

MA in Spanish, Teaching Track

Primary exam reading list for Spanish applied linguistics and pedagogy
(4 books, 27 articles)

Spanish applied linguistics and Second Language Acquisition (SLA) theory:

Blake, R. & Zyzik, E. (2016). *El español y la lingüística aplicada*. Georgetown University Press.

Geeslin, K., Long, A.Y., & Solon, M. (2021). *The Acquisition of Spanish as a Second Language Foundations and New Developments*. Routledge.

Shrum, J. & Glisan, E. (2016). Understanding Language Learning Through Second Language Acquisition and Research. In *Teacher's Handbook: Contextualized Language Instruction* (5th ed.) (pp. 11-42). Cengage Learning.

Acquisition and teaching of skills (reading, writing, speaking, listening), forms (vocabulary, grammar, pronunciation), and competencies (communicative, intercultural, translangual, sociolinguistic) in academic settings:

Belpoliti, F. & Bermejo, E. (2019). Chapter 4 Building Sentences in Spanish: Complexity, fluency, and accuracy. In *Spanish Heritage Learners' Emerging Literacy* (pp. 74–97). Routledge.

Brantmeier, C. (2013). Acquisition of Reading in Second Language Spanish. In K. Geeslin (Ed.), *The Handbook of Spanish Second Language Acquisition* (pp. 466–481). John Wiley & Sons.

Carreira, M. (2016). Supporting Heritage Language Learners through Macrobased Teaching: Foundational Principles and Implementation Strategies for Heritage Language and Mixed Classes. In M. Fairclough & S.M. Beaudrie (Eds.), *Innovative Strategies for Heritage Language Teaching: A practical guide for the classroom* (pp. 123-142). Georgetown University Press.

Colina, S. (2019). Incorporating Syllable Structure Into the Teaching of Spanish. In R. Rao (Ed.), *Key Issues in the Teaching of Spanish Pronunciation* (pp. 145–162). Routledge.

Geeslin, K.L. & Long, A.Y. (2014). Chapter 10 Integrating Sociolinguistics into the Second Language Classroom. In *Sociolinguistics and Second Language Acquisition: Learning to use language in context* (pp. 255-278). Routledge.

Gudmestad, A. (2012). Acquiring a variable structure: An interlanguage analysis of second language mood use in Spanish. *Language Learning*, 62, 373-402.

Leeman, J. & Serafini, E. (2016). Sociolinguistics for Heritage Language Educators and Students: A Model for Critical Translingual Competence. In M. Fairclough & S.M. Beaudrie (Eds.), *Innovative Strategies for Heritage Language Teaching: A practical guide for the classroom* (pp. 56-79). Georgetown University Press.

Martoccio, A. & Jenkins, D.L. (2022). Vowel quality in intermediate L2 Spanish learners: a study of lexical, linguistic, and individual variables. *Journal of Spanish Language Teaching*, 9(1), 52-64.

Robles-García, P. (2022). Receptive vocabulary knowledge in L2 learners of Spanish: The role of high-frequency words. *Foreign Language Annals*, 55, 963-984.

Shin, N.L., & Hudgens Henderson, M. (2017). A sociolinguistic approach to teaching Spanish grammatical structures. *Foreign Language Annals*, 50(1), 195-213.

Shively, R. (2013). Language in Context: Pragmatics in Second Language Spanish. In K. Geeslin (Ed.), *The Handbook of Spanish Second Language Acquisition* (pp. 331-350). John Wiley & Sons.

Showstack, R.E. (2016) La pragmática transcultural de los hablantes de herencia de español: análisis e implicaciones pedagógicas. *Journal of Spanish Language Teaching*, 3(2), 143-156.

Zyzik, E. & Polio, C. (2008). Incidental Focus on Form in University Spanish Literature Courses. *The Modern Language Journal*, 92(1), 53-70.

Assessment and feedback:

Loza, S. (2022). Teacher and SHL Student Beliefs about Oral Corrective Feedback: Unmasking Its Underlying Values and Beliefs. *Languages*, 7(3).
<https://doi.org/10.3390/languages7030194>.

