

Subject name/code:	Advanced Language Pedagogy / BNY-DK-200A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Albert Ágnes, PhD habil., associate professor
Credits:	8 credits
Lesson type:	seminar
Brief subject description:	The course provides an overview of the most salient issues in second language acquisition and foreign language learning. The course schedule is divided into two parts: part one deals with Second Language Acquisition/Foreign Language Learning and characteristics of learner language, while part two is centred around the language learner. The materials selected for the course combine theoretical overviews, basic, most often quoted studies and publications on recent research in the field. The course requires a substantial amount of reading and thorough preparation from class to class. The written assignment entails a literature review on a negotiated topic.
Theoretical knowledge to be acquired:	Theories of Second Language Acquisition (SLA) and Instructed Second Language Acquisition Second/Foreign language teaching methods Task-based Language Teaching (TBLT) Dimensions of L2 performance and proficiency Researching Complexity, Accuracy and Fluency (CAF) Individual differences in language learning (e.g. creativity, critical thinking, emotions, self-regulation, engagement and flow, etc.)
Practical knowledge to be acquired:	Using software for measuring CAF Presenting an empirical research article Writing a critical literature review on a topic
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Ellis, R., & Shintani, N. (2013). Exploring language pedagogy through second language acquisition research. Routledge. Gao X. (2019). (Ed.). Second handbook of English language teaching. Springer. Housen, A., Kuiken, F., & Vedder, I. (2012). (Eds.), Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA. John Benjamins. Simpson, J. (2011). (Ed.). The Routledge handbook of applied linguistics. Routledge.
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Goetze, J. (2023). Vignette methodology in Applied Linguistics. <i>Research Methods in Applied Linguistics</i> , 2(3), 100078. Inözü, J. (2018). Drawings are talking: Exploring language learners' beliefs through visual narratives. <i>Applied Linguistics Review</i> , 9(2-3), 177-200. https://doi.org/10.1515/applirev-2016-1062 MacIntyre, P., & Ducker, N. (2022). The idiodynamic method: A practical guide for researchers. <i>Research Methods in Applied Linguistics</i> , 1(2), 100007.

	Reinders, H., Lee, B. J., & Bonner, E. (2023). Tracking learner engagement in the L2 classroom with experience sampling. <i>Research Methods in Applied Linguistics</i> , 2(2), 100052.	
Theory to practice ratio:	Number of theoretical contact hours: 20	Number of practical contact hours: 4
Applied teaching methods:	Individual work (home assignments) In-class discussion on reading materials in groups/pairs Presentations	
Method of assessment:	Assessment is based on the following: -class participation (max. three classes missed will be tolerated) (10%) -complete set readings and short homework assignments (10%) -article presentation (20%) -conduct a literature review on a topic related to the content of the course (60%)	
Assessment criteria:	Assessment is given according to the five-grade system: excellent (5), good (4), average (3), satisfactory (2), unsatisfactory (1), 90-100%= excellent (5); 80-89%= good (4); 70-79%= average (3); 60-69%= satisfactory (2); 1 -59% = unsatisfactory (1)	
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? Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved (Note: do not simply copy the competence elements from the Training and Outcome Requirements)	<p>Knowledge:</p> <p>The student</p> <ul style="list-style-type: none"> - knows theories of SLA and ISLA and teaching methods - understands relationships between SLA theories and various teaching methods - has an overview of Ls performance and proficiency - has knowledge of the tools used for researching complexity, accuracy and fluency - understands the significance of individual differences in language learning - is aware of how individual differences in language learning can be researched <p>Skills:</p> <p>The student</p> <ul style="list-style-type: none"> - has the ability to critically evaluate readings related to the topics of SLA and ISLA, various language teaching methods and individual differences in language learning - can perform language analysis tasks to assess complexity, accuracy and fluency (CAF) - can routinely apply various software for CAF analysis - can plan research using CAF measures. - can select relevant literature for a critical literature review - can use academic sources independently - can prepare a review of literature independently <p>Attitude:</p> <p>The student is</p> <ul style="list-style-type: none"> - interested in topics related to SLA and ISLA, - Critical of research-based texts, - Self-critical of own work, - Needs to expand acquired knowledge, 	

	<p>Responsibility and Autonomy:</p> <ul style="list-style-type: none">- The student feels/assumes responsibility,- Performs tasks) under direction or autonomously,- Accepts the framework of cooperation,- Has the ability to self-monitor,- Makes independent decisions,- Directs and evaluates the work of others (individual, group)- Makes suggestions.
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