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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Chs. 1 & 2)

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:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education. (Ch. 3)

Recommended reading:

Thompson, A.S. (2016). How do multilinguals conceptualize interactions among languages studied? Operationalizing Perceived Positive Language Interaction (PPLI). In L. Ortega, A. Tyler, & M. Uno (Eds.) *The Usage-based study of language learning and multilingualism* (pp. 91–111). Georgetown: Georgetown University Press.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 3)

Recommended reading:

Meisel, J. (1997). The acquisition of the syntax of negation in French and German: Contrasting first and second language development. *Second Language Research*, 13, 227-263.

White, L. (2007). Linguistic theory, Universal Grammar, and SLA. In B. VanPattern and J. Williams (Eds.), *Theories in second language acquisition* (pp. 37-55). Mahwah, NJ: Erlbaum.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 4)

Recommended reading:

Ellis, N. C. (2007). The Associative-Cognitive CREED. In B. VanPattern and J. Williams (Eds.), *Theories in second language acquisition* (pp. 77-95). Mahwah, NJ: Erlbaum.

Pienemann, M. (2007). Processability Theory. In B. VanPattern and J. Williams (Eds.), *Theories in second language acquisition* (pp. 137-154). Mahwah, NJ: Erlbaum.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 5)

Recommended reading:

Ullman, M. (2004). Contribution of memory circuits to language: The declarative procedural model. *Cognition, 92*, 231-270.

DeKeyser, R. (1997). Beyond explicit rule learning: Automatizing second language morphosyntax. *Studies in Second Language Acquisition, 19*, 195-221.

DeKeyser, R. (2007). Skill acquisition theory. In In B. VanPattern and J. Williams (Eds.), *Theories in second language acquisition* (pp. 97-113). Mahwah, NJ: Erlbaum.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 6)

Recommended reading:

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition, 19*, 37-66.

Mackey, A. (1999). Input, interaction and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition, 21*, 557-588.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 7)

Recommended reading:

Bardovi-Harlig, K. (2000). The study of time talk in second language acquisition. *Language Learning, 50* (Supplement 1), *Tense and aspect in second language acquisition: Form, meaning and use* (pp. 1-20).

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 8)

Recommended reading:

Ohta, A. S. (2000). Rethinking interaction in SLA: Developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 51-78). Oxford: Oxford University press.

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:

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*. 3rd ed. London: Hodder Education. (Ch. 9)

Recommended reading:

Duff, P. A. (2010). Language socialization. In N. H. Hornberger (Ed.), *Sociolinguistics and language education* (pp. 427-454). Clevedon: Multilingual Matters.

Duff, P. A. (2012). Identity, agency and second language acquisition. In S. M. Gass and A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 410-426). Abingdon: Routledge.

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:

Gass, S, Behney, J. & Plonsky, L. (2013). *Second language acquisition: An introductory course*. 4th ed. New York: Routledge. (Ch. 14)

Recommended reading:

DeKeyser, AR. (2012). Age effects in second language learning. In S. M. Gass and A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 442-460). Abingdon: Routledge.

Dornyei, Z. (2006). Individual differences in second language acquisition. In K. Bardovi-Harlig & Z. Dornyei (Eds.), *Themes in SLA Research. AILA Review, 19* (pp. 42-68). Amsterdam: John Benjamins.

Thompson, A.S. (2017). Language learning motivation in the United States: An examination of language choice and multilingualism, *Modern Language Journal, 101*(3), 483–500. doi: 10.1111/modl.12409

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

ESL Pedagogy

1. Methods

Required reading:

Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching.* Third Edition. New York, NY: Cambridge University Press.
      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

Duff, P.A. (2014). Communicative language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 15-30). Boston: Heinle Cengage.

Echevarria, J., Vogt, M. E., & Short, D, J. (2013). *Making Content Comprehensible for English Learners. The SIOP Model*. (Chapter 1: Introducing the SIOP Model, pp. 1-23). Fourth Edition. Boston: Pearson.

Lee, J. F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen.* Second Edition. New York: McGraw-Hill.
  Communicating in the classroom, Chapter 3, pp. 49-73
  Processing Instruction: Chapter 7, pp. 137-167; Chapter 8, pp. 168-183

Snow, M. A. (2014). Content-based and immersion models of second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 438-454). Boston: Heinle Cengage.

Nunan, D. (2014). Task-based teaching and learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 455-470). Boston: Heinle Cengage.

  2. <u>Skill areas</u>

<u>Required reading:</u>

Lee, J. F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen.* Second Edition. New York: McGraw-Hill.
  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

Celce-Murcia, M., Brinton, D. M., and Snow, M. A. (Eds.) (2014). *Teaching English as a Second or Foreign Language*. Fourth Edition. Boston: Heinle & Heinle.
  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

Berg, E. C. (1999). Preparing ESL students for peer response. *TESOL Journal,* 8, 2, 20-25.

