**M.A. in English Comprehensive Exam Contract for TESL Concentration**

Name (please print)

Oral Examination Date

Check here if you will seek Rank II/I certification

Thesis Title (If applicable)

Committee Chair

Committee Member

Committee Member

Note: All three committee members should be graduate faculty.

By completing and signing this contract, candidates commit themselves to a two-hour oral exam covering their reading in the following areas:

1. graduate course work

2. general outline of British and American literary periods

3. major trends in post-1965 critical literary theory

4. literary terminology

5. thesis (if applicable)

6. texts on the attached reading list.

7. Rank II/I candidates should also be prepared to discuss pedagogy and their portfolio.

You should prepare your reading list in consultation with your committee members. Signed copies of this contract and the attached reading list must be given to your committee members and the graduate advisor at least four months prior to taking the exam.

**Signatures**

Committee Chair: Date

Committee member: Date

Committee member: Date

MA candidate: Date

**Student Responsibilities**

**Choose and meet with your committee**. At least one semester before you plan to take your exam, ask a graduate faculty member in your concentration area to serve as your committee chair. Meet with him/her to discuss your reading list choices and who the other members of your committee will be. You will meet with each committee member to discuss your reading list.

For students pursuing any concentration other than teaching, the committee should consist of one literature faculty member and two faculty members from their concentration. Those with the teaching concentration should choose two English faculty members (at least one in literature) and one Education faculty member. All committee members must be graduate faculty.

**Set a date.** Email your committee members with a list of at least four dates and times when you would be available take the exam. (Check TopNet to ensure that you are not suggesting times when your committee members are teaching class.) Once you have a date when everyone is available, let them know and schedule a room (the RPW room if it is available) for the exam with Kimberly Boswell in Cherry 100.

**Distribute copies of your contract and reading list** to your committee members and the graduate advisor at least four months before the exam date.

**Teaching Portfolios** (Rank II/I applicants only) should be distributed to the committee at least two weeks before the exam date. One copy should be provided to the graduate advisor before or immediately after the exam.

**Send a reminder email** to your committee members one week before the exam.

**Turn in one research paper from a literature class** to your exam chair on the day of the exam. This should be an essay from one of your last classes, one that you feel represents your best work. It should include a bibliography in MLA format. This essay will be used for departmental assessment.

**Faculty Chair Responsibilities**

Consult with the student regarding the reading list and formation of the exam committee.

On the day of the exam, get an exam grade sheet from the Cherry Hall 134 vestibule. (They’re in the hanging file on top of the two-drawer filing cabinet next to the door to CH 134). Obtain a copy of Form E from Kimberly Boswell. She will give you both a Pass and a Pass with Distinction form. At the end of the exam, sign the appropriate form, have the other committee members sign it, and give it, the exam grade sheet, and the student’s research paper to Kimberly or to the graduate advisor.

**Reading List for MA Candidates with a TESL Concentration**

List authors and titles. For poets, the list of poems should be sufficient to be representative of the poet and the period.

**I. British and Anglophone Literature**

**Poetry**

Two poets from different historical periods

**Drama**

One play

**Prose**

(Note: In this section, “text” refers to a novel, short story collection, or major prose work; at least one novel must be chosen.)

Two texts from different centuries

**II. American Literature**

**Poetry**

Two poets from different centuries

**Drama**

One play

**Prose**

(Note: In this section, “text” refers to a novel, short story collection, or major prose work; at least one novel must be chosen.)

One nineteenth-century text

One twentieth-century text

**The Linguistics Portion of the Comprehensive Exam**

The following list is designed to aid you in reviewing important material for the oral examination. At the end are sources of review materials. Lecture notes and other textbooks are also acceptable sources, as well as any number of reference books and monographs in the specific areas.

