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

I. CORE READING


II. HIGHLY RECOMMENDED

STUDY TOPICS FOR THE MA EXAM (All Languages)

SECOND LANGUAGE ACQUISITION THEORIES

- What is the role of behaviorism and structural linguistics in SLA?
- What is Cognitivism and second language acquisition? Explain the importance of this theory and how it developed over the years and its main proponents.
- What is the link between Linguistic theory, Universal Grammar and SLA?
- Define and explain the Monitor theory, its importance and how it developed over the years and its main theorists.
- Explain the functional approaches to SLA: the main theorists and the linguistic theories that influenced them.
- 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.
- Skill acquisition theory: who are the main theorists and the linguistic theories that inspired them?
- Trace the historical development of Input Processing in adult SLA, its main theorists and the linguistic theories that inspired their theoretical views.
- 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.
- 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.
- 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.
- 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