

### 1. SLA theories

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford, UK: OUP. pp. 34–51.

Key words: behaviourism and contrastive analysis; Chomsky's Universal Grammar; Krashen's Monitor Model; cognitivist theories (information processing, connectionism, the interaction hypothesis, the noticing hypothesis, processability theory); sociocultural theory

### 2. Communicative competence

Cook, G. (2003). *Applied linguistics*. Oxford, UK: OUP. pp. 40–48.

Cook, G. (2003). *Applied linguistics*. Oxford, UK: OUP. pp. 103–104.

Key words: Hymes' model; Canale and Swain's model; the communicative approach to English language teaching

### 3. Discourse analysis

Tankó, Gy. (2012). *Professional writing: The academic context* (Rev. 2nd ed.). Budapest: Eötvös University Press. pp. 40–68.

Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching*. Cambridge, UK: Cambridge University Press. pp. 4–13.

Key words: definition of discourse and discourse analysis; genre, register; information structure; turn-taking; critical discourse analysis; context and shared knowledge; coherence, cohesion (types of cohesion); topic; complex genre, part-genre, sub-genre; text type; patterns of organisation

### 4. Pragmatics

Illés, É. (2009). An introduction to pragmatics for teachers. In R. Bhanot & É. Illés (Eds.), *Best of Language Issues* (pp. 53–57). London, UK: LLU+ London South Bank University.

Yule, G. (1996). *Pragmatics*. Oxford, UK: OUP. pp. 59–69.

Key words: definition(s) of pragmatics; Speech Act Theory; Grice's Cooperative Principle (maxims); Politeness: positive/negative face, politeness strategies

### 5. Sociolinguistics

Wardhaugh, R. (2006). *An introduction to sociolinguistics* (5th ed.). Oxford, UK: Blackwell. pp. 25–57.

Key words: Language v. variety (examples); dialects; language-dialect continuum; accent; standard English; received pronunciation

## 6. Psycholinguistics: Language production and language loss

Scovel, T. (1998). *Psycholinguistics*. Oxford, UK: OUP. pp. 26–49.

Scovel, T. (1998). *Psycholinguistics*. Oxford, UK: OUP. pp. 70–89.

Key words: conceptualisation; formulation, articulation, self-monitoring; the human larynx, coarticulation; mistakes/errors; neurolinguistics; neuroplasticity; aphasia (Broca's, Wernicke's); speech and language disorders; long-term memory, short-term memory

## 7. Language policy

Darquennes, J. (2013). Current issues in LPP research and their impact on society. *AILA Review*, 26, 11–23.

Coleman, J. A. (2006). English-medium teaching in European Higher Education. *Language Teaching*, 39(1), 1–14.

Key words: multidimensionality in language policy and language planning (LPP); interplay between language policy and language planning; current issues in LPP; impacts of LPP; drivers of the Englishization; Content and Language Integrated Learning; English-medium instruction in higher education

## 8. Individual differences

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford, UK: OUP. pp. 53–76.

Key words: language learning and age, the critical period; aptitude; learning styles; learning strategies

## 9. Motivation

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, UK: Cambridge University Press. pp. 5–30.

Key words: history of L2 motivation research; types of motivation; process oriented view on L2 motivation; motivational teaching practice

## 10. Language testing and assessment

McNamara, T. (2000). *Language testing*. Oxford, UK: OUP. pp. 3–11.

Hughes, A. (1989, 2003). *Testing for language teachers*. Cambridge: Cambridge University Press. pp. 36–52.

Key words: definition of test; test types; item types; test purpose; performance; inference; validity, reliability

## 11. Corpus linguistics

Reppen, R., & Simpson-Vlach, R. (2010). Corpus linguistics. In N. Schmitt (Ed.), *An introduction to applied linguistics* (2nd ed.). London, UK: Hodder Education. pp. 89–105.

Key words: general/specialised corpus; written/spoken corpus; structural markup (headers, tagging); concordancing tools, KWIC; collocations/lexical bundles; corpora in the classroom

## 12. English as a lingua franca

Illés, É. (2012). English as a lingua franca and its implications for the teaching of English. *Language Issues*, 23(1), 5–9.

Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200–207.

Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 50(4), 339–341.

Key words: the spread of English (Kachru's circles); World Englishes; intra/international communication; definitions of English as a lingua franca; native speakers in ELF; identity in ELF