Graduate Student Handbook

Master of Arts

Teaching English as a Foreign Language

Department of Modern Languages

Kansas State University

Revised August 2013

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Letter from Department Head

Dear TEFL students,

In 2007 the World Bank requested the help of Kansas State University to assist the government of Afghanistan to improve the teaching of English as a second language in that country. The Department of Modern Languages played an integral role in the World Bank Partnerships program and fourteen English teachers from Afghanistan came to our campus to complete a Master's degree in TEFL that we had developed for the occasion. Additionally, several of our faculty members visited Kabul and Mazar-Sharif to assist in teacher training and in order to improve the academic teaching of English. From that initial program, we have grown into the current thriving Master's degree program that is based on the latest research and pedagogy. The adventurous spirit that started our program is still alive and we are glad that we can bring to our department students from all over the world passionate about making the language and the culture of the United States accessible to others. This is what experts call "soft diplomacy" while we call it a "diplomacy" of peace and understanding, of creating opportunities and venues of empathy. The office of the department head is open both literally and metaphorically. Do not hesitate to stop by or email me at oropesa@ksu.edu if I can be of any help.

Salvador Oropesa
Professor and Head
Department of Modern Languages

Department of Modern Languages

Mission Statement

The Department of Modern Languages plays a multi-faceted, pivotal role within the missions of the University, the College and the community by providing opportunities for the development of the skills and knowledge that help define an educated person in the new millennium. Citizens of our state and nation must be prepared to meet the economic and political challenges inherent in a linguistically complex and culturally diverse national and international community. The intellectual, linguistic, cultural, and pedagogical components of our curriculum enable students to meet the challenges that they will face in their personal and professional lives.

English Language Program

The English Language program is accredited by CEA, the sole accrediting body for Intensive English programs. Its mission is to serve non-native speakers of English and the University by offering a full range of intensive English classes, assessing language proficiency, orienting students to American culture and the academic environment, and by facilitating students' transition to degree programs.

An important aspect of the ELP's mission is to support graduate programs and graduate students in their studies and research. The English Language Program works hand in hand with the department of Modern Languages to prepare graduate students for the Master's degree in Teaching English as a Foreign Language. It equips students for their future profession as Adult EFL instructors by providing a quality practicum experience which includes, but is not limited to, in-class observations and in-class teaching. The ELP also offers graduate teaching assistantships to qualified graduate students.

Program description

The Department of Modern Languages, working closely with the English Language Program, offers a 30-hour Master's degree in Second Language Acquisition / Teaching English as a Foreign Language (SLA/TEFL). This program is intended for aspiring teachers of English or for practicing teachers who wish to enhance their credentials. Upon completion of the program, students are equipped to teach English in a wide range of contexts, both abroad and domestically. The M.A. in SLA/TEFL includes coursework in second language acquisition, the teaching of English as a second / foreign language, linguistics, and in an area of concentration of the student's choice. The program is designed to:

1. Strengthen language skills and cultural awareness
2. Develop knowledge of second language learning theories and practical experience applying pedagogical approaches
3. Develop knowledge in an area of concentration (e.g. linguistics, American literature, British literature) that can be used to teach advanced English content courses
4. Promote individual inquiry in the student's field of interest
5. Develop awareness of professional standards

Admission process

Prospective students may apply for the program for either fall entrance or spring entrance, however, it is recommended that students enter the program in fall semester. For US residents and citizens, the application materials must be received by April 1st for fall entrance, or by December 1st for spring entrance. For international students, the application materials must be received by January 1st for fall entrance or by August 1st for spring entrance.

Criteria for acceptance

1. B.A. in related field (language, education, etc.) or 3 years of European University in related field, or equivalent. Students with other academic backgrounds may apply provided that they complete any courses specified by the admission committee in order to increase their level of preparation.
2. Teaching experience is desirable, such as that of a practicing or former teacher, or as a student-teacher.
3. Acceptance or provisional acceptance by the admission committee. The application materials specified below form the basis for the decision of either acceptance, provisional acceptance, or rejection. Prospective students may be granted provisional acceptance with the stipulation that any courses specified by the admission committee be completed satisfactorily by the deadline indicated in the acceptance letter.

Application materials

Prospective students submit the following application materials:

1. Completed application. Prospective students apply through the web portal of the Office of the Graduate School:

    a. US residents and citizens: www.k-state.edu/grad/application/domestic.html
    b. International students: www.k-state.edu/grad/students/international.html
2. A one-page statement of professional objectives.
3. Official transcript of all undergraduate and graduate classes, translated into English if not already in that language.
4. Three letters of reference from professors and others who know the students' work, in English if possible, sent directly from the letter-writers to Dr. Claire Dehon (see below).
5. Application fee payable to the *Kansas State University Graduate School*. See the Office of the Graduate School for details: www.k-state.edu/grad/application .

Additional application materials for non-native speakers of English:

1. **Test of English as a Foreign Language** (TOEFL): English proficiency for non-native speakers of English must be measured by the Internet Based TOEFL (iBT). A minimum score of 22 is required on the listening, reading, and writing sections, and a minimum score of 24 is required on the speaking section, with a total of at least 90. Students who do not meet this requirement may be granted provisional acceptance, with the condition that they successfully complete all provisional coursework specified by the admission committee in order to earn full standing in the program.
2. **SPEAK test**: As the Kansas Board of Regents requires that any student who teaches in a university class earn a score of 50 on the SPEAK test / TSE (Test of Spoken English) or receive a score of 26 on the speaking portion of the TOEFL iBT, students who apply for a graduate teaching assistantship (GTA-ship) must receive a score of 50 on the SPEAK test if they do not have a score of at least 26 on the speaking section of the iBT. Details about the SPEAK test are available at the English Language Program: www.k-state.edu/elp/testing/SPEAKtest.html .