**General Concepts**

langue, parole, competence, performance, Sapir-Whorf hypothesis, pidgin, Creole, lingua franca, animal communications, proxemics, kinesics, sign language, nonverbal communication, the arbitrary nature of language, isogloss, dialect, idiolect, language, orthography, blends, back formation, borrowing, prescriptivism, descriptivism. Language academics, language planning, comparative reconstruction, cognate, Indo-European, non-Indo-European languages, Old English, Middle English, Modern English, Great Vowel Shift, multiculturalism, language varieties, dialect continua, relic area, wave theory, dialect boundary, linguistic atlases (who, where, when, how), etic and emic knowledge, register, speech, situation, diglossia, Black English/Ebonics, literacy.

**Phonology**

IPA, broad versus narrow transcription, vowel, consonant, diphthong, places and manners of articulation, articulatory phonetics, auditory phonetics, segmental phonemes, allophones, suprasegmental phonemes, complementary distribution, mimimal pair/set, free variation, phonological rule, homophone, homonymy, homograph, assimilation, dissimilation.

**Morphology**

morpheme, allomorph, morphophonology, lexeme, lexical category (including traditional grammatical terminology), bound and free morphemes, derivational morphemes, inflectional morphemes, affixes (all kinds).

**Syntax**

syntax, grammar, embedding, sentences and phrases, rule ordering, immediate constituents, ultimate constituents, phrase-structure grammar, surface and deep structure, competence and performance, transitive and intransitive verbs, tense, aspect, and voice.

**Semantics**

ambiguity, pragmatics, content words, function words, lexical semantics, hyponym, hypernym, marked and unmarked structures, synonyms, antonyms, polysemy, converseness, metaphor, simile, modality, discourse, topic, contrastiveness, definitiveness, referentiality, phrasal verbs, idioms, figures of speech.

**The TESL Portion of the Comprehensive Exam**

**Second Language Acquisition and TESL Methods**

* Differences in various terms associated with types of English instruction: ESL, EFL, LEP, ENL, ESP, BICS, CALP, etc.
* History of teaching methodologies starting with grammar translation up to the current communicative and functional approaches
* Theoretical bases for language teaching methods such as behaviorism and nativism
* Practical applications of various methods in various instructional settings (high school, elementary, etc) with various age groups (adults, adolescents, and children)
* Theoretical and practical problems associated with various teaching methods
* Comparisons of the various types of bilingual education (transitional, dual language…) and ESL approaches (structured immersion, pull out…)and the benefits and drawbacks of each
* What form-based instruction is, i.e. focus on form
* Major theoretical approaches to SLA, including monitor model, noticing hypothesis, contrastive analysis hypothesis, error analysis, output hypothesis, universal grammar (UG) and SLA
* Why the following names are well-known: Noam Chomsky, Stephen Krashen, Michael H. Long, Richard Schmidt, Rod Ellis, Tracy Terrell, Merrill Swain, Jim Cummins, Betty Azar, David Nunan, Lilly Wong Fillmore, Catherine Snow, Jack C. Richards, Kathleen Bardovi-Harlig, Bill VanPatten, Patsy Lightbown, Nina Spada.
* Types of learning strategies available (communicative, metacognitive, cognitive) and how to teach them to students of various proficiency levels (beginning, intermediate, advanced), ages (children, adolescents, adults), and instructional settings (college, private language institute)
* Explain the ways technology can be integrated into the classroom
* Scenario: respond to questions about the methods/approaches that might be used with various kinds of learners. Example: “Let us say you are teaching a group of illiterate refugees survival English. What methods would you incorporate?”

**Grammar**

* What is the difference between formal and functional grammar?
* How does standard grammar differ from nonstandard grammar? What difference does this distinction make in the classroom?
* Know the various perspectives on the role that grammar should play in the classroom.
* What is discourse? Why is discourse important in teaching grammar?
* Know the major forms and functions of the major components of grammar: verbs, nouns, adjectives, adverbs, pronouns, modals, prepositions, articles, and conjunctions
* Know the various difficulties that ESL learners have with grammar. What are some difficulties peculiar to learners of certain L1s?
* Be able to demonstrate some practical grammar teaching activities.

