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

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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.)
- *The Keys to Assessing Language Performance*, (2010), Sandrock, P.
- *The Keys to Planning for Learning*, (2013), Clementi, D. and Terrill, L.

II. HIGHLY RECOMMENDED

- *Communicative Language Teaching in Action*, (2008), Brandl, K.
- *Introducing Second Language Acquisition*, (2012), Saville-Troike, M.
- *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

• Seelye’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