Pedagogy Reading List & Study Topics for the MAFLP -- All Languages
(Updated March, 2023)

Department of Languages, Literatures and Cultures

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PEDAGOGY READING LIST FOR THE M.A. IN WORLD LANGUAGES PEDAGOGY (MA WOLP)

I. CORE READING

-*Theories in Second Language Acquisition*. 3rd Edition. (2020), VanPatten, Bill; Keating, Gregory D.; Wulff, Stefanie (Eds.)

-*Teacher's Handbook: Contextualized Language Instruction*. 5th Edition. (2016), Shrum, Judith L. and Glisan, Eileen W.

 -*Making Communicative Language Teaching Happen*, (2003, 2nd ed.), Lee, James and Van Patten, Bill.

-*Communicative Competence Theory and Classroom Practice: Texts and Contexts in Second Language Learning*. (1997), Savignon, Sandra.

-*Language Assessment. Principles and Classroom Practices*. (2019, 3rd Edition), Brown, H. D. & Abeywickrama, P. Hoboken, NJ: Pearson Education, Inc.

-*The Keys to Assessing Language Performance: A teacher's manual for measuring student progress.* (2015, 2nd Edition), Sandrock, Paul.

-*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. (2013, 2nd Edition). Clementi, Donna and Terrill, Laura.

-*Language Teacher Development in Digital Contexts*. (2022), Kayi-Aydar, Hayriye & Jonathon Reinhardt.

-*How Languages are Learned*. (2018, 5th Edition), Lightbown, Patsy M. and Spada, Nina. Oxford University Press.

-*Teaching Language in Context,* (2001, 3rd Edition), Omaggio, A.

-*Alternative approaches to second language acquisition.* (2011, 1st Edition), Dwight Atkinson (Ed.). New York, NY: Routledge.

-Atkinson, D. Cognitivism and Second Language Acquisition. In D. Atkinson (Ed.), *Alternative approaches to Second Language Acquisition* (pp. 1-23). New York, NY: Routledge

II. HIGHLY RECOMMENDED

-*Technology Enhanced Language Learning* (Oxford Handbooks for Language Teachers) (2013, 1st Edition). Walker, Aisha & White, Goodith.

-*Communicative Language Teaching in Action: Putting Principles to Work*. (2008), Brandl, Klaus.

-*Introducing Second Language Acquisition.* (2016, 3rd Edition), Saville-Troike, Muriel & Barto, Karen.

-Approaches and Methods in Language Teaching (Cambridge Language Teaching Library). (2014, 3rd Edition.), Richards, Jack C. and Rodgers, Theodore S.

-Pedagogical Realities of Implementing Task-Based Language Teaching. John Benjamins, (2022), Erlam, Rosemary and Constanza Tolosa.

-Techniques and Principles in language Teaching. (2011, 3rd ed.), Larsen-Freeman, D. and Anderson, M.

-Principles of Language learning and Teaching, (2006, 5th ed.), Brown, D.

-Languages and Children: Making the Match, (2004), Curtain, H. and Dahlberg, C.

STUDY TOPICS FOR THE MA EXAM (All Languages)

SECOND LANGUAGE ACQUISITION THEORIES

- o What is the role of behaviorism and structural linguistics in SLA?
- o What is Cognitivism and second language acquisition? Explain the importance of this theory and how it developed over the years and its main proponents.
- o What is the link between Linguistic theory, Universal Grammar and SLA?
- o Define and explain the Monitor theory, its importance and how it developed over the years and its main theorists.
- o Explain the functional approaches to SLA: the main theorists and the linguistic theories that influenced them.
- o Explain the usage-based approaches to SLA: the main theorists of these approaches and the linguistic theories that inspired them? You should be able to explain the key constructs that make up the theory.
- o Skill acquisition theory: who are the main theorists and the linguistic theories that inspired them?
- o Trace the historical development of Input Processing in adult SLA, its main theorists and the linguistic theories that inspired their theoretical views.
- o Explain the development of the Declarative and procedural models of SLA (Neurolinguistic theories of SLA). Provide dates to explain the historical development of this theory.
- o What is Processability theory in SLA? Explain the development of this theory and its main proponents. Provide dates to explain the historical development of this theory.
- o What is Sociocultural theory in SLA? Explain the development of this theory and its main proponents. Provide dates to explain the historical development of this theory.
- o What is Complexity theory in SLA? Explain the development of this theory and its main proponents. Provide dates to explain the historical development of this theory.

I. LISTENING COMPREHENSION

- Psycholinguistic processes involved
- Listening as communication (collaborative vs. non-collaborative listening, modality, skills, strategic responses, maintaining the discourse, gambits)
- Teacher talk, foreigner talk, & redundancy
- Richard's model for listening comprehension

- Listening strategies

II. READING COMPREHENSION

- Characteristics of good readers
- Grellet's and Rumelharts Reading Comprehension Models
- Schema theory
- Effects of text features on comprehension
- Reading strategies

III. SPEAKING IN A FOREIGN LANGUAGE

- Communication Theory (expression, interpretation and negotiation of meaning, breakdowns, purposes and contexts of communication, multilayered communicative events, speech styles and functions, gambits)
- Proficiency
- Fossilization
- Classroom discourse, wait time
- Information-Exchange & Information-Gap Tasks
- Error Correction models {Hendrickson's, Cohen's and Ervin's)

IV. WRITING IN THE FOREIGN LANGUAGE

- Flower and Hayes model of writing
- Characteristics of good writers
- Product vs. Process orientation
- Teacher feedback and its impact on L2 writing skills
- Peer editing

V. CULTURAL AWARENESS

- Seeyle's goals of cultural instruction
- Hanvey's levels of cultural awareness
- Acculturation and assimilation
- Social identity
- Power, ideology and opportunities for L2 learning
- Cultural activities for the FL classroom (culture capsules, clusters, assimilators,

VI. TESTING

- Assessing versus Testing
- Types of tests (achievement, criterion-referenced, norm-referenced, diagnostic, etc.)

- Item & task types (discrete point, open-ended, integrative, interactive, etc.)
- Guidelines for test construction
- Principles of language assessment (practicality, validity, reliability, authenticity, washback)
- Contextualization
- Standardized testing
- Assessment tasks for listening, reading, writing and speaking
- The OPI (history, structure, level checks, probes, etc.)
- Scoring, grading and giving feedback (test keys, holistic vs. analytic scoring, etc.)
- Alternatives in assessment (portfolios, journals, conferences, observations, self and peer- assessment)
- Computer-based testing
- Integrated Performance Assessments

VII. LEARNER VARIABLES

- **Age**
- Aptitude
- Motivation
- Anxiety
- Learning styles
- Learning strategies

VIII. CURRICULUM AND SYLLABUS DESIGN

- Types of syllabi (structural, notional/functional, skill-based, task-based, content-based)
- Factors involved in design of syllabi
- Linguistic and pedagogical theories that influence syllabus design
- Textbook evaluation criteria
- CALL (Computer Assisted Language Learning)

IX. FL Policy in the US

- ACTFL guidelines
- National Standards for Foreign Language Learning