criteria, methodologies for writing thesis papers, examples and templates.

Students of this programme seem to be highly valued by social partners. They have stated that students that come to practise are "hard working, responsible and well prepared to manage classes". Students' professional activities of the majority of graduates meet the programme provider expectations. Students complete their internships for example, in secondary schools and language schools. Alumni provide such possibilities as some of them own businesses of language teaching and other language-related services. However, the issue of not gaining a pedagogical qualification which is obligatory in order to work as a teacher in Lithuania was also carried out.

2.6. Programme management

The quality assurance is strongly stressed as a priority for LCC. The division of responsibilities is well defined by LCC internal quality guidelines, which are open for stakeholders. LCC emphasises that both faculty (that is, the teaching staff) and administration are involved to find appropriate solutions to quality issues and task division is carefully described. The different aspects

used for quality monitoring are clearly formulated and their periodicity (annual or bi-annual) is defined by the programme management timeline.

At the university level, the president's cabinet, which coordinates administration divisions, is in charge of strategy planning and operational decisions and is responsible for quality assurance. The MA in TESOL Programme Director manages the programme curriculum and staff involved in the programme (recruitment, assignment of teaching load). The department chairperson is mainly an intermediary between the programme director and the university, in order to ensure efficient information exchanges between the top university level to the MA programme level in both directions. The Graduate Programmes Coordinator is in charge of the relations with students and the issues they might face for both MA programmes.

Student surveys are carried out regularly for each subject after each semester and the results are transmitted to teachers for course improvement. A specific survey was organised for the SER to get an overall evaluation of the programme. A similar survey was submitted to alumni. Despite the small number of answers, the results show that students and alumni are satisfied with the programme and provide constructive proposals for future improvements. The complete results of both surveys are provided in the SER appendices. The main example of programme improvement concerned MA theses: some related credits were moved from the 4th to the 3rd semester, so as to ensure that students start preparing their theses early and organise their work regularly during the whole final year.

The SER lists the main categories of external stakeholders (English teachers, school administrators, language programme directors, teacher training executives) and stresses that practicums represent privileged opportunities for dialogue with these social partners. In addition to a Lithuanian school, two foreign institutions in English speaking countries provided very positive evaluations of LCC students, what seems to substantiate the appropriate quality of the study programme. The exchanges with alumni and partners showed that efficient contacts are maintained with external stakeholders.

The SER points out five main strengths (page 30): a clear and transparent division of management responsibilities and processes, ability to make the necessary decisions for the programme, close collegiality among the programme teaching staff, consideration for student requests and proposals, efficient administration support. All these claims seem in line with the SER and the stakeholders' opinion.

As future actions for improvement LCC considers an update in data-collection and data-analysis procedures and increased exchanges with external stakeholders. LCC suggests some innovations such as a virtual space of discussion for programme improvement and exit interviews for graduated students. Additional accreditation process by North American agencies is also

considered in order to further enhance its study programme quality. All these aspects show that LCC is aware of the need of continual improvement in the field of quality assurance.

2.7. Examples of excellence

An example of excellence in the LCC International University is the Student Success Center. It provides with the support of academic writing for students. It also gives an opportunity for the successful students to gain teaching practice as they can become volunteering tutors of the Center. This service of academic writing support is free of charge.

III. RECOMMENDATIONS

The EET suggests the following:

1. Reconsider more intensive focus on specific pedagogical instructions and on CALL technology.
2. Introduction of an optional component leading to Lithuanian teacher qualification could be benefit for the programme (students will have broader career opportunities after the graduation).
3. Repetition of content between the modules Research Methods and Thesis 1 should be avoided (quantitative vs qualitative methods etc.).
4. Financial and institutional support for teachers' research activities is not sufficient and it should be more supported by the management of the Faculty.
5. Part-time hired staff involvement in the exchange programmes could be reinforced more systematically.
6. Certain measures are expected to enhance rather low number of applicants and enrolled students.
7. From the management it is expected to organize more efficiently online learning sessions. Being of the main reasons of students' attrition this issue requires urgent measures.
8. In order to completely meet quality standards concerning study process, at least few student mobility programme possibilities could be offered.

