

PROPOSAL TO THE UNIVERSITY UNDERGRADUATE CURRICULUM AND ACADEMIC POLICY COMMITTEE

Undergraduate Teaching English as a Foreign Language Certificate

I. Program

Undergraduate Teaching English as a Foreign Language (TEFL) Certificate,
College of Liberal Arts, Department of English Language & Literatures

II. Objectives

The TEFL certificate will provide the basic knowledge and skills necessary to teach English overseas. Unlike the existing Wright State Teaching English to Speakers of Other Languages (TESOL) certificate—which primarily addresses teaching English as a second language (ESL) in the U.S.—the TEFL certificate will focus exclusively on English as a foreign language (EFL), addressing the special circumstances and resulting challenges involved in teaching students English in their own home country.

III. Description

The English department offers a certificate program in Teaching English as a Foreign Language. Four courses and a practicum provide the requisite knowledge in language, theory, culture, and classroom teaching of English abroad.

IV. Admission Requirements

The Undergraduate TEFL Certificate is open to any major or non-degree student who has completed ENG 102.

V. Program Requirements

Required:

- ♦ ENG 477 Workshop: Workshop in TEFL—*4 hours*

Catalog description: Intensive study of selected special topics or problems to meet the particular needs of participating students. Titles vary. Graded A-F.

- ♦ ENG 478 Introduction to Linguistics—*4 hours*

Catalog description: Presents a survey of the scientific study of language and focuses on describing and explaining languages in their natural environment.

Includes phonetics, phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics. Graded A-F.

- ◆ ENG 480 Studies in Language and Literacy: TEFL Theory & Culture—*4 hours*

Catalog description: Intensive study of linguistic and/or rhetorical approaches to language. Intended to develop an understanding of language history, structure, theory, pedagogy, and content. Graded A-F.

- ◆ ENG 485 Studies in English Education: TEFL Methods and Materials—*4 hours*

Catalog description: Focus on theoretical issues and practical problems of teaching English at all levels, including the teaching of writing and teaching English to speakers of other languages. Graded A-F.

- ◆ ED 460 Practicum in English Education: TESOL—*4 hours*

Catalog description: Students are assigned to an instructional class that focuses on the teaching of English to speaker of other languages (TESOL) for a supervised practicum experience. Graded pass/unsatisfactory.

- ◆ Exit Portfolio (see Appendix I)

Total hours: 20

VI. Program Quality

All the courses offered in the TEFL certificate are upper division. There are no pre-requisites other than completion of ENG 102 for ENG 477 and ENG 478. ENG 480 and ENG 485 list the pre-requisite of ENG 478, but this has routinely been waived or allowed to be taken as a co-requisite, which is the case for the TEFL certificate. The ED 460 practicum pre-requisite is ENG 485, which will be offered before the practicum is completed.

Although 20 hours is a considerable course load for one quarter, since the courses will be coordinated and will reinforce each other, students should be able to complete these courses successfully. The four courses and practicum will address the needs of teachers in an English as a foreign language (EFL) environment and surpass in breadth and depth the vast majority of such a credential offered elsewhere.

VII. Student Performance

Students must maintain a 3.0 average or better in the TEFL course work and complete the practicum with a grade of Pass in order to receive the TEFL certificate.

VIII. Curriculum Coordination

The Department of English Language and Literatures regularly offers the four courses in the TEFL certificate and will be covered by fulltime faculty currently teaching in the department (see Appendix II). The practicum is offered by the College of Education and Human Services every quarter.

IX. Resource Coordination

Since the TEFL certificate involves no new courses and will use resources currently available for the other TESOL programs—the TESOL certificate, the MA in TESOL, the TESOL endorsement, and the TESOL emphasis in the undergraduate English major—no additional resources will be required.