Additional application materials for international prospective students:

1. Statement of financial support, with documentation (official bank statement, letter from sponsors, letter of credit, etc.).

Send all application materials (aside from the online application filled out on the Grad School website and the three letters of reference which should be sent directly from the letter-writers) to Dr. Claire Dehon, Graduate Program Coordinator, Department of Modern Languages, Kansas State University, 104 Eisenhower Hall, Manhattan, KS 66506-1003, USA. Materials can also be sent to Dr. Dehon by email: dehoncl@k-state.edu . A few weeks after receiving the materials, Dr. Dehon contacts applicants to relay the decision of the admission committee regarding students' applications and students' applications for a graduate teaching assistantship (GTA-ship), if students apply for one.

Degree requirements

The degree program has two mandatory components and one optional component:

1. Coursework (mandatory)

2. Comprehensive examinations (mandatory)
3. Large-scale research project (optional)

Students who choose not to complete a research project take additional coursework. Specifically, with approval from the supervisory committee, each student chooses **one** of the following three options to complete the degree:

1. **30** hours of coursework and the Comprehensive Examinations
2. **28** hours of coursework and the Comprehensive Examinations and a Master's Report
3. **24** hours of coursework and the Comprehensive Examinations and a Master's Thesis

Final requirement

Students choose **one** of the following three options to finish the program:

Option 1: **Thesis**

MLANG 899: Research in Modern Languages (6 hours)

Option 2: **Report**

MLANG 899: Research in Modern Languages (2 hours)
MLANG 800: Colloquium in Modern Languages (1 hour)
One approved elective (3 hours)

Option 3: **Electives**

Two approved electives (3 hours each for a total of 6 hours)

Coursework

The coursework consists of two types: the core courses and courses in an area of concentration of each student's selection. The purpose of the core courses is to give students an understanding of second language acquisition theory, linguistic analysis, and classroom pedagogical application and practical experience. The area of concentration courses allow students to develop competency in a content area aside from language teaching that they can potentially teach in an introductory course while employed as a teacher of the English language.

The number of courses that students take depends on the option they choose to complete the degree, whether the Thesis option, the Report option, or neither. Students who choose the Thesis option take eight (8) courses, students who choose the Report option take nine (9) courses, while the students who choose neither research project take ten (10) courses.

Core courses

All students take the following five core courses:

1. GRAD 703: Practicum in Adult TESL / Oral communication (3 hours)
2. GRAD 704: Practicum in Adult TESL / Written communication (3 hours)
3. MLANG 600: Principles of Linguistics (3 hours)
4. MLANG 710: Foreign Language Pedagogy (3 hours)
5. MLANG 770: Theories of Second Language Acquisition (3 hours)

Each course is worth 3 credit hours and thus, the core courses contribute 15 credit hours towards the degree. See the University Course Catalog at catalog.k-state.edu for descriptions of these courses.

Area of concentration

Students choose one of the following areas of concentration and take **three** approved courses in that area (3 credit hours each for a total of 9 credit hours):

• American Literature • British Literature • Children's Literature • Communication Studies • Creative Writing • Cultural Studies	• Drama • Journalism and Mass Communication • Linguistics • Rhetoric and Composition • Women's Studies

A list of approved courses is included in this handbook, starting on page 13. Students can request that courses not listed in that appendix be considered for acceptance towards their area of concentration by making a petition to the TEFL Advisor or their major professor. As each course is 3 credit hours, the three area of concentration courses contribute 9 credit hours towards the degree.

Program of study

In consultation with the TEFL Advisor (Dr. Earl Brown, ekbrown@ksu.edu) or their major professor, students complete a Program of Study form and submit it to the Office of the Graduate School, 103 Fairchild Hall, by the end of their second semester in the program. The purpose of the Program of Study is to help students plan out their degree to ensure timely completion. The form can be found at www.k-state.edu/grad/forms, under the "Masters" section, entitled "Program of Study: Masters".

Students who plan to complete a large-scale research project, either a Thesis or a Report, must ask a professor to supervise their project. It is recommended that students approach a professor who has expertise in or experience with the topic of the research project. The professor will then become the student's major professor as well as the student's advisor in the TEFL program. Of course, at any time students can seek the guidance of the TEFL Advisor (Dr. Brown), even after receiving the consent of a major professor.

The "Supervisory Committee" that signs the Program of Study will vary according to the topic of the students' research topic. In consultation with their major professor, students request the participation of two or three other professors to form part of the supervisory committee. The work of the committee members is minimal in comparison to that of the major professor. Committee members read the penultimate draft of the Thesis or Report and read and evaluate the responses to the Comprehensive Examinations.

Student who choose to do neither a Thesis nor a Report will be assigned a supervisory committee consisting of the professors assigned to read the Comprehensive Examination responses for the given academic year that the students take the exams.

