

Pedagogy Reading List & Study Topics for the MAFLP --All Languages

Updated on 3/6/2017

Department of Foreign Languages and Literatures
103 Jastak-Burgess Hall, University of Delaware, Newark DE 19716
(302) 831-6882

PEDAGOGY READING LIST FOR THE M.A. IN FOREIGN LANGUAGE PEDAGOGY (MAFLP)

I. CORE

- *Theories in Second Language Acquisition*, (2015), VanPatten, B, and Williams, J. (Eds.)
- *Teacher's Handbook: Contextualized Language Instruction*, (2005, 3rd ed.), Shrum, J. and Glisan, E.
- *Making Communicative Language Teaching Happen*, (2003, 2nd ed.), Lee, J. and Van Patten, B.
- *Language Assessment, Principles and Classroom Practices*, (2004), Brown, D.
- *The Keys to Assessing Language Performance*, (2010), Sandrock, P.
- *The Keys to Planning for Learning*, (2013), Clementi, D. and Terrill, L.

II. HIGHLY RECOMMENDED

- *Technology Enhanced Language Learning* (2013), walker, A. and White, G.
- *Communicative Language Teaching in Action*, (2008), Brandl, K.
- *Introducing Second Language Acquisition*, (2012), Saville-Troike, M.
- *Approaches and Methods in Language Teaching*, (2001, 2nd ed.), Richards, J. and Rodgers, T.
- *Techniques and Principles in Language Teaching*, (2011, 3rd ed.), Larsen-Freeman, D. and Anderson, M.
- *Teaching Language in Context*, (2001, 3rd Edition), Omaggio, A.
- *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 MAFLP EXAM (All Languages)

I. SECOND LANGUAGE ACQUISITION THEORIES

- Behaviorism and structural linguistics
- Linguistic theory, Universal Grammar and SLA
- Monitor theory
- Functional approaches to SLA
- Usage-based approaches to SLA
- Skill acquisition theory
- Input processing in adult SLA
- Declarative and procedural models of SLA (Neurolinguistic theories of SLA)
- Processability theory
- Sociocultural theory

- Complexity theory

II. 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

III. READING COMPREHENSION

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

IV. 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)

V. 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

VI. 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, etc.)

VII. 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

VIII. LEARNER VARIABLES

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

IX. 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)

X. FL Policy in the US

- ACTFL guidelines
- National Standards for Foreign Language Learning

X. FLES (for FLES concentrators)

- Advocacy
- Characteristics of Young Learners

- **Types of FLES Programs**
- **Classroom Management in the FLES Context**
- **Thematic Planning (Backwards Design, Curriculum Mapping, Story Form)**
- **Authentic Assessment for FLES**
- **Bringing Languages to Life: Classroom Activities for FLES**