

Angol szakos tanári záróvizsga

SZAKMÓDSZERTAN TÉTELEK

(a nappali osztatlan képzés **általános iskolai tanári szakirányt** választó hallgatói részére)

1. Language teaching methods in the history of ELT. Grammar Translation, Direct Method, Audiolingual Method and Humanistic Language Teaching (objectives; view/theory of language; view/theory of learning; role of L1 in class; syllabus; learning and teaching activities).
2. The Communicative Approach. Communicative competence, basic principles of CLT, the communicative continuum, functions and notions, aspects of CLT for which it has been criticized for. Post-communicative era and principled eclecticism.
3. The language learner: language aptitude, learning styles, learning strategies, the good language learner. The young learner (YL). Who are YLs? Approaches and techniques in the YL classroom. The teacher as a facilitator. Group dynamics: stages, characteristics and the teacher's role.
4. Learner-centred teaching, dealing with individual differences in the YL classroom. The process, aims and tools of developing learner autonomy. Motivation in language teaching and language learning.
5. Teaching structures in the YL classroom. Explicit and implicit grammar instruction. Contextual presentation, discovery technique, stages, controlled and free practice activities. Stages of teaching grammar for communication illustrated with a classroom example.
6. The methods of teaching vocabulary in the YL classroom; learning strategies in learning new words. What does it mean to 'know' a word in a foreign language? What English words do Hungarian learners have difficulties with?
7. 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.
8. Receptive skills development in the YL classroom. Purposes and subskills of reading and listening. Using authentic materials. Describe the aims of the pre-, while- and post-stages of an integrated skills development lesson and illustrate them with activities and practical examples.
9. Productive Skills development in the YL classroom. What are the characteristics and stages of developing speaking and writing? Describe sub-skills and how skills development can be integrated and combined by drawing on practical examples from the English language classroom.
10. The levels of planning in English language teaching: long-term and short-term planning. The aims, aspects and elements of a lesson plan. Learning outcomes.
11. Mistakes and treatment of Errors. The principles and techniques of error correction with regard to (1) age differences and (2) the different stages and aims of a lesson: accuracy versus fluency.
12. The role of testing and assessment in teaching English to YLs. Types of tests and YL language exams. Formative and summative assessment, alternative assessment methods. Validity and reliability in testing knowledge.

Átánlott szakirodalom:

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

Moon, J. (2006). *Children learning English*. Oxford: Macmillan.

Pinter, A. (2017). *Teaching young language learners*. (2nd ed.). Oxford: OUP.

Scrivener, J. (2011) *Learning Teaching*. (3rd ed.). Oxford: Heinemann.