Course sequence

It is suggested that students follow the sequence of courses below:

Year 1

- Fall semester
  1. GRAD 703
  2. MLANG 600
  3. One course in students' area of concentration
- Spring semester
  1. GRAD 704
  2. MLANG 770
  3. One course in students' area of concentration

Year 2

- Fall semester
  1. MLANG 710
  2. One course in students' area of concentration
  3. Three hours of Thesis (MLANG 899) or an approved elective course
- Spring semester
  1. Three hours of Thesis (MLANG 899) or two hours of Report (MLANG 899) plus one hour of Problems (MLANG 890) or an approved elective course
  2. If the students would like to maintain full-time status, a second course, undergraduate or graduate, that the students would like to take. This course is optional, as it does not count towards the TEFL MA degree.
  3. If the students are not GTAs and would like to maintain full-time status, a third course, undergraduate or graduate, that the students would like to take. This course is optional, as it does not count towards the TEFL MA degree.

Comprehensive examinations

Comprehensive Master's examinations are administered on the first Thursday of April and November. The student should notify the TEFL advisor, Dr. Brown, of their intention to take the exam at the beginning of the appropriate semester. The "Form to Schedule Final Examination" should be completed and submitted to the Graduate School at least three weeks prior to the examination date. If students are planning to graduate that same semester, the "Graduation Application" form should be completed as well.

The comprehensive examination consists of 4 areas: (1) questions on SLA theory, (2) questions about ESL/EFL pedagogy, (3) a case study, and (4) questions regarding the student's area of concentration. The exam is written and one hour is allotted to each area. A follow-up oral exam

may be scheduled if it is deemed necessary by the exam committee. Each exam question is graded as pass or fail by each committee member; students must pass all four sections in order to pass the comprehensive examination. In the case of a failed exam, the exam committee follows the policies of the Graduate School regarding a re-take of the exam (see Chapter2, Section J.3 "Failure and Repetition" of the University Graduate Handbook: www.k-state.edu/grad/graduate_handbook/chapter2.html). The reading list is in this handbook, starting on page 15, while sample questions are listed below, starting on page 17.

Graduate Teaching Assistantships

Many students in the TEFL program are able to work as Graduate Teaching Assistants (GTAs). These positions allow students to develop their teaching skills in a supportive and cooperative environment while receiving financial support.

TEFL students can work as GTAs teaching English in the English Language Program (ELP) or teaching a language other than English that the students may speak. As there are a limited number of GTA-ships available in the ELP, students who do not receive a GTA-ship in the ELP and who know a language other than English are encouraged to apply for a GTA-ship in the other language. There is routinely a need for GTAs in Spanish, French, and German. Additionally, there is occasional need for GTAs in other languages: Arabic, Chinese, Czech, Hindi, Italian, Japanese, Latin, and Russian.

Full-time GTAs in both the ELP and in the Department of Modern Languages receive a full tuition waiver (about $4,000 for in-state tuition, or $8,900 for out-of-state; for exact amounts see www.k-state.edu/sfa/costofattendance/gtc.html) for each year they work as a GTA, and can join the university's health insurance program. GTAs may also apply to teach in the summer, if classes are available. In addition to the tuition waiver and health insurance, GTAs receive a stipend for the academic year (August to May); the amount of the stipend varies by program. Details about the stipend and the application process can be provided by the ELP or the language coordinator of the non-English language in question.

Frequently asked questions

Question: What financial aid is available to me?
Answer: There are many opportunities for students to receive financial aid. Aside from the GTA-ships described above, there are scholarships, grants, and loans available through:

- Department of Modern Languages: www.k-state.edu/mlangs/scholarship.html
- College of Arts and Sciences: www.k-state.edu/artsci/scholarship
- Office of Student Financial Assistance: www.k-state.edu/sfa

Question: How many credit hours do I need to take to be considered a full-time student?
Answer: Graduate students without an assistantship must take at least nine (9) credit hours per semester to be considered a full-time student, while students with an assistantship, such as a GTA-ship, must take at least six (6) hours per semester to be considered a full-time student.

International students in their last semester who don't have a GTA-ship should check with International Student and Scholar Services to verify the number of credit hours that they must be enrolled in to be considered a full-time student, as it may vary in their last semester.

Question: How many credit hours do I have to take to maintain a GTA-ship (if I have one)?
Answer: Students who work as a GTA in either the ELP or in the Department of Modern Languages must take at least six (6) credit hours per semester to maintain their assistantship.

Question: Can I attend classes via Skype?
Answer: Some faculty members allow students who are practicing teachers to attend class via Skype if the distance from their job site to K-State's campus is excessive. However, this permission is given on an individual basis and faculty members are not required to give it. It is a favor that some professors may be willing to make to students. As such, students should not consider this accommodation as a given when arranging their class and work schedules.

Question: I'm an international student. How do I get a visa to study in the United States and when does it expire?
Answer: Details about visas for international students are available from International Students and Scholars Services: www.k-state.edu/isss .

Question: What is the GRE exam and who should take it?
Answer: The Graduate Record Examination (GRE) tests Verbal Reasoning, Quantitative Reasoning (arithmetic, algebra, geometry, and data analysis), and Analytical Writing. It is not currently required for consideration for admission into the TEFL MA program at K-State. However, students who plan to pursue a doctoral program should take the GRE exam in fall semester of their second year in the MA program in order to include their GRE scores in their doctoral application materials, as nearly every doctoral program in the humanities and the social sciences in the United States requires those scores for consideration for admission. More information is available from Educational Testing Service, the organization that administers the GRE exam, at www.ets.org/gre .

