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## SYLLABUS

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### I. COURSE DESCRIPTION:

Applied Linguistics is a field of study concerned with language and language-related concerns. In this course, the focus is on how Applied Linguistics relates specifically to the area of language teaching and learning. We will expand our understanding of the systems of language addressed in Applied Linguistics I (morphology, phonology) and Applied Linguistics II (syntax). We will examine these in the light of spoken and written discourse, semantics and pragmatics. The purpose of this course is to increase our awareness of how language works and how this can inform us as teachers in the language classroom.

### II. COURSE OBJECTIVES:

At the end of this course, students will be able:

- 1) to examine data and insights from the discipline of applied linguistics.
- 2) to apply knowledge about language to activities involving language learning.
- 3) to practise applied linguistics: classroom practice is informed by theoretical principles but theoretical principles are formulated through classroom practice.

### III. TEXTBOOK:

Celce-Murcia, Marianne & Elite Olshtain Discourse and Context in Language Teaching  
Cambridge: Cambridge University Press, 2000.

**PROPOSED SCHEDULE:**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
January 2	Introduction to Course Introduction to Applied Linguistics Issues in Applied Linguistics Second Language Acquisition	Celce Murcia Ch 1 & 10
January 3	Theory Research & Practice in Discourse Analysis Spoken & Written Language, Semantics & Pragmatics	Celce Murcia Ch 2, 11 & 12
January 4	Theory, Research & Practice in Phonology Issues in Teaching Pronunciation	Celce Murcia Ch 3, 6 & 9
January 5	Theory, Research & Practice in Syntax Issues in Teaching Grammar	Celce Murcia Ch 4 & 8
January 6	Theory, Research & Practice in Morphology Issues in Teaching Vocabulary Conclusion	Celce Murcia Ch 5 & 7

## V. COURSE ASSIGNMENTS AND GRADING:

1.	Attendance & participation	
2.	Reading Tasks:	
	a) Readings during class week	10%
	b) Reading after the class week	10%
3.	Discussion/Learning Task (just ONE) (Due during the week of Jan 2-6)	10%
4.	Workshop (during the week of Jan 2-6)	25%
5.	CHOICE OF: Research paper (Due March 31) <b>OR</b> Classroom Unit (Due March 31)	25%
6.	CHOICE OF Summary Report (Due March 31) <b>OR</b> Discourse Analysis Task (Due March 31)	20%
		100%

## VI. COURSE REQUIREMENTS:

- Attendance and active participation** are important for the learning process. While no credit is given for participation, up to 10% of the grade may be deducted for undue absences and lack of participation.
- Reading tasks:**
  - Read the assigned readings from Celce-Murcia, Discourse and Content in Language Teaching during the course week.** Keep a highlighted reflection journal on your readings. Be prepared to discuss the ideas in class. Criteria: following directions, completeness

**Questions to guide your reflections:**  
What is the author saying about the nature of language?

How does this help you understand what is involved in learning an additional language?

How could this inform your language teaching?

**Highlighted Journal**

Before you submit the reflective journal, reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in class.

**b) Read a total of 300 pages from the texts below.** Choose pages related to the topics of the class. Make an outline of the important ideas in the text. Keep a reflective journal of your responses to the material. Before you hand in your reading log, reread it and **highlight 10-15 key phrases** that are particularly important to you. Be sure to label each assignment with your name and complete bibliographic information.

Criteria: completeness, depth of insights in reflections.

Suggested texts:

**Discourse**

McCarthy, Michael, 1947-. Discourse Analysis for Language Teachers. Cambridge; New York: Cambridge University Press, 1991. [401.41 M116d 1991]

**SLA**

Ellis, Rod. SLA Research and Language Teaching Oxford ; New York : Oxford University Press, 1997

**Phonology**

Jenkins, J. The Phonology of English as an International Language.

**Syntax**

Yule, George. Explaining English Grammar.

Butt, David et al Using Functional Grammar

Pinker, Steven , Words and Rules: The Ingredients of Language .

**Morphology**

Lewis, M. Teaching Collocation.

