

## Second Language Acquisition Track

The following is the proposed department-wide SLA reading list, with the understanding that each language section will provide a shortened version of the current literary reading lists, as well as language-specific culture and pedagogy articles.

The breakdown for the reading list is 2/3 *SLA Theory, Pedagogy and Cultural Readings* (Sections I-IV) and 1/3 *Language-Specific Literature*.

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

#### *BOOKS*

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 Erlbaum.
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 Acquisition*. 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*

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

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: Macro-strategies for language teaching*. New Haven and London: Yale University Press.

## Articles

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. 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-specific readings (articles) for the areas of Second Language Pedagogy/Methods or Professional Development

#### **Section IV: Language and Culture**

1. Canagarajah, A. S. (2003). *Resisting Linguistic Imperialism in English Teaching*. : Oxford University Press.
2. Kramsch, C. (1996). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
3. Rogoff, B. (2003). *The Cultural Nature of Human Development*. Oxford: Oxford University Press.

+ section-specific readings (articles) for the area of Language and Culture. These can be anthropological, sociological, sociocultural, etc., depending on the student's interests.

**NOTE: Sections III and/or IV may be supplemented with language-specific articles, as chosen by the committee in consultation with the student. This should be a maximum of four articles \*total\* (additions for Section III and IV combined) or one additional book.**

**Section V: Literature** (list to be determined by each section) See list for Spain and Latin America on next pages.

- A significantly shorter version than the current SLA list (1-1.5 pages), consisting of core list developed by section and 5-7 texts based on the student's interests and coursework.
- Focus on readings appropriate for use in SLL
- List should include some critical analyses of the core texts.
- List should include texts from 500 level civilization and anthologies from literature survey courses.

## Second Language Acquisition Track Spanish Literature

### **Medieval (11th to 15th Century)**

**Note:** It is recommended that selections be read from the collection “Odres nuevos” (Ediciones Castalia).

- **Gonzalo de Berceo.** De *Milagros de Nuestra Señora*: “Introducción” (entiéndase la del propio Berceo), “El clérigo embriagado”.
- **Juan Manuel.** *El conde Lucanor*: “Ejemplo del mancebo que casó con mujer brava”, “D. Illán y el Deán de Santiago” and “El cuervo y el rafoso”.
- **Poema de Mío Cid.**
- **Romances:** (de *Flor nueva de romances viejos*) Romance de la jura de Sta. Gadea; de Gerineldo y la Infanta; de Fontefrida; de Dª. Alda; del Infante Arnaldos; del Prisionero; de Abenámar y el rey D. Juan.
- **Jorge Manrique.** “Coplas por la muerte de su padre”.
- **Fernando de Rojas.** *La Celestina*.

### **Early Modern (16th and 17th Century)**

- **Garcilaso de la Vega.** Sonetos X y XXIII, Canción V y Égloga I.
- **Lazarillo de Tormes.**
- **Miguel de Cervantes.** *Don Quijote*.
- **Lope de Vega.** *Fuenteovejuna*.
- **Tirso de Molina.** *El burlador de Sevilla or el convidado de piedra*.
- **Pedro Calderón de la Barca.** *El gran teatro del mundo or El gran mercado del mundo* (autos).
- **San Juan de la Cruz.** “Noche oscura” and “Llama de amor viva”.
- **Luis de Góngora.** Sonetos LXXXII y CLXVI; Letrilla “Hermana Marica”; Romance XXXII.
- **Francisco de Quevedo:** Sonetos “¡Ah de la vida!... ¿Nadie me responde?”, “Miré los muros de la patria mía”; “Retirado en la paz de estos desiertos”; “¡Ay Floralba! Soñé que te... ¿Dirélo?”, “Cerrar podrá mis ojos la postrera”; “Érase un hombre a una nariz pegado”. Letrilla “Poderoso caballero es don dinero”.
- **Fray Luis de León.** “Noche serena” and “Vida retirada”.

### **18<sup>th</sup> and 19<sup>th</sup> Centuries**

- **Leandro Fernández de Moratín.** *El sí de las niñas*.
- **José de Espronceda.** “Canción del pirata”.
- **José Zorrilla.** *Don Juan Tenorio*.
- **Ángel Saavedra, Duque de Rivas.** “Una antigualla de Sevilla” and “Un castellano leal” (romances históricos).
- **Gustavo Adolfo Bécquer.** *Leyendas*: “Los ojos verdes” and “La promesa”. Rimas II, IV, VII, X, XIII, XV, XXI, XXXIII, XXXVIII, XLI, XLII, LII, LIII, LVI, LXII, LXXIII.