Graduate Student Association

Information about the Graduate Student Association in the Department of Modern Languages can be found at: www.k-state.edu/mlangs/gso1.html .

Faculty bionotes

The following professors are those with whom TEFL students have close contact during the program:

Abby Franchitti earned a PhD at the University of Tours, France. She has been working with international students for many years and has participated in graduate programs in Europe, presented at international conferences and has been a member of the English teacher certification

commission in France. Her areas of study and expertise include English culture and civilization (women's studies), curriculum development, assessment, and teacher education. She is currently the Curriculum and Assessment Director for the English Language Program.

Earl K. Brown received a PhD in Hispanic Linguistics at the University of New Mexico in 2008 and currently works as an Assistant Professor of Spanish in the Department of Modern Languages. He contributes to the TEFL program by serving as the TEFL Advisor and by teaching several courses that count towards the degree, including Theories of Second Language Acquisition (MLANG 770). In most of his research Dr. Brown utilizes the corpus linguistics techniques of text manipulation and statistical analysis, both with the computer programming language R.

Janice McGregor received her PhD from The Pennsylvania State University in 2012 and works as an Assistant Professor of German in the Department of Modern Languages. Dr. McGregor coordinates the German Basic Language program and trains graduate teaching assistants in German. She teaches German language and linguistics/applied linguistics courses at all levels, including Principles of Linguistics (MLANG 600). Her areas of interest include language learning, use, and identity in study abroad. Her current research focuses on how L2 use-in-interaction informs students' interactional competence and development abroad.

Li Yang received her PhD in Second Language Acquisition from the University of Iowa in 2013 and works as an Assistant Professor of Chinese in the Department of Modern Languages. Dr. Yang also coordinates the Chinese Language Program and trains graduate teaching assistants in Chinese. Her research focuses on interlanguage pragmatics acquisition and computer-assisted pragmatics instruction. In addition, she is interested in exploring learners' pragmatic and intercultural competence in study abroad settings as well as L2 Chinese learners' development of writing skills.

Mary T. Copple earned her PhD in Hispanic Linguistics from the University of New Mexico in 2009. Dr. Copple has worked at K-State in the Department of Modern Languages since 2007. Currently an Associate Professor of Spanish, she coordinates the Spanish Language Program and teaches courses in the Second Language Acquisition MA program offered by the department. Her research centers on how language use contributes to language change, and how authentic language can be used in second language instruction.

Previous Theses and Reports

The following are the titles of recent TEFL Theses and Reports:

Modal use in American English, Janae Haskell
Intensifier use in L2 learner English speech, Robert Dunn
Using visuals to elicit narratives from L2 English speakers, Mustafa Zewary

English article production in guided conversation by Afghan Dari EFL learners, Ahmad Nasim Khoshgowar
Acquisition of L2 linguistic politeness strategies by L1 Dari speakers, Sona Quraishi
L2 acquisition of English morphology/syntax in L1 Dari and Pashto speakers, Yar Mohammad Bahrami

Approved courses for each area of concentration

American Literature
ENGL 640: Early Amer. Lit.
ENGL 645: 19th Century Amer. Lit.
ENGL 650: 20th Century Lit.
ENGL 655: Amer. Ethnic Lit.
ENGL 660: Readings in Major Authors
ENGL 680: Topics in Amer. Lit.
ENGL 695: Topics in Lit.
ENGL 710: Studies in a Literary Genre
ENGL 720: Studies in a Major Author
ENGL 730: Studies in a Literary Period
ENGL 825: Seminar in Lit.

British Literature
ENGL 605: Medieval Lit.
ENGL 610: Renaissance Lit.
ENGL 620: 17th Century Brit. Lit.
ENGL 625: 18th Century Brit. Lit.
ENGL 630: 19th Century Brit. Lit.
ENGL 635: 20th Century Brit. Lit.
ENGL 660: Readings in Major Authors
ENGL 670: Topics in Brit. Lit.
ENGL 695: Topics in Lit.
ENGL 710: Studies in a Literary Genre
ENGL 720: Studies in a Major Author
ENGL 730: Studies in a Literary Period
ENGL 825: Seminar in Lit.

Children's Literature
ENGL 660: Readings in Major Authors
ENGL 690: Topics in Lit. for the Young
ENGL 695: Topics in Lit.
ENGL 703: Critical Approaches to Children's Lit.
ENGL 710: Studies in a Literary Genre
ENGL 720: Studies in a Major Author
ENGL 825: Seminar in Lit.
ENGL 830: Seminar in Cultural Studies

Communication Studies
COMM 525: Argumentation Theory
COMM 526: Persuasion
COMM 542: Relational Comm.
COMM 545: Comm. and Democracy
COMM 630: Topics in Rhetoric and Comm.
COMM 710: Intro. to Comm. Research
COMM 716: Small Group Communication
COMM 720: Perspectives on Comm.
COMM 721: Language and Social Interaction
COMM 726: Seminar in Persuasion
COMM 730: Classical Rhetorical Theory
COMM 733: Rhetorical Criticism
COMM 734: Rhetoric of Social Movements
COMM 735: Leadership Comm.
COMM 742: Relational Comm.
COMM 780: Intercultural Comm.