**Speaking/Pronunciation**

* Know the view of pronunciation instruction according o the various L2 teaching methodologies.
* Why is it important to teach beginning learners “chunks” of language even though they may not know the meaning of each individual word?
* Know the various types of pre-communicative pronunciation activities (minimal pairs, drills, choral practice, and repetition). What are their strengths and weaknesses? Who would you use them with?
* Know the various types of communicative activities (interviews, speeches, audiolog journals, role playing). What are their strengths and weaknesses? Whom would you use them with?
* What are the factors that influence when and how pronunciation is taught?
* What does the Critical Period Hypothesis have to say about accent? How does this supposition influence your view towards pronunciation practice?
* What part should pronunciation play in a children’s ESL classroom?
* Know the view of speaking according to the various L2 teaching methodologies.
* How would you teach intonation and stress?
* What are some speaking activities you could do with kids?
* What are some speaking activities you could do with adults?

**Reading**

* Know about whole language vs. phonics in reading instruction.
* Know the types of reading strategies and the role they play in reading development.
* Know both the strengths and weaknesses in the use of bilingual dictionaries.
* Review bottom-up *vs.* top-down approaches to reading.
* Know the role that L1 literacy plays in L2 literacy development.
* Understand the role of reading instruction in the various L2 teaching methodologies.
* What is the difference between skimming and scanning?
* What are the distinctions between good readers and poor readers?
* What is extensive reading? Intensive reading? Echo reading? Guided reading?
* Know about the language experience approach.
* Know the role of reading in literacy development.
* Understand reading response logs.
* Be able to discuss semantic mapping.
* Know silent sustained reading.
* Understand scaffolding.
* Know about SQ3R.
* Be well-versed on literacy and technology: how have computers and the Internet changed reading and reading instruction?

**Writing**

The following topics may be covered:

* The place of contrastive rhetoric (Robert Kaplan) and its implications for writing
* The role of schema in writing instruction
* The role of portfolios in writing instruction
* The role of writing in various L2 teaching methodologies
* Writing activities that you can do with the internet and other computer-based technology
* Pre-writing strategies
* Writing as product *vs*. writing as process
* Activities at writing conferences?
* Holistic *vs*. discrete-point making of L2 writing
* The role of error correction in writing
* The benefits and drawbacks of peer reviews / workshops in L2 writing instruction

**Evaluation and Testing**

Know the following:

* Various types of exams: proficiency, aptitude, achievement, placement, exit/entry tests
* Holistic *vs*. discrete-point tests
* Alternative assessments: portfolios, dialogue journals, self-assessment, interviews, conferences
* Reliability
* Validity
* Wash-back
* Importance of making rubrics
* Norm-referenced tests
* What the TOEFL test an example of? What are other standardized English language tests?
* Types of test items: multiple choice, true/false, short-answer, cloze, essay
* The place of culture in testing

**Legislation**

Be able to discuss the significance of these:

* Lau *vs*. Nichols 1974
* Bilingual Education Act
* No Child Left Behind

**General Reference Books for Review**

**General Linguistics**

* Fromkin and Rodman, *An Introduction to Language*
* O’Grady, Archibald, Arnoff, *Contemporary Linguistics*

**History of the English Language**

* Baugh and Cable, *A History of the English Language*
* Wolfram and Shilling-Estes, *American English*
* Crystal, *The English Language: A Guided Tour of the Language*

**Psycholinguistics**

* Pinker, *The Language Instinct*
* Aitchison, *The Articulate Mammal*

**Linguistic Analysis**

* Kreidler, *The Pronunciation of English*
* Ladefoged, *Vowels and Consonants*

**Second Language Acquisition**

* Brown, Doulas H., *Readings on Second Language Acquisition*
* Celce-Murcia, *Teaching English as a Second or Foreign Language*
* Larsen-Freeman, *Techniques and Principles in Language Teaching*
* Zentella, *Growing Up Bilingual*