

Reading List for the MA Qualifying Examination

Teaching English as a Second Language (TESL)

Note: The MA Qualifying Examination for the TESL option has a separate list.

This exam will require you to be familiar with the following three areas: theories of second language acquisition, methodology, and classroom issues and procedures. The list below provides a sample of the authors and/or texts with which you should be familiar.

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| Beebe, Leslie (ed.) | (1988). <i>Issues in Second Language Acquisition</i> . New York: Newbury House. |
| Bowen, J. Donald, Harold Madsen, & Ann Hilferty | (1987). <i>TESOL Techniques and Procedures</i> . New York: Newbury House. |
| Celce-Murcia, Marianne. (ed.) | (1990). <i>Teaching English as a Second or Foreign Language, Second Edition</i> . New York: Harper Collins. |
| Ellis, Rod. | (1986). <i>Understanding Second Language Acquisition</i> . Oxford: Oxford UP. |
| Krashen, Stephen D. | (1988). <i>Second Language Acquisition and Second Language Learning</i> . Englewood Cliffs, NJ: Prentice Hall. |
| Krashen, Stephen, & Tracy Terrell | (1983). <i>The Natural Approach</i> . Oxford: Pergamon. |
| Long, Michael H. & Jack C. Richards | (1987). <i>Methodology in TESOL: A Book of Readings</i> . New York: Newbury House. |
| Morley, Joan. | (1987). <i>Current Perspectives on Pronunciation</i> . Washington, D.C.: TESOL. |
| Richards, Jack C. & Theodore S. Rogers | (1986). <i>Approaches and Methods in Language Teaching</i> . Cambridge: Cambridge UP. |
| Robinett, Betty & Jacqueline Schachter, (eds.) | (1986). <i>Second Language Learning: Contrastive Analysis, Error Analysis, and Related Aspects</i> . Ann Arbor: U of Michigan P. |
| Rutherford, William E. & Michael Sharwood-Smith | (1987). <i>Grammar: A Book of Readings</i> . New York: Newbury House. |
| Stevick, Earl W. | (1980). <i>Teaching Language: A Way and Ways</i> . Rowley MA. Newbury House. |
| Tarone, Elaine & George Yule | (1989). <i>Focus on the Language Learner</i> . Oxford: Oxford UP. |
| Valdes, Joyce Merrill | (1986). <i>Culture Bound: Bridging the Cultural Gap in Language Teaching</i> . Cambridge: Cambridge UP. |

You should also demonstrate familiarity with current articles in the following journals: *English Language Teaching Journal*, and *TESOL Quarterly*

Teaching English as a Second Language Statement of "Organic Knowledge"

The student with "organic knowledge" of the reading list will be able to:

1. define basic terms and identify or provide examples of them.
2. discuss and evaluate the major theories and issues in the field. The student should cite both experimental and classroom studies to support and/or refute these theories.
3. apply theoretical issues to the classroom. The student should be prepared to discuss in detail curricular choices and classroom activities and to explain why these choices were made in light of current theories.