Creative Writing
ENGL 661: Prose Fiction
ENGL 662: Playwriting
ENGL 663: Poetry
ENGL 665: Nonfiction
ENGL 761: Workshop: Short Fiction
ENGL 763: Workshop: Poetry
ENGL 765: Workshop: Creative Nonfict.
ENGL 771: Workshop: Novel / Novella

Cultural Studies
ENGL 655: Readings in Amer. Ethnic Lit.
ENGL 660: Readings in Major Authors
ENGL 670: Topics in British Lit.
ENGL 680: Topics in American Lit.
ENGL 705: Theory and Practice of Cul. Studies
ENGL 710: Studies in a Literary Genre
ENGL 720: Studies in a Major Author
ENGL 730: Studies in a Literary Period
ENGL 830: Seminar in Cultural Studies

ANTH 508: Male and Female: Cross-cultural Perspectives
ANTH 510: Kinship and Marriage in Cross-cultural Pers.
ANTH 600: Cultural Dynamics
ANTH 604: Culture and Personality
ANTH 618: Religion in Culture

Drama
THTRE 671: History of Opera
THTRE 764: Early Amer. Theatre
THTRE 782: Women in Theatre
THTRE 870: Greek and Roman Theatre
THTRE 871: Medieval and Baroque Th.
THTRE 875: Comtemporary Theatre
THTRE 879: Modern Theatre
ENGL 660: Readings in Major Authors
ENGL 695: Topics in Lit.
ENGL 710: Studies in a Literary Genre
ENGL 720: Studies in a Major Author
ENGL 862: Workshop: Playwriting

Journalism and Mass Communications
MC 573: Ethics in Mass Comm.
MC 612: Gender Issues and the Media
MC 662: International and Intercultural Public Relations
MC 670: Advertising and Social Responsibility
MC 710: History of Mass Comm.
MC 720: Ethics in Mass Comm.
MC 725: International Comm.
MC 765: Comm. Theory

Linguistics
ENGL 700: Old English
ENGL 757: Studies in Lang. And Ling.
ENGL 820: Seminar in Language
ENGL 890: History of the English Lang.
MLANG 779: Seminar in Ling.
ANTH 514: Lang. and Culture
ANTH 523: Topics in Ling. Anthropology
ANTH 792: Field Methods in Ling.
COMM 721: Lang. And Social Interaction

Rhetoric and Composition
COMM 730: Classical Rhetorical Theory
COMM 726: Seminar in Persuasion
COMM 733: Rhetorical Criticism
COMM 734: Rhetoric of Social Movements
ENGL 685: Topics in Rhetoric and Comm.
ENGL 755: Studies in Composition and Rhetoric
ENGL 759: Studies in Technical Comm.
ENGL 797: Professional Writing Internship
ENGL 840: Seminar in Composition and Rhetoric

Women's Studies
ENGL 660: Readings in Major Authors
ENGL 720: Studies in a Major Author
WOMST 610: Seminar in Women's Stud.
WOMST 700: Advanced Topic: Women's Stud.
SOCIO 545: Sociology of Women
SOCIO 633: Gender, Power and Development

Reading List
Master of Arts
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Department of Modern Languages
Kansas State University
Revised August 2013

Section 1: Pedagogy and Curricular Design

1. Baily, Kathleen. (1998). *Learning about Language Assessment: Dilemmas, Decisions, Directions.* New York: Heinle and Heinle.
2. Bamford, Julian, & Day, Richard R. (2004). *Extensive Reading Activities for Teaching Language*. New York: Cambridge University Press.
3. Celce-Murcia, Marianne. (2013). *Teaching English as a Second or Foreign Language,* 4th ed. Boston, MA: Heinle Cengage Learning.
4. Fulcher, Glen and Fred Davidson. (2007). *Language Testing and Assessment.* New York: Routledge.
5. Harmer, Jeremy. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow, UK: Pearson.
6. Hess, Natalie. (2001). *Teaching Large Multilevel Classes*. New York: Cambridge University Press.
7. Kelly, Gerald A. (2000). *How to teach pronunciation*. Harlow, UK: Longman.
8. Kumaravadivelu, B. (2003). *Beyond methods: macrostrategies for language teaching*. New Haven: Yale University Press.
9. Long, Michael H. & Richards, Jack C. (1987). *Methodology in TESOL: a book of readings.* New York: Newbury House Publishers.
10. McKay, Heather & Tom, Abigail. (1999). *Teaching adult second language learners.* New York: Cambridge University Press.
11. Nation, I. S. P. , Newton, Jonathan. (2009). *Teaching ESL/EFL Listening and Speaking.* New York: Routledge, Taylor and Francis.
12. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing.* New York: Routledge, Taylor and Francis.
13. Norman, David, Levihn, Ulf, & Anders, Jan. (2002). *Communicative ideas: an approach with classroom activities*. Boston, MA: Thomson/Heinle.
14. Richards, Jack C. & Renandya, Willy A. (2002). *Methodology in language teaching: an anthology of current practice.* New York: Cambridge University Press.
15. Thornbury, Scott. (1999). *How to teach grammar*. Harlow, England: Pearson Education.
16. Woodward, Tessa. (2001). *Planning lessons and courses: designing sequences of work for the language classroom*. New York: Cambridge University Press.