Nation, I.S.P. Learning Vocabulary in Another Language

Willis, Dave Rules, Patterns and Words: Grammar and Lexis in English Language Teaching

**3. Discussion/learning task.** Using the “Questions for Discussion” OR “Suggested Activities” at the end of each chapter in the Celce-Murcia text, engage the class in a discussion/ learning task on one of the issues raised. You are encouraged to use creative classroom participation scaffolds. Summarize conclusions. Sign up for ONE task. You have 15 minutes.

Criteria: insightfulness, creativity

**4. Workshop -- A Class Presentation Task:**

Prepare a one hour workshop/presentation on an aspect of applied linguistics and its pedagogical principles.

Your subject will determine the date of your presentation.

Discourse	Jan. 3
Phonology	Jan 4
Syntax	Jan 5
Morphology	Jan 6

**Submit a one page abstract of your presentation (including a preliminary bibliography) to me by December 15 (or earlier).** I need to schedule the presentations appropriately and make sure there are no conflicts in the choices (Get your bid in early!)

Present your 60 min. workshop to the class. Both the content and the process are important. In terms of content, be sure to address both the theoretical aspects of your topic (what is the nature of language?) as well as practical aspects (how does this apply to the language teaching classroom?). In terms of process, remember Hook, Book, Look, Took as well as the following process choices:

1. Case Study
3. Chart
4. Creative Lecture
5. Debate
6. Dictation
7. Discussion
8. Drama
9. Games
10. Jigsaw Task
11. Loop Input

12. Mind Map
13. Models
14. Panel Discussion
15. Participation Scaffolding
16. Posters
17. Power Point
18. Questionnaire
19. Reading Maze
20. Role Play
21. Simulation
22. Storytelling

Have an abstract, an outline and bibliography for the class. Your bibliography must include **articles from scholarly journals** as well as books. Submit all presentation materials to the instructor (in both paper and electronic form).

Criteria: following directions, organization, tasks, delivery, balance, insights, handouts.

	<b>TOPIC</b>	<b>Discussions/Learning Tasks (sign up for one)</b>	<b>Presentations (sign up for one)</b>
<b>Jan 2</b>	Introduction to Course Introduction to Applied Linguistics	Celce Murcia Ch 1	
	Issues in Applied Linguistics Second Language Acquisition	Celce Murcia ch 10	
<b>Jan 3</b>	Theory Research & Practice in Discourse Analysis Spoken and Written Language	Celce Murcia Ch 2	
	Semantics & Pragmatics	Celce-Murcia 11 & 12	
<b>Jan 4</b>	Theory, Research & Practice in Phonology	Celce Murcia Ch 3, 6	
	Issues in Teaching Pronunciation	Celce Murcia 9	
<b>Jan. 5</b>	Theory, Research & Practice in Syntax	Celce Murcia Ch 4	
	Functional Grammar		
	Issues in Teaching Grammar and Writing	Celce Murcia 8	
Jan 6	Theory, Research & Practice in Morphology Issues in Teaching Vocabulary	Celce Murcia Ch 5	
	Vocabulary and Reading	Celce Murcia 7	

## 5. CHOICE OF: Research Paper or Unit Preparation

Choose a topic for further research out of your reading. Choose a different topic than that of your presentation.

- a) Write a 2000 word (about 12 pages) research paper. Be sure to discuss both theory and practical application for the English classroom within the paper.

Criteria: insightfulness, organization, punctuality, also see grading rubric for essays below.

**Due: March 31, 2012**

**OR**

- b) Unit for ESL/EFL classroom or TESOL classroom:

Choose a topic to be taught that grows out of your reading

Submit all the tasks prepared for the unit of approximately 4 hours of in class time.

Criteria: creativity, organization, task suitability, punctuality – also see integrated unit checklist and assessment criteria.

**Due: March 31, 2012**

## 6. CHOICE OF

**Summary Report.** Write a series of summary statements on the theoretical issues and their pedagogical implications addressed in this course. There should be at least 20 statements. The statements should cover all the major subjects of the course. Statements should be organized under topic headings.

**OR**

**Discourse Analysis Task:** Arrange to observe an EAL class for about 2 hours. Analyse the text\* used for language learning in the class according to the following chart.

\*Text (NOT the textbook but rather a text in the sense of a written or spoken text, a series of sentences, a paragraph, newspaper article, video clip etc. used for language teaching)

Describe the text (length, genre, authentic or pedagogical, written or spoken etc)

How is the text addressed in the classroom in terms of the following topics which we have covered in this course?

