

## Angol nyelv és kultúra tanára rövidciklusú tanárképzés záróvizsga tételei – 2 féléves

1. How would you teach contrastive linguistic phenomena from the area of morphology (e.g. different tense systems, main verbs versus auxiliary verbs and modal verbs, countability) according to the principles of communicative and post-communicative language teaching?
2. Describe the role of dictionary use and teaching dictionary use in foreign language teaching. What processes of word formation would you teach? Describe the process of derivation with suffixes and prefixes, the construction of compound words, and the use of phrasal verbs, prepositional verbs, collocations and idioms.
3. Describe the methodology of teaching grammar structures based on the principles of communicative and post-communicative language teaching. How would you teach the Gerund and the Infinitive? Which types of dependent clauses contain these structures?
4. Types of complex sentences, co-ordination and subordination. What types of sentences do curricula include for different levels? Describe some contrastive analyses from the area of syntax. What is the stylistic role of these sentence types?
5. The methods of teaching vocabulary; learning strategies in learning new words. What does it mean to 'know' a word in a foreign language? Give a few examples of lexical (vocabulary) differences between British and American English. What English words do Hungarian learners have difficulties with (according to contrastive analyses)?
6. The importance of teaching pronunciation in the age of linguistic globalization: possibilities and challenges. Which English sounds do Hungarian learners have difficulties with? The levels of teaching pronunciation (sound formation, stress, intonation) and their role in developing communicative competence.
7. The levels of planning in English language teaching: long-term and short-term planning. The aims, aspects and elements of a lesson plan.
8. The principles of communicative and post-communicative language teaching. Communicative competence: its components and the conditions for its development in the classroom. What characterizes a communicative activity? The principles of error correction with regard to the different stages and aims of a lesson: accuracy versus fluency.
9. The role of testing and assessment in English language teaching. Types of tests and language exams. Formative and summative assessment, alternative assessment methods. Validity and reliability in testing knowledge.
10. Integrated skills development in the English lesson. What are the characteristics and stages of developing the four skills (receptive and productive)? Describe sub-skills and how they can be combined by drawing on practical examples from the English language classroom.
11. Learner-centred teaching, dealing with individual differences in the English lesson. Learning styles and strategies. The process, aims and tools of developing learner autonomy.

**For the literature/history/culture topics, please bring a printed list of the literary works, social or cultural challenges, and traditions you have chosen to discuss. N.B.: you should choose different literary works for each literature topic.**

#### 12. British literature

Based on the course(s) you have taken during your training at KRE, discuss the main characteristics of a literary historical period of British literature (e.g. the Middle Ages, the Renaissance, modernism, etc.), and apply your insights to at least **three** works by three different authors.

#### 13-Anglophone literature(s)

Based on the course(s) you have taken during your training at KRE, discuss the main characteristics of **three** works by three different Anglophone writers. Pay attention to the historical context, the style, and the reception history of these works.

#### 14. Literature, Culture, Multimedia

Based on the course(s) you have taken during your training at KRE, discuss the various adaptations (including translations) of at least **three** literary works or cultural phenomena in the English-speaking world. Reflect on the various (ideological, historical, cultural, etc.) issues connected to such adaptations.

#### 15. Current Social and Cultural Challenges in English Speaking Countries

Based on the course(s) you have taken during your training at KRE, discuss **three** important present-day social and/or cultural challenges in the English-speaking world. Reflect on the various (ideological, historical, cultural, etc.) contexts that are important for their understanding

#### 16. The Culture of English Speaking Countries

Based on the course(s) you have taken during your training at KRE, discuss **three** important cultural traditions in the English-speaking world. Reflect on the various (ideological, historical, cultural, etc.) contexts that are important for their understanding.

### **Ajánlott szakirodalom:**

#### **Módszertani, nyelvészeti témákhoz:**

Biber, D., G. Leech, S. Conrad. (2002) *Longman Student Grammar of Spoken and Written English*. Harlow: Pearson Education.

Brown, H. D. (2010) *Principles of Language Learning and Teaching*, London: Prentice Hall.

