VÕÕRKEELTE ÕPPIMISE JA ÕPETAMISE PÕHIMÕTTED PRINCIPLES OF TEACHING AND LEARNING FOREIGN LANGUAGE

FLGR.01.088

COURSE OUTLINE

Semester: Autumn 2009

Time: 25 September 14.00-16.00

17 October 14.00-16.00 13 November 16.00-18.00 27 November 14.00-16.00

8 January 14.00-16.00 (exam)

Instructor: Natalja Zagura

E-mail: natalja.zagura@ut.ee

Office hour: Wednesdays 14.00 (Kü 2 - 204) or by appointment

Home page: www.ut.ee/~n_zagura/SLA Format: seminars + independent work

Credits: 3 EAP, graded

Aims:

The course provides an overview of research into language acquisition and learning. The aim of the course is to outline the links between theoretical considerations and practical learning/teaching processes as well as to initiate discussion over these issues.

Outcomes:

By the end of the course, the students will be able to

- 1) define terms and concepts related to language learning and teaching;
- 2) list and describe research done in the field;
- 3) point out similarities and differences between first and foreign language acquisition and learning;
- 4) describe widely spread learning theories;
- 5) describe learners;
- 6) describe and compare major language learning and teaching approaches and methods.

Main topics covered:

- 1) Language, learning and teaching.
- 2) Introduction to SLA research: notions and terminology.
- 3) First and second language acquisition: similarities and differences.
- 4) Learning theories (behaviourism, cognitivism, constructivism, humanism).
- 5) Individual differences in language learning. Learning styles and strategies.
- 6) Early language teaching methods.
- 7) Humanistic methods.
- 8) Theory of multiple intelligencies.
- 9) The lexical approach.
- 10) Task-based language teaching. WebQuest.

Required readings:

Photocopies of the required readings will be provided and some materials will be placed online at the course web page.

The main materials/ sources are:

Ellis, Rod. 2005. *Instructed Second Language Acquisition: A Literature Review*. Wellington, NZ: Ministry of Education, available at http://www.educationcounts.edcentre.govt.nz/publications/tertiary/instructed-language-acquisition.html. (Compulsory reading!)

Johnson, Keith. 2001. *An Introduction to Foreign Language Learning and Teaching*. Harlow: Pearson Education Limited.

Recommended readings:

Cook, V. 1996 (2nd ed). Second Language Learning and Language Teaching. London: Arnold.

Doughty, C. and M. Long (eds) 2003 (2nd ed). *Handbook of Second Language Acquisition*. Oxford: Blackwell.

Ellis, R. 1997. SLA Research and Language Teaching. Oxford: Oxford University Press.

Ellis, R. 1994. The Study of Second Language Acquisition. Oxford: Oxford University Press.

Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.

Lightbown, Patsy M. and Spada, Nina. 1999 (2nd ed). *How Languages are Learned*. Oxford: Oxford University Press.

Mitchell, Rosamond and Myles, Florence. 2004 (2nd ed). *Second Language Learning Theories*. London: Arnold.

Useful Internet resources:

Vivian Cook's website *Second Language Acquisition Topics*: http://homepage.ntlworld.com/vivian.c/SLA/index.htm

Timothy Mason's website Lectures in SLA & EFL:

http://perso.club-internet.fr/tmason/WebPages/LangTeach/Licence/CM/Lecture-Mainpage.htm#SLA

**B Glossary of Frequent SLA Terms (currently still under construction) available from the web page of The International Commission on Second Language Acquisition: http://www.hw.ac.uk/langWWW/icsla/ICSLAGLO.htm

Assessment:

The course grade will take into account:

- the student's participation in seminar discussions (15% of the grade)
- the completion of required reading and writing tasks (35% of the grade)
- the written examination consisting in a longer, essay-type question, five short-answer questions and ten questions on terminology (50% of the grade).

General requirements:

As this is a seminar course, attendance is compulsory. Missing more than one seminar out of four without a valid reason may result in a lower grade. It is the responsibility of the students to be aware of what is being done in the seminars and to check the course materials/ assignments at the course web page regularly. Missing a class is not an excuse for not preparing for the next class.

Instructors are available to advise students during their office hours. Although instructors can be accessed via e-mail, they cannot guarantee immediate responses to such enquiries.

All assignments are to be handed in by the set deadline, unless students have a valid excuse, in which case the instructor should be informed promptly. Extensions will be granted only prior to the deadline and if there is a valid reason. Such papers may receive a lower grade. Late papers for which an extension has not been granted will not be read.

Written assignments should be computer-processed, if at all possible (point size 12, 1.5-spaced), handed in on paper and follow the general requirements set for student papers in English Language and Literature (for details see http://www.ut.ee/fleng/files/guidelines_style_sheet.pdf).

Students are held to the highest standards of academic honesty. Plagiarism and cheating of any kind will not be tolerated.