Second Language Acquisition

1. Basic theories of second language learning
   - the Monitor Theory
   - the Interlanguage Theory,
   - the Input Theory,
   - the Linguistic Universals Theory,
   - the Universal Grammar Theory
   - the Acculturation Theory
   - the Cognitive Theory

2. Basic individual differences in second language acquisition and their role as determinants of success
   - the role of age and gender,
   - learning styles,
   - learning strategies,
   - personality factors
   - motivation
   - the role of the input
   - the role of formal instruction
   - the role of the first language

3. Cross-linguistic influence and learner language
   - Contrastive Analysis (CA) vs Error Analysis (EA) and Crosslinguistic Influence (CI),
   - Markedness Theory,
   - Interlanguage Theory and fossilization,
   - Stages of learner language development
   - Mistakes vs errors. Types of errors and their sources

Recommended literature:
Examples of questions:

1. What are advantages of young children over adolescent learners in learning a foreign language? What are the reasons for their advantage?

2. What affective factors do you know? How does each factor manifest itself in a foreign language class?

Foreign language teaching

1. Basic approaches and methods used for teaching foreign languages

   - behaviourist approach
   - humanistic approach
   - communicative approach
   - three features of communicative activity
   - methods: natural, grammar-translation, audio-lingual; cognitive code
   - contemporary approaches: CALL, intercultural approach, CLIL, TBL

2. The teaching process

   - effective presentation
   - examples of presentation procedures
   - explanations and instructions
   - practice activities (characteristics of a good practice activity)
   - types of test elicitation techniques
   - designing a test and test administration

3. Teaching language aspects

   - definitions of vocabulary, grammar, pronunciation
• approaches to teaching grammar, vocabulary and pronunciation
• presenting new grammar, vocabulary, pronunciation
• practise techniques used for grammar, vocabulary and pronunciation teaching
• integrating language aspects
• testing vocabulary, grammar, pronunciation

4. Teaching topics, situations, notions and functions
• definitions of topics and situations
• definitions of notions and functions
• teaching chunks of language (from text to task)
• teaching chunks of language (from task to text)
• combining different kinds of language segments

5. Teaching language skills
• productive and receptive skills
• teaching listening, speaking, reading, writing skills
• Real-life listening (elements)
• Successful oral fluency practice
• Types of reading activities
• Written vs spoken text
• Improving listening, speaking, reading and writing skills
• Giving feedback on four skills in a classroom

6. Lesson Planning and practical lesson management
• lesson stages (PPP or TBL)
• lesson preparation
• the role of syllabus (types)
• classroom interaction
• the nature and the function of feedback
• assessment

7. Teaching a foreign language to kindergarten and primary school learners

• general characteristics of child learners (cognitive/social/emotional/language development)
• the effect of age on language learning
• Early FL learning in Europe
• methods and approaches to teaching languages to children
• teaching language skills and aspects to children
• Planning a lesson to children
• Assessment of child learners

Recommended books:


11. Ur, P. 2012. A Course in Language Teaching. CUP.
Examples of questions:

1. Discuss the role of the teacher in Communicative Approach, Audio-lingual Method and Total Physical Response.
2. Explain a difference between implicit and explicit grammar teaching. In what situations explicit grammar teaching is not recommended?