## 20th Century

- **Miguel de Unamuno.** *San Manuel Bueno, mártir.*
- **Antonio Machado.** “Desgarrada la nube”, “Recuerdo infantil”, “Daba el reloj las doce”, “Las moscas”, “Fue una clara tarde”, “El limonero láguido”, “Caminante, son tus huellas”, “Anoche cuando dormía”, “Campos de Soria I-IX” de *Campos de Castilla*.
- **Juan Ramón Jiménez.** *Platero y yo.*
- **Federico García Lorca.** *La casa de Bernarda Alba* y poemas: “Sorpresa”, “Casida del llanto”, “Romance de la luna, luna”, “Romance sonámbulo”, “Romance de la pena negra”, “Canción de jinete”, “Reyerta”, “Oda al rey de Harlem”.
- **Pedro Salinas.** “El alma tenías”, “No te veo, bien sé”, “Amada exacta”, “Nombre”, “¿Serás, amor?”, “Si te quiero”.
- **Carmen Laforet.** *Nada* y relatos breves: “El aguinaldo”, “Al colegio”, “Rosamunda”.
- **Antonio Buero Vallejo.** *Historia de una escalera.*
- **Ana María Matute.** “Los niños buenos”, “El árbol de oro”, “El mundelo”.
- Note: It is recommended that poetry selections be read from *Poesía española del siglo XX*, ed. Gustavo Correa.

## Suggested Histories of Spanish Literature to consult

**Gies, David Thatcher.** *The Cambridge History of Spanish Literature.* Cambridge, UK ; New York : Cambridge University Press, 2004.

**Rico, Francisco.** *Historia y crítica de la literatura española.* Barcelona : Editorial Crítica, c1980-c1992.

1. Edad Media - al cuidado de Alan Deyermond.
2. Siglos de Oro, Renacimiento - al cuidado de Francisco López Estrada.
3. Siglos de Oro, Barroco - al cuidado de Bruce W. Wardropper y otros.
4. Ilustración y Neoclasicismo - al cuidado de José Miguel Caso González.
5. Romanticismo y realismo - al cuidado de Iris M. Zavala.
6. Modernismo y 98 - al cuidado de José Carlos Mainer.
7. Época contemporánea, 1914-1939 - al cuidado de Víctor García de la Concha y otros.
8. Época contemporánea, 1939-1980 - al cuidado de Domingo Ynduráin.
9. Los nuevos nombres, 1975-1990 - al cuidado de Dario Villanueva y otros.

## Appendix:

- 1/1 Alan Deyermond  
 2/1 Francisco López Estrada  
 3/1 Aurora Egido  
 4/1 David T. Gies y Russell P. Sebold  
 5/1 Iris Zavala  
 7/1 Agustín Sánchez Vidal  
 8/1 Santos Sanz Villanueva

Seventeen volumes are available.

### Second Language Acquisition Track Spanish-American Literature

- **Sor Juana Inés de la Cruz.** “Hombres necios”, “Rosa divina que en gentil cultura”, “Detente sombra de mi bien esquivo”.
- **José Martí.** “Versos sencillos”, “Mi caballero”, “La niña de Guatemala”, “Dos patrias”.
- **Horacio Quiroga.** “La gallina degollada”, ‘El hijo’.
- **Gabriela Mistral.** “El niño solo”, “Nocturno”, “Pan”.
- **Alfonsina Storni.** “Tú me quieres blanca”, “Peso ancestral”, “Hombre pequeño”, “Voy a dormir”.
- **César Vallejo.** “Los heraldos negros”, “Hoy me gusta la vida mucho menos”, “Imagen española de la muerte”.
- **Jorge Luis Borges.** “El sur”, “El milagro secreto”, ‘Las ruinas circulares’. Poetry selections: “Cosas”, “Barrio reconquistado”, “Elogio a la ceguera”.
- **Pablo Neruda.** “Poema 20”, “Walking around”, “Oda a la alcachofa”, “Oda a la tormenta”, “The United Fruit Company”.
- **Rodolfo Usigli.** *El gesticulador*.
- **Juan Rulfo.** “Es que somos muy pobres”, “Nos han dado la tierra”, “Luvina”.
- **Octavio Paz.** “Pachuco”, “Hijos de la Malinche”, “Máscaras mexicanas” from *El laberinto de la soledad*. Poetry selections: “El pájaro”, “La rama”, “La palabra”, “Visitas”.
- **Gabriel García Márquez.** *Cien años de soledad*
  - or
- **Isabel Allende.** *La casa de los espíritus*.
- **Carlos Fuentes.** *Aura*.
- **Julio Cortázar.** “La noche boca arriba”, “Casa tomada”.
- **Emilio Carballido.** *Yo también hablo de la rosa*.
- **Griselda Gambaro.** *Los siameses* or *El campo*.
- **Luisa Valenzuela.** *Cambio de armas*.
- **Rosario Ferré.** “El cuento envenenado”.
- **Luis Sepúlveda.** *Un viejo que leía cartas de amor*.

It is recommended that poetry selections be read from the following anthologies:

- **Chang-Rodríguez, Raquel.** *Voces de Hispanoamérica: Antología literaria*. Boston: Heinle and Heinle, 1996.
- **Florit, Eugenio and José Olivio Jiménez, eds.** *La poesía hispanoamericana desde el modernismo*. New York: Appleton-Century-Croft, 1968.

Additional Recommended Readings:

- **Hansis, Randall.** *Latin Americans: Understanding Their Legacy*. New York: McGraw-Hill, 1997.
- **Skidmore, Thomas E. and Peter H. Smith.** *Modern Latin America*. New York: Oxford University Press, 1992.