Section 2: Second Language Acquisition

1. Atkinson, Dwight. (2011). *Alternative Approaches to Second Language Acquisition.* New York: Routledge.

2. Boxer, Diana, & Cohen, Andrew. (2004). *Studying speaking to inform second language learning*. Bristol, UK: Multilingual Matters.
3. Ellis, Nick C. (2002). Frequency Effects in Language Processing: A Review with Implications for Theories of Implicit and Explicit Language Acquisition. *Studies in Second Language Acquisition, 24,* 143–188.
4. Ellis, Rod, Loewen, Shawn, & Erlam, Rosemary. (2006). Implicit and Explicit Corrective Feedback and the Acquisition of L2 Grammar. *Studies in Second Language Acquisition, 28,* 339–368.
5. Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA Research. *Modern Language Journal, 81*(3), 286-300.
6. Long, Michael H. 1990. The Least a Second Language Acquisition Theory Needs to Explain. *TESOL Quarterly* 24.649–666.
7. Mihalicek, Vedrana & Wilson, Christin. (2011). *Language files: materials for an introduction to language and linguistics* (11th ed.). Columbus: Ohio State University Press.
8. Mitchell, Rosamond, Myles, Florence, & Marsden, Emma. (2013). *Second Language Learning Theories* (3rd ed.). New York: Routledge.
9. Ortega, Lourdes. (2009). *Understanding Second Language Acquisition*. New York: Routledge.
10. Saville-Troike, Muriel. (2012). *Introducing Second Language Acquisition* (2nd ed.). New York: Cambridge University Press.
11. VanPatten, Bill. (2002). *From Input to Output: A Teacher's Guide to Second Language Acquisition*. McGraw-Hill.
12. White, Lydia. (2003). *Second Language Acquisition and Universal Grammar*. New York: Cambridge University Press.

Section 3: Language and Culture

1. Canagarajah, A. Suresh. (1999). *Resisting Linguistic Imperialism in English Teaching*. New York: Oxford University Press.
2. Harklau, Linda. (1999). Representing culture in the ESL writing classroom. In Hinkel, Eli (ed.), *Culture in second language teaching and learning*. New York: Cambridge University Press.
3. Kramsch, Claire. (1993). *Context and Culture in Language Teaching*. New York: Oxford University Press.
4. Rogoff, Barbara. (2003). *The Cultural Nature of Human Development*. New York: Oxford University Press.

Sample questions for Comprehensive Examinations

Sample questions about: Second Language Acquisition

1. L1 and L2 learning: What are some similarities and differences between L1 and L2 acquisition? (You can be selective.) What is the benefit of using insights from L1 learning in forming theories of L2 learning?

2. In your opinion, what are five fundamental facts about learning a second language that a complete theory of SLA needs to be able to account for (remember that such a theory might not yet exist)? Which of these facts do theories that you have studied (Behaviorism, Universal Grammar, Processing Approaches, Connectionism, Functionalism, Interactionism, Socio-Cultural Approaches) ignore most often? Which current theory is in this respect most complete?

3. SLA theories: Outline three major theories of second language acquisition. Choose the theory you consider most tenable and explain your response.

4. Consider the different SLA theories that you have studied (Behaviorism, Universal Grammar, Processing Approaches, Connectionism, Functionalism, Interactionism, Socio-Cultural Approaches). What is the focus of each theory, that is, what aspect of learning can this theory explain? What aspects of learning does it not address?
Based on your explanation so far, can you group some of these theories as sharing common beliefs? Which theories are incompatible? Which theories could complement each other?

5. SLL is multi-faceted and no one theory represents every part of the process. Discuss which theory or theories address each of the following aspects of the SLL process and how the theory/theories address it:

a. How language is represented in the brain
b. How language input is processed and thereby learned
c. How interaction with others affects SLL

Of the theories mentioned in your answer, which theory do you find the most complete and why? Is this theory lacking in any way?

6. Choose two of the following phenomena (a.-f.) and explain them from each of the following perspectives: Behaviorism, Universal Grammar, and Cognitive Approaches.

a. acquisition of present tense or past tense irregular verbs
b. fossilization
c. transfer
d. learning of word order (ex. SVO vs. SOV)
e. learner production of language (output)
f. organization of lexical items

7. How does a learner's initial interaction with input lead to acquisition and production of a specific form? You might include discussion of the following concepts: Perceptual saliency, input-intake, declarative vs. procedural knowledge, automatization, short-term vs. long-term memory, etc.

8. Each theory or approach to language learning tends to uses particular methods of data collection and evaluation. Compare the functionalist approach and the cognitive approaches (e.g., the competition model or connectionist models) and explain:

A. *what type* of language data is collected in each and *how*;
B. how the methodology used (data collection and evaluation process) reflects the unique views on learning/the learner that these divergent approaches hold.

9. More recently, linguistic research has focused on Language use (by *both* learners and native speakers). Why is it important to study natural language use, for example, collocations, polysemy (e.g., the recent systematic use of *like* as a discourse marker); usage patterns, aspects of frequency; language change; registers; the influence of sociolinguistic variables, etc.?

10. Why is Sociolinguistics not an SLL theory? How can sociolinguistic findings contribute to illuminating the SLA process and the construction of an L2 identity?

Sample questions about: Language Pedagogy, Curricular Design, and Materials Design

Note: Avoid using the following (and similar unspecific) descriptors in your answers to exam questions, particularly in this section: *nice, good, interesting, and helpful*

1. SLA theory and teaching methods: The Grammar-Translation Method and the Audio-Lingual Method of the 1950s and 1960s are generally considered 'outdated' as second language teaching methods. What in our developing understanding of SLL led to this view? And how are current approaches to language teaching (you may pick one, e.g., communicative language teaching) different?