	Which aspects of language are being addressed?	How does the teacher address these aspects of language? (Methods: e.g. pair info gap, lecture, sorting task, mime... etc)	How much time is spent on each aspect of language? How does this meet the language needs of the learners?
Phonology (pronunciation)			
Morphology (vocabulary)			
Syntax (grammar)			
Discourse (language beyond the sentence level)			
Pragmatics (sociolinguistic/cultural aspects)			
Reflection: What questions or insights does this task raise for you in terms of what is helpful to teach in a language classroom?			

Criteria: following instructions, thoroughness, clarity, punctuality

Value: 20 %

Due: March 31, 2012

### GRADING

A+ 100-98 A 97-94 A- 93-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-73 C- 72-70 D+ 69-67  
D 66-63 D- 62-60

**Integrated Unit Plan  
Checklist and Assessment Criteria**

- CLB level (remember to consult CLB for appropriate objectives)

**Curriculum:**

- General Topic Outcomes (By the end of this unit learners will be able to...)
- Specific Skills outcomes (objectives for RWLS)
- Language Focus outcomes: grammar, vocabulary, pronunciation
- Other communicative competency outcomes: sociolinguistic, discourse, strategic, functions
- Assessment/evaluation plans
- Connecting with community

**6-8 Lessons** centered around overall theme. Each lesson should have:

- Topic (subtopic of overall theme)
- Objectives (one of/combination of: sociolinguistic, strategic, discourse, functional, linguistic (pronunciation, vocabulary, grammar)
- Skill areas (Listening/Speaking/Reading/Writing)
- Task types (preparation, presentation, implementation, usage)
- Learner Grouping
- Time for each task
- Materials and resources
- Lesson steps clearly articulated
- Be task-based
- Remember controlled and communicative activities
- Some lessons should include assessment/evaluation tasks/activities
- Continuity/ flow between lessons
- Bibliography
- Overall presentation

**Grading Rubric for Essays**

<b>Qualities &amp; Criteria</b>	<b>Poor (0-80)</b>	<b>Good (80-90)</b>	<b>Excellent (90-100)</b>
<p><b>Format/Layout</b> Presentation of the text Structuring of text Follows requirements of length, font and style <i>(Weight 15%)</i></p>	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
<p><b>Content/Information</b> All elements of the topics are addressed The information is technically sound Information based on careful research Coherence of information <i>(Weight 50%)</i></p>	The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.
<p><b>Quality of Writing</b> Clarity of sentences and paragraphs No errors and spelling, grammar and use of English Organization and coherence of ideas <i>(Weight 20%)</i></p>	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.
<p><b>References and use of references</b> Scholarly level of references How effective the references are used in the essay Soundness of references APA style in reference list and for citations <i>(Weight 15%)</i></p>	Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 4 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.	Most of the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	All the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.

**Overriding criterion: Originality and authenticity.** If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.

## SAMPLE ABSTRACT

Title: Grammar for Making Meaning: a functional, text-based approach to teaching Grammar.

Traditional grammar teaching has often consisted of tedious exercises based on de-contextualized sentences, remote from the everyday lives of language learners. Functional Grammar (M. Halliday) highlights the influence of context in language. Each element of language is accounted for by describing how it functions within discourse. Functional grammar is not a set of rules but a resource for describing, interpreting and making meaning. This workshop explores how a functional approach to grammar can be applied to teaching spoken and written texts in the EAL classroom.

## Preliminary BIBLIOGRAPHY

(you should have at least 3 sources for your preliminary bibliography, no fewer than 6 sources for your final bibliography. Remember to include electronic journal articles. See [http://www.providencecollege.ca/college/library/resources/electronic\\_sources/](http://www.providencecollege.ca/college/library/resources/electronic_sources/) for more information on how to use electronic sources)

Butt, David et al. (2000) *Using Functional Grammar: An Explorer's Guide*. Sydney, NSW: National Center for English Language Teaching and Research.

Burns, Anne, Helen Joyce and Sandra Gollin. (1996) *I See What You Mean: Using spoken discourse in the classroom*. Macquarie University.

