

M.A. IN PORTUGUESE PEDAGOGY
READING LIST
Effective Fall 2016

Note: Many of these materials are available online, either at the given links or by searching the databases indicated. For materials that are not available online, a hard copy may be checked out from Jessica in the Department office.

Language Teaching and Learning in the United States

Committee for Economic Development. (2006). *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security*. Washington, DC: Author. Retrieved from ERIC database. (ED502294) Available online at <https://www.actfl.org/sites/default/files/pdfs/public/Finalreport.pdf>

Rhodes, N. C., & Pufahl, I. (2009). *Foreign language teaching in U.S. schools: Results of a national survey* (executive summary). Washington, DC: Center for Applied Linguistics.

History and Methods of Foreign Language Teaching

Bateman, B., & Lago, B. (2010). *Methods of language teaching* [instructional DVD]. London, England: Routledge. Available online through BYU's Humanities Learning Resource Center at hlrc.byu.edu/methods.php

Hadley, A. O. (1993). *Teaching language in context* (2nd ed.), Chapter 3: On teaching a language – Principles and priorities in methodology (pp. 73-124). Boston, MA: Heinle & Heinle.

Research on Teaching Speaking, Listening, Reading, and Writing

Hadley, A. O. (2001). *Teaching language in context* (3rd ed.), Chapter 6: Developing Oral Proficiency (pp. 230-279). Boston, MA: Heinle & Heinle.

Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-579). Mahwah, NJ: Lawrence Erlbaum Associates.

Reichelt, M. (2001). A critical review of foreign language writing research on pedagogical approaches. *Modern Language Journal*, 85, 578-598. doi:10.1111/0026-7902.00127

Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal*, 78, 199-221. Retrieved from <http://www.jstor.org/stable/329010>

Teaching Culture

Galloway, V. (2001). Giving dimension to *mappaemundi*: The matter of perspective. In V. Galloway (Ed.), *Teaching cultures of the Hispanic world: Products and practices in perspective* (AATSP Professional Development Series Handbook, Vol. 4, pp. 3-63). Mason, OH: Thompson Learning Custom Publishing.

Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (CARLA Working Paper #15, pp. 47-111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal*, 1. Available at <http://www.ensinoportugues.org/>

Second Language Acquisition and Learning

Lightbown, P. M., & Spada, N. (2011). *How languages are learned* (3rd ed.), Ch. 2: Explaining Second Language Learning (pp. 29-51). Oxford, UK: Oxford University Press.

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.), Ch. 1: Understanding the role of contextualized input, output, and interaction in language learning (pp. 11-45). Boston, MA: Heinle.

Assessment and Evaluation

Koike, D. A., & Klee, C. A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*, Capítulo 10: Medios para medir la competencia de la L2 (pp. 205-228). New York, NY: John Wiley & Sons. (Note: This reading is in Spanish.)

Sandrock, P. (2010) *The Keys to Assessing Language Performance*. Alexandria, VA: ACTFL.
Retrieved from
<http://www.actfl.org/publications/books-and-brochures/the-keys-assessing-language-performance>

Research Methods in Foreign Language Education

Textbook and reading materials on research design from Span/Port 601C

Merriam, S. B. (2001). *Qualitative research and case study applications in education* (revised and expanded from *Case study research in education*), Chapter 1: What is qualitative research? (pp. 3-25). San Francisco, CA: Jossey-Bass.

Curricular and Program Models

Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match* (3rd ed.), Chapter 18: Selecting and staffing an early language program model (pp. 419-436). Boston, MA: Pearson Education.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching* (Language in Education: Theory and Practice, no. 67), Chapter 1-6, pp. 1-63. Washington, DC: Center for Applied Linguistics. Retrieved from ERIC database. (ED 283385)

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 303-318). Boston, MA: Heinle & Heinle.

Technology in Foreign Language Education

Burbules, N. C., & Callister, T. A. Jr. (2000). *Watch IT: The risks and promises of information technologies*, Chapter 4: Critically reading the Internet (pp. 71-94). Boulder, CO: Westview Press.

EDUCAUSE Review. Available at <http://www.educause.edu/er/>
EDUCAUSE Quarterly. Available at <http://www.educause.edu/eq/>

Locate the most recent edition of either the *EDUCAUSE Review* or *Quarterly*. Read an article of your choosing related to technology in higher education and be able to summarize its content.

Henry, J., & Meadows, J. (2008, Winter). An absolutely riveting online course: Nine principles for excellence in Web-based teaching. *Canadian Journal of Learning & Technology*, 34(1).

Addressing Student Diversity

Reese, S. (2006, February). When foreign languages are not seen or heard. *The Language Educator*, Feb. 2006, 32-37. Retrieved from https://www.actfl.org/sites/default/files/TLEfebruary_final.pdf

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.), Ch. 10: Addressing diverse needs of learners in the language classroom (pp. 348-393). Boston, MA: Heinle.

Bateman, B., & Oliveira, D. (2014). Students' motivations for choosing (or not) to study Portuguese: A survey of beginning university-level classes. *Hispania*, 97, 264-280. doi: 10.1353/hpn.2014.0055

Professional Documents on Foreign Language Education

American Council on the Teaching of Foreign Languages. (2012). *ACTFL Oral Proficiency Interview Familiarization Manual*. White Plains, NY: Author. (Focus mainly on the description of student performance at each level of proficiency – Novice, Intermediate, Advanced, Superior)

World- Readiness Standards for Learning Languages. (2013). Yonkers, NY: Author. Available at <http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

NCSSFL-ACTFL Global Can Do Benchmarks
http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

ACTFL 21st Century Skills Map
http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf