

Attachment 5
New Modern Language Track: Second Language Acquisition/ Teaching
English as a Foreign Language

Rationale:

M.A. degree track: Teaching English as a Foreign Language (TEFL). This is an interdisciplinary program designed to meet the demand for trained and skilled teachers of English. It focuses on acquiring the knowledge and skills for teaching adult learners and facilitating English instruction all over the world. Concentration in this track would be in the study of second language acquisition (Modern Languages), the teaching of English as a foreign language (English Language Program), and in English-language culture and literature (English Department). Other departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology.

Proposal:

We propose that the Department of Modern Languages establish a variation of the existing track in Second Language Acquisition for an M.A. degree in Modern Languages. This new track would provide a range of interdisciplinary courses. Concentrations in this track would be in the study of second language acquisition, the teaching of English as a foreign language (TEFL), and in English-language culture and literature.

The MA TEFL will equip graduates to become leaders in classroom innovation in the field of English language teaching. As skilled English teachers they will be highly employable in the increasingly wide range of contexts emerging globally, as demand for competence in English continues to grow. The MA in TEFL is intended for aspiring teachers of English or for practicing teachers who wish to upgrade their professional standing. It is most suitable for teachers whose interests lie mainly in classroom practice.

Entrance requirements are those of the Graduate School. With approval of the graduate committee, the student would choose:

- 30 hours of course work
- 28 hours of course work plus a master's report
- 24 hours of course work plus a master's thesis

In addition, the M.A. candidate would take a written comprehensive exam, followed several days later by a one-hour oral exam. Please find attached guidelines for the thesis as well as a required reading list.

Rationale:

The mission of the MA TEFL program at Kansas State University is to (a) enhance the teaching of English in the world, (b) engender a professional and research awareness in the students who attend the program, and (c) further the development of English language teaching education through the efforts of its faculty, students, and graduates. The program aims to: Engage with theory and practice of communicative approaches to the learning and teaching of language

- Provide opportunities to observe experienced teachers in a variety of classrooms
- Understand the interrelationships between language and culture that underpins the communicative approach
- Understand the pivotal roles language plays in human social organization and in education in particular
- Examine the relevance of major language learning theories for teaching
- Encourage the development of practical teaching and presentation skills

Currently, no college, department, or program at K-State provides comprehensive instruction in TEFL. While the College of Education offers courses designed for K-12 English language instruction (TESOL), it does not focus on teaching adult learners.

The proposed modifications to the MA in Modern Languages will provide a curriculum to meet this instructional gap, drawing from the resources of several K-State departments and colleges for an interdisciplinary program of study that can meet individual students' needs. Aside from the Departments of Modern Languages and English and the English Language Program, departments providing instructional support include Education: Counseling and Educational Psychology, Curriculum and Instruction, Speech Communication, and Anthropology. We have consulted with the appropriate university units on the list of courses below.

Although in the short run this new track will facilitate K-State's commitment to two World Bank grants to rebuild the English Departments at Kabul University and Balkh University in Afghanistan, we wish to emphasize, however, that our intent is to create a viable M.A. track independent of the Afghanistan project that would attract graduate students from all over the world. We anticipate that other students seeking an advanced degree in TEFL will select this track. Indeed, we have already fielded requests for information from five prospective graduate students who heard that the track was under discussion.

English language proficiency would be assessed by placement tests administered by the English Language Program, and degree candidates may have to pass remedial English classes offered by ELP.

The comprehensive examination for this track will consist of one two-hour written exam followed several days later by a one-hour oral exam / thesis defense. A MA reading list will serve as a point of departure for the written comprehensive exam.

The advisory committee for this Track includes:

Robert Corum, Head, Department of Modern Languages
Karin Westman, Head, Department of English
Mary Wood, Director, English Language Program
Beverly Earles, Asst. Director, English Language Program
Emma Betz, Department of Modern Languages
Mary Cople, Department of Modern Languages
Kumiko Nakamura, Modern Languages
Greg Eiselein, Department of English
Dean Hall, Department of English
Young-ok Yum, Department of Speech, Theatre, and Dance

M.A. in Language Acquisition Degree Requirement:

I. Pedagogy and Methodology (9 hours)

1. MLANG 710. Introduction to Foreign Language Pedagogy (3)
2. MLANG 770. Introduction to Second Language Acquisition. (3)
3. LG 600. Principles of Linguistics. (3)

II. Teaching English as a Foreign Language (6 hours)

1. GRAD 702 TESL/TEFL for Adult Learners (2)
2. GRAD 703 Practicum in Adult TESL / TEFL: Oral Communication (2)
3. GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (2)

III. Language and Culture (6-12 hours)

May be selected from existing courses in English or Modern Languages, depending on the needs of the individual participant, or courses in related areas such as anthropology, education, or speech. (See sample list of approved courses below).

III. Electives (3-6 hours, with the approval of the program committee)

IV. Master's Thesis (6 hours) or Master's Report (2 hours)

Core Courses:

MLANG 710. Introduction to Foreign Language Pedagogy. (3) I. The fundamentals of language learning as described by current research, and teaching strategies that facilitate the acquisition of foreign language skills. Taught in English. Pr.: Acceptance as GTA or instructor in ML.

MLANG 770. Introduction to Second Language Acquisition. (3) Introduction to the major theoretical frameworks of second language acquisition (SLA). Reading, discussion, and analysis of SLA research on a variety of linguistic and learning issues. Of interest to students of both language acquisition and literature. Taught in English. Pr.: minimum 6 hours at the 500-level in Spanish or other language.