Celce-Murcia, Marianne & Elite Olshtain. (2000) *Discourse and Content in Language Teaching* Cambridge: Cambridge University Press.

De Silvia Joyce, Helen and Anne Burns. (1999) *Focus on Grammar*. Macquarie University.

Halliday, M. A. K. and Ruqaiya Hasan. (1985) *Language, Context, and Text: Aspects of language in a social-semiotic perspective*. Deakin University.

Macken-Horarik, M., Love, K., & Unsworth, L. (2011). A grammatics 'good enough' for school English in the 21st century: Four challenges in realising the potential. *Australian Journal Of Language & Literacy*, 34(1), 9-23.

## VI. BIBLIOGRAPHY:

New Bibliography for Applied Linguistics 3 November 2011

### Introduction to Applied Linguistics

#### Books

Crystal, D. (2010). *A little book of language*. New Haven: Yale University Press.

Cummins, J., & Davison, C. (2007). *International handbook of English language teaching*. New York: Springer.

Kirkpatrick, A. (2010). *The Routledge handbook of world Englishes*. Milton Park, Abingdon, Oxon: Routledge.

Murray, D. E., & Christison, M. A. (2011). *What English language teachers need to know*. New York: Routledge.

Parker, F., & Riley, K. L. (2005). *Linguistics for non-linguists: A primer with exercises*. Boston, Mass: Pearson / Allyn and Bacon.

Schmitt, N. (2002). *An introduction to applied linguistics*. London: Arnold.

Seidlhofer, B. (2003). *Controversies in applied linguistics*. Oxford: Oxford University Press

#### Journal Articles

### **Toward a More Inclusive Applied Linguistics and English Language Teaching: A Symposium**

**Authors:** Makoni, Sinfree; Pakir, Anne; Menzes de Souza, Lynn Mario T.; Omoniyi, Tope; Kamwangamalu, Nkonko M.; Karmani, Sohail; Canagarajah, Suresh

**Source:** *TESOL Quarterly*, Volume 39, Number 4, December 2005 , pp. 716-753(38)

### **TESOL, Applied Linguistics, and the Butterfly Effect**

**Author:** Davies, Alan

**Source:** *TESOL Quarterly*, Volume 42, Number 2, June 2008 , pp. 296-296(1)

### Second Language Acquisition

#### Books

Christison, M. A. (2005). *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources*. Burlingame, CA: Alta Book Center Publishers.

Cummins, J., & Davison, C. (2007). *International handbook of English language teaching*. New York: Springer.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1997). *SLA research and language teaching*. Oxford: Oxford University Press.

Kachru, B. B., Kachru, Y., & Nelson, C. L. (2009). *The handbook of world Englishes*. Malden, MA: Blackwell Pub.

Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. London: Longman.

Lightbown, P., & Spada, N. M. (2006). *How languages are learned*. Oxford [England: Oxford University Press.

Shatz, M., & Wilkinson, L. C. (2010). *The education of English language learners: Research to practice*. New York: Guilford Press.

Shehadeh, A., Coombe, C. A., & Teachers of English to Speakers of Other Languages. (2010). *Applications of task-based learning in TESOL*. Alexandria, Va: TESOL.

## Journal Articles

## Discourse Analysis

### Books

Brown, G. (1996). *Speakers, listeners, and communication: Explorations in discourse analysis*. Cambridge: Cambridge University Press.

Burns, A., Joyce, H., & Gollin, S. (1996). *'I see what you mean': Using spoken discourse in the classroom : a handbook for teachers*. North Ryde, N.S.W: National Centre for English Language Teaching and Research.

Butt, D., & Macquarie University. (2003). *Using functional grammar: An explorer's guide*. Sydney NSW [Australia: National Centre for English Language Teaching and Research, Macquarie University.

Fairclough, N. (2001). *Language and power*. Harlow, Eng: Longman.

Frodesen, J., & Holten, C. (2005). *The power of context in language teaching and learning*. Boston, Mass: Thomson/Heinle.

Hoey, M. (1991). *Patterns of lexis in text*. Oxford: Oxford University Press.

Gerot, L. (1995). *Making sense of text: The context-text relationship*. Cammeray NSW, Australia: Antiposean Educational Enterprises.

