



Allameh Tabataba'i University
Faculty of Persian Literature and Foreign Languages
Department of English Language and Literature

Course: Discourse Analysis and L2 Pragmatics

The Required Materials for PhD Comprehensive Exam (Spring 1400):

- Archer, D., Aijmer, K., & Wichmann, A. (2012). *Pragmatics: An advanced resource book for students*. New York, NY: Routledge.
- Bhatia, V. K., Flowerdew, J., & Jones, R. H. (2008). Approaches to discourse analysis. In V. K. Bhatia, J. Flowerdew, & R. H. Jones (Eds.), *Advances in discourse studies* (pp. 1-17). New York, NY: Routledge.
- Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. Essex: Longman.
- Biber, D., Egbert, J., Keller, D., & Wizner, S. (2021). Towards a taxonomy of conversational discourse types: An empirical corpus-based analysis. *Journal of Pragmatics*, 171, 20-35.
- Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis: An introduction*. New York, NY: Hodder Arnold.
- Bou Franch, P. (1998). On pragmatic transfer. *Studies in English Language and Linguistics*, 0, 5-20.
- Brown, J. D. (2001). Testing interlanguage pragmatics. In K. R. Rose, & G. Kasper (Eds.), *Pragmatics in language teaching*. New York: Cambridge University Press.
- Drew, P., & Curl, T. (2008). Conversation analysis: Overview and new directions. In V. K. Bhatia, J. Flowerdew, & R. H. Jones (Eds.), *Advances in discourse studies* (pp. 22-35). New York, NY: Routledge.
- DuFon, M. A. (2008). Language socialization theory and the acquisition of pragmatics in the foreign language classroom. In E. A. Solar, & A. Martinez-Flor (Eds.), *Investigating pragmatics in foreign language learning, teaching and testing* (pp. 25-44). Bristol: Multilingual Matters.
- Flowerdew, J. (2013). *Discourse in English language education*. New York, NY: Routledge.
- Flowerdew, J. (2015). John Swales's approach to pedagogy in genre analysis: A perspective from 25 years on. *Journal of English for Academic Purposes*, 19, 102-112.
- Gordon, C. (2015). Framing and positioning. In Tannen, D., Hamilton, H. E., & Schiffrin, D. (Eds.). *The handbook of discourse analysis* (2nd ed.) (pp. 324-345). West Sussex: John Wiley & Sons.
- Kasper, G., & Rose, K. R. (2002). Pragmatic development in a second language. *Language Learning*, 52 (Supplement 1).
- LoCastro, V. (2012). *Pragmatics for language educators*. New York, NY: Routledge.
- Martin-Laguna, S. (2020). *Tasks, pragmatics and multilingualism in the classroom: A portrait of adolescent writing in multiple languages*. Bristol: Multilingual Matters.
- Ogiermann, E. (2009). Politeness and indirectness across cultures: A comparison of English, German, Polish and Russian requests. *Journal of Politeness Research*, 5, 189-216.
- Paltridge, B. (2012). *Discourse analysis* (2nd ed.). London: Continuum.
- Renkema, J. (2004). *Introduction to discourse studies*. Amsterdam: John Benjamins.
- Roever, (2011). Testing of second language pragmatics: Past and future. *Language Testing*, 28(4), 463-481.
- Taguchi, N. (2019) (Ed.). *The Routledge handbook of second language acquisition and pragmatics*. New York, NY: Routledge.
- Taguchi, N., & Roever, C. (2017). *Second language pragmatics*. Oxford: Oxford University Press.
- Tajeddin, Z., & Ghanbar, H. (2016). Discoursal structure of class opening and closing in EFL teachers' talk: A conversational analytic perspective. *TELL*, 10(1), 1-25.
- Thoms, J. J. (2012). Classroom discourse in foreign language classrooms: A review of the literature. *Foreign Language Annals*, 45(1), 8-27.