<u>Recommended reading:</u>

Aebersold, J., & Field, M. L. (1997*). From reader to reading teacher.* Cambridge: Cambridge University Press
  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)

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom.* Cambridge: Cambridge University Press.
      Chapter 1: An approach less taken: Extensive reading introduced, pp. 3-9
      Chapter 7: Language learner literature, pp. 63-79

Grabe, W., & Stoller, F. (2011). *Teaching and researching reading.* Second Edition. London: Longman.
      Chapter 1: The nature of reading abilities, pp. 3-33
      Chapter 2: Comparing L1 and L2 reading, pp. 34-57

3. <u>Standards:</u>

<u>Required reading:</u>

WV ESL: Policy 2417: Programs of Study for Limited English Proficient Students. Retrieved from https://wvde.state.wv.us/policies/

WV Foreign language: Policy 2520.7: 21st Century Foreign Language Content Standards and Objectives for West Virginia Schools. Retrieved from https://wvde.state.wv.us/policies/

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

Council of Europe (2001). Common European Framework for Languages: Learning, teaching, assessment. Retrieved from http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf Global descriptors: http://www.eui.eu/Documents/ServicesAdmin/LanguageCentre/CEF.pdf

4. <u>Lesson Planning</u>

<u>Required reading:</u>

Purgason, K. B. (2014). Lesson planning in second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language*. Fourth Edition. (pp. 362-379). Boston: Heinle Cengage.

5. <u>Language Learning & Learners</u>

<u>Required reading:</u>

Dornyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 518-531). Boston: Heinle Cengage.

Ellis, R. (2014). Principles of instructed second language learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 31-45). Boston: Heinle Cengage.

Lee, J. F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. Second Edition. New York: McGraw-Hill.
        Chapter 1: From Atlas and Audiolingualism to acquisition. pp. 6-25

Purpura, J. E. (2014). Language learner strategies and styles. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 532-549). Boston: Heinle Cengage.

    6. Assessment

Required reading:

Lee, J. F. & VanPatten, B. (2003). *Making Communicative Language Teaching Happen.* Second Edition. New York: McGraw-Hill.
        Chapter 9, pp. 183-194

Katz, A. (2014). Assessment in second language classrooms. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 320-339). Boston: Heinle Cengage.

ESL Language Structures

    1. Grammar: Syntactic structures and vocabulary

Required reading:

Boyd Zimmerman, C. (2014). Teaching and learning vocabulary for second language learners. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language*. Fourth Edition. (pp. 288-302). Boston: Heinle Cengage.

Celce-Murcia, M. & Larsen-Freeman, D. (2016). (Third Edition.) *The Grammar Book*. Boston, MA: Heinle.

Ellis, R. (2006). Current issues in the teaching of grammar: An ESL perspective. *TESOL Quarterly*, 40, 1, 83-107.

Hinkle, E. (2002). Grammar teaching in writing classes: Tenses and cohesion. In E. Hinkel & S. Fotos (Eds.) *New Perspectives on Grammar Teaching in Second Language Classrooms*, (pp. 181-198). Mahwah, N.J.: Lawrence Erlbaum.

Recommended reading:

DeKeyser, R. M. (2005). What makes learning second-language grammar difficult? A review of issues. *Language Learning*, 55, 1-25.

Doughty, C., & Williams, J. (1998). Pedagogical choices in focus on form. In C. Doughty & J. Williams (Eds.) *Focus on Form in Classroom Second Language Acquisition,* (pp. 197-261). Cambridge: Cambridge University Press.

Hinkel, E., & Fotos, S. (2002). From theory to practice: A teacher's view. In E. Hinkel & S. Fotos (Eds.) New Perspectives on Grammar Teaching in Second Language Classrooms, (pp. 1-12). Mahwah, N.J.: Lawrence Erlbaum.

Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22, 1-26.

Nation, I. S. P. (2013). *Learning Vocabulary in Another Language.* (Second Edition). Cambridge: Cambridge University Press.
       Chapter 2: Knowing a word, pp. 44-91

    2. Grammar & Discourse

Required reading:

Celce-Murcia, M. (2002). Why it makes sense to teach grammar in context and through discourse. In E. Hinkel & S. Fotos (Eds.) New Perspectives on Grammar Teaching in Second Language Classrooms, (pp. 119-133). Mahwah, N.J.: Lawrence Erlbaum.

Connor, U. (2002). New directions in contrastive rhetoric. TESOL Quarterly, 36, 4, 493-510.

Connor, U. (1996). Contrastive Rhetoric. (Chapter 2: Contrastive rhetoric studies in applied linguistics, pp. 12-27). Cambridge: Cambridge University Press.

    3. Pronunciation

Required reading:

Avery, P., & Ehrlich, S. (1992). *Teaching American English Pronunciation*. Oxford: Oxford University Press.

Celce-Murcia, M., Brinton, D. M., and Goodwin, J. M. (2010). *Teaching Pronunciation.* Second Edition. Cambridge: Cambridge University Press.

Recommended reading:

Celce-Murcia, M. (2014). Teaching English in the context of World Englishes. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), Teaching English as a second or foreign language. Fourth Edition. (pp. 63-70). Boston: Heinle Cengage.