

**Curriculum and Instruction Department**  
***Teaching English to Speakers of Other Languages (TESOL) Program***  
**General Education 2000 – Writing and Oral Communication Plan**

**I. Standards (New York State English/Language Arts Standards 1996)**

Upon completing requirements for a degree and certification in TESOL, students will be able to read, write, listen, and speak for a variety of purposes:

- A. Information and understanding;
- B. Literary response and expression;
- C. Critical analysis and evaluation;
- D. Social interaction.

**II. Goals**

It is imperative that teachers of English to speakers of other languages have the ability, confidence, and desire to speak and write well because their careers require a variety of types of oral presentation and writing for many purposes and many audiences. Upon completion of requirements for a major in teaching English to speakers of other languages, students will be able to:

- A. Use informal and formal speaking and writing to reflect upon issues and experiences, including the teaching and learning of second and foreign languages;
- B. Evaluate, compare, and contrast, orally and in writing, various theoretical and practical approaches to teaching and learning in all subject areas;
- C. Articulate a personal philosophy of teaching that incorporates specific theories about the ways people learn, including but not limited to second and foreign languages;
- D. Respond to and evaluate, orally and in writing, professional readings such as research reports, policy papers, and educational journal articles;
- E. Clearly report, orally and in writing, information such as student progress and curriculum development to administration, colleagues, parents, and students;
- F. Write detailed long- and short-range lesson plans that include a rationale, objectives, and procedures; explain the plans orally to cooperating teachers, parents, and peers;
- G. Demonstrate an understanding of writing processes and first and second language writing; be able to model writing for students;
- H. Respond, through discussion and in writing, to traditional and current popular young adult literature that represents a number of genres and relates to content areas;
- I. Synthesize information from a variety of sources, evaluate evidence, form opinions, and generate hypotheses for further inquiry;
- J. Understand and use appropriately the basic concepts and vocabulary of the fields of education and linguistics;
- K. Construct assessment materials that are culturally and linguistically relevant;
- L. Reflect critically, orally and in writing, about their own and others' teaching practices, offering alternative courses of action, possible consequences, and recommendations;

- M. Develop materials to improve student learning, enhance content area exploration, and foster students' development of writing and speaking skills in English and their native language, if appropriate;
- N. Present orally and/or in graphic and written form the cultural, socio-political and historical contexts of significant educational issues;
- O. Explain how the academic content that students learn connects to life outside the school; and
- P. Document sources appropriately.

### III. **Objectives**

TESOL majors will make oral and written presentations frequently during the two years of coursework in their major, both in required classes and in field placements (currently 100 clock hours of field placement prior to student teaching). They will be placed in situations where they see effective writing and oral presentation modeled and practiced by professors and by professionals in the field. Required courses in the major that are designated as writing courses will involve many or all (but not limited to) of the following kinds of writing and oral presentation experiences:

- Learning logs, personal reflective journals, and/or dialogue journals;
- Essays;
- Reports;
- Evaluations of readings;
- Lesson plans and long-range plans;
- Reading guides for students;
- Memoirs;
- Formative and evaluative responses to student work;
- Analysis of educational classroom experiences; and
- Presentations - formal and informal.

The designated writing courses will have the following contexts or resources available to students:

- Access to professionals (administrators, professors, classroom teachers) who use language to communicate and present for a variety of purposes and audiences;
- Access to professionals (professors and classroom teachers) who model and explain how to communicate effectively orally and in writing, as well as how to communicate to various audiences;
- Textbooks that address writing-related issues;
- Stylebooks such as the APA Manual, which address technical aspects of writing in education; and
- Examples of educational writing such as research reports, lesson plans, Individual Education Plans (IEPs), professional journal articles, policy papers, and analysis of data.

The syllabus for each designated course in the major will reflect the objectives and topics featured in the official course outlines. The instructors are responsible for the clear delineation of expectations in terms of written and oral presentation assignments.

Instructors are also responsible for telling showing examples to students of how to write assignments, evaluating them, and returning them to students for revisions. A primary example of this revision process is the Teacher Work Sample (TWS) assignment that spans four semesters. The Context Statement of the TWS begins in Block I, which includes EDU 301; students reflect on and write about the context of their field placements and receive feedback from instructors. In Block II, students write another Context Statement for their new field placements, once again receiving feedback. In this way the writing is scaffolded while students progressively learn to use the more specific language of TESOL to describe their contexts until they reach Block III. This is followed by the student teaching semester in which two complete TWSs are written. Feedback is provided by the cooperating teacher and the college supervisor.