2. SLA theory and the teacher: How would a teacher's beliefs about the process of SLA affect what happens in the classroom? Give examples of classroom activities that would correspond to three different theoretical perspectives.
What types of activities do you use in the classroom? Do they support your beliefs about SLA? Why or why not?

3. The individual learner: Discuss the role motivation plays in language teaching and learning. What motivational strategies can be applied when teaching each of the four skills? Explain.

4. Why do learners need to practice all four language skills? How should each of the four skills be taught to maximize learning?
What types of linguistic information/communicative skills does a person learn when engaged in a reading, listening, writing, or speaking task? That is, how is the necessary language competence different for each of the skills?

5. Discuss the concept of Fluency in each of the four skills. In your opinion, in which skill is fluency the most crucial? Explain. (Include examples to support your opinion.)

6. Teaching Grammar: Based on the readings you have done both in your course work and from the reading list, how would you teach grammar? That is, when is it appropriate to use particular techniques as opposed to others (focus on form vs. focus on forms, deductive vs. inductive teaching, etc.; it might be beneficial to review your SLA readings on processing approaches)?

7. Teaching Pragmatics: The teaching of culture in the classroom has traditionally been focused on introducing students to cultural products ("big C-culture"), the assumption being that students would acquire what might be termed "little c-culture" (culture-specific ways of seeing the world and of carrying out everyday activities) through extended exposure to the target language and culture.

However, it has been observed (e.g., Bardovi-Harlig, 2001) that even advanced SL speakers show significant differences from native speakers in *language use*: their execution and comprehension of certain speech acts (e.g., complimenting, making requests); conversational functions such as greetings and leave-taking; and conversational management (e.g., turn taking, ways to show engagement in a conversation). Thus, it can be argued that there is a need for *explicit* teaching of (cross-cultural) pragmatics.

Discuss how the teaching of pragmatics could be included in your language classroom. What should the goals be? How does one know which pragmatic structures differ across cultures and should thus be taught? What kinds of materials should be used? How could the teaching of pragmatic structures be integrated into a communicative classroom?

8. Non-productive skills: What are the difficulties in both teaching and assessing "non" productive skills? Describe the methods/approaches you would use as well as the types of tasks and/or activities that you would choose. How would you implement them? Explain the reasons for your choices.

9. Instructional strategies: Questioning. What role does student and teacher questioning play in the learning process? What are ways for teachers to maximize learning opportunities through student and teacher questioning?

10. Instructional strategies: Schemata. Students learning a second language are not blank slates; they bring to the classroom a variety of background knowledge (about topics, text types,

linguistic structures), real-life experience, and cultural values. Learners may or may not use this existing knowledge – "schemata" – effectively to make sense of new information/texts.

In the classroom, teachers can use instructional strategies to (1) help students transfer such knowledge and (2) activate background schemata, thereby enhancing meaning construction and promoting learning.

Discuss these types of instructional strategies and their use for teaching reading, writing, listening, and speaking and for integrating the teaching of language and culture (How and where can they be used? What are the instructional benefits?). Where possible, illustrate your discussion with examples from the (your) FL classroom.

11. Materials: The use of authentic or realistic materials presents certain advantages and disadvantages. Discuss these. Apply the A factor and the E factor in discussing the choices you would make.

Course Checklist
Master of Arts in **Teaching English as a Foreign Language (TEFL)**
Kansas State University

dept: Modern Languages
office: 104 Eisenhower Hall
web: k-state.edu/mlangs
email: modlang@ksu.edu
tel: (785) 532-6760
fax: (785) 532-7004
mail: Dept. of Modern Languages
104 Eisenhower Hall
Manhattan, KS 66506

Prerequisite: BA in related field

Student Learning Outcomes (SLOs):

SLO 1: Comprehend and interpret primary texts
SLO 2: Investigate, evaluate, and apply secondary sources
SLO 3: Knowledge of and sensitivity to target culture
SLO 4: Superior speaking skills
SLO 5: Superior reading skills
SLO 6: Superior writing skills
SLO 7: Work effectively in multicultural, multilingual environment
SLO 8: Awareness of professional standards and career possibilities

Core
Take these 5 courses

Semester	Course number	Course name	Credits	Completed
Fall 1st yr	GRAD 703	Practicum / Adult TESL: Oral communication	3	
Fall 1st yr	MLANG 600	Principles of Linguistics	3	
Spr 1st yr	GRAD 704	Practicum / Adult TESL: Written communication	3	
Spr 1st yr	MLANG 770	Theories of Second Language Acquisition	3	
Fall 2nd yr	MLANG 710	Foreign Language Pedagogy	3	

Area of Concentration
Choose an Area of Concentration and 3 corresponding courses from the list on page 2

Area: _____

Semester	Course number	Course name	Credits	Completed
Fall 1st yr				
Spr 1st yr				
Fall 2nd yr				

Final requirement
Choose 1 of the following 3 options

Option 1: **Thesis**

2nd yr	MLANG 899	Research in Modern Languages: Thesis	6	

Option 2: **Report**

2nd yr	MLANG 898	Research in Modern Languages: Report	2	
2nd yr	MLANG 890	Project in Modern Languages	1	
2nd yr		An elective of the student's choice with approval from TEFL Advisor	3	

Option 3: **Electives**

2nd yr		An elective of the student's choice with approval from TEFL Advisor	3	
2nd yr		An elective of the student's choice with approval from TEFL Advisor	3	

Notes:
1. Students may propose to the TEFL Committee to take a course not listed on the list of approved courses if they feel that it is sufficiently related to their chosen Area of Concentration.
2. Students may complete more than one Area of Concentration.

revised 2013-08-08

Areas of Concentration

American Literature

ENGL 640	Early Amer. Lit.
ENGL 645	19th Century Amer. Lit.
ENGL 650	20th Century Lit.
ENGL 655	Amer. Ethnic Lit.
ENGL 660	Readings in Major Authors
ENGL 680	Topics in Amer. Lit.
ENGL 695	Topics in Lit.
ENGL 710	Studies in a Literary Genre
ENGL 720	Studies in a Major Author
ENGL 730	Studies in a Literary Period
ENGL 825	Seminar in Lit.