- Thoms, J. J. (2014). An ecological view of whole class discussions in a second language literature classroom: Teacher reformulations as affordances for learning. *The Modern Language Journal*, 98(3), 724-741.
- van Dijk, T. A. (2015). Critical discourse analysis. In Tannen, D., Hamilton, H. E., & Schiffrin, D. (Eds.). *The handbook of discourse analysis* (2nd ed.) (pp. 466-485). West Sussex: John Wiley & Sons.
- Yousefi, M., & Nassaji, H. (2019). A meta-analysis of the effects of instruction and corrective feedback on L2 pragmatics and the role of moderator variables: face-to-face vs. computer-mediated instruction. *International Journal of Applied Linguistics*, 170(2), 277-308.
- Zand-Moghadam, A., & Adeb, A. (2020). Investigating pragmatic competence, metapragmatic awareness and speech act strategies among Turkmen-Persian monolingual EFL learners: A cross-cultural perspective. *Journal of Intercultural Communication Research*, 40(1), 22-40.



In the Name of God

Allameh Tabataba'i University
Department of English Language and Literature
Study Sources for PhD Comprehensive Exam (May, 2021)

Course: Language Curriculum Development

Instructor: Mahnaz Mostafaei Alaei

Academic Year: 1399-1400 (Fall, 2020)

Class Hours: Monday 8-10

Course Description:

The course provides the graduate students with a comprehensive coverage of the main traditional and current approaches to *curriculum planning, syllabus design and materials development* for language teaching. It also aims at introducing the most recent and updated issues and practices in the development of teaching materials in our classes. The course attempts to present a source of readings that can be used in the systematic selection and evaluation of materials for our target groups. It familiarizes the students with important aspects of syllabus design both as a 'field of study and as a practical undertaking' (Tomlinson, 2001). The course also provides a practical guide for prospective teachers who will be engaged in curriculum design and materials development for different types of students and in various contexts.

Course Objectives:

- 1- The students will get familiar with the most fundamental principles and issues in syllabus design & materials development.
- 2- They will obtain a thorough knowledge of curriculum planning and will be able to design appropriate teaching materials for their students (printed/nonprint).
- 3- The students come to understand what is currently happening in the world of materials development as well as the proposals for principled developments for the future.
- 4- They will understand how materials can best support the teaching of a foreign language in our current EGP, EAP, and ESP courses.
- 5- They will be prepared to evaluate different types of printed materials and textbooks based on the course objectives and can adapt such materials to the students' needs.
- 6- The students will be able to carry out a critical survey of different materials being published around the world and try to contribute to the field and body of knowledge through scientific research.

Required textbooks and reading materials:

- Basturkment, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave Macmillan.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
- Hinkel, E. (2007). *Culture in Second Language Teaching and Learning*. New York: Cambridge University Press.
- McDonough, J & Shaw, C. (2003). *Materials and Methods in ELT*. Blackwell Publishing.
- McDonough, J; Shaw, C., & Masuhara, H. (2013). *Materials and Methods in ELT*. John Wiley Inc.
- Tomlinson, B. (2011). *Materials Development for Language Teaching*. Cambridge Library.
- Tomlinson and Contributors (2013). *Applied Linguistics and Materials Development*. London: Bloomsbury Publishing.
- Tomlinson, B. (2013). *Developing Materials for Language Teaching*. London: Bloomsbury Publishing.
- Tomlinson, B. & Masuhara, H. (2018). *Materials Development for Language Learning*. UK: John Wiley & Sons Inc.

Recommended study sources:

- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. NJ: Prentice-Hall, Inc.
- McGrath, I. (2013). *Teaching Materials and the Roles of EFL/ESL Teachers*. London: Bloomsbury Publishing.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Tomlinson, B. (2008). *English Language Learning Materials*. London: Continuum International Publishing Group.
- Tomlinson, B. & Masuhara, H. (2010). *Research for Materials Development in Language Learning*. London: Continuum International Publishing Group.