IV. SUMMARY

Programme aims and learning outcomes are well designed, precisely described and based on the needs of the labour market. The graduates have rather broad prospective; they could serve as civic leaders, cultural ambassadors and promotes of cultural values, within and beyond the borders of Lithuania. Moreover, graduates with TESL/TESOL certificate have opportunity to work in various language centres, private companies and business sector. The programme aims and learning outcomes are based on the academic and professional requirements and they are consistent with the type and level of the studies and the level of qualification offered. Nevertheless, there is a space for updating of the programme aims in response to current needs with more adequate and more specific pedagogical instruction.

The curriculum design meets legal requirements. The module descriptions submitted are all complete and informative. They vary in degree of detail and in particular in date; some do not seem to take the recent re-organization of face-to-face versus distance teaching into account. Study subjects are spread evenly. There is apparently some repetition of content (quantitative vs qualitative methods etc.) between the modules Research Methods and Thesis 1. The content of the modules is consistent with the type and level of the studies, and benefits from the teachers' extensive contact with similar courses in other countries. The scope of the programme is sufficient to ensure learning outcomes. Although cohorts are generally very small the transcripts of on-line interaction suggest that this course generates thoughtful and helpful interaction in English between teachers working in very different environments.

After the minute motion was submitted (which confirms that mandatory promotion procedure for two teachers is completed) teaching staff meets legal requirements. Although the whole procedure of promotion was not finished during the site-visit the EET finds that officially confirmed changes could be accepted. Furthermore, research activities show that the staff qualifications are adequate to ensure realization of high standards of MA study programme. In general, the students and alumni were satisfied with their teachers and regarded them as highly qualified experts.

In general, the LCC premises are adequate to ensure programme outcomes but most of the time students are not on campus. Premises are relatively new, the classrooms are equipped with modern IT like smartboards and the whole campus is wireless. On campus, students can access a library with spaces for group work as well as computer facilities in two computer labs, and they have residential facilities on campus. The computers in language labs are equipped with the usual software, but they do not have any language or TESOL applications. The premises as well as the teaching and learning equipment are adequate in size and quality. Students and alumni were

generally satisfied with their course materials and the use of Moodle as a learning environment; especially podcasts were mentioned and their availability online was considered important. In order to succeed, the students need to invest on their computers, internet connection and course books.

The admission requirements are well-founded, clear and accessible to prospective students. All the necessary information is provided on the website of the University. However, there is no selectivity of the programme as almost all applicants were admitted. The organization of the study process is reasonable and flexible. Teaching methods online and on campus include various methods such as podcasts of the lectures, discussions, projects, group and individual work, practical work and many others. Mostly online courses are beneficial for international (nonresident) students and employed students. The organization of study process ensures the adequate provision of the programme. However, some students face difficulties during the online learning period because it requires strict time management skills. LCC International University provides an adequate level of academic and social support for students. Students of TESOL programme have no apparent possibilities to participate in mobility programmes. The EET finds that the programme management should pay more attention to student's mobility which is so far inadequate and inaccessible. Nevertheless, students confirmed that there is no substantial need to participate in mobility programmes as they are mostly employed professionals as well as half of them are living abroad. Students are encouraged to engage themselves into the research paper writing. The assessment system of students' performance is clear, adequate and publicly available.

The quality assurance is strongly stressed as a priority for LCC. The division of responsibilities is well defined by LCC internal quality guidelines, which are open for stakeholders. LCC emphasises that both faculty and administration are involved to find appropriate solutions to quality issues and task division is carefully described. The different aspects used for quality monitoring are clearly formulated and their periodicity (annual or bi-annual) is defined by the programme management timeline. The exchanges with alumni and partners showed that efficient contacts are maintained with external stakeholders. As future actions for improvement LCC considers an update in data-collection and data-analysis procedures and increased exchanges with external stakeholders. LCC suggests some innovations such as a virtual space of discussion for programme improvement and exit interviews for graduated students. Additional accreditation process by North American agencies is also considered in order to further enhance its study programme quality. All these aspects show that LCC is aware of the need of continual improvement in the field of quality assurance.