British Literature

ENGL 605	Medieval Lit.
ENGL 610	Renaissance Lit.
ENGL 620	17th Century Brit. Lit.
ENGL 625	18th Century Brit. Lit.
ENGL 630	19th Century Brit. Lit.
ENGL 635	20th Century Brit. Lit.
ENGL 660	Readings in Major Authors
ENGL 670	Topics in Brit. Lit.
ENGL 695	Topics in Lit.
ENGL 710	Studies in a Literary Genre
ENGL 720	Studies in a Major Author
ENGL 730	Studies in a Literary Period
ENGL 825	Seminar in Lit.

Children's Literature

ENGL 660	Readings in Major Authors
ENGL 690	Topics in Lit. for the Young
ENGL 695	Topics in Lit.
ENGL 703	Critical Approaches to Children's Lit.
ENGL 710	Studies in a Literary Genre
ENGL 720	Studies in a Major Author
ENGL 825	Seminar in Lit.
ENGL 830	Seminar in Cultural Studies

Communication Studies

COMM 525	Argumentation Theory
COMM 526	Persuasion
COMM 542	Relational Comm.
COMM 545	Comm. and Democracy
COMM 630	Topics in Rhetoric and Comm.
COMM 710	Intro. to Comm. Research
COMM 716	Small Group Communication
COMM 720	Perspectives on Comm.
COMM 721	Language and Social Interaction
COMM 726	Seminar in Persuasion
COMM 730	Classical Rhetorical Theory
COMM 733	Rhetorical Criticism
COMM 734	Rhetoric of Social Movements
COMM 735	Leadership Comm.
COMM 742	Relational Comm.
COMM 780	Intercultural Comm.

Creative Writing

ENGL 661	Prose Fiction
ENGL 662	Playwriting
ENGL 663	Poetry
ENGL 665	Nonfiction
ENGL 761	Workshop: Short Fiction
ENGL 763	Workshop: Poetry
ENGL 765	Workshop: Creative Nonfict.
ENGL 771	Workshop: Novel / Novella

Cultural Studies

ENGL 655	Readings in Amer. Ethnic Lit.
ENGL 660	Readings in Major Authors
ENGL 670	Topics in British Lit.
ENGL 680	Topics in American Lit.
ENGL 705	Theory and Practice of Cul. Studies
ENGL 710	Studies in a Literary Genre
ENGL 720	Studies in a Major Author
ENGL 730	Studies in a Literary Period
ENGL 830	Seminar in Cultural Studies
ANTH 508	Male and Female: Cross-cultural Perspectives
ANTH 510	Kinship and Marriage in Cross-cultural Pers.
ANTH 600	Cultural Dynamics
ANTH 604	Culture and Personality
ANTH 618	Religion in Culture

Drama

THTRE 671	History of Opera
THTRE 764	Early Amer. Theatre
THTRE 782	Women in Theatre
THTRE 870	Greek and Roman Theatre
THTRE 871	Medieval and Baroque Th.
THTRE 875	Comtemporary Theatre
THTRE 879	Modern Theatre
ENGL 660	Readings in Major Authors
ENGL 695	Topics in Lit.
ENGL 710	Studies in a Literary Genre
ENGL 720	Studies in a Major Author
ENGL 862	Workshop: Playwriting

Journalism and Mass Communications

MC 573	Ethics in Mass Comm.
MC 612	Gender Issues and the Media
MC 662	International and Intercultural Public Relations
MC 670	Advertising and Social Responsibility
MC 710	History of Mass Comm.
MC 720	Ethics in Mass Comm.
MC 725	International Comm.
MC 765	Comm. Theory

Linguistics

ENGL 700	Old English
ENGL 757	Studies in Lang. And Ling.
ENGL 820	Seminar in Language
ENGL 890	History of the English Lang.
MLANG 779	Seminar in Ling.
ANTH 514	Lang. and Culture
ANTH 523	Topics in Ling. Anthropology
ANTH 792	Field Methods in Ling.
COMM 721	Lang. And Social Interaction

Rhetoric and Composition

COMM 730	Classical Rhetorical Theory
COMM 726	Seminar in Persuasion
COMM 733	Rhetorical Criticism
COMM 734	Rhetoric of Social Movements
ENGL 685	Topics in Rhetoric and Comm.
ENGL 755	Studies in Composition and Rhetoric
ENGL 759	Studies in Technical Comm.
ENGL 797	Professional Writing Internship
ENGL 840	Seminar in Composition and Rhetoric

Women's Studies

ENGL 660	Readings in Major Authors
ENGL 720	Studies in a Major Author
WOMST 610	Seminar in Women's Stud.
WOMST 700	Advanced Topic: Women's Stud.
SOCIO 545	Sociology of Women
SOCIO 633	Gender, Power and Development