Hatch, E. M. (1992). *Discourse and language education*. Cambridge [England: Cambridge University Press

Kramsch, C. J. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.

Mantero, M. (2002). *The reasons we speak: Cognition and discourse in the second language classroom*. Westport, Conn: Bergin & Garvey.

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Tannen, D. (1996). *Gender and discourse*. New York: Oxford University Press.

Tannen, D. (2007). *Talking voices: Repetition, dialogue, and imagery in conversational discourse*. Cambridge: Cambridge University Press.

### Journal Articles

#### Critical Discourse Analysis: Discourse Acquisition and Discourse Practices

**Author:** Price, Steve

**Source:** *TESOL Quarterly*, Volume 33, Number 3, Autumn 1999 , pp. 581-595(15)

#### Critical Classroom Discourse Analysis

**Author:** Kumaravadivelu, B.

**Source:** *TESOL Quarterly*, Volume 33, Number 3, Autumn 1999 , pp. 453-484(32)

### Spoken & Written Language,

#### Books

Burns, A., De, S. J. H., & Macquarie University. (2005). *Teachers' voices 8: Explicitly supporting reading and writing in the classroom*. Sydney NSW [Australia: National Centre for

English Language Teaching and Research, Macquarie University.

Cohen, R. (2009). *Explorations in second language reading*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

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Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, N.J: Regents/Prentice Hall.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.

Stewart, T., & Teachers of English to Speakers of Other Languages. (2009). *Insights on teaching speaking in TESOL*. Alexandria, VA: TESOL.

### Journal Articles

#### **Effect of Frequency and Idiomaticity on Second Language Reading Comprehension**

**Authors:** Martinez, Ron; Murphy, Victoria A.

**Source:** *TESOL Quarterly*, Volume 45, Number 2, June 2011 , pp. 267-290(24)

#### **Should Vocabulary Instruction Be Integrated or Isolated?**

**Authors:** File, Kieran Andrew; Adams, Rebecca

**Source:** *TESOL Quarterly*, Volume 44, Number 2, June 2010 , pp. 222-249(28)

#### **Development of Speed and Accuracy in Pragmatic Comprehension in English as a Foreign Language**

**Author:** Taguchi, Naoko

**Source:** *TESOL Quarterly*, Volume 41, Number 2, June 2007 , pp. 313-338(26)

#### **Bricks or Mortar: Which Parts of the Input Does a Second Language Listener Rely on?**

**Author:** Field, John

**Source:** *TESOL Quarterly*, Volume 42, Number 3, September 2008 , pp. 411-432(22)

#### **A Conversation Analysis-Informed Test of L2 Aural Pragmatic Comprehension**

**Author:** Walters, Scott F.

**Source:** *TESOL Quarterly*, Volume 43, Number 1, March 2009 , pp. 29-54(26)

#### **Effect of Repetition of Exposure and Proficiency Level in L2 Listening Tests**

**Author:** Sakai, Hideki

**Source:** TESOL Quarterly, Volume 43, Number 2, June 2009 , pp. 360-371(12)

## Semantics & Pragmatics

### Books

Dixon, R. M. W., & Dixon, R. M. W. (2005). *A semantic approach to English grammar*. Oxford: Oxford University Press.

Grundy, P. (1995). *Doing pragmatics*. London: E. Arnold.

Houck, N. (2011). *Pragmatics: Teaching natural conversation*. Alexandria, VA: Teachers Of English.

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Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

### Journal Articles

#### Introductions to Pragmatics

**Author:** Locastro, Virginia

**Source:** TESOL Quarterly, Volume 31, Number 1, Spring 1997 , pp. 182-188(7)

#### Do Language Learners Recognize Pragmatic Violations? Pragmatic Versus Grammatical Awareness in Instructed L2 Learning

**Authors:** Bardovi-Harlig, Kathleen; Dörnyei, Zoltán

**Source:** TESOL Quarterly, Volume 32, Number 2, June 1998 , pp. 233-262(30)

#### Development of Speed and Accuracy in Pragmatic Comprehension in English as a Foreign Language

**Author:** Taguchi, Naoko

**Source:** TESOL Quarterly, Volume 41, Number 2, June 2007 , pp. 313-338(26)

#### A Conversation Analysis-Informed Test of L2 Aural Pragmatic Comprehension

**Author:** Walters, Scott F.

**Source:** TESOL Quarterly, Volume 43, Number 1, March 2009 , pp. 29-54(26)

## Teacher-Based Assessment for Foreign Language Pragmatics

**Author:** Ishihara, Noriko

**Source:** TESOL Quarterly, Volume 43, Number 3, September 2009 , pp. 445-470(26)

Theory, Research & Practice in Phonology

Issues in Teaching Pronunciation

Books

Avery, P., & Ehrlich, S. (1992). *Teaching American English pronunciation*. Oxford [England: Oxford University Press.

Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford: Oxford University Press.

McMahon, A. M. S. (2000). *Lexical phonology and the history of English*. Cambridge: Cambridge University Press.

Nunan, D. (2007). *What is this thing called language?*. Basingstoke: Palgrave Macmillan.

Roach, P. (1991). *English phonetics and phonology: A practical course*. Cambridge [England: Cambridge University Press.

Underhill, A. (1994). *Sound foundations: Living phonology*. Oxford: Heinemann English Language Teaching.

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## Applied English Phonology

**Author:** Lado, Ana

**Source:** TESOL Quarterly, Volume 32, Number 2, June 1998 , pp. 367-368(2)

## Phonology in Second Language Reading: Not an Optional Extra

**Author:** Walter, Catherine

**Source:** TESOL Quarterly, Volume 42, Number 3, September 2008 , pp. 455-474(20)

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Issues in Teaching Grammar

Books

- Braidi, S. M. (1999). *The acquisition of second-language syntax*. London: Arnold.
- Butt, D., & Macquarie University. (2003). *Using functional grammar: An explorer's guide*. Sydney NSW [Australia: National Centre for English Language Teaching and Research, Macquarie University.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course*. Boston, MA: Heinle & Heinle.
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- Ferris, D. C. (1993). *The meaning of syntax: A study in the adjectives of English*. London: Longman.
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- Jones, R. H., & Lock, G. (2011). *Functional grammar in the ESL classroom: Noticing, exploring and practicing*. Basingstoke, England: Palgrave Macmillan.
- Odlin, T. (1994). *Perspectives on pedagogical grammar*. Cambridge: Cambridge University Press.
- Rodby, J., & Winterowd, W. R. (2005). *The uses of grammar*. Oxford: Oxford University Press.

### Journal Articles

#### **Current Issues in the Teaching of Grammar: An SLA Perspective**

**Author:** Ellis, Rod

**Source:** *TESOL Quarterly*, Volume 40, Number 1, March 2006 , pp. 83-107(25)

#### **Readers Respond. "Teach the Whole of the Grammar"**

**Authors:** Swan, Michael; Walter, Catherine

**Source:** *TESOL Quarterly*, Volume 40, Number 4, December 2006 , pp. 837-839(3)

#### **Spoken Grammar and ELT Course Materials: A Missing Link?**

**Authors:** Cullen, Richard; Kuo, I-Chun

**Source:** *TESOL Quarterly*, Volume 41, Number 2, June 2007 , pp. 361-386(26)

## Interpretation Tasks for Grammar Teaching

**Author:** Ellis, Rod

**Source:** TESOL Quarterly, Volume 29, Number 1, Spring 1995 , pp. 87-105(19)

## From Sentence to Discourse: Discourse Grammar and English Language Teaching

**Authors:** Hughes, Rebecca; McCarthy, Michael

**Source:** TESOL Quarterly, Volume 32, Number 2, June 1998 , pp. 263-287(25)

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## Grammar in the Composition Classroom: Essays on Teaching ESL for College-Bound Students

**Author:** McKenzie, Cheryl

**Source:** TESOL Quarterly, Volume 32, Number 4, Winter 1998 , pp. 785-786(2)

## Theory, Research & Practice in Morphology

### Issues in Teaching Vocabulary

#### Books

Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, MA: MIT Press.

Coady, J., & Huckin, T. N. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. New York: Cambridge University Press.

Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.

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Lewis, M., & Gough, C. (1997). *Implementing the lexical approach: Putting theory into practice*. Hove, England: Language Teaching Publications.

Liu, D. (2008). *Idioms: Description, comprehension, acquisition, and pedagogy*. New York: Routledge.

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