#### IV. Courses

**Introductory Level Content Courses.** Faculty recognize the importance of writing and speaking within content area fields. Since the major is primarily an upper division major, it is difficult to ensure that all the TESOL majors have experienced the typical assignments found in the introductory level approved content courses. Thus, an introductory level course in the TESOL K-12 concentration is being proposed as the designated introductory level course in this WAC and Oral Language plan.

**LIN 100, Introduction to Linguistics.** (This course has previously been approved as an Introductory Level course for the Linguistics major.)

“This course is the basic course introducing students to standard tools for analyzing the components of language. Students do problem sets in phonology, morphology, syntax, and semantics and write short essays on the nature of language and communication. Evaluation methods may include the use of journals, in-class essays and collaborative problem sets, and exam essays. The course also includes one paper which is handed in for revision before final submission. The course constitutes the lower-division writing seminar for the major.” (Cited from approved course outline for LIN 100 revised June 2001)

**Advanced Level – Writing and Speaking to Learn.** Discipline courses provide writing and speaking opportunities of many lengths and purposes for each major. All teachers should be aware of and have literacy goals for their students, including being able to read, write, speak, and listen for the purposes of information and understanding, responding to literature, literary expression, evaluating arguments, thinking critically about issues, critical analysis, evaluation, and social interaction.

**EDU 301, Schooling, Pedagogy & Social Justice.** (This course has previously been approved at the Advanced Level for the Childhood and Adolescence majors.)

Candidates will be required to complete a variety of assignments that may include:

- Maintaining ongoing dialogue in class and through e-mail about issues in education;

- Maintaining a learning log throughout an action research project, and developing an essay that reports results;
- Critically analyzing a book-length reading;
- Writing three descriptive and/or analytic reaction papers with ongoing instructor feedback;
- Utilizing a variety of prewriting tools and approaches to collect ideas for writing;
- Writing an essay that analyzes one theme in education within historical context.

**LIT 396, Literacy in the Content Areas.** (This course has previously been approved at the Advanced Level for the Adolescence major.) Candidates will be required to complete a variety of assignments that may include:

- Creating guides for students that will aid reading comprehension of textbook material and a variety of texts beyond the textbook;
- Practicing their own writing skills and strategies as they learn about writing processes;
- Creating annotated bibliographies related to the content areas;
- Constructing a portfolio that includes a reflective essay;
- Presenting book-talks;
- Conducting mini-lessons and discussions in small groups.

**EDU 360, Language, Power and Identity in Second/Foreign Language Education.** Candidates need an opportunity to reflect on, discuss and write about language as a formal, social, cultural, and political phenomenon in order to meet their responsibilities as teachers of second or foreign languages. Candidates will be required to complete a variety of assignments that will include:

- Delivery of an oral report analyzing the linguistic features of a text in which particular human traits are connected to languages or dialects;
- Construction of a written analysis of linguistic goals for one student in an attempt to more closely approach the desired target in areas including speaking, listening, comprehension, reading, and writing;
- Creation of a concept for ideal ESL lessons, in which all four skills (reading, writing, listening and speaking) will be practiced; student interest and culture will be taken into consideration;
- Engage in research and debate about issues in education that affect ESL and foreign language students.

Course requirements include several written and oral options:

“Requirements will include regular attendance, oral participation in discussions, written response to readings, a project in the area of analyzing the language of students and explaining how target acquisition may be achieved, construction of ideas for eventual lesson plans that demonstrate knowledge of national and state learning standards, observation and evaluation of ESL/EFL teaching and learning, a written paper on a relevant issue, and development of a portfolio.” (Cited from official EDU 360 course outline)

**Intensive Level – For an audience other than the college community.** Courses listed at the Advanced Level provide opportunities for candidates to write and speak in a variety of lengths and purposes, primarily for an on-campus audience. The following courses require majors to demonstrate writing and oral language skills with audiences other than the immediate college community. Students' speaking and writing abilities are evaluated formally and informally on a daily basis by professionals in the field throughout each of two student teaching experiences. TESOL majors are required to communicate effectively both in written and oral formats to students and cooperating teachers in their classes as well as many others beyond the classroom environment. This audience may include college supervisors, administrators, parents, teachers of specialized subjects, teacher assistants and other personnel in the school environment.