Sedor, N. (2022). Integrated Performance Assessment (IPA): Implementation, task types, and feedback. *Foreign Language Annals*, 56(1), 170-190.

Troyan, F., Adair-Hauck, B., & Glisan, E. (2023). Chapter 4. Linking the IPA and Instruction: A Transformative Tool for Backward Design and Formative Instructional Practice. In *The Integrated Performance Assessment: Twenty Years and Counting* (pp. 30-44). ACTFL.

Smith-Sherwood, D. & Darhower, M. (2023). Chapter 7. Transforming the L2 Literature Course with IPAs. In F.J. Troyan, B. Adair-Hauck, & E.W. Glisan (Eds.), *The Integrated Performance Assessment: Twenty Years and Counting* (pp. 102-119). ACTFL.

Individual and social factors in Spanish language pedagogy:

Flores, N. & Rosa, J. (2019). Bringing Race into Second Language Acquisition. *The Modern Language Journal*, 103(supplement), 145-151.

García, O. (2019). Decolonizing Foreign, Second, Heritage, and First Languages: Implications for Education. In D. Macedo (Ed.), *Decolonizing Foreign Language Education: The misteaching of English and other colonial languages* (pp. 152-168). Routledge.

Leeman, J. (2014). Critical Approaches to Teaching Spanish as a Local/Foreign Language. In M. Lacorte (Ed.), *The Routledge Handbook of Hispanic Applied Linguistics* (pp. 275-292). Routledge.

Leeman, J. & Fuller, J.M. (2022). Capítulo 9. El español en las escuelas de Estados Unidos. In *Hablar español en Estados Unidos: La sociopolítica del lenguaje* (pp. 253-282). Multilingual Matters.

Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker (Eds.), *Proceedings of CLaSIC 2010, Singapore, December 2-4* (pp. 721-737). Singapore: National University of Singapore, Centre for Language Studies.

Sparks, R. & Ganschow, L. (2022). Chapter 1. Searching for the Cognitive Locus of Foreign Language Learning Difficulties: Linking First and Second Language Learning. In *Exploring L1-L2 Relationships: The Impact of Individual Differences* (pp. 30-39). Multilingual Matters.

Wagner, M., Cardetti, F., & Byram, M. (2019). Chapter 1. What is possible--in the language classroom and beyond. In *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*. (pp. 1-8). ACTFL.

Wagner, M., Cardetti, F. & Byram, M. (2019). Chapter 2. Making it possible--models and theories. In *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education* (pp. 9-36). ACTFL.

Language teaching methodologies:

Glisan, E. & Donato, R. (2017) *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, ACTFL.

Glisan, E. & Donato, R. (2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*, Vol. 2, ACTFL.

Reagan, T. & Osborn, T. (2020). Chapter 5. Learning Languages: Constructivism and World Language Education. In *World Language Education as Critical Pedagogy: The Promise of Social Justice*. (pp. 113-164, focus primarily on pp. 125-164). Taylor and Francis Group.

Reference documents:

It is not necessary to memorize the content of the following. Rather, make sure you understand the purpose of these documents in the planning, enacting and assessing of world language teaching and learning in the U.S. context.

World-Readiness Standards for Learning Languages. (n.d.) ACTFL.

<https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf>

NCSSFL-ACTFL Can-Do Statements. (n.d.). ACTFL.

<https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements>)

NCSSFL-ACTFL Intercultural Reflection Tool. (n.d.). ACTFL.

<https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements> and linked [here](#).

Performance Descriptors for Language Learners. (2015). ACTFL.

<https://www.actfl.org/educator-resources/actfl-performance-descriptors>

and linked [here](#).

Guiding Principles for Language Learning. (n.d.). ACTFL.

<https://www.actfl.org/educator-resources/guiding-principles-for-language-learning>

ACTFL Proficiency Guidelines 2012: Spanish. (2012). ACTFL.

<https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/spanish>