V. GENERAL ASSESSMENT

The study programme *Teaching English to Speakers of Other Languages (TESOL)* (state code – 621Q31001) at LCC International University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	21

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Nebojša Vasic
Grupės nariai: Team members:	Prof. dr. Minna Palander-Collin
	Prof. dr. emeritus Philip Shaw
	Dr. Loic Boizou
	Ms Laura Jonušaitė

**LCC TARPTAUTINIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS UŽSIENIO KALBOS MOKYMAS: ANGLŲ KALBA (TESOL)
(VALSTYBINIS KODAS – 621Q31001)
2016-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-116 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LCC tarptautinio universiteto studijų programa *Užsienio kalbos mokymas: anglų kalba (TESOL)* (valstybinis kodas – 621Q31001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	21

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Programos tikslai ir studijų rezultatai gerai parengti, išsamiai aprašyti ir atitinka darbo rinkos poreikius. Absolventai turi gana plačias galimybes. Jie gali dirbti valstybės tarnautojais, kultūros ambasadoriais ir kultūrinių vertybių puoselėtojais tiek Lietuvoje, tiek už jos ribų. Be to, absolventai, gavę anglų kalbos mokymo (TESL/TESOL) pažymėjimą, turi galimybę dirbti įvairiuose kalbų mokymo centruose, privačiose įmonėse ar verslo sektoriuje. Programos tikslai ir studijų rezultatai atitinka akademinis ir profesinius reikalavimus, studijų pobūdį ir lygį bei suteikiamą kvalifikaciją. Tačiau programos tikslus būtų galima papildyti atsižvelgiant į dabartinius poreikius, įvedant atitinkamus ir konkretesnius pedagogikos dalykus.

Studijų programos turinys atitinka teisinius reikalavimus. Pateikti dalykų aprašai yra išsamūs ir informatyvūs. Tačiau kalbant apie jų išsamumą ir laiką, kai jie buvo parengti, pastebimas skirtumas: kai kurių dalykų aprašuose neatsižvelgiama į neseniai vykusią pertvarką, kai nuo tiesioginio mokymosi buvo pereita prie nuotolinio mokymosi. Studijų dalykai tolygiai paskirstyti.

Tam tikrų dalykų, būtent *Tyrimų metodikos* ir *Diplominio darbo rašymo 1*, turinys kartojasi (kokybiniai ir kiekybiniai tyrimo metodai bei kt.). Dalykų turinys atitinka studijų pobūdį ir lygį, didelė dėstytojų patirtis dėstant panašius dalykus kitose šalyse užtikrina dėstymo kokybę. Programos aprėptis pakankama, kad užtikrintų studijų rezultatus. Nepaisant to, kad studentų grupės paprastai yra nedidelės, internetinėje erdvėje vykstančių diskusijų įrašai rodo, jog tarp studentų, dirbančių mokytojais labai skirtingose srityse, vyksta išsamios ir naudingos diskusijos anglų kalba.

Kai buvo pateiktas Akademinės tarybos protokolas (kuriame patvirtinama, kad du dėstytojai buvo paaukštinti), ekspertų grupė oficialiai patvirtino, kad dėstytojų kolektyvas atitinka teisinius reikalavimus, nepaisant to, kad paaukštinimo procedūra ekspertų grupės vizito metu dar nebuvo baigta. Tiriamoji veikla taip pat rodo, kad dėstytojų kvalifikacija yra pakankama aukštiems magistro studijų programos standartams užtikrinti. Apskritai studentai ir absolventai patenkinti savo dėstytojais ir juos vertino kaip labai kvalifikuotus specialistus.

LCC patalpos yra tinkamos užtikrinti studijų rezultatams, bet didžiąją laiko dalį studentai nebūna universitete. Patalpos gana naujos, auditorijose įrengtos šiuolaikiškos informacinės technologijos (pavyzdžiui, išmaniosios lentos), o visame universiteto miestelyje veikia belaidis interneto ryšys. Yra bendrabučiai. Studentai gali naudotis universiteto biblioteka, kurioje įrengtos patalpos grupiniam darbui, yra du kompiuterių kambariai. Kompiuteriuose įdiegta įprasta programinė įranga, bet nėra kalbų, taip pat anglų kalbos, mokymosi programinės įrangos. Yra pakankamai gerai įrengtų patalpų ir tinkamos mokymo įrangos. Studentai ir absolventai patenkinti dalykų medžiaga ir „Moodle“ mokymosi aplinka. Jie pabrėžė tinklalaidžių (angl. *podcast*) ir jų prieinamumo internete svarbą. Norėdami pasiekti gerų rezultatų studentai turi įsigyti savo kompiuterius, turėti interneto prieigą ir vadovėlių.

