

Subject name/code:	<b>Introduction to Language Pedagogy / BNY-DK-154A</b>	
Subject coordinator:	Head of the Doctoral School	
Lecturer(s) of the subject:	Reményi Andrea PhD, associate professor	
Credits:	8	
Lesson type:	lecture	
Brief subject description:	This interactive lecture course aims to enable doctoral students to develop a better understanding of the theoretical principles and current practices of language pedagogy. Topics will cover a wide variety of aspects, ranging from theoretical issues to practical, ready-to-use classroom techniques. By the end of the course you will have an initial understanding how language learning really takes place (often contrary to some widely held beliefs), and how language teaching can support learning to actually happen. We will also focus on some of the most important technical terms in the language teaching profession.	
Theoretical knowledge to be acquired:	Introductory level knowledge in the following fields of language pedagogy: <ul style="list-style-type: none"> <li>• First language acquisition</li> <li>• Second language acquisition, bilingualism</li> <li>• Learners in groups; history of teaching methods; planning</li> <li>• The four basic language skills: Learning and teaching speaking ; Learning and teaching listening; Learning and teaching reading; Learning and teaching writing</li> <li>• Learning and teaching vocabulary</li> <li>• Learning and teaching grammar, translation/mediation</li> <li>• Learner characteristics and individual differences: level, age (teaching children, ESP), motivation, styles and strategies</li> <li>• Language testing and assessment</li> </ul>	
Practical knowledge to be acquired:	Some ready-to-use classroom techniques related to the above fields	
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<ul style="list-style-type: none"> <li>• Reményi, A. Á. (2019/2022). <i>Introduction to language pedagogy</i>. Manuscript.</li> <li>• Schmitt, N. &amp; Rodgers, M. (eds.) (2020). <i>An introduction to applied linguistics</i>. 3<sup>rd</sup> edition. Routledge.</li> <li>• <i>Common European Framework of Reference for Languages</i> (CEFR; excerpts)</li> </ul>	
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<ul style="list-style-type: none"> <li>• Reményi, A. Á. (2019/2022). <i>Introduction to language pedagogy</i>. Manuscript.</li> <li>• Schmitt, N. &amp; Rodgers, M. (eds.) (2020). <i>An introduction to applied linguistics</i>. 3<sup>rd</sup> edition. Routledge.</li> <li>• <i>Common European Framework of Reference for Languages</i> (CEFR; excerpts)</li> </ul>	
Theory to practice ratio: 10 % practice – 90 % theory	Number of theoretical contact hours: 24	Number of practical contact hours: parts of some contact hours
Applied teaching methods:	interactive lectures: frontal instructor presentations supported by visuals; frontal and pairwork discussions	

Method of assessment:	Oral examination
Assessment criteria:	<ul style="list-style-type: none"> <li>- 80-100% = Excellent (5)</li> <li>- 60-79% = Satisfactory (3)</li> <li>- 0-59% = Unsatisfactory (1)</li> </ul>
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Knowledge: The student</p> <ul style="list-style-type: none"> <li>• knows about the theories and practices of SLA and teaching methods</li> <li>• understands relationships between SLA theories and various teaching methods</li> <li>• has an overview of non-first language performance and proficiency</li> <li>• understands the significance of individual differences in language learning</li> <li>• is aware of how individual differences in language learning can be researched</li> </ul> <p>Skills: The student</p> <ul style="list-style-type: none"> <li>• has the ability to critically evaluate readings related to the topics</li> <li>• can select relevant literature for a critical literature review</li> <li>• can use academic sources independently</li> <li>• can prepare a review of literature independently</li> </ul> <p>Attitude: The student is</p> <ul style="list-style-type: none"> <li>• interested in topics related to language pedagogy,</li> <li>• Critical of research-based texts,</li> <li>• Self-critical of own work,</li> <li>• Needs to expand acquired knowledge,</li> </ul> <p>Responsibility and Autonomy: The student</p> <ul style="list-style-type: none"> <li>• Feels/assumes responsibility for his/her own learning,</li> <li>• Performs tasks under direction or autonomously,</li> <li>• Accepts the framework of cooperation,</li> <li>• Has the ability to self-monitor,</li> <li>• Makes independent decisions,</li> <li>• Directs and evaluates the work of others (individual, group)</li> <li>• Makes suggestions.</li> </ul>