LG 600. Principles of Linguistics. (3) The scientific study of language, with examples from English, Spanish, French, German, and others. Overview of language origins, phonetics, phonology, syntax, semantics, language acquisition, dialects, language change, and writing systems. Same as ENGL 600 and LING 600.

GRAD 702 TESL/TEFL for Adult Learners (2) I, II, S One of three courses to provide content and practice in defined skill areas. Survey of current theories, techniques, and methodologies in adult TESL/TEFL provides a foundation for practical application in the classroom in GRAD 703 and GRAD 704. Topics of learning styles, course planning, identification of learning objectives, and assessment of adult second/foreign language learners are incorporated into practical activities. Pr. Graduate standing, prior or concurrent enrollment with GRAD 703 or 704.

GRAD 703 Practicum in Adult TESL / TEFL: Oral Communication (2) I, II, S Methods and techniques for teaching oral communication (listening comprehension, speaking, and pronunciation) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr. Graduate standing, prior or concurrent enrollment in GRAD 702

GRAD 704 Practicum in Adult TESL/TEFL: Written Communication (2) I, II, S Methods and techniques for teaching written communication (reading, vocabulary development, grammar, and writing) provide a foundation for planning and teaching activities. Students demonstrate ability to communicate content to students at varying levels of English proficiency, control of basic classroom management techniques, and use of a variety of techniques to assess student performance in their practice teaching. Small group discussions and ESL class observations aid students in the development of a teaching portfolio. Pr. Graduate standing, prior or concurrent enrollment in GRAD 702

SAMPLE LIST OF APPROVED LANGUAGE AND CULTURE COURSES:

ENGL 685. Topics in Rhetoric and Composition. (3) Offered once every two years, usually in the fall semester of even-numbered years. Content varies by semester. For Fall 2008, for instance, the topic will be “International Technical Communication.”

ENGL 755. Studies in Composition and Rhetoric. (3) Offered once every two years, usually in the spring semester of even-numbered years. Content varies by semester. For Spring 2008, for instance, the topic will be “Rhetorical Theory.”

ENGL 757. Studies in Language and Linguistics. (3) Offered once every two years, usually in the spring semester of odd-numbered years. Content varies by semester. For Spring 2007, for instance, the topic was “Language, Difference, and Globalization.”

ENGL 890. History of the English Language. (3) I, II, S. The development of British and American English from Indo-European origins to the present. Pr.: Graduate standing or Instructor permission.

Elective Courses:

ENGL 759. Studies in Technical Communication. (3) Offered once each year, usually in the spring semester. Advanced introduction to the practice and teaching of technical communication.

ENGL 799. Problems in English. (Variable credit) Offered fall and spring semesters. Independent study with a graduate faculty member on a topic related to literature, writing, or language study.

EDCEP 715. Principles of Assessment. (3) I, II, S. Principles of development, administration, evaluation, and constructive instructional use of paper-pencil, product, and performance assessments. Focus on norm- and criterion-referenced uses of teacher-made and published measures as an integral part of effective decision making in education. Pr.: EDCEP 315.

EDCEP 816. Research Methods. (3) I, II, S. Surveys quantitative and qualitative social science research methods applied to educational topics. Includes critical analysis of published research to foster research-enlightened decision-making in professional practice. Provides a foundation in a wide spectrum of educational research methods. Offered only via videotape for home study with exams on campus. Pr.: Nine hours of education or consent of instructor. (*NB that this could be a distance course*)

EDCEP 829. Learning Principles. (2-3) II. Exploration of learning theories and an overview of research on factors that enhance academic performance, including psychosocial variables, learning styles, and learning strategies. The course covers strategies for enhancing student academic performance, ranging from assessment to implementation. Pr.: Consent of instructor.

EDCI 720. ESL/Dual Language Methods. (3) I, S. An exploration of contemporary approaches, methods, and strategies for the appropriate instruction of second language learners. Also provided is a foundational perspective on ESL/Dual Language approaches, including the communicative, cognitive, and grammatical. Pr.: Junior standing.

EDCI 731. ESL/Dual Language Linguistics. (3) I, S. Explores the theoretical underpinnings of language acquisition and linguistics that educators need to understand, in order to better plan appropriately adapted curriculum and instruction for second language learners. The course encompasses problematic aspects of English language learning, the ways in which languages may differ, and certain universal aspects of languages. Pr.: Junior standing.

EDCI 742. ESL/Dual Language Assessment. (3) II, S. An in-depth examination of key issues/challenges in the appropriate language assessment of culturally and linguistically diverse students. Among focal topics in theory, research and practice discussed will be: pre- and post-instructional assessment, authentic and alternative assessment, language testing and placement for programming in ESL/Dual language classrooms. Pr.: Junior standing.

SPCH 780. Intercultural Communication. (3) I. A study of the relationship between language and culture and its impact on human communication. Examines how language and culture differ among people and how differences are handled through the process of communication. Pr.: SPCH 105 or 106.

ANTH 523. Topics in Linguistic Anthropology/ Language and Gender. (3) Explores the relationship between language, gender, and society. Pr.: ANTH 220.

EDACE 786. Grant Writing. (2-3) An overview of proposal writing tips; researching funding sources - government and private foundations; generating cutting edge ideas; program planning; assessing needs; establishing credibility; evaluation design; dissemination strategies; formulating a budget and program stabilization.

EFFECTIVE DATE: Spring 2009