LIST B in TESOL

(TO BE USED BY STUDENTS ELECTING A COMBINED DEGREE WITH THEIR PRIMARY AREA OF CONCENTRATION IN TESOL)

08/01

Information concerning the MA Reading List and Comprehensive Examination in TESOL

The Reading List

The reading list in TESOL is intended to complement and supplement course work and is divided into three areas of emphasis. The three areas are Second Language Acquisition Theory, ESL Pedagogy, and Language Structure for ESL. None of these three areas of emphasis is related to an individual class; rather, the readings in the three areas of emphasis draw from and complement the course work in several different classes.

Students are responsible for all the works identified in the complete reading list.

It is expected that students will have the opportunity to read several of the works listed in courses and that knowledge acquired in courses will have application to the works cited in the list. While course work alone is considered insufficient to provide a master's-level competency in the student's area, the combination of course work and independent readings will give students the opportunity to acquire this level of knowledge. In addition, the practice of critically reading the works on the list serves to develop the student's ability to analyze the content; to make connections between diverse arguments; to further develop a personal theory of language, language learning, and language teaching; and to enhance the student's overall critical thinking skills.

List A is comprised of the designated three areas of emphasis: Second Language Acquisition Theory, ESL Pedagogy, and Language Structure for ESL. Students may add up to 15 works chosen by the student from a supplemental reading list and approved by her/his committee (totaling a maximum of 75 works).*

List B -- Option 1 is comprised of the following areas of emphasis: Second Language Acquisition Theory and ESL Pedagogy. List B -- Option 2 is comprised of the following areas of emphasis: Second Language Acquisition Theory and Language Structure for ESL. Students may add up to 10 additional works chosen by the student from a supplemental reading list and approved by her/his examination committee (totalling a maximum of 50 works).*

List C -- Option 1 is Second Language Acquisition Theory. List C -- Option 2 is ESL Pedagogy. List C -- Option 3 is Language Structure for ESL. Students may add up to 5 additional works chosen by the student from a supplemental reading list and approved by her/his examination committee (totalling a maximum of 25 works).*

* Students are advised that these additional readings might constitute only a single question or part of a question on the exam at most.

Note: Several items on the reading list are not available in Wise Library. These items will be available for students on reserve at Colson Reserve Library.

The MA Comprehensive Examination

The MA Comprehensive Examination serves as a "control" to insure that the students have the knowledge and abilities appropriate for the MA degree. The actual examination consists of three sections, of 2 hours each. Students will normally have a choice of questions from which to choose (such as 3 of 4 or 5) for response. The MA Comprehensive Examination is designed primarily as a written examination. Students may, however, elect to take one section orally. In this case, the students may choose any of the three areas of emphasis for the oral section of the exam.

Evaluation

Responses, written and oral, that merit a "Pass" must give evidence of the student's accurate knowledge of the works on the list in addition to course work. Students are also expected to demonstrate the following:

- the ability to synthesize and analyze the information in the works and to apply that information to specific pedagogical issues;
- the ability to critically analyze different theoretical approaches and their implications;
- the ability to cite specific research and relate these findings to theoretical and practical issues, and
- the ability to give specific examples to illustrate theoretical and/or applied issues.

Responses that are weak in all these areas will be evaluated as "Fail."

With respect to language usage, the MA Comprehensive Examination is not, of course, designed as a test of the student's language skills, and given the inherent limitations and stress of any examination, minor language errors are not uncommon. However, students are expected to demonstrate appropriate control of and competency in the language of study in their responses (written and oral). Evidence of lack of control of and competency such that impedes comprehension will, however, cause the examination to be evaluated as a "Fail."

List B in TESOL--Option 1

Second Language Acquisition Theory

Books

1. * Larsen-Freeman, Diane, & Long, Michael H. 1991. An introduction to second language acquisition research. London: Longman.
   Chapter 7, 220-298.
   Chapter 5, 114-219.

2. * Ellis, Rod. 1985. Understanding second language acquisition. Oxford: Oxford University Press.

3. Cook, Vivien. 1996. Second language learning and language teaching. New York: Arnold

4. O'Malley, J. Michael, & Chamot, Anna Uhl. 1990. Learning strategies in second language acquisition. Cambridge: Cambridge University Press.
   Chapter 4, 85-113.
   Chapter 5, 114-150.

Articles

1. Bley-Vroman, Robert. 1989. What is the logical problem of foreign language learning? In S. M. Gass, & J. Schachter (Eds.) Linguistic perspectives on second language acquisition, 41-68.

2. * Long, Michael H. 1990. Maturational constraints on language development. Studies in Second Language Acquisition, 51-285.

3. * Canale, Michael, & Swain, Merrill. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1, 1-47.

4. Adjemian, Christian. 1976. On the nature of interlanguage systems. Language Learning, 26, 297-320.

5. Bialystok, Ellen. 1990. The competence of processing: classifying theories of second language acquisition. TESOL Quarterly, 24, 635-648.

6. ? Corder, S. Pit. 1967. The significance of learner's errors. International Review of Applied Linguistics, 5, 161-170.

List B in TESOL--Option 1

7. Flynn, Suzanne. 1987. Contrast and construction in a parameter-setting model of L2 acquisition. Language Learning, 37, 19-62.

8. * Gass, Susan. 1988. Second language acquisition and linguistic theory: the role of language transfer. In S. Flynn, & W. O'Neil (Eds.) Linguistic theory in second language acquisition. Dordrecht: Kluwer, 384-403.

9. * Lakshmanan, Usha. 1991. Morphological uniformity and null subjects in child second language acquisition. In L. Eubank (Ed.), Point counterpoint: Universal grammar in the second language. Philadelphia: John Benjamins, 389-410.

10. Lyster, Roy. 1998. Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. Language Learning, 48, 183-218.

11. Pica, Teresa. 1994. Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? Language Learning, 44, 493-527.

12. Schachter, Jacquelyn. 1974. An error in error analysis. Language Learning, 27, 205-214.

13. ? Swain, Merrill. 1985. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), Input in second language acquisition . Rowley, MA: Newbury House, 235-253.

14. ? Swain, Merrill. 1995. Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), Principle and practice in applied linguistics Oxford: Oxford University Press, 125-144.

15. Tarone, Elaine. 1979. Interlanguage as chameleon. Language Learning, 29, 181-91.

16. * White, Lydia. 1987. Against comprehensible input: the input hypothesis and the development of L2 competence. Applied Linguistics, 8, 95-110.

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List B in TESOL--Option 1

ESL Pedagogy

Books

1. Richards, Jack C., & Rodgers, Theodore S. 1986. Approaches and methods in language teaching. New York, NY: Cambridge University Press.

2. * Brinton, Donna M., Snow, Marguerite A., & Wesche, Marjorie B. 1989. Content-based second language instruction. New York: Newbury House.
   Chapter 1, 1-13; Chapter 2, 14-25, and Chapter 3, 26-44.

3. * Celce-Murcia, Marianne. (ed.) 1991. Teaching English as a second or foreign language. Boston, MA: Heinle & Heinle.

4. Lee, James F. & VanPatten, Bill. 1995. Making communicative language teaching happen. New York: McGraw-Hill.

5. Scarcella, Robin C., & Oxford, Rebecca L. 1992. The tapestry of language learning. Boston: Heinle and Heinle Publishers.
   Chapter 4, 51-66.
   Chapter 5, 67-84.

6. * Anderson, Anne, & Lynch, Tony. 1988. Listening. Oxford: Oxford University Press.
   Section 1 (Chapters 1-4) 3-60.

7. * Bygate, Martin. 1987. Speaking. Oxford: Oxford University Press.
   Section 1 (Chapters 1-6) 3-50.

8. Tribble, Christopher. 1996. Writing. Oxford: Oxford University Press.
   Section 1 (Chapters 1- 6) 3-61.

9. * Wallace, Catherine. 1992. Reading. Oxford: Oxford University Press.
   Section 1 (Chapters 1-6) 3-50.

Articles

1. Block, Ellen L. 1992. See how they read: Comprehension monitoring of L1 and L2 readers. TESOL Quarterly, 26, 319-343.

2. * Candlin, Christopher. 1987. Towards task-based language learning. In C. Candlin, & D. Murphy (Eds.), Language learning tasks . . Englewood Cliffs, NJ: Prentice-Hall. 5-23.

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3. ? Cohen, Andrew D., & Cavalcanti, Marilda C. 1990. Feedback on compositions: teacher and student verbal reports. In B. Kroll (Ed.) Second language writing. Cambridge: Cambridge University Press. 155-177.

4. ? Doughty, Catherine, & Williams, Jessica. 1998. Pedagogical choices in focus on form. In C. Doughty,& J. Williams (Eds.), Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press. 197-261.

5. Ellis, Rod. 1993. The structural syllabus and second language acquisition. TESOL Quarterly, 27, 91-113.

6. ? Laufer, Batia. 1997. The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In Coady, J. and Huckin, T. (Eds.) Second language vocabulary acquisition. Cambridge: Cambridge University Press. 20-34.

7. ? Long, Michael H., & Robinson, Peter. 1998. Focus on form: Theory, research, and practice. In C. Doughty, & J. Williams (Eds.), Focus on form in classroom second language acquisition . Cambridge: Cambridge University Press. 15-41.

8. ? Nunan, David. 1994. Linguistic theory and pedagogic practice. In Odlin, T. (Ed.) Perspectives on pedagogical grammar. Cambridge: Cambridge University Press. 253-270.

9. Raimes, Ann. 1991. Out of the woods: Emerging traditions in the teaching of writing. TESOL Quarterly, 25, 407-430.

10. * Rutherford, William E., & Michael Sharwood Smith. 1985. Consciousness-raising and Universal Grammar. Applied Linguistics, 6, 274-282.