**ADO 420, Student Teaching Grades 7-12 OR CED 420, Childhood Student Teaching** (These courses have been previously approved as the Intensive Level for Adolescence Education and Childhood Education majors, respectively.) Candidates must complete both of these courses in order to complete the major. In each course candidates will:

- Write long and short-range lesson plans that are responded to by the cooperating teacher and college supervisor;
- Create instructional materials with clear, concise written and/or oral directions;
- Develop a Teacher Work Sample for each student teaching setting;
- Create different forms of assessment such as tests, creative writing prompts, and research assignments;
- Respond to students' work in written and oral language;
- Collect, analyze, and use data regarding teaching behaviors;
- Manage student records and Individual Education Plans (IEP)s;
- Keep a reflective journal that requires self-evaluation in terms of teaching skills, knowledge, and dispositions;
- Interact with other professionals, parents, and the community in written and oral formats.

## V. Summary

### Writing Across the Curriculum

Candidates in the TESOL major must complete the four required major core courses as well as one approved WAC concentration course to meet the General Education 2000 Writing Across the Curriculum requirement. Each course serves as one of the required five courses. Thus, if a candidate changes majors, completed courses can be accepted in the new major as writing courses to meet the GE 2000 requirement.

### Oral Communication

Candidates in the TESOL major must complete all four major core courses in order to complete the GE 2000 Oral Communication requirement as there is no one single course that focuses entirely on oral communication. However, within the content of the four listed major core courses and the course from the concentration, candidates experience and meet the requirements of the GE 2000 Oral Communications. If candidates elect to

change their major prior to successful completion of all five courses, they will have to take the approved oral communication course required by the new major.

### **Assessment Plan**

A copy of the TESOL major assessment plan required by TESOL (the national learned society) and the National Council for Accreditation of Teacher Education, as well as the appropriate course outlines, are included.

Each goal listed below will be evaluated throughout the major. However, the specific goal will be most directly assessed in the course(s) indicated in parentheses at the end of each goal. The instructors will use formative evaluation procedures throughout each course, and may choose to evaluate students' oral and written performance through the use of tests, rubrics, checklists, etc.

- Use informal and formal speaking and writing to reflect upon issues and experiences, including the teaching and learning of second and foreign languages; (LIN 100, EDU 301, EDU 360, LIT 396, ADO 420 or CED 420)
- Evaluate, compare, and contrast, orally and in writing, various theoretical and practical approaches to teaching and learning in all subjects areas; (EDU 360, ADO 420 or CED 420)
- Articulate a personal philosophy of teaching that incorporates specific theories about the ways in which people learn, including but not limited to second and foreign languages; (ADO 420 or CED 420)
- Respond to and evaluate, orally and in writing, professional readings such as research reports, policy papers, and educational journal articles; (EDU 301, EDU 360, LIT 396, and ADO 420, or CED 420)
- Clearly report, orally and in writing, information such as student progress and curriculum development to administration, colleagues, parents, and students; (ADO 420 or CED 420)
- Write detailed long- and short-range lesson plans that include a rationale, objectives, and procedures, and explain the plans orally to cooperating teachers, parents, and peers; (ADO 420 or CED 420)
- Demonstrate an understanding of writing processes and first and second language writing; be able to model writing for students; (LIT 396, ADO 420 or CED 420)
- Respond, through discussions and in writing, to traditional literature and current popular young adult literature that represents a number of genres and relates to content areas; (LIT 396)
- Synthesize information from a variety of sources, evaluate evidence, form opinions, and generate hypotheses for further inquiry; (LIN 100, EDU 301, EDU 360, LIT 396, ADO 420 or CED 420)
- Understand and use appropriately the basic concepts and vocabulary of the field of education and linguistics; (ADO 420 or CED 420 and EDU 360)
- Construct assessment materials that are culturally and linguistically relevant; (ADO 420 or CED 420)

- Reflect critically orally and in writing upon their own and others' teaching practices, offering alternative courses of action, possible consequences, and recommendations; (EDU 360, ADO 420 or CED 420)
- Develop materials to improve student learning, enhance content area exploration, and foster students' development of writing and speaking skills in English and their native language, if appropriate; (ADO 420 or CED 420)
- Present orally and/or in graphic and written form the cultural, socio-political and historical contexts of significant educational issues; (EDU 301)
- Explain how the content that students learn academically connects to life outside the school; (EDU 360, ADO 420 or CED 420)
- Document sources appropriately. (LIN 100, EDU 301, EDU 360, and ADO 420 or CED 420).