SLA Theory

The behaviourist account of L1/L2 learning
Noam Chomsky’s views on language acquisition
L1 acquisition in the light of the Critical Period Hypothesis
L2 acquisition in the light of the Critical Period Hypothesis
Universal Grammar and its role in L1/L2 acquisition
Neurolinguistic aspects of L2 acquisition
The similarities and differences between L1 acquisition and L2 learning
The acquisition of morphemes in L1 and L2 learning
Syntax acquisition in L1 and L2 learning
The natural route of development for L1 and L2
Interlanguage and its characteristics
Language transfer
Interference as a source of errors in interlanguage
Intralingual and interlingual transfer in L2 learning
Fossilization
Developmental errors and their role in L2 learning
Communication strategies in the L2
The theory of multiple intelligences and its implications for L2 teaching
Cognitive styles
Learning strategies
Learner autonomy and its implications for L2 learning and teaching
Affective factors in L2 learning
Strategy training and its practical implications
Acculturation vs. cultural awareness
The Monitor Model for SLA
Humanistic principles and techniques in L2 teaching
Input, intake and output
The interface position on L2 learning
Foreigner talk and its role in L2 learning
The Sapir-Whorf Hypothesis and its implications for L2 learning
Cross-linguistic influence
Contrastive analysis vs. error analysis
Error analysis and its contribution to SLA theory
Interference vs. overgeneralization
Learning styles
Approach, method and technique
Communicative competence
Communicative Language Teaching
Eclecticism in L2 teaching
The Audiolingual Method
Suggestopedia
The Silent Way
Community Language Learning
Total Physical Response
The silent period in L2 teaching
The Natural Approach
The Grammar Translation Method
The Comprehension Approach to L2 learning
The Direct Method
Conventional and unconventional method of L2 teaching

ELT Methodology

Language skills and subsystems
Integrated skills
Inductive vs. deductive teaching
The PPP model of L2 teaching
Stages of a foreign language lesson
Free practice vs. controlled practice
Pre-teaching and its role in L2 teaching
Revision and its role in L2 teaching
Types and characteristics of language tests
The backwash effect
Integrative testing techniques
Discrete-point testing techniques
Techniques for testing listening comprehension
Techniques for testing reading comprehension
Techniques for testing speaking
Techniques for testing writing
Techniques for testing vocabulary
Techniques for testing grammar
The syllabus
Course-book evaluation
Lesson planning
Realia and their role in L2 teaching
Authentic materials
The role of L1 in L2 teaching
Error correction
Techniques for correcting written work
Techniques for correcting oral mistakes
Metalanguage and its usage in L2 teaching
Audio-visual aids in L2 teaching
Video materials in L2 teaching
CALL and its application in L2 teaching
Pairwork
Teaching young learners
Developing speaking skills
Developing listening skills
Developing writing skills at the beginner level
Developing writing skills at an advanced level
Developing reading skills
Skimming, scanning and reading for detail
Characteristics of effective listening activities
Developing fluency in the L2
Establishing L2 pronunciation goals
Teaching L2 pronunciation
Teaching L2 vocabulary
Translation in vocabulary teaching
Vocabulary presentation techniques
Teaching idioms and collocations
Teaching English consonants to Poles
Teaching English vowels to Poles
Reseaching classroom interaction
Role-play activities
Feedback
Teaching L2 grammar
Peer-correction vs. self-correction
Reading aloud: arguments for and against its use
Teacher roles in a communicative class
Information gap and its implications for L2 teaching
Pedagogical grammar
Developing cultural awareness
Native speakers vs. non-native speaker teachers
Homework