Budai, L. (2010) *Az anyanyelv változó szerepe az idegennyelv-oktatásban*. Budapest: Nemzeti Tankönyvkiadó.

Dictionary skills: Integrating dictionary work into class.

<http://www.onestopenglish.com/skills/vocabulary/macmillan-dictionary-resources/dictionary-skills/dictionary-skills-introductory-article/>

Ellis, R. 1965. The Role of the First Language. From *Understanding second language acquisition*, Oxford: Oxford University Press. 19-41.

Harmer, J. (2009) *The Practice of English Language Teaching*. (3rd ed.). London: Longman.

Heltai P. 2012. Cross-Linguistic Influences in the Acquisition of Nominal Compounds. [http://www.skase.sk/Volumes/JTL24/pdf\\_doc/02.pdf](http://www.skase.sk/Volumes/JTL24/pdf_doc/02.pdf)

Heltai, P. 2016. Kontrasztív elemzés a mai nyelvtanításban és fordításoktatásban. *MNyO* XII. évf. 1-2. szám, 3-30.

Laufer, B. 1997. What's in a Word that makes it Hard or Easy - Intralexical Factors Affecting the Difficulty of Vocabulary Acquisition. In: McCarthy, M. and Schmitt, N. (eds.) *Vocabulary description, acquisition and pedagogy*. Cambridge: Cambridge University Press.

- Magay Tamás (2006): Tanulói szótárak – múlt és jelen. In: Magay Tamás (szerk.): *Szótárak és használóik. Lexikográfiai füzetek 2*, Akadémiai kiadó, 57-87. o.
- Márkus, K.-Szöllősy, É. (2006) Magyar középiskolásaink szótárhasználati szokásairól. In: Magay T. (szerk.): *Szótárak és használóik. Lexikográfiai füzetek 2*. Budapest: Akadémiai kiadó. 95-112.o.
- Ringbom, H. 1992. On L1 Transfer in L2 Comprehension and L2 Production. *Language Learning* Vol. 42, No. 1, pp. 85-112. Scrivener, J. (2011) *Learning Teaching*. (3rd ed.). Oxford: Heinemann.
- Ur, P. (2009) *A Course in Language Teaching*. Cambridge: CUP.

### **Irodalmi témákhoz:**

- Abrams, M. H. (Ed.) (1979) *The Norton Anthology of English Literature*. London: Norton & Co.
- Alexander, M.(2007) *History of English Literature*. New York and London: Palgrave and Macmillan.
- Baym, N. (Ed.) (1998) *The Norton Anthology of American Literature*. New York and London: Norton & Co.
- Bollobás, E. (2005) *Az amerikai irodalom története*. Osiris Kiadó, Budapest.
- Carter, R. and McRae, J. (2008) *The Routledge History of Literature in English*. London and New York: Routledge.
- Conrad, P. (2006) *Cassel's History of English Literature*. London: Weidenfeld & Nicholson.
- High,P. (1986) *An Outline of American Literature*. New York: Longman.
- Ruland, R. and Bradbury, M. (1992) *From Puritanism to Postmodernism. A History of American Literature*. New York: Penguin.

### **Történelmi és kulturális témákhoz:**

- Bogdanor, Vernon ed. (2003) *The British Constitution*. Oxford: Oxford University Press.
- Johnson, Paul (1999) *A History of the American People*. New York: Harper Collins.
- Magyarics, Tamás and Tibor Frank (1995) *Handouts for U.S. History: A Study Guide and Workbook*. Budapest: Panem-McGraw-Hill.
- McDowall, David (2003) *Britain in Close-Up: An In-Depth Study of Contemporary Britain*. Harlow: Longman.
- Morgan, Kenneth O. ed. (2009) *The Oxford Illustrated History of Britain*. Oxford: Oxford University Press.
- Outline of U.S. History* (2005) ed. by Deborah M.S. Brown et al. United States Information Agency.
- Pintér, Károly (2015) *Introduction to Britain*. 3rd ed. Piliscsaba: Pázmány Péter Catholic University.
- The Constitution of the United States of America*.

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