List of Book Chapters:

- 1- Tomlinson (2011) – based on weekly schedule
- 2- Tomlinson (2013) – based on weekly schedule
- 3- Tomlinson and Contributors (2013) – Ch. 1, 2
- 4- Tomlinson & Masuhara (2018) – Ch. 10
- 5- Hinkel (2007) – Ch. 11
- 6- Basturkmen (2010) – Ch. 4
- 7- Ellis (2003) – Ch. 7
- 8- McDonough and Shaw (2003) – Ch. 4, 5
- 9- McDonough and Shaw (2013) – Ch. 3, 4

In the Name of Allah, the Beneficent, the Merciful

Allameh Tabataba'i University

Department of English Languages and Literature

Course: **Critique of Issues in Language Teaching - PhD**

Instructor: Esmacel Ali Salimi

esalimi@atu.ac.ir

Required Readings

- Beijard, D., Meijer, P. C., and Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching and Teacher Education*, 20, 107–128.
- Bell, D.M. (2003). Method and postmethod: Are they really so incompatible? *TESOL Quarterly*, 37(2), 325-336.
- Bolitho, R. (2012). Projects and programs: Contemporary experience in ELT change management. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp. 33-45). London: British Council.
- Borg, S. (2006) 'The distinctive characteristics of foreign language teachers', *Language Teaching Research* 10(1), 3-31.
- Breunig, M. (2009). Teaching for and about critical pedagogy in the post-secondary classroom. *Studies in Social Justice*, 3(2), 247-262.
- Canagarajah, S. (2005). Critical pedagogy in L2 learning and teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 1; pp. 931-949). Mahwah, NJ: Lawrence Erlbaum Associates.
- Canagarajah, S. (2005). TESOL as a professional community: A half-century of pedagogy, research, and theory. *TESOL Quarterly*, 50(1), 7-41.
- Clara, M.(2015). What Is reflection? Looking for clarity in an ambiguous notion. *Journal of Teacher Education*, 66(3), 261-271.
- Crandall, J.(2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34- 55.
- Davari, H., & Aghagolzadeh, F.(2015).To teach or not to teach? Still an open question for the Iranian education system. In C. Kennedy (Ed.), *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges* (pp.13-22).London: British Council.
- Ellis, R. (2000).Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193-220.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ghorbani, M.R. (2009).ELT in Iranian high schools in Iran, Malaysia and Japan: Reflections on how tests influence use of prescribed textbooks. *Reflections on English Language Teaching*, 8(2), 131-139.
- Hayes, D. (2012).Planning for success: Culture, engagement and power in English language education

- innovation. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp.47-60).London: British Council.
- Janks, H., & Comber, B. (2006). Critical literacy across continents. In K. Pahl & J. Rowsell (Eds.), *Travel notes from the new literacy studies: Instances of practice* (pp. 95–117). Clevedon: Multilingual Matters.
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486-494.
- Kachru, B. B. (1992). Models for nonnative Englishes. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (2nd ed.) (pp. 48–74). Urbana, IL and Chicago: University of Illinois Press. 7(1), 95–107.
- Kachru, Y. (2011). ‘World Englishes: Contexts and Relevance for Language Education’, in E Hinkle (Ed.), *Handbook of research in second language teaching and learning*, vol. II (pp.155 -172).
- Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27-48.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, NJ: Lawrence Erlbaum.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven: Yale University Press.
- Kumaravadivelu, B. (2012). Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing.
- Larsen-Freeman, D. (2005).On the appropriateness of language teaching methods in language and development. *ILJ Language Teaching Journal*, 1(2),1-14.
- Lee, H. J. (2005). Understanding and assessing preservice teachers’ reflective thinking, *Teaching and Teacher*, 21(1), 699–715.
- Lee, Y. A. (2006). Towards respecification of communicative competence: Condition of L2 instruction or its objective? *Applied Linguistics*, 27(3), 349–376.
- Liddicoat, A. J. (2011). 'Language teaching and learning from an intercultural perspective', in E Hinkle (ed.), *Handbook of research in second language teaching and learning*, vol. II (pp. 837-855).
- Littlewood, William T. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243–249.
- Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. In E. Hinkel (ed.), *Handbook of Research in Second Language Teaching and Learning*, Volume II (pp. 541-547). New York: Routledge.
- Luke, A. &Dooley, K.T. (2011). ‘Critical Literacy and Second Language Learning.’ Pp. 856-68 in *Handbook of Research on Second Language Teaching and Learning*, edited by E. Hinkel, New York: Routledge.
- McKay, S.L. (2011).English as an international lingua franca pedagogy. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol.2; pp.122-139). New York, NY: Routledge.
- Mahalingappa, L.J., & Polat, N. (2013).English language teacher education in Turkey: policy vs academic standards. *European Journal of Higher Education*, 3(4), 371-383.
- Mangubhai, F., Marland, P., Dashwood, A., & Son, J-B. (2005). Similarities and differences in teachers’ and