X. Program Staffing

Full-time TESOL Faculty:

Dr. Deborah Crusan, Assistant Professor of English

Dr. Chris Hall, Associate Professor of English

Dr. Marguerite MacDonald, Associate Professor of English

Addendum:

The TEFL certificate will support the College of Liberal Arts strategic goals by providing more opportunities for Wright State students to have international experiences, strengthening our international exchange programs, and increasing enrollment at Wright State by attracting students from surrounding universities and abroad. Currently in the state of Ohio only Ohio University offers a TEFL certificate.

For the past three years, the TESOL program faculty members have been developing expertise in TEFL in order to be able to offer the proposed credential. In 2000-2001 Dr. Maggie MacDonald spent a three-quarter sabbatical in Thailand to learn more about teaching English as a foreign language. Last summer Dr. Deborah Crusan taught a two and one-half week intensive course for Korean TEFL graduate students through Wright State's partner institution, Woosong University in Taejon, Korea. Through a seed grant to assist in implementing the TEFL certificate, the TESOL program hopes to bring to Wright State this coming summer Dr. Kiwan Sung, Chair of the Department of English Language Communication at Woosong University.

The TEFL certificate will be especially beneficial for the Japan English Teaching Co-op program overseen by the University Center for International Education. In this program Wright State students teach for up to six months through the Kake Educational Institution in Japan. Recently the UCIE has taken steps to increase awareness of this program, planning to devote more time and energy recruiting WSU students to

participate. As the UCIE succeeds in this venture, more students will be interested in this and other opportunities to teach abroad. However, before the students can be considered for the Japan co-op program, they have to take at least three TESOL-related courses. Currently, if the winter quarter has already begun, a student interested in the Japan program cannot participate until a year from the following spring because not enough TESOL courses are offered in the spring and summer quarters. Likewise, students who have course conflicts have to wait a year before picking up a specific course, since the core TESOL courses are offered only once a year. By offering the certificate in the summer, it will be more convenient for these students by providing an intensive block of time in which to complete all requirements. The TEFL certificate thus complements rather than competes against Wright State's current TESOL credentials.

The TEFL certificate will also be convenient for students from other universities in the area, such as Wittenberg, the University of Dayton, and the University of Cincinnati, allowing those who have completed their undergraduate degrees to pick up a certificate shortly after graduation and teach abroad for a year or two before beginning a career or graduate work. It makes students more attractive to the Peace Corps and other organizations that provide EFL teaching opportunities. Should students later want to obtain an advanced credential in TESOL, they will likely return to Wright State to pursue the master's degree in TESOL.

Similarly, having an intensive TEFL experience makes Wright State more competitive in recruiting teachers from overseas who wish to obtain a TEFL certificate and do so in an English-speaking environment. It is much easier for an EFL teacher to arrange for a one-quarter study program than the nine months required for our TESOL certificate. In turn, these teachers will return to their countries promoting both the Wright State TESOL and the LEAP intensive English programs to their colleagues and students. These EFL teachers may likewise consider returning to obtain the MA TESOL degree from Wright State.

Appendix I

Exit Portfolio Description EXIT PORTFOLIO ASSESSMENT FOR TEFL STUDENTS

The TEFL portfolio consists of:

1. A statement on the candidate's philosophy of teaching (1 page);
2. An introductory essay (3-4 pages) containing:
 - a. A self-analysis of the candidate's development through the TESOL program, including overall strengths and weaknesses as an EFL teacher;
 - b. A description of the practicum
3. The practicum evaluation(s);
4. A video tape from ED 460 (at least twenty minutes in length), with a self-critique of the teaching (2-3 pages);
5. A project from ENG 477 Workshop in TEFL or ENG 485 TEFL Methods and Materials;
6. The Teaching Question Response (5-6 pages). Include the question with the response. For the Teaching Question Response, you must request the Teaching Question from the TESOL program director. You will receive two scenarios, each with a specific grammar problem. You will select one of the scenarios and create a one-hour curriculum, addressing all the information required in the response.
7. Candidate's curriculum vita (optional).

The TEFL portfolio is a professional document. It should be assembled professionally, with sections clearly identified and listed in the table of contents. Portfolios that are incomplete or unprofessional will be returned ungraded.