BNY-DK-154A Introduction to language pedagogy
Andrea Reményi
Autumn 2024

Course objectives and requirements

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.

Students are required to regularly attend the classes and participate actively in the discussions. Come prepared to classes (with notes and questions related to assigned readings). Avoid being absent more than three times.

Examination course (signature + spoken exam), 8 credits – The exam is based on the lectures and the readings: in the first part of the exam, five randomly drawn key terms will be shortly defined and contextualized. In the second part, one randomly drawn topic will be discussed. At on-site exams, there will be time for preparation on the topic.

Readings for the course / the exam

Compulsory:
- Reményi, A. Á. (2019/2022). *Introduction to language pedagogy*. Manuscript.
- Schmitt, N. & Rodgers, M. (eds.) (2020). *An introduction to applied linguistics.* 3rd edition. Routledge.
- *Common European Framework of Reference for Languages* (CEFR; excerpts)

Recommended: the papers listed below; for short summaries of key technical terms, see also the "Key concepts in ELT" series in the *ELT Journal*, also here: https://remenyi.andrea.btk.ppke.hu/szovegek/AA-Key-concepts-in-ELT/

Schedule

	Topics	Readings (read by the date in the same row) Compulsory: in bold print
1	Introduction; First language acquisition	
2	Second language acquisition (SLA), bilingualism	**Reményi: Ch. 1 + Spada-Lightbown** (Ch. 7 in Schmitt-Rodgers); Reményi: Ch. 2, Littlewood2004, Taylor (Ch. 12 in Schmitt-Rodgers)
3	Learners in groups; history of teaching methods; planning	**Reményi: Ch. 3;** Littlewood2014
4	The four basic language skills: Learning and teaching speaking	**Burns & Seidlhofer** (Ch. 14 in Schmitt-Rodgers); Reményi: Ch. 4, McCarthy-O'Heefe2004
5	The four basic language skills: Learning and teaching listening	**Lynch & Mendelsohn** (Ch. 13 in Schmitt-Rodgers); Reményi: Ch. 5, Vandergrift2004
6	The four basic language skills: Learning and teaching reading	**Jiang et al.** (Ch. 15 in Schmitt-Rodgers); Reményi: Ch. 6, Grabe2004
	Autumn break, no class	
7	The four basic language skills: Learning and teaching writing	**Matsuda & Silva** (Ch. 16 in Schmitt-Rodgers); Reményi: Ch. 7, Silva-Brice2004
8	Learning and teaching vocabulary	**Nation & Meara** (Ch. 3 in Schmitt-Rodgers)**;** McCrostie2007; Laufer2009, Read2004, Schmidt2008
9	Learning and teaching grammar, translation/mediation	**Larsen-Freeman & DeCarrico** (Ch. 2 in Schmitt-Rodgers); Nassaji-Fotos2004, Larsen-Freeman2015
10	Learner characteristics: level, age (teaching children, ESP), motivation, styles and strategies	**Cohen & Henry** (Ch. 11 in Schmitt-Rodgers); Belcher2004, Chamot2005, Nikolov- Djigunovic2011, Robinson2005, Wong-Nunan2011
11	Language testing and assessment	**Chapelle et al.** (Ch. 17 in Schmitt-Rodgers) + **CEFR (Ch. 3.2-3.4, pp. 22-29);** Lyster et al 2013, Alderson2001 parts 1-2
12	Course summary, discussion and evaluation	