- researchers' conceptions of communicative language teaching: Does the use of an educational model cast a better light? *Language Teaching Research*, 9(1), 31–66.
- Mirhosseini, S.-A., & Khodakarami, S. (2015). A glimpse of contrasting de jure-de facto ELI policies in Iran. In C. Kennedy (Ed.), *English language teaching in the Islamic Republic of Iran: Innovations, trends and challenges* (pp.23-34). London: British Council.
- Murray, D. E., & Christison, M. (2012). Understanding innovation in English language education: Contexts and issues. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp.61-89). London: British Council.
- Pennington, M. C. & Richards, J.C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal*, 47(1), 5-22.
- Pennycook, A. (1990). 'Critical Pedagogy and Second Language Education' System. 18/3. pp 303-314.
- Rashid, R., Abdul Rahman, S.B., & Yunus, K. (2017). Reforms in the policy of English language teaching in Malaysia. *Policy Futures in Education* 15(1), 100-112.
- Richards, J.C. (2002). Thirty years of TEFL/TESL: A personal reflection. *RELC Journal*, 33(2), 1-35.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Richards, K. (2006). "Being the teacher": Identity and classroom conversation. *Applied Linguistics*, 27(1), 51–77.
- Salimi, E.A. & Abedi, H. (2020). Trilinguals' identity synergism through pragmatic skills. *Journal of Language and Education*, 6(2), 165-180.
- Savignon, S. J. & C. Wang (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. *IRAL* 41, 223-249.
- Snow, M. A., Kamhi-Stein, L. D. and Brinton, D. M. (2006). 'Teacher training for English as a lingua franca.' *Annual Review of Applied Linguistics*, 26, 261-281.
- Swan, M. (2009). We do need methods. In V. J. Cook & L. Wei (Eds.), *Contemporary applied linguistics*, Volume 1 (pp. 117–136). London: Continuum.
- Taylor, F. (2014). Relational views of the self in SLA. In S. Mercer & M. Williams Eds.), *Multiple perspectives on the self in SLA* (pp.92-108). Bristol: Multilingual Matters.
- Tsui, A.B.M. (2011). Teacher Education and Teacher Development. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (Vol. . 2 (pp. 21-39).
- Widdowson, H. G. (2001). Communicative language testing: The art of the possible. In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. Lumley, T. McNamara, & K. O'Loughlin (Eds.), *Experimenting with uncertainty: Essays in honour of Alan Davies* (pp. 12-21). New York: Cambridge University Press.
- Zheng, X., & Borg, S. (2014). Task-based learning and teaching in China: Secondary school teachers' beliefs and practices. *Language Teaching Research*, 18(2), 205-221.

Required Texts

1. Educational Psychology

Anita E. Woolfolk, Philip H. Winne, and Nancy E. Perry

2. Second Language Acquisition

Susan M. Gass with Jennifer Behney and Luke Plonsky

3. Key Terms in Second Language Acquisition

Bill Van Patten and Alessandro G. Benati

4. Second Language Learning Theories

Rosamond Mitchell, Florence Myles and Emma Marsden

5. The Study of Second Language Acquisition

Rod Ellis