Priėmimo reikalavimai pagrįsti, aiškūs ir prieinami potencialiems studentams. Visa reikalinga informacija pateikta universiteto interneto svetainėje. Tačiau programoje nėra studentų atrankos, nes beveik visi stojantieji yra priimami. Studijų proceso organizavimas lankstus ir racionalus. Mokymo internetu ir auditorijoje metodai įvairūs – paskaitos, diskusijos, projektai, grupinis ir individualus darbas, praktinės užduotys ir daugelis kitų. Nuotoliniu būdu dėstomi dalykai ypač naudingi tarptautiniams (nereziduojantiems) ir dirbantiems studentams. Studijų proceso organizavimas užtikrina tinkamą programos vykdymą. Tačiau kai kuriems studentams kilo sunkumų mokantis nuotoliniu būdu, nes tam reikia mokėti paskirstyti laiką. LCC teikia tinkamą akademinę ir socialinę paramą studentams. Anglų kalbos mokymo programos studentai beveik neturi galimybių dalyvauti mobilumo programose. Ekspertų grupė mano, kad programos vadovybė turėtų daugiau dėmesio skirti studentų mobilumui, nes jis šiuo metu yra nepakankamas ir neprieinamas. Tačiau studentai patvirtino, kad nėra didelio poreikio dalyvauti mobilumo

programose, nes jie yra dirbantys specialistai, o pusė jų gyvena užsienyje. Studentai raginami rašyti tiriamuosius darbus. Studentų vertinimo sistema aiški, tinkama ir viešai prieinama.

LCC pabrėžia kokybės užtikrinimą kaip vieną iš prioritetų. Atsakomybių pasidalijimas aiškiai apibrėžtas LCC vidinėse kokybės gairėse, kurios prieinamos socialiniams dalininkams. LCC pabrėžia, kad ir dėstytojai, ir administracijos darbuotojai kartu ieško tinkamų kokybės valdymo sprendimų, atsakomybių pasidalijimas aiškiai aprašytas. Kokybė užtikrinama įvairiomis aiškiai suformuluotomis priemonėmis, kurios periodiškai peržiūrimos (vieną arba du kartus per metus) pagal programos valdymo grafiką. Iš pokalbių su absolventais ir partneriais paaiškėjo, kad su išoriniais socialiniais dalininkais palaikomi naudingi ryšiai. Ateityje LCC siekia patobulinti duomenų rinkimą ir analizę bei išplėsti kontaktus su išoriniais socialiniais dalininkais. LCC siūlo tokias inovacijas kaip virtualią diskusijų erdvę, skirtą programai tobulinti, ir pokalbius su programą baigiančiais studentais. Taip pat svarstoma galimybė gauti akreditaciją iš Šiaurės Amerikos akreditacijos agentūrų, siekiant pagerinti programos kokybę. Visa tai rodo, kad LCC supranta poreikį nuolat tobulėti kokybės užtikrinimo srityje.

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III. REKOMENDACIJOS

1. Apsvarstyti galimybę daugiau dėmesio skirti konkreitiems pedagogikos dalykams ir kalbos mokymosi naudojantis kompiuteriais (CALL) technologijoms.
2. Būtų naudinga programoje įvesti laisvai pasirenkamą dalyką, kurį studijuodami studentai įgytų mokytojo kvalifikaciją dirbti Lietuvoje (baigę studijas studentai turėtų daugiau įsidarbinimo galimybių).
3. Tyrimų metodikos ir Diplominio darbo rašymo 1 dalykų turinys neturėtų pasikartoti (kokybiniai ir kiekybiniai tyrimo metodai ir pan.).
4. Finansinė ir institucinė parama dėstytojų tiriamajam darbui nėra pakankama. Fakulteto vadovybė turi jai skirti daugiau dėmesio.
5. Reikia sistemingai didinti ne visu etatu dirbančių dėstytojų dalyvavimą mainų programose.
6. Reikia padidinti dabar gana mažą norinčiųjų studijuoti šią programą ir priimtų studentų skaičių.

7. Vadovybė turi veiksmingiau organizuoti nuotolinio mokymosi sesijas. Tai yra viena iš pagrindinių priežasčių, lemiančių studentų nubyreėjimą. Todėl šį klausimą reikia spręsti nedelsiant.
8. Siekiant užtikrinti, kad programa atitiktų studijų proceso kokybės reikalavimus, reikia pasiūlyti daugiau galimybių studentams dalyvauti mobilumo programose.

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