**Department of Modern Languages**

**Kansas State University**

**Updated Fall 2012**

**M.A. in French (Second Language Acquisition): Reading List**

**Section I: Linguistics and Second Language Acquisition Theory**

*Books:* Select 5 of the following

1. Fromkin, V., Rodman, R., and Hyams, N.(2007). *An Introduction to Language*. Boston, MA: Thompson/Wadsworth.

*OR:*

Bergmann, A., Hall, K., and Ross, S. (eds.) (2007) *Language Files. Materials for an Introduction to Language and Linguistics*. Columbus: The Ohio State University Press.

2. Boxer, D. and Cohen, A. (2004). *Studying Speaking to inform Second Language Learning.* , U.K.: Multilingual Matters.

3. Gass, S. and Selinker, L. (2001). *Second Language Acquisition: An Introductory Course*. Mahwah, N.J.: Lawrence Earlbaum.

4. Mitchell, R. and Myles, F. (2004). *Second Language Learning Theories*. Oxford: Oxford University Press.

5. Lightbown, P. & Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.

*OR:*

Saville-Troike, M. (2006). *Introducing Second Language Acquistion*. Cambridge: Cambridge University Press.

6. VanPatten, B. (2003). *From Input to Output*. Boston: McGraw Hill.

7. White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge, UK: Cambridge University Press.

*Articles*: Select 5 of the following

1. Bardovi-Harlig, K. (1998). Narrative Structure and Lexical Aspect: Conspiring Factors in Second Language Acquisition of Tense-Aspect Morphology. *Studies in Second Language Acquisition, 20,* 471-508.

2. Chafe, W. (1998). Language and the flow of thought. In M. Tomasello (ed), *The New Psychology of Language, Vol. 1: Cognitive and Functional Approaches to Language Structure*(pp. 93-111). Mahwah, NJ: Lawrence Erlbaum Associates.

3. Ellis, N. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition, 24*(2), 143-188.

4. Ellis, R., Loewen, S. & Erlam, R. (2006). Implicit and explicit corrective feedback in the acquisition of L2 grammar. *Studies in Second Language Acquisition, 28*, 339-368.

5. Fox, B. (2007). Principles shaping grammatical practices: an exploration. *Discourse Studies, 9*, 299-318.

*AND/OR:*

Ford, C., Fox, B., & Thompson, S. A. (2003). Social interaction and grammar. In M. Tomasello (Ed.), *The New Psychology of Language, Vol. 2* (pp. 119-143). Mahwah N.J.: Lawrence Erlbaum.

6. Hopper, P. (1998). Emergent grammar. In M. Tomasello (ed), *The New Psychology of Language, Vol. 1: Cognitive and Functional Approaches to Language Structure* (pp. 155-175). Mahwah, NJ: Lawrence Erlbaum Associates.

7. Levinson, S.C. (2006). On the human "interactional engine". In N. Enfield & S.C. Levinson (eds.) *Roots of Human Sociality* (pp. 39-69). Oxford: Berg Publishers.

8. Long, M. H. (1990). The least a second language acquisition theory needs to explain. *Tesol Quarterly*, 24.4: 649-666. Reprinted in: Brown, H. D., & Gonzo, S. (eds.) (1994). *Readings on second language acquisition*(pp. 470-90). Englewood-Cliffs, NJ: Prentice Hall Regents.

**Section II: Second Language Research Design**

1. Mackey, A. and Gass, S. (2005). *Second Language Research: Methodology And Design*. Mahwah, Nj: Lawrence Erlbaum Associates.

*OR:*

Field, A. and Hole, G. (2003). *How to Design and Report Experiments*. London: Sage Publications.

2. Golato, A. (2003). Studying compliment responses: A comparison of DCTs and recordings of

naturally occurring talk. *Applied Linguistics, 24*(1), 90-121.

**Section III: Second Language Pedagogy/Methods and Professional Development**

*Books*: Select 3 of the following (Omaggio-Hadley is mandatory)

1. Lee, J.F. and VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. Boston: McGraw Hill.

OR:

Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work.* Upper Saddle River, N.J.: Pearson Prentice Hall.

2. Omaggio-Hadley, A. (2003). *Teaching Language in Context*. Boston: Heinle & Heinle.

3. Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. New York:

Cambridge University Press.

4. Savignon, S.J. (1997). *Communicative Competence: Theory and Classroom Practice*. Boston:

McGraw Hill.

5. Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New

Haven and London: Yale University Press.

*Articles:* Select 5 of the following (Calvez is mandatory)

1. Benson, D. (2002). Language Acquisition, Culture Acquisition, Literature Acquisition: An Integrated Approach to Beginning and Intermediate Language Classes. *2002 Central States Conference Report*, 73-91.

2. Berry-Bravo, J. (1993). Teaching the art of circumlocution. *Hispania, 76*, 371-77.

3. Calvez, Daniel J. (2000). “Advanced Undergraduate French Composition: Problems and Solutions.” *Foreign Language Annals, 33(1),* 93-102.

3. Fonder-Solano, L. and Burnett, J. (2004). Teaching literature/reading: A dialogue on professional Growth. *Foreign Language Annals 37*(3), 459-469.

4. Knutson, E. M. (1997). Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom. *Foreign Language Annals 30*(1), 49-57.

5. Paesani, K. (2005). Literary texts and grammar instruction; revisiting the inductive presentation. *Foreign Language Annals 38*(1), 15-24.

6. Weist, V. D. (2004). Literature in Lower-Level Courses: Making Progress in Both Language and Reading Skills. *Foreign Language Annals* *37*(2): 209-223.

7. Phakiti, A. (2006). Theoretical and Pedagogical Issues in ESL/EFL: Teaching of Strategic Reading. *University of Sydney Papers in TESOL, 1*, 19-50.

8. Shook, D. (1997). Identifying and overcoming possible mismatches in the beginning reader-literary text interaction. *Hispania, 80*, 234-243.

**Section IV: Language and Culture**

1. Carroll, R. (1987). *Evidences invisibles*. Paris: Seuil.

2. De Carlo, Maddalena. (2011). *L’interculturel*. Millau: CLE International.

3. Kramsch, C. (1996). *Context and culture in language teaching*. Oxford: Oxford University Press

4. Rogoff, B. (2003). *The Cultural Nature of Human Development*. Oxford: Oxford University Press.

5. Nance, K. A. (2010). *Teaching Literature in the Languages*. Boston: Prentice Hall.

6. Carpentier, J and François Lebrun. (2000). *Histoire de France*. Paris: Seuil.

**Section V: Literature**

*Middle Ages/Sixteenth Century*

1. *La Chanson de Roland*

2. *La Farce de Maitre Pathelin*

3. Montaigne, *Essais* (selections)

4. Rabelais, selections from *Gargantua* and *Pantagruel*

*Seventeenth/Eighteenth Centuries*

1. Molière, *Tartuffe*

2. Mme. de Lafayette, *La Princesse de Clèves*

3. Voltaire, *Candide*

4. Rousseau, *Discours sur les sciences et les arts, Discours sur l’origine de l’inégalité*

*Nineteenth/Twentieth Centuries & Francophone*

1. Flaubert, *Madame Bovary*

2. Stendhal, *Le Rouge et le Noir*

3. Sartre, *Huis clos*

4. Duras, *L’Amant*

5. Bâ, *Une si longue lettre*

6. Blais, *Une saison dans la vie d’Emmanuel*