PEDAGOGY READING LIST FOR THE M.A. IN FOREIGN LANGUAGE PEDAGOGY (MAFLP)

I. CORE

- Language Assessment, Principles and Classroom Practices, (2004), Brown, D.
- The Keys to Assessing Language Performance, (2010), Sandrock, P.

In addition to the core, all students must select one of the following concentrations.

II. CONCENTRATIONS

A) THEORY AND RESEARCH (CHOOSE TWO)

- Introducing Second Language Acquisition, (2012), Saville-Troike, M.
- Brave New Digital Classroom: Technology and Foreign Language Learning, (2013, 2nd ed.), Blake, R.
STUDY TOPICS FOR THE MAFLP EXAM (All Languages)

I. GENERAL SECOND LANGUAGE ACQUISITION RESEARCH

- Structuralism and Contrastive Analysis
- Generative Linguistics and Universal Grammar
- Order of Acquisition Studies
- Error Analysis
- Monitor Model
- Output Hypothesis
- Processability Theory and Teachability Hypothesis
- Structured Input and Structured Output
- Declarative and Procedural Models
- Skill Acquisition Theory
- Noticing Hypothesis
- Interaction Hypothesis
- L1 Transfer, Interference & Interlanguage
- Syntacticization
- Sociocultural Theory (mediation, self-regulation, other-regulation, appropriation, ZPD, scaffolding)

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, Ervin’s, etc.)

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

• 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, 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