READING LIST FOR TESOL COMPREHENSIVE EXAMS

1. STUDENTS WITH A SINGLE CONCENTRATION IN TESOL must take SLA theory, ESL Pedagogy, and ESL Language Structures for their comprehensive examination.

2. STUDENTS WITH DUAL CONCENTRATION – TESOL AS PRIMARY AREA must take SLA theory and either ESL Pedagogy or ESL Language Structures. The third part of the exam will be in the secondary area (Linguistics or Spanish).

3. STUDENTS WITH DUAL CONCENTRATION – TESOL AS SECONDARY AREA must take SLA theory, ESL Pedagogy, or ESL Language Structures. The other two parts of the exam will be in the primary area (Linguistics or Spanish).

Second Language Acquisition Theory

1. The recent history of second language learning research

The 1950s and 1960s; The 1970s (child first language acquisition; morpheme studies in second language learning; Krashen’s Monitor Model; Schumann’s acculturation model; the concept of fossilization); The 1980s and beyond

Required reading:


2. Cross-linguistic influences in second language learning

The role of first language in second language learning; forms of first language influence; transferability; contrastive analysis and error analysis

Required reading:


Recommended reading:

3. The Universal Grammar approach to second language learning

Similarities and differences between first and second language acquisition; the UG approach to first and second language acquisition; the Fundamental Differences and Access to UG hypotheses; empirical evidence for each hypothesis; implications for second language learning

Required reading:


Recommended reading:


4. The implicit cognitive approach to second language learning

Main claims of the input-based emergentist perspectives; Input-related factors and learner-related factors in language learning; the Associative-Cognitive CREED; Pienemann’s (1998) Processability Theory; O’Grady’s Efficiency-Driven Processor; cognitivist explanations for interlanguage development; strengths and weaknesses of the approaches and their implications for second language learning

Required reading:


Recommended reading:


5. The explicit cognitive approach to second language learning

Declarative and procedural knowledge; declarative and procedural memory systems; Ullman’s DP Model; the skill acquisition theory and its theoretical background, research evidence, pedagogical implications, strengths and weaknesses

Required reading:

**Recommended reading:**


6. **Interaction in second language learning**

The Input Hypothesis, the Output Hypothesis, the interactionist approach to language learning (claims, main contributions and issues, research evidence, pedagogical implications); concepts of negotiation of meaning, focus on form, feedback and their roles in language learning

**Required reading:**


**Recommended reading:**


7. **Functional approach to second language learning**

The functional approach to language and second language acquisition (claims, contributions, issues, research evidence, pedagogical implications); examples to illustrate the functional approach to interlanguage development (e.g., tense development)

**Required reading:**

Recommended reading:


8. Sociocultural approach to second language learning

The sociocultural approach to second language learning (main concepts, claims, contributions, issues, research evidence, pedagogical implications); activity theory

Required reading:


Recommended reading:


9. Sociolinguistic approach to second language learning

Interlanguage variability (sociolinguistically-based variations and examples); concepts of second language socialization, community of practice, and identity and their roles in second language learning

Required reading:


Recommended reading:


10. Individual differences in second language learning

The influence of nonlanguage factors such as age, motivation, aptitude, personality, anxiety, learning styles, and learning strategies in second language learning (concepts, influences, research evidence, pedagogical implications)
**Required reading:**


**Recommended reading:**


11. **Second language learning theories and YOU**

The theory that best explains your philosophy of second language teaching (why); proposing your own theory of second language learning

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### ESL Pedagogy

1. **Methods**

**Required reading:**


- The Audiolingual Method: Chapter 4, pp. 58-79
- Communicative Language Teaching: Chapter 5, pp. 83-115
- The Natural Approach: Chapter 14, pp. 261-276
- Total Physical Response: Chapter 15, pp. 277-288
- Content-based Instruction: Chapter 6, pp. 116-138
- Task-based Instruction: Chapter 9, pp. 174-199.
- Competency-based language teaching, standards, and the Common European Framework of Reference: Chapter 8, pp. 150-173
- Teaching and Learning Environment: Chapter 19, pp. 331-345; Chapter 20, pp. 346-362


   Communicating in the classroom, Chapter 3, pp. 49-73
   Processing Instruction: Chapter 7, pp. 137-167; Chapter 8, pp. 168-183


2. Skill areas

Required reading:

   Grammar: Chapter 6, pp. 116-136
   Speaking: Chapter 4, pp. 74-97; Chapter 5, pp. 98-115
   Listening: Chapter 10, pp. 195-216
   Reading: Chapter 11, pp. 217-243
   Writing: Chapter 12, pp. 244-255; Chapter 13, pp. 256-275
   Vocabulary: Chapter 2, pp. 37-48

   Grammar: Larsen-Freeman, pp. 256-270;
   Speaking: Lazerton, pp. 106-120; Bohlke, pp. 121-135
   Listening: Flowerdew and Miller, pp. 90-105; Goh, pp. 72-89
   Reading: Anderson, pp. 170-188; Grabe & Stoller, pp. 189-207
   Writing: Olstain, pp. 208-221; Cushing Weigle, pp. 222-237


Recommended reading:

   Chapter 1: What is reading?, pp. 5-20
   Chapter 2: Factors that influence reading in an L2/FL, pp. 21-34
   Chapter 3: Designing the reading course, pp. 35-64)
  Chapter 1: An approach less taken: Extensive reading introduced, pp. 3-9
  Chapter 7: Language learner literature, pp. 63-79

  Chapter 1: The nature of reading abilities, pp. 3-33
  Chapter 2: Comparing L1 and L2 reading, pp. 34-57

3. Standards:

Required reading:


ACTFL World Readiness Standards Learning Languages: https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf


4. Lesson Planning

Required reading:


5. Language Learning & Learners

Required reading:


Chapter 1: From Atlas and Audiolingualism to acquisition. pp. 6-25


6. Assessment

Required reading:

Chapter 9, pp. 183-194


ESL Language Structures

1. Grammar: Syntactic structures and vocabulary

Required reading:


Recommended reading:


2. Grammar & Discourse

Required reading:


3. Pronunciation

Required reading:


Recommended reading: