



VYTAUTAS
MAGNUS
UNIVERSITY
M C M X X I I

TITLE OF THE COURSE:	Language Learning and Teaching Theories
Course code:	AKL2009
Course group:	C
Faculty:	Faculty of Humanities
Study program:	English Philology
Level:	<i>Bachelor's</i>
Semester:	<i>Autumn</i>
ECTS credits:	5
Language of instruction	English
Course lecturer/s:	Prof. dr. Ingrida Žindžiuvienė
Short course description:	<p>The course presents the study of language learning and teaching theories of the 20th and 21st century. Students study different trends of foreign language learning and teaching, prepare theme-based project papers, perform individual tasks (based on team work), analyze different sources for language learning and teaching, participate in discussions and also inspire them, and develop the skills to evaluate the methods of language learning and teaching. Students analyze EU documents on language policy and discuss the change of language teaching/learning terminology. The aim of the course is to provide students with contemporary language learning and teaching theories and to analyze changes of different learning and teaching theories and rea.</p>
Course content:	<p>Common Reference levels. Types of language users and their functions. First language acquisition. Explaining first language acquisition: the behaviourist perspective; the innatist perspective; interactionist/developmental perspectives. Second language learning. Learner characteristics. Learning conditions. Analysis of second language learners. Survey of approaches and methods: historical perspective. Communicative practice and humanistic principles in language teaching. Definition of language learning; description of language acquisition. Different functions of language. The role of the first language: positive and negative transfer. Definition</p>



	<p>of communicative competence. Survey of teaching principles and standards of teaching English in Europe. Language teaching aids; lesson planning; human resources. Learning types and learning styles. Learning strategies. Personality factors in language learning/teaching. Motivation in EFL teaching/learning. Error analysis; types of errors; error treatment. Types and methods of assessment. Action research. Teacher/learner autonomy. Modeling research in education.</p>
<p>Grading and evaluating student work in class and/or at the final exam:</p>	<p>Midterm exam: 30% of the final grade. Individual tasks: 20% of the final grade. Final exam: 50% of the final grade.</p>
<p>Required reading and additional study material</p>	<p>Basic material:</p> <ol style="list-style-type: none">1. Lightbown, Patsy M. and Linda Spada. How Languages are Learned, 2016.2. Ellis, Rod. Second Language Acquisition, 2002.3. Harmer J. The Practice of English Language Teaching., 2010.4. Brown, D. H. Teaching by Principles: An Interactive Approach to Language Pedagogy, 2008.5. Richards, Jack and Theodore S. Rodgers. Approaches and Methods in Language Teaching, 2007.6. Miniotienė, B., I. Žindžiuvienė. Descriptive Bilingual Glossary of Educational Terms, 2006.7. Žindžiuvienė, I. Doing Research on ELT, 2013. <p>Supplementary material:</p> <ol style="list-style-type: none">1. Johnson, Keith. An Introduction to Foreign Language Learning and Teaching, 2008.2. Eggen, P. D. Strategies for Teachers: Teaching Content and Thinking Skills, 2001.3. Jarvis, P. The Theory and Practice of Teaching, 2006.4. Lindsay, Cora and Paul Knight. Learning and Teaching English, 2006.
<p>Additional information (if applicable)</p>	