11. * VanPatten, Bill, & Teresa Cadierno. 1993. Explicit instruction and input processing. Studies in Second Language Acquisition, 15, 225-243.

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List B in TESOL -- Option 2

Second Language Acquisition Theory

Books

1. * Larsen-Freeman, Diane, & Long, Michael H. 1991. An introduction to second language acquisition research. London: Longman.
   Chapter 7, 220-298.
   Chapter 5, 114-219.

2. * Ellis, Rod. 1985. Understanding second language acquisition. Oxford: Oxford University Press.

3. Cook, Vivien. 1996. Second language learning and language teaching. New York: Arnold

4. O'Malley, J. Michael, & Chamot, Anna Uhl. 1990. Learning strategies in second language acquisition. Cambridge: Cambridge University Press.
   Chapter 4, 85-113.
   Chapter 5, 114-150.

Articles

1. Bley-Vroman, Robert. 1989. What is the logical problem of foreign language learning? In S. M. Gass, & J. Schachter (Eds.) Linguistic perspectives on second language acquisition, 41-68.

2. * Long, Michael H. 1990. Maturational constraints on language development. Studies in Second Language Acquisition, 51-285.

3. * Canale, Michael, & Swain, Merrill. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1, 1-47.

4. Adjemian, Christian. 1976. On the nature of interlanguage systems. Language Learning, 26, 297-320.

5. Bialystok, Ellen. 1990. The competence of processing: classifying theories of second language acquisition. TESOL Quarterly, 24, 635-648.

6. ? Corder, S. Pit. 1967. The significance of learner's errors. International Review of Applied Linguistics, 5, 161-170.

List B in TESOL -- Option 2

7. Flynn, Suzanne. 1987. Contrast and construction in a parameter-setting model of L2 acquisition. Language Learning, 37, 19-62.

8. * Gass, Susan. 1988. Second language acquisition and linguistic theory: the role of language transfer. In S. Flynn, & W. O'Neil (Eds.) Linguistic theory in second language acquisition. Dordrecht: Kluwer, 384-403.

9. * Lakshmanan, Usha. 1991. Morphological uniformity and null subjects in child second language acquisition. In L. Eubank (Ed.), Point counterpoint: Universal grammar in the second language. Philadelphia: John Benjamins, 389-410.

10. Lyster, Roy. 1998. Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. Language Learning, 48, 183-218.

11. Pica, Teresa. 1994. Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? Language Learning, 44, 493-527.

12. Schachter, Jacquelyn. 1974. An error in error analysis. Language Learning, 27, 205-214.

13. ? Swain, Merrill. 1985. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), Input in second language acquisition . Rowley, MA: Newbury House, 235-253.

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15. Tarone, Elaine. 1979. Interlanguage as chameleon. Language Learning, 29, 181-91.

16. * White, Lydia. 1987. Against comprehensible input: the input hypothesis and the development of L2 competence. Applied Linguistics, 8, 95-110.

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List B in TESOL -- Option 2

Language Structure for ESL

Books

1. Avery, Peter, & Ehrlich, Susan. 1992. Teaching American English Pronunciation. Oxford: Oxford: Oxford University Press.

2. Baker, C. L. 1989. English Syntax. Cambridge, MA: MIT Press.
   "Phrase-Internal Syntax," 49-72.
   "Time Relations and Aspect," 439-491.

3. Celce-Murcia, Marianne, Brinton, Donna, & Goodwin, Janet. 1996. Teaching Pronunciation. Cambridge: Cambridge University Press.
   Chapter 6, 175-220.

4. Celce-Murcia, Marianne, & Larsen-Freeman, Diane. 1999. The Grammar Book. Boston, MA: Heinle & Heinle.

5. McCarthy, M. 1991. Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.
   Chapters 1 & 2.

Articles

1. Carrell, Patricia. 1984. The effect of rhetorical organization on ESL readers. TESOL Quarterly, 18, 2, 441-469.

2. Carson, Joan, et al. 1990. Reading-writing relationship in first and second language. TESOL Quarterly, 24, 2, 245-266.

3. Eisenstein, Miriam. 1987. Grammatical explanations in ESL. In Long, M., & Richards, J. (Eds.) Methodology in TESOL. New York: Newbury House.

4. Larsen-Freeman, D. 1991. Teaching Grammar. In Celce-Murcia, M. (Ed.) Teaching English as a Second or a Foreign Language. Boston, MA: Heinle & Heinle.

5. Leki, I. 1991. Twenty-five years of contrastive rhetoric. TESOL Quarterly, 25, 1, 123-143.

6. Richards, Jack. 1987. Introducing the perfect: An exercise in pedagogical grammar. In Long, M., & Richards, J. (Eds.) Methodology in TESOL. New York: Newbury House.

List B in TESOL -- Option 2

7. Silva, Tony. 1993. Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. TESOL Quarterly, 27, 4, 657-677.

8. White, R. 1987. Teaching the passive. In Long, M., & Richards, J. (Eds.) Methodology in TESOL. New York: Newbury House.