Theories of language learning and teaching

1. Individual differences in foreign language learning. Provide a definition of the term, explain how they are classified, give relevant examples. Then select 3 factors and explain what role they play in language learning/teaching.

2. Affective factors in language learning: define the term, give examples and explain how they influence the process of language learning/teaching.

3. Age as a factor determining success in second/foreign language learning. Discuss various age groups in terms of their expected achievement.

4. Discuss child-adult differences in the process of second language learning.

5. Discuss the notion **LAD**. What implications does it have for language acquisition, first and second?

6. Krashen's theory of SLA: list and describe the five hypotheses. What implications does the theory have for language education?

7. Discuss the Critical Period Hypothesis. Is there a critical period in second language acquisition? Consider different aspects of the process, i.e. psychomotor, affective, cognitive, etc.

8. What is Contrastive Analysis? Which linguistic theory does it derive from/is related to? Does it have any role to play in language teaching today?

9. Behaviourist views on first language acquisition: definitions of language and language acquisition, processes involved, evaluation of the theory.

10. How do children acquire their mother tongue? a) Discuss some theories you are familiar with, b) Compare and contrast two theories you are familiar with: consider the perception of the process of acquisition, processes involved, the role of the environment, strengths and weaknesses of the theories.

11. Define rote learning as opposed to meaningful learning. What theory/-ies do you associate these concepts with? Are the two types of learning applicable in the contemporary language classroom?

12. Specify the most important principles of humanistic psychology. How are they reflected in contemporary language teaching methods?

13. Select 3 language teaching methods and explain the role of L1 in those methods.

14. Define motivation and provide its basic classifications. What is the role of motivation in foreign language learning? How can the teacher enhance it?

15. Input vs. interaction. Identify the two terms and theories they are associated with and explain what role they play in language learning/teaching.

16. Field dependence vs. field independence: define the two terms and explain their role in foreign language learning.

17. What is input? What role is it assigned in different language acquisition theories?

18. What are the sources of errors in language learning? Explain how different theories of second language acquisition try to account for learners' errors.

19. What is Error Analysis and what information does it provide the teacher with? What is the difference between Error Analysis and Contrastive Analysis?

20. Define interlanguage and specify its features. How is interlanguage formed (i.e. what processes contribute to its development?). What is its significance for language teachers?

21. What are learning styles and learning strategies? Define them and give examples.

22. What is the claim of the Contrastive Analysis Hypothesis (CAH)? Why was its strong version rejected?

23. What is modified input and what is its role in language acquisition? What types of modified input can we identify?

24. Differences and similarities between first and second language development.

25. The notion of fossilization – definition, causes, ways of preventing.

26. What is language transfer and when does it take place? Give some examples from the Polish-English learning context (at the level of pronunciation, grammar, vocabulary, etc.)

27. Transfer vs. generalization. Identify the two notions and explain how the two learning processes manifest themselves in second/foreign language learning giving examples. Is there any relationship between them?

28. The affective filter hypothesis of Krashen's SLA theory. How does it relate to the other hypotheses? Are you familiar with other similar concepts?

29. The notion of communicative competence and its components. What are the teaching implications of this concept?

30. What is the function of learned competence in Krashen's Monitor hypothesis (a part of his Monitor Model/Theory)? What does this hypothesis claim/explain? Does it have any implications for the language classroom?

31. Explain the <u>process of hypothesis formation and testing</u> in language development. Give some examples. What acquisition theory does it come from? Does it have any role to play in a language classroom?

32. The notion of <u>comprehensible input</u> and its relevance for language teaching. What approach to grammar teaching/learning is it related to?

33. What are <u>communication strategies</u> – give some examples and explain when we use them. Should they be taught?

34. <u>Cognitive factors</u> in language learning: define them, give examples and specify how they influence language learning/teaching.

35. Specify the principles <u>of Communicative Language Teaching</u> and list its advantages and disadvantages.

36. Select 3 language teaching methods and explain how they